clerks@guamlegislature.org

From: Speaker's Office <speaker@guamlegislature.org>
Sent: Monday, June 29, 2020 8:41 AM
To: Clerks Office
Cc: Rennae Meno
Subject: M&C Fwd: GEB June 12, 2020 Special Meeting - Reporting Requirements
Attachments: GEB June 12, 2020 Reporting Requirements.pdf

06-26-20	6:29 PM	06-22-20	Agenda and other documents for Guam Education Board special meeting held on June 12, 2020.*	Department of Education-Office of the Superintendent	35GL-20-1932

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 | Hagatna, GU 96910
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speaker@guamlegislature.org

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Gumai pribilehu yan konfedensia este siha na mensåhi. Solo espesiåtmente para hågu ma entensioña pat ma aturisa para unrisibi. Sen prubidu kumu ti un ma aturisa para manribisa, na'setbe, pat mandespåtcha. Yanggen lachi rinisibu-mu nu este na mensåhi , put fabot ago' 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: Fri, Jun 26, 2020 at 6:29 PM
Subject: GEB June 12, 2020 Special Meeting - Reporting Requirements
To: Governor's Office - Michael Weakley <michael.weakley@guam.gov>, Speaker Barnes <speaker@guamlegislature.org>
Cc: Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>, Maria Roberto <mdroberto@gdoe.net>

Hafa Adai,

Please see the attached documents for the Guam Education Board's Special Meeting held on June 12, 2020.

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

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

June 22, 2020

The Honorable Lourdes A. Leon Guerrero
Governor of Guam
Ricardo J. Bordallo Governor's Complex
Adelup, Guam 96910

Honorable Tina Rose Muña Barnes
Speaker
Thirty-fifth Guam Legislature
Hagåtña, Guam 96932

Dear Governor Leon Guerrero and Speaker Barnes:

Håfa Adai! Pursuant to Public Law 31-233, Section 38, *Reporting Requirements for Boards and Commissions,* attached are copies of the Guam Education Board's meeting agenda and other documents as discussed at the June 12, 2020 special board meeting. The meeting was held via Zoom Conferencing.

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

Senseramente,

JON J. P. FERNANDEZ
Superintendent of Education

Attachments

cc: File

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

MARIA A. GUTIERREZ
Chairwoman

MARK B. MENDIOLA
Vice-Chair

9th GUAM EDUCATION BOARD

Special Board Meeting

Friday, June 12, 2020

11 AM

Zoom Conferencing
AGENDA

I. Meeting Call to Order

II. Roll Call of Members

III. Unfinished Business

1. School Recovery Plan

IV. Adjournment

VOTING MEMBERS:, Maria A. Gutierrez, Chairwoman, Mark B. Mendiola, Vice-Chair, Felicitas B. Angel, Lourdes M. Benavente, Karlyn RCG Borja, John T. Burch, James C. Lujan, Ronald L. McNinch, PhD
EX-OFFICIO MEMBERS: Mika Labadnoy (OHS) - IBOGS Representative, Doris Terlaje - GFT Representative, Mayor, Melissa B. Savares, MCOG Representative
EXECUTIVE SECRETARY: Jon J. P. Fernandez, GDOE Superintendent

CURRENCY EXCHANGE RATES
On Jun. 4, $1 was worth:

Keep posted and get more data and details online. Log on to see real time market data with our stock market tool at postguam.com/stock_market.

49.948 PHP₱	109.06 JPY¥	1,217.29 KRW₩	29.910 TWD NT$	7.1235 CNY¥	1.4474 AUD A$	0.8914 EUR €

Small Business Development Center Network welcomes new director

Frederick Granillo has been named director of the Pacific Islands Small Business Development Center Network at the University of Guam.

Granillo comes to the center with more than 31 years of industry experience, particularly in the areas of accounting, finance and income taxation, UOG stated in a press release.



Frederick Granillo

Granillo was most recently the chief financial officer for an established locally and family-owned business. He has also previously held the management positions of business adviser, internal and external auditor, assistant vice president in commercial lending and controller in a number of different business organizations, according to the release.

"He has a passion for assisting entrepreneurs and helping them to realize their dream of business ownership," said Annette Santos, dean of the UOG School of Business and Public Administration. "Being an entrepreneur himself, he knows what it takes to run and manage his own business."

Granillo holds a bachelor of business administration in accounting from California State University, Los Angeles, and a master of business administration in management from Amberton University in Texas.

"The small businesses on Guam and across the Micronesia archipelago represent a vital piece of our economy, communities, and region," Santos said. "We look forward to Mr. Granillo's leadership in elevating the Pacific Islands SBDC Network into a thriving ecosystem of entrepreneurship and innovation while preserving our cultural identities, encouraging new business growth, and improving partner relations."

(Daily Post Staff)

Guam Chamber relaunches beautification campaign

The Guam Chamber of Commerce announced that it has relaunched the Na' La' Bonita Guam, or Make Guam Beautiful, campaign, that was conceived by the Chamber's Tourism Committee in 1999.

The plan was created to beautify Guam with a community anti-litter enhancement and improvement effort that creates education, pride, excitement and community involvement between the Chamber, the visitor industry, the Government of Guam and the local community, the Guam Chamber announced in a press release.

For years, the Chamber has recognized individuals, businesses and organizations that have contributed to improving the quality and beauty of our island by sprucing up and maintaining public areas, business establishments and/or private properties.

"With the governor's recent announcement that the island may welcome visitors by July 1 if our case tracking continues to be low, it was time to work collaboratively with various island organizations and our government, to call upon our residents and members to make Guam more beautiful by smartening up our neighborhoods, tidying up our yards, cleaning up our villages, sprucing up our businesses and upkeeping all areas throughout our island," the Chamber stated.

To nominate a business, an individual or an organization that has made significant improvements to a building, an area or a site, or has created a meaningful and effective beautification effort, individuals are urged to complete and submit a nomination form with before and after photos to the Guam Chamber of Commerce.

Some questions and thoughts to consider in writing up the nomination could include:

- Information about what improvements were made and how long did it take?
- What unique ideas or innovations were implemented?
- Were there environmental issues at the site and how were the concerns addressed?
- Who made the improvements?
- Did the improvements involve the use of local plants, trees and flowers?
- How did the project help to beautify our village and our island?

For more information or to obtain a nomination form, contact the Guam Chamber at 472-6311/8001 or e-mail info@GuamChamber.com.gu. ***(Daily Post Staff)***

MARIA A. GUTIERREZ
Chairwoman

GUAM EDUCATION BOARD
501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
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MARK B. MENDIOLA
Vice-Chair

SPECIAL MEETING
Friday, June 12, 2020
11 AM
Teleconference – via Zoom Conferencing
AGENDA

I. Meeting Call to Order
II. Roll Call of Members
III. Unfinished Business
1. School Recovery Plan
IV. Adjournment

The public is welcome to view the meeting via live stream at https://www.facebook.com/DOEGuam. If you would like to attend the meeting via Zoom Conferencing you may download the Zoom application on any of your devices and attend the meeting using this link: https://gdoe.zoom.us/j/96178401665. Individuals requiring special accommodations or information or wish to submit public testimony via email may contact Christie San Nicolas, Administrative Officer 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-20-1932



TWO MINUTES
With The Bible
BEREAN BIBLE SOCIETY
PO Box 756
Germantown, WI 53022
www.bereanbiblesociety.org

ADVICE FOR AGED WOMEN by Pastor Ricky Kurth

"The aged women likewise, that they be in behaviour as becometh holiness, not false accusers…" (Titus 2:3).

Former first lady Barbara Bush was one of our nation's most beloved aged women. In her memoirs, she tells how she and her husband George were once at a state dinner in Japan while he was our president. She was seated next to the emperor, but just couldn't seem to engage him in conversation. He replied to every inquiry with a "yes" or a "no." Finally, she complimented him on the splendor of his official residence. He responded: "Thank you." Undaunted, she pressed on. "Is it new?" "Yes." "Well, was the old palace so old that it was falling down?" "No. You bombed it." At that point, she turned to talk to the person sitting on her other side!

Mrs. Bush tried to courteously engage the emperor in conversation for she knew she represented her husband and her country. But Christian aged women represent the Lord, so Paul says they should be "in behaviour as becometh holiness." The word "holiness" has different meanings, but when Paul says that aged women should be "likewise" in behavior as becometh holiness, he must mean they should be holy in the ways in which he had just encouraged aged men to be holy (vs.1,2). After all, what's good for the aged gander is good for the aged goose!

But aged women should know that it is especially important for them to be holy, for women are the guardians of decency in society. Did you ever wonder why, in speaking of the sins of the ancient Gentile world, Paul wrote that "even their women" were engaged in those abominable sins (Rom. 1:26)? It is because women, by their very nature, are more refined. We see this illustrated in the account of the creation of men and women. God made man from the dust of the earth, but He drew woman from the man. Thus women are by nature further removed from the dirt of which we men were created! Because of this, women can often rein in men's sins simply being who they are. This is especially important for aged women, who must set an example for younger women.

But after telling aged women to be holy like the men, Paul singles out an area where it is harder for women to be holy when he says they shouldn't be "false accusers." If you're wondering why women would have more trouble with that than men, it's not because they talk more, as I might suggest if I were a sexist! It is because when women want to hurt someone, they tend to use their words and not their fists like us men. That's why when Paul talked about the qualifications of a spiritual leader, he wrote,

"A bishop then must be… not given to wine… no striker… not a brawler" (I Tim. 3:2,3).

But when he gave the qualifications for the wife of a spiritual leader, he wrote,

"Even so must their wives be grave, not slanderers" (I Tim. 3:11).

The Greek word for "slanderers" there is the same as the word translated "false accusers" in our text, the word diabolos. Aged women need to be reminded that it is simply diabolical to slander someone by accusing them falsely.

And the reason Paul adds, "not given to much wine," is—well, do you know what tends to make a woman slander someone? The same thing that tends to make a man strike someone—much wine! Did you notice that before telling leaders to be "no strikers," Paul tells them to be "not given to wine?" And right after telling aged women not to be false accusers, he tells them the same thing? There's just something about alcohol that overcomes a man's natural inhibition to deck some jerk, and there's just something about it that overcomes a woman's natural inhibition to slander someone as well.

But slandering and striking others is not very holy behavior. So by God's grace, let's all determine to be in behavior as becometh holiness, to the glory and praise of God.

District/School Readiness Task Force (DSRTF)

General Update: June 9, 2020

Overall Task-Force Update:

- ✓ **District/School Readiness Task Force (DSRTF)** sub-committee chairs meet twice a week with GDOE management to monitor the progress of each sub-committee, obtain guidance and support from management, and to ensure communication and collaboration among GDOE senior leadership, division heads, school administrators and sub-committee chairs.

- ✓ **GEB committee on school safety** holds a weekly work session with the DSRTF to provide GEB members with a regular update on the Task Force's plans. The GEB Curriculum committee will begin holding a similar work session to discuss, in particular curriculum and distance learning.

- ✓ **School principals meetings** held on Monday, June 1st, Tuesday, June 2, and Tuesday, June 16, 2020: Discussed schools' readiness open to the public within the next two weeks, shared draft GDOE COVID19 Handbook, Task Force presented and discussed proposed schedules for SY20-21.

- ✓ **DSRTF met with Island-wide PTO** during a meeting sponsored by the GEB parent representative Mrs. Karla Borja on Wednesday, June 3, 2020 at 4pm. DSRTF presented our organizing structure and updated plans and school level admin representatives from Elementary, Middle and High schools presented and answered questions about the proposed school schedules for SY20-21.

- ✓ **DSRTF, C&I and FPD met with school administrators and teacher leaders** during our regular weekly meetings on curriculum and distance learning on Thursday, June 4, 2020. Discussed updates to the Education Stabilization Funds (ESF), school readiness and proposed school schedules for SY20-21.

- ✓ **Superintendent Fernandez, Deputy Superintendent Joe Sanchez and Operations Chairperson Erika Cruz met with the Lt. Governor and the medical advisor group** on Thursday, June 4 and Wednesday, June 10, 2020 to discuss their draft guidance for schools. All GDOE current GDOE plans for social (physical) distancing, cleaning protocols, and student/personnel safety exceed their current draft recommendations.

- ✓ **DSRTF and senior management meets weekly with Division Heads and Central Offices** on Fridays to update they on district/school readiness, the work of the task force and the progress of each sub-committee.

District/School Readiness Task Force Sub-committee updates

District/School Operations, Safety and Social (Physical) Distancing **Sub-Committee Chairs:** Erika Cruz	▪ Grade level admin representatives shared their proposed student attendance schedules with administrators, parent representatives, and teacher leaders. There seems to be an consensus with the A-B-C schedule and the sequencing of alternating days. o Next determination will need to be the composition of the groups. Discussions around this include factors such as alphabetical distribution, family attendance, area attendance, performance levels, and targeted

Working Document

& Christopher Anderson	interventions. The recommendation by the sub-committee is that this be a school-based decision with certain parameters set by policy. o Additional discussions and presentations to stakeholders are being planned by the sub-committee to obtain greater input and to listen to concerns. ▪ COVID guidance and handbooks are being developed for central office and schools to include safety protocols and operations. Draft handbook was provided to school administrators during the recent principals meeting with a opportunity for them to review and provide input by Friday, June 5, 2020. The draft handbook will be shared with the board for their review. o Note: some sections in the handbook are still being developed or reviewed by the sub-committees for final approval before being included. ▪ District offices and schools have their individual draft safety plans aligned with department safety guidance and district/school readiness checklist. ▪ Division and school surveys regularly updated to monitor readiness and progress. ▪ PPEs and Cleaning supply needs are being determined and are at various stages of ordering. Challenge is supplies on island which then requires us to modify our procurement strategies and timelines. ▪ PPEs and Cleaning supplies were ordered and delivered for central office. PPEs and Cleaning supplies for schools is ongoing and expected within the next week in time for summer school. o The superintendent, deputy superintendents, federal programs office, procurement and the Third Party Fiduciary Agent are working together to expedite the funding and procurement for the needed PPEs and cleaning supplies for the schools. ▪ Student accommodations are being considered. Collaboration with the Distance Learning committee is ongoing. A large part of responding to these requests for accommodations have to do with breaking up the students into the three groups discussed with the distance learning folks which include: o Students who are able to do 100% online distance learning. This would be a home learning model where students would not attended classes physically, but do so online. o Students who would like to do 100% home learning, but do not have the equipment to support 100% online work. This would be a home learning model supported by a paper-based or hardcopy based curriculum.

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	○ Student who will be participating in a blended model of face-to-face (FtF) and distance (home) learning. This is the group that would be scheduled using the A-B-C model. ▪ Personnel accommodations are being considered. Collaboration with Personnel Management sub-committee is ongoing. ▪ Meals discussion: It was clarified by the Child Nutrition Program (CNP) that the regulations do not require the department to provide meals for students who do not attend school on a particular day. However, it is allowable if we choose to do so. The Food and Nutrition division is currently discussing with the DSRTF operations sub-committee to determine if this is feasible operationally. ▪ Discussions with DPW Bus operations are ongoing and updated information will be provide to schools. This is dealing with, in particular, the possible grouping of students from different attendance areas to accommodate for bussing challenges. **Sub-committee Documents**: 1) Draft handbook, 2) COVID-19 School Opening Interim Temperature & Symptom Screening Guidelines, 3) Schedule proposals,
Curriculum and Distance Learning **Sub-Committee Chairs:** Joe Sanchez & Eloise Sanchez	▪ Updated Distance Learning Planning and Implementation Discussion sheet will be sent out this week. ○ Emphasis will be placed on ESF funding priorities, materials and technology orders, grouping and supports for the three groups of students noted in our planning. ○ Groupings include: ▪ Students who are able to do 100% online distance learning. This would be a home learning model where students would not attended classes physically, but do so online. ▪ Students who would like to do 100% home learning, but do not have the equipment to support 100% online work. This would be a home learning model supported by a paper-based or hardcopy based curriculum. ▪ Students who will be participating in a blended model of face-to-face (FtF) and distance (home) learning. This is the group that would be scheduled using the A-B-C model. ○ Student and parent survey developed by Dr. Zeny Natividad is being reviewed and will be provide to schools to include in their registration packets. This will be needed to officially identify the "mode" if instruction or group that each student will be participating in. ▪ Include information on the training that teacher have gone participated in. Make sure that we identify what project this is from.

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	▪ Summer school information. ▪ ESF information included. **Sub-committee documents:** 1) Curriculum and Instruction updates, discussions, and planning for Distance Learning 2) Distance Learning Planning and Implementation Phases,
District/School Personnel Management **Sub-Committee Chairs:** Toni Muna-Santos & Margaret Cruz	▪ Draft survey for employee accommodations was submitted to Superintendent, Deputies and Legal Counsel for their review and disposition. After their review, draft will be share with the GFT for their review and comment before being included in the final COVID plan. ▪ Draft documents including guidance on risks and accommodations, Standard Operating Procedures for considering and providing accommodations for employees, and a proposed committee approval structure for FMLA was submitted to management and legal counsel for their review and disposition. Upon their review, these will be provided to the GFT for their review and comment before being included in the final COVID plan ▪ Additionally, the committee has completed an initial draft for a teleworking SOP and has submitted that to management for review. **Sub-committee documents:** 1) All documents have been submitted to senior leadership and legal counsel for review and will be shared one they have been deemed acceptable to share.
Social and Emotional Wellness **Sub-Committee Chairs:** Nadine Cepeda & Doris Bukikosa	▪ Committee meets regularly and is preparing a framework for professional development and support for staff and students. ▪ Sub-committee identified major action items to address for COVID19 Readiness: o Research, compilation and dissemination of information and best practices to support personnel and students' mental health. o Establish, plan, coordinate, and conduct training to build personnel capacity in supporting students' mental health. o Provide or obtain social and emotional supports for students and personnel. o Approach Mental health supports using the same model as PBIS with the tiers: 1=80%, 2= 15%, 3=5%. ▪ These four items will now guide the sub-committee work and allocation of resources.
Communications and Public Relations	▪ Regular press releases keep the community informed regarding GDOE activities and School Readiness Task Force efforts. The PIO works with GDOE management and divisions to respond to media inquiries. Weekly radio,

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Sub-Committee Chairs: Isa Baza & Rebecca Duenas	television and newspaper interviews keep media informed on Task Force efforts. ▪ The new GDOE website will launch June 15 and will include updated Task Force information and School Year 2020-2021 information that is updated regularly ▪ Divisions provide regular updates regarding any changes to regular operations and district updates are sent to all employees every Friday. Internal memos from the superintendent formalize key information, such as safety protocols for schools and central office, and are sent out to all employees through the superintendent's office. ▪ Key Task Force meetings and regular/special GEB meetings are streamed to provide transparency on the School Readiness Task Force/GEB discussions and deliberations. Livestreams are published on the Guam Department of Education Facebook page. The committee will also be working with teachers and students to create informational videos. ▪ The committee continues to collaborate with the Joint Information Center and other government agencies regarding publishing COVID-19/GDOE related information. **Committee draft & planning document:** 1) Communications and Public Relations planning document
Finance **Sub-Committee Chairs:** Ike Santos & Dr. Zeny Asuncion	▪ GDOE received our Grant Award Notification (GAN) from USEd regarding our ESF application. The FPD & C&I Offices are now finpalizing the budgets based on the department's priorities of: 1) Curriculum and Distance Learning, 2) Social and Emotional Wellness, and 3) Student/Personnel Safety, Personal Protective Equipment & Cleaning Supplies. ▪ C&I project leads have submitted our proposed budgets and descriptions to federal programs for their review. ▪ Superintendent, deputy superintendents, federal programs office, and procurement are working with the Third Party Fiduciary Agent (TPFA) to establish the accounts for the ESF. Upon the establishment of the accounts, the procurement of the items and services identified in the ESF can begin. **Sub-committee documents:** 1) ESF-SEA Grant application 2) ESF-SEA Grant Award Notification

End…

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District/School Readiness Task Force Comprehensive Action Plan

June 11, 2020- Draft#1

SC#1) Operations, Safety, Health & Social Distancing sub-committee

DRAFT As of Thursday, June 11, 2020

Action Item/Task	Responsible person(s)	Needed resources/costs/ funding source	Timeline	Status /Key Questions	Sub-Task Force Members Assigned	Status ★Complete ⊗Pending
School/Division Capacity						
Assessment of each school's/divisions physical plant and social distancing plan. Survey developed and emailed out to schools/divisions to complete	School Principals Division Heads/Office Leads	1. Funding (None at this time) 2. Review and analyze the survey results	Schools: May 20, 2020 Central Office: May 22, 2010	1. Schools/Divisions need guidance..need to be clear on what is required of schools/division personnel 2. Operation's Sub-Task Force to establish set weekly meetings in addition to RTF schedule 3. Divisions/Offices will periodically update survey as information changes	Schools: Derrick Santos/John W Division: Chris Anderson	Central: ★ Schools: ★
Classroom/office space. Need to amend and mark the facilities to meet capacity	Principals and Division Heads Respective Deputies (Receipt	1. School/Division/Office maps/resources which identify	Central Office: May 29, 2020 Schools: July 31, 2020	1. Task to be completed in Safety Plans and submitted to respective deputies	Divisions: Erika Cruz Schools: Derrick Santos	Central: ★ School: ⊗

Doc. No. 35GL-20-1932.*

numbers based on social distancing requirements	and review of plans)	square feet/floor plan 2. Guidance from DPHSS regarding adjusted class size and Guam Fire Department via RAC 3. Discussion with GFT/Teacher Assignments		2. Safety Plans will be monitored by leaders and updated as needed. 3. Finalize instructional schedules for elementary, middle, and high schools.		
Facilities Limitation Plan-Off-limit areas may need to be used when students/employees are spaced out, this will affect personnel needs and student supervision. Office areas that may be off limits to minimize areas accessed by employees/customers	School Principals Division Heads/Office Leads	1. School/Division /office Map Layouts 2. Executive Orders/DPHSS & CDC Guidelines	Central Office: May 29, 2020 Schools: July 31, 2020	1. Task to be completed in Safety Plans (Facilities Limitation)-instruction is for Safety Plans to be submitted to respective Deputy 2. Safety Plans will be reviewed and updated as needed by division/school leaders	Central: Erika Cruz Schools: Derrick Santos	Central: ★ Schools: ⊗
Sports and other extracurricular activities, limiting student	C&I/DSESCL School Principals	1. List of activities/policy guidance	August 11, 2020	1. Pending official guidance from Superintendent	Division: Erika Cruz	Schools: ⊗

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assemblies and other large gatherings.					Schools: Derrick Santos	
Marked off areas in the classrooms, offices, common areas (libraries, cafeterias, break rooms, training rooms etc.) and hallways.	School Administrators and staff Division Heads and Office Leads	1. DPHSS/CDC Guidance-review literature	Schools: July 31, 2020 Central Offices: June 5, 2020	1. To be addressed in school/division Safety Plans and submitted to respective deputies 2. At the division level, assigned entities will take charge of including in their plans	Division: Chris Anderson Schools: Derrick Santos	Central: ★ Schools: ⊗
Protocols and expectations for student movement.	School Administrators	1. DPHSS/CDC Guidance-review literature	July 31, 2020	1. Addressed in safety plan	Erika/Derrick	⊗
Serving of breakfast and lunch.	School Administrators Food Service Sodexo	1. DPHSS/CDC Guidance-review literature	July 31, 2020	1. Location of where meals will be eaten-deliver to the classroom 2. Requirements for contractual employees to be cleared 3. Food Service to handle GDOE cafeteria employees 4. Confirm plan to prepare meals for students not on campus	Erika/Derrick Sean Monforte	⊗
Limiting of visitors on campus/central offices and	School Administrators Division Heads	1. Secure guidance from senior management and	Central Office: June 5, 2020	1. Screening protocols to be included in COVID 19 employee handbook	Central: Chris School: Erika and Derrick S	Central: ⊗ Schools: ⊗

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customer service in offices, especially the main office where we may have random visitors.		provide to all divisions/offices 2. Publicize via PIO	Schools: July 31, 2020	2. Coordination with PIO-media campaign 3. Finalize guidance and discuss at school level orientations – video orientations 4. Divisions: Assigned entities will include in their Safety Plans the guidance of community access to HQ Bldgs 5. Division leaders will sync their plans to make sure there are no conflicts with expectations		
Bussing/Impact on school start times/split sessions	Superintendent of Bus Operations Sped Transportation Operation's Work Team	1. National Guidance for transportation of students	June 30, 2020	1. Coordinate with DPW-Bus Opertions 2. Coordinate with PIO for media campaign 3. Coordinate with School Administrators for school operations adjustments	John W / Erika Cruz	
Health						
Assessment of need and ordering of Professional Protective Equipment (PPE)	School Principals Division Heads Procurement Office	1. Review of literature (Executive Orders/CDC Guidance/DPHSS Guidance)	May 27, 2020 (Ordering) June 5, 2020 (FM Distribution)	1. PPE needs data from online survey 2. Standardize order for both central/schools	School: Carla/Sophia/Erika/Derrick	Central (FM Order Completed) Schools:

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for schools and central office				3. Submit orders along with schools for procurement (Reference Table Below) 4. Submit to DSCII (Central) and Doris (Schools) the numbers needed. 5. Schools may be taking the initiative to prepare masks for students/staff – factor in calculation of need 6. Need to establish lead/distribution plan once supplies are received – Recommend the Program Manager/ Project Director of the funding source.	Division: Julietta Q/Erika Cruz/Doris B	
Screening protocols and monitoring of personnel and student health at both school and divisions	CHNSA &Nurses	1. Screening Equipment (thermos-scan, questionnaire, etc..)	Schools: July 31, 2020 Divisions: June 5, 2020	1. Screening protocols will be developed by CHNSA 2. CHNSA will establish screening protocols and conduct training 3. Protocols will be included in the COVID 19 Employee Handbook	School: Mariann Lujan and Carla M Divisions; Julietta Q / Chris A	School: ⊗ Central: ★
Hand washing stations	School Principals Division Heads/Office Leads	~~1. 1.Review of literature (Executive Orders/CDC~~	Schools: June 5, 2020 Divisions: June 5, 2020	1. Visitors/Employees will have access to restrooms for hand washing and hand sanitizer will be made available at select	Chris/Derrick	★

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	Procurement Team for PPE (Hand Sanitizer)	~~Guidance/DPHSS Guidance)~~ ~~2. Funding (Professional Service Contract)~~		locations throughout the bldg.		
Frequent cleaning and sanitizing of high traffic areas and other areas.	Facilities and Maintenance (Custodial Contract)	1. Change order to custodial contract 2. Funding (Solidify) to purchase PPE	School: Initial Cleaning completed one month prior to open – ongoing thereafter Divisions: June 3, 2020	1. Addressed in Safety Plans 2. FM and management discussing modification of custodial contracts 3. Purchase of disinfectant and bottles to mix solution-employees will execute based on division Safety Plan 4. Protocols to be included in the COVID 19 Employee Handbook	Schools: Mariann Lujan/Carla M Central: Chris/Erika/Jon Q	Schools Central:
Ongoing training of staff and students and regular reinforcement of social distancing requirements at both school and divisions	School Administrators Division Heads CHNSA & Nurses	1. No funding required-use online resources	School: June 5, 2020 (staff) / August 11-15, 2020 (Students) Divisions: June 3, 2020	1. Training to be identified will be captured in Safety Plans and will be done at the individual/group level at the school and divisions 2. Resource Folder established that contains all required training material 3. Creation of Google survey to track accountability	Schools: Derrick Santos Central Office Chris A/Erika Cruz	Schools: Central:

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Protocols for student/personnel COVID-19 at school and divisions	CHNSA & Nurses	1. Need for clarification of protocols (Personnel Rules/Regulations	Central: June 2, 2020 Schools: June 19, 2020	1. Once protocols are completed by CHNSA, they will be included in the COVID-19 Employee Handbook 2. Registration / COVID-19 Infections / Return to School-Protocols need to be clearly articulated to school leaders 3. Pending guidance from HR on leave status-Workman's Compensation for positive cases and contact investigations 4. Legal guidance to ensure liability issues are addressed 5. SOP to be developed by CHNSA to address	Central: Julietta Q/Toni Santos / Chris A Schools: Julietta (students)	Central: ⊗ Schools: ⊗
Facilities						

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Plexi glass shields or customer service windows for high traffic areas for central and schools.	Facilities and Maintenance Deputy Joe/Doris B for procurement	1. Review of literature (Executive Orders/CDC Guidance/DPHSS Guidance) 2. Funding (Professional Service Contract)	June 3, 2020 (Procurement)	1. Pending school/division feedback from survey 2. Those requesting shields will submit specifics to Jon Q and Jon Q will collect and submit to Doris B (schools)/ DSCII for HQ 3. Schools need to identify all critical areas to need plexi glass (Main Office, Counseling, Nurse)	Jon Q / Doris B/Deputy Joe	Schools: Central:
Procurement of cleaning supplies and assignment of personnel to clean assigned areas.	Facilities and Maintenance (Custodial Contract) Deputy Joe/Doris B for procurement	1. Change order to custodial contract 2. Funding (Solidify)	Initial Cleaning completed one month prior to open - Ongoing-thereafter June 3, 2020 (Procurement) in advance of June 8, 2020	1. Addressed via Deep Cleaning Plan 2. FM to confirm whether custodial contracts will be amended to include support for disinfecting facilities 3. Standardized ordering of PPE for both schools/divisions – orders were consolidated but funding sources split	Schools: Erika/Derrick/Doris B Central: DSCII/FM	Schools: Central:
Policies/Procedures						
School calendar and schedule	Work Team on Operations Sub-Task Force to propose schedules School Calendar Committee	1. DPHSS/CDC Guidance-review of literature	July 20, 2020	1. Meet with GFT 2. Meet with DPW-Bussing 3. Meet with School Principals	Derrick Santos / Erika Cruz	

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Student registration	School Administrators SPAM Committee CHNSA & Nurses (COVID 19)	1. Official Guidance from DSESCL 2. Policy/Procedural changes	July 20, 2020	1. Review SOP-SPAM to determine if entry and matriculation protocols need to be amended	Julietta Q	⊗
Student Attendance and Discipline	DSESCL DSC2	1. Review of SOP and Board Policy governing attendance	July 31, 2020	1. Guidance regarding flexibility for absences due to COVID 19 2. Reconvene DSC2 to discuss adjusted discipline protocols	Deputy Joe/Erika Cruz	⊗
Safety Plans: Standard Template to be completed for each school and division/office at central office	School Administrators Division Heads/Office Leads Deputies (Review and approve plans)	1. School/Division Checklists-standard template uses all the areas of the checklist	Divisions: May 29, 2020 Schools: June 5, 2020 (employees) July 31, 2020 (students)	1. Standard template developed for each division/office to use 2. Standard protocols for elevator capacity, food vendors, deliveries, etc..) 3. Safety Plans should contain facilities limitations-areas that are not occupied/used to prevent contamination 4. Safety plan for HQ compound to address all common areas/public access points based on	Divisions: Deputy Joe/Erika Cruz School: Derrick Santos	Central: ⊗ Schools: ⊗

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				assigned building entities(Bldg A: DSFAS, B: C&I, C (LRC): C&I, Warehouse 1 (Property), Warehouse 2 (FM) E: Sped 5. Resource Folder (Toolkit) provided for all leaders to access and review (Executive Orders/DPHSS/CDC Guidelines, Training Materials, etc..) 6. Safety Plans to be reviewed and updated as information changes		
Establish and publish protocols for common area usage/signage in all HQ Buildings (A, B, C, Property, FM, E)	Building Leads: A: DSFAS B: DSCII C: C&I (LRC) E: SpED (E) Warehouse 1: Property Warehouse 2: FM	1. Funding For signage	June 3, 2020…in advance of June 8, 2020	1. Establish a date/time group for divisions to propose their plan in advance of mtg to sync 2.Coordinate with PIO to get information out to stakeholders 3.Post instructions/guidelines in strategic areas (e.g., restrooms/elevators/training rooms/mailroom	Deputy Joe/Erika Cruz	

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Synchronize Division/Office plans for receiving of customers	Division/Office Leads DSFAS (Vendors)	1. No funding needed	June 3, 2020 in advance of June 8, 2020 opening	1. Coordinate with PIO for announcements/presser 2. Prepare a standard letter for all vendors to inform them of protocols 3.Encourage customers to call and schedule apt before coming to HQ 4.Protocols to be included in Safety Plans	Erika Cruz and Deputy Joe	
Creation of a COVID 19 Employee Handbook	Operations Sub-Task Force Work Team	1. Possible funding for publication purposes	June 17, 2020	1. Handbook will be for both schools and central office. 2. Each RTF Sub-Committee will have protocols to include in the handbook	Schools: Mariann Lujan/Carla M Divisions: Chris A	

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SC#2) Curriculum and Distance Learning Sub-Committee

June 11, 2020

2) Curriculum and Distance Learning: All matters related to teaching, learning, student assignments and grades.				
Action item/task	Responsible person(s)	Needed resources/costs/funding source	Timeline	Status
- Develop a comprehensive Distance Learning Plan that maximizes available resources to deliver a high quality curricular program to all students	- Division of Curriculum and Instruction - Curriculum and Distance Learning Sub-committee - School principals & teacher leaders	- Applicable laws and board policies - Admin and teacher teams - Assessment of current curriculum resources	May/June, 2020	- Draft plan developed and regularly reviewed by admin and teacher leaders. Final plan being completed based on input from admin, teacher leaders, curriculum staff, GEB members and parent representatives. - Draft plan was used in the development of the ESF-SEA grant application.
- Establish district-wide collaborative teams to update priority standards, skills and topics for all grade levels and content areas	- Division of Curriculum and Instruction - Curriculum and Distance Learning Sub-committee - School principals & teacher leaders	- Applicable laws and board policies - Admin and teacher teams - Assessment of current curriculum resources	Initial teams: March-June, 2020 Continue summer, 2020 for Fall, 2020 curriculum	- Collaborative teams of teachers from every school was organized and coordinated by instructional coaches to develop the lessons and resources for the distance learning website. - Collaborative teams of teacher have been identified and will be working on a revised set of priority standards, skills and topics for next school year.

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- Purchase of computer, tables and associated technology to support distance learning	- Division of Curriculum and Instruction - Federal Programs Division - ESF-SEA project leads - Curriculum and Distance Learning Sub-committee - School principals & teacher leaders	- Grant funding & school needs assessment data	July, 2020	- Project leads are currently working with Federal Programs to finalize funding for each of the ESF-SEA activities. - Project Leads continue to determine specific orders for laptops, equipment and other technology.
- Purchase of supplemental instructional materials aligned to GDOE standards for all students to take home and use.	- Division of Curriculum and Instruction	- Grant funding & school needs assessment data	July, 2020	- Project leads are currently working with Federal Programs to finalize funding for each of the ESF-SEA activities.
- Procurement and implementation of a Learning Management System	- Division of Curriculum and Instruction	- Grant funding & school needs assessment data	July, 2020	- Project leads are currently working with Federal Programs to finalize funding for each of the ESF-SEA activities.
- Procurement and implementation of Course management system	- Division of Curriculum and Instruction	- Grant funding & school needs assessment data	July, 2020	- Project leads are currently working with Federal Programs to finalize funding for each of the ESF-SEA activities.
- Development and implementation of a Professional Development	- Division of Curriculum and Instruction	- Applicable laws and board policies	May/June, 2020	- Preliminary training needs have been identified and training

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plan for personnel to support Distance Learning Initiative	- Curriculum and Distance Learning Sub-committee - School principals & teacher leaders	- Admin and teacher teams - Assessment of current curriculum resources		modules are being prepared for these ares.
- Provide community-based internet access for all students	- Division of Curriculum and Instruction - Federal Programs Division - ESF-SEA project leads	- Applicable laws and board policies - Admin and teacher teams - Assessment of current curriculum resources	September, 2020	- Project leads are currently working with Federal Programs to finalize funding for each of the ESF-SEA activities.
- Communication protocol with students: updating of student and parent information.	- School principals	- Student data and assessment of current information	Fall, 2020	- These areas have been identified as training areas for the schools.
- Maximizing of electronic communication mechanisms like email, social media, websites.	- School principals - Teacher Leaders	- Student data and assessment of current information	Fall, 2020	- These areas have been identified as training areas for the schools.
- Student schedules aligned to SD requirement and school schedules.	- Operations sub-committee - School Principals and teacher leaders	- Student data and assessment of current information	Fall, 2020	- These areas have been identified as training areas for the schools.

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SC#3) Personnel Management Sub-Committee

June 11, 2020

3) School Personnel Management: All matters related to personnel assignments related to COVID issues such as alternative work arrangements or assignments for employees in high-risk categories.				
Action item/task	Responsible person(s)	Needed resources/costs/funding source	Timeline	Status
- Develop employee survey to identify potential risks and accompanying accommodations	- Sub-committee on Personnel Management - GDOE Senior Leadership	- Personnel Rules and Regulations - Applicable policies and laws - Federal and Local Agency guidance	May, 2020	- Draft survey for employee accommodations was submitted to Superintendent, Deputies and Legal Counsel for their review and disposition. After their review, draft will be share with the GFT for their review and comment before being included in the final COVID plan.
- Develop guidance and Standards Operating Procedures for supervisors to guide in the assessment of risk and providing of potential work accommodations	- Sub-committee on Personnel Management - GDOE Senior Leadership	- Personnel Rules and Regulations - Applicable policies and laws - Federal and Local Agency guidance	May, 2020	- Draft documents including guidance on risks and accommodations was submitted to Superintendent, Deputies and Legal Counsel for their review and disposition - Draft Standard Operating Procedures for considering and providing accommodations for employees was submitted to management and legal counsel for their review and disposition.

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				-After their review, these documents will be provided to the GFT for their review and comment before being included in the final COVID plan.
- Recommend a structure for formal review and approval of FMLA requests from employees	- Sub-committee on Personnel Management	- Personnel Rules and Regulations - Applicable policies and laws - Federal and Local Agency guidance	May, 2020	- Proposed committee approval structure for FMLA was submitted to management and legal counsel for their review and disposition.
- Develop guidance and Standards Operating Procedure to guide telework approval and practices	- Sub-committee on Personnel Management - GDOE Senior Leadership	- Personnel Rules and Regulations - Applicable policies and laws - Federal and Local Agency guidance	May, 2020	- Initial draft for a teleworking SOP and has submitted that to management for review
- Assessment and identification of employees who may fall into high-risk health categories	- All GDOE supervisors	- Approved guidance document and SOPs	June, 2020	- Activity pending approval of draft documents
- Identification of alternate assignments for employees who fall into high-risk health categories aligned to the guidance provide and SOP	- All GDOE supervisors	- Approved guidance document and SOPs	June, 2020 and ongoing	- Activity pending approval of draft documents
- Development of alternative assignments and plans for employees to	- All GDOE supervisors	- Approved guidance document and SOPs	June, 2020 and ongoing	- Activity pending approval of draft documents

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allow for social distancing in buildings and offices aligned to the guidance provide and SOP				
- Ongoing hiring and assignment of new employees, employee transfers, clearances	- Personnel Services Division	- Employee data and staffing patterns	Summer, 2020	Ongoing as part of regular school readiness
- Assessment and Identification of employees who may retire over the next few months.	- Personnel Services Division	- Employee data and staffing patterns	Summer, 2020	Ongoing as part of regular school readiness
- Development of plan to address personnel shortages and other challenges related to COVID19 that affect regular operations	- GDOE Senior Leadership - Operations sub-committee - Personnel Management sib-committee - Personnel Services Division - School & Division Administrators	- Employee data and staffing patterns	Summer, 2020	- Activity pending approval of draft documents - Will be initiated by GDOE senior leadership

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SC#4) Social and Emotional Wellness Sub-committee action plan

Updated June 11, 2020

4) Social and Emotional Wellness				
Action item/task	Responsible person(s)	Needed resources/costs/funding source	Timeline	Status
<u>Action 4.1</u> Research, compilation and dissemination of information and best practices to support personnel and students' mental health.				
Task 4.1.1 Research and identify best practices, educational resources, and other materials, specifically to COVID-19 response on anxiety, loss/grief, trauma, depression and stress/destress, and coping and self-care strategies to support students, families, and school personnel.	Mental Health Taskforce	*Resources:* Personnel workspace – computer, internet, copier machine. No cost.	May 28 – June 26	Updates will be made during the June 4 meeting.
Task 4.1.2 Compilation of all research, resources, and material to be considered as part of the COVID-19 Recovery Plan.	Mental Health Taskforce Chairperson	*Resources:* Personnel workspace – computer, internet, copier machine. No cost.	June 4 – June 26	Updates will be made during the June 4 meeting.
Task 4.1.3 Develop print educational resources and	Mental Health Task Force and	*Cost:* • Printing Cost (??)	June 8 – July 15	

informational blurbs and guides on anxiety, loss/grief, trauma, depression and stress/destress, and coping and self-care strategies to be disseminated to students, families, and school personnel.	Community & Public Information Task Force	• Graphic Designer Cost (??) • Paper (??)		
Task 4.1.3 Develop a media (radio and television) campaign promoting social emotional wellness for students and families in response to COVID-19.	Mental Health Task Force and Community & Public Information Task Force	*Cost:* Radio Cost (??) *Cost:* Airtime for Television Cost (??) *Cost:* Graphic Designer Cost (??)	June 8 – July 15	
Task 4.1.4 Review and update current GDOE website to ensure social emotional wellness information is accessible to web-users – students, families, and school personnel in response to COVID-19.	Mental Health Task Force and Community & Public Information Task Force	*Resources:* Access to website, webmaster support No cost.	June 8 – July 15	
Task 4.1.5 Develop a directory of services for behavioral health support, both public and private for students, families, and school personnel.	Mental Health Task Force	*Cost:* Printing Cost (??) *Cost:* Graphic Designer Cost (??)	June 8 – July 15	
Task 4.1.6 Disseminate educational resources, informational blurbs, and guides on anxiety, loss, trauma, and coping and self-care strategies, and circulate directory of services to	Mental Health Task Force, School Administrators, SPCE, SSSD, Mayor Offices	*Resources needed:* • Educational items to disseminate • Personnel support for dissemination, and • PPEs for personnel to utilize during this task	July 22 – Aug 31	

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schools, students, families, and school personnel,				
Task 4.1.7 Launch media campaign promoting social emotional wellness on air and radio.	Mental Health Task Force and Community & Public Information Task Force	*Cost:* • Airtime for television Cost (??) • Radio time Cost (??)	July 22 – Dec. 31 (3-6 months campaign)	
<u>Action 4.2</u> Establish, plan, coordinate, and conduct training to build personnel capacity in supporting students' mental health.				
Task 4.2.1 Develop a needs assessment using research on the effects of the widespread pandemic on mental health, and district information on how they plan to open schools and provide learning to students.	Mental Health Task Force	*Resources:* Personnel Computers, and needs assessment document	June 8 – June 22	
Task 4.2.2 Identify and procure evidence-based curriculum on social emotional wellness (anxiety, loss/grief, trauma, depression and stress/destress) that can be used for both students and school personnel.	Mental Health Task Force	*Cost:* • 2 - Elementary Evidence-based Curriculum/s (??) • 2 - Secondary Evidence-based Curriculum/s (??)	May 28 – June 22	Updates will be made during the June 4 meeting.
Task 4.2.3 Identify and procure screeners and/or assessment (specific to anxiety, loss/grief, trauma, depression and stress/destress to identify student and school personnel that present risks factors.	Mental Health Task Force	*Cost:* • Screeners (??)	May 28 – June 22	

Task 4.2.4 Develop a training plan based on needs assessment, evidence-based curriculum identified in Task 5.2.2, and screeners and/or assessment identified on Task 5.2.3 for the following target groups: 1. school administrators; 2. school counselors, social workers, and other student support services; 3. teachers; and 4. other school and district personnel. The training plan will include the following items: 1. The training plan will address specific areas on how to support mental health – in ourselves, among our students we serve, and the rest of the school community. 2. The training plan will include evidence-based curriculum on social emotional wellness (anxiety, loss/grief, trauma, depression and stress/destress). 3. The training plan will provide support on how to prepare students and school personnel mentally as we readjust to a	Mental Health Task Force	*Resources needed:* • Needs assessment, • Items from Action 5.1, • District-wide training calendar, • Identified evidence-based curriculum, • Identified screener; • Face-to-Face training; • Virtual training; • PPEs (masks and sanitizers) *Costs:* • Paper • Printing of training plan • Web-licenses for conference training	June 22 – July 13	

school year with social-distancing and virtual learning. 4. The training plan will also provide support on how to transition students to the next grade level and what to expect when it comes to celebrating achievements, awards, and graduation. 5. The training will be offered face-to-face or virtually (i.e. Zoom).				
Task 4.2.5 Provide training to school counselors and social workers in the following areas: 1. Tele-counseling to enable supportive counseling telephonically or virtually **(school counselors only)**; 2. Evidence-based curriculum on social emotional wellness (anxiety, loss/grief, trauma, depression and stress/destress) to support all students; 3. Screeners and/or assessment ((anxiety, loss/grief, trauma, depression and stress/destress) to determine student and school personnel who are high risk for specialized mental health services;	School psychologists	*Resources:* • Face-to-Face training • Virtual training • PPEs (masks and sanitizers) *Costs:* • Tele-Counseling Costs (??) • Phones (??) • Computers (??) • Head phones (??) • Phone line (??) • Internet (??) • Paper	July – August 2020	

4. Identifying at-risk students and staff in need of social-emotional support; 5. Addressing child abuse and neglect; and 6. Informed Consent Form for school counseling, psychological assessment, or tele-mental health services and disseminating to parents and students **(school counselors only).**				
Task 4.2.6 Review FERPA and HIPAA guidelines regarding tele-counseling and tele-health, and provide training to school administrators, school counselors and social workers.	School psychologists	*Resources:* • Face-to-Face training • Virtual training • PPEs (masks and sanitizers) *Costs:* • HIPAA Resources	June 8 – August	
Task 4.2.7 Collaborate with community partners (GBHWC, West Care, Sanctuary, etc.) to determine the following: 1. Providing intensive level of care beyond the school level for students and school personnel in response to COVID-19, and 2. Mobilizing mental health crisis recovery team.	School psychologists	*No resources or costs.*	July 2020	

<u>Action 4.3</u> Provide or obtain social and emotional supports for students and personnel.				
Task 4.3.1 Schools will identify students who present COVID-19 mental health challenges, such as anxiety, loss/grief, trauma, depression and stress/destress, among others.	Administrators School counselors Social workers Teachers	*Resources:* • Screener • Computers • Phones • PPEs (masks and sanitizers) *Cost:* • Paper	August 2020 – May 2021	
Task 4.3.2 In response to COVID-19, school counselors will do the following: 1. Implement the social emotional curriculum in the classrooms; 2. Conduct mental health screeners; 3. Provide supportive counseling, via tele-counseling or face-to-face; 4. Conduct small group sessions on anxiety, loss, sadness, among others; 5. Provide consultation to teachers regarding student's social emotional;	School counselors	*Resources:* • Curriculum • Screeners • Tele-counseling • Virtual (computers) • Face-to-Face • PPEs (masks and sanitizers)	August 2020 – May 2021	

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6. Provide assistance to the GDOE mental health crisis recovery team.				
Task 4.3.3 In response to COVID-19, social workers will do the following: 1. Provide case management services to refer families that may need information on housing, food, medical, clothes, and financial assistance; and 2. Provide outreach support for students and families who are in need of services or support.	Social workers	*Resources:* • Virtual (computers) • Face-to-Face • PPEs (masks and sanitizers)	August 2020 – May 2021	
Task 4.3.4 School psychologists and School-Based Behavioral Health (SBBH) clinicians will do the following: 1. Provide consultation to schools regarding COVID-19 mental health challenges for students, families and school personnel; 2. Provide services for student who are in a need of intensive care because of COVID-19 through tele-health or face-to-face; and 3. Determine and facilitate the GDOE mental health crisis recovery team to address social emotional and	School psychologists SBBH clinicians	*Resources:* • PPEs (masks and sanitizers) • Tele-Health Therapy • Face-to-Face Therapy	August 2020 – May 2021	

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psychological challenges for students and families.				
<u>Action 4.4</u> Approach Mental health supports using the same model as PBIS with the tiers: 1=80%, 2= 15%, 3=5%.				
Task 4.4.1 Tier 1 Supports provided for all students include educational resources (print and electronic) and social emotional curriculum.	School Administrators School counselors Social workers Teachers School staff	*Resources:* • Educational resources • Curriculum	August 2020 – May 2021	
Task 4.4.2 Tier 2 Supports provided to students who are in need of targeted supports include supportive counseling (tele-counseling), small groups, screeners provided to students who are need targeted supports.	School Administrators School counselors Social workers Teachers School staff	*Resources:* • Educational resources • Screeners • Phones • Computers	August 2020 – May 2021	
Task 4.4.3 Tier 3 Supports provided to students in need of intensive supports include Tele-Health, response to mental health crisis recovery team, among others.	School psychologists SBBH Clinicians	*Resources:* • Computers • Phones	August 2020 – May 2021	

SC#5: Communications and Public Relations sub-committee

June11, 2020

5) Community, Public Relations and Information: Maintenance of community information, media relations, and community partnerships.				
Action item/task	Responsible person(s)	Needed resources/costs/funding source	Timeline	Status and overview of activity
1) Update and maintenance of website	Responsible: PIO with FSAIS tech support, Tina graphic support	- Access to website - Updated information from sub-committees, division heads, principals and others.	Monday	Cyberschool to launch June 15; Back to school section with information on all key areas: registration, calendar, bell schedule, safety protocols, job vacancies, immunization/health information, principal listing/directory, key leadership listing, bus schedule, PD, breakfast/lunch menu, other COVID programs/procedures; Key leadership; Registration
2) Compiling of information and issuing of Press Releases	Responsible: PIO with management support	- Updated information from sub-committees, division heads, principals and others.	Tuesday	Needed press releases: Summer school; Registration; Orientation Calendar & bell schedule; Safety protocols; Back to school hiring (HR); Immunization, physicals/health; Principal listing; Leadership; Bus schedule; PD; Breakfast/lunch menu/meals; Other COVID programs/procedures

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3) Coordination and approval of Internal Memos (formalized with signature)	Responsible: PIO & Rebecca Duenas working with Task Force	- Updated information from sub-committees, division heads, principals and others.	Wednesday	School Clearances; Internal safety procedures/protocols; Communication protocols (directory); Telework policy; Employees with health issues; Leave policy; PPE, social distancing, cleaning requirements, employees with health concerns; PD
4) Coordination of Media events, interviews, briefings	Responsible: PIO working with Task Force	- Access to and coordination with sub-committees, division heads, and leadership.	Thursday	Weekly media briefing starting May 27; Key opinion pieces: back to school, etc.
5) Social Media, Livestreams, Informational Videos	Responsible: PIO, Leah Beth Naholowaa working with teachers; student interns; graphic support from Tina	- Access to and coordination with sub-committees, division heads, and leadership.	Friday	Livestream key meetings for transparency, Leah Beth to work with teachers to create informational videos, student interns to assist, reinforce press releases through graphics on social media

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SC#6: Finance Sub-Committee

June 11, 2020

6) Budget and Finance: Identification of financial and other resources to support COVID efforts, tracking of costs and resources for each activity, reporting on progress and expenditures related to funding sources.				
Action item/task	Responsible person(s)	Needed resources/costs/funding source	Timeline	Status
1) Identification of potential funding sources for above activities to support our effort to address this pandemic.	Superintendent, Deputy Superintendents, Federal Programs Administrators and FPD/C&I Staff.	- Information on potential funding sources - Local budget - Assessment of current federal funding and grants	Summer, 2020 & ongoing	- FPD & C&I offices have reviewed current grants and have aligned all activities to the department's priorities of Distance Learning, Social and Emotional Wellness, and Student Safety & Health. - The Deputy Superintendent of Finance has noted that we do not currently have local funding for COVID19 related activities.
2) Apply for any grants or initiate requests for funding from potential sources to support our effort to address this pandemic.	Superintendent, Deputy Superintendents, Federal Programs Administrators and FPD/C&I Staff.	- Information on potential funding sources	Summer, 2020 & ongoing	- The C&I office submitted a project proposal to the Federal Programs Division in order to support the department's efforts to apply for the ESF-SEA grant funds made available by Congress to the US Department of Education. - The Superintendent and Federal Programs Administrator were recently informed that GDOE was awarded the grant totaling

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				$41M for Guam's public, charter and private schools.
3) Determine requirements for and ensure compliance with all funding rules and regulations.	- Federal Programs Administrators & State Program Officers - Project Managers and Leads	- Information on potential funding sources	Summer, 2020 & ongoing	- Federal Programs Division continues to work closely with the division of Curriculum and Instruction to ensure compliance with all regulations.
4) Coordinate the identification of and projection of costs of each of the actions/items identified by each sub-committee.	-Task Force Sub-Committee Chairs - Project Leads	- Information from sub-committees - Input from stakeholders including school principals, teachers, students, parents, and central office staff.	Summer, 2020 & ongoing	- The project management team from C&I is working closely with the District/School Readiness Task Force to identify activities and funding needs.
5) Initiate and monitor the procurement process for equipment, supplies, materials or professional services.	-Task Force Sub-Committee Chairs - Project Leads	- Information from project leads and staff	Upon initiation of grant or approval of funding sources	- The Superintendent, Deputy Superintendents, Administrator of Federal Programs, Procurement manager, and Internal Audit Office are working closely with the GDOE's Third Party Fiduciary Agent
6) Provide guidance to support and monitor the progress of funded activities under the various funding sources	- Federal Programs Administrators & State Program Officers	- Federal or funding source guidance	Ongoing, throughout life of the grant or funding source requirement	- Federal Programs Division continues to work closely with the division of Curriculum and Instruction to monitor progress and ensure compliance with all regulations.
7) Provide guidance to project leads, compile information for on progress, and prepare required compliance report	- Federal Programs Administrators & State Program Officers	- Federal or funding source guidance	Ongoing, throughout life of the grant or funding source requirement	- Federal Programs Division continues to work closely with the division of Curriculum and Instruction to monitor progress

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to submit to funding entities.				and ensure compliance with all regulations.

End…

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GUAM DOE
EMPLOYEE COVID-19 RESPONSE HANDBOOK (DRAFT)

GUAM DEPARTMENT OF EDUCATION

JUNE 2020 | Operations Task Force

Draft – 10June2020 4:00PM

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OVERVIEW

The decision and confidence to reopen all 41 elementary, middle, and high schools and Central Office (i.e., all support divisions) is dependent upon strategic and measured community monitoring to prevent COVID -19 from spreading.
Given low levels of COVID -19 spread within the island community and confidence supported by public health data that the incidence of infection is genuinely low will allow GDOE to gradually reopen educational services and support functions.

The decision and rate at which GDOE will resume activity will be continuously monitored and informed by GDOE, DPHSS, and other government agencies using interagency communication and based on the Pandemic Condition of Readiness System.

The Pandemic Condition of Readiness (PCOR) system was established by the Government of Guam to be used as a scale to determine gradual and appropriate lifting of public mandates and restrictions. The graphic below identifies a system based on specific public health readiness data and triggers that establishe informed decision-making by the Governor. There are four phases to this system, ranging from PCOR 1 (maximum restrictions) to PCOR 4 (no restrictions). (Guam Homeland Security, 2020).

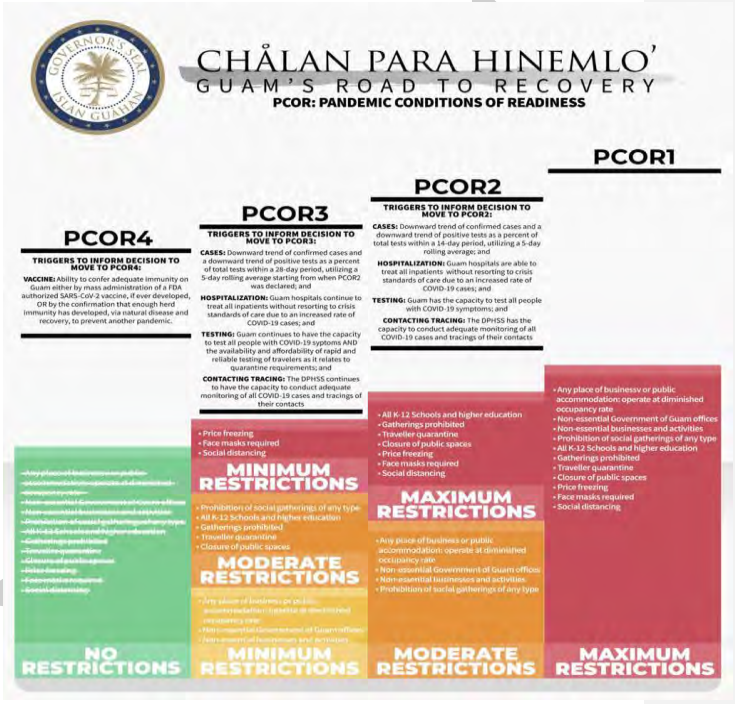


Figure 1: GovGuam PCOR System details.

In conjunction with the guidance of the Guam Department of Public Health and Social Services, Guam Homeland Security, and the Office of the Governor of Guam, GDOE has taken appropriate and deliberate measures to ensure the highest possible level of safety for our students and employees.

IMPORTANT NOTE

THE GUIDANCE PROVIDED WITHIN THIS DOCUMENT HAS BEEN TAKEN DIRECTLY FROM THE LITERATURE DISTRIBUTED BY THE U.S. CENTER FOR DISEASE CONTROL (CDC), THE WORLD HEALTH ORGANIZATION, AND OTHER FEDERAL AND LOCAL GOVERNMENT PUBLIC HEALTH ENTITIES. THE SOURCES FOR EACH OF THE SECTIONS IS INDICATED THROUGHOUT

ABOUT COVID-19

In February 2020, the World Health Organization (WHO) officially named the 2019 novel coronavirus outbreak that was first identified in Wuhan, China COVID-19 (**CO**rona**VI**rus **D**isease 20**19**). "COVID-19 is a new disease, caused by a novel (or new) coronavirus that has not previously been seen in humans. The name of this disease was selected following the World Health Organization (WHO) for naming of new human infectious diseases." (Center for Disease Control (CDC), 2020). COVID-19 is a respiratory disease caused by the SARS-CoV-2 virus.

Infection with SARS-CoV-2, the virus that causes COVID-19, can cause illness ranging from mild to severe, and in some cases also be fatal. Symptoms typically include fever, cough, and shortness of breath. Some people infected with the virus, have also experienced non- respiratory symptoms. Other people infected with the virus, have also experienced no symptoms at all, also referred to as asymptomatic cases.

*According to CDC, symptoms of COVID-19 may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:*

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- *Muscle or body aches*
- *Sore throat*
- *Congestion or runny nose*
- *New loss of taste or smell*
- *Headache*
- *Fatigue*
- *Less common symptoms also including: nausea, vomiting, or diarrhea*

Some children have similar symptoms to adults and generally have mild illness. This list is not all inclusive. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

When to Seek Emergency Medical Attention:

Look for **emergency warning signs**[1] for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately**. Note that this is not a list of all possible symptoms.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

Signs and Symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C):

A new rare condition similar to Kawasaki disease and toxic shock syndrome may affect children who had COVID-19 but later recovered. Children who are suspected of having signs and symptoms of MIS-C

[1] Information from https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

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should be seen by a healthcare provider. Children who exhibit any serious signs and symptoms of illness need to be taken to an emergency room. [2]

Common signs of Multisystem Inflammatory Syndrome (MIS-C) include

- High fever (100.4F or greater) lasting several days
- Abdominal pain
- Pink or red eyes
- Enlarged lymph nodes on one side of neck
- Cracked lips
- Red tongue
- Blotchy rash
- Swollen hands and feet
- Blood pressure/heart rate out of range
- Cardiac inflammation

Guidelines for When to Call 911:

When to Seek Emergency Medical Services (EMS) Attention- It is Important to stay with the student, notify the office, and stay on the line with EMS.

- ✓ Look for emergency warning signs of COVID-19. If someone is showing any of these signs, seek emergency medical care by calling 9-1-1 immediately.
- ✓ Trouble breathing
- ✓ Persistent pain or pressure in the chest
- ✓ New confusion
- ✓ Low pulse oximeter saturation reading <95%, unless the student has an underlying health condition and typically has low O_2 saturation readings[3]
- ✓ Inability to wake or stay awake
- ✓ Bluish lips or face

This is not a comprehensive list of symptoms. Please call a medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who may have COVID-19.

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[2] Information sourced from https://emergency.cdc.gov/han/2020/han00432.asp; https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html

[3] Information sourced from (Elder, Baraff, Gaschler, & Baraff, 2015). https://pubmed.ncbi.nlm.nih.gov/25526022/

PREPARATION

FERPA & Coronavirus Disease 2019:

The United States Department of Education (USDOE) provided guidance for educational agencies and institutions, such as school districts, schools, colleges and universities, can play an important role in slowing the spread of COVID-19 in U.S. communities. Through information sharing and coordination with public health departments, educational agencies and institutions can help protect their schools and communities.

The purpose of this guidance is to assist school officials in protecting student privacy in the context of COVID-19 as they consider the disclosure of personally identifiable information (PII) from student education records to individuals and entities who may not already have access to that information. School officials should work with their State and local public health officials to determine the information needed to address this public health concern. Understanding how, what, and when information can be shared is a critical part of preparedness. Please refer to Student Privacy Policy Office 825 for guidance.

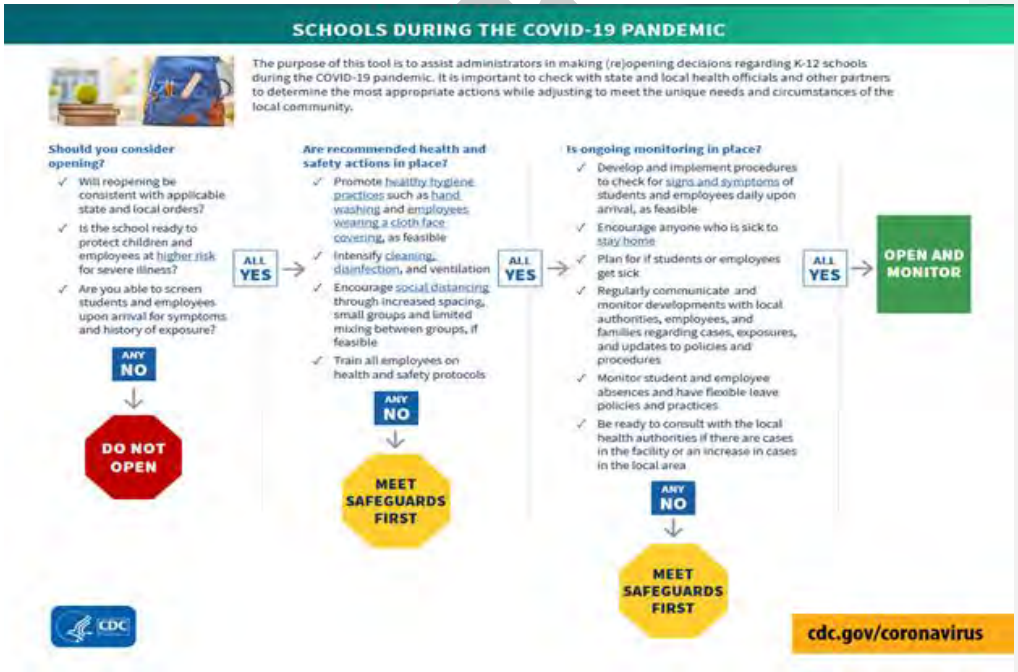


Figure 2: School Decision Tree (CDC.gov)

IN ALL PHASES:

- Establish and continue communication with the Department of Public Health and Social Services (DPHSS) to determine current mitigation levels in your community.
- Identify, protect, and support vulnerable students and employees who are at higher risk for severe illness, by providing options for telework and virtual learning.
- Provide teachers and employees from higher transmission areas (earlier Phase areas). Telework and other options are feasible to eliminate travel to schools in lower transmission (later Phase) areas and vice versa.
- Ensure that external community organizations that use the facilities also follow this guidance.

PREPARATION GUIDELINES

STAKEHOLDERS - PARENTS, GUARDIANS AND COMMUNITY

Key Messages and Actions

COVID-19 is a new virus and we are still learning about how it affects children. We know it is possible for people of any age to be infected with the virus, but so far there have been relatively few cases of COVID-19 reported among children. The virus can be fatal in cases, so far mainly among older people with pre-existing medical conditions.

Know the Latest Facts:

Understand basic information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID -19 through reputable sources such as UNICEF and WHO and national health ministry advisories. Be aware of fake information/myths that may circulate by word -of-mouth or online, including possible home treatments that have not been backed by medical professionals.

Keep Children in School When Healthy:

Until PCOR4 is declared, attendance policies will remain flexible. Parents and schools must remain in communication regarding student attendance issues.

WASHING HANDS PROPERLY

Step 1: Wet hands with safe running water
Step 2: Apply enough soap to cover wet hands
Step 3: Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds
Step 4: Rinse thoroughly with running water
Step 5: Dry hands with a clean, dry cloth, single-use towel or hand drier as available

Wash your hands often, especially before and after eating; after blowing your nose, coughing, or sneezing; going to the bathroom/ toilets/latrines and whenever your hands are visibly dirty.

If soap and water are not readily available, use an alcohol -based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty.

DRAFT 4

If your child isn't displaying any symptoms such as a fever or cough it's best to keep them in school – unless a public health advisory or other relevant warning or official advice has been issued affecting your child's school.

Instead of keeping children out of school, teach them good hand and respiratory hygiene practices for school and elsewhere, like frequent handwashing (see below), covering a cough or sneeze with a flexed elbow or tissue, then throwing away the tissue into a closed bin, and not touching their eyes, mouths or noses if they haven't properly washed their hands.

Help Children Cope With the Stress:
Children may respond to stress in different ways. Common responses include having difficulties sleeping, bedwetting, having pain in the stomach or head, and being anxious, withdrawn, angry, clingy or afraid to be left alone. Respond to children's reactions in a supportive way and explain to them that they are normal reactions to an abnormal situation. Listen to their concerns and take time to comfort them and give them affection, reassure them they're safe and praise them frequently

If possible, create opportunities for children to play and relax. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment. Provide age-appropriate facts about what has happened, explain what is going on and give them clear examples on what they can do to help protect themselves and others from infection. Share information about what could happen in a reassuring way.

For example, if your child is feeling sick and staying at home or the hospital, you could say, "You have to stay at home/at the hospital because it is safer for you and your friends. I know it is hard (maybe scary or even boring) at times, but we need to follow the rules to keep ourselves and others safe. Things will go back to normal soon."

<u>CHECKLIST FOR PARENTS, GUARDIANS & COMMUNITY MEMBERS</u>

- ✓ Monitor your child's health and keep them home from school if they are ill
- ✓ Teach and model good hygiene practices for your children
- ✓ Wash your hands with soap and safe water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty.
    - Ensure that safe drinking water is available and toilets or latrines are clean and available at home
    - Ensure waste is safely collected, stored and disposed of properly
    - Cough and sneeze into a tissue or your elbow and avoid touching your face, eyes, mouth, nose
    - Encourage your children to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding.
- ✓ Prevent stigma by using facts and reminding students to be considerate of one another
- ✓ Coordinate with the school to receive information and ask how you can support school safety efforts (though parent-teacher committees, etc.)

DRAFT 4

- ✓ When sending your child to school ensure that they are prepared to attend school with the proper personal protective equipment - face mask (required to attend any GDOE school), and hand sanitizer or sanitizing wipes.

STUDENTS AND CHILDREN

Children and young people should understand basic, age-appropriate information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID-19 through reputable sources such as UNICEF, WHO and national health ministry advisories. Be aware of fake information/myths that may circulate by word-of-mouth or online.

CHECKLIST FOR STUDENTS AND CHILDREN

- ✓ ***In a situation like this it is normal to feel sad, worried, confused, scared or angry.*** Know that you are not alone and talk to someone you trust, like your parents or teacher so that you can help keep yourself and your school safe and healthy. Ask questions, educate yourself and get information from reliable sources
- ✓ ***Protect yourself and others.*** Wash your hands frequently, always with soap and water for at least 20 seconds. Remember to not touch your face. Do not share cups, eating utensils, food or drinks with others.
- ✓ ***Be a leader in keeping yourself, your school, family and community healthy.*** Share what you learn about preventing disease with your family and friends, especially with younger children. Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members. Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age or ability or gender.
- ✓ ***Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.***

AGE-SPECIFIC HEALTH EDUCATION

Below are suggestions on how to engage students of different ages on preventing and controlling the spread of COVID-19 and other viruses. Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.).

Preschool

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently
- Sing a song while washing hands to practice the recommended 20 second duration.
- Children can "practice" washing their hands with hand sanitizer
- Develop a way to track hand washing and reward for frequent/timely hand washing
- Use puppets or dolls to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick (cultivating empathy and safe caring behaviors)
- Have children sit further apart from one another, have them practice stretching their arms out or 'flap their wings', they should keep enough space to not touch their friends.

DRAFT 4

Elementary School

- Make sure to listen to children's concerns and answer their questions in an age -appropriate manner; don't overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
- Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.)
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water
- Put a small amount of glitter in students' hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
- Have students analyze texts to identify high risk behaviors and suggest modifying behaviors
- For example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. What did the teacher do that was risky? What should he have done instead?

Middle School

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
    - Introduce the concept of physical distancing.
    - Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands.
    - Remind students that they can model healthy behaviors for their families
    - Encourage students to prevent and address stigma
    - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings
- Build students' agency and have them promote facts about public health. Have students make their own Public Service Announcements through school announcements and posters.
- Incorporate relevant health education into other subjects
    - Science can cover the study of viruses, disease transmission and the importance of vaccinations.
    - Social studies can focus on the history of pandemics and evolution of policies on public health and safety.
    - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens

High School

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.

DRAFT

- Introduce the concept of physical distancing
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands Encourage students to prevent and address stigma
    - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.
- Incorporate relevant health education into other subjects
    - Science courses can cover the study of viruses, disease transmission and the importance of vaccinations
    - Social studies can focus on the history of pandemics and their secondary effects and investigate how public policies can promote tolerance and social cohesion.
- Have students make their own Public Service Announcements via social media, radio or even local tv broadcasting
    - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens.

DRAFT 4

INFORMATION FOR SCHOOL AND CENTRAL OFFICE PERSONNEL

KEY MESSAGES & ACTIONS

Basic principles

Following basic principles can help keep students and employees safe and help stop the spread of this disease. Recommendations for healthy schools and work environments are:

- Sick students and employees should not come to school or work.
- Schools/Central Office should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum, daily disinfection and cleaning of school surfaces.
- Schools/Central Office should provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures.
- Schools/Central Office should promote physical distancing (a term applied to certain actions that are taken to slow down the spread of a highly contagious disease, including limiting large groups of people coming together).

PHYSICAL DISTANCING PRACTICES AT SCHOOL
Staggering the beginning and end of the school day.
Cancelling assemblies, sports games and other events that create crowded conditions.
When possible, create space for children's desks to be at least one meter apart.
Teach and model creating space and avoiding unnecessary touching.

Know the latest facts

Understand basic information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID -19 through reputable sources such as UNICEF and WHO and national health ministry advisories. Be aware of fake information/myths that may circulate by word -of-mouth or online, including possible home treatments that have not been backed by medical professionals. Employee training videos/documents have been placed on the GDOE Google Drive at the following link address: *https://bit.ly/2TpnGQU*

Ensure safe school/central office operations

See 'Checklist for Safe School/Office Environments' below

DRAFT 4

Update or develop school emergency and contingency plans. Work with officials to guarantee schools are not used as shelters, treatment units, etc. Consider cancelling any community events/meetings that usually take place on school premises, based on risk.

Reinforce frequent handwashing and sanitation and procure needed supplies. Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunchrooms and toilets.
Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)

Establish procedures if students or employees become unwell
Plan ahead with local health authorities, school health staff and update emergency contact lists. Ensure a procedure for separating sick students and employees from those who are well – without creating stigma – and a process for informing parents/caregivers, and consulting with health care providers/health authorities wherever possible. Students/employees may need to be referred directly to a health facility, depending on the situation/context, or sent home. Share procedures with employees, parents and students ahead of time.

Promote information sharing
Coordinate and follow guidelines from the national health and education authorities. Share known information with employees, caregivers and students, providing updated information on the disease situation, including prevention and control efforts at school/central office. Reinforce that caregivers should alert the school and health care authorities if someone in their home has been diagnosed with COVID-19 and keep their child at home. Utilize parent-teacher committees and other mechanisms to promote information sharing. Also be sure to address children's questions and concerns, including through the development of child-friendly materials such as posters which can be placed on notice boards, in restrooms, and other central locations.

Adapt school/central office policies where appropriate
Develop flexible attendance and sick leave policies that encourage students and employees to stay home when sick or when caring for sick family members. Discourage the use of perfect attendance awards and incentives. Identify critical job functions and positions, and plan for alternative coverage by cross- training employees. Plan for possible academic calendar changes, particularly in relation to breaks and exams.

Monitor school/central office employee attendance
Until PCOR4 is declared, attendance policies will remain flexible. Parents and schools must remain in communication regarding student attendance issues.

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Implement school absenteeism monitoring systems to track student and employee absence and compare against usual absenteeism patterns at the school. Alert local health authorities about large increases in student and employee absenteeism due to respiratory illnesses.

Plan for continuity of learning

In the case of absenteeism/sick leave or temporary school closures, support continued access to quality educational services. This can include:

- Use of online/e-learning strategies
- Assigning reading and exercises for home study
- Radio, podcast or television broadcasts of academic content
- Assigning teachers to conduct remote daily or weekly follow up with students
- Review/develop accelerated education strategies

Implement targeted health education

Integrate disease prevention and control in daily activities and lessons. Ensure content is age-, gender-, ethnicity-, and disability-responsive and activities are built into existing subjects. (See Section on Age-Appropriate Health Education)

Address Mental Health/Psychosocial support needs

Encourage children to discuss their questions and concerns. Explain it is normal that they may experience different reactions and encourage them to talk to teachers if they have any questions or concerns. Provide information in an honest, age-appropriate manner. Guide students on how to support their peers and prevent exclusion and bullying. Ensure teachers and employees are aware of local resources for their own well-being. Work with school health workers/social workers to identify and support students and employees who exhibit signs of distress.

Support vulnerable populations

Work with social service systems to ensure continuity of critical services that may take place in schools such as health screenings, feeding programs or therapies for children with special needs. Consider the specific needs of children with disabilities, and how marginalized populations may be more acutely impacted by the illness or its secondary effects. Examine any specific implications for girls that may increase their risk, such as responsibility for taking care of the sick at home, or exploitation when out of school.

DRAFT 4

CHECKLIST FOR SAFE SCHOOL/OFFICE ENVIRONMENTS

- ✓ Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake.
  - o Ensure adequate, clean and separate toilets for girls and boys.
  - o Ensure soap and safe water is available at age-appropriate hand washing stations.
- ✓ Encourage frequent and thorough washing (at least 20 seconds)
- ✓ Place hand sanitizers in restrooms, classrooms, halls, and near entrance/exits where possible
- ✓ Ensure adequate, clean and separate toilets or latrines for both genders

- ✓ Clean and disinfect offices, school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (countertops, railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)
- ✓ Use sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for employees assisting with cleaning
- ✓ Increase airflow and ventilation where climate allows (open windows, use air conditioning where available, etc.)
- ✓ Post signs encouraging good hand and respiratory hygiene practices. Ensure trash is removed daily and disposed of safely

DRAFT 4

SAFETY CONSIDERATIONS

How Germs Spread

The virus that causes COVID-19 is thought to spread mainly from person to person, mainly through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Spread is more likely when people are in close contact with one another (within about 6 feet).

Hand Hygiene

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Washing your hands is one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Wash your hands often.

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid close contact.

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- Avoid close contact with people who are sick, even inside your home. If possible, maintain 6 feet between the person who is sick and other household members.
- Put distance between yourself and other people outside of your home.
- Remember that some people without symptoms may be able to spread virus.
- Stay at least 6 feet (about 2 arms' length) from other people.
- Do not gather in groups.
- Stay out of crowded places and avoid mass gatherings.
- Keeping distance from others is especially important for people who are at higher risk of getting very sick.

Cover your mouth and nose with a cloth face cover when around others.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover when they have to go out in public, for example to the grocery store or to pick up other necessities. The cloth face cover is meant to protect other people in case you are infected.
- Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a facemask meant for a healthcare worker. These masks need to be properly fitted to ensure coverage.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for physical distancing.

Cover coughs and sneezes.

1. If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
2. Throw used tissues in the trash.
3. Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% ethanol or 70% isopropanol.
4. If tissues are unavailable, encourage individuals to cough or sneeze into their upper sleeve or elbow, not onto their hands. Then they should wash their hands.
5. Wash hands often with soap and water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub with at least 60% ethanol or 70% isopropanol

Encourage preventative measures.

Post preventative measure signs in high-traffic areas that will educate students and employees and serve as reminders of ways to prevent the spread of COVID-19. It is recommended that these include reminders to:

DRAFT 4

Cleaning and Disinfecting

Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks. If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection. Then, use a household disinfectant. Most common EPA-registered household disinfectants will work. Further below are disinfectant protocols and checklist provided by the Environmental Protection Agency as well as further actions to take when shutting down operations due to a positive COVID19 event.

Intensify Cleaning and Disinfection (Phases 1-3)

The International Sanitary Supply Association (ISSA) has developed cleanliness standards for K-12 educational settings. According to ISSA: The ISSA Family of Clean Standards establishes a framework to help schools and other institutional facilities objectively assess the effectiveness of their cleaning processes.

Based on the philosophy of "Clean, Measure, Monitor," the ISSA Clean Standards contribute to the quality of the indoor environment by focusing on:

1. The desired levels of cleanliness that can reasonably be achieved
2. Recommended monitoring and inspection procedures to measure the effectiveness of cleaning
3. How to use the measurement and inspection results to assess and improve cleaning processes and products, ultimately resulting in a clean, healthy, and safe indoor environment.

It is recommended to use EPA-registered household disinfectants. A list of the approved disinfectants and guidance on how to ensure safe and effective use of the product may be found at the following websites:

- CDC Guidance on Disinfecting - https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html
- List N: Disinfectants for Use Against SARS-CoV-2 | US EPA- https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

Basic Cleaning and Disinfecting Information

1. Clean and disinfect high touch areas/surfaces within the educational setting using EPA approved disinfectants. These areas or surfaces may include but are not limited to:
    - Door knobs/handles
    - Light switches (unless electronically sensored)
    - Desktops
    - Sink faucet & handles
    - Water refill stations/water fountains
    - Restrooms knobs
    - Keyboards, tablets, mouse, copy machines, phones and laptops
    - Playground equipment
    - Shared objects (art supplies)
    - Counters that students frequently touch (office, library

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2. Clean and disinfect frequently touched surfaces on school buses at least daily. Please refer to https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html Follow manufacturer's guidelines for correct application, and use of EPA approved disinfectants. Keep products out of reach and away from children, preferably in a locked cabinet.
3. Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease, lead accumulation, and other diseases associated with standing water.
4. Consider having hand sanitizer dispensers in all classrooms and offices.
5. During COVID-19, discourage toys, blankets, pillows, from home being brought to school.

Disinfection & Deep Cleaning: Protocols and Checklists

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work. Take unique, office-specific circumstances into consideration when sanitizing and disinfecting.

Deep-Cleaning & Disinfection Protocol[4]

COVID-19 "deep-cleaning" is triggered when an active employee is identified as being COVID-19 positive by testing. Sites may opt to have a deep cleaning performed for presumed cases, at their discretion.

Deep cleaning should be performed as soon after the confirmation of a positive test as practical. While the scope of deep cleaning is presumed to be the full facility, companies may choose to reduce the footprint to be deep cleaned if there is sufficient rationale to do so.

Notwithstanding the above, if an active employee is confirmed to have a COVID-19 positive test, agencies may choose, in lieu of performing deep cleaning, to shut down the facility for a period of at least 72 hours to allow for natural deactivation of the virus, followed by site personnel performing a comprehensive disinfection of all common surfaces.

1. Identify an approved external company that should carry out the deep cleaning activity; this company must have the minimum requirements of:
    - Trained personnel to execute the process of cleaning, disinfection and disposal of hazardous waste
    - Proper equipment and PPE to perform the task
    - All necessary procedures and local authorizations or permits to perform disinfection services and manage any wastes generates
    - Use of approved COVID-19 disinfectant chemicals to perform this activity
2. The BTW taskforce should coordinate and supervise the cleaning and disinfection process. They must ensure that:

[4] Information sourced from www.epa.gov

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- There is a specific plan and strategy to clean all site, machinery / equipment, common areas, offices and any typical areas where employees interact
- Only authorized people can access the site during the cleaning operation
- All 3rd party team members are using any required PPE and that it is also properly disposed at the end of the process
- Assure that employees are made aware that the work areas have been disinfected

3. Personal Protective equipment (PPE) requirements for the Deep Cleaning team:
    - The use of PPE is to be determined by the cleaning contractor based on the chemicals used to conduct the disinfecting process including proper wearing, storage, cleaning, decontamination and disposal of PPE as biohazard waste.
4. Disposal
    - At the end of the process the Cleaning company must follow the local regulations to dispose all the PPE and cleaning material used in the proper manner.

Deep Cleaning & Disinfecting Checklists

- ✓ Deep clean or disinfect entire office/facility prior to anyone returning to work.
- ✓ Replace HVAC air filters or clean/disinfect.
- ✓ The cleaning steps outlined below should be taken routinely to disinfect workplace surfaces, chairs, tables, etc. and to protect employees.
- ✓ Put tight controls in place on who enters and exits the site during the cleaning shutdown
    - ➢ Security
    - ➢ Sanitization vendors
    - ➢ Taskforce team members, as needed
- ✓ Service providers or employees should sanitize and disinfect all areas of the site with special attention to
    - ➢ Mailroom and Printer Equipment
    - ➢ Workstations and equipment
    - ➢ Screens on Work Area
    - ➢ Common surface areas
    - ➢ Restrooms
    - ➢ Cafeterias
    - ➢ Lockers
- ✓ General Disinfection Measures
    - ➢ This checklist should be implemented in facilities to reduce the risk of spread of infection
    - ➢ The cleaning steps outlined below should be taken routinely, based on frequency mentioned to disinfect workplace surfaces, chairs, tables, etc. and protect employees

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- ➢ Along with these workplace disinfection activities, proper personal sanitary practices including washing hands after bathroom use are also necessary

Disinfection Frequency at Workstations and Offices

Disinfectant to use: Hospital grade disinfectant or fresh 10% chlorine bleach solution (sodium hypochlorite solution), as appropriate				
#	**Area/Place**	**Disinfection Content**	**Disinfection Measures**	**Frequency**
1	Work site common surfaces	Including control buttons, tools, and other common surfaces	Spray with handheld sprayer or wipe	Minimum at the end of each "shift"
2	Offices, desks, and conference rooms	Table and chair surface	Spray with handheld sprayer or wipe	At the end of each meeting and end of day
3	Conveyor belts	Wipe areas of common employee interphase	Spray with sprayer	At least once respectively in the morning and afternoon
4	Moveable trays or containers	Handles and other commonly touched areas	Spray with sprayer	Based on use; Once per "shift" if contacted by 1 person only; otherwise, between users At least four times per day
5	General objects often used or touched	Doors and windows, handles, faucets, sinks, and bathrooms	Spray with handheld sprayer or wipe	
6	Breakrooms Cafeterias	Table and chair surfaces, dispensers, vending machines, etc.	Spray with sprayer	Generally, 3 or more times per "shift" to include after all breaks and meals
7	Countertops and Tables	Disinfection of countertops and table surfaces	Spray with sprayer	After use
8	Water bottle stations	Interface surfaces (pay, selection and vending surfaces)	Spray with sprayer	Generally, 3 or more times per "shift" to include after all breaks and meals
9	Forklifts Official Vehicles	Wipe areas of common human interaction	Spray with sprayer	After each use
10	Multi-user safety vest and another PPE	All surfaces	Spray with sprayer	Not applicable/ not allowed

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11	Transport vehicles	Common surfaces (e.g. seat surfaces rails, belts, door and window controls)	Spray with sprayer	Before and after each use
12	All floors and walls	All general floors and walls at site	Mop	Periodic, where frequently touched; mop hard surfaces daily

Print Material for COVID-19 (CDC):

- ***https://www.cdc.gov/coronavirus/2019-ncov/communication/factsheets.html***
- ***Avoid Spreading Germs at Work (CDC) https://www.cdc.gov/nonpharmaceutical-interventions/pdf/dont-spread-germs-work-item3.pdf***
- ***Cover your Cough Posters (CDC) https://www.cdc.gov/flu/pdf/protect/cdc_cough.pdf***
- ***COVID-19 Health Information Poster coronavirus-health_information_flyer__phs_logo_2-28-20_final.pdf***
- ***Stay Home if you are Ill Posters (CDC) https://www.cdc.gov/flu/pdf/freeresources/updated/stay-home-from-work-poster.pdf***
- ***Wash your Hands Posters (CDC) https://www.cdc.gov/handwashing/posters***
- ***Physical Distancing https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html***

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PERSONAL PROTECTIVE EQUIPMENT (PPE) AND EXPECTATIONS

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school/central office administrators can take to help lower the risk of COVID-19 exposure and spread during school/division operations and activities.

Using Personal Protective Equipment (PPE) is based upon several precautionary factors including local health officer/department guidance, level of COVID-19 contagion in the community and the role and the responsibility of the individual. For unlicensed assistive personnel (non-licensed paraprofessionals), specific training may need to be offered, with return demonstration, in order to teach proper donning and doffing of PPE. Inappropriate procedures for donning and doffing will increase the risk of contamination. The use of personal protective equipment will vary depending on the role or situation in the educational setting and may include using:

1) Masks (surgical or N-95)
2) Face shields
3) Gloves
4) Gowns

The CDC has developed a PPE sequence for donning and doffing PPE. Please visit
https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html
CDC Guidelines for cloth face coverings

1. GOWN 2. MASK OR RESPIRATOR 3. GOGGLES OR FACE SHIELD 4. GLOVES

Commented [WU1]: This is to be fixed into easier to understand chart.

Surgical Facemasks:

1. DPHSS and CDC guidelines may require or recommend and not require face masks to be worn. The guidelines may change.
2. If recommended by DPHSS, employees with high public contact who may not be able to physical distance from others because of limited spacing, or those with high risk health conditions **may** include:

- School Nurse
- Attendance office staff
- Cafeteria staff
- Bus drivers
- Special Ed teachers
- Office Employees (school/central)
- Administrators
- Teachers

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3. PPE grade face masks (Surgical masks [face masks] and N-95 Respirators) should be reserved for health care providers who are assessing students and providing health care services
4. Symptomatic students/employee- Face Mask
5. Education on proper use of PPE is important
6. Individuals should be careful not to touch their eyes, nose, and mouth when removing their face covering and wash hands immediately after removing. Cloth face masks should be routinely washed in a washing machine
7. School Nurse and office employees – follow DPHSS and CDC recommendations.
8. Health care providers should receive job-specific training on donning, removing and disposing of PPE and demonstrated competency with selection and proper use
9. Fit testing for N95 face masks - possible coordination with DPHSS.

Gloves (non-latex)
Wear gloves when it can be reasonably anticipated that contact with respiratory, blood, gastrointestinal fluids or other potentially infectious materials, mucous membranes, nonintact (broken) skin, or potentially contaminated intact skin (e.g., of a student incontinent of stool, urine or vomit) could occur.

Gowns
There may be a need to consider gowns when sputum or other bodily contents may come into contact with an employee's clothing such as a one on one health aid or during suctioning procedures.

Cloth Face Coverings
While not considered personal protective equipment, cloth face coverings may be ordered by GDOE. According to the CDC (2020), "Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance." Cloth face coverings should be washed daily. Care should be taken to avoid touching one's face while wearing cloth face coverings.

https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-coverings-information.pdf

PROMOTING BEHAVIORS THAT REDUCE SPREAD

According to the Center for Disease Control, the more people a student or employee interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school/central office settings as follows:

LOWEST RISK	MORE RISK	HIGHEST RISK
Students and teachers engage in virtual-only classes, activities, and events. Customers make appointments and number of employees/visitors is	Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not	Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

limited to maintain physical distancing. PPE is used and maintained throughout operational period.	share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes). Increased flow of customers to offices where physical distancing is limited and PPE is limited where not all employees are provided.	No physical distancing requirements being maintained and limited to no PPE being used by employees.

Students/Employees Staying Home when Appropriate

- Educate employees and families about when they/their child(ren) should stay home and when they can return to school. Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 or a person who has shown symptoms of COVID-19 to stay home.
- Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
- Employees and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
- Employees and students who have recently had close contact with a person with COVID-19 should also stay home and follow the Department of Public Health and Social Services Quarantine Protocol please see Appendix A.

GDOE should utilize the CDC's criteria and DPHSS's guidance to help inform when employees should return to work if they have been sick with COVID-19, or if they have recently had close contact with a person with COVID-19.

Adequate Supplies

Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for employees and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.

Signs and Messages

Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).

Broadcast regular announcements on reducing the spread of COVID-19 on PA systems, school/district websites, SWIFT K-12, and other social media platforms as appropriate.
Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with employees and families (such as on school websites, in emails, and on school social media accounts).

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SAFE WORK PRACTICES

ADMINISTRATIVE CONTROLS

Administrative controls require action by the employee or employer. Typically, administrative controls are changes in work policy or procedures to reduce or minimize exposures to a hazard, could include:

- All students, employees and contractors are encouraged to stay home if they are not feeling well.
- Minimize contact among employees, vendors, and visitors by replacing face-to face meetings with virtual communication and implement telework if feasible.
- Establish alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing for physical distance from one another while maintaining a full onsite work week.
- Discontinuing nonessential travel to locations with ongoing COVID-19 outbreaks. Regularly check CDC travel warning levels at: www.cdc.gov/coronavirus/2019-ncov/travelers.
- Developing emergency communications plans, including a forum for answering employees' concerns via internet-based communications, if feasible.
- Providing employees with up-to-date education and training on COVID-19 risk factors and protective behaviours (e.g., cough etiquette and care of PPE).
- Training employees who need to use PPEs on how to use and wear it, and take it off correctly. Training materials should be easy to understand. Also provide training to those personnel conducting screening requirements.
- Providing resources and a work environment that promotes personal hygiene. For example, providing tissues, no-touch trash cans, hand soap, alcohol-based hand rubs containing at least 60% alcohol, disinfectants, and disposable towels for employees to clean their work surfaces.
- Requiring regular hand washing or using of an alcohol-based hand rubs. Employees should always wash hands when visibly soiled and after removing any PPE.
- Post handwashing signs in the restrooms.
- Students and employees who have tested positive or have been in close contact with someone who have tested positive for COVID-19 should stay home and monitor their health.[5] Clearance would need to be presented before the student or employee can return. (Please refer to section VII)

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[5] Guidelines excerpts taken from: Centers for Disease Control and Prevention. (May 2020), CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again. Retrieved May 22 , 2020, https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf

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Daily COVID-19 temperature and symptom screening:

- All Guam Department of Education employees, prior to entering central office or school locations, should be familiar with Coronavirus (COVID-19) symptoms and conduct their own initial screening at home. If you are sick, stay home and notify your supervisor.
- Upon arrival to school/central office, students, employees, and visitors will be screened for symptoms, utilizing a non-contact thermometer for temperature recordings.
- When conducting symptom screening, ensure that safety and consideration is followed with any applicable privacy laws and regulations. Ensure that confidentiality is respected.[6]

GDOE employees symptom checking requirements	**Students**	**Visitors (not familiar with symptom checking requirements.)**
Daily self-symptom check prior to coming to work	If indicated by DPHSS, daily student temperature and symptoms checks by parent/guardian before school and monitoring at school.	Temp check upon arrival Screen for COVID-19 symptoms
Daily temperature check at work	Daily temperature checks at school	Daily temperature checks at main office or schools

- All schools and central office will be issued with **INFRARED BODY THERMOMETER – no contact with:**
  - With instructions on how to use it
  - Return demonstrations
  - Fever is 100.4 ºF, however no **ENTRY** for employees and visitors if temperature is 100ºF or above according to DPHSS guidelines
  - If our 12 month employees exhibit a fever of 100.4º F and above (during the summer), ask the employee to contact the Community Health and Nursing Services Administrator (CHNSA) to provide guidance on symptoms and possible referral. Contact at 300 1637 or email: jcquinene@gdoe.net.
  - Once School Health Counselors report for the start of the new school year, they will continue providing symptom screening support at the various schools.
- All employees are to complete a **GDOE Employee COVID-19 Screening Form** (only once and submit to their supervisor for record keeping).

[6] Guidelines excerpts taken from: Centers for Disease Control and Prevention. (May 2020), CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again. Retrieved May 22 , 2020, https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf#page=45

  - Emphasis that changes on the GDOE Employee COVID-19 Screening Form needs to be shared with their supervisor IMMEDIATELY or ASAP (for example: traveling or if you were identified as a critical contact to a confirmed case).
- For daily temperature monitoring, schools/Central Office can generate an employee listing with daily temperature recordings.
  - Central office symptom and temperature monitoring will be conducted at the 1st floor main entrance until all divisions will receive supplies of **INFRARED BODY THERMOMETER – no contact** and PPEs.
- For visitors – temperature readings will be recorded on the **GDOE COVID-19 VISITORS SCREENING LOG**
  - For the central office - visitors and employees temperature recording will be safely stored with the CHNSA. Once thermometers will be issued to the divisions, division heads will be responsible for storing employee symptoms and temperature recordings.
  - For schools - symptom screening and temperature recording will be stored safely. School Administrator can delegate staff.
- Wash hands with soap and water or use hand sanitizer (at least 60% alcohol).

Promoting Healthy Hygiene Procedures

- Teach and reinforce use of cloth face coverings among all students and employees. All students, school/central office employees, contractors or visitors are required to wear a face covering before entering the campus/central office buildings. Additionally, all students need to wear a face covering before they enter the school bus.
- Schools/central office buildings will post signage to promote healthy hygiene procedures. Students will wash/sanitize their hands when entering the school campus.
- Students and Employees should wash their hands frequently with soap and water for more than 20 seconds to include after coughing or sneezing or blowing their nose. If soap and water are not available, use of a hand sanitizer that contains at least 60% alcohol should be used.[7]
- Signage will be placed on floors to ensure that there is six feet physical distance and limit the amount of people allowed in each area at any given time.

School Level First Aid

First aid situations, whenever possible, should be handled by the student and in the classroom to prevent office congregation and possible cross exposure. The following recommendations are made:

- Schools shall publish a list of all personnel who are currently certified in First Aide to assist.
- All classrooms are stocked with first aid supplies.
- School nurses are available for Telehealth support.
- To the extent possible, students provide self-care with staff direction and physical distancing.
- Teachers should provide a mask to students in the classroom who report not feeling well before sending them to the office.

[7] Guidelines excerpts taken from: Centers for Disease Control and Prevention: How to Protect Yourself & Others. Retrieved May 22, 2020, https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

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- Students are triaged over the phone, only those sent with valid health concerns are sent for additional treatment to the office. (For additional interventions, see Appendix B)
- See the chart below for guidance on when to send students to the office or keep in the classroom.

Teachers may contact the School Health Counselor or Licensed Practical Nurse prior to sending the student to the office if they are uncertain or need guidance about student care. Students should be triaged before they come to the office. If students or staff arrive at the office, those potentially feeling ill with COVID-19 symptoms should immediately be relocated to an isolation area so as not to "contaminate" general health office space.

Valid School Nurse Office Visit	**Consider Classroom-Based Services**
• Symptoms of COVID-19 • Scheduled medications that may not be delivered by classroom staff; allow physical distancing; stagger times • Avulsed tooth • Scheduled Specialized Physical Health Care Procedures • Diabetic care • Catheterization • GTube Feedings • Altered levels of consciousness/concussion • Difficulty breathing • Head injury/complaining of neck pain- DO NOT move, keep the student calm. Call 9-1-1 • Sudden vision impairment • Diabetic "lows" or unconscious • SEVERE bleeding or other traumatic injury; Call 9-1-1 • Severe abdominal/groin pain • Seizure (uncontrolled movement) do not hold down, remove objects that may cause injury • Signs and symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C), which may include rash, swollen red eyes, hands, and feet.	• Scheduled medications where educational staff may be taught to deliver medications (this means medication will need to be locked up in the respective classroom) • Health services personnel visit classrooms and administer medication to the student (similar to hospital model). • To the extent possible, students self-administer medication that may be self-carried by law. • Minor Toothache / Primary Tooth comes out • Small paper cuts, abrasions, picked scabs. • Wound care/ Ice pack for small bumps/bruises • Localized bug bites. • Minor headache or fatigue with no other symptoms. • Mild stomach ache or nausea. • Readily controlled nosebleeds, where the student can deliver self-care. • Anxiety/stress/psychological issue- try calming techniques and/or contact school psychologist or counselor

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Preparing, Triaging, Monitoring Symptomatic & Sick Space[8]

- If it is determined that students need additional support and are sent to the office, students should be triaged prior to coming to the office (Additional triaging support may be found in Appendix B).
- For a person who is not coughing or sneezing, did not undergo an aerosolized generating medical procedure (AGP), and occupied the room for a short period of time, any risk to health care personnel and subsequent patients likely dissipates over a matter of minutes. In addition to ensuring sufficient time for enough air changes to remove potentially infectious particles, healthcare personnel should clean and disinfect environmental surfaces and shared equipment before the room is used for another student.
- In general, school offices will need to establish the following three areas:

General Waiting **Students waiting to be triaged (present to office with unscheduled needs)**	**Well Student Area (those students that have scheduled medical needs eg. procedures, meds)**		**Students with COVID-19 Symptoms Area (may need multiple spaces)**
● Students with non COVID-19 symptoms (e.g., injury, assessments) ● Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home. ● Physical distancing marked off	● Area for well students with health care needs that cannot be addressed in the classroom (e.g. diabetic and other noncontagious health care needs). ● Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home. ● Physical distancing marked off		● Areas for students with possible COVID-19 symptoms; away from others ● Physical distancing marked off or in separate rooms

[8] https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html

• Employees conducting triage may consider wearing gloves and masks, depending on the level of COVID-19 community transmission. • Plexiglass or plastic barriers may be in place.	A trained employee or school nurse provides care. Employees delivering care may need to consider wearing gloves and masks.		Additional non-health compromised employees may be necessary to monitor students in areas not visible by the school nurse. Employees should wear gloves and masks. Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms.
Nursing Considerations/Precautions			
• Students sanitize/wash hands, • Clean area after students leave	Students sanitize/wash hands, Clean area after students leave		• Students sanitize/wash hands • Students put on masks • Non-contact thermometers • Isolate student • Separate phone (disinfect) • Separate restrooms • Establish procedures for safely transporting anyone sick home or to a healthcare facility. • If you call 9-1-1, please share with the dispatcher if the individual has signs or symptoms of COVID-19 • Notify DPHSS • Complete a morbidity report • Ventilate the room to outside air after student leaves • Clean area 24 hours after

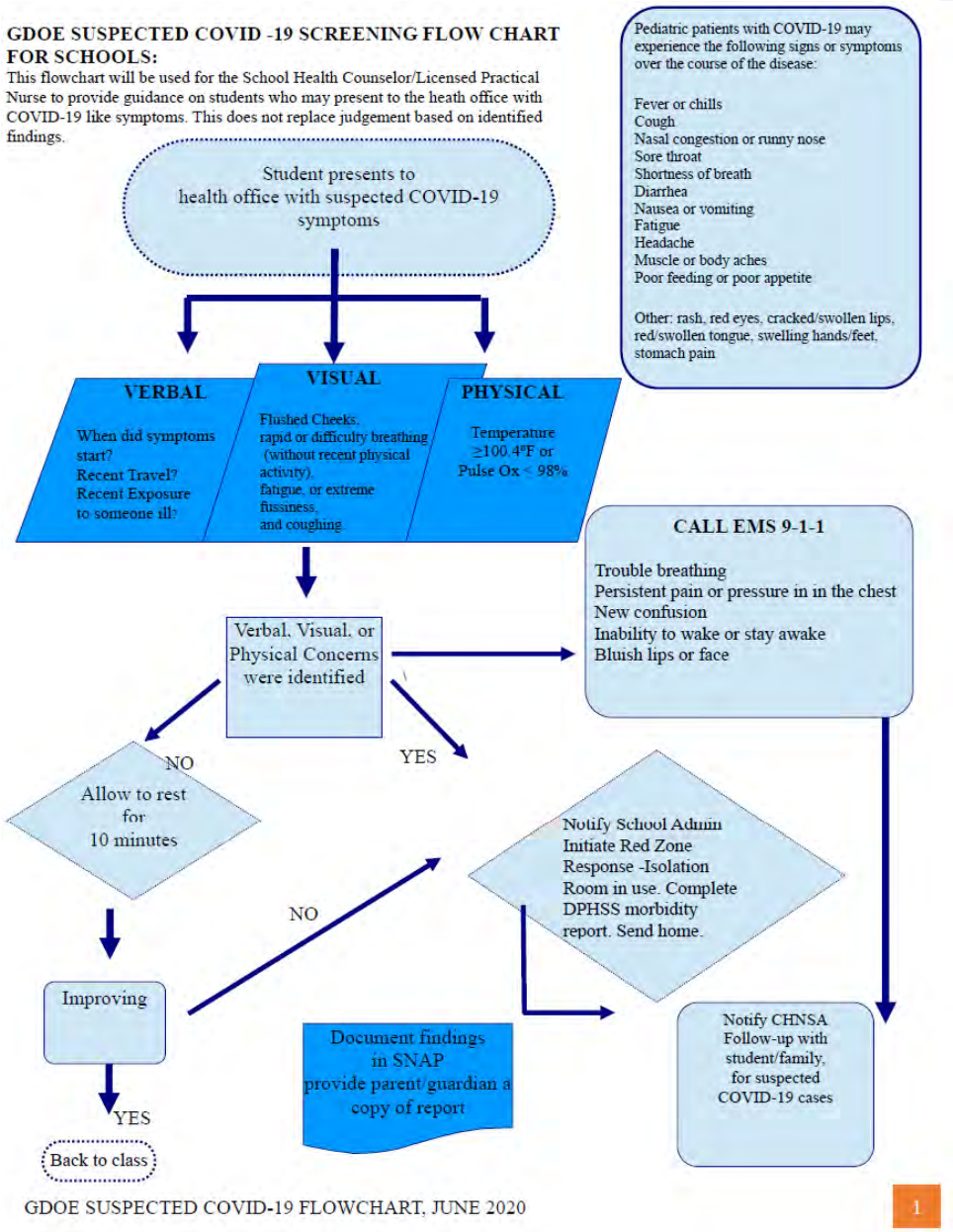
- Isolate symptomatic students/employees as soon as possible, away from office staff and other students.
- Have the symptomatic person don a face mask and sit in a room separate from all other students/employees.

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- Health services staff conducting any assessments on known ill individuals must wear Personal Protective Equipment (PPE). OSHA's regulations require protection for workers exposed to airborne infectious diseases such as COVID-19. The Aerosol Transmissible Diseases (ATD) standard.
- Sick policies and guidelines should be established for employees and students that encourage individuals who are feeling ill or exhibit signs and symptoms to stay or go home.
- Prior to coming to school or work, students and employees should conduct daily symptom checks and stay home if sick or have signs or symptoms of COVID-19 even without documentation from a health care provider. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html
- Discourage the use of perfect attendance awards and incentives during the COVID-19 situation. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html
- Identify critical job functions and positions, plan for alternative coverage by cross-training staff. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html
- Create an enlarged pool of trained, reliable substitutes so employees can feel confident staying home while ill:
    - Consistent/adequate sub pay
    - Teachers, instructional assistants, front office staff
    - Include a plan for substitute school nurses, LPN's, and health assistants
    - Train office employees to cover some health office responsibilities as back up

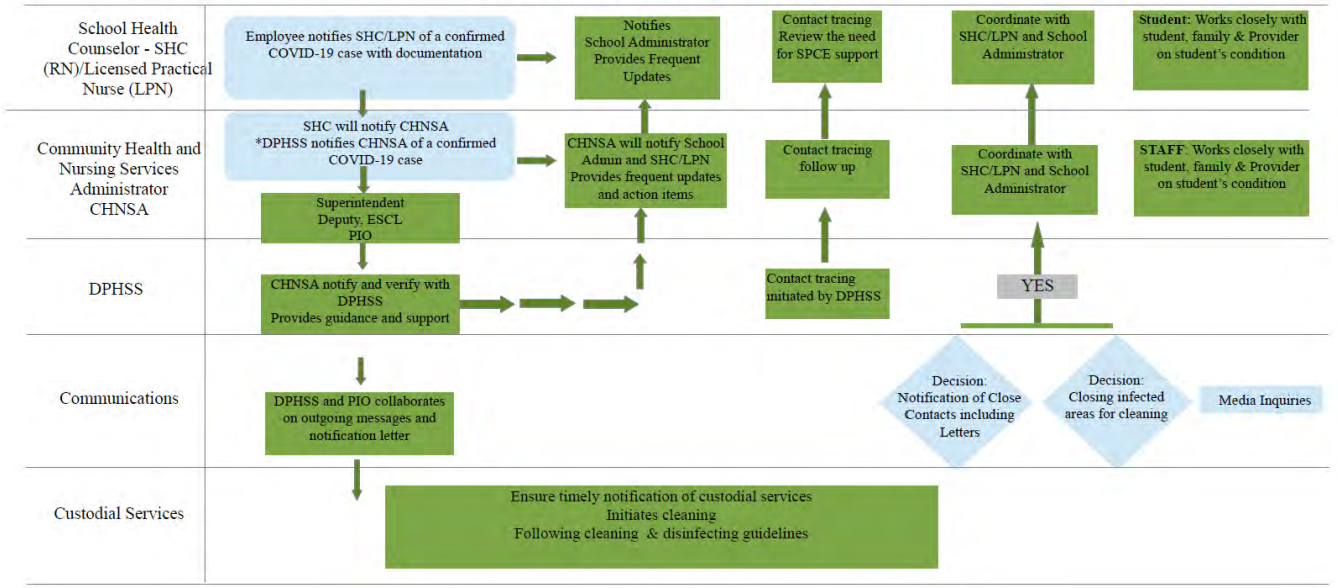
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COVID-19 Flowcharts



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GDOE CONFIRMED COVID-19 FLOWCHART:



Doc. No. 35GL-20-1932.*

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Signs and Symptoms of COVID-19

Before coming to school/Central Office, employees, students (parents of younger students), and regularly scheduled volunteers who are familiar with the DPHSS' symptom checking requirements should self-check for symptoms at home. Volunteers that are unfamiliar with symptom checking processes will need to have their temperature and symptom check completed at school.

Employees and Volunteers aware of symptom checking requirements	**Students**	**Visitors & Volunteers not familiar with symptom checking requirements**
Daily self-symptom check prior to coming to work	If indicated by the DPHSS, daily student temp and symptoms checks by parent/guardian before school.	Temperature check at school Screen for COVID-19 symptoms
Temperature check at school	Temperature check at school Screen for COVID-19 symptoms	

- Implement COVID-19 screenings safely, respectfully, as well as in accordance with applicable privacy laws or regulations. Employees may self-check symptoms by utilizing GDOE COVID-19 Visitors Log.
- Privacy, confidentiality, and protected health information should be maintained.
- All employees should complete the GDOE COVID-19 Employee Screening Form (Appendix)
- Employees should stay home if they are sick.

PARENT EDUCATION:

- Inform parents/guardians to keep sick children home.
- Educate parents/guardians on:
    - Keeping students home if they are ill and the length of time they must stay home:
    - **Persons with COVID-19 who have symptoms** and were directed to care for themselves at home may discontinue isolation under the guidance of DPHSS and/or their private provider
    - DPHSS or Private Healthcare Provider clearance will be required indicating that the student/employee was cleared to return to school/work. https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html
- Signs and symptoms of COVID-19

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- Taking and monitoring temperatures at home
- Resources
- Need for accurate contact information and multiple emergency contacts
- Importance of coming to school quickly to pick up their child, if called
- Handwashing, face covering, maintaining appropriate distance/space
- Employees or students who are sick should stay at home per CDC guidelines if they were exposed to someone with COVID-19 for 14 days after last exposure.
- Contact DPHSS if a person has been diagnosed with COVID-19 within the educational setting. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html
- **Based on DPHSS recommendations, dismiss students and most staff for 2-5 days.** This initial short-term dismissal allows time for tDPHSS to gain a better understanding of the COVID-19 situation impacting the school. Temporary school closure will also allowsDPHSS to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow the further spread of COVID-19. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html
- Use an algorithm for non nurses and School Health Counselors or Licensed Practical Nurses. for student visits to the nursing office. There will be a need to discern COVID-19 symptoms from other symptoms such as asthma and allergies, including guidance that can be used to determine whether or not a student should be isolated. Please see Page , "COVID Screening Flowchart."
- Advise sick employees not to return until they have met CDC criteria to discontinue home isolation, which means:
- **Persons with COVID-19 who have symptoms** and were directed to care for themselves at home may discontinue isolation under the following conditions:
    - At least 3 days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and** improvement in respiratory symptoms (e.g., cough, shortness of breath); **and,**
    - At least 10 days have passed *since symptoms first appeared*. https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-hospitalized-patients.html
- Inform those exposed to a person with COVID-19, with less than 6 feet of space for more than 10 minutes, to stay home per CDC guidelines and self-monitor for symptoms and follow CDC guidance if symptoms develop. Per CDC guidelines, data is insufficient to precisely define the duration of time that constitutes a prolonged exposure. Recommendations vary on the length of time of exposure from 10 minutes or more to 30 minutes or more. In healthcare settings, it is reasonable to define prolonged exposure as any exposure greater than a few minutes because the contact is someone who is ill. Brief interactions are less likely to result in transmission; however, symptoms and the type of interaction (e.g., did the person cough directly into the face of the individual) remain important. https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html

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- Students and staff returning to school after an absence due to COVID-19 related illness may report to school with one of the following criteria met:
    - Symptom-based: At least 3 days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and** improvement in respiratory symptoms (e.g., cough, shortness of breath); **and,**
    - At least 10 days have passed *since symptoms first appeared*. https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html
        - DPHSS or Private Healthcare Provider clearance will be required indicating that the student/employee was cleared to return to school/work. https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.Symptoms may appear **2-14 days after exposure to the virus.**

Interim CPR Guidelines

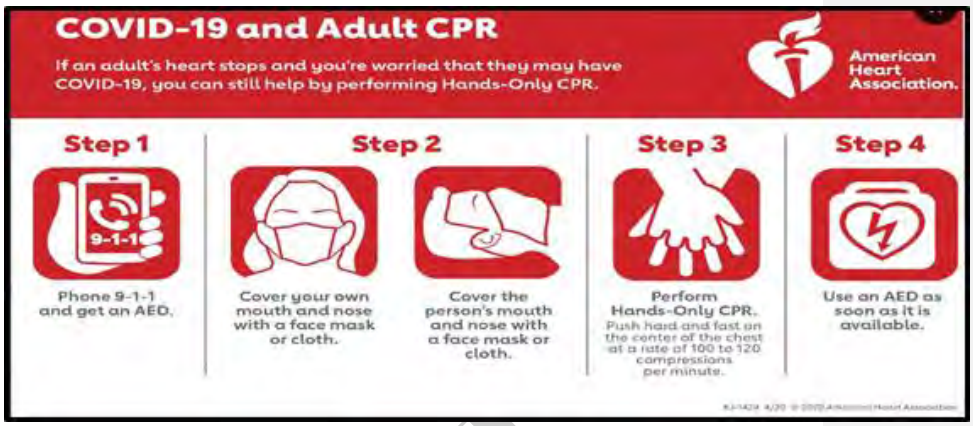
(American Heart Association) **https://newsroom.heart.org/news/interim-cpr-guidelines-address-challenges-of-providing-resuscitation-during-covid-19-pandemic**

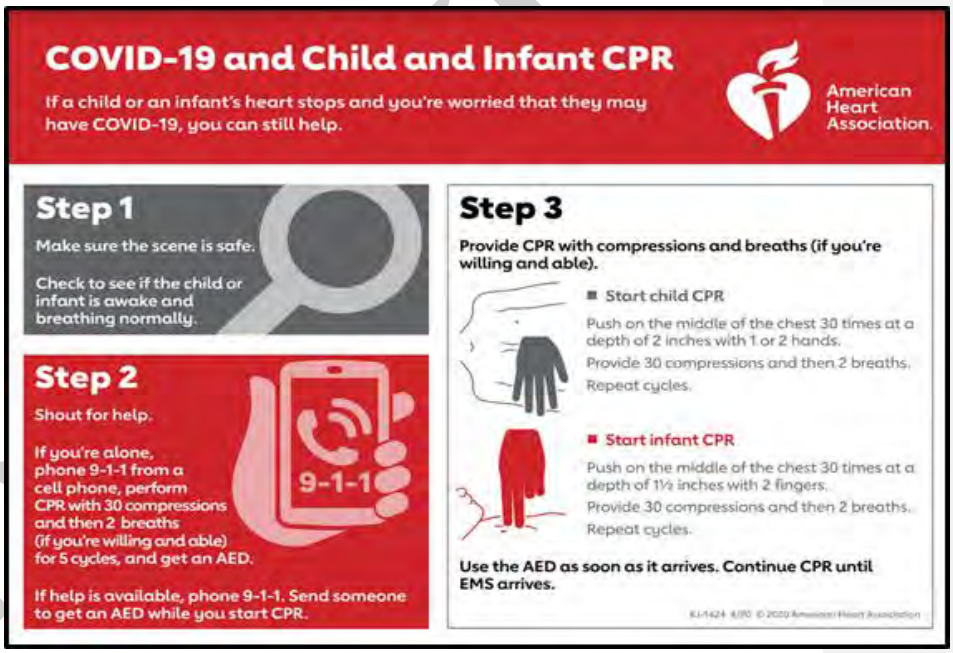
- Make sure the scene is safe
- Call 911
- Limit personnel in area or scene of resuscitation
- Provide CPR with compressions and breaths (if rescuer is willing and able) otherwise perform Hands-Only CPR
- Follow standard precautions. Use a face mask or cloth covering of the mouth and nose of the rescuer and/or victim to reduce the risk of transmission of COVID-
- Use AED as indicated when it arrives.
- Continue CPR until EMS arrives

American Heart Association COVID-19 Guidance

Given the ongoing threat of exposure to COVID-19, with many communities under shelter in place orders to minimize the spread of the disease, the AHA is extending AHA Instructor and Provider Course Completion Cards for 120 days beyond their recommended renewal date, beginning with cards that expire in March 2020.

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American Red Cross COVID-19 Guidance

The American Red Cross is offering students with certificates set to expire between March and June 2020 the ability to complete an online extension. If you are interested in the extensions they can be found on www.redcross.org

References:

https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
https://discoveries.childrenshospital.org/covid-19-inflammatory-syndrome-children/
https://patch.com/california/alisoviejo/s/h3x2o/3-la-children-hospitalized-with-rare-condition-linked-to-covid-19?utm_source=alert-breakingnews&utm_medium=email&utm_campaign=alert

Measuring Oxygen Saturation with Pulse Oximeter

- The Joint Commission standards do not require an order for pulse oximetry. In addition, CMS does not have any requirements which prohibit the use of pulse oximetry without a physician's order. The use of pulse oximetry on an as needed basis may be viewed as a part of vital signs. A therapist or nurse can use their clinical judgment to do an occasional pulse oximetry reading (The Joint Commission, 2019). https://www.jointcommission.org/en/standards/standard-faqs/home-care/provision-of-care-treatment-and-services-pc/000001744/
- Keep as much distance as possible between the staff member and student, stand to the side of the student when possible.
- Wash hands with soap and water or use hand sanitizer (at least 60% alcohol).
- Apply gloves and mask..
- Read the manufacturer's instructions and operate accordingly. If there are differences in the instructions below and the manufacturer's directions, follow the manufacturer's direction.
- Assemble the pulse oximeter and turn it on.
- Conduct an initial respiratory assessment and ask the student to breathe normally.
- Attach a probe to the best site, usually on the finger. Oximeter needs to be at least ¼ to ½ inches on the placement site.
- Monitor for pulse sensing bars on the face of the oximeter to fluctuate with each pulsation.
- Double-check machine pulsations with student's radial or apical pulse.
- Record results. If pulse oximeter is reading <95% reposition student, unless student has underlying health condition, if no improvement, consider calling 9-1-1. Administer Oxygen if ordered.

Immunizations

Immunization requirements for admission to school remain unchanged for the 2020-2021 school year. According to BP 337 Health Requirements for students will be followed. BP337 also outline health requirements that needs to be updated at entrance to middle and high schools.

Medication Administration

In some instances, students may need to take medication at school. To the degree possible, make every effort to identify ways that medications may be safely taken at home, instead of during school hours. SHC will follow up with parents/guardians and healthcare providers on the need to administer medications at school. The following steps should be taken to ensure the safety of all students and minimize office clustering.

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- Communicating with all parents explaining that students that must take medication during school will need to make an appointment prior to the start of school to bring the medication in so that delivery time may be staggered.
- Any nebulizer medication delivery must be converted to an inhaler with a spacer to avoid Aerosolized Transmissible Diseases (ATD) of COVID-19 (Taras, 2020). The SHC will need to work with the healthcare provider and parents.
- Follow SOP 1700 - 010 Medication Administration Guidelines in the School Setting and at School Sponsored Activities for student medication required during the school day and appropriate forms, i.e. a completed Medication Consent Form signed by both the Parent/Guardian and Healthcare Provider.
- SHC/LPN will have to stagger student times of coming into the health office area for medication. Social distancing lines may need to be placed on the office floor to remind students to keep their distance.

Bringing Medications to School

- Make an appointment with the school office or wait in line, while maintaining social distancing to drop the medication office at the school.
- Medication must be delivered to the school by the parent/guardian or other responsible adult.
- Medication must be in your student's original, pharmacy-labeled container or a sealed over-the-counter container.
- All liquid medication must be accompanied by an appropriate measuring device.
- Any tablets requiring partial doses (1/2 or 1/4) must be sent to school already cut.

Returning Medications

- Medication must be picked up by the parent/guardian or other responsible adult.
- Any medication that has not been picked up by the end of the school year will be appropriately disposed of.

Specialized Physical Healthcare Services

- **Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (March 2020) online at:**
  https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/

- Services for students with Individualized Educational Plans (IEP) must continue under Federal law. Many school districts continue to hold IEP in innovative ways such as using Zoom. In some cases, IEP may need to be modified to meet the student's needs. In seeking support on special

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education topics, school nurses may want to consult the Disability Rights Education and Defense Fund (DREDF), which may be found at https://dredf.org/covid-19-advocacy-and-resources/

- Specialized Physical Healthcare Services (SPHCS) are provided to students with disabilities to ensure equal access to health needs and education in the school environment. An authorized health care provider must provide a prescribed procedure intervention(s) necessary for a licensed, or qualified district employee to perform or assist students during the school day. Students must have equal access to curriculum and health care needs in the school environment. The use of personal protective equipment during these procedures following COVID-19 may be consistent with pre-pandemic use for some procedures. For others, additional use may be warranted.

- It is important to work with the primary health care provider and parent in determining if it's in the child's best interest for the child to return to school. Some medically fragile students may be impacted by COVID-19. For children with disabilities protected by Section 504 who are dismissed from school during an outbreak of COVID-19 because they are at high risk for health complications, compliance with the procedures described above and completion of any necessary evaluations of the child satisfy the evaluation, placement and procedural requirements of 34 CFR §§ 104.35 and 104.36. The decision to dismiss a child based on his or her high risk for medical complications must be based on the individual needs of the child and not on perceptions of the child's needs based merely on stereotypes or generalizations regarding his or her disability.

  https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-A-4

- In the educational setting, for close face-to-face contact in an enclosed space, healthcare providers who are working with or potentially with COVID-19 positive persons should wear recommended PPE including face shields, gloves, gowns; especially if the person/student cannot wear a face mask. For brief encounters with COVID-19 positive persons who wear face masks, the use of a face mask/covering for health providers is considered sufficient. When there is no anticipated need to provide medical assistance, there is no need for other PPE than face masks, if ordered by the local health officer.

- For a person who is not coughing or sneezing, did not undergo an aerosolized generating medical procedure (AGP), and occupied the room for a short period of time, any risk to health care personnel and subsequent patients likely dissipates over a matter of minutes. In addition to ensuring sufficient time for enough air changes to remove potentially infectious particles,

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healthcare personnel should clean and disinfect environmental surfaces and shared equipment before the room is used for another.

Asthma Care

- For persons with acute respiratory conditions, the continued use of medication is critical. Subsequently, the benefits may significantly outweigh the risks of not using regular preventive and rescue inhalers.
- Students who regularly use a rescue inhaler with a spacer should be permitted to do so with minimal supervision and very likely with little to no aerosolized air. It is preferable to have the physician prescribe a metered dose inhaler (MDI) or a dry powdered inhaler (DPI) to further reduce aerosolization.
- For students needing a rescue inhaler, without a spacer, the child should be permitted to use the inhaler by removing the portion of the face covering over the mouth for the inhalation of the medication, re-covering the mouth/nose, and then permitting exhalation to avoid mixing air particles.
- During COVID-19, nebulizer use is discouraged since nebulizers aerosolize medication. The SHC needs to work with the student's health care provider and parents to switch to an inhaler with a space chamber (Taras, 2020)
- The American Lung Association's model policy for school districts: stock bronchodilators recommends using inhalers with disposable spacers/mouthpieces and nebulizers and disposable tubing with masks/mouthpieces. Inhalers and nebulizers should be used and cleaned according to the manufacturer's instructions. https://www.lung.org/getmedia/92bd8d3f-c5ca-46c0-9063-9d5719ec690b/model-policy-for-school.pdf.pdf
- Aerosol Generating Procedures (AGP) are those that are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing. These procedures potentially put healthcare personnel at an increased risk for pathogen exposure and infection. There is currently not sufficient data to create a definitive and comprehensive list. Common procedures include CPR, BiPAP, CPAP, nebulizer treatments, oral suctioning, nasal suctioning, and tracheal suctioning; all of which may occur at schools.

Catheterization Care

- Urinary catheterization will require PPE of gloves to prevent fluid crossing from the student to the provider in the forms of drainage or splatter. All supplies used for catheterization can be managed with the provider using just gloves and face coverings.
- A disposable covering or diaper should be used under the buttocks before and during the procedure to catch any drainage, to be used as a place to deposit supplies as they are being used, and to contain supplies once the procedure is done.
- Once the catheterization procedure is over, gloves need to be removed, hands should be washed, and gloves reapplied before dressing or assisting with dressing the student.
- Gloves again need to be removed after assisting the student, washing the hands, and reapplying gloves to clean and disinfect the area before use again.

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- Since this procedure does not aerosolize particles, no further PPE may be recommended.

Diabetes Care

- Students who have been diagnosed with diabetes can often perform their own blood glucose monitoring, carbohydrate counting, mild hypoglycemic and hyperglycemic care with little to no supervision. In the event that a child needs supervision and management by a member of the school health team, he/she should be permitted to report to the well-child area (where other students report for medication administration, first aid, etc.) when needed.
- Insulin administration or management of the insulin pump and/or continuous blood glucose monitor can be done safely with minimal contact.
- PPE precautions should continue to be provided by gloves and good hand washing only.

G-Tube Feedings

- Gastrostomy feedings will require PPE of gloves to prevent fluid crossing from the student to the provider in the forms of spillage, drainage, or splatter from feeding or gastric fluids. All supplies used for the feeding (formula or nutritional feeding, tubes, syringes, etc.) can be managed with the provider using just gloves and face coverings.
- A towel or a disposable covering around the stomach to catch any drainage should be used to catch drainage and spilled feeding or gastric contents.
- Since this procedure does not aerosolized particles, no further PPE may be recommended.

Oral / Nasal / Pharyngeal Suctioning and Tracheostomy Care

- Aerosol Generating Procedures (AGPs) pose risks for healthcare providers. This is particularly the case when providing care to persons needing suctioning or direct care of the oral/nasal/pharyngeal areas, including mechanical ventilation.
- Tracheostomy procedures include open suctioning (with a catheter or tool vs a closed suction device), trach tube care, cleaning, dressings, tapes and ties, cuff care, tube management or changes, and changes of ventilator circuits. Several of these activities may need to be performed routinely although not daily.
- For SHC/LPN delivering care to the student with a tracheostomy or one in need of suctioning, all recommended PPE is required, including a **long-sleeved, fluid repellent gown, surgical face mask, eye shield, and gloves.**
- Tracheostomy tubes that have cuffs prevent laryngeal airflow, prevent vocalization and communication and increase the risk when the tube is blocked or dislodged as the patient cannot breathe around the tube. An individual assessment by a registered nurse (SHC) needs to be performed in order to identify recommendations for both students and health care providers.
- Physical distancing and the liberal use of face masks and coverings by others, including children, may not be sufficient to prevent exposure to a student using augmented breathing devices.
- During a COVID-19 outbreak in the community and without the use of a vaccine, it is highly recommended that, for **persons who have significant respiratory conditions and/or impaired**

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airway clearance, such as oral suctioning, nasopharyngeal suctioning, suctioning a tracheostomy, with or without ventilator support students, the SHC and the parents consult with the physician regarding the benefits of on-campus education.

- Aerosol Generating Procedures should be performed in a separate room:
    - allows for privacy
    - good ventilation
    - outside of the classroom
    - away from other people

- National Tracheostomy Safety Project, Pediatric Tracheostomy and Tracheostomy Long-Term Ventilated Care during COVID Pandemic, published April 7, 2020
- Important to have a primary or specialty care provider's recommendation(s) for school attendance. Things to consider:
    1. Home and Hospital Students: Develop a plan for students to remain on distance learning with a teacher assigned versus home visits.
    2. Consider using the Home and Hospital program provided by the school district with physical distancing measures.
    3. Parents given support to have students receive distance learning.
    4. It is important to honor equitable access for all students; however medically fragile students may be at higher risk. It is important to work with parents, primary health care providers and administration in determining what is best for the student. Children with disabilities may not be denied access to education in the least restrictive environment. Equitable access needs to be considered as all students return to school.

Diapering

- When diapering a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper changing areas. Steps include:

    1) Don gloves and any other needed PPE
    2) Untape and remove portions of the diaper
    3) Using wipes, clean the student from any urine or soiled material
    4) Discard wipes and soiled diaper in the trash
    5) Make sure the student's skin is free from any urine or soil
    6) Reapply a new diaper.
    7) Return the student to a secure place.
    8) Remove the trash with the soiled diaper and used wipes.
    9) Wash child's hands
    10) Clean up diapering station
    11) Remove the gloves and wash your hands

- After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection. (CDC recommendations for diapering in child care settings remaining open during Covid-19 quarantine).

  https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

Students Who Need Activities of Daily Living Assistance (ADL) such as Feeding or Toileting

- When providing support for Assistance of Daily Living (ADL's) such as feeding and toileting assistance for a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safety procedures. Procedures should be posted in all diaper changing areas. Steps include:

  1) Prepare (includes putting on gloves)
  2) Clean the child
  3) Perform the procedure
  4) Remove trash (soiled napkins and wipes)
  5) Wash child's hands
  6) Clean up the area
  7) Wash hands

Students that need Early Intervention Services

- When providing early intervention services for students the following recommendations should be considered:

  1) Call the parent to ensure the student and or family members have not had signs or symptoms of COVID-19 or exposure to someone with COVID-19 for the past 10 days. If so, postpone services.
  2) If possible, measure the student's temperature; maintaining physical distancing using a non contact thermometer.
  3) When the intervention services include tools, make sure the tools are cleaned between students and wear gloves when handling tools to and from the student.
  4) Place the tools in an area where the student can "pick" it up so it minimizes hand to hand contact.
  5) Open the door to the assessment area so the student does not have to touch the door.
  6) If possible, keep the room well ventilated.

7) To the degree possible keep physical distancing from the student. Use tools that allow for physical distancing ie pulse oximeters to measure pulse; blood pressure machines to measure B/P; non contact thermometers.
8) If measuring respirations and listening to breath sounds, it is recommended that the practitioner stand behind the student and wear a surgical mask if necessary.

Students that need Home/Hospital Services

- When providing Home/Hospital services for students the following recommendations should be considered:

1) Call the parent to ensure the student and or family members have not had signs or symptoms of COVID-19 or exposure to someone with COVID-19 for the past 10 days. If so, postpone services.
2) To the extent possible obtain the student's health history via a Zoom call or while maintaining physical distancing.
3) If possible, measure the student's temperature; maintain physical distance using a non contact thermometer.
4) When the home/hospital services include tools for assessment, make sure the tools are cleaned between students and wear gloves when handling tools to and from the student.
5) To the degree possible keep physical distancing from the student. Use tools that allow for physical distancing ie pulse oximeters to measure pulse; blood pressure machines to measure B/P; non contact thermometers.
6) If there is a wound, have the parent unwrap and measure if need be using clean home tools. Document the measurements as needed.
7) If measuring respirations and listening to breath sounds, it is recommended that the practitioner stand behind the student and wear a surgical mask if necessary. Clean tools between students.
8) Ask that the room be well ventilated if possible during your visit.
9) Some elements of the assessment may not be feasible. If so, record as unable to obtain because of COVID-19.
10) When touching materials i.e. medications, wear gloves and then wash your hands. Maintain physical distancing.

Mandated Vision and Hearing Screenings

- Screening should be done with a cohort system calling only students from a particular classroom at a time, in small groups (3 to 5 students) to another room or location that allows for physical/social distancing. Six foot markings for children to stand or sit should be placed on the floor. Screening may also be performed in each classroom if there is sufficient room for students and screening area. As such, screening will take longer and therefore it is important to communicate this with others. It is important to disinfect equipment between students.

- Prior to students touching any eye screening material, it is important they use hand sanitizer or wash their hands since they may touch their face. It is important to have disposable materials such as individual cardboard eye coverings that are handed out individually to each student and then discarded rather than reusing handheld shields or placing eye patches over their eyes. Depending on the level of community transmission, will depend on the level of PPE needed. School nurses may use tools that allow for physical distancing while screening. If there is low level of community transmission, physical distancing measures may suffice. With medium to high community transmission, school nurses may consider wearing gloves and masks.
- Depending on the level of contagion, considerations to postponing screening until later in the year may lend to less transmission.

Influenza and COVID-19 Vaccination Efforts

- As schools phase in returning to school, it will be important to launch influenza vaccination efforts early in the school year. GDOE will continue to collaborate with DPHSS regarding ongoing vaccination outreaches . Early influenza vaccination clears the way for later COVID-19 vaccination efforts, since the vaccine is still in clinical trials. As such, influenza vaccination should span wide and deep within the community to prevent individual vulnerabilities caused by influenza and potentially a second wave of COVID-19. COVID-19 emerged as a novel virus where no vaccine was available to mitigate the numbers of affected individuals. Herd immunity is an effective measure and occurs when the majority of a population is immune to an infectious disease (D'Souza and Dowdy, 2020). https://www.webmd.com/vaccines/news/20181130/what-herd-immunity-and-how-does-it-protect-us
- (Chung, (2018). For more details on facilitating a School-Based vaccination clinic, visit Appendix D.

Transportation

General Education and Special Education transportation

Identify medically fragile students who need transportation and fall into the CDC's "People Who Are at Higher Risk for Severe Illness." For these high-risk students consider the following: https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

1. Establish a safe plan for students who may need specialized health care procedures and services while being transported. (Example: trach care, seizure management, etc.).
2. Appropriate PPE for staff providing care.
3. Developing an emergency plan for the bus driver.
4. School Nurses will need to work closely with their operations, custodial and transportation teams to develop district specific standards of practices, to help control and prevent the spread of pathogens (germs) that can cause infectious diseases on school buses.

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5. Communication between GDOE and the Department of Public Works (DPW) - transportation team is also important.
   Bus stops and gathering of students. Physical distancing measures.
6. Spacing between students on the bus.
7. Staggering, adjusting and extending pick up and drop off times.
8. Consider face coverings for bus drivers-provide education on appropriate use of PPE if required by DPHSS.
9. Cleaning products and measures-U.S. Environmental Protection Agency (EPA)-registered disinfectants or sanitizers.
10. Training on appropriate use of products and when bus should be cleaned: at the beginning and or end of each day.
12. Between routes disinfect seats, mats, handles, etc.
13. Electrostatic sprayer (fogging) machine use for sanitising surfaces.
14. Availability of hand sanitizers, tissue, trash can and cleaning supplies.
15. Education: employees, students and families on precautionary measures.
16. Ventilation - If appropriate, opening doors and windows.

SCHOOL MOVEMENT CONTROL

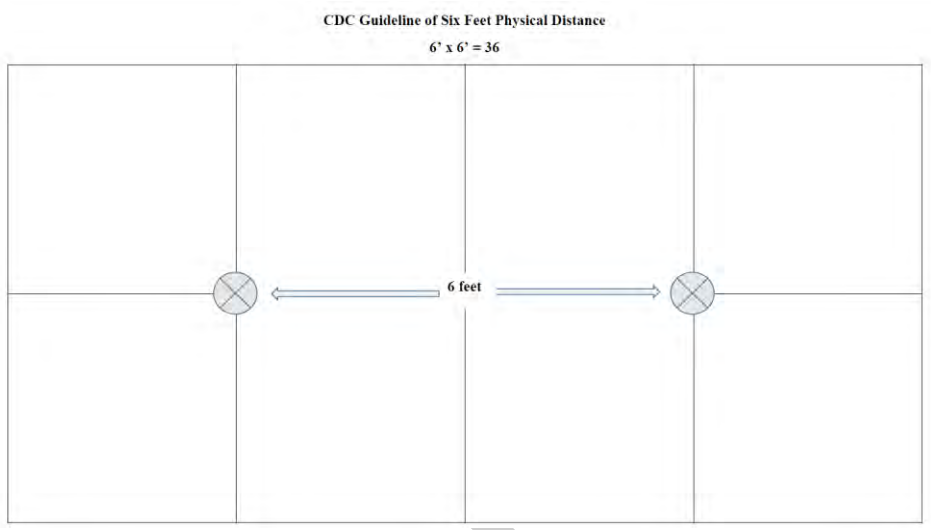
As each school has its unique layout and operational needs, considerations for the classroom, hallway, cafeteria, gym, office or other areas would need to be surveyed for compliance with Centers for Disease Control (CDC) and Department of Public Health and Social Services (DPHSS) Guidelines regarding physical distancing and safety protocols.

Each school needs to calculate the occupancy per room using the CDC Guideline of six feet (6') physical distance. The formula to determine this is:

Length x width ÷ 36 (square footage as per CDC Guideline of six feet (6') physical distance)

Ex. Sample Classroom (21' x 35') / 36 = 20 total for occupants

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Visible signs should be posted outside of each office and classroom noting room entry notations:

1. Total room occupancy in large print
2. "All must wear a facial mask."
3. "All must wash hands or use hand sanitizer/disinfectant prior to entry."
4. "If experiencing any signs of fever, coughs, or sickness; inform the teacher or staff immediately and report to the School Nurse Office.

Physical space using 6' distancing should be demarcated with spacing of desks, cafeteria or gym seating/space, hallway waiting lines, etc.

Interim Guidance for Schools and Day Camps[9]

As communities consider a gradual scale up of activities towards pre-COVID-19 operating practices in centers or learning, such as K-12 schools and summer day camps, CDC offers the following recommendations to keep communities safe while resuming peer-to-peer learning and providing crucial support for parents and guardians returning to work. These recommendations depend on community monitoring to prevent COVID-19 from spreading.

Communities with low levels of COVID-19 spread and those with confidence that the incidence of infection is genuinely low (e.g., communities that remain in low transmission or that have entered Step 2 or 3) may put in place the practices described below as part of a gradual scale up of operations. All

[9] CDC Considerations for Schools: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

decisions about following these recommendations should be made in collaboration with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the capacities of the local public health and healthcare systems, among other relevant factors.

CDC is releasing this interim guidance, laid out in a series of three steps, to inform a gradual scale up of operations. The scope and nature of community mitigation suggested decreases from Step 1 to Step 3. Some amount of community mitigation is necessary across all steps until a vaccine or therapeutic drug becomes widely available.

STEP 1

Schools that are currently closed, remain closed. E-learning or distance learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.

STEP 2

Remain open with enhanced physical distancing measures and for children who live in the local geographic area only.

STEP 3

Remain open with distancing measures. Restrict attendance to those from limited transmission areas (other Step 3 areas) only.

PROMOTE PHYSICAL DISTANCING

Step 1 and 2

- **Ensure that student and employee groupings are as static as possible** by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- **Restrict mixing** between groups.
- **Cancel** all field trips, inter-group events, and extracurricular activities (Step 1).
- **Limit gatherings, events, and extracurricular activities** to those that can maintain physical distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Step 2; Note: restricting attendance from those in Step 1 areas).
- **Restrict nonessential visitors, volunteers, and activities** involving other groups at the same time.
- **Space seating/desks to at least six feet apart**.
- **Turn desks to face in the same direction** (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- **Close communal use spaces** such as dining halls and playgrounds if possible; otherwise stagger use and disinfect in between use. If a cafeteria or group dining room is typically used, serve meals in classrooms instead. Serve individually plated meals and hold activities in separate classrooms and ensure the safety of children with food allergies.
- **Stagger arrival and drop-off times or locations**, or put in place other protocols to limit close contact with parents or caregivers as much as possible.

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- **Create physical distance between children** on school buses (for example, seating children one child per seat, every other row) where possible.

Step 3

IMPORTANT NOTE
Check State and local health department notices daily about transmission in the area and adjust operations accordingly. In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, programs may consider closing for a short time (1-2 days) for cleaning and disinfection.

- **Consider keeping classes together** to include the same group of children each day, and consider keeping the same child care providers with the same group each day.
- **Allow minimal mixing between groups**. Limit gatherings, events, and extracurricular activities *to those that can maintain physical distancing*, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Step 1 or 2 areas).
- **Continue to space out seating and bedding** (head-to-toe positioning) to six feet apart, if possible.
- **Consider keeping communal use spaces closed**, such as game rooms or dining halls, if possible; if this is not possible, stagger use and disinfect in between uses.
- **Consider continuing to plate each child's meal**, to limit the use of shared serving utensils and ensure the safety of children with food allergies.
- **Consider limiting nonessential visitors, volunteers, and activities** involving other groups. Restrict attendance of those from higher transmission areas (Step 1 or 2 areas).
- **Consider staggering arrival and drop-off times or locations,** or put in place other protocols to limit close contact with parents or caregivers as much as possible.

LIMIT SHARING (STEPS 1-3)

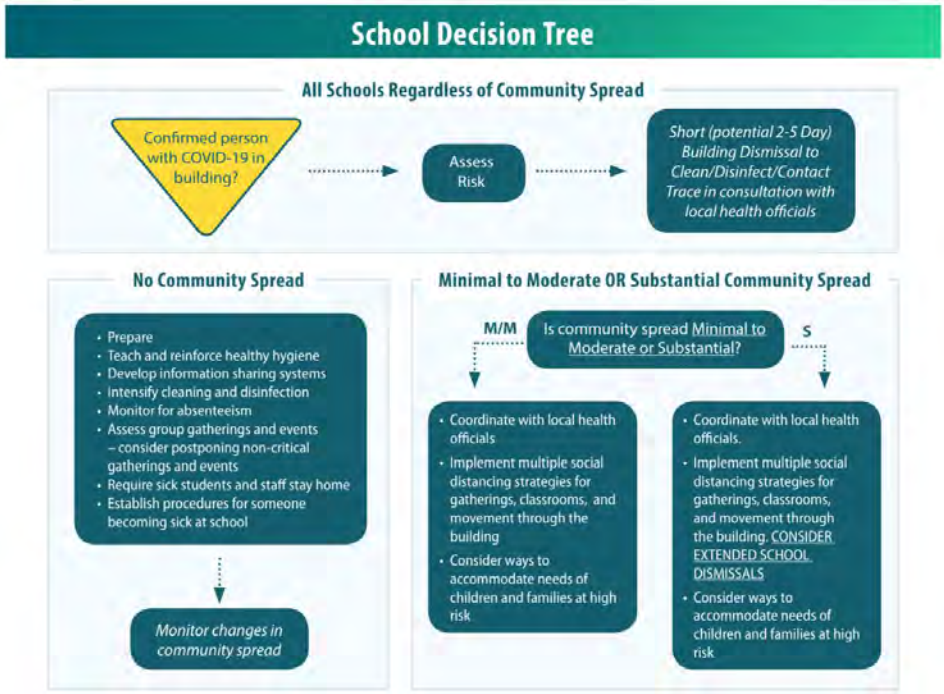
- **Keep each child's belongings separated from others'** and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- **Ensure adequate supplies to minimize sharing of high touch materials** to the extent possible (art supplies, equipment etc. assigned to a single student/camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- **If food is offered at any event, have pre-packaged boxes or bags** for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- **Avoid sharing** electronic devices, toys, books, and other games or learning aids.

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GUIDELINES FOR SCHOOL/CENTRAL OFFICE CLOSURES AND REOPENING[10]

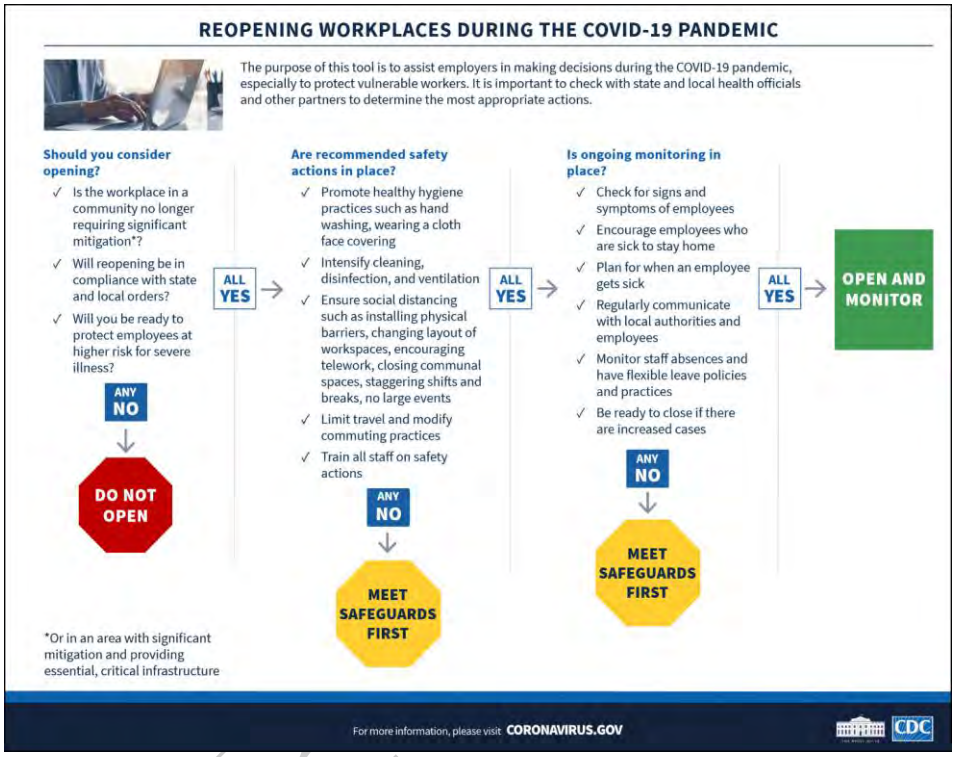
Schools and Central Office should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission.

The following decision tree can be used to help schools/central office determine which set of mitigation strategies may be most appropriate for their current situation and duration of dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.



(Source: CDC.gov)

[10] Information taken directly from the *Center for Disease Control's* Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19).



CLOSURE UPON CONFIRMED CASE

When a confirmed case has entered a school/central office division/office, regardless of community transmission, a short-term closure procedure will be implemented regardless of community spread if an infected person has been in a school/central office building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school/central office, immediately notify local health officials. These officials will help administrators/leaders determine a course of action for their child care programs, schools, and service operations.

Dismiss impacted students and employees for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school/central office. This allows the local health officials to help administrators/leaders determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Discourage employees, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

Communicate with employees, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school/central office community should align with the communication plan in the school/department's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or employees as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

SCHOOL/CENTRAL OFFICE SANITATION AFTER CONFIRMED CASES

Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

✓ **Custodial contractor/employees should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.**

✓ **If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.** For disinfection most common EPA-registered household disinfectants should be effective. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website.

INTERIM EDUCATION PLAN DURING SCHOOL CLOSURES

Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities. Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves. Administrators should seek guidance from local health officials to determine when students and employees should return to schools and what additional steps are needed for the school community. In addition, students and employees who are well but are taking care of or share a home with someone

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with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

GUIDELINES FOR REOPENING

The Guam Department of Education will continue to be guided accordingly by the Government of Guam leadership's directives and in accordance with the Joint Information Center recommendations. Any decisions that affect GDOE Students and employees will be communicated broadly both by the GDOE district communications team and each respective school.

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GDOE RESPONSE TO CONFIRMED CASES

School/Central Office Guidance Regarding Management of a Confirmed COVID-19 Case at GDOE[11]

- Community Health and Nursing Services Administrator (CHNSA) receives notification from Department of Public Health and Social Services (DPHSS) – regarding a **confirmed COVID -19 case.**
- CHNSA immediately notifies:
    - Superintendent of Education
    - Deputy Superintendent, Educational Support and Community Learning (ESCL)
    - Deputy Superintendent, Assessment and Accountability (AA)
    - Public Information Officer
    - School/Division Administrator/Office Lead
    - School Health Counselor (SHC)
- CHNSA immediately meets with specific school or division/office:
    - School Administrator/Division Head/Office Lead , for possible closure of school or office
    - SHC, for coordination of COVID-19 response (could include screening and referral for testing)
    - DPHSS staff to initiate contact investigation to the active case of COVID-19
    - Health office needs to allow for 2 spaces for student/employee care:
    - SHC/LPN office for routine nursing needs, medication, diabetic checks, and first aid or injury assessments
- Second space shall be identified preferable adjacent to the SHC office where students/employees can be assessed for possible communicable disease (COVID-19 symptoms).
- If a student or employee was identified as an active COVID-19 case:
    - Infectious period will be determined by DPHSS (**approximately 7 days before the confirmed diagnosis date)**
    - All students and employees that have been exposed for that period will be identified and be part of the contact investigation.
- SHC/CHNSA will be collaborating with school/division administrator/office lead to create a listing of (critical) contacts to the diagnosed COVID-19 case as appropriate:
    - Class rosters
    - Students that transferred during the infectious time frame
    - Faculty and staff schedule
    - Sports teams
    - Cafeteria staff
    - Cleaning staff
    - Bus schedule
- Once employees and students are identified as exposed (critical contact) to a confirmed case of COVID-19:
    - Administrator/Division Heads/Office Leads and SHC/CHNSA will inform employees ,students and families of the process of isolation and quarantine respectively
    - Create a spreadsheet of potentially exposed employees and students

[11] Guidance prepared by Community Health and Nursing Services Administrator (CHNSA), May 2020

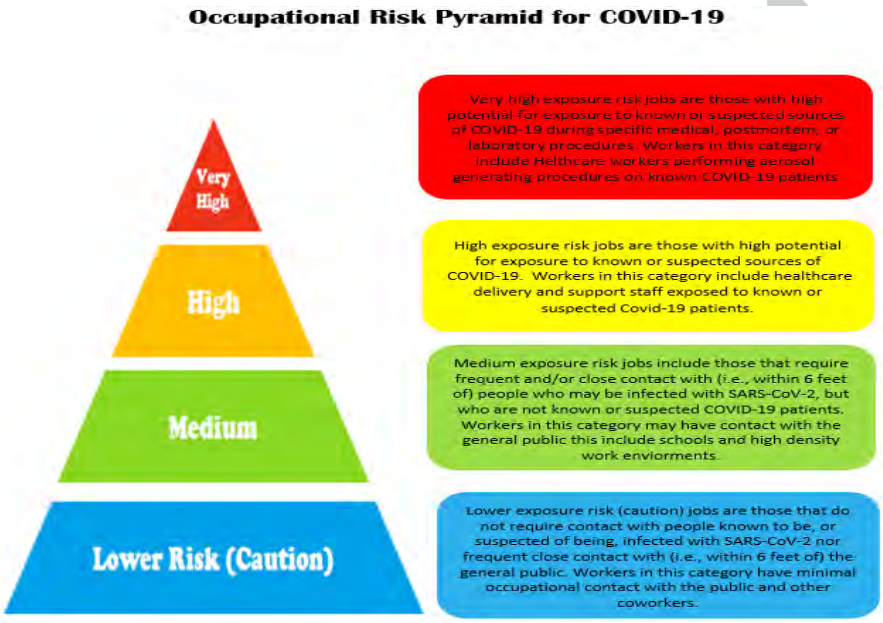
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- School site with collaboration with DPHSS will be responsible for distribution and collection of DPHSS Consent Forms for Voluntary Isolation: **(Appendix A** – DPHSS Sample Letter) which will indicate 14 days of voluntary isolation at home.
- Distribution of Parent/Employee Notification Letter from Superintendent re: confirmed COVID-19 case **(Appendix B**- Parent/Employee Notification Letter) to all at school or division.
- Only parents and/or legal guardians are allowed to sign consent forms
- Once COVID-19 Notification Letter and Voluntary Isolation Consent Forms were issued to employees and students, the school site will coordinate release of students and employees while maintaining appropriate infection control measures.
- SHC will collaborate with the School Administrator to determine the process of releasing students and/or employees.
- Activate Student Parent Community Engagement (SPCE) Program if you experience challenges contacting or communicating with parents/guardians
- Students will be released to parents/guardians via a drive by pickup. SHC/designee will have COVID-19 documents prepared, educational materials, and/or referral letter for medical follow up.
- Students/employees that were diagnosed with the confirmed COVID-19, shall submit a Clearance Letter issued from DPHSS (Quarantine & Isolation) or their Private Healthcare Provider indicating that they are cleared before returning to work or school.
- School Administrator/Division Head/Office Lead will coordinate with the cleaning team to start cleaning areas at least 24 hours after the infected person was last in that area.
- GDOE in collaboration with DPHSS will determine how long the school/division/office needs to be closed for cleaning and disinfection based on CDC guidelines.

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GDOE GUIDELINES FOR AT-RISK EMPLOYEES

GDOE aims to promote and provide a safe and healthy environment for all employees and students. Guidance for employees will be flexible given individual situations and protocols set by the DPHSS pertaining to workplace safety.



OCCUPATIONAL RISK PYRAMID

Occupational Safety and Health Administration (OSHA) classifies worker exposure to SARS-CoV-2, the virus that causes COVID-19. To help employers determine the appropriate precautions, OSHA has divided tasks into four risk exposure levels.[12]

EMPLOYEES WHO ARE AT HIGHER RISK[13]

COVID-19 is a new disease and there is limited information regarding risk factors for severe disease. Based on currently available information and clinical expertise, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19.

Commented [4]: Should we add those taking care of elderly parents/family members in this category of at risk?

Commented [5R4]: Chris, this is the section we wanted to get the guidance from Margaret Cruz/Antonette Muna Santos committee. so we are consistent on what the department would consider. Also we asked them for guidance on the leave sections so we can include the SOP for that

[12] Guidance on Preparing Workplaces for Covid-19. (March 2020), Retrieved June 8, 2020, https://www.osha.gov/Publications/OSHA3990.pdf

[13] Centers for Disease Control and Prevention. (May 2020), *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again.* Retrieved May 21, 2020,

Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including: People with chronic lung disease or moderate to severe asthma, serious heart conditions, weakened immune systems, severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

Given this risk, the CDC recommends that those at higher risk take specific actions to reduce their risk of getting COVID-19, including:

- Take everyday precautions to keep space between oneself and others.
- When in public, keep away from others who are sick, limit close contact and wash hands often.
- Avoid crowds as much as possible.
- During a COVID-19 outbreak in one's community, the CDC recommends that at-risk individuals stay home as much as possible.

Responding to Higher Risk Employees Regarding COVID-19

Employees may refuse to work and/or seek leave from work because they are at higher risk of complications from COVID-19 than other employees and fearful of exposure. For essential businesses that are continuing their on-site operations, these issues are especially acute as absenteeism may adversely affect operations.

To those at higher risk, many of these precautions may seem inconsistent with the notion of coming to work, where there is a heightened risk of exposure due to the proximity of coworkers, customers, and others present in the workplace.

In addition to the precautions employers are taking generally regarding hygiene and environmental measures, the CDC recommends actions that a higher risk individual can take. Employers can communicate to higher risk individuals that they can and should take these actions when at work.

- If an employee has symptoms of COVID-19, send them home to avoid contact with other employees, including higher risk individuals.
- Provide higher risk individuals with the CDC and WHO information self-protection literature.
- Encourage all employees, but especially higher risk individuals, to wash their hands often with soap and water for at least 20 seconds, especially after blowing one's nose, coughing, or sneezing, or having been in a public place.
- Reassure higher risk employees that they will not be penalized for taking more breaks to engage in hygiene related measures.
- Provide a supply of hand sanitizer and tissues to each higher risk employee to keep in their workspace (at least 60 percent alcohol).

https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf

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- Adopt a higher frequency schedule of cleaning and disinfection for surfaces with which higher risk individuals may come in contact (e.g., desks, tables, doorknobs, light switches, handles, toilets, faucets, sinks, etc.).
- Consider whether the higher risk individual's workspace can be reconfigured or relocated to limit exposure to coworkers within six feet.
- Suggest that the higher risk individuals advise coworkers to maintain a distance of at least six feet from their workspace, if feasible.
- Do not require higher risk individuals to meet or work in and around crowded spaces, especially those that are poorly ventilated or closed-in settings with little air circulation.
- Educate the workforce generally that some people may be at higher risk for severe illness, such as older adults and those with chronic medical conditions, and that higher risk individuals may maintain a distance from coworkers for this reason.

Maintaining Healthy Operations

- Implement flexible sick leave policies and practices, if feasible.
- Monitor employee absenteeism and have a roster of trained back-up employees.
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students.
- Designate an employee to be responsible for responding to COVID-19 concerns. Everyone should know who this person is and how to contact them.
- Create a communication system for employees and families for self-reporting of symptoms and notification of exposures and closures.
- Support coping and resilience among employees and children.

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RESOURCES

A Round Up of Multilingual Resources on COVID-19, March 10, 2020: https://switchboardta.org/blog/a-round-up-of-multilingual-resources-on-covid-19/

Centers for Disease Control and Prevention. (May 2020), *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again.* Retrieved May 21, 2020, https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf

CDC Considerations for Schools: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again, May 2020: https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf

Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes, May 2020: https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html

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Appendix

**Appendix Contents:*

**Student Privacy Policy Office Ferpa & Coronavirus Disease 2019 Frequently Asked Questions*

https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf

**QUESTIONS AND ANSWERS ON PROVIDING SERVICES TO CHILDREN WITH DISABILITIES DURING THE CORONAVIRUS DISEASE 2019 OUTBREAK*

https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf

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STUDENT PRIVACY POLICY OFFICE
FERPA & Coronavirus Disease 2019 (COVID-19)
Frequently Asked Questions (FAQs)
March 2020

Introduction

The United States (U.S.) Department of Education (Department) is issuing these Frequently Asked Questions (FAQs) regarding the Family Educational Rights and Privacy Act (FERPA) and the coronavirus disease 2019, abbreviated as "COVID-19" and more commonly referred to as "coronavirus."[1] We are working with our Federal partners including the Centers for Disease Control and Prevention (CDC), which is leading the Federal effort to address coronavirus or COVID-19. The U.S. Department of Health and Human Services (HHS) issued on January 31, 2020, a declaration of a Public Health Emergency regarding coronavirus or COVID-19.[2]

The Department's Student Privacy Policy Office (SPPO) prepared this document to assist school officials working with public health officials in managing public health issues related to COVID-19, while protecting the privacy of students' education records. Understanding FERPA helps enable school officials to act quickly and with certainty when confronting challenges that affect the health or safety of students or other individuals.

Educational agencies and institutions, such as school districts, schools, colleges and universities, can play an important role in slowing the spread of COVID-19 in U.S. communities. Through information sharing and coordination with public health departments, educational agencies and institutions can help protect their schools and communities.

The purpose of this document is to assist school officials in protecting student privacy in the context of COVID-19 as they consider the disclosure of personally identifiable information (PII) from student education records to individuals and entities who may not already have access to that information. School officials should work with their State and local public health officials to determine the information needed to address this public health concern. Understanding how, what, and when information can be shared is a critical part of preparedness.

Background

FERPA is a Federal law that protects the privacy of student education records. (20 U.S.C. § 1232g; 34 C.F.R. Part 99) The law applies to all educational agencies and institutions that receive funds under any program administered by the Secretary of Education. The term "educational agencies and institutions" under FERPA generally includes school districts and public schools at the elementary and secondary levels, as well as private and public institutions of postsecondary

[1] Please note that this FERPA & Coronavirus Disease 2019 (COVID-19) FAQ document updates the Department's 2009 FERPA & H1N1 document. Other than statutory and regulatory requirements included in the document, the contents of the guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. This document will be posted at https://studentprivacy.ed.gov and https://www.ed.gov/coronavirus.
[2] HHS declaration posted at https://www.hhs.gov/about/news/2020/01/31/secretary-azar-declares-public-health-emergency-us-2019-novel-coronavirus.html.

education. Private schools at the elementary and secondary levels generally do not receive funds from the Department and are, therefore, not subject to FERPA.

FERPA gives parents certain rights with respect to their children's education records at educational agencies and institutions to which FERPA applies. These rights transfer to the student when he or she reaches the age of 18 or attends an institution of postsecondary education at any age (thereby becoming an "eligible student"). 20 U.S.C. § 1232g(d); 34 C.F.R. § 99.5(a)(1). Under FERPA, a parent or eligible student must provide a signed and dated written consent before an educational agency or institution discloses PII from education records, unless an exception to this general consent requirement applies. 34 C.F.R. § 99.30(a). Exceptions to the general consent requirement are set forth in 20 U.S.C. §§ 1232g(b)(1), (b)(2), (b)(3), (b)(5), (b)(6), (h), (i), and (j) and 34 C.F.R. § 99.31. The term "education records" is defined, with certain exceptions, as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. 20 U.S.C. § 1232g(a)(4); 34 C.F.R. § 99.3, "Education records." Accordingly, immunization and other health records, as well as records on services provided to students under the Individuals with Disabilities Education Act (IDEA), which are directly related to a student and maintained by an educational agency or institution are "education records" under FERPA.[3] The term "PII" refers to a student's name or identification number, as well as other information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. 34 C.F.R. § 99.3, "Personally identifiable information."

FERPA prohibits educational agencies (e.g., school districts) and institutions (i.e., schools) from disclosing PII from students' education record without the prior written consent of a parent or "eligible student," unless an exception to FERPA's general consent rule applies. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. For instance, pursuant to one such exception, the "health or safety emergency" exception, educational agencies and institutions may disclose to a public health agency PII from student education records, without prior written consent in connection with an emergency if the public health agency's knowledge of the information is necessary to protect the health or safety of students or other individuals. 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36.

For all other situations where an exception to FERPA's general consent requirement does not apply, educational agencies and institutions must obtain prior written consent of a parent or eligible student to disclose PII from student education records. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. We have attached a model consent form at the end of this document. We have also listed the email and contact information for SPPO, the Department office responsible for implementing and enforcing FERPA, if school officials have questions that are not covered in this document.

[3] Parts B and C of the IDEA contain separate privacy regulations that incorporate FERPA provisions and exceptions, including the health or safety emergency exception that is the primary subject of these FAQs. Where a student is placed in a private school for the provision of Individualized Education Program (IEP) services on behalf of a school or school district subject to FERPA, the education records of the privately placed student that are maintained by the private school are subject both to FERPA and to the confidentiality requirements under Part B of the IDEA.

Questions and Answers on the Applicability of FERPA to Disclosures Related to COVID-19 ("Coronavirus")

1. Do parents and eligible students have to provide consent before an educational agency or institution discloses PII from education records?

Generally, yes. A parent or eligible student must provide written consent before an educational agency or institution discloses PII from a student's education records, unless one of the exceptions to FERPA's general consent rule applies. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. FERPA requires that a consent form be signed and dated by a parent or eligible student and (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made. 34 C.F.R. § 99.30(a) and (b). At the conclusion of this document, we have included a sample FERPA consent form.

2. How does the health or safety emergency exception to FERPA's consent requirement permit an educational agency or institution to disclose PII from the education records of affected students?

Although educational agencies and institutions can often address threats to the health or safety of students or other individuals in a manner that does not identify a particular student, FERPA permits educational agencies and institutions to disclose, without prior written consent, PII from student education records to appropriate parties in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of a student or other individuals. 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36. This "health or safety emergency" exception to FERPA's general consent requirement is limited in time to the period of the emergency and generally does not allow for a blanket release of PII from student education records. Typically, law enforcement officials, public health officials, trained medical personnel, and parents (including parents of an eligible student) are the types of appropriate parties to whom PII from education records may be disclosed under this FERPA exception.

For purposes of FERPA's health or safety emergency exception, the determination by an educational agency or institution that there is a specific emergency is not based on a generalized or distant threat of a possible or eventual emergency for which the likelihood of occurrence is unknown, such as would be addressed in general emergency preparedness activities. If local public health authorities determine that a public health emergency, such as COVID-19, is a significant threat to students or other individuals in the community, an educational agency or institution in that community may determine that an emergency exists as well.

Under the FERPA health or safety emergency exception, an educational agency or institution is responsible for making a determination, on a case-by-case basis, whether to disclose PII from education records, and it may take into account the totality of the circumstances pertaining to the threat. *See* 34 C.F.R. § 99.36(c). If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of the student or another individual and that certain parties need the PII from education records, to protect the health or safety of the

student or another individual, it may disclose that information to such parties without consent. This is a flexible standard under which the Department will not substitute its judgment for that of the educational agency or institution so that the educational agency or institution may bring appropriate resources to bear on the situation, provided that, based on the information available at the time of the educational agency's or institution's determination, there is a rational basis for such determination. We note also that, within a reasonable period of time after a disclosure is made under this exception, an educational agency or institution must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 C.F.R. § 99.32(a)(5).

3. May student education records, such as health records, maintained by an educational agency or institution be disclosed, without consent, to public health departments if the educational agency or institution believes that the virus that causes COVID-19 poses a serious risk to the health or safety of an individual student in attendance at the educational agency or institution?

Yes. If an educational agency or institution, taking into account the totality of the circumstances, determines that an articulable and significant threat exists to the health or safety of a student in attendance at the agency or institution (or another individual at the agency or institution) as a result of the virus that causes COVID-19, it may disclose, without prior written consent, PII from student education records to appropriate officials at a public health department who need the information to protect the health or safety of the student (or another individual). Public health department officials may be considered "appropriate parties" by an educational agency or institution under FERPA's health or safety emergency exception, even in the absence of a formally declared health emergency. Typically, public health officials and trained medical personnel are among the types of appropriate parties to whom PII from education records, may be non-consensually disclosed under FERPA's health or safety emergency exception.

4. If an educational agency or institution learns that student(s) in attendance at the school are out sick due to COVID-19, may it disclose information about the student's illness under FERPA to other students and their parents in the school community without prior written parental or eligible student consent?

It depends, but generally yes, but only if that information is in a non-personally identifiable form. Specifically, the the educational agency or institution must make a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. *See* 34 C.F.R. § 99.31(b)(1). If an educational agency or institution discloses information about students in non-personally identifiable form, then consent by the parents or eligible students is not needed under FERPA. For example, if an educational agency or institution releases the fact that individuals are absent due to COVID-19 (but does not disclose their identities), this would generally not be considered personally identifiable to the absent students under FERPA as long as there are other individuals at the educational agency or institution who are absent for other reasons. However, we caution educational agencies or institutions to ensure that in releasing such facts, they do so in a manner that does not disclose other information that, alone or in combination, would allow a reasonable

person in the school community to identify the students who are absent due to COVID-19 with reasonable certainty.

5. May educational agencies and institutions disclose without consent the names, addresses, and phone numbers of absent students to the public health department so that the health department may contact their parents in order to assess the students' illnesses?

FERPA permits educational agencies and institutions to non-consensually disclose PII from education records in the form of contact information of absent students to the public health department in specific circumstances, such as in connection with a health or safety emergency (20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36) or pursuant to other applicable exceptions.

While FERPA generally permits the nonconsensual disclosure of properly designated "directory information" (e.g., name, address, phone number, grade level) when parents or eligible students have not opted out of such a disclosure, it does not permit an educational agency or institution to disclose "directory information" on students that is linked to non-directory information (such as information regarding a student's illness). For instance, an educational agency or institution may not disclose directory information on all students who are receiving special education services or those who have been absent from school.

Therefore, unless a specific FERPA exception applies, educational agencies and institutions should prepare consent forms for parents and eligible students to sign to allow the potential sharing of this type of information if they create, or intend to create, a tracking or monitoring system to identify an outbreak before an emergency is recognized.

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

No. As explained previously, FERPA only permits nonconsensual disclosures of PII from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. While the media may have a role in alerting the community of an outbreak, they are not "appropriate parties" under FERPA's health or safety emergency exception because they generally do not have a role in protecting individual students or other individuals at the educational agency or institution. "Appropriate parties" in this context are normally parties who provide specific medical or safety attention, such as public health and law enforcement officials.

7. May the school identify a particular student, a teacher, or other school official as having COVID-19 to parents of other students in the school?

In most cases, it is sufficient to report the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student who is infected. School notification is an effective method of informing parents and eligible students of an illness

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in the school. For settings in which parents are primarily doing drop-offs and pick-ups, posting signs on the doors may be effective. In other settings, sending home or e-mailing a notification may also be effective. These methods serve to notify parents and eligible students of a potential risk, which may be particularly important for students who may be more susceptible to infection or to developing severe complications from an infection, and to alert parents to look for symptoms in their own children and eligible students to more closely monitor themselves for symptoms.

Nothing in FERPA prevents schools from telling parents and students that a specific teacher or other school official has COVID-19 because FERPA applies to students' education records, not records on school officials. However, there may be State laws that apply in these situations.

There may be a rare situation during a health or safety emergency, however, in which schools may determine (in conjunction with health, law enforcement, or other such officials) that parents of students or eligible students are appropriate parties to whom to disclose identifiable information about a student with COVID-19. For example, school officials may determine that it is appropriate to disclose identifiable information about of a student with COVID-19 to parents of other students if parents need to know this information to take appropriate action to protect the health or safety of their children. For example if a student with COVID-19 is a wrestler and has been in direct and close contact with other students who are on the team or who are in the school and have higher health risks, school officials may determine it necessary to disclose the identity of the diagnosed student to the parents of the other students. In these limited situations, parents and eligible students may need to be aware of this information in order to take appropriate precautions or other actions to ensure the health or safety of their child or themselves, especially if their child or they may have a higher risk of susceptibility to COVID-19 or of developing severe complications from COVID-19.[4] School officials should make the determination on a case-by-case basis whether a disclosure of the student's name is absolutely necessary to protect the health or safety of students or other individuals or whether a general notice is sufficient, taking into account the totality of the circumstances, including the needs of such students or other individuals to have such information in order to take appropriate protective action(s) and the risks presented to the health or safety of such students or other individuals.

8. May an educational agency or institution disclose PII from an eligible student's education records to the student's parents if the eligible student has been determined to have COVID-19?

Yes, for dependent students and generally yes, but see below. Under FERPA, an educational agency or institution, including an institution of postsecondary education, may disclose, without the eligible student's written consent, PII from an eligible student's education records to his or her parents under certain conditions. For example, a university physician treating an eligible student for COVID-19 might determine that the student's treatment records should be disclosed to the student's parents. This disclosure may be made, without consent of the eligible student, if the parents claim the eligible student as a dependent under section 152 of the Internal Revenue Code of

[4] For helpful information on risk, please see the Centers for Disease Control and Prevention's current risk assessment, which is available at: https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/children-faq.html.

1986. 20 U.S.C. § 1232g(b)(1)(H); 34 C.F.R. § 99.31(a)(8). If the parents do not claim the eligible student as a dependent, then the disclosure may be made to the parents, without the eligible student's written consent, if the disclosure is in connection with a health or safety emergency provided certain conditions are satisfied (as discussed in the response to question two above). 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 36.

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

FERPA permits educational agencies and institutions to release information from education records without consent after the removal of all PII, provided that the agency or institution has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. 34 C.F.R. § 99.31(b)(1). Thus, it would be problematic to disclose that every student in a particular class or grade level is absent if there is, for instance, a directory with the names of every student in that class or grade. Therefore, it is prudent that educational agencies or institutions obtain written consent to permit the disclosure of PII from students' education records to the public health department. If the parent or eligible student will not provide written consent for the disclosure of the PII, then the educational agency or institution may not make the disclosure unless it has determined that there is an applicable exception to the general requirement of consent that permits the disclosure, such as if a health or safety emergency exists and the PII is disclosed to an appropriate party whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

Yes. FERPA generally requires educational agencies and institutions to maintain a record of each request for access to and each disclosure of PII from the education records of each student. 34 C.F.R. § 99.32(a)(1). Moreover, when making a disclosure under the health or safety emergency provision in FERPA, educational agencies and institutions are specifically required to record the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information. 34 C.F.R. § 99.32(a)(5). The record of each request for access to and each disclosure of PII from student education records must be maintained with the education records of each student as long as the records are maintained. 34 C.F.R. § 99.32(a)(2). This requirement enables parents and eligible students who do not provide written consent for disclosure of education records to see the circumstances under which and the parties to whom their information was disclosed. However, educational agencies and institutions are not required to record disclosures for which the parent or eligible student has provided written consent. 34 C.F.R. § 99.32(d)(3).

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DRAFT 4

The Department's Student Privacy Policy Office or SPPO is the office that administers FERPA. SPPO is available to respond to questions school officials may have about FERPA. School officials may e-mail questions to SPPO at FERPA@ed.gov. You may also call us at (202) 260-3887. Additional information and guidance on FERPA is available on SPPO's website at: https://studentprivacy.ed.gov/.

The Department has a list of resources regarding COVID-19 (coronavirus) on our website at https://www.ed.gov/coronavirus. Questions related to the coronavirus may be emailed to the Department at COVID-19@ed.gov.

In December 2019, the U.S. Department of Education, along with HHS, issued guidance on the applicability of FERPA and the HIPAA to student health records, the "Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records." *See* https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf. This 2019 document updated the Department's 2008 guidance and explained that the HIPAA Privacy Rule does not apply to education records that are protected by FERPA. Student health records that are maintained by a public elementary and secondary educational agency or institution or by a party acting for the agency or institution are "education records" subject to FERPA, and school officials must follow the requirements of FERPA in making any disclosures of the PII from these records. At the postsecondary level, FERPA applies to most public and private institutions of postsecondary education and to the student health records that they maintain. Such student health records may either constitute "education records" or "treatment records," if certain conditions are met, but in either case they are subject to FERPA and not the HIPAA Privacy Rule.

For more information on the HIPAA Privacy Rule, please visit HHS' HIPAA Privacy Rule website at: http://www.hhs.gov/ocr/privacy/. The website offers a wide range of helpful information about the HIPAA Privacy Rule, including frequently asked questions.

[Sample FERPA Consent Form]

Disclosure of Information Protected by the Family Educational Rights and Privacy Act by _____ [Name of School/School District] to [Name of Appropriate Authority]

Pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. part 99), the written consent of a parent or eligible student is required before the education records of a student, or personally identifiable information contained therein, may be disclosed to a third party, unless an exception to this general requirement of written consent applies. If a student is age 18 years or older, or is enrolled in an institution of postsecondary education, he or she is an "eligible student" and must provide written consent for the disclosure of his or her education records or personally identifiable information contained therein.

I,_____, hereby agree to allow _____ [SCHOOL OR DISTRICT NAME] to disclose the following personally identifiable information or education records:
_____ [Specify education records or personally identifiable information that may be disclosed] on _____
[Name of Student] to _____[Name of Appropriate Authority] for the purpose of [State purpose of disclosure] _____.

You may withdraw your consent to share this information at any time. A request to withdraw your consent should be submitted in writing and signed.

_____
Signature of Parent, Guardian, or Eligible Student

Date:_____

DRAFT 4

COVID-19 School Opening Interim Temperature & Symptom Screening Guidelines

All Guam Department of Education employees, prior to entering your office area or school locations, should be familiar with Coronavirus (COVID-19) symptoms and conduct their own initial screening at home. If you are sick, stay home and notify your supervisor. People with COVID-19 have had a wide range of symptoms reported, from exhibiting no symptoms, to ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus.**

Symptoms of COVID-19:

- Fever (100.4 º F) and higher or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

When to Seek Emergency Medical Attention:

Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms.

GDOE employee symptom checking requirements	Students	Visitors (not familiar with symptom checking requirements.)
Daily self-symptom check prior to coming to work	If indicated by DPHSS, daily student temperature	Temp check upon arrival Screen for COVID-19

Doc. No. 35GL-20-1932.*

	and symptoms checks by parent/guardian before school and monitoring at school.	symptoms
Daily temperature check at work	Daily temperature check at school	Daily temperature check at main office or schools

- Training in Personal Protective Equipment PPE):
  - Friday June 5, 2020 all schools received training regarding PPE use at schools when screening for temperatures
  - Recommended PPE for temperature screenings includes:
    - Disposable gloves
    - Surgical mask
    - Face shield

- Taking and recording temperatures:
    - Friday June 5, 2020 all schools were issued 1- **INFRARED BODY THERMOMETER – no contact**
    - With instructions on how to use it
    - Return demonstrations
    - Fever is 100.4 ºF, or higher, however no **ENTRY** for employees and visitors if temperature is 100ºF or above.
    - If employee exhibit a fever of 100.4º F and above, ask employee to contact **JULIETTA QUINENE, R.N.**, Community Health and Nursing Services Administrator (CHNSA) to provide guidance on symptoms and possible referral. Contact at 300 1637 or email: jcquinene@gdoe.net
    - All employees to complete **GDOE Employee COVID-19 Screening Form** (only once and submit to their supervisor for record keeping).
    - Emphasize that changes on the GDOE Employee COVID-19 Screening Form needs to be shared with their supervisor IMMEDIATELY or ASAP (for example: off island traveling or you were identified as a critical contact to a confirmed COVID-19 case).
    - For daily temperature monitoring, schools/divisions can generate an employee listing with daily temperature recordings.
    - Central office temperature monitoring will be conducted at the 1st floor main entrance until all divisions will receive supplies of **INFRARED BODY THERMOMETERS – no contact** and PPEs.
    - For visitors – temperature logging will be done on the **GDOE COVID-19 VISITORS SCREENING LOG**
    - Wash hands with soap and water or use hand sanitizer (at least 60% alcohol).
- Ongoing monitoring of employees, students, and visitors entering school grounds or GDOE facilities for symptomatic signs:

    - School Readiness Task Force created a link for all training materials to be posted on our GDOE website
    - Department of Public Health and Social Services (DPHSS) have issued COVID-19 educational materials to all schools and divisions
    - COVID-19 symptom checker and temperature screening will be ongoing at all GDOE facilities

- Physical distancing:
    - Encourage and maintain 6 feet physical distance at all times.

- Provide hand sanitizers and wipes/cleaning supplies:
    - CDC recommend alcohol-based sanitizers as being effective to kill the flu virus. The CDC states other hand sanitizers that do not contain alcohol may be useful, however there is less evidence on their effectiveness compared to that on hand washing and alcohol-based sanitizers.
    - There is no statute or regulation which prohibits schools from providing hand sanitizers for use by students and staff, especially in settings where soap and water are not readily available.

Curriculum and Instruction updates, discussions, and planning for Distance Learning: Updated 6/11/20

Updated notes and discussion items from meetings with school admin, teacher leaders, federal programs, C&I staff, parent representatives and Guam Education Board members.

Note: The following document summarizes the discussions and plans around summer school, distance learning and curriculum matters related to the opening of schools in the fall. It is regularly updated to reflect additional information, responses to concerns, or the evolution/development of ideas and concepts. Please refer to it and share with your colleagues as these are ongoing discussions and ideas that contribute to important decisions made at the school, district and board levels.

Discussion items

I. Work ongoing with Home Learning Resource Website, Grab-and-Learn, and PBS.

a. Please note these **three models** as these will be what are used for our summer school program with the possibility of a number of weekly face-to-face sessions and specific school-site activities.

b. Over the next few weeks, we will be **collecting best practices** for each model in anticipation for summer and fall. We will use this information to improve these services for our students.

c. **Lesson review and improvement for summer and fall**: Now that we have a large number of online and take-home lessons developed and reviewed by our teachers at each grade level, we need to take these examples and build on their strengths while at the same time identifying areas that may be improved and strengthened. When using this information, it is expected that it would result in even more effective and engaging lessons for the summer and fall semesters.

d. **Banzai Financial from Coast360**- will be working with instructional coaches and Coast360 to provide training to teachers on these resources over the next few weeks.

II. Federal Funding and resources: "Final" drafts of our CG'20 Project Proposals have been submitted to FPD and we are now going over each project line by line with the FPD staff. As with every year, this is when we end up with a huge budget that we need to cut. So project leads and teams are reviewing all activities and expenditures and working through our priorities.

a. **FY'18 Carry-over** orders are currently being reviewed by superintendent for his consideration. Project are ready to input requisitions once budget modifications are approved. These orders will focus on the purchase of equipment to support Distance Learning.

b. **FY'19 Carry-over and excess funds** are being identified and will be used to support distance learning for:

i. Equipment
ii. Internet Access
iii. Learning Management System
iv. Online Course Management system and online resources
v. Printing materials and supplies to support the production of hard copy lessons or instructional student materials.

vi. Purchasing of student instructional materials aligned with grade level standards and lessons: C&I is looking into supplemental instructional materials aligned to our standards for students to be able to take home and utilize during times they are away from school.

c. **FY'20 Consolidated Grant Application**
   i. At the direction of the Superintendent and with guidance from the Federal Programs Division, Project Leads from C&I and ESCL are revising their project proposals to downscale the size of certain activities and reallocate funding to support Distance Learning. It was agreed that no activities will be cut in order to preserve the overall design and intent of the projects, but that their activities will be downscaled to allow for the procurement of services while at the same time reallocating more funding and supports to Distance Learning.

d. **Adjusting implementation timelines for all CG20 activities**: In line with the previous item, the implementation timelines for CG20 activities will be adjusted to allow for a focus on distance learning supports and implementation.

e. **Education Stabilization Fund (ESF)**: The GDOE is eligible to receive a substantial amount of funding to support Guam schools, which include, GDOE public, charter, and private schools. These funds will be allocated based on stakeholder input and planning aligned to support distance learning and the maintenance of school operations to support student learning affected by and in response to the COVID19 pandemic. More detailed information will be provided by our federal programs division and stakeholder input sessions will be scheduled over the next few weeks.

III. Standards-Based Grading update and adjusted implementation timeline

a. Although a number of activities have been completed as per our implementation timeline, there are still many that were put on hold due to school closures.

b. Current implementation practices such as the use of the PSSTs and draft teacher scales are still in use, however, policy development and power school conversion is postponed until further notice.

c. C&I will be meeting with admin and Curriculum Leadership Teams over the next few weeks to adjust implementation timeline.

IV. Distance Learning for the remainder of school year and next steps for Summer and Fall, 2020

a. **Distance Learning planning and discussion** will be organized into **three-phases or terms** that span over the next few month to next year and beyond. They phases are:
   i. Short- term plans: current activities and closing of school year
   ii. Mid-term plans: summer school and opening in fall and,
   iii. Long-term plan: Spring, 2021 and beyond.

b. **Note just to address COVID19:** It is important to note that our discussion and planning regarding Distance Learning should not be limited to addressing COVID19. This is an opportunity for us as a department and as a government to strengthen our online curriculum and resources in all areas of education. Thus, these efforts, though addressing our immediate

COVID19 issues, will expand beyond what is needed to do so. We want to use this opportunity to capitalize on the need and the urgency COVID19 has created to push our thinking about what is possible and really examine what quality instruction and learning "look like" beyond the daily four walls of the traditional classroom.

c. **Note meant to fully replace face-to-face instruction**: our efforts to implement a wide-range of distance learning strategies are not meant to entirely replace classroom instruction, but are instead meant to support and supplement our face-to-face model. We are working to ensuring the continuity of teaching and learning during unfortunate interruptions due to COVID19, but more so to supplement classroom instruction by providing students and parents an opportunity to practice and enhance students' skills at home or while they're away from school. Learning should be year-round and throughout the day.

d. **Learning Management System** and system for online courses:
    i. We have included in our CG'20 proposal funding for a **Learning Management System** (as in Schoology) to support teacher collaboration, course design and development, curriculum and resource management and most importantly, student engagement. However, if approved, this funding will be available at the beginning of next fiscal year. Thus, we are looking for immediate funding to see if we can procure a system that can be used as early as this summer, or at least at the beginning of the fall semester.
    ii. **Online course system**: we currently have a contract with **ACE Digital for 1000 subscriptions** (students) which provides online courses for students to take in a wide variety of subjects. These courses can be taken with the guidance of a teacher, as a hybrid with some face-to-face instruction, or independently by the student. **This system will be focused on high school** to support credit advancement and credit recovery for those students who are able to take online courses.

e. **Updated data collection and analysis:** much of our planning will require the updating of our current data regarding student access to the internet and related equipment like computers, tablets, smartphones and printers. This data will help up determine students' needs and how we can address them. We will also need to update our efforts to ensure a few of the department's basic expectations, for example:
    i. **PowerSchool** access: How many parents and students access or are able to access PowerSchool information regularly. How often do we provide training? Do we track parent and student participation in the training? Do we track usage?
    ii. **Student email addresses:** Do all of our secondary students have their GDOE email accounts and are able to access them? How about elementary students?
    iii. **How many parents have email access?** Do we have their email addresses? To what extent does school personnel utilize parent email addresses for communication?

f. **Professional Development for faculty and staff:** any model or framework we use to organize our distance learning strategies will have to include a systematic professional development and training plan. This may be done through a combination of internal staff trainers as well as external vendors and can be offer through face-to-face or technology-based formats (webinars, videos, etc.). When planning for training, we need to consider social distancing requirements and restrictions on large gatherings.

g. **Partnerships with other K12 and higher education institutions, government agencies, and private sector:** The challenge to provide distance learning opportunities cannot be the responsibility of only the GDOE. We need to work closely with other government of Guam agencies, educational institutions and private businesses, in particular, telecom companies to support the success of all Guam students. The foundation of our island's society, economy and quality of life depends on it.

V. Summer School Planning

a. In our planning for summer school (and for next school year), we have to be ready to address four groups of students. Three groups are related to students' access to the internet and equipment. The fourth group addresses students with special needs:

i. **GROUP #1: Students who have consistent internet and access to equipment** (computer, tablet, printer, etc.). For these students, we would like to offer lessons, resources and courses that are 100% fully online.

ii. **GROUP #2: Students who have limited but some internet and access to equipment**. These are students who may have family members who have internet or equipment, or who have equipment and can connect to an internet connection near by, or some combination of factors such as these. We want to help push these students to be more assertive in accessing these resources for educational purposes while at the same time addressing their challenges with inconsistent or difficult access. We would like to address this through a hybrid model of some online work and hard copy packets.

iii. **GROUP #3: Student who do not have internet or access to equipment**. (hard copies & limited face-to-face). For summer school, most of these support will be through hard copies of lesson materials for students and parents to pick-up from either the school site or from a community distribution point. Additional ideas possibly for summer or next school year include:

1. Limited face-to-face sessions at school (limited number of students, staggered days of the week, etc.)
2. Community internet access points (does not address students without equipment).
3. Community based computer labs.
4. Delivery system using school buses.

iv. **GROUP #4: Extended-School-Year (ESY) and students with special needs.** Note: may be included in any of the categories above. Admin and teachers will need to work closely with SPED to identify and address the specific accommodation and modifications noted in students' IEPs.

b. **Extending our current models and tools**: Our current work with distance learning has provided us with several models that could be improved and expanded for our summer school (and later for fall).

i. **Unified district website for online instruction** with the possible inclusion of video conferencing and/or video presentations for group 1 students.

1. High School: We currently have a system available for online courses. If necessary, we can expand the number of subscriptions to accommodate more students. Each subscription includes an unlimited number of courses for each student and is good for one year.
2. For students who have consistent access to the internet and equipment, the use of a district-wide LMS or Online Course system would be ideal as they can engage and participate in a fully online model with limited or no physical attendance require of face-to-face interaction. The current online course system we have for high school could be expanded to elementary and middle school students to accommodate all levels.

ii. **Grab-and-Learn Hardcopies:** for students in groups two and three: online lessons, activities and courses can be prepared centrally with each school making the hard copies and distributing them at predetermined times at their campuses.
    1. Formatting and design of the lessons will be standardized for ease of use as well as efficiency in photocopying.

iii. **PBS Weekly Lessons** for groups two and three. These lessons will continue and improved upon based on feedback.

iv. **PDN weekly publication and support** for elementary schools

v. **And limited face-to-face sessions** with groups two and three. May also consider some off-site activities in housing areas.

c. As with all summer school programs for **elementary and middle school**, lessons will be for **enrichment and practice** to support preparation for next school year.

d. **High School distance learning courses will have to be graded due to credits**. Will utilize the same three modes of instruction: online, hybrid, face-to-face/phone.

i. Items to consider:
    1. **Common online platform** for instruction for online/hybrid courses: ACE digital.
    2. **Instructional materials development** for courses not 100% online and not using ACE.
    3. **Interactions** between students and teachers
    4. **Submission of assignments and grading policies**: we should have a common set of protocols for this for all schools.
    5. **Safety/Social Distancing protocols & safety gear** for personnel
    6. **Personnel health** conditions

VI. Summer School Design for Summer, 2020

<u>Elementary and Middle School</u>

a. As with all summer school years, lessons and supports will be focused on **enrichment and practice** of fundamental skills.

b. **Face-to-face interaction or in school attendance** is being considered and planned for the schools that have requested to have a school-based supplemental activity in addition to the district-wide efforts and the grab-and-learn. All other schools will have students utilize the district Home Learning Website and the Grab-and-Learn packets.

c. <u>Elementary School</u>

i. **Expansion of our District-wide Home Learning Website for Literacy, Math, Character Education/Life Skills**.
   1. **Hiring 3 teachers** for each grade level in elementary for Reading, Writing, and Math. (Note: Instructional Coaches will be responsible for CE/LS and website support).
   2. Will be requesting for an **additional teacher for science lessons**.
   3. Lessons will follow the same weekly format that we have now. (8 weeks = 8 weekly lessons).

ii. **Grab-and-learn lessons** formatting will be consistent for all grades and packets will be prepared by each schools TA teams for regular distribution. It was proposed that schools will follow a common distribution schedule, however, it was recommended that the school keep their current schedules since staff, parents and students were already familiar with their current schedule. This can be discussed further to determine final action.

iii. **PBS University** will continue and have an additional 8 weeks of lessons. Teachers currently working on the PBS project will have priority with any vacancies fill by additional teachers who may be interested.

iv. We are requesting that **PDN Lesson Inserts** continue throughout summer.

v. **Additional school level activities** are being considered for those schools who submitted a proposal for specific school-level activities and will be based on the government re-opening plan and the availability of summer school resources.

d. <u>Middle School</u>

i. Expansion of our District-wide Home Learning Website for the 5 course subjects and CE/LS: Reading, Language, Math, Science and Social Studies and Character Education/Life Skills
   1. Hiring 5 teachers for each grade level for each subject. (Note: Instructional Coaches will be responsible for CE/LS and website support).
   2. Lessons will be weekly for all subject areas.

ii. **Grab-and-learn lessons formatting** will be consistent for all grades and packets will be prepared by each schools TA teams for regular distribution. Schools will follow a common distribution schedule.

iii. **PBS University** will continue and have an additional 8 weeks of lessons. Teachers currently working on the PBS project will have priority with any vacancies fill by additional teachers who may be interested.

iv. **Additional school level activities** are being considered for those schools who submitted a proposal for specific school-level activities and will be based on the government re-opening plan and the availability of summer school resources.

High School

e. **High School distance learning courses will have to be graded due to the earning of credits**. Schools will utilize a combination of the same three modes of instruction to address the four groups of students: online, hybrid, face-to-face/phone. Schools are designing and submitting their proposed designs taking into consideration and addressing the items below:
   i. Items to consider and address:
      1. Services provided to address the needs of the **four groups of students** will need to be considered.

      2. **Common online platform** for instruction for online/hybrid courses: ACE digital.

      3. **Instructional materials development** for courses not 100% online and not using ACE digital.

      4. **Course-by-conference model:** Interactions between students and teachers will need to be defined, in particular, the instructional supports provided to the students. Weekly assignments, face-to-face meetings, and phone conferencing are examples of this.

      5. **Submission of assignments and grading policies**: we should have a common set of protocols for this for all schools.

      6. **How can bus transportation be maximized** for CBC or Hybrid students?

      7. **Safety/Social Distancing protocols & safety gear** for personnel

      8. **Personnel health** conditions.

VII. Opening of the school year, Fall 2020

a. **Discussing and planning for three scenarios:**
   i. **Opening school on time and curriculum implications**. Addressing the extended "summer slide".
      1. How will the curriculum need to be adjusted in terms priority content?
      2. How will assessments be affected, both interim and end-of-year? Online testing?

ii. **Opening school late, as in one – two months (or more) late**. We'll need a structure to reach-out and provide students with instruction that will review materials from this school year and prepare them for next school year. If school starts later, this does not mean instruction will be delayed. We will need to look at options for getting information and materials to students ahead of time.

iii. **Opening school with "waves" of closures or limited attendance**. We'll need protocols in place in the event of additional shutdowns or stricter social distancing requirements.
   1. Schools will need to be prepared to close with limited notice.
   2. Assignments and procedures should be clear when this happen so there are no surprises.
   3. Protocols for teacher & student communications should be set.

b. **Guiding Assumptions or expectations (might need a better term to describe this items)**

i. **Health and safety of our students, staff and all of their families** are our first priority. **The includes their mental health and emotional well-being**, not just their physical health. We cannot expect our students to learn, our teachers to teacher, or our staff to support them if they are concerned or fearful of their health and safety or that of their families.

ii. All of our plans will be guided by and aligned to the **government's recovery plan** and we will abide by **all Public Health directives**.

iii. Distance Learning is **not limited to only technology-based solutions** and will encompass a wide-range of strategies that deliver content, promotes student engagement, and allows for multiple forms of assessments and ways for students to demonstrate learning.

iv. Student work and evidence of student learning **will be used to determine students' grades** for the courses they are taking.

v. **Social distancing will most likely prohibit whole-school attendance**, which would mean a staggered or alternating schedule for students will need to be considered as well as a substantial reduction in physical class sizes. Some possibilities include alternating grade levels, or alternating student attendance by alphabetical groups.

vi. A substantial amount of time will need to be dedicated to the **teaching and reinforcement of social-distancing** requirements and school operations.

vii. **Alternating student schedules** will require alternative, multiple, or even odd personnel assignments. We need to prepare to work in a new, most likely, unfamiliar normal…

viii. In all of our planning, **we must be diligent, responsible and accountable in our use of resources** to maximize impact and ensure effective and efficient use of public funds.

c. Fall plans for distance learning **will operate with the expectation of student work being graded and used for students' final grades**
    i. This would have to be planned with **the same four groups of students** in mind as noted during our summer planning.

    ii. The principle of **"equity" and the equitable treatment of students** will guide our planning and activities.

    iii. This would require some **interaction with teachers and students beyond online engagement**, inclusive of the distribution and now, the receiving of completed assignment from students.
    iv. Curriculum, Instruction, Assessment and Grading policies will need to reviewed to help guide these ideas:
        1. **Specific policies may need to be waived or temporary policies passed** to support distance learning.

VIII. **Possible 100% online school pilot for interested high school students who have consistent internet access** for SY2020-21: based on the participation rate for 100% online track for students during the summer, we may be able to sponsor a 100% online school for students who have consistent internet access and equipment.

a. C&I will be looking into **the possibility of expanding this platform to middle and then elementary school**. The idea is to provide this to as many students as we can who have reliable internet and equipment to be successful in online instruction.

b. Teacher will need to be identified to teacher these courses. Note: being online does not mean that the class sizes can be much larger than a regular class.

IX. **Expansion of partnership with Asymuyao Community School:** Through the Second Chance Project under our Consolidated Grant, the GDOE has a contract with ACS to provide students with high school courses for either credit recovery or alternative placement. We are considering expanding the number of students served with this project to include part-time and full-time ACS attendance.

X. **Supports needed from federal funding and proposed uses for Education Stabilization Fund (ESF)**

a. **Internet access for students: school signal expansion, open access to after-school computer labs and community access points**: we are collecting information here regarding potential community sites like mayors' offices, community/youth centers, housing complexes (both government and private), and other public spaces (both government and private) were students may be able to access the internet if provide with a wi-fi signal.

b. **Equipment for students in and out of school**: Mobile carts and computer labs in all schools as well as for community-based computer labs and centers.

c. **Equipment for students to check-out** (later effort that may require an application process)

i. As a start, we may want to consider what some districts are doing where they do not provide a device to all of their students, but to only those who need it as determined through an application process and accountability agreement.

ii. We also want to take a look at the type of specifications that we want in these equipment. They will need to be functional and allow students to access the internet and resources necessary for them to participate in online learning activities, but do not necessarily have to have all of the advanced features as most computers on campus.

d. **Assistive Technology** for student with special needs and those who need additional supports.

e. **Equipment for teachers, instructional staff, central office staff** who support distance learning strategies.

f. **Additional equipment to support distance learning strategies** to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations.

g. **Instructional and operational software and online subscriptions for students and teachers** for supplemental instruction and interventions support.

h. **Learning Management System**: This is an important component as teachers will need assistance in the regular management of their classroom curriculum if we are to move efficiently between face-to-face instruction and online learning. An LMS will support teacher collaboration, course design and development, curriculum and resource management and most importantly, student engagement.

i. **Online Course/Curriculum System**: By definition, this is similar to an LMS, expect that with this system, the courses are already set and teachers utilize the resources and lessons already provided for each course. The GDOE currently has a contract with a vendor to provide these services for high school with 1000 subscriptions.

j. **Professional Development:** for teachers and staff in the areas of technology and effective online instruction or distance learning.

k. **Supports for Social and Emotional:** School psychologists, counselors and social workers will be collaborating to provide S&E supports to students in the classroom and through distance learning efforts.

l. **Resources for printing and hard copy lessons:** schools will need resources to product hard copy packets for students who do not have consistent internet access at home.

m. **Purchasing of student instructional materials** aligned with grade level standards and lessons: C&I is looking into supplemental instructional materials aligned to our standards for students to be able to take home and utilize during times they are away from school.
    i. Example: 180 Days Curriculum Series

1. 180 Days of Reading: 2000 Students per grade x $25= $50,000
2. 180 Days of Writing: 2000 Students per grade x $25= $50,000
3. 180 Days of Math: 2000 Students per grade x $25= $50,000
    a. $150k per grade level x 6 elementary grades = $900k, or
    b. $100k per grade level (2 subjects) x 6 elementary grades = $600k.

n. **Translators and translation services for student and parents**, to include in person supports, video production, posters, and paper documents.

o. **Personal Protective Equipment (PPE) for Personnel and Students:** we will need to look at allocating funds or obtaining resources to provide for masks, face shields, soap, sanitary wipes, cleaning supplies, etc.

p. **Electrical upgrades** for classrooms, computer labs, libraries, and other offices including off-site facilities.

q. **Security upgrades** to facilities that contain equipment.

XI. District/School Readiness Task Force

a. **Overall Chair: Deputy Stacey Colleta, Vice-Chair: Deputy Joe Sanchez**

b. **Sub-Task Forces/working groups**

i. **Curriculum and Distance Learning:** All matters related to teaching, learning, student assignments and grades.

ii. **School Operations, Safety and Social Distancing:** All matters related to regular school operations in a manner consistent with COVID social distancing guidelines.

iii. **School Personnel Management:** All matters related to personnel assignments related to COVID issues such as alternative work arrangements or assignments for employees in high-risk categories.

iv. **Community, Public Relations and Information:** Maintenance of community information, media relations, and community partnerships.

v. **Social, Emotional and overall Mental Health and Well-Being Supports**

vi. **Budget and Finance:** Guidance and tracking of costs and resources for each working group.

XII. Heads Up! Preliminary items discussed with District/School Readiness Task Force

a. Though additional and specific guidance in terms of format of readiness report is forthcoming, please starting thinking though and prepare to address the following:

i. Assessment of campus and preliminary Social Distancing plan

1. Identification of high traffic areas
2. Identification of possible off-limits areas
3. Consideration and plan for student, employee, visitor movement and "traffic flow" in classroom, offices, hallways, common areas. (for example: one-way paths in office with tight spaces)
4. Classroom, common areas, office capacity estimates. These numbers will need to be posted.

ii. Estimated numbers for PPEs (with an identification of employee groups), Cleaning Supplies, and materials.

iii. Assessment and estimates of student categories related to internet access (see categories in previous sections of this discussion sheet).

iv. Assessment of employee designations in risk categories and possible accommodations that will be needed including limited access rooms or work spaces, tele-working arrangements, equipment needed to support tele-work, alternative assignments, etc..

v. Discussion regarding possible alternative school and student schedules and operational issues related to these options.

XIII. Open discussion

Thank you everyone!

End…

Distance Learning Planning and Implementation Phases

Updated 6/5/20

Proposed Leadership Structure for ESF Activities

Project Manager: Joe Sanchez, Deputy Superintendent- Curriculum and Instructional Improvement		
Distance Learning, Instructional Materials and Technology	**Social and Emotional Wellness**	**Personal Protective Equipment (PPEs), cleaning supplies, school safety and operations**
Lead: Josh Blas, Michelle Camacho, Sylvia Calvo, Eloise Sanchez and Vince Dela Cruz	**Lead:** Nadine Cepeda & Doris Bukikosa	**Leads:** Erika Cruz, Julietta Quinene (Nursing Administrator), Jon Quidachay (Administrator Facilities and Maintenance).

WORKING DOCUMENT

Short-term activities Current & Summer, 2020	**Mid-term activities** Fall, 2020	**Long-term activities** Spring, 2021 and beyond
➢ **Expansion and improvement of all current models** for distance learning o District Home Learning Website for ES & MS. ▪ Inclusion of Science and Social Studies for Elem ▪ All 5 Core Subjects for Middle School o Grab-and-Learn lesson pick-up at all ES and MS. o PBS University o PDN Lesson Inserts	➢ **Maintenance, improvement and expansion of all previous items**. ➢ **Alternative scheduling to allow for social distancing on school campuses**: staggered attendance by grade levels or last name, double sessions, or regular stay-at-home options like sign-up days for assistance.	➢ **Maintenance, improvement and expansion of all previous items.** ➢ **Partnerships** with larger, targeted agencies and organizations such as GHURA for major housing areas, additional community centers, and some private companies like malls and shopping centers.

Doc. No. 35GL-20-1932.*

- School-based websites

- Inclusion of a **graded model for high schools** which includes:
  - Implementation of online course/curriculum system.
  - Grab and Learn and Submit Work…
  - Course-by-conference/hybrid model.

- **Expansion of Asymuao** contract to include more students both full-time and part-time options.

- **Purchasing of more equipment for in-school and community-based access** (inclusive of laptops and large capacity mi-fi hotspots).

- **Purchase of assistive-technology** to support students with special needs or who need additional interventions which may be supplemented with technology.

- **Purchasing of published curriculum and instructional materials** for students aligned to GDOE standards.

- **Equipment for teachers, instructional staff central office staff** who support distance learning strategies.

- Assessment of community-based access points and possible **expansion to more sites.**

- **Consideration of community schools** being open in the evening for computer access.

- **Large-scale (per student) purchase of student materials like supplemental readers or reference books** in core content areas of ELA, Math Science and Social Studies.

- **Purchasing of more equipment for student check-out.**

End…

- **Partnerships with telecom industry** for subsidized or discounted internet access for families in need.

- **Equipment check out and accountability protocols for students and families.**

End…

WORKING DOCUMENT

➢ **Additional equipment to support distance learning strategies** to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations. ➢ **Instructional and operational software and online subscriptions for students and teachers** for supplemental instruction and interventions support. ➢ **Electrical upgrades** for classrooms, computer labs, libraries, and other offices including off-site facilities. ➢ **Security upgrades** to facilities that contain equipment.		

WORKING DOCUMENT

II. Supports needed from federal funding and proposed uses for Education Stabilization Fund (ESF)

- **Internet access for students: school signal expansion, open access to after-school computer labs and community access points**: we are collecting information here regarding potential community sites like mayors' offices, community/youth centers, housing complexes (both government and private), and other public spaces (both government and private) were students may be able to access the internet if provide with a wi-fi signal.

- **Equipment for** students in and out of school: Mobile carts and computer labs in all schools as well as for community-based computer labs and centers.

- **Equipment for students to check-out** (later effort that may require an application process)

i. As a start, we may want to consider what some districts are doing where they do not provide a device to all of their students, but to only those who need it as determined through an application process and accountability agreement.

ii. We also want to take a look at the type of specifications that we want in these equipment. They will need to be functional and allow students to access the internet and resources necessary for them to participate in online learning activities, but do not necessarily have to have all of the advanced features as most computers on campus.

- **Assistive Technology** for student with special needs and those who need additional supports.

- **Equipment for teachers, instructional staff central office staff** who support distance learning strategies.

- **Additional equipment to support distance learning strategies** to include video conferencing systems, computer and standard cameras, speakers, microphones, and software to support their operations.

WORKING DOCUMENT

- **Instructional and operational software and online subscriptions for students and teachers** for supplemental instruction and interventions support.

- **Learning Management System**: This is an important component as teachers will need assistance in the regular management of their classroom curriculum if we are to move efficiently between face-to-face instruction and online learning. An LMS will support teacher collaboration, course design and development, curriculum and resource management and most importantly, student engagement.

- **Online Course/Curriculum System**: By definition, this is similar to an LMS, expect that with this system, the courses are already set and teachers utilize the resources and lessons already provided for each course. The GDOE currently has a contract with a vendor to provide these services for high school with 1000 subscriptions.

- **Professional Development:** for teachers and staff in the areas of technology and effective online instruction or distance learning.

- **Training and supports for parents and students** in technology, distance learning strategies

- **Supports for Social and Emotional:** School psychologists, counselors and social workers will be collaborating to provide S&E supports to students in the classroom and through distance learning efforts.

- **Resources for printing and hard copy lessons:** schools will need resources to product hard copy packets for students who do not have consistent internet access at home.

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        3. 180 Days of Math: 2000 Students per grade x $25= $50,000
            a. $150k per grade level x 6 elementary grades = $900k, or
            b. $100k per grade level (2 subjects) x 6 elementary grades = $600k.
    ii. Purchase of supplemental instructional materials and reference books for core content area, inclusive of student copy and classroom set.

WORKING DOCUMENT

- **Translators and translation services for student and parents**, to include in person supports, video production, posters, and paper documents.

- **Personal Protective Equipment (PPE) for Personnel and Students:** we will need to look at allocating funds or obtaining resources to provide for masks, face shields, soap, sanitary wipes, cleaning supplies, etc.
    i. Looking at additional funding sources from both local and federal. Intent is to provide for the first 2 to 3 months of school to be ready upon opening, and then have a larger order prepared for in a bid package.

- **Purchasing of cleaning supplies, equipment and contractual services** for disinfecting and cleaning of surfaces and instructional materials.

- **Electrical upgrades** for classrooms, computer labs, libraries, and other offices including off-site facilities.

- **Security upgrades** to facilities that contain equipment.

End…

SCHOOL READINESS TASK FORCE

Community & Public Information Committee

05/2020

SCHOOL YEAR 2020-2021

The goal of the Community & Pubic Information Committee is to support communications efforts and to distribute information that will facilitate a safe continuation of learning during School Year 2020-2021.



Committee Members:

Isa Baza (PIO); Vince Dela Cruz (FSAIS); Rebecca Duenas (DLPES); Tina Alam (Chamorro Studies); Raymond Yoshita (FSAIS); Earl Carter (FSAIS); Leah Beth Naholowaa (College Pathways); GDOE Student Interns

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July 2020 ..... *Error! Bookmark not defined.*

August 2020 ..... *Error! Bookmark not defined.*

COMMUNITY & PUBLIC INFORMATION COMMITTEE: OVERVIEW

The Superintendent of Education appointed the GDOE School Readiness Task Force in May 2020. The School Readiness Task Force consists of six committees:

1) Operations, Safety and Social Distancing (Chaired by Erika Cruz & Chris Anderson)
2) Curriculum & Distance Learning (Chaired by Deputy Joe Sanchez)
3) Personnel Management (Chaired by Toni Muna Santos & Margaret Cruz)
4) Mental Health (Chaired by Nadine Cepeda & Doris Bukikosa)
5) Community and Public Information (Chaired by Isa Baza)
6) Budget and Finance (Chaired by Deputy Zeny Asuncion & Ike Santos)

The aim of the Community & Public Information Committee is to support the School Readiness Task Force and Superintendent of Education with communications needs relative to the COVID-19 pandemic and the subsequent changes the pandemic has created on the traditional K-12 education model.

The Community & Public Information Committee will have 8 areas of focus:

1) Adjusted COVID School Operations
2) Curriculum & Distance Learning
3) Parent, student, school expectations
4) Health and Safety
5) Mental Health Supports
6) Personnel Management
7) Budget & Finance
8) Special COVID Programs (Meals, TEFAP)

The Community & Public Information Committee will meet its communication objectives through 5 main communications avenues & activities:

1) Website
2) Press Releases
3) Internal Memos (formalized with signature)
4) Media events, interviews, briefings
5) Social Media, livestreams, informational videos

COMMUNITY & PUBLIC INFORMATION COMMITTEE MEMBERS

Tina Alam (Chamorro Studies)

Isa Baza (PIO)

Earl Carter (FSAIS)

Vince Dela Cruz (FSAIS Administrator)

Rebecca Duenas (DLPES Administrator)

Leah Beth Naholowaa (C&I)

Raymond Yoshita (FSAIS)

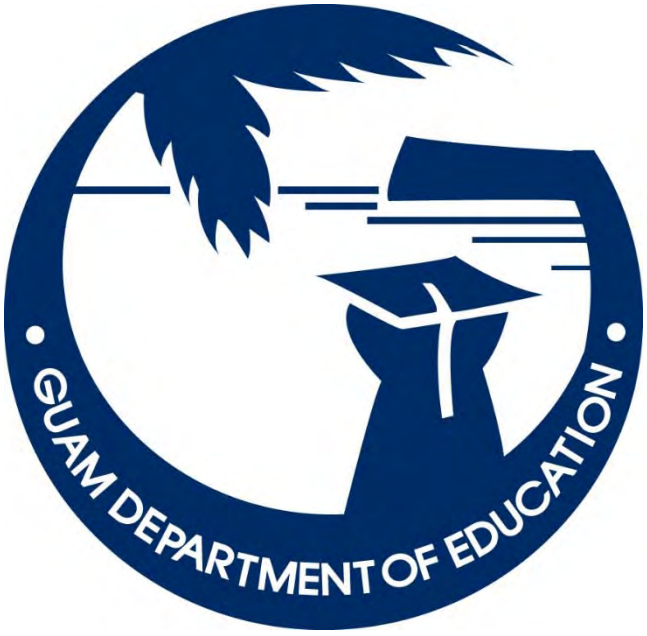
GDOE Student Interns

AREAS OF FOCUS

FOCUS AREAS	
Adjusted COVID School Operations	Summer school; registration; calendar; bell schedule; orientation; summer school; administrator listing; leadership; bus schedule; breakfast/lunch menu/meals
Curriculum & Distance Learning	Professional development geared toward new learning model; distance learning framework; summer school
Parent, student, school expectations	Clearly delineated roles for parents and students to effectively implement distance learning models
Health and Safety	Safety protocols at schools and district offices; PPE requirements; student/staff health requirement information (immunizations/physicals, etc); social distancing
Mental Health Supports	COVID mental health focused programs/initiatives
Personnel Management	Hiring needs; electronic processes and any process changes; employees with disabilities or health concerns
Budget & Finance	ESF funding & transparency (IAO site)
Special COVID Programs (Meals, TEFAP)	Grab-N-Go School Meals Program, TEFAP DHD

COMMITTEE ACTIVITIES

Activity of Focus	Person Responsible	Weekly Focus	Activity Overview
Website	Responsible: PIO with FSAIS tech support, Tina graphic support	Monday	Cyberschool to launch June 15; Back to school section with information on all key areas: registration, calendar, bell schedule, safety protocols, job vacancies, immunization/health information, principal listing/directory, key leadership listing, bus schedule, PD, breakfast/lunch menu, other COVID programs/procedures; Key leadership; Registration
Press Releases	Responsible: PIO with management support	Tuesday	Needed press releases: Summer school; Registration; Orientation Calendar & bell schedule; Safety protocols; Back to school hiring (HR); Immunization, physicals/health; Principal listing; Leadership; Bus schedule; PD; Breakfast/lunch menu/meals; Other COVID programs/procedures
Internal Memos (formalized with signature)	Responsible: PIO & Rebecca Duenas working with Task Force	Wednesday	School Clearances; Internal safety procedures/protocols; Communication protocols (directory); Telework policy; Employees with health issues; Leave policy; PPE, social distancing, cleaning requirements, employees with health concerns; PD
Media events, interviews, briefings	Responsible: PIO working with Task Force	Thursday	Weekly media briefing starting May 27; Key opinion pieces: back to school, etc.
Social Media, Livestreams, Informational Videos	Responsible: PIO, Leah Beth Naholowaa working with teachers; student interns; graphic support from Tina	Friday	Livestream key meetings for transparency, Leah Beth to work with teachers to create informational videos, student interns to assist, reinforce press releases through graphics on social media



Guam Department of Education
State Educational Agency

U.S. Department of Education
Certification and Agreement
for Funding
under the
Education Stabilization Fund Program
Outlying Areas – State Educational Agency

CFDA Number 84.425A

May 25, 2020

Doc. No. 35GL-20-1932.*

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART A: CERTIFICATION AND AGREEMENT COVER SHEET
(CFDA No. 84.425A)

State Educational Agency: Guam Department of Education (GDOE)

DUNS Number: 8550232550000

Legal Name:
Guam Department of Education (GDOE)

Chief State School Officer:
Jon J.P. Fernandez, GDOE Superintendent of Education

SEA Contact for the Education Stabilization Fund:
Ignacio C. Santos

Position and Office:
Federal Programs Administrator
GDOE Federal Programs Division | State Educational Agency

Mailing Address:
501 Mariner Avenue, Barrigada, Guam 96913

Telephone:
671-475-0470

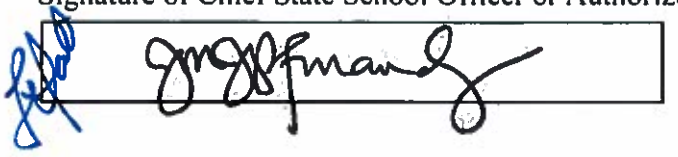
Email Address:
icsantos@gdoe.net

To the best of my knowledge and belief, all of the information and data in this Certification and Agreement are true and correct. I acknowledge and agree that the failure to comply with all assurances and certifications in this document, all relevant provisions and requirements of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Chief State School Officer or Authorized Representative (Typed Name): Jon J.P. Fernandez, GDOE Superintendent of Education

Telephone: 671-475-0457

Signature of Chief State School Officer or Authorized Representative:



Date: MAY 25 2020

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART B: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The Chief State School Officer (or his/her authorized representative) assures the following:

1. The ESF-SEA funds will be used as follows:
    - By the SEA and, where applicable, LEAs, for no more than what is reasonable and necessary for administrative costs;
    - By the SEA for emergency needs to address issues responding to COVID-19; and
    - By the SEA and, where applicable, LEAs, for one or more of the purposes listed in section 18003(d) of the CARES Act (see Appendix A).

2. Equitable services, as determined through timely and meaningful consultation with non-public school officials, will be provided to students and teachers in non-public elementary and secondary schools in the same manner as provided under section 8501 of the ESEA.
    - The SEA will ensure that a public agency will maintain control of ESF-SEA funds for services and assistance provided to a non-public school.
    - The SEA will ensure that a public agency will have title to materials, equipment, and property purchased with ESF-SEA funds.
    - The SEA will ensure that services to a non-public school with ESF-SEA funds will be provided by a public agency directly, or through contract with another public or private entity.

3. The Outlying Area will comply with the maintenance-of-effort requirements in section 18008 of the CARES Act.

4. The SEA and, where applicable, an LEA and any other entity that receives ESF-SEA funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in accordance with section 18006 of the CARES Act. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

5. The SEA will comply with all reporting requirements, including those in section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting, including: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools; demonstration of compliance by the LEAs or other entities with the use of funds requirements referenced in paragraph 1 of this part; and the specific uses of funds by the LEAs or other entities, such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.

6. The SEA will submit to the Department, within 60 days of receiving ESF-SEA funds, a report that will include:

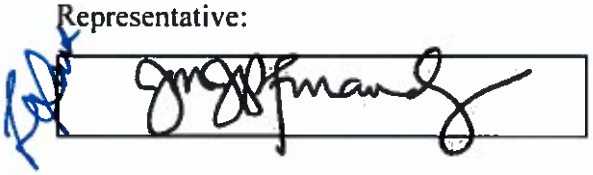
- A budget for the SEA's uses of funds for administration and for emergency needs to address issues related to COVID-19; and
- An Internal Control and Subrecipient Monitoring Plan to ensure that funds are used for allowable purposes in accordance with cash management principles.

7. The SEA will ensure that every recipient and subrecipient of ESF-SEA funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other Federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Chief State School Officer or Authorized Representative (Typed Name):

Jon J.P. Fernandez, GDOE Superintendent of Education

Signature of Chief State School Officer or Authorized Representative:



Date:

MAY 25 2020

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART C: USES OF ESF-SEA FUNDS

The Department is interested in learning how and to what extent ESF-SEA funds will be used to support the ability of elementary and secondary schools to continue to provide educational services to their students. The Department requests the following:

1. A description of how the SEA will:
    - Determine its most important educational needs as a result of COVID-19.
    - Establish a timeline for providing services and assistance to students and staff in both public and non-public schools.
    - Use ESF-SEA funds to promote remote learning.
    - Assess and address student learning gaps resulting from the disruption in educational services.

Through meaningful consultation with eligible LEAs, public, charter and private-non-public school stakeholders, the GDOE-SEA has identified the following critical educational needs: Expansion of Distance and Modified Learning Platforms; Student and Employee Health and Safety; and Mental, Social and Behavioral Health and Wellness Support.

GDOE ESF-SEA uses of funds and timelines to provide services for participating public, charter and private, non-public schools to address the critical educational needs as follows:

Upon receipt of the ESF-SEA GAN, GDOE-SEA will provide eligible and participating schools with the following:

A. Sanction and provide support for technology equipment and professional services to expand technology services, including retrofit of infrastructure, and increase internet access throughout the school campuses. Equipment and services will allow for schools to provide means for modified instructional models and hours to address the diverse educational needs, and to serve as community learning centers. Support and services to be provided throughout the performance period.

B. Sanction and provide support for protective equipment/supplies/materials for students and education community, and professional services for the sanitation of educational facilities. Support and services to be provided throughout the performance period.

C. Sanction and provide support for professional services and endorse the leveraging of resources with Federal and state agencies, and community partners to support distance learning, and mental, social and behavioral health and wellness support. Support and services to be provided throughout the performance period.

Through the use of ESF-SEA grant funds, the GDOE-SEA will secure the needed support and services necessary to address student learning gaps with reinforced comprehensive curriculum of traditional and non-traditional classroom models. Models will include the implementation of distance learning via technology and instructional provisions, online learning platforms, printed/hard copy instructional materials, modified instructional times, reduced classroom sizes, video recorded instruction and lesson delivery during the school year, summer and after-hours community learning centers. Policies and practices for physical distancing, and ensuring the health and safety of the school community are encompassed in all learning models.

2. The extent to which the SEA intends to support:
    - Technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning. If so, please describe the strategies the SEA intends to use to serve disadvantaged populations listed in section 18003(d)(4) of the CARES Act; and
    - Remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators.

All Guam schools are in dire need of infrastructure upgrades relevant to technology capacity and access. With ESF funds, GDOE-SEA shall sanction and provide the needed supports and services for the deployment of online learning resources, instructional supplies & materials, equipment and technology supports to address infrastructure upgrades for distance learning and improved technological capacity (hardware and software, connectivity, and instructional expertise). All services will be designed to assist all students, including the unique needs of low-income students, students with disabilities, English language learners, students experiencing homelessness, and foster children.

The GDOE-SEA will support all eligible and participating schools with the following:

- Expand broadband to provide improved internet services and accessibility in schools for students and teachers, provide internet services to properly equip students with limited to no access to technology, and retrofit mobile libraries and other areas within the schools to support after-hours community learning centers;
- Equipment and professional services (licenses, software and subscriptions) for distance learning platforms, online learning management systems, web-based virtual meetings;
- Assistive technology & equipment for English language learner students, and students with disabilities;
- Instructional supplies, materials, and equipment for students and teachers, quality conference systems for recording and broadcasting to expand lesson delivery via public television or internet social media, and to provide stipends to school staff for extended learning and operational hours;
- Learning center services through partnerships, published curriculum textbooks, instructional materials, other necessary supplies and equipment;
- Professional Development for best practices and innovations in remote learning and support for students and school community; and
- Laptops and relative accessories for GDOE ancillary personnel to be able to effectively provide schools with much needed supports and services.

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART D: OTHER ASSURANCES AND CERTIFICATIONS

The Chief State School Officer (or his/her authorized representative) assures or certifies the following:

- The SEA acknowledges that ESF-SEA funds awarded to the Outlying Area are subject to the fiscal year 2019 Department-wide Specific Conditions incorporated in the Grant Award Notification and will also be subject to fiscal year 2020 Department-wide Specific Conditions.

- The SEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the Outlying Area will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B); and the Outlying Area will require the full certification, as set forth in 34 CFR part 82, Appendix A, in the award documents for all subawards at all tiers.

- Any LEA receiving funding under this program will comply with the requirements of section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.

- To the extent applicable, entities that receive funding will comply with the requirements of section 427 of GEPA, 20 U.S.C. 1228a.

- The SEA and other recipients will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR 200.300-345) and Subpart E—Cost Principles (2 CFR 200.400-475) to ensure that ESF-SEA funds are being used for purposes that are reasonable, necessary, and allocable under the CARES Act.

- The SEA and other recipients will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the

Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Chief State School Officer or Authorized Representative (Printed Name):

Jon J.P. Fernandez, GDOE Superintendent of Education

Chief State School Officer or Authorized Representative Signature:



Date:

MAY 25 2020

Appendix A: Relevant Excerpts from Title VIII of Division B of the CARES Act, the Emergency Appropriations for Coronavirus Health Response and Agency Operations

DEPARTMENT OF EDUCATION
EDUCATION STABILIZATION FUND
For an additional amount for ''Education Stabilization Fund'', $30,750,000,000, to remain available through September 30, 2021, to prevent, prepare for, and respond to coronavirus, domestically or internationally: Provided, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.

GENERAL PROVISIONS
EDUCATION STABILIZATION FUND
SEC. 18001. (a) ALLOCATIONS.—From the amount made available under this heading in this Act to carry out the Education Stabilization Fund, the Secretary shall first allocate—
(1) not more than 1/2 of 1 percent to the outlying areas on the basis of their respective needs, as determined by the Secretary, in consultation with the Secretary of the Interior;
(2) one-half of 1 percent for the Secretary of Interior, in consultation with the Secretary of Education, for programs operated or funded by the Bureau of Indian Education; and
(3) 1 percent for grants to States with the highest coronavirus burden to support activities under this heading in this Act, for which the Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.
(b) RESERVATIONS.—After carrying out subsection (a), the Secretary shall reserve the remaining funds made available as follows:
(1) 9.8 percent to carry out section 18002 of this title.
(2) 43.9 percent to carry out section 18003 of this title.
(3) 46.3 percent to carry out section 18004 of this title.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND
SEC. 18003. (a) GRANTS.—From funds reserved under section 18001(b)(2) of this title, the Secretary shall make elementary and secondary school emergency relief grants to each State educational agency with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.
(b) ALLOCATIONS TO STATES.—The amount of each grant under subsection (a) shall be allocated by the Secretary to each State in the same proportion as each State received under part A of title I of the ESEA of 1965 in the most recent fiscal year.
(c) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—Each State shall allocate not less than 90 percent of the grant funds awarded to the State under this section as subgrants to local educational agencies (including charter schools that are local educational agencies) in the State in proportion to the amount of funds such local educational agencies and charter schools that are local educational agencies received under part A of title I of the ESEA of 1965
in the most recent fiscal year.
(d) USES OF FUNDS.—A local educational agency that receives funds under this title may use the funds for any of the following:

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (''IDEA''), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (''the Perkins Act''), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
(8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
(10) Providing mental health services and supports.
(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
(12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
(e) STATE FUNDING.—With funds not otherwise allocated under subsection (c), a State may reserve not more than 1/2 of 1 percent for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts.
(f) REALLOCATION.—A State shall return to the Secretary any funds received under this section that the State does not award within 1 year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (b).

ASSISTANCE TO NON-PUBLIC SCHOOLS
SEC. 18005. (a) IN GENERAL.—A local educational agency receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.
(b) PUBLIC CONTROL OF FUNDS.—The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).

CONTINUED PAYMENT TO EMPLOYEES
SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under ''Education Stabilization Fund'', shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

DEFINITIONS
SEC. 18007. Except as otherwise provided in sections 18001– 18006 of this title, as used in such sections—
(1) the terms ''elementary education'' and ''secondary education'' have the meaning given such terms under State law;
(2) the term ''institution of higher education'' has the meaning given such term in title I of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);
(3) the term ''Secretary'' means the Secretary of Education;
(4) the term ''State'' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico;
(5) the term ''cost of attendance'' has the meaning given such term in section 472 of the Higher Education Act of 1965.
(6) the term ''Non-public school'' means a non-public elementary and secondary school that (A) is accredited, licensed, or otherwise operates in accordance with State law; and
(B) was in existence prior to the date of the qualifying emergency for which grants are awarded under this section;
(7) the term ''public school'' means a public elementary or secondary school; and
(8) any other term used that is defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) shall have the meaning given the term in such section.

MAINTENANCE OF EFFORT
SEC. 18008. (a) A State's application for funds to carry out sections 18002 or 18003 of this title shall include assurances that the State will maintain support for elementary and secondary education, and State support for higher education (which shall include State funding to institutions of higher education and state need based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students) in fiscal years 2020 and 2021 at least at the levels of such support that is the average of such State's support for elementary and secondary education and for higher education provided in the 3 fiscal years preceding the date of enactment of this Act.
(b) The secretary may waive the requirement in subsection
(a) for the purpose of relieving fiscal burdens on States that have experienced a precipitous decline in financial resources**.**

Appendix B: Outlying Areas Allocation Data
ESF-SEA Fund

OUTLYING AREA	**ALLOCATION[2]**
TOTAL	**$123,000,000**
AMERICAN SAMOA	$38,321,932
GUAM	$41,521,997
NORTHERN MARIANA ISLANDS	$23,163,734
VIRGIN ISLANDS	$19,992,337

[2] The allocation to the SEA of each Outlying Area is based on the formula used under the Elementary and Secondary School Emergency Relief (ESSER) Fund **(**based on the same proportion as each Outlying Area received under part A of title I of the ESEA in the most recent fiscal year)

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Guam Department of Education
501 Mariner Avenue
Barrigada, GU 96913

2 AWARD INFORMATION

PR/AWARD NUMBER	S425A200003
ACTION NUMBER	1
ACTION TYPE	New
AWARD TYPE	Formula

3 PROJECT STAFF

RECIPIENT STATE DIRECTOR
Ignacio C Santos (671) 475-0470
icsantos@gdoe.net
EDUCATION PROGRAM CONTACT
Tiffany Forrester (202) 205-0940
tiffany.forrester@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE HELPDESK 888-336-8930
edcaps.user@ed.gov

4 PROJECT DESCRIPTION

84.425A
Education Stabilization Fund Allocation for Outlying Areas

5 KEY PERSONNEL

N/A

6 AWARD PERIODS

BUDGET PERIOD	05/28/2020 - 09/30/2021
FEDERAL FUNDING PERIOD	05/28/2020 - 09/30/2021

FUTURE BUDGET PERIODS

N/A

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$41,521,997.00
PREVIOUS CUMULATIVE AMOUNT	$0.00
CUMULATIVE AMOUNT	$41,521,997.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	855023255
REGULATIONS	EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	1 , 3 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E4 , E5 , T-ESFSEA , T-GU-19

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL PUBLIC LAW 116-136 THE CARES ACT THE CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT (CARES ACT), PUBLIC LAW 116-136
PROGRAM TITLE:	EDUCATION STABILIZATION FUND
CFDA/SUBPROGRAM NO:	84.425A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0251M	2020	2020	ES000000	B	DV1	000	425	4101A	$41,521,997.00

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: S425A200003

RECIPIENT NAME: Guam Department of Education

TERMS AND CONDITIONS

(1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If subawards are permitted under this grant, and you choose to make subawards, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").

3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

(2) You are authorized, in carrying out this grant, to utilize the higher threshold set for micro-purchase and simplified acquisition thresholds for federal assistance under this grant or under a contract you award under this grant established by recent statutory changes. These statutory changes raise the threshold for micro-purchases under Federal financial assistance awards to $10,000 and raise the threshold for simplified acquisitions to $250,000 for recipients. These higher thresholds are not effective until implemented in the Federal Acquisition Regulations (FAR) at 48 CFR Subpart 2.1 (Definitions), which has not yet occurred. See 2 CFR 200.67 and 200.88. For FY 2018, OMB is granting an exception allowing recipients to use the higher thresholds in advance of changes to the FAR. Please refer to Office of Management and Budget s Memorandum 18-18 regarding the statutory changes. If you have any questions about these regulations, please contact the program officer identified in Block 3 of this GAN.

(3) The negotiated indirect cost rate or the indirect cost allocation plan approved for the entity identified in Block 1 of this GAN applies to this grant award.

(4) UNDER THE "TYDINGS AMENDMENT," SECTION 421(b) OF THE GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1225(B), ANY FUNDS THAT ARE NOT OBLIGATED AT THE END OF THE FEDERAL FUNDING PERIOD SPECIFIED IN BLOCK 6 SHALL REMAIN AVAILABLE FOR OBLIGATION FOR AN ADDITIONAL PERIOD OF 12 MONTHS.

(5) This grant award is subject to the Fiscal Year (FY) 2018 Amended Departmental Specific Conditions imposed on the Guam Department of Education (GDOE), dated March 13, 2019, attached to this Grant Award Notification. This grant award is also subject to any future Departmental Specific Conditions that the Department may impose on GDOE.

(6) This grant is subject to the ESF-SEA Grant Terms and Conditions attached to this GAN.

S425A200003

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION



Frank Brogan
Assistant Secretary — **05/29/2020**

AUTHORIZING OFFICIAL — **DATE**

Ver. 1

Grant Terms and Conditions
ESF-SEA Funds

- The SEA must comply with the maintenance-of-effort requirements in section 18008 of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).
- The SEA must submit to the Department, within 60 days of receiving ESF-SEA funds, a report that will include a budget for the SEA's uses of funds for administration and for emergency needs to address issues related to COVID-19.
- The SEA must submit to the Department, within 60 days of receiving ESF-SEA funds:
    - An internal control plan that:
        - Identifies the management structure for implementing the ESF-SEA grant, including the key personnel responsible for managing and monitoring subrecipients;
        - Identifies risks, both internal and subrecipient risks, associated with implementing the program based on past performance and identifies strategies for mitigating such risks; and
        - Describes how the Grantee will ensure the existence of primary documentation necessary to support fiscal reviews, including audits (single audit and audits by the Office of the Inspector General) and Improper Payment assessments, as requested by the Department or the Department's contractor.
    - A subrecipient monitoring plan that addresses the Grantee's:
        - Development and implementation of revised monitoring protocols; and
        - Schedule for subrecipient monitoring, including both programmatic and fiscal issues, based upon the Grantee's revised risk assessment.
- To the extent that the Outlying Area charges, or authorizes eligible entities to charge, pre-award costs to the ESF-SEA funds, the Outlying Area will only use funds for allowable costs incurred on or after March 13, 2020.
- The SEA must ensure that every recipient and subrecipient of ESF-SEA funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other Federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The SEA must comply with all reporting requirements, including those in section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting, including: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools; demonstration of compliance by the LEAs or other entities with the use of funds requirements referenced in paragraph 1 of this part; and the specific uses of funds by the LEAs or other entities, such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.

- *REPORTING ON USE OF FUNDS SEC. 15011. (a) In this section— (1) the terms ‘‘agency’’, ‘‘appropriate congressional committees’’, ‘‘Committee’’, ‘‘covered funds’’, and ‘‘Coronavirus response’’ have the meanings given those terms in section 15010; (2) the term ‘‘covered recipient’’ (A) means any entity that receives large covered funds; and (B) includes any State, the District of Columbia, and any territory or possession of the United States; and (3) the term ‘‘large covered funds’’ means covered funds that amount to more than $150,000… (b)(2) Not later than 10 days after the end of each calendar quarter, each covered recipient shall submit to the agency and the Committee a report that contains— (A) the total amount of large covered funds received from the agency; (B) the amount of large covered funds received that were expended or obligated for each project or activity; (C) a detailed list of all projects or activities for which large covered funds were expended or obligated, including— (i) the name of the project or activity; (ii) a description of the project or activity; and (iii) the estimated number of jobs created or retained by the project or activity, where applicable; and (D) detailed information on any level of subcontracts or subgrants awarded by the covered recipient or its subcontractors or subgrantees, to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006 (31 U.S.C. 6101 note) allowing aggregate reporting on awards below $50,000 or to individuals, as prescribed by the Director of the Office of Management and Budget. (3) Not later than 30 days after the end of each calendar quarter, the Committee, in consultation with the agency that made large covered funds available to any covered recipient shall make the information in reports submitted under paragraph (2) publicly available by posting the information on the website established under section 15010(g). (4)(A) Each agency, in coordination with the Committee and the Director of the Office of Management and Budget shall provide user-friendly means for covered recipients to meet requirements of this subsection. (B) Federal agencies may use existing mechanisms to ensure that information under this subsection is reported accurately. (c)(1) The Director of the Office of Management and Budget, in consultation with the Secretary of the Treasury, the Administrator of the Small Business Administration, and the Chairperson of the Council of Economic Advisors, shall submit to the appropriate congressional committees and publicly release on the website established under section 15010(g) quarterly reports that detail the impact of programs funded through large covered funds on employment, estimated economic growth, and other key economic indicators, including information about impacted industries. (2)(A) The first report submitted under paragraph (1) shall be submitted not later than 45 days after the end of the first full quarter following the date of enactment of this Act. (B) The last report required to be submitted under paragraph (1) shall apply to the quarter in which the Committee terminates.*

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF FINANCE AND OPERATIONS

OFFICE OF GRANTS ADMINISTRATION

March 13, 2019

Superintendent Jon Fernandez
Guam Department of Education
500 Mariner Avenue
Barrigada, Guam 96913

Dear Superintendent Fernandez:

Enclosed are the corrected amended Federal Fiscal Year (FFY) 2018 specific conditions for U.S. Department of Education (Department) grants awarded to the Guam Department of Education (GDOE). These corrections reflect the agreed upon removal of specific conditions related to: (1) Prompt Access; (2) Program-Specific Conditions; and (3) Compliance with Program Requirements, which were included in the Department's January 29, 2019 communication.

The Department continues its commitment to acknowledging the progress that GDOE in making toward strengthening its management and administration of Department grant funds; as well as providing assistance to GDOE during the reconsideration evaluation process. If you have any questions or require further assistance, please contact Christine Jackson, the primary contact for Risk Management Services Division of the Office of Grants Administration within the Office of Finance and Operations, at (202) 245-8276 or via e-mail at christine.jackson@ed.gov.

Sincerely,

Jim Stader, P.E.
Deputy Assistant Secretary for Grants Administration
Office of Grants Administration
Office of Finance and Operations

Enclosure

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF FINANCIAL OPERATIONS

OFFICE OF GRANTS ADMINISTRATION

January 30, 2019

Superintendent Jon Fernandez
Guam Department of Education
500 Mariner Avenue
Barrigada, Guam 96913

Dear Superintendent Fernandez:

Enclosed are amended Federal Fiscal Year (FFY) 2018 specific conditions for U.S. Department of Education (Department) grants awarded to the Guam Department of Education (GDOE). These amended specific conditions will apply to all grants awarded by the Department to GDOE on or after the date of these amended specific conditions, including, but not limited to, FFY 2019 grants awarded by the Department to GDOE on or after July 1, 2019. Additionally, these amended specific conditions apply to all grant funds previously awarded by the Department to GDOE that are still available for obligation or liquidation on the date of these amended specific conditions.

The amended FFY 2018 specific conditions and GDOE's designation as a high-risk grantee pursuant to 2 CFR §§200.207 and 3474.10 are in continued response to the need for GDOE to take actions that fully address the significant issues in its management of, and accountability for, Department grant funds. These issues led to the FFY 2003 designation of GDOE as a "high-risk" grantee under former 34 CFR § 80.12, the FFY 2007 requirement that GDOE develop and implement a Comprehensive Corrective Action Plan (CCAP) to address these issues, and the FFY 2009 requirement that GDOE must have the assistance of a third-party fiduciary agent to oversee the financial management of Department funds, to assist GDOE in implementing its CCAP, and to assist GDOE in implementing a new Financial Management Improvement System (FMIS).

On May 29, 2018, GDOE submitted to the Department a formal request for reconsideration of the specific conditions applicable to its Department grant funds. During the next several months, the Department worked with GDOE to develop a process for reconsideration, resulting in a Reconsideration Evaluation Plan (REP). The REP, which is also enclosed, is based on the FFY 2018 specific conditions, the 2005 Office of Inspector General (OIG) audit report, and the Department's review and assessment of the status of GDOE CCAP quarterly reports, which include CCAP actions that remain outstanding. The REP is

designed to: 1) provide clear guidance to GDOE on actions that it must take and complete during the reconsideration process; 2) inform the Department as it determines the extent to which specific conditions may be removed and the extent to which financial management responsibilities may be returned incrementally (or otherwise) to GDOE; and 3) inform the Department as it determines whether GDOE has taken all necessary actions to render it capable of performing the financial management responsibilities currently performed by the third-party fiduciary agent, resulting in the removal of the requirement for the third-party fiduciary agent. As reflected in the amended specific conditions, the REP is replacing the CCAP as the document against which GDOE's progress will be measured during the process of reconsidering the specific conditions.

The Department acknowledges that GDOE will continue working with the third-party fiduciary agent on developing an organizational structure and process that will lead to GDOE having the opportunity to demonstrate the ability to take control of key Department grant management responsibilities. While developing the plans for this structure and process, the third-party fiduciary agent will continue to perform fiscal management responsibilities for GDOE's Department funds. The Department understands that GDOE proposes to submit its restructuring plan to the Department within the next 12 months for approval prior to implementation.

In the meantime, the amended FFY 2018 specific conditions describe the continuing responsibility of GDOE to work with a third-party fiduciary agent, as well as the role and responsibilities of the third party fiduciary agent in administering Department grant funds. The FFY amended 2018 specific conditions also require GDOE to implement the REP. As noted under section III.E, the REP must be incorporated as an addendum to the contract between GDOE and the third-party fiduciary agent, inclusive of the responsibilities for GDOE and the agent described in Attachments A and B of these conditions. The Office of Grants Administration (formerly, Risk Management Service) will engage with GDOE on a monthly basis to verify the status of GDOE's progress under the REP and toward transitioning responsibilities currently performed by the agent back to GDOE staff.

The Department is committed to assisting GDOE in making significant improvements in its management and administration of Department grant funds and in providing assistance to GDOE during the reconsideration evaluation process. If you have any questions or require further assistance, please contact Christine Jackson, the primary contact for Risk Management Services Division of the Office of Grants Administration within the Office of Financial Operations, at (202) 245-8276 or via e-mail at christine.jackson@ed.gov.

Sincerely,

Jim Stader
Deputy Assistant Secretary for Grants Administration
Office of Grants Administration
Office of Finance and Operations

Enclosure

cc: Governor Lou Leon Guerrero
Mark Mendiola, Chairman, Guam Education Board
Congressman Michael San Nicolas
Frank Brogan, Assistant Secretary, Elementary and Secondary Education

Guam Department of Education
Federal Fiscal Year 2018 Amended Specific Conditions

PREAMBLE: These amended specific conditions supersede the specific conditions dated June 27, 2018. These amended specific conditions are imposed on all program grants issued by the U.S. Department of Education (Department) to the Guam Department of Education (GDOE) on or after the date of these specific conditions, including but not limited to, Federal fiscal year (FFY) 2019 grants awarded by the Department to GDOE on or after July 1, 2019. Additionally, as described herein, these amended specific conditions apply to grant funds previously awarded by the Department to GDOE that are still available for obligation or liquidation on the date of these amended specific conditions. These amended specific conditions are applied to these program grant funds in accordance with regulations governing "high-risk" grantees and specific conditions in 2 CFR §§ 200.207 and 3474.10 in the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Pending GDOE's completion and implementation of measures that are in progress and designed to address deficiencies in its financial management and administration of Department funds, these amended specific conditions are imposed on GDOE's Department grants to ensure that GDOE implements Department grant awards in accordance with applicable legal requirements and with appropriate fiscal accountability measures, management practices and controls.

I. BACKGROUND

In September 2003, the Department designated GDOE a "high-risk" grantee under the authority of former 34 CFR § 80.12. This was based on the Department's determination that GDOE lacked fiscal and programmatic accountability in the administration of Federal education programs as evidenced by its failure to provide the Department with timely and complete single audits, as required by the Single Audit Act, and by the auditors' declaration that GDOE's records for FFYs 1998-2000 were unauditable.

In the special conditions imposed on GDOE's FFY 2007 grant awards, the Department required GDOE to develop a Comprehensive Corrective Action Plan (CCAP) to address the underlying problems associated with its high-risk designation. The CCAP was meant to address persistent problems related to GDOE's internal controls, including accounting and reconciling its financial records for Department grant funds in accordance with Federal requirements; implementing monitoring to ensure that grant and subgrant-supported activities are carried out in accordance with Federal program statutes, regulations, and other requirements; instituting procurement and property management processes that comply with Federal requirements; and implementing appropriate cash management procedures. GDOE developed a CCAP, but failed to make significant progress in implementing the CCAP measures. In particular, GDOE did not make substantial progress in implementing its Financial Management Improvement Plan (FMIP), a core feature of the CCAP that involves instituting a Financial Management Improvement System (FMIS) to enable GDOE to significantly improve its financial management of Department grant awards.

In November 2009, based on GDOE's lack of progress over two years under the CCAP, and in accordance with section II.H of the FFY 2008 and 2009 special conditions applicable to GDOE's Department grant awards, the Department issued amended special conditions to GDOE dated November 25, 2009, which notified GDOE that it would require GDOE to procure the services of a third-party fiduciary agent, acceptable to the Department, to perform the financial management duties required under Federal regulations for all Department grant awards made to GDOE. The requirement for a third-party fiduciary agent is maintained in these FFY 2018 amended specific conditions, as set forth in further detail below. In addition, because GDOE has not, to date, met the requirements regarding the management of Department funds by States (formerly in Part 80 of the Education Department General Administrative Regulations (EDGAR), replaced by the Uniform Guidance, 2 CFR Part 200), these amended specific conditions explicitly require GDOE to comply with the provisions of the Uniform Guidance that apply to grantees other than States.

II. SPECIFIC CONDITIONS

A. Requirement for Third-Party Fiduciary Agent

On September 13, 2010, GDOE entered into a contract with a third-party fiduciary agent, Alvarez & Marsal, LLC (A&M), approved by the Department, as required by section II.A of the FFY 2009 Amended Special Conditions imposed on Department grants awarded to GDOE. GDOE has maintained this contract with A&M for the past eight years and has renegotiated the contract with A&M for an additional two years through October 31, 2020. The Department will not authorize the obligation, liquidation or expenditure of Department funds unless a third-party fiduciary agent is in place for the full period of these specific conditions, or until the Department notifies GDOE in writing that the services of a third-party fiduciary agent are no longer required.

B. Responsibilities of GDOE and the Third-Party Fiduciary Agent (Agent) Concerning Administration of Grant Funds

The responsibilities and requirements of GDOE in working with the Agent are set forth in Attachment A to these amended specific conditions. The responsibilities and requirements of the Agent in carrying out the financial management duties for GDOE's Department grants are set forth in Attachment B to these amended specific conditions.

C. Reconsideration Evaluation Plan (REP)

1. On May 29, 2018, GDOE submitted to the Department a formal request for reconsideration of the FFY 2018 specific conditions applicable to its Department grant funds. Subsequently, the Department and GDOE worked together to develop a process for reconsideration, resulting in a Reconsideration Evaluation Plan (REP). The REP is based on the FFY 2018 specific conditions, the 2005 Office of Inspector General (OIG) audit report, and the Department's review and assessment of the status of GDOE quarterly reports under its Comprehensive Correction Action Plan (CCAP).

The CCAP, originally developed in 2007 and since revised, was designed to address the fiscal deficiencies in administering Department grant awards that led to GDOE's designation as a "high-risk" grantee. It contained tasks with measurable objectives and completion dates to correct a number of recurring findings, including the development and implementation of the FMIS, the strengthening of internal controls over financial management and procurement, and the strengthening and improvement of GDOE's Business Office operations. Until now, the CCAP, and the CCAP quarterly reports, have served as the vehicle for measuring GDOE's progress in addressing the identified fiscal deficiencies. Pursuant to these amended specific conditions, the REP now serves as the sole plan against which GDOE's progress will be evaluated during the reconsideration process.

2. The REP has been developed in a manner that will 1) provide clear guidance to GDOE on actions that it must take and complete during the reconsideration process; 2) inform the Department as it determines the extent to which specific conditions may be removed and the extent to which financial management responsibilities may be returned to GDOE without continuing third-party fiduciary agent oversight for those responsibilities, including on an incremental basis, as appropriate; and 3) inform the Department as it determines whether GDOE has taken all necessary actions to render it capable of performing the financial management responsibilities currently performed by the Agent, ultimately resulting in the removal of the requirement for the Agent.

3. The REP contains benchmarks, identifies the documentation that GDOE must submit for evaluation to the Department and submission deadlines, and describes the manner of evaluation by the Department, either onsite or virtual. As described in the REP, the GDOE Internal Audit Office (IAO) also has responsibility for reviewing documentation of completion and validating its sufficiency.

D. Single Audits

GDOE must continue to ensure that its single audits are conducted, and audit reports submitted, annually and in a timely and complete manner. All single audits must be completed and reports published within nine months after the end of each fiscal year, as required by the Single Audit Act, as amended. If GDOE expects an audit or report to be submitted late, it must promptly notify the Department's contact person of the reason and extent of the delay.

The Department acknowledges that both GDOE and the Agent, acting on behalf of GDOE, are maintaining records related to the management of GDOE's Department grant funds and that the Agent is maintaining the financial management system for GDOE's Department grant funds. Accordingly, both GDOE and the Agent are required to provide the auditors with access to all records necessary to facilitate an effective audit of the Department grant and matching funds made available to GDOE.

III. ADDITIONAL PROVISIONS

A. Failure to Comply with Conditions

Failure to comply with any of these amended specific conditions will negatively impact GDOE's ability to continue to receive grant funds from the Department. These terms and conditions do not preclude the Department from taking any authorized enforcement or other actions at any time, including, but not limited to, withholding of Department funds.

B. Submission of Reports

All reports or other submissions that GDOE or the Agent are required to submit to the Department under these amended specific conditions must be sent to:

Christine Jackson
550 12th Street, SW
PCP, Room 11064
Washington, DC 20202

C. Reconsideration and Modifications

At any time, GDOE may request reconsideration of the above amended specific conditions by contacting the Department contact named above in paragraph III.B of these conditions, and stating in writing the reasons why GDOE believes any particular condition should be amended or removed. The Department may impose additional specific conditions or modify these amended specific conditions, as appropriate. The Department will remove the amended specific conditions in total at such time as GDOE fully demonstrates, to the Department's satisfaction, the ability to manage Department funds, and property acquired with Department funds, in a manner that complies with applicable Federal requirements concerning accountability and grants management. In the interim, as appropriate, certain conditions may be removed incrementally, and the specific financial and management responsibilities corresponding to those conditions returned to GDOE without requirement for third-party fiduciary agent oversight, as GDOE completes, and the GDOE IAO and the Department review and validate completion of, benchmarks identified in the REP.

D. Notification and Approval of Amendments to Contract Between GDOE and Agent

GDOE must notify the Department of any proposed amendment to the contract between GDOE and the Agent, and must submit the proposed amendment to the Department for approval prior to execution of the amendment by the parties.

E. Incorporation of Specific Conditions as Addendum to Contract

GDOE and the Agent must immediately incorporate these amended specific conditions as an addendum to the contract between GDOE and the Agent, and must provide written notice to the Department that the conditions have been so incorporated.

Dated: March 13, 2019

Responsibilities and Requirements of GDOE
(to be incorporated into any contract for services with the Agent)

The responsibilities and requirements of GDOE in working with the Agent under these GDOE FFY 2018 amended specific conditions are as follows:

1. GDOE must work cooperatively and in a timely manner with the Agent to implement the activities and responsibilities described in these amended specific conditions.

2. GDOE must permit the Agent's personnel to have access to all financial books, records, and reports related to funds made available to GDOE by the Department, or used for matching, and access to GDOE personnel for discussion regarding the services the Agent must perform under these amended specific conditions, as provided for in the contract between GDOE and the Agent.

3. GDOE must notify the Department when any dispute arises and remains unresolved between the Agent and GDOE concerning the implementation or continuation of the contract with the Agent, or the implementation of activities supported by Department grants, including the financial management of grant funds. GDOE agrees that the Department may assist in the resolution of any such unresolved dispute and agrees to cooperate with any requests from the Department for additional information related to the dispute and to participate in conference calls with the Agent and the Department. This does not preclude GDOE and the Agent from including formal dispute resolution mechanisms in their contract.

4. GDOE must comply with all Federal laws and regulations that apply to the receipt and use of funds awarded under Department grants, including those under EDGAR, and applicable Federal program statutes and regulations.

5. GDOE remains responsible for the provision of program services under Department grants.

6. Prior to any drawdowns or disbursements, GDOE must provide the Agent with a line-item budget for the total amount of each grant and subgrant, if applicable, that has been approved and verified by the Department. The line-item budget must include amounts for State administration, State-level program activities, and local-level program activities. For purposes of the Consolidated Grant to Insular Areas (Consolidated Grant), GDOE must provide the Agent with line-item budgets for each program under which GDOE will use Consolidated Grant funds. The line-item budget for each of these programs must be based on the total amount of Consolidated Grant funds to be used for each program and include amounts for State administration, State-level program activities, and local-level program activities.

7. GDOE is responsible for: (i) executing drawdowns of funds under the grants from the Department's Grants Management System (G5) so that funds are deposited into a separate bank account established and maintained by the Agent; and (ii) providing to the Agent, for deposit into the separate bank account established by the Agent, any matching funds required for the grants. GDOE understands and agrees that it must draw down funds and provide any applicable matching funds to the Agent within 24 hours of receipt of a written request from the Agent. Consideration may be given for reasonable delays due to any time differences that may exist between GDOE and its vendors. However, failure by GDOE to comply with this condition may result in the transfer of drawdown authority to the Agent, at the Department's discretion. Upon receiving notice of GDOE's failure to draw down funds in accordance with this condition, the Department will decide whether to transfer drawdown authority to the Agent. Upon receiving written notice of a decision by the Department to transfer drawdown authority to the Agent, GDOE must take all steps necessary to provide the Agent with full authority to perform drawdowns, including providing any information and authorization that the Department needs to recognize the Agent as the entity with drawdown authority.

8. GDOE must use fiscal control and accounting procedures that meet the requirements imposed on non-Federal entity grantees in 2 CFR §§ 200.302, 200.303, and 200.305(b).

9. GDOE must expend Federal and matching funds only for costs that are allowable under the respective grant programs, in accordance with the regulations and cost principles in 2 CFR Part 200, Subpart E. Additionally, for purposes of the Consolidated Grant, GDOE must expend Federal and matching funds only for allowable costs under, and included in, each Department-approved Consolidated Grant plan applicable to the fiscal year in which the costs were obligated. GDOE acknowledges that the Agent has the responsibility to ensure that Department funds are used only for allowable costs, including costs that are necessary, reasonable, and allocable to the respective grants as required by 2 CFR Part 200, Subpart E, and that are procured in accordance with applicable procurement requirements in 2 CFR §§ 200.318-200.326. Where there is a question as to whether a cost is allowable, the Agent must raise this question with GDOE and, if the Agent deems it necessary, may also request assistance from the Department in determining the allowability of any expenditure.

10. GDOE must coordinate the timing of drawdowns and disbursements with the Agent to ensure that payments to staff, vendors and providers are prompt and timely. To the extent feasible, GDOE must draw down funds in a timely manner so that funds under the grants are deposited to the separate bank account on the same day that funds are drawn from the account to liquidate obligations under the grants. GDOE, as appropriate and at the Agent's direction, must draw down sufficient funds under a grant to cover each approved request for payment.

11. GDOE must charge its grants only for costs resulting from obligations that were properly made during the period of availability for the funds, including any carryover period. To ensure against the lapsing of Department funds, GDOE must provide the Agent with the amount and nature of all obligations in a timely manner to ensure that obligations are liquidated no later than 90 days after the end of the funding period, or during any extension of that period authorized by the Department, in accordance with 2 CFR § 200.343(b).

12. GDOE must establish and maintain an effective process for tracking and reporting time and effort spent by all employees whose salaries are paid under Department grants, including, but not limited to, maintaining accurate and up-to-date employee staffing lists and notices of personnel actions, distributing time among different funding sources for split-time employees, making timely and accurate adjustments to time and effort information entered into the payroll system, and properly allocating salary costs among Department grants based on records that accurately and properly record the distribution of each employee's work on multiple cost objectives, the time the employee attends work, and, for those employees who work on a single cost objective, semiannual certifications. GDOE must carry out these responsibilities consistent with Federal requirements in 2 CFR Part 200, Subpart E, and more specifically, 2 CFR §§ 200.430 and 200.431.

13. GDOE must work with the Agent to ensure that the charging of direct and indirect costs against the respective Department grants is consistent with the applicable restricted and unrestricted indirect cost rates negotiated with, and approved by, the U.S. Department of Interior (GDOE's cognizant Federal agency), and that copies of any indirect cost rate proposals or agreements are provided to the Agent and comply with the applicable requirements of 2 CFR Part 200, Subpart E, and 34 CFR §§ 75.560-564 (discretionary grants) and 34 CFR §§ 76.560-569 (formula grants).

14. GDOE must grant the Agent authority to enter into contracts with vendors on behalf of GDOE, and in doing so, GDOE must cooperate with the Agent to ensure compliance with the provisions for procurement set forth in 2 CFR §§ 200.318-200.326.

15. GDOE must provide effective oversight of proposed procurements, including, but not limited to, training all staff on, and reviewing all requisitions against, local and Department requirements for procuring goods and services, to facilitate the timely review and approval of purchase orders by the Agent, and to reduce the number of requisitions that are disallowed by the Agent for not meeting these requirements.

16. GDOE must ensure that within 24 hours of receipt of a vendor's invoice from the Agent, GDOE staff must (i) accept or reject the goods or services, and, if accepted, (ii) draw down funds for the vendor payment for deposit into the separate bank account maintained by the Agent.

17. GDOE must work with the Agent to ensure that all tangible personal property procured under Department grants is managed in accordance with the requirements of 2 CFR §§ 200.313(a) and (c)-(e) to ensure that such property is properly inventoried, maintained, and stored to prevent loss, damage, or theft of such property.

18. All transactions under the contract between GDOE and the Agent must be consistent with all applicable Federal requirements, including those in the Uniform Guidance at 2 CFR Part 200 and EDGAR at 34 CFR Parts 75 or 76, as appropriate.

19. In transferring to a new Financial Management Improvement System (FMIS), GDOE must work with the Agent as the Agent assists in (i) training the appropriate GDOE employees, (ii) providing transition assistance (including, but not limited to, transferring all necessary data from the Agent to the new FMIS), and (iii) communicating information from the Agent to any other contractor involved in implementing the new FMIS.

20. Except as noted herein, GDOE shall comply with all applicable provisions of EDGAR.

21. GDOE may include any other terms in the contract with the Agent, consistent with those above, as are necessary to ensure timely liquidation of all Department funds; timely payment to staff, providers and vendors; and general financial management consistent with applicable Federal regulations and Department grant awards.

Attachment B to the GDOE FFY 2018 Amended Specific Conditions

Responsibilities and Requirements of the Third-Party Fiduciary Agent
(to be incorporated into any contract for services with the Agent)

The responsibilities and requirements of the Agent under these GDOE FFY 2018 amended specific conditions are as follows:

1. The Agent must work cooperatively and in a timely manner with GDOE to implement the activities and responsibilities described in these amended specific conditions.

2. The Agent's role encompasses financial management responsibilities concerning Department grants, including, but not limited to, processing payments and disbursements, maintaining financial records, financial reporting, instituting and applying procurement, inventory, and payroll procedures that comply with applicable Federal requirements, and other duties as more fully described below.

3. The Agent must use the line-item budgets submitted by GDOE, as described in Attachment A, section 6, to track projected and actual expenditures for the programs under Department grants. The Agent must ensure that the expenditures proposed are only for allowable costs under each grant.

4. The Agent must establish, maintain, and manage a separate bank account for all Department grant funds. The Agent must provide GDOE, as appropriate, with written notice (e.g., copy of invoice) of when funds are needed for a disbursement under a particular grant.

5. The Agent must acknowledge that GDOE has drawdown authority and that it understands and agrees that it must draw down funds and provide any applicable matching funds to the Agent within 24 hours of receipt of the written notice from the Agent. Consideration may be given for reasonable delays due to any time differences that may exist between GDOE and its vendors. Failure by GDOE to reasonably comply with this condition concerning the time within which it must draw down funds may result in the Department requiring the transfer of drawdown authority to the Agent. In the event of GDOE's failure to draw down funds in accordance with this condition, the Agent must notify the Department, and the Department will determine whether drawdown authority must be transferred to the Agent. If so, then immediately upon written notice of this decision from the Department, GDOE, as appropriate, must take all steps necessary to provide the Agent with full authority to perform drawdowns, including providing any information and authorization that the Department needs to recognize the Agent as the entity with drawdown authority.

6. The Agent must use fiscal control and accounting procedures that meet the requirements imposed on non-Federal entity grantees in accordance with 2 CFR §§ 200.302, 200.303, and 200.305(b).

7. The Agent must expend funds only for costs that are allowable under the respective grant programs, in accordance with 2CFR Part 200, Subpart E. Additionally, for purposes of the Consolidated Grant, the Agent must expend funds only for allowable costs under, and included in, each Department-approved Consolidated Grant plan applicable to the fiscal year in which the costs were obligated. If the Agent questions whether an expenditure is allowable, the Agent must raise this question with GDOE. If the Agent deems it necessary, the Agent may also request assistance from the Department in determining the allowability of any expenditure.

8. The Agent must determine the value of any in-kind property or services donated to or provided by GDOE that are used to meet cost sharing or matching requirements as required by 2 CFR § 200.306, and must maintain records sufficient to document the basis for those valuations.

9. The Agent must take steps to prevent the lapsing of funds available under the grants, including ensuring timely disbursement of funds through the use of methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement as specified in GDOE's Treasury-State agreement, as required under the Cash Management Improvement Act and Treasury regulations at 31 CFR Part 205. For grant programs not included in GDOE's Treasury-State agreement, the Agent must meet the requirements in 2 CFR § 200.305(b). GDOE and the Agent must coordinate the timing of drawdowns and disbursements to ensure that payments to staff, vendors and providers are prompt and timely. Should the Agent assume drawdown responsibility, it must draw down funds in a timely manner so that funds under the grants are deposited to the separate bank account on the same day that funds are drawn from the account to liquidate obligations under the grants, to the extent feasible. The Agent must ensure that any interest earned on advances of grant funds is repaid annually, as required by 2 CFR § 200.305(b)(9).

10. The Agent must charge Department grants only for costs resulting from obligations that were properly made during the period of availability for the funds, including any carryover period. To ensure against the lapsing of Department funds, the Agent must liquidate obligations no later than 90 days after the end of the funding period or during any extension of that period authorized by the Department, in accordance with 2 CFR § 200.343(b).

11. The Agent may seek approval from the Department to charge allowable pre-award costs incurred by GDOE against grant awards to which these special conditions apply. The Agent must submit any request for pre-award costs to the Department in writing and may not reimburse any pre-award costs unless it receives written approval from the Department.

12. The Agent must establish and maintain a process for tracking and reporting time and effort spent by all employees whose salaries are paid under Department grants,

including distribution of time among different funding sources for split-time employees, timely and accurate adjustments to time and effort information in the payroll system, and proper allocation of salary costs among Department grants based on records that accurately and properly record the distribution of each employee's work on multiple cost objectives, the time the employee attends work, and, for those employees who work on a single cost objective, semiannual certifications. To carry out the responsibilities under this paragraph, the Agent must conduct an assessment of GDOE's internal controls over payroll operations to ensure that the payroll process is functioning as intended and calculations of gross earnings from all work performed during the pay period are correct; an assessment to determine that there are proper controls and procedures for identifying employees who are paid in whole or in part from Department grant awards; an assessment to determine whether employees are being compensated at their approved salaries/pay rates and from appropriate funding sources; and other tests to ensure that payroll earnings, deductions, and withholdings are made in accordance with the law and correspond to information contained in the employee master file. The Agent must carry out the responsibilities under this paragraph consistent with Federal requirements in 2 CFR Part 200, Subpart E.

13. The Agent must work with GDOE to ensure that the charging of direct and indirect costs against the respective Department grants is consistent with the applicable restricted and unrestricted indirect cost rates negotiated with, and approved by, the U.S. Department of Interior (GDOE's cognizant Federal agency), and that any indirect cost rate proposals or agreements comply with the applicable requirements of 2 CFR Part 200, Subpart E, and 34 CFR §§ 75.560-564 (discretionary grants) and 34 CFR §§ 76.560-569 (formula grants). In disbursing funds for allowable costs under the grants, the Agent must distinguish between direct and indirect costs and use accurate methods to allocate funds correctly between these two cost categories.

14. The Agent must establish contacts and working relationships with prospective vendors that can provide goods and services that GDOE needs under the grants. The Agent must have authority to enter into contracts with vendors on behalf of GDOE, and, in doing so, must comply with the provisions for procurement set forth in 2 CFR §§ 200.318-200.326.

15. Within 24 hours of the Agent's receipt of a vendor invoice, the Agent must provide a copy of the invoice to GDOE and ensure that the goods or services delivered are available for inspection and acceptance or rejection by GDOE staff requesting the goods or services. Consideration may be given for reasonable delays due to any time differences that may exist between GDOE and its vendors. The Agent must pay vendors for the delivered goods or services and must, to the extent possible, disburse funds to the vendors on the same day that funds are deposited into the separate bank account maintained by the Agent. The Agent must make payments by electronic funds transfer (EFT) or by paper draft if EFT is not available or possible for a particular vendor.

16. The Agent must manage all tangible personal property procured under the grants in

accordance with the requirements of 34 CFR §§ 200.313(a) and (c)-(e).

17. The Agent must maintain records that fully show the amount of funds under each grant, how GDOE uses the funds, the total cost of each project, the share of that cost provided from other sources, and other records to facilitate an effective audit, in accordance with 34 CFR § 75.730 (discretionary grants) and § 76.730 (formula grants). The Agent, acting on behalf of GDOE, must retain records in accordance with the provisions of 2 CFR § 200.333.

18. In general, the Agent must use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, Federal funds, in accordance with 34 CFR § 75.702 (discretionary grants) and § 76.702 (formula grants), and 2 CFR §§ 200.302, 200.303, and 200.305(b).

19. The Agent must maintain insurance as required under the terms of the contract. All transactions under the contract between GDOE and the Agent must be consistent with all applicable Federal requirements, including the Uniform Guidance at 2 CFR Part 200 and EDGAR at 34 CFR Part 75 or 76, as appropriate.

20. The Agent must comply generally with the requirements of 2 CFR § 200.327. Specifically, the Agent must produce quarterly reports concerning financial transactions of GDOE for submission to the Department, detailing for each grant award, including for each individual program for which GDOE is using Consolidated Grant funds: a) the date of receipt, and the amount, of each approved payment request; b) the date and amount of each draw down deposit; c) the date and amount of each payment or disbursement by the Agent; and d) any interest or other funds remaining in the account at the end of the quarter. These amounts must also be grouped by and comparable with the projections in the line item budgets described above in Attachment A, section 6, and must be reconciled with the Department's G5. This reconciliation must include drawdown dates, drawdown amounts and available balances, by award. These reports shall be due within 10 working days after the end of each quarter.

21. As GDOE implements and transfers to a new FMIS, the Agent must work with GDOE to assist in the training of employees and to provide transition assistance, including, but not limited to, transferring all necessary data from the Agent to the new FMIS, communicating information from the Agent to the contractor implementing the new FMIS, and providing feedback to GDOE and the Department on GDOE's implementation of the new FMIS.

22. Except as noted herein, the Agent must comply with all provisions of EDGAR and the Uniform Guidance applicable to the Department grants awarded to GDOE.

Fwd: G5 Notification - New Grant Award Notification S425A200003

Ignacio C. Santos <icsantos@gdoe.net> Mon, Jun 1, 2020 at 5:53 PM
Reply-To: icsantos@gdoe.net
To: CG STATE <cg-state@gdoe.net>, Rachel Lee Santos Duenas <rrsantos@gdoe.net>

FYI. We have the ESF-SEA GAN!!!

-------- Forwarded message --------
From: <tiffany.forrester@ed.gov>
Date: Friday, May 29, 2020
Subject: G5 Notification - New Grant Award Notification S425A200003
To: icsantos@gdoe.net, jonfernandez@gdoe.net, lisa.harrison@ed.gov
Cc: tiffany.forrester@ed.gov

Dear Grantee:

The U.S. Department of Education (ED) is pleased to notify you that your grant has been selected for funding. You may access your electronically signed Grant Award Notification (GAN) documents for this new award, S425A200003 & GAN action number 1, at http://www.g5.gov under Grant Maintenance, Award Documents.

You will need to sign in to G5 to access your GAN. If you don't already have an account in G5, please go to the link on the top left of the home page that says "Not Registered? Sign up" and follow the instructions. To register, you will need your institution's DUNS number. You must also use the exact same name (no nicknames) and email address that is listed on this email. If you are a project director, or state director, select "Project Director" or "State Director" when prompted to choose a role in your profile. Please note: Only recipients of this email (the project director and certifying official or state director and authorizing official) can access the GAN in G5. If someone else at your organization requires a copy, you may print out a copy or forward the PDF to them.

Please review your GAN documents carefully, including any attachments to the GAN and any terms and conditions appearing in Box 10 of the GAN. Your grant may be subject to special conditions or your grant or organization may have been designated as high-risk. You should review your GAN carefully to see if any of the following circumstances apply:

-If your grant is subject to special conditions, the special conditions may be included in Box 10 or as an attachment to the GAN.

-If your grant has been designated high-risk, the special conditions may be included in

Box 10, or may be included in the high-risk designation that is attached to the GAN.

-If your entity has been designated a high-risk grantee, the high-risk special conditions are also applicable to this grant and may be included in Box 10 of the GAN, or may be included in the high-risk designation that is attached to the GAN.

Your grant is subject to any special conditions and/or high-risk designation that are attached to your GAN and must be carried out in accordance with those requirements. Your understanding of the GAN documents helps to ensure proper program and fiscal management of your grant.

If you have questions regarding accessing G5 or your GAN documents, please contact the G5 help desk at 888-336-8930. Questions regarding the next steps for your grant implementation should be directed to the ED Program Contact listed on your GAN (Box 3).

Please acknowledge receipt of this e-mail by sending a reply to the Education Program Contact listed on your GAN (Box 3). We wish you success on your grant.

--
Si Yu'os Ma'ase!
Ike

GDOE SY 2019-2020

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You received this message because you are subscribed to the Google Groups "CG STATE" group.
To unsubscribe from this group and stop receiving emails from it, send an email to cg-state+unsubscribe@gdoe.net.
To view this discussion on the web visit https://groups.google.com/a/gdoe.net/d/msgid/cg-state/CANWczBS%3DmS_wNLg8PAtH6TA1QWSMEwb1QMYYq1Ka-zRbFxLmXg%40mail.gmail.com.

Guam DOE Certification and Agreement | Education Stabilization Fund Program Outlying Areas-State Educational Agency

Ignacio C. Santos <icsantos@gdoe.net> Thu, May 28, 2020 at 9:28 PM
Reply-To: icsantos@gdoe.net
To: "ESF.Outlying" <ESF.Outlying@ed.gov>
Cc: "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>, Federal Programs <federal-programs@gdoe.net>, "Forrester, Tiffany" <Tiffany.Forrester@ed.gov>

Buenas yan Hafa Adai!

Thank you for your prompt review and response to the GDOE's ESF-SEA Certification and Agreement. GDOE is pleased to provide the following responses to your e-mail inquiries provided on May 28, 2020.

As a direct response to the imposed restrictions for physical distancing and safety concerns as a result of the COVID-19 global pandemic, GDOE will employ various modified learning models to address the learning needs of its diverse education population and the health and safety of the education community.

US-Ed - ESF Outlying Inquiry:
We noticed a few expenses listed within Part C that are similar to expenses that GDOE outlines in the FY20 Consolidated Grant application. Please see a list of those expenses below. Please provide clarification in regard to if these are they additional expenses over and above what's in GDOE's FY20 CGA? Are there additional costs for these activities because of the coronavirus that will be covered by ESF funds?
On page 6.1, part A of the response mentions "retrofit of infrastructure"

GDOE Response:
Actually found on 6.2

GDOE's ESF-SEA Learning models will include reformed instructional times during the regular school day, and establish the Community Learning Centers (CLC) to offer extended learning opportunities on and off campus. In addition, expanded lesson delivery via public television or internet social media will be accomplished through recorded lessons and web-based virtual learning sessions.

- **CLC On-Campus:** The CLC provides opportunities for the education community to avail of services after school and evenings; to include but not limited to sufficient lighting, plumbing, electrical outlets and internet access expansion is a critical component for implementation.

- **CLC Off-Campus:** CLC services after hours will consist of internet access and infrastructure support to include but not limited to sufficient lighting to heighten security to address student safety outside the campus during evenings and weekends. Additionally, CLC activities will establish and deploy a mobile learning library/lab van, *Kuminidat Tiningo'* (CHamoru to English: Community Learning), to provide educational services to students in social-economically challenged families living in rural areas throughout the island, servicing various locations monthly. All participating public, charter and private-non-public students will have access to CLC services on any GDOE public school campus and the mobile learning library/lab.

GDOE's current basic electrical and plumbing infrastructure is inadequate, thereby hindering the ability to implement proposed modified learning opportunities and ensure health and safety of the

education community. Requested activities to "retrofit of infrastructure" will allow GDOE to support the electrical needs essential for internet access expansion, power connections for technology use, as well as lighting to ensure the learning community's safety after hours within and outside of its current boundaries. Portable water stations for handwashing during instructional hours the CLC is essential for health and safety on campus.

The GDOE FY2020 Consolidated Grant Application (CGA) request for retro-fit infrastructure support specifically addresses the needs of CGA activities including specific classrooms to support Project #1: College, Career, Civic Engagement and Life Readiness - Career Technical Education courses, Project #2: Curriculum and Instructional Quality & Development - to establish computer labs and Project #4: School Climate, Culture, and Engagement to establish the iClean initiatives. CGA activities will allow teachers and students the ability to use resources/tools for hands-on learning in the classroom. The allowable uses of funds under Title IV, Part A, as an "effective use of technology" or "minor remodeling" to address the extensions of utility lines (water and electricity) from beyond the confines of space in which minor remodeling is undertaken, but within the confines of the previously completed building. (34 CFR 77.1)

US-Ed - ESF Outlying Inquiry:
We noticed a few expenses listed within Part C that are similar to expenses that GDOE outlines in the FY20 Consolidated Grant application. Please see a list of those expenses below. Please provide clarification in regard to if these are they additional expenses over and above what's in GDOE's FY20 CGA? Are there additional costs for these activities because of the coronavirus that will be covered by ESF funds?
On page 6.2, bullet 1 of the response mentions "retrofit mobile libraries"

GDOE Response:
Actually found on 6.1

GDOE's ESF-SEA Community Learning Centers (CLC) services component includes support and services to the education community during after-school, evening and weekends. Augmented services include the establishment and deployment of a mobile learning library/lab van, *Kuminidåt Tiningo'* (CHamoru to English: Community Learning), providing educational services to students in social-economically challenged families living in rural areas throughout the island, servicing various locations monthly. All participating public, charter and private-non-public students will have access to CLC services on any GDOE public school campus and the mobile learning library/lab.

GDOE SEA-ESF requests to retrofit the *Kuminidat Tiningo'* to support the electrical needs for mobile wifi access and mobile laptops/tablets, including but not limited to the procurement of generators/inverters and other equipment, supplies and materials to effectively deploy needed services to students. Additional supports will include partnerships with the Guam Public Library and *Mane'lu* (CHamoru to English translation: Brothers and Sisters), a non-profit organization.

The GDOE FY2020 (CGA) has not requested to "retrofit mobile libraries". GDOE, Project #2: Curriculum and Instructional Quality & Development and Project # 5: Private Non-Public Schools (PNP) activities include requests to procure subscription for Atrium Library System for professional development, and a library management systems for the school campus libraries. Additional Project #2: Curriculum and Instructional Quality & Development request include the procurement of mobile carts and laptops for the library learner centers which will be on the school campuses.

US-Ed - ESF Outlying Inquiry:
We noticed a few expenses listed within Part C that are similar to expenses that GDOE outlines in the FY20 Consolidated Grant application. Please see a list of those expenses below. Please provide clarification in regard to if these are they additional expenses over and above what's in GDOE's FY20

CGA? Are there additional costs for these activities because of the coronavirus that will be covered by ESF funds?
On page 6.2, bullet 2 of the response mentions "web-based virtual meetings"

GDOE Response:

Modified Learning Model:
GDOE's ESF-SEA modified learning model options include expanded lesson delivery via public television or internet social media will be accomplished through recorded lessons and web-based virtual learning sessions. GDOE will procure technology equipment, and supplies including laptops for educators and quality conference systems for schools to record and broadcast lesson delivery via public television or internet social media.

The GDOE FY2020 (CGA) projects requested to procure the following:

- **Digital Subscriptions Software/Web Conference Services/Online Team Collaborations for project personnel and State Administration to continue collaborations via virtual meetings during telework requirements as a result of the emergency health declaration. Virtual meetings allow CGA personnel to host online meetings, webinars and presentations including stakeholder consultations and technical assistance sessions.**
- **Student-teacher distance learning supports/platforms to include software and licenses for online teaching and learning platforms to promote eLearning, as well as provide resources and computer equipment for teachers and students.**

We thank you for your continued support for Guam's educational system and children; and, we look forward to your favorable and prompt review.

[Quoted text hidden]
[Quoted text hidden]

Guam DOE Certification and Agreement | Education Stabilization Fund Program Outlying Areas-State Educational Agency

'ESF.Outlying' via Federal Programs <federal-programs@gdoe.net> Tue, May 26, 2020 at 10:46 PM
Reply-To: "ESF.Outlying" <ESF.Outlying@ed.gov>
To: "icsantos@gdoe.net" <icsantos@gdoe.net>
Cc: "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>, "Harris, Lisa (OGC)" <Lisa.Harris@ed.gov>, Federal Programs <federal-programs@gdoe.net>

Thank you for your email. We are acknowledging receipt of your ESF-SEA Certification and Agreement. We will review and let you know if additional information is needed.

From: Ignacio C. Santos <icsantos@gdoe.net>
Sent: Monday, May 25, 2020 5:46 AM
To: ESF.Outlying <ESF.Outlying@ed.gov>
Cc: Forrester, Tiffany <Tiffany.Forrester@ed.gov>; Jon Fernandez (Superintendent) <jonfernandez@gdoe.net>; Harris, Lisa (OGC) <Lisa.Harris@ed.gov>; Federal Programs <federal-programs@gdoe.net>
Subject: Guam DOE Certification and Agreement | Education Stabilization Fund Program Outlying Areas-State Educational Agency

Buenas yan Hafa Adai!

[Quoted text hidden]
[Quoted text hidden]

GDOE SY 2019-2020

Guam DOE Certification and Agreement | Education Stabilization Fund Program Outlying Areas-State Educational Agency

Ignacio C. Santos <icsantos@gdoe.net> Mon, May 25, 2020 at 7:46 PM
Reply-To: icsantos@gdoe.net
To: esf.outlying@ed.gov
Cc: "Forrester, Tiffany" <Tiffany.Forrester@ed.gov>, "Jon Fernandez (Superintendent)" <jonfernandez@gdoe.net>, "Harris, Lisa" <Lisa.Harris@ed.gov>, Federal Programs <federal-programs@gdoe.net>

Buenas yan Hafa Adai!

On behalf of the Guam Department of Education's (GDOE) State Chief School Officer, Mr. Jon Fernandez (Superintendent of Education), we are pleased to submit for your perusal and disposition the following required documents signed by Mr. Fernandez as required for funding under the Education Stabilization Fund (ESF) Program Outlying Areas-State Educational Agency, CFDA No. 84.425A:

- Signed and Completed Certification and Agreement *(Part A)*
- Signed Programmatic, fiscal, and reporting assurances *(Part B)*
- GDOE's Information on the uses of ESF-SEA funds *(Part C)*
- Other assurances and certifications signed *(Part D)*
- Appendix A - Authorizing Statute
- Appendix B - Outlying Area Allocation Data

Thank you for your continued support, partnership and favorable consideration for Guam's education and school children during this COVID-19 Pandemic situation. Should you require further clarification, please do not hesitate to contact me at icsantos@gdoe.net or at my personal cell phone, (671) 482-0010. We will respectfully await your response and approval.

--
Si Yu'os Ma'ase!
Ike

GDOE SY 2019-2020

Guam DOE_ESF-SEA-OA-Certifications and Agreement_Signed_05.25.2020.pdf
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GUAM DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS DIVISION
State Agency for US-Ed
www gdoe net
501 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone: (671) 475-0470/300-1267

JON J. P. FERNANDEZ
Superintendent of Education

IGNACIO C. SANTOS
Federal Programs Administrator

MAY 26 2020

MEMORANDUM

TO: Chairwoman and Members, Guam Education Board

FROM: Superintendent of Education

SUBJ.: **CONCURRENT REVIEW OF GDOE'S FFY2020 CERTIFICATION AND AGREEMENT FOR FUNDING UNDER THE EDUCATION STABILIZATION FUND (ESF) PROGRAM FOR THE OUTLYING AREAS**

Buenas yan Hafa Adai. We are pleased to provide the Guam Department of Education's (GDOE) State Educational Agency (SEA) FFY2020 Certification and Agreement for funding under the Education Stabilization Fund (ESF) Program for the Guam Education Board's concurrent review. The funding is available to GDOE and other Outlying Areas from the U.S. Department of Education (US-Ed) for the purpose of providing emergency relief assistance to address the on-going impact the Novel Coronavirus Disease 2019 (COVID-19) has on elementary and secondary schools.

The GDOE-SEA, Federal Programs Division | Grants Office, requested and participated in a technical assistance meeting on May 14, 2020 with US-Ed to ensure GDOE received specific guidance on the program and on the application of $41,521, 997 for Guam's Education Stabilization Fund-State Educational Agency (ESF-SEA) award, part of the $153.75 million allocated to the Outlying Areas under the ESF, authorized under section 18001(a) (1) of the CARES Act. The awarded amount is proportionate to funds GDOE received under Part A, Title I of the *Elementary and Secondary Education Act* in fiscal year 2019.

To ensure that necessary information and guidance were provided to and collected from Stakeholders, meaningful and timely consultative meetings through web conferencing were provided by the Federal Programs Division | Grants Office on May 14 – 15, 2020 with all eligible public, private non-public (PNP) and charter schools, May 18, 2020 with the Island-Wide Board of Governing Students (IBOGS), and May 20, 2020 with the Parent Teacher Organization (PTO) Leadership. Stakeholders input was compiled and considered in the completion of the SEA-ESF Grant Application.

GDOE diligently completed and responsibly transmitted the SEA-ESF application to US-Ed on Monday, May 25, 2020 to quickly avail of grant relief funding, so we can ensure learning continues through innovative and creative ways for all students during this unprecedented global emergency.

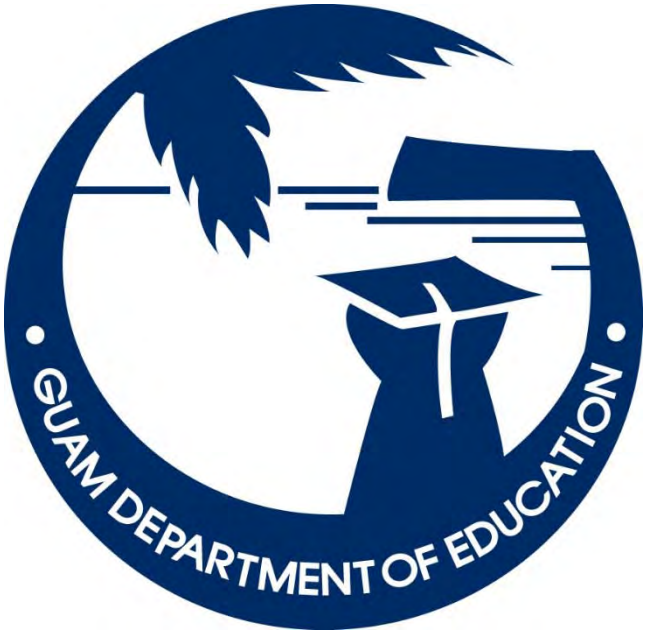
In view of the above and due to the challenges created by COVID-19, I respectfully request a waiver on the fifteen (15) day review requirement outlined in Public Law 30-164, §Section 3. 3112(a) (9) and Board Policy 120.5.

Thank you for your continued support on this matter. Should you have any questions or concerns, please do not hesitate to reach me through email at jonfernandez@gdoe.net or you may contact Mr. Ike C. Santos, Federal Programs Administrator at icsantos@gdoe.net. ***Si Yu'os Ma'ase.***

JON J.P. FERNANDEZ

Attachments

cc: Federal Programs Administrator



Guam Department of Education
State Educational Agency

U.S. Department of Education
Certification and Agreement
for Funding
under the
Education Stabilization Fund Program
Outlying Areas – State Educational Agency

CFDA Number 84.425A

May 25, 2020

Doc. No. 35GL-20-1932.*

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART A: CERTIFICATION AND AGREEMENT COVER SHEET
(CFDA No. 84.425A)

State Educational Agency: Guam Department of Education (GDOE)

DUNS Number: 8550232550000

Legal Name:
Guam Department of Education (GDOE)

Chief State School Officer:
Jon J.P. Fernandez, GDOE Superintendent of Education

SEA Contact for the Education Stabilization Fund:
Ignacio C. Santos

Position and Office:
Federal Programs Administrator
GDOE Federal Programs Division | State Educational Agency

Mailing Address:
501 Mariner Avenue, Barrigada, Guam 96913

Telephone:
671-475-0470

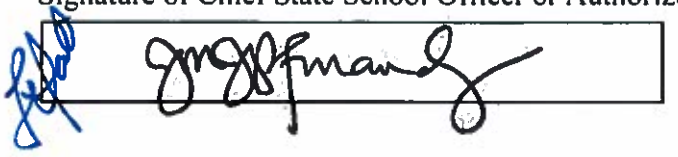
Email Address:
icsantos@gdoe.net

To the best of my knowledge and belief, all of the information and data in this Certification and Agreement are true and correct. I acknowledge and agree that the failure to comply with all assurances and certifications in this document, all relevant provisions and requirements of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Chief State School Officer or Authorized Representative (Typed Name): Jon J.P. Fernandez, GDOE Superintendent of Education

Telephone: 671-475-0457

Signature of Chief State School Officer or Authorized Representative:



Date: MAY 25 2020

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART B: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The Chief State School Officer (or his/her authorized representative) assures the following:

1. The ESF-SEA funds will be used as follows:
    - By the SEA and, where applicable, LEAs, for no more than what is reasonable and necessary for administrative costs;
    - By the SEA for emergency needs to address issues responding to COVID-19; and
    - By the SEA and, where applicable, LEAs, for one or more of the purposes listed in section 18003(d) of the CARES Act (see Appendix A).

2. Equitable services, as determined through timely and meaningful consultation with non-public school officials, will be provided to students and teachers in non-public elementary and secondary schools in the same manner as provided under section 8501 of the ESEA.
    - The SEA will ensure that a public agency will maintain control of ESF-SEA funds for services and assistance provided to a non-public school.
    - The SEA will ensure that a public agency will have title to materials, equipment, and property purchased with ESF-SEA funds.
    - The SEA will ensure that services to a non-public school with ESF-SEA funds will be provided by a public agency directly, or through contract with another public or private entity.

3. The Outlying Area will comply with the maintenance-of-effort requirements in section 18008 of the CARES Act.

4. The SEA and, where applicable, an LEA and any other entity that receives ESF-SEA funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in accordance with section 18006 of the CARES Act. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

5. The SEA will comply with all reporting requirements, including those in section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting, including: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools; demonstration of compliance by the LEAs or other entities with the use of funds requirements referenced in paragraph 1 of this part; and the specific uses of funds by the LEAs or other entities, such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.

6. The SEA will submit to the Department, within 60 days of receiving ESF-SEA funds, a report that will include:

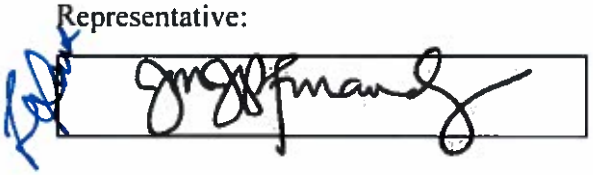
- A budget for the SEA's uses of funds for administration and for emergency needs to address issues related to COVID-19; and
- An Internal Control and Subrecipient Monitoring Plan to ensure that funds are used for allowable purposes in accordance with cash management principles.

7. The SEA will ensure that every recipient and subrecipient of ESF-SEA funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other Federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Chief State School Officer or Authorized Representative (Typed Name):

Jon J.P. Fernandez, GDOE Superintendent of Education

Signature of Chief State School Officer or Authorized Representative:



Date:

MAY 25 2020

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART C: USES OF ESF-SEA FUNDS

The Department is interested in learning how and to what extent ESF-SEA funds will be used to support the ability of elementary and secondary schools to continue to provide educational services to their students. The Department requests the following:

1. A description of how the SEA will:
    - Determine its most important educational needs as a result of COVID-19.
    - Establish a timeline for providing services and assistance to students and staff in both public and non-public schools.
    - Use ESF-SEA funds to promote remote learning.
    - Assess and address student learning gaps resulting from the disruption in educational services.

Through meaningful consultation with eligible LEAs, public, charter and private-non-public school stakeholders, the GDOE-SEA has identified the following critical educational needs: Expansion of Distance and Modified Learning Platforms; Student and Employee Health and Safety; and Mental, Social and Behavioral Health and Wellness Support.

GDOE ESF-SEA uses of funds and timelines to provide services for participating public, charter and private, non-public schools to address the critical educational needs as follows:

Upon receipt of the ESF-SEA GAN, GDOE-SEA will provide eligible and participating schools with the following:

A. Sanction and provide support for technology equipment and professional services to expand technology services, including retrofit of infrastructure, and increase internet access throughout the school campuses. Equipment and services will allow for schools to provide means for modified instructional models and hours to address the diverse educational needs, and to serve as community learning centers. Support and services to be provided throughout the performance period.

B. Sanction and provide support for protective equipment/supplies/materials for students and education community, and professional services for the sanitation of educational facilities. Support and services to be provided throughout the performance period.

C. Sanction and provide support for professional services and endorse the leveraging of resources with Federal and state agencies, and community partners to support distance learning, and mental, social and behavioral health and wellness support. Support and services to be provided throughout the performance period.

Through the use of ESF-SEA grant funds, the GDOE-SEA will secure the needed support and services necessary to address student learning gaps with reinforced comprehensive curriculum of traditional and non-traditional classroom models. Models will include the implementation of distance learning via technology and instructional provisions, online learning platforms, printed/hard copy instructional materials, modified instructional times, reduced classroom sizes, video recorded instruction and lesson delivery during the school year, summer and after-hours community learning centers. Policies and practices for physical distancing, and ensuring the health and safety of the school community are encompassed in all learning models.

2. The extent to which the SEA intends to support:
    - Technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning. If so, please describe the strategies the SEA intends to use to serve disadvantaged populations listed in section 18003(d)(4) of the CARES Act; and
    - Remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators.

All Guam schools are in dire need of infrastructure upgrades relevant to technology capacity and access. With ESF funds, GDOE-SEA shall sanction and provide the needed supports and services for the deployment of online learning resources, instructional supplies & materials, equipment and technology supports to address infrastructure upgrades for distance learning and improved technological capacity (hardware and software, connectivity, and instructional expertise). All services will be designed to assist all students, including the unique needs of low-income students, students with disabilities, English language learners, students experiencing homelessness, and foster children.

The GDOE-SEA will support all eligible and participating schools with the following:

- Expand broadband to provide improved internet services and accessibility in schools for students and teachers, provide internet services to properly equip students with limited to no access to technology, and retrofit mobile libraries and other areas within the schools to support after-hours community learning centers;
- Equipment and professional services (licenses, software and subscriptions) for distance learning platforms, online learning management systems, web-based virtual meetings;
- Assistive technology & equipment for English language learner students, and students with disabilities;
- Instructional supplies, materials, and equipment for students and teachers, quality conference systems for recording and broadcasting to expand lesson delivery via public television or internet social media, and to provide stipends to school staff for extended learning and operational hours;
- Learning center services through partnerships, published curriculum textbooks, instructional materials, other necessary supplies and equipment;
- Professional Development for best practices and innovations in remote learning and support for students and school community; and
- Laptops and relative accessories for GDOE ancillary personnel to be able to effectively provide schools with much needed supports and services.

EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY

PART D: OTHER ASSURANCES AND CERTIFICATIONS

The Chief State School Officer (or his/her authorized representative) assures or certifies the following:

- The SEA acknowledges that ESF-SEA funds awarded to the Outlying Area are subject to the fiscal year 2019 Department-wide Specific Conditions incorporated in the Grant Award Notification and will also be subject to fiscal year 2020 Department-wide Specific Conditions.

- The SEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the Outlying Area will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B); and the Outlying Area will require the full certification, as set forth in 34 CFR part 82, Appendix A, in the award documents for all subawards at all tiers.

- Any LEA receiving funding under this program will comply with the requirements of section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.

- To the extent applicable, entities that receive funding will comply with the requirements of section 427 of GEPA, 20 U.S.C. 1228a.

- The SEA and other recipients will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR 200.300-345) and Subpart E—Cost Principles (2 CFR 200.400-475) to ensure that ESF-SEA funds are being used for purposes that are reasonable, necessary, and allocable under the CARES Act.

- The SEA and other recipients will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the

Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Chief State School Officer or Authorized Representative (Printed Name):

Jon J.P. Fernandez, GDOE Superintendent of Education

Chief State School Officer or Authorized Representative Signature:



Date:

MAY 25 2020