

**I MINA'TRENTAI OCHO NA LIHESLATURAN GUÁHAN
RESOLUTIONS**

Resolution No.	Sponsor	Title	Date Intro	Date of Presentation	Date Adopted	Date Referred	Referred to	PUBLIC HEARING DATE	DATE AUTHORS REPORT FILED	NOTES
126-38 (COR)	Sabina Flores Perez Shelly V. Calvo Chris Barnett Vincent A.V. Borja Frank F. Blas, Jr. V. Anthony Ada Therese M. Terlaje William A. Parkinson Tina Rose Muña-Barnes	Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.	12/15/25 12:01 p.m.			12/19/25	Author	2/20/26 2:00 p.m.	3/5/26 As Amended.	



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

March 3, 2026

The Honorable Frank F. Blas Jr.

Speaker

I Mina'trentai Ocho na Liheslaturan Guåhan

Guam Congress Building

163 Chalan Santo Papa

Hagåtña, Guam 96910

VIA: Honorable Vice Speaker V. Anthony Ada 

Chairperson, Committee on Rules

RE: Report on Resolution No. 126-38 (COR) - As Amended

Buenas yan Håfa adai, Speaker Blas,

Transmitted herewith for the consideration of the Body is the Report on Resolution No. 126-38 (COR), as amended - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes - **“Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels,”** which was publicly hearing on February 20, 2026.

Sincerely,

Sabina Flores Perez

Senator Sabina Flores Perez



COMMITTEE ON RULES

RECEIVED:

March 1, 2026 1:55 p.m.

Marie Crisostomo



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guáhan

38th Guam Legislature

AUTHOR'S REPORT

RESOLUTION NO. 126-38 (COR), As Amended

SPONSORED BY:

Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes

“Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.”



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 27, 2026

MEMORANDUM

TO: All Senators

FROM: Senator Sabina Flores Perez
Author

SUBJECT: Author's Report on Resolution No. 126-38 (COR) - As Amended

Transmitted herewith for the consideration of the Body is the Author's Report on Bill No. 126-38 (COR), as amended - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes - **"Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels,"** which was publicly hearing on February 20, 2026.

This report includes the following:

- Copy of COR Referral of Resolution No. 126-38 (COR)
- Notice of Public Hearings
- Public Hearing Agenda
- Public Hearing Sign-in Sheet
- Submitted Testimonies and Supporting Documents
- Author's Report Digest
- Resolution No. 126-38 (COR), As Introduced
- Resolution No. 126-38, As Amended
- Resolution 126-38 (COR), Markup

Should you have any questions or concerns, please do not hesitate to contact me.

Si Yu'os ma'åse



COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

December 19, 2025

To: **Rennae V. C. Meno**
Clerk of the Legislature

Attorney Darleen Hiton
Legislative Legal Counsel

From: **Vice Speaker V. Anthony Ada** 
Chairperson, Committee on Rules

Subject: **Referral of Resolution No. 126-38 (COR)**

Håfa Adai,

As per authority as Chairperson of the Committee on Rules and subject to §§ 7.03(e) and 7.04(b) Rule VII of our Standing Rules, I am forwarding the referral of **Resolution No. 126-38 (COR)** – Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes – “Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.”

Please ensure that the subject Resolution is referred to Senator Sabina Flores Perez, Author of the Resolution. I also request that the same be copied to Management Information Services (MIS) for posting on our website.

A copy of the resolution is available on our legislative website.

Should you have any questions or concerns, please feel free to contact Kamarin Nelson, Committee on Rules Director at 671-472-2461.





OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 13, 2026

MEMORANDUM

To: All Senators, Stakeholders, and Media

Fr: Senator Sabina Flores Perez/*SFP*

Subject: First Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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Those interested in participating, please confirm your attendance by contacting the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968, no later than **Thursday, February 19, 2026**, for further guidance.

Testimonies should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, *Hagåtña*, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations or services should contact the Office of Senator Sabina Flores Perez at (671) 989-2968.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

The hearing will broadcast on local television, GTA Channel 21, Docomo Channel 117, and stream online via *I Liheslaturan Guåhan's* live feed on YouTube at <https://www.youtube.com/@GuamLegislatureMedia>. A recording of the hearing will be available online via Guam Legislature Media on YouTube after the hearing.

We look forward to your participation.



Senator Sabina Perez <senator.perez@guamlegislature.gov>

FIRST NOTICE of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 8:02 AM

To: phnotice@guamlegislature.gov

Bcc: senator.perez@guamlegislature.gov

February 13, 2026

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3 attachments

 **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K

 **Res. No. 127-38 (COR).pdf**
892K

 **Res. No. 126-38 (COR).pdf**
886K


First Notice of Public hearing


 PRINT

First Notice of Public hearing

PUBLIC HEARING



 **Posted on:** 02/13/2026 06:00 AM

 **Posted by:** Glenn Meno, Glenn Meno - Policy Analyst

 **Public Hearing Date:** 02/20/2026 02:00 PM

 **Department(s):**
GUAM LEGISLATURE (/notices?department_id=92)

 **Division(s):**
OFFICE OF SENATOR SABINA FLORES PEREZ (/notices?division_id=265)

 **Notice Topic(s):** PUBLIC HEARING (/notices?topic_id=74)

 **Types of Notice:** PUBLIC HEARING (/notices?type_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

 **Share this notice**

February 13, 2026

MEMORANDUM

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New Order	Revised/Add-On	Info. Update
Advertiser Name I Liheslaturan Guahan - 38TH GUAM LEGISLATURE Address 710 Marine Corps Drive *Bell Tower, Ste. 303A Hagatna, Guam 96910 Point of Contact Office of Senator Sabina Perez		

Order Number	GL38.T28
Order Entry Date	2.6.26
Customer PO #	
Product Code	
RECEIVABLES ACCOUNT	
<input checked="" type="checkbox"/> X	Cash <input type="checkbox"/> Trade <input type="checkbox"/> Other <input type="checkbox"/>
ORDER DESCRIPTION	
PRODUCTION INFORMATION	
Cart #	Title: Length:

FOR INTERNAL PURPOSES ONLY		Media Consultant KUAM
Notary Required	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Package <input checked="" type="checkbox"/>
Billing	Per Spot <input checked="" type="checkbox"/>	Trade <input type="checkbox"/>

Station	Inc Acct	Rate	Start Date	End Date	AbsTime/Prog. Event	Length	Spot Type	Cart #	M	T	W	TH	F	SA	SU	Per Wk	Total #	Total \$	
TV8		\$ 160.00	2/10/2026	2/13/2026	07:00-07:30	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/10/2026	2/13/2026	17:30-17:59	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ -
TV8		\$ 160.00	2/13/2026	2/18/2026	07:00-07:30	:30	PH: RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/13/2026	2/18/2026	17:30-17:59	:30	PH:RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ -
PROD		\$ 300.00	2/9/2026	2/9/2026	PROD	:30	Production of PH for Bill & Res	n/a		1	0	0	0	0	0	0	1	1	\$ 300.00

BILL AS INDICATED	SPECIAL INSTRUCTIONS A 4% fee will be added for credit card transactions	ORDER TOTALS Total Spots 8 Total Dollars \$ 940.00
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TV COMMERCIAL FORMAT: We ask that all commercials be formatted to originate in HD 1920x1080 and conform to a 4x3 pillar for Title Safe dimensions for graphics.

RESTRICTIONS: 48-hour deadline is KUAM's quality control to ensure that your advertisement airing meets the highest standards. If there is a rush, KUAM is not responsible for quality and standard concerns on behalf of the client.

PAYMENT IS DUE UPON RECEIPT OF NOTICE. In the event of cancellation of this contract prior to its scheduled expiration date and/or failure to remit payment of invoice[s] within 60 days of invoice date, all spots that have run prior to the cancellation date and/or scheduled air dates will be billed at the rate Card. Client understands and agrees that a finance charge of 1.5% per month shall accrue on all accounts remaining unpaid one [1] month after invoice date. Client agrees to pay a USD\$25.00 service fee per returned check. If payment is not made as required, KUAM may, its option, without notice or demand payment, declare Client's credit account in default, in which case Client's entire balance[s] that are due and payable will be forwarded for collection. Client agrees to accept all consequences and to pay all costs, including attorney's fees, court fees, court costs and other expenses incurred as deemed necessary by KUAM to settle the account.

NON DISCRIMINATION CLAUSE: KUAM/Pacific Telestations, LLC does not discriminate on the basis of race or ethnicity in the placement, scheduling and completion of purchase of advertising. Any order for advertising that includes any such restriction will not be accepted.

Sabina Flores Perez
 ACCEPTED BY CLIENT

[Signature]
 ACCEPTED BY STATION



THE OFFICE OF SENATOR

Sabina Flores Perez



NOTICE OF PUBLIC HEARING
Guam Legislature, Public Hearing Room
Friday, February 20, 2026 beginning at 2:00 P.M.

AGENDA

The Committee will hear and accept testimony on the following:

Resolution No. 126-38 (COR) – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.



THE OFFICE OF SENATOR

Sabina Flores Perez



Those interested in participating, please confirm your attendance by contacting the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671) 989-2968, no later than Thursday, February 19, 2026, for further guidance. Testimonies should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagatña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than 5:00pm, Friday, February 27, 2026.

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations or services should contact the Office of Senator Sabina Flores Perez at (671) 989-2968.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 18, 2026

MEMORANDUM

To: All Senators, Stakeholders, and Media

Fr: Senator Sabina Flores Perez *SFP*

Subject: Second Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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We look forward to your participation.



Senator Sabina Perez <senator.perez@guamlegislature.gov>

SECOND NOTICE of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Wed, Feb 18, 2026 at 8:11 AM

To: phnotice@guamlegislature.gov

Bcc: senator.perez@guamlegislature.gov

February 18, 2026

MEMORANDUM

To: All Senators, Stakeholders, and Media

Fr: Senator Sabina Flores Perez

Subject: Second Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

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3 attachments

 **Second Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
438K

 **Res. No. 126-38 (COR).pdf**
886K

 **Res. No. 127-38 (COR).pdf**
892K


Second Notice of Public Hearing


 PRINT

Second Notice of Public Hearing

PUBLIC HEARING



 **Posted on:** 02/18/2026 06:00 AM

 **Posted by:** Glenn Meno, Glenn Meno - Policy Analyst

 **Public Hearing Date:** 02/20/2026 02:00 PM

 **Department(s):**
GUAM LEGISLATURE (/notices?department_id=92)

 **Division(s):**
OFFICE OF SENATOR SABINA FLORES PEREZ (/notices?division_id=265)

 **Notice Topic(s):** PUBLIC HEARING (/notices?topic_id=74)

 **Types of Notice:** PUBLIC HEARING (/notices?type_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

 **Share this notice**

February 18, 2026

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New Order	Revised/Add-On	Info. Update
Advertiser Name I Liheslaturan Guahan - 38TH GUAM LEGISLATURE Address 710 Marine Corps Drive *Bell Tower, Ste. 303A Hagatna, Guam 96910 Point of Contact Office of Senator Sabina Perez		

Order Number	GL38.T28
Order Entry Date	2.6.26
Customer PO #	
Product Code	
RECEIVABLES ACCOUNT	
<input checked="" type="checkbox"/> X	Cash <input type="checkbox"/> Trade <input type="checkbox"/> Other <input type="checkbox"/>
ORDER DESCRIPTION	
PRODUCTION INFORMATION	
Cart #	Title: Length:

FOR INTERNAL PURPOSES ONLY		Media Consultant KUAM
Notary Required	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Package <input checked="" type="checkbox"/>
Billing	Per Spot <input checked="" type="checkbox"/>	Trade <input type="checkbox"/>

Station	Inc Acct	Rate	Start Date	End Date	AbsTime/Prog. Event	Length	Spot Type	Cart #	M	T	W	TH	F	SA	SU	Per Wk	Total #	Total \$	
TV8		\$ 160.00	2/10/2026	2/13/2026	07:00-07:30	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/10/2026	2/13/2026	17:30-17:59	:30	PH: Bill 19,126 & 127: 5DAY/48HR	401A		0	1	0	0	1	0	0	2	2	\$ -
TV8		\$ 160.00	2/13/2026	2/18/2026	07:00-07:30	:30	PH: RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ 320.00
TV8		\$ -	2/13/2026	2/18/2026	17:30-17:59	:30	PH:RES 126 & 127: 5DAY/48HR	401B		0	0	1	0	1	0	0	2	2	\$ -
PROD		\$ 300.00	2/9/2026	2/9/2026	PROD	:30	Production of PH for Bill & Res	n/a		1	0	0	0	0	0	0	1	1	\$ 300.00

BILL AS INDICATED	SPECIAL INSTRUCTIONS	ORDER TOTALS
	A 4% fee will be added for credit card transactions	Total Spots 8 Total Dollars \$ 940.00

TV COMMERCIAL FORMAT: We ask that all commercials be formatted to originate in HD 1920x1080 and conform to a 4x3 pillar for Title Safe dimensions for graphics.

RESTRICTIONS: 48-hour deadline is KUAM's quality control to ensure that your advertisement airing meets the highest standards. If there is a rush, KUAM is not responsible for quality and standard concerns on behalf of the client.

PAYMENT IS DUE UPON RECEIPT OF NOTICE. In the event of cancellation of this contract prior to its scheduled expiration date and/or failure to remit payment of invoice[s] within 60 days of invoice date, all spots that have run prior to the cancellation date and/or scheduled air dates will be billed at the rate Card. Client understands and agrees that a finance charge of 1.5% per month shall accrue on all accounts remaining unpaid one [1] month after invoice date. Client agrees to pay a USD\$25.00 service fee per returned check. If payment is not made as required, KUAM may, its option, without notice or demand payment, declare Client's credit account in default, in which case Client's entire balance[s] that are due and payable will be forwarded for collection. Client agrees to accept all consequences and to pay all costs, including attorney's fees, court fees, court costs and other expenses incurred as deemed necessary by KUAM to settle the account.

NON DISCRIMINATION CLAUSE: KUAM/Pacific Telestations, LLC does not discriminate on the basis of race or ethnicity in the placement, scheduling and completion of purchase of advertising. Any order for advertising that includes any such restriction will not be accepted.

Sabina Flores Perez
 ACCEPTED BY CLIENT

[Signature]
 ACCEPTED BY STATION



THE OFFICE OF SENATOR

Sabina Flores Perez



NOTICE OF PUBLIC HEARING
Guam Legislature, Public Hearing Room
Friday, February 20, 2026 beginning at 2:00 P.M.

AGENDA

The Committee will hear and accept testimony on the following:

Resolution No. 126-38 (COR) – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.



THE OFFICE OF SENATOR

Sabina Flores Perez



Those interested in participating, please confirm your attendance by contacting the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671) 989-2968, no later than Thursday, February 19, 2026, for further guidance. Testimonies should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagatña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than 5:00pm, Friday, February 27, 2026.

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations or services should contact the Office of Senator Sabina Flores Perez at (671) 989-2968.



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

jtwonpat@gdoe.net

Judith T. Won Pat
Superintendent
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Superintendent Won Pat,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 8:56 AM

To: jtwonpat@gdoe.net

Cc: "MaeRose A. Nauta" <manauta@gdoe.net>, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Superintendent Won Pat,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  [Superintendent]_PH Invite_R126_127.docx.pdf
463K
-  First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf
431K
-  Res. No. 127-38 (COR).pdf
892K
-  Res. No. 126-38 (COR).pdf
886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

aclape@gdoe.net

cjfborja@gdoe.net

Angelina-Marie C. Lape
Program Director
Head Start Program
Guam Department of Education
Attn: Guam Head Start Program
501 Mariner Avenue
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Program Director Lape,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)

cc: Superintendent Judith Won Pat



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

3 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:28 AM

To: aclape@gdoe.net, cjfborja@gdoe.net

Cc: jtwonpat@gdoe.net, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Program Director Lape,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Headstart]_PH Invite_R126_127.docx.pdf**
465K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 126-38 (COR).pdf**
886K
-  **Res. No. 127-38 (COR).pdf**
892K



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

judithguthertz@gmail.com

Judith Guthertz
Chair
Education Board, Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Chairperson Guthertz,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you and other members of the Guam Board of Education attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



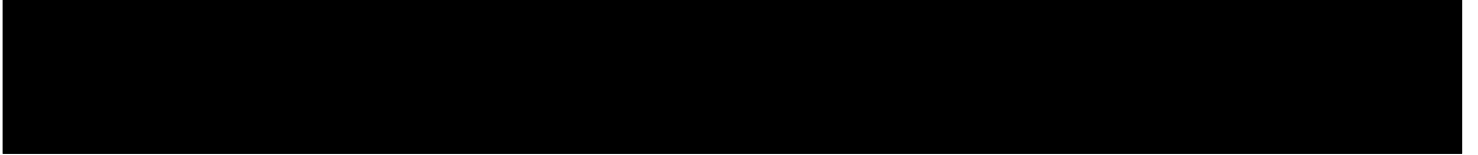
Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:03 AM



Håfa Adai Chairperson Guthertz,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[GDOE Board]_PH Invite_R126_127.docx.pdf**
464K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 127-38 (COR).pdf**
892K
-  **Res. No. 126-38 (COR).pdf**
886K



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

4 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Thu, Feb 19, 2026 at 1:02 PM

To: directors.office@gbhwc.guam.gov

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Hafa Adai Director Pangelinan,


We apologize for the late notice. Senator Sabina Flores Perez would like to invite you and/or a designee to field questions at a Public Hearing scheduled for **tomorrow, Friday, February 20, 2026 at 2:00 p.m.**, regarding two education-related resolutions, one of which relates to mental health supports for students.


Please see the attached public notice memo and resolutions for your reference.


We understand if you are unable to attend. Please note that we will be accepting testimony until Friday, February 27, 2026.

Si Yu'os ma'ase,
- Office of Senator Perez

3 attachments

 **Second Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
438K

 **Res. No. 127-38 (COR).pdf**
892K

 **Res. No. 126-38 (COR).pdf**
886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

abe@triton.uog.edu

sbamba@triton.uog.edu

ckamm@triton.uog.edu

Anita Borja Enriquez
President
Dr. Sharleen Santos-Bamba
Acting President
UOG Station,
Mangilao, Guam 96923

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Acting President Santos-Bamba,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez
Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

3 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov> Fri, Feb 13, 2026 at 9:10 AM
To: "Dr. Anita Enriquez" <abe@triton.uog.edu>, Sharleen Santos-Bamba <sbamba@triton.uog.edu>, Christine Mababayag <ckamm@triton.uog.edu>
Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai President Enriquez and Acting President Santos-Bamba,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[UOG]_PH Invite_R126_127.docx.pdf**
465K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 126-38 (COR).pdf**
886K
-  **Res. No. 127-38 (COR).pdf**
892K



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

aliciaaguon@triton.uog.edu

Alicia C. Aguon
Dean, School of Education
UOG Station,
Mangilao, Guam 96923

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Dean Aguon,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)

cc: President Anita Borja Enriquez
Acting President Sharleen Santos-Bamba



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:16 AM

To: "DR. ALICIA CRUZ AGUON" <aliciaaguon@triton.uog.edu>

Cc: "Dr. Anita Enriquez" <abe@triton.uog.edu>, Sharleen Santos-Bamba <sbamba@triton.uog.edu>, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Dean Aguon,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  [Dean SOE]_PH Invite_R126_127.docx.pdf
463K
-  First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf
431K
-  Res. No. 127-38 (COR).pdf
892K
-  Res. No. 126-38 (COR).pdf
886K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

Pauline.camacho@dphss.guam.gov

Pauline Camacho
Project Director
Preschool Development Grant Birth-5
Department of Public Health and Social Services
130 Castle Mall University
Drive, Suite 8, Mangilao

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Project Director Camacho,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

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Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez
Sabina Flores Perez
Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice
Resolution No. 126-38 (COR)
Resolution No. 127-38 (COR)

cc: Director Theresa Arriola



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:43 AM

To: Pauline.camacho@dphss.guam.gov

Cc: theresa.c.arriola@dphss.guam.gov, Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Project Director Camacho,


Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).


We greatly appreciate your time and attention to this matter, and look forward to hearing from you.


Please confirm receipt of this email.


Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

 [DPHSS]_PH Invite_R126_127.docx.pdf
464K

 First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf
431K

 Res. No. 126-38 (COR).pdf
886K

 Res. No. 127-38 (COR).pdf
892K



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

laura.souder@kumision.guam.gov

Dr. Laura Souder
Chairwoman
Kumisión i Fino' CHamoru
710 West Marine Corps Dr., Suite 203
Hagåtña, Guam 96910

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Chairwoman Souder,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- **Resolution No. 127-38 (COR)** – Sabina Flores Perez/ Shelly V. Calvo/ Chris Barnett/ Vincent A.V. Borja/ Frank F. Blas, Jr./ V. Anthony Ada/ Therese M. Terlaje/ William A. Parkinson/ Tina Rose Muña-Barnes – Relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and/or curriculum pertaining to artificial intelligence, and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

2 messages

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:36 AM

To: laura.souder@kumision.guam.gov, [REDACTED]

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Chairwoman Souder,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Kumision]_PH Invite_R126_127.docx.pdf**
465K
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886K



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

mnriviera@gdoe.net

Dr. Matilda Naputi Rivera
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Dr. Naputi-Rivera,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez
Sabina Flores Perez
Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice
Resolution No. 126-38 (COR)
Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:55 AM

To: Matilda Naputi Rivera <mnrivera@gdoe.net>

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Dr. Naputi-Rivera,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  **[Dr. Rivera]_PH Invite_R126_127.docx.pdf**
463K
-  **First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf**
431K
-  **Res. No. 126-38 (COR).pdf**
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892K



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

[REDACTED]

William W. Weare
Family Physician
P.O. Box 170103
Inalajan, Guam 96917-0103

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Dr. Weare,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:46 AM

To: [REDACTED]

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Dr. Weare,





Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).

We greatly appreciate your time and attention to this matter, and look forward to hearing from you.

Please confirm receipt of this email.

Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

-  [Dr. Weare]_PH Invite_R126_127.docx.pdf
462K
-  First Notice Memo_Res 126_127 (Feb 20_2026).docx (1).pdf
431K
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OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

February 12, 2026

Transmitted via electronic mail

youthcongressguam@gmail.com

Austin G. Fortuno
Speaker
Guam Youth Congress
Guam Congress Building
Hagåtña, Guam 96910

Subject: Notice of Public Hearing: Friday, February 20, 2026 at 2:00 p.m.

Håfa Adai Speaker Fortuno,

The Office of Senator Sabina Flores Perez will be conducting a public hearing on **Friday, February 20, 2026 at 2:00 p.m.** The public hearing will take place in the Guam Congress Building, Public Hearing Room. The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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Our office respectfully requests that you or your designee attend the public hearing to present and submit written testimony on the agenda items, and you are welcome to invite other members of your team who will provide valuable input. Please contact the Office of Senator Sabina Flores Perez via email at office.senatorperez@guamlegislature.gov or via phone at (671)989-2968 if further guidance is needed.



OFFICE OF SENATOR SABINA FLORES PEREZ

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Written testimonies may be submitted in advance. All testimony should be addressed to Senator Sabina Flores Perez, and will be accepted via hand delivery to our mailbox at the Guam Congress Building at 163 Chalan Santo Papa, Hagåtña, Guam 96910, or via email to office.senatorperez@guamlegislature.gov, no later than **5:00 p.m., Friday, February 27, 2026.**

We look forward to your participation.

Si Yu'os ma'åse,

Sabina Flores Perez

Sabina Flores Perez

Senator, *I Mina'trentai Ocho Na Liheslaturan Guåhan*

Attachments (3): First Public Notice

Resolution No. 126-38 (COR)

Resolution No. 127-38 (COR)



Office Senator Perez <office.senatorperez@guamlegislature.gov>

Public Hearing Invitation: Friday, February 20, 2026 at 2:00 p.m.

1 message

Office Senator Perez <office.senatorperez@guamlegislature.gov>

Fri, Feb 13, 2026 at 9:39 AM

To: [REDACTED], youthcongressguam@gmail.com

Cc: Senator Sabina Perez <senator.perez@guamlegislature.gov>

Håfa Adai Speaker Fortuno,

Please see attached invitation and public notice memo from Senator Sabina Flores Perez regarding an upcoming Public Hearing on Resolutions 126-38 (COR) and 127-38 (COR).


We greatly appreciate your time and attention to this matter, and look forward to hearing from you.


Please confirm receipt of this email.


Si Yu'os ma'åse,
- Office of Senator Perez

4 attachments

 [GYC]_PH Invite_R126_127.docx.pdf
463K

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OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guáhan
38th Guam Legislature

AGENDA
PUBLIC HEARING
Friday, February 20, 2026, at 2:00 p.m.
Guam Congress Building, Public Hearing Room

The agenda is as follows:

2:00 p.m.

- **Resolution No. 126-38 (COR)** – Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
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OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guahan
 38th Guam Legislature

Public Hearing Sign-In Sheet
 Friday, February 20, 2026, 2:00 p.m.
 Guam Congress Building, Public Hearing Room

Resolution No. 126-38 (COR) - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes - Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.

NAME (please print)	AGENCY/ ORGANIZATION	Oral Testimony	Written Testimony	In Favor	Not In Favor	CONTACT INFORMATION
<i>Dr. Matilda Negri Rivera</i>	<i>EDOE</i>	✓	✓	✓		
<i>Dr. Laura Soudel</i>	<i>SBA / Commission</i>		✓	✓		
<i>Dr. Samuel B. Torres</i>	<i>SBA</i>	✓	✓	✓		
<i>Chris Anderson</i>	<i>EDOE</i>	✓	✓	✓		



OFFICE OF SENATOR SABINA FLORES PEREZ
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

Public Hearing Sign-In Sheet
Friday, February 20, 2026, 2:00 p.m.
Guam Congress Building, Public Hearing Room

Resolution No. 126-38 (COR) - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña Barnes - Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.

NAME (please print)	AGENCY/ ORGANIZATION	Oral Testimony	Written Testimony	In Favor	Not In Favor	CONTACT INFORMATION
Amanda Shelton	DPHSS	/	/	/		



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT



www.gdoe.net

501 Mariner Avenue

Barrigada, Guam 96913

Telephone: (671) 472-0462/300-1547 • Fax: (671) 472-5003

Email: jtwonpat@gdoe.net

JUDITH T. WON PAT, Ed.D.

Acting Superintendent of Education

February 19, 2026

Honorable Sabina Flores Perez
I Mina'trentai Ocho Na Liheslaturan Guåhan
Guam Congress Building
163 Chalan Santo Papa Street
Hagåtña, 96910, Guam

RE: Testimony on Resolution No. 126-38 (COR)

Dear Honorable Perez and Sponsoring Members,

Si Yu'us ma'åse for your continued partnership and support of the Guam Department of Education (GDOE). I respectfully submit testimony in support of Resolution 126-38 that empowers the department to expand anti-drug education and prevention strategies, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for all students. However, if the intent is to put this language in statute, I would discourage this action since it would jeopardize the use of federal funds to support these areas going forward.

One of the need areas reflected in both local and national data is student substance use/drugs. The legalization of marijuana in 2019 was not helpful and perhaps one of the contributing factors to increase usage and impetus for the GDOE to collaborate with The Guam Behavioral Health and Wellness Prevention Center (GBHWC) and other community partners to address this challenge. In the Guam State Epidemiological Profile 2021 Update, illicit drug use (marijuana) among youth was higher than adults and 25% of high school students were current users of marijuana with lifetime use higher than the US median.

A 2024 national youth survey conducted by the Substance Abuse and Mental Health Services Administration (SAMHSA), showed that drug use, alcohol, nicotine, and marijuana continue to be the most commonly used substances among Americans. One in four (25%) Americans 12 years or older reported illicit drug use in the past year.

Table 1 in Attachment 1, indicates a need to proactively educate students on the dangers of substance/drugs and nicotine use. Behaviors under the umbrella of substance/drug use are Use/Possession/Distribution of Alcohol, Intoxication, Use/Possession/Distribution of Drugs, and Use/Possession/Distribution of Inhalants.

Based on five years of data from the department's Student Information System (PowerSchool), the average number of substance use/drug and nicotine offenses adjudicated by school administrators was 380; males being two to three times more likely than females to use substance/drugs. This is partly attributed to an outlier in SY 22-23 where there were 500 cases; a little less than 200 more offenses than all other years.

Based on the data in Table 5 in Attachment 1, participation rates in BTNI are low in comparison to overall nicotine offenses referenced in Table 3 of the same attachment. Ideally, the department prefers that all families participate, however, the intervention is voluntary. When families decline to participate in BTNI, the parents or legal guardians are asked to sign a Declination Letter and the child is issued a suspension (3, 6, 9, 10 days depending on the number of offenses) and provided a printout of a BTNI Tool Kit on the dangers of using nicotine.

Anyone under the age of 21 in use/possession of nicotine is a misdemeanor. To help enforce the law, the Chief of Police and his district commanders agreed in December 2025 that the Guam Police Department would commit to responding to calls for service from schools when students are caught in use/possession of vape or other electronic delivery devices. The responding officer files a report and confiscates the vape device. This protective measure has been a helpful deterrence and provided a solution to vape disposal.

In the majority of the student interactions with School Counselors, it is clear that increased nicotine uses and vaping are driven by easy access to devices at home or through friends and family before they arrive at school. This coupled with a dismissive and indifferent attitude toward vaping within the community has made it challenging to reduce consumption. This is not just a GDOE issue - it is a community-wide concern. Without broader community support, enforcement ends up falling on schools, pulling time and attention away from the primary mission of teaching and learning. Community partners help raise awareness and address the accessibility and normalization that continue to perpetuate this problem.

3) Community Partners are also instrumental in supporting students in need. Below is a list of these partners along with a brief description of their service:

- a. **Guam's Alternative Lifestyle Association (GALA)** uses a Storytelling for Empowerment. It is an evidence-based curriculum that focuses on substance use and suicide prevention programs in the high schools. Funded by GBHWC - Partnership For Success Grant.
- b. **Mañe'lu** uses the curriculum of Positive Action and Brain Power. It is an evidence-based curriculum that focuses on substance use and suicide prevention program in one elementary school. Funded by GBHWC - Partnership For Success Grant.
- c. **Rotaract Club of the Marianas** uses The Leadership and Resiliency Program (LRP) which is an evidence-based program that focuses on preventing or reducing substance abuse, violence, and other high-risk behaviors in three middle schools. Funded by GBHWC - Partnership For Success Grant.
- d. **University of Guam** developed a curriculum called Fuetsan Manhoben. It is a local developed curriculum Youth Substance Use Prevention Program, primarily aimed at reducing e-cigarette/vape use, and betel nut in three middle schools.
- e. **Westcare Pacific Islands** have several programs in different schools that focuses substance use prevention.
 1. Thrive Coalition that focuses on substance use in the northern middle schools and OHS.
 - Data collection for Thrive Coalition to contribute to a community needs assessment.

in eight secondary schools designed to screen students in need of mental health and substance use services through the use of a universal screening tool. The goal is to identify Tier 2 and 3 students who may be experiencing mental health challenges and provide targeted support through case management and therapeutic counseling. Table 1 in Attachment 2 provides four years of data disaggregated by referrals, services, and the number of students served. One of the key highlights in the data is the requirement to wait 45 days before screening students based on PL 31-202. The attrition rate from orientation to screening, to actual services provided is high. To address this issue, the department is currently working with Sen Borja to introduce changes to the law. The intent is to provide EYMHS in all schools for SY 26-27.

Student cell phone use in schools across the United States is being debated as to whether they help or hinder academic learning. The Guam Education Board (GEB) conducted work sessions in 2025 to review Board Policy (BP) 406 to help answer this question. The GEB voted to continue student cell phone use with a nominal change to clarify when it is appropriate for students to use cell phones in the classroom. The GDOE reviewed and updated Standard Operating Procedure 1200-03 (Cell Phone and Other Electronic Device Usage) in 2005. The SOP mirrors BP 406 with additional language that added other wireless communication devices in the context of cell phones that have to be stored in a locker, backpack, or bag out of site and not easily accessible when not part of a teacher's lesson plan.

Guam's youth are inundated with life altering decisions that can negatively impact their academic success and motivation to complete their education. The programs and source documents referenced above promote safe learning environments and empower students to make healthier choices and successfully navigate through potential storms.

On behalf of the department, I thank the 38th Guam Legislature for introducing Resolution 126-38 (COR) and acknowledging the need to collaborate across all sectors of Guam to provide opportunities for students to succeed and become productive members of society. Again, Si Yu'us ma'åse for the continued partnership in education.

Sensaramente.



JUDITH T. WON PAT, Ed.D
Acting Superintendent of Education

ATTACHMENTS

- 1: Five (5) Year Trend Data: Substance Use/Drug & Nicotine Offenses
- 2: Behavioral Health Services: Update Report

cc: Guam Education Board
Deputy Superintendents

Five (5)-Year Trend Discipline Data: Substance Use/Drug & Nicotine/Tobacco Problem Behaviors

Guam Department of Education (GDOE)

(Data Source: Tyler Pulse and PowerSchool Analytics and Insights – Extracted on 2/17/26)

The following five (5) year trend data on drug/substance use problem behaviors events addressed and adjudicated by a school administrator throughout 41 GDOE schools. The report covers the following school years: 2021 – 2022, 2022 – 2023, 2023 – 2024, 2024 – 2025, 2025 – 2026 YTD.

Data Qualifiers:

- Substance use/drugs include the following problem behaviors: drugs, alcohol, inhalants, and intoxication. The problem behaviors and definitions are defined as the following (Source: SOP 1200-018: District Data Dictionary):

Problem Behavior	Definition
Use/Possession/Distribution of Alcohol	<i>Use/possession/distribution of alcohol on school property or at a school event.</i>
Intoxication	A state in which a person's normal capacity to act or reason inhibited by alcohol or drugs.
Use/Possession/Distribution of Drugs	<i>To possess, consume, distribute or intend to distribute any illegal drug(s), prescription drug(s) not prescribed for him/her, or representation/simulation thereof.</i>
Use/Possession/Distribution of Inhalants	<i>To possess, consume, distribute or intend to distribute any substance that is not used pursuant to the label instructions, which may be hazardous to self or others.</i>

- Use/possession/distribution of nicotine (tobacco) products is defined as: to use, possess, distribute, or intent to distribute any tobacco (nicotine) products on school property or at school events.

Substance Use/Drug Data Tables:

The follow two data tables report total number of substance use/drug by events and gender.

	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26 YTD
Use/Possession/Distribution of Alcohol	46	83	91	93	48
Intoxication	79	74	109	74	33
Use/Possession/Distribution of Contraband/DRUGS	181	327	154	150	89
Use/Possession/Distribution of Inhalants	18	16	9	19	4
Total	324	500	363	336	174

Data Highlights:

- The 5-year trend shows that substance use/drug offenses make-up about 4% of problem behaviors in GDOE schools.
- Use/possession/distribution of drugs is the top leading problem behaviors for all drug/substance abuse events for all school years.

Behavioral Health Services (Mental Health) Status Report
Student Support Services Division - 12/5/2025

The Behavioral Health Services (BHS), a section under the Student Support Services Division (SSSD) at the Guam Department of Education, provides mental and behavioral health services and support to increase student's academic success and foster healthy relationships and development. BHS provides direct and indirect services and supports for students and families, and offers training and information to school personnel on mental and behavioral health and supporting their work with students and families. BHS has three areas - Psychological Services, School-Based Behavioral Health (SBBH), and Enhancing Your Mental Health State (EYMHS). BHS is under the leadership of SSSD Administrator, and immediate purview of one lead District School Psychologist (DSP), with four (4) DSPs and four (4) social workers assigned to the section.

BHS consist of Psychological Services, School-Based Behavioral Health (SBBH), and Enhancing Your Mental Health State (EYMHS). Psychological Services in the school district provide mental health support, assessment, and interventions for students to address emotional, behavioral, and learning challenges. These services include conducting psychological evaluations, making mental health diagnoses, identifying student's strengths and weaknesses, and creating treatment recommendations. School-Based Behavioral Health (SBBH) is a coordinated effort within the school district to provide mental health and behavioral support to students, aiming to encourage positive student connections with peers, family, school, and community to promote student success. The Enhancing Your Mental Health State (EYMHS) is a universal mental health screening initiative implemented in eight (8) secondary schools, targeting seventh and tenth graders, that screens for student mental health and emotional well-being. The goal is to identify students, who maybe experiencing mental health challenges early, so they can receive the appropriate support and intervention, ultimately promoting healthier learning environment for all students.

The team is made-up of qualified professionals in the mental and behavioral health areas. The DSPs are licensed professional counselors under the Guam Board of Allied Health Examiners. The social workers are professionals licensed under the Guam Board of Social Work. The lead DSP oversees and coordinates the mental and behavioral health services within the school district, providing leadership, supervision, and guidance to other DSPs and social workers. Three (3) DSPs, along with the lead DSP, are typically split across a number of schools within the district providing services for psychological and SBBH. The EYMHS is comprised of one (1) DSP and four social workers. The EYMHS DSP provides intensives services and supports for student identified through the universal mental health screeners, while the social workers provide targeted support through case management and counseling, who maybe at-risk of mental and behavioral concerns. The four other DSPs support the EYMHS, particularly in the screening service.

Behavioral Health Services through a Multi-Tiered System (MTSS)

BHS uses a multi-tiered system to support student's mental health and behavioral levels of intervention. The first tier involves universal strategies and supports, second tier offers targeted interventions who need additional support, and third tier provides intensive, individualized interventions for students with significant learning or behavioral challenges, often involving specialized personnel or programs.

The information below narrates the services and supports for each tier.

Behavioral Health Services (Mental Health) Status Report
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This collaborative process aims to identify problems, set goals, brainstorm interventions, and create plans to promote student success and prevent more severe issues.

- **Student Observation:** The systematic process of watching and recording a student's behavior, skills, and progress in an educational setting to understand their learning. It provides qualitative insights into a student's actions, effort, and social interactions that standardized tests may not capture, and it helps educators assess learning, identify areas for support, and tailor instruction to improve the student experience.
- **Professional Development or In-Service Training:** This staff development effort allows school personnel (faculty and staff) to learn and apply new knowledge that can help them enhance their skills and further their professional careers. School personnel, central office staff, or outside agencies can provide professional development.
- **Individual Therapy:** A therapeutic process that involves a professional relationship between a student and a trained behavioral health clinician to explore feelings, beliefs, or behaviors confidentially with the goal of change.
- **Group Therapy:** A form of psychotherapy in which one or more therapists work with several clients to target a specific challenge and achieve a desired goal for change. Conducted only by a DSP.
- **Family Therapy:** A form of psychotherapy facilitated by a licensed professional counselor to help family members improve communication and resolve family conflicts. Conducted only by a DSP.
- **Clinical Intake Assessment:** A clinical interview that includes an informed consent process, initiation of a therapeutic alliance, obtaining a thorough psychosocial history, mental status evaluation, diagnostic formulation, and case formulation. Conducted only by a DSP.
- **Provisional Mental Health Diagnosis:** Identifies a mental disorder by examining its symptoms using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5TR). Conducted only by a DSP.
- **Intensive Case Management:** A service modality that expands into several different human service arenas, including the education system, which shares common client populations of at-risk children and their families.
- **Supportive Counseling:** A therapeutic approach used by social workers that provides emotional support, encouragement, and validation to help individuals manage life challenges.
- **Needs Assessment:** A systematic process used by social workers to identify the strengths, needs, and concerns of determining students' biological, psychological, and social needs.
- **Crisis Counseling:** An approach that focuses on stabilizing an individual's emotional state, restoring a sense of safety, and improving coping strategies to return to a pre-crisis level of functioning.
- **Home Visit:** A professional visit conducted by a BHS team member to provide services or check-in with student or family in the home.
- **Psychological Education Groups:** A structured group sessions designed to provide individuals with information and skills related to mental, emotional well-being, and coping strategies.

Behavioral Health Services (Mental Health) Status Report
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\$1.6 million to address truancy and violence in schools. Currently the grant is in the no-cost extension year, funding to be assumed through the Consolidated Grant FY26. The participating schools in the EYMHS project include: Astumbo Middle School, F.B. Leon Guerrero Middle School, Jose Rios Middle School, Inalahan Middle School, John F. Kennedy High School, Simon Sanchez High School, Southern High School, Tiyán High School, and select charter and private schools.

The EYMHS goals are:

1. Use a universal mental health screener to identify specific grade-level students and provide the appropriate level of care or support, such as physical activities/fitness, universal screening, and class presentations to learn prosocial and social skills.
2. With the increase of students reporting trauma, depression, anxiety, and substance use since COVID-19, the demand to meet the students' needs emotionally, physically, and mentally has increased drastically. The need to approach the student as a whole child is vital to reducing school violence and truancy and creating a safe learning environment.
3. Access to mental health services at schools is key to addressing students' needs, which will focus on the whole child. At-risk and underserved students provided additional support to mental health services (professional providers and case managers) that need specialized care.
4. Outcome data are essential to determine the effectiveness of the student interventions.

The initial goal was to identify and use one single, unified tool that is web-based, but because of procurement challenges, the program identified four mental health screeners to seamlessly implement the program and avoid further delays. The mental health screeners include:

1. *Screen for Child Anxiety Related Emotional Disorders (SCARED)* – The Screen for Child Anxiety Related Emotional Disorders (SCARED) is a child self-report scale used to screen for anxiety disorders in children (age 8-18) including generalized anxiety, separation anxiety disorder, panic disorder and social phobia.
2. *Pediatric ACE's and Related Life Events Screener (PEARLS)* – PEARLS is a validated screening tool used in pediatric medical settings to identify a child's exposure to adverse childhood experiences (ACEs) and other stressors that may lead to toxic stress and adverse health outcomes. The purpose is to screen for a child's exposure to ACEs and related risk factors (e.g., food or housing insecurity, community violence, discrimination) that are linked to poor physical, developmental, and behavioral health outcomes.
3. *Patient Health Questionnaire (PHQ-9)* – The PHQ-9, or Patient Health Questionnaire-9, is a widely used tool for screening, diagnosing, monitoring, and measuring the severity of depression. It is a 9-question self-report questionnaire. Each question assesses a core symptom of depression as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). It is rated on a 4-point scale: 0 (not at all), 1 (several days), 2 (more than half the days), 3 (nearly every day). The PHQ-9 takes about 5 minutes to complete. The PHQ-9 should not be used to diagnose depression on its own. It is a screening tool, and a qualified healthcare professional should make a proper diagnosis.

Behavioral Health Services (Mental Health) Status Report
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1. **Brief Tobacco and Nicotine Intervention (BTNI):** This is program for all schools to address nicotine use among students possessing or using nicotine delivery products. The program offers in-person smoking cessation services. Participating in BTNI can reduce suspension days, although it remains voluntary. The initiative aligns to Guam Public Law 34-01, which requires GDOE to provide educational programs on tobacco products for students under 21 who violate the law. Over the course of the implementation of the program, BHS facilitated the intervention program for the school district over the years, however, for the current school year (2025 – 2026), the facilitation migrated to school counselors. BHS DSPs and social workers are secondary facilitators to the counselors, but continue to lead the family component.
2. **Substance Use Interventions also known as Minesngon Famagu'on (Resilient Children) Assessment and Treatment:** A service offered to secondary schools within GDOE to support students struggling with substance use. It provides individual or group therapeutic sessions for students who score within the moderate or severe range on the Screening to Brief Intervention (S2BI) screener. The Minesngon Famagu'on program incorporates evidence-based best practices, including components from Hazelden's Matrix Model for Teens and Young Adults, offering comprehensive support through education, intervention, treatment, recovery, personal growth, early recovery skills, and relapse prevention.
3. **Critical Incident Stress Debriefing:** A structure intervention group, using the Mitchell Model, a seven-phase, small group, supportive crisis intervention, to help individuals process and cope with emotional impact of a traumatic or stressful event, such as death, violent incident, natural disaster to reduce stress, restore group cohesion, and improve unit performance, thereby instilling confidence in its effectiveness.

BHS Key Metrics and Statistics

The following section presents the behavioral health data tables, which provides detailed overview of key metrics related to referrals, services, the number of consults related to behavioral concerns specific to suicide, and additionally, a comprehensive data overview of EYMHS Program. Data highlights and qualifiers follow each data table.

Table 1: BHS Services by Student Count Rendered/Provided by DSPs & Social Workers				
The data in the table reflect referrals and services by number of students.				
Service	SY 22–23	SY 23–24	SY 24–25	SY 25 –26 YTD
BHS Referrals	47	38	61	20
Caseload	52	60	61	57
Clinical Intake	28	38	31	14
CPS Referrals	11	6	6	9
Psychological Assessments	24	19	10	2

Data Highlights:

- For SY 24-25, BHS referral doubled demonstrating better identifying of students struggling with their emotional health and school personnel are aware of BHS.
- The clinical intakes remain steady for the last two school years, SY 23-24 and 24-25, as schools are identifying students who need therapeutic services.

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Table 3: BHS Services & Interventions by Sessions/Interactions Rendered/Provided by DSPs & Social Workers				
The data in the table reflect referrals and services by total sessions or interactions. The data reflects a student who may receive more than one session or interaction based on the services and interventions listed below.				
Service	SY 22–23	SY 23–24	SY 24–25	SY 25 –26 YTD
Therapy Sessions – Group	34	74	69	15
Therapy Sessions – Individual	441	417	403	289

Data Highlights:

- Case management services have increased over the past few years, as compared to SY22-23, to meet students' needs and demands. In addition, access to students through screening, mental health awareness, and identifying at-risk students.
- Consultations increased in SY 23-24, totaling 313, as school counselors sought guidance from DSP on student behavioral issues. In SY 24-25, there were 253 consultations; school counselors increased their interactions with students, which decreased the need for consultations.
- Presentations and trainings increased due to the development of the program and services provided, a better understanding of students with behavioral challenges, and overall wellness.
- Student observations significantly increased for the current school year as it provides valuable insights first hand into a student's behavior, social interactions, emotional functioning, and academic performance in their natural environment and help create a stronger treatment plan for the student.
- An increase in individual therapy sessions offered to students is due to the severity and frequency of students' needs, which require services that are more frequent.
- The number of families who consented to participate in family therapy sessions is small and consistent, reflecting the lack of family participation in addressing issues within the family system.

Data Qualifiers:

- The Critical Incident Stress Debriefing varies over the years, as the need for this intervention depends on the number of critical incidents occurring within the year, prompting how frequently sessions are conducted.
- The number of outreach efforts is dependent on requests from GDOE and community partners. To date, there were no outreach scheduled for the current school year.
- The Substance Use Intervention Groups program procedures are under review, as the implementation requirements are complex and pose challenges in engaging students and families at the beginning of the program. Efforts are underway to streamline the process from group session to individual session to improve participation and smoother transition from when a discipline action is taken on a student disciplined and opts for the intervention program.
- Therapy Sessions conducted by DSPs only.

Behavioral Health Services (Mental Health) Status Report
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- SY 23-24 reflects implementation of the EYMHS in the eight schools.
- SY24-25 reflects continued implementation in all eight pilot schools.

Table 6: Enhancing Your Mental Health State (EYMHS) Services by Sessions/Interactions Rendered/Provided by DSPs & Social Workers			
The data in the table reflect referrals and services by number of session/interactions.			
Service	SY 23-24	SY 24-25	SY 25 -26 YTD
Consultation	11	53	5
Crisis Counseling	0	16	24
Home Visits	2	10	3
Supportive Counseling	9	83	87
Therapy Session – Group	10	39	92
Therapy Session – Individual	0	10	8
Tier I – Case Management	0	1022	857
Tier II – Case Management	2	1269	902
Tier III – Case Management	23	73	102

Data Highlight:

- Case management has increased and likely will surpass for SY 25 – 26, compared to the other years as the screening protocol were adjust to conduct orientation early in the school year, rather than the second semester, and because school team are not familiar on the process.

Table 7: Total Number of Students Consented and Declined to Participate in Enhancing Your Mental Health State (EYMHS)			
The data in the table reflect referrals and services by student.			
	SY 23-24	SY 24-25	SY 25 -26 YTD
Total Students with Consent	60	279	221
Total Students with Declined Consent	12	110	130

Data Highlights:

- The data shows that at least 50% of students declined to participate in the program.
- The data indicated based on the number students who participate in the orientation – about 16% of the population will consent to participate in the program.

Behavioral Health Services (Mental Health) Status Report
Student Support Services Division - 12/5/2025

Table 9: Patient Health Questionnaire (PHQ-9) Results			
The data in the table reflect the screening results for depression. This screener includes questions regarding suicide ideation – hopelessness, mood, thoughts of self-harm.			
Risk Range/Self-Harm	SY 23–24	SY 24–25	SY 25 –26 YTD
Low Risk	40	199	140
Moderate Risk	11	17	30
Severe Risk	6	48	27
Risk of suicide/self-harm	1	36	25
History of self-harm	1	15	17

Data Highlight:

- Although there are less students scoring in the moderate and severe risk as compared to the low risk, students at-risk of suicide or have a history of self-harm may likely be the same in the risk-levels, indicating that these student are in need of urgent mental health support.

Table 10: Screening Brief Intervention and Referral (SBIRT) Results			
The data in the table reflect the screening results for substance use.			
Risk Range	SY 23–24	SY 24–25	SY 25 –26 YTD
Low Risk	52	254	185
Moderate Risk	5	6	9
Severe Risk	0	4	3

Data Highlight:

- Substance use is not a great concern overall as the data number of moderate and severe risk are less than 10 students.

Table 11: Total Students in Need of Tier I, II, III Services based on screener results			
The data in the table reflect the screening results by student count.			
Tier	SY 23–24	SY 24–25	SY 25 –26 YTD
Tier I	9	65	28
Tier II	45	164	148
Tier III	22	132	129

Data Highlight:

- Based on the screener results, there are significantly higher number of students who are in need of Tier II and III services.
- Although the screening results reveal a larger number of students need Tier 2 and 3 services, not all students access these services, highlighting potential barriers to engagement or awareness that need to be addressed.

Key Points of the Report

- Mental and behavioral health concerns are prevalent in our school district.
- GDOE has a behavioral health services program within the school district.
- Prevention and intervention efforts are in placed at GDOE, and are targeting common and pressing mental health needs of students.



GOVERNMENT OF GUAM

DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES
DIPATTAMENTON SALUT PUBLEKO YAN SETBISION SUSIAT



LOURDES A. LEON GUERRERO
MAGA' HĀGAN GUĀHAN
GOVERNOR OF GUAM

JOSHUA F. TENORIO
SEGUNDO MAGA' LAIBEN GUĀHAN
LT. GOVERNOR OF GUAM

FEB 19 2026

THERESA C. ARRIOLA, MBA
DIRECTOR

PETERJOHN D. CAMACHO, MPH
DEPUTY DIRECTOR

AMANDA LEE SHELTON, MPA
DEPUTY DIRECTOR

Senator Sabina Florez Perez
Guam Congress Building
163 Chalan Santo Papa
Hagatña Guam, 96910
RE: Testimony of Support

Hāfa Adai, Senator Sabina Flores Perez and Honorable Members of the 38th Guam Legislature, the Division of Children’s Wellness (DCW) under the Guam Department of Public Health and Social Services (DPHSS), respectfully submits this testimony in support of Resolution No. 126-38 (COR).

DCW was established on January 01, 2022, via Executive Order 2021-026 to respond to the needs of Guam’s children and to streamline services in addressing the care and well-being of our island’s children.

The Resolution would strengthen student wellness by integrating prevention education, minimizing distractions to improve engagement, and expanding on-site mental health services. From a public health and social services perspective, prevention and early intervention are essential strategies in reducing substance use, addressing behavioral health challenges, and fostering resilience among children and youth. Schools serve as critical settings for health promotion, and coordinated efforts between education and public health and social service systems are key to achieving long-term positive outcomes for students.

This resolution reflects a proactive, prevention-focused approach that aligns with DCW’s mission, which is to protect the children of Guam, strengthen family foundations, and foster school readiness by promoting and maintaining a system of accessible, high-quality child care services island-wide.

We respectfully urge the adoption of Resolution No. 126-38 and thank you for your continued leadership in advancing policies that safeguard and promote the health of Guam’s children and families.

Si Yu’os Ma’āse’ for the opportunity to provide testimony.


THERESA C. ARRIOLA, MBA
Director

KUMISIÓN I FINO' CHAMORU YAN I FINA'NA'GUEN
I HISTORIA YAN I LINA'LA' I TAOTAO TANO'

*Commission on CHamoru Language and the Teaching of the History
and Culture of the Indigenous People of Guam*



February 20, 2026

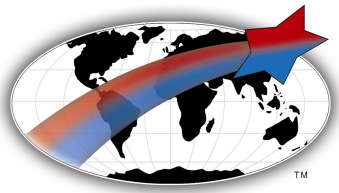
I Honoráþble Vincent Anthony V. Borja
Sinadót, 38th Liheslaturan Guåhan
Chairperson of Committee on Education, Libraries, and Public Broadcasting
DNA Building Suite 502
238 Archbishop Flores Street
Hagåtña, Guam 96910

RE: Kumisión Testimony at Public Hearing February 20, 2026 on **Resolution No. 126-38 (COR)** Senator Sabina Perez - "Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels."

The Kumisión supports Resolution No. 126-38.

Kon Respetu,

Dr. Laura M. Torres Souder,
Gé'helo', I Kumisión i Fino' CHamoru



SOUDER, BETANCES & ASSOCIATES, INC.
DIVERSITY TRAINERS AND CONSULTANTS



February 20, 2026

I Honorâpble Sabina Flores Perez
Sinadora, 38th Liheslaturan Guahan
710 West Marine Corps Dr., Bell Tower, Suite 303A
Hagâtña, Guam 96910

RE: Testimony at Public Hearing February 20, 2026, on **Resolution No. 126-38 (COR)** Senator Sabina Perez - “Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.”

My wife and educational consulting partner, Dr. Laura Souder and I support Resolution No. 126-38. As educators, authors and advocates for student success in Guam’s public, private and charter schools we support the goal that GDOE should expand its anti-drug education and prevention campaign and adopt a policy for responsible cellphone use by students in schools.

There are evidence-based practices that document that “scare and fear” tactics may not work in reducing drug use. To exaggerate the harmful effects of substance abuse devoid of factual evidence and feasible consequences makes the messaging less effective. For example, The R Street website has a valuable article about the type of messaging that works. If you google, [Fear-based messaging doesn’t stop drug use, but it does make things worse](#) you’ll find another source which states the following: “It’s actually more effective to move youth *towards* something positive than *away* from something negative.”

Addressing responsible cellphone use in schools is an urgent challenge as well. A study by the JAMA Pediatrics in 2017 presented evidence “that teens who used their smartphones in the hour before bed were more likely to experience poor sleep quality and shorter sleep duration, which in turn can lead to mood disorders and cognitive impairments.” When developing policy, refer to The Center for American Progress website. They put out a very useful source for information on what types of policies have been adopted throughout the country. An article, published on Feb 4, 2026, entitled: “10 Policy Recommendations to Address Cellphone Use in Schools,” provides valuable insights which can be applied to Guam schools. There are many benefits for smartphone use by students, however authority sources conclude, “the risks of cellphone use in schools are greater than the benefits.” Consequently, a standard usage policy is needed.

Clearly the safety and mental wellbeing of students impacts their capacity to learn and perform successfully in school settings. The recommendations contained in this resolution will contribute to that end.

Dr. Samuel Betances

“Strengthening the World of Work Through Diversity”

TM

February 16, 2026

The Honorable
Sabina Flores Perez
Senator, I Mina'trentai Ocho Na Liheslaturan Guåhan
Hagåtña, Guam 96910

Dear Senator Perez,

I am writing to express my strong support for **Resolution No. 126-38 (COR)** and **Resolution No. 127-38 (COR)**. These resolutions collectively aim to strengthen the Guam Department of Education's capacity to promote student wellness, educational equity, and academic success across all grade levels.

As an educator and advocate for lifelong learning and student well-being, I commend these resolutions for addressing critical areas that directly impact our youth and, ultimately, the future of our island.

Resolution No. 126-38 (COR) takes a proactive and holistic approach to student health and safety by expanding anti-drug education and prevention campaigns, enforcing a comprehensive cell phone use policy, and increasing access to mental health supports. These initiatives are essential to fostering safe, focused, and supportive learning environments. In today's world, students face growing pressures from social media, peer influence, and mental health challenges. By equipping schools with the resources and policies to address these issues head-on, we empower students to make healthier choices and thrive academically and emotionally.

Resolution No. 127-38 (COR) complements this mission by advancing educational equity and academic success. Its focus on early childhood literacy and parenting curriculum for pregnant and parenting students demonstrates a compassionate and inclusive vision for education—one that ensures every student, regardless of circumstance, has the opportunity to succeed. Additionally, the resolution's call to examine the role of artificial intelligence in education is both timely and forward-thinking. Integrating AI responsibly into our curriculum can enhance learning experiences, prepare students for a rapidly evolving workforce, and ensure Guam remains competitive in a global, technology-driven society.

Furthermore, the resolution's emphasis on mitigating social promotion while ensuring mastery of essential learning standards underscores the importance of quality over quantity in education. Every student deserves the chance to reach their full potential, and these measures will help ensure that academic progress truly reflects learning and growth.

Together, these resolutions represent a comprehensive commitment to the academic, emotional, and social well-being of Guam's students. By supporting them, we are investing not only in our children's education but also in the long-term health, safety, and prosperity of our island community.

I respectfully urge the Committee to adopt **Resolution No. 126-38 (COR)** and **Resolution No. 127-38 (COR)** in recognition of their shared vision to empower our schools, support our students, and strengthen the foundation of education in Guam.

Si Yu'os Ma'åse',



Dr. Matilda Naputi Rivera
Guam Department of Education
501 Mariner Avenue,
Barrigada, Guam 96913
E-mail: mnriviera@gdoe.net

Legislative Response on Implementation of Resolutions 126-38 and 127-38

Hafa Adai Honorable Senators,

I speak today not in opposition to the goals outlined in Resolutions 126-38 and 127-38, but from experience inside the classroom where these policies must ultimately live or die. Expanding anti-drug education, strengthening mental health supports, improving literacy outcomes, addressing artificial intelligence in curriculum, and mitigating social promotion are all worthy and necessary goals. No educator disputes that.

Early in my career as a teacher, an inspired program coordinator secured federal funding to implement a data driven curriculum to support our teenage population. The program coordinator organized training, secured supplies and materials, and followed-up with periodic tune up training sessions throughout the year ensuring the support of the program. This coordinator's sincerity and competence was infectious - inspiring a few teachers to dedicate off duty hours to ensuring proper classroom articulation. Over time efforts proved successful evidenced by the youth risk behavior survey responses (indicating positive student behavior) and anecdotal information from teachers showing consistent and standard implementation of the curriculum. Our program coordinator tried to ensure long term support from our superiors but was denied. Our programs success was not supported and our capable coordinator felt defeated and transferred to a different government agency and our curriculum suffered. With time, retirement, career changes and the passing away of key teachers the program and curriculum died - magahet. This is a cautionary tale for you and your proposal.

Legislation mandates outcomes but Implementation lives or dies in the classrooms.

And implementation succeeds or fails based on infrastructure.

Policy Without Infrastructure

One of the most common challenges in education reform is the passage of well-intentioned policies without the structural support required to sustain them. When legislation sets expectations but does not clearly provide funding, staffing, training time, and evaluation systems, the responsibility shifts almost entirely to school sites and classroom teachers.

At that point, reform becomes an unfunded mandate executed through teacher goodwill.

Goodwill is not a system. It is not sustainable policy.

If these resolutions are to succeed, they must be paired with:

- a proven curriculum based on solid and measurable evidence
- Dedicated funding streams
- Clear staffing allocations

- Protected professional development time
- Defined accountability structures
- Built-in program evaluation mechanisms

The Curriculum Question

Before adding new mandates, we must ask some questions about practicality, or can we really do this thing you are proposing?

What existing curriculum already addresses these issues? Are we replacing existing curriculum, supplementing it, or duplicating it?

If a new curriculum is adopted:

- Who selects it?
- Is it evidence-based?
- Who funds the materials?
- How is it aligned across grade levels?
- What instructional time will be adjusted to make room?

Curriculum addition without curriculum subtraction leads to overload and superficial compliance. You cannot arm chair quarterback this- that is, observe from where you are at without thinking how your proposals will play out.

Financial Support and Structural Guarantees

A resolution alone does not guarantee execution.

If the Legislature is serious about implementation, funding must be explicit— not conditional.

That means:

- Earmarked, multi-year allocations
- Budget lines for materials
- Paid training stipends
- Release time for professional development

If the policy depends on coordination, then a funded and permanent Program Coordinator position should be codified in law and protected from reassignment.

Responsibility and Accountability

Legislation must clearly answer several questions:

Who is responsible for implementation?

Who evaluates compliance?

What mechanisms ensure standardization across schools? (Every school is like its own fiefdom with their own internal politics and community which also must be navigated to ensure success)

What corrective actions exist for non-compliance?

Without enforcement mechanisms, mandates become symbolic rather than operational.

The Teacher Burden Problem

There is a pattern in education reform:
Legislation defines the goal.
GDOE writes guidance.
Principals communicate expectations.
Teachers absorb the workload.

The risks are predictable:

- Added curriculum without added time
- Added training without compensation
- Added responsibilities without reduced duties
- Added reporting requirements without clerical support

Over time, this leads to burnout, passive compliance, and policy fatigue. Your plans will fail without support. Teachers cannot be the enforcement mechanism for legislative intent. They are implementers, not policymakers. I don't have a solution here as it is never addressed, only glossed over in the hope things will happen properly, this is a hope not grounded in reality.

Sustainability and Institutional Memory

Programs succeed when there is:

- Sustained funding
- Consistent training
- Administrative support
- Clear leadership structure

They fail when support becomes informal and dependent on individual dedication. If new policies depend on the assumption that "dedicated teachers will make it work," they will not survive turnover.

The million dollar question

The main question before this body is not whether these goals are good. They are. I applaud you all for taking such steps. You see a need to support our people which is one reason why I became a teacher, still, the question is whether this is a symbolic commitment or a real structural investment - Because without funding, staffing, evaluation, standardization, and protection of institutional memory, even well-intentioned policies fade as leadership changes and attention shifts.

Policy cannot rest on the goodwill of teachers alone.

If this Legislature is serious about expanding anti-drug education, strengthening mental health supports, and reforming academic standards, then the mandates must be funded, staffed, and evaluated with the same seriousness.

Otherwise, we risk layering responsibility onto educators without building the infrastructure necessary to sustain success.

Si Yu'os Ma'ase



Kenneth Orland

Simon A. Sanchez High School

JI REENA GABRIELE

Mendiola-Blas

April 17, 2026

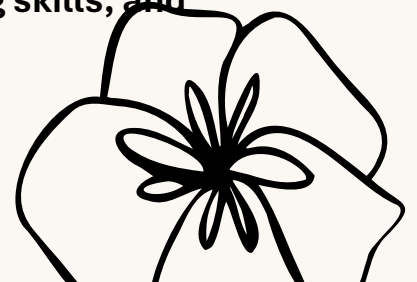
SENATOR SABINA FLORES PEREZ
38TH GUAM LEGISLATURE
GUAM CONGRESS BUILDING
163 CHALAN SANTO PAPA
HAGATNA, GUAM 96910

DEAR SENATOR PEREZ

I tuned in to your Public Hearing on February 20, 2026

Resolution No. 126-38 (COR) – Sabina Flores Perez/Shelly V. Calvo/Chris Barnett/Vincent A.V. Borja/Frank F. Blas, Jr./V. Anthony Ada/Therese M. Terlaje/William A. Parkinson/Tina Rose Muña Barnes – Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.

There are several well-designed cell apps that can be downloaded from the internet to assist parents, students, teachers, and school administrators in dealing with drug misuse, addiction, and mental health challenges. Many of these tools are created by reputable health organizations and are geared toward prevention, coping skills, and access to support.



I agree with the intent of the Resolution, but I would avoid resolutions That opens the door for the Legislature to eventually assume the cost of the intent of the resolution.

The resolution encourages the DOE and the Education Board to “... increase access to mental health supports for students across all grade levels...”


The Internet already has apps that can assist students at all grade levels with these issues.

CONSIDER THE FOLLOWING:

- 1. I remember during my school days, we attended programs in school that promoted things like peace and brotherhood. The Board of Education, DOE, and PTAs can promote programs to address these issues, or print huge posters directing students to the following.**



 **Apps That Support Students With Drug Abuse & Mental Health**

 **1. SAMHSA Mobile Apps (U.S. Substance Abuse and Mental Health Services Administration)**

These free apps focus on **prevention, treatment, and crisis support** for issues like opioid misuse, underage drinking, and suicide risk.

- Includes tools for recognizing warning signs
- Offers guidance for supporting someone in crisis
- Designed for both students and caregivers

[Children's Health Council](#)



2. Mental Health Apps for College Students

A variety of apps specifically help students manage **anxiety, panic, depression**, and general stress from academic life.

- Focus on daily emotional regulation
- Provide mindfulness, grounding exercises, and mood tracking
- Tailored to the pressures of college environments

[College Consensus](#)

3. Teen Mental Health & Addiction Support Apps

These apps are designed with teens in mind, offering support for:

- Stress and emotional overwhelm
- Building healthy habits
- Managing addictive behaviors
- Staying grounded during high-pressure moments

teenrecoveryolutions.org

4. Therapy & Recovery Support Apps (e.g., BetterHelp)

While not exclusively for students, therapy platforms like BetterHelp offer:

- Access to licensed therapists
- Flexible scheduling
- Support for addiction recovery and mental health concerns

addictionhelp.com

5. Educational & Prevention Apps for Youth

These interactive tools help younger students learn about:

- Substance misuse risks
- Healthy decision-making
- Coping skills
- Age-appropriate prevention activities

tcadr.org



🔗 Want help choosing the right type of app?

If you tell CHAT GPT the student’s age range and what kind of support they need — emotional regulation, addiction recovery, stress management, or prevention — I can help narrow down the best options.

Regulating the use of cell phones is readily available online

Here is a break down the major players by what they do best and how they differ.

📊 Deep Comparison of the Major Parental-Control Apps

Below is a structured comparison of the most widely used and well-reviewed options.

🔗 Feature Comparison Table

Feature	Apple Screen Time	Google Family Link	Bark	Qustodio	Net Nanny	Aura
Screen-time limits	✓	✓	✓	✓	✓	✓
App blocking	✓	✓	Limited	✓	✓	✓
Social-media monitoring	✗	✗	✓ (strong)	Moderate	Moderate	✓ (broad)
Web filtering	Basic	Basic	✓	✓	✓ (very strong)	✓
Activity reports	✓	✓	✓	✓	✓	✓
Location tracking	✓	✓	✓	✓	✓	✓
Cross-platform support	Apple only	Android/Chromebooks	iOS + Android	iOS + Android	iOS + Android	iOS + Android
Best for	Apple families	Android families	Social-media safety	Balance d control	Strong filtering	All-in-one safety

🔍 Deeper Insights on Each App

Apple Screen Time

Strengths

- Seamless for iPhone/iPad families.
- Easy to set limits, approve apps, and view usage.
- No extra cost.



Limitations

- No social-media message monitoring.
 - Reports are basic compared to third-party apps.
-

Google Family Link

Strengths

- Excellent for Android devices.
- Strong app-level controls and time limits.
- Free and simple to use.

Limitations

- No social-media monitoring.
 - Web filtering is limited.
-

Bark

Strengths

- One of the best for **social-media and messaging monitoring**.
- Uses AI to detect bullying, predators, self-harm language, etc.
- Sends alerts to parents instead of giving full access (good for privacy).

Limitations

- Less granular screen-time control.
 - Can feel overwhelming if you only want time limits.
-

Qustodio

Strengths

- Very balanced: time limits, app blocking, web filtering, reports.
- Good for families with multiple kids and mixed devices.

Limitations

- Social-media monitoring is limited compared to Bark.
 - Paid subscription.
-



Net Nanny

Strengths

- **Top-tier web filtering** — one of the best on the market.
- Real-time content analysis.
- Strong app blocking and screen-time tools.

Limitations

- Interface feels older.
 - Social-media monitoring is limited.
-

Aura

Strengths

- Broad safety suite: device use, content filtering, identity protection, and more.
- Monitors in-game chats and online interactions.
- Unlimited devices on most plans.

Limitations

- More expensive than basic parental-control apps.
 - Some features may be more than what a parent needs if the goal is just screen-time control.
-

Recommendations Based on Your Goals

If your top priority is limiting screen time

Choose: **Apple Screen Time**, **Google Family Link**, or **Qustodio**

These offer the cleanest controls for daily limits, schedules, and app blocking.

If your priority is monitoring social-media activity

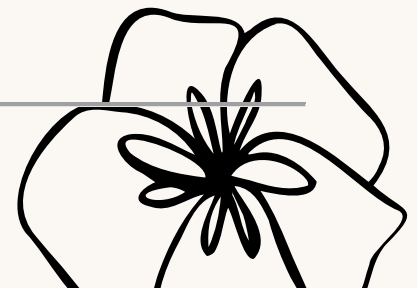
Choose: **Bark** or **Aura**

These are the only ones that deeply analyze messages, posts, and interactions.

If your priority is strong web filtering and safe browsing

Choose: **Net Nanny** or **Qustodio**

Net Nanny is especially strong here.



If you want an all-in-one safety ecosystem

Choose: **Aura**

It covers device use, online safety, identity protection, and more.

🔒 Want a personalized recommendation?

If you tell me:

- your child's age,
- whether they use iPhone or Android,
- what you want to monitor or limit,
- and how hands-on you want to be,

The population of students facing drug addiction and mental illness may be growing; However, the government's across-the-board regulatory monitoring and mandates may end up being costly and less effective.

I appreciated Dr Souder's recommendations for promoting more opportunities for peer interactions. Advocate engagement in sustainable development projects.

Respectfully Submitted,

Ji Reena Gabriele Blas

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I. OVERVIEW

Resolution No. 126-38 (COR) was introduced on December 15, 2025, by Senator Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes, and subsequently referred by the Committee on Rules to Senator Sabina Flores Perez, Prime Author, on December 19, 2025. The Author convened a public hearing on February 20, 2026 at 2:06 p.m. in the Guam Congress Building, Public Hearing Room. The public hearing began at 2:06 p.m. and was adjourned at 4:05 p.m.

Public Notice Requirement:

In Compliance with Open Government Law, the five (5)-day public notice of this hearing was published on February 13, 2026, and the forty-eight (48) hour notice was published on February 18, 2025 on KUAM-TV and on the Guam Public Notice Website. Notices were also sent to all Senators, stakeholders, and all main media broadcasting outlets via email on the same dates.

Senators Present:

Senator Sabina Flores Perez	<i>Author</i>
Senator Telo T. Taitague	

Oral Testimony:

Chris Anderson	<i>Guam Department of Education (GDOE)</i>
Amanda Shelton	<i>Deputy Director, Department of Public Health and Social Services (DPHSS)</i>
Dr. Laura Souder	<i>Chairperson, Kumisión I Fino' CHamoru</i>
Dr. Matilda Naputi Rivera	<i>GDOE</i>
Dr. Samuel Betances	<i>Souder, Betances, and Associates</i>

Written Testimony Submitted:

Dr. Judi Won Pat	<i>Superintendent, Guam Department of Education</i>
Theresa C. Arriola	<i>Director, Department of Public Health and Social Services (DPHSS)</i>
Dr. Laura Souder	<i>Chairperson, Kumisión I Fino' CHamoru</i>
Dr. Matilda Naputi Rivera	<i>GDOE</i>
Dr. Samuel Betances	<i>Souder, Betances, and Associates</i>
Kenneth Orland	<i>GDOE, Simon A. Sanchez High School</i>
Ji Reena Gabriele Mendiola-Blas	<i>Community Member</i>

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II. SUMMARY OF TESTIMONY & DISCUSSION

The Public Hearing was Called-to-Order at 2:06 p.m.

Senator Sabina Flores Perez, *Author: Bueñas and Håfa Adai.* This public hearing is called to order. The time is now 2:06 p.m., Friday, February 20th. In compliance with the open government law, notices of today's hearing were noticed on KUAM and provided via email to senators, stakeholders, and local media and posted on the Government of Guam public notices website on Friday, February 13th for the five-day notice and Wednesday, February 18th for the 48-hour notice, thus meeting the requirements.

I'd like to acknowledge my colleague who has joined me here today, Senator Taitague. *Si Yu'os Ma'åse'.*

The purpose of this public hearing is to receive testimony on the following agenda items:

- Resolution 126-38 (COR) – sponsored by Senator Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Speaker Frank Blas, Vice Speaker Tony Ada, Senators Therese M. Terlaje, William Parkinson, Tina Rose Muña Barnes, relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.
- The second item on the agenda is Resolution 127-38 (COR) – sponsored by Senator Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Speaker Frank Blas, Vice Speaker Tony Ada, Senators Therese M. Terlaje, William A. Parkinson, and Tina Rose Muña Barnes, relative to empowering the Guam Department of Education to advance educational equity and academic success by establishing an early childhood literacy and parenting curriculum for pregnant and parenting students, examine the role and develop policies and a curriculum pertaining to artificial intelligence and by strengthening supports to mitigate social promotion while ensuring all students meet essential learning standards.

The rules of conduct for today's hearing are as follows:

- The order of those wishing to testify will begin with government agencies followed by those confirmed in advance and then by the sign-in sheet. I ask that all written testimonies be submitted in advance to my staff to facilitate copying and dissemination to all those present here today.
- When you're called on, please ensure the microphone is on and restate your name and organization if applicable for record-keeping purposes.
- Senators will be given an opportunity at the end of the panel to ask questions.

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- Questions and testimony shall be confined to the substance or nature of the agenda. Personal inference as to character or motive of any senator or any individual testifying is not permitted.

And now to begin our agenda.

The first item, Resolution 126-38 (COR) relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns and force a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels. So with a brief opening statement, maybe it's not so brief, actually.

Resolution 126-38 responds to documented increases in adolescent mental health concerns, substance exposure, bullying and cyber bullying, and the impact of excessive smartphone and social media use in learning environments. According to the American Academy of Child and Adolescent Psychiatry, children ages 8 to 18 spend an average of 7.5 hours per day on screens, excluding school-related work. This level of digital exposure represents a fundamental shift in childhood development. Nationally, the Centers for Disease Control and Prevention reports that one-in-five adolescents experience a diagnosable mental health condition. Guam's 2021 Youth Risk Behavior Survey reflects elevated levels of persistent sadness, hopelessness, suicidal ideation among students. Suicide remains a critical public health concern. In 2023, Guam recorded 31 suicide deaths, resulting in an age-adjusted rate significantly higher than the U.S. average.

Nearly half of the suicide deaths over the past decade occurred among individuals under 30 years of age. Mental health challenges are compounded by substance exposure. The Guam State Epidemiological Profile reports that approximately 36% of high school students have been offered, sold, or given illicit drugs on school property. Nationally, fentanyl has emerged as a leading cause of overdose deaths among young people. Electronic nicotine delivery systems, commonly marketed using the industry term vape, remain alarmingly prevalent in Guam. One-in-three middle and high school students report current use. Nicotine exposure during adolescence affects brain development, impulse control, mood regulation. Guam has among the highest youth prevalence rates compared to states and territories nationwide. The Guam Strategic Action Plan for Substance Misuse Prevention and Mental Health Promotion identifies tobacco use, substance misuse, suicide prevention, and mental health promotion as priority areas requiring multi-sectoral coordination.

At the same time, educators report that digital overexposure is affecting classroom engagement. Phones in Focus, a nonpartisan research initiative supported by the National Governors Association, released preliminary findings from a national survey of more than 20,000 public school educators. The findings suggest that stricter school-wide cell phone policies, regulating both when and where students can access phones, are associated with less in-class phone use and higher teacher satisfaction.

Strict storage rules such as requiring phones to remain in hallway lockers or secured pouches are associated with better teacher-reported outcomes. Bell-to-bell bans are more common in elementary and middle schools than in high schools. Only one in four high schools reported a bell-to-bell phone ban when compared to three in four elementary and middle schools. Nearly

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half of schools use a no-show policy allowing students to carry phones but requiring them to remain out of sight. However, this policy performs less effectively than more restrictive models.

Recently, the United States Senate Committee on Commerce, Science, and Transportation led a bipartisan hearing examining children's screen time. Lawmakers raised concerns about algorithm-driven feeds, endless scrolling mechanisms, and their impact on youth mental health and social comparison. Bipartisan legislation has been proposed to establish minimum ages for social media use, restrict algorithmic recommendations for minors, and require federally funded schools to block social media access on schools' networks.

Internationally, developments reinforce these concerns. Sweden implemented widespread classroom digitization, replacing textbooks with tablets and introducing screens in early grades. Between 2016 and 2021, Sweden's fourth-grade reading scores declined 11 points on international assessments. Sweden subsequently invested approximately 104 million euros to restore physical textbooks and reemphasize handwriting and structural reading time. The Karolinska Institute concluded that excessive digital tools may impair learning outcomes. Norway and Denmark are reassessing digital saturation in schools. South Korea has introduced screen time limits. UNESCO has issued guidance urging careful and evidence-based integration of technology in education.

Cognitive research supports these shifts. Reading on paper improves comprehension and retention compared to screens. Handwriting strengthens neural pathways associated with memory and learning. Physical books reduce distraction and support sustained attention. Bullying and cyberbullying further intersect with digital overexposure. Online harassment extends beyond school hours, compounding stress and increasing risk for anxiety, depression, substance misuse, and suicidal ideation.

Resolution 126-38 empowers the Guam Department of Education to uniformly enforce comprehensive, phone-free instructional time, require secure device storage, expand anti-drug education, including fentanyl and electronic nicotine delivery system prevention, strengthen bullying intervention frameworks, increase school-based mental health supports, and establish a student wellness task force in coordination with public health partners. This measure promotes balance, focus, and safety in our schools. It recognizes that technology has a role, but it must not undermine literacy, mental health, or academic engagement. The data are clear, the research is consistent. Guam's youth deserve structured, supportive, and distraction-free learning environments grounded in prevention and well-being. I look forward to receiving testimony on this important resolution.

Thank you for being here today and taking time out of your schedule, especially on a Friday. We did receive testimony from GDOE, Department of Public Health, as well as Mr. Orland, a teacher at Simon Sanchez, as well as Dr. Betances and Dr. Laura Souder, who will present their testimony here today, and we are expecting further testimony.

At this time, I'd like to recognize Chris Anderson, who will be representing the Guam Department of Education. Thank you for being here.

Christopher Anderson, *Student Support Administrator, Guam Department of Education*: Good afternoon, Chairwoman, Senator Perez, Senator Taitague. I appreciate the opportunity to come and provide some testimony for Dr. Won Pat, who unfortunately was not able to make it today;

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but you should have a copy of her prepared testimony. I know it's a bit lengthy. Her actual testimony is only, I think, five pages, and the other two attachments are making it a little bit cumbersome.

But nonetheless, dear Honorable Perez and sponsoring members, *Si Yu'os Ma'åse'* for your continued partnership and support of the Guam Department of Education. I respectfully submit testimony in support of Resolution 126-38 that empowers the Department to expand anti-drug education and prevention strategies, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for all students.

However, if the intent is to put this language in statute, I would discourage this action, since it would jeopardize the use of federal funds to support these areas going forward.

One of the need-areas reflected in both local and national data is student substance use and drugs. The legalization of marijuana in 2019 was not helpful and perhaps one of the contributing factors to increased usage and impetus for the Guam Department of Education to collaborate with the Guam Behavioral Health and Wellness Prevention Center and other community partners to address this challenge.

In the Guam State Epidemiological Profile, dated in 2021, illicit drug use, and specifically marijuana in parentheses, among youth was higher than adults and 25% of high school students were current users of marijuana with lifetime use higher than the U.S. median. A 2024 National Youth Survey conducted by the Substance Abuse and Mental Health Services Administration, otherwise known as SAMHSA, showed that drug use, alcohol, nicotine, and marijuana continue to be the most commonly used substances among Americans.

One in four, 25% Americans, 12 years or older, reported illicit drug use in the past year. Table one in attachment one indicates a need to proactively educate students on the dangers of substance and drugs and nicotine use. Behaviors under the umbrella of substance drug use are use and possession, distribution of alcohol, intoxication, use, possession, distribution of drugs, and use, possession, distribution of inhalants.

The Department of Education has developed a data dictionary that has all the different behavioral offenses and they have codes next to these behavioral offenses. And so each of the ones that are listed here in the testimony are the ones that we fall under, or that we consider, fall under substance use, drug use.

Based on five years of data from the Department's student information system, otherwise known as Power School, the average number of substance use, drug, and nicotine offenses adjudicated by school administrators was 380, males being two to three times more likely than females to use substance and drugs. This is partly attributed to an earlier school year SY 2022-2023 phenomena where there were about 500 cases, a little less than 200 more offenses than all other years that were reported.

In addition to the department's efforts to provide drug prevention education, there has been a partnership over the last three years with the Auxiliary Services Division, Guam Police Department, to provide a 10-week drug and alcohol resistance education, otherwise known as

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DARE, program to fourth and fifth grade students that focuses on refusal skills that empower youth to make better decisions using e-cigarettes, vapes, and cannabis.

Based on their success, the Guam Police Department is planning on expanding DARE into the middle and high school levels for the following school year. In the middle level, GPD is in conjunction with West Care Pacific in providing Catch My Breath to address the increase in vape use among students. And in the high school, they have piloted a program entitled Protect Your Game that promotes student athletes and substance to help them succeed athletically.

Nicotine use in the Department of Education is consistently one of the top five behavioral offenses committed by our students. Although separate from the category of substance use, nicotine is a drug and students can become addicted after only a few days or a few uses. Table 3 in attachment 1 shows the average number of violations over a five-year period being 1,399. Males having over 50% more offenses compared to female students.

Based on the data provided, the Guam Department of Education has made concerted efforts to provide substance use prevention and intervention for students K-12 for substance drugs and nicotine use. The Department allocates resources in addressing substance use among youth. However, with limited resources, it's imperative to develop community partnerships with other child-serving government and nonprofit agencies to make a difference with students.

Below are several key programs implemented by the Department of Education or in conjunction with a community partner. The first one is substance use intervention, also known as Minesngon Famagu'on. Hopefully I pronounced that right. Otherwise, "Resilient Children" in English, assessment and treatment. This is a service offered to secondary schools within the Department to support students struggling with substance use. It provides individual or group therapeutic sessions for students who score with the moderate or severe range on the Screening to Brief Intervention (S2BI) screener.

The Minesngon Famagu'on program incorporates evidence-based practices, including components from Hazelden's matrix model for teens and young adults, offering comprehensive support through education, intervention, treatment, recovery, personal growth, early recovery skills, and relapse prevention for 10 sessions.

Table 1 in the attached report shows use, possession, distribution of drugs as the leading problem behavior among all substance use offenses. Brief Tobacco and Nicotine Intervention, otherwise known as BTNI, is a program mandated for all schools to address student nicotine use.

Developed through a collaboration between the Guam Department of Education, the Department of Public Health and Social Services, and the Guam Behavioral Health and Wellness Center, in line with Public Law 34-01, BTNI aims to provide psychoeducational support on the dangers of nicotine use by leveraging suspension days for full participation, in line again with Public Law 34-01. The psychoeducational component is delivered by BTNI service providers at the school and district level. This is primarily done by school counselors, school health counselors, and district psychologists at the central office level, and also to include social workers.

For students with less than three violations, once a student has three or more offenses, a referral is submitted. Let me say that again. For students, less than three offenses, it is the school health counselors at the school level, who are providing the BTNI service. And then when a student

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gets to three or more offenses, the students refer to the behavioral health team, which is the team that consists of the school psychologists and social workers, to provide family sessions.

So as the number of violations increase, we have our district psychologists and social workers getting more involved, and including the family as part of that solution.

Based on the data in Table 5 and Attachment 1, participation rates in BTNI are low, in comparison to overall nicotine offenses referenced in Table 3 of the same attachment. Ideally, the Department prefers that all families participate, however the intervention is voluntary.

When families decline to participate in BTNI, the parent or legal guardians are asked to sign a declination letter, and the child is then issued a suspension 3, 6, 9, or 10, depending on the number of offenses. So the first offense being 3, second offense 6, etc., and provided a printout of the BTNI toolkit, which is basically a document that talks about the dangers of using nicotine.

Anyone under the age of 21 in the use or possession of nicotine is in violation of a misdemeanor. To help enforce the law, the Chief of Police and the district commanders, most recently in December of 2025, agreed that the Guam Police Department would commit to responding to calls for service from schools when students are caught in the use and possession of vape or other electronic delivery devices. The responding officers now file a report and confiscate the vape device.

This protective measure has been a helpful deterrence and provides a solution to vape disposal as well. That's been something that we've been struggling with for quite some time now is how to properly dispose of these electronic delivery devices. And so that the Guam Police Department is responding, they're taking the devices from the school.

In the majority of student interactions with school counselors, it is clear that increased nicotine uses and vape are driven by easy access to devices at home or through friends and family before they arrive at school. This coupled with a dismissive and indifferent attitude towards vaping within the community has made it challenging to reduce consumption. This is not just a DOE issue, it's a community-wide concern.

Without broader community support, enforcement ends up falling onto the schools, pulling time and attention away from the primary mission of teaching and learning. Community partners help raise awareness and address the accessibility of normalization that continues to perpetuate this problem.

As you can see in the testimony, there's a list of various community partners who are instrumental in supporting our students to address some of these issues.

We also have a partnership with Guam's Alternative Lifestyle Association, otherwise known as GALA, which uses storytelling for empowerment. This is an evidence-based curriculum that focuses on substance use and suicide prevention programs in the high schools. And this is funded by the Guam Behavioral Health and Wellness Partnership for Success grant. We also have Mañe'lu, which uses a curriculum of positive action and brain power. It's an evidence-based curriculum that focuses on substance use and suicide prevention programs in one particular elementary school. Actually, I think it's Ordot Elementary School, and we have a teacher here who's from Ordot. Also funded by GBHWC and the Partnership for Success grant.

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We have a partnership with Rotaract Club of the Marianas, which uses a Leadership and Resiliency Program, otherwise known as LRP, which is an evidence-based program that focuses on preventing or reducing substance abuse, violence, and other high-risk behaviors in three middle schools. Again, funded by GBHWC and their Partnership for Success grant.

We also have a partnership with the University of Guam that's developed a curriculum called Fuetsan Manhoben ("the Power within Youth"). It is a locally developed curriculum, youth substance use prevention program, primarily aimed at reducing e-cigarette, vape use, and betel nut in three middle schools.

We also have a partnership with WestCare Pacific Islands, and they have several programs in different schools that focus on substance use and prevention. We have the Thrive Coalition that focuses on substance use in the northern middle schools and Okkodo High School. And they do help with data collection for Thrive Coalition to contribute to community needs and assessment.

They also do presentations in collaboration with the Guam Police Department, the Guam National Guard, and they use the Catch My Breath, which I made reference to earlier, curriculum that addresses vape and other substances. They also are very instrumental in supporting the Red Ribbon Campaign that happens every year in the month of October. We have a partnership with Steer, which provides classroom presentations focusing on reducing substance use risk and HIV, STD, AIDS in three middle schools.

We also have a partnership with Maolek Lina'la', Life is Good, provides classroom presentations using an evidence-based positive action curriculum. And this curriculum aims to reduce and prevent drugs, alcohol, nicotine at one elementary, one middle, and one high school.

And I mentioned GBHWC earlier, but some other programs that GBHWC is providing support with our Department of Education Schools. We have Project Tulaika that provides healthy transition services for youth and young adults ages 16 to 25 with serious emotional disturbances or serious mental illness to include substance use at J.P. Torres Academy. And just to qualify, that program is no longer in service, but it was, I believe, last year.

We also have Project Link, and this is also not in place, but this particular project focuses on mental health services for students ages five to 17 who've experienced or are at risk of homelessness in all 39 schools. And so the Department of Education will be taking on this project specifically, at least the services with the McKinney-Vento Act.

The homeless youth are entitled to various mental health services, and so with our district psychologists and our social workers, we are going to be actively working with all the students who are identified in this particular category.

Then lastly, we have Tohge Incorporated, stands for Transforming Ourselves Through Healing, Growth, and Enrichment, that provides presentations on the effects of substance use and peer support. A safe learning environment is both fundamental and essential to students attending school daily and excelling academically.

To this end, Standard Operating Procedure 1200-018, the title being Student Conduct Procedural Manual, provides guidance to all schools and implementation of Positive Behavior Intervention Supports (PBIS) as the foundation for establishing a positive school climate, establishing behavioral expectations and developing a standardized process for addressing student conduct.

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Currently, PBIS is the framework used in all 39 schools. However, only 59% of the schools have met the goal of 70% on their tier fidelity inventory.

The Department of Education, since 2012, has invested in mental health supports by establishing a behavioral health services team comprised of licensed psychologists and social workers under the Student Support Service Division, which is what I lead.

Research shows that mental health supports for students are a crucial support requirement across gender and race. The behavioral health services team uses a multi-tiered system to support students' mental health.

Tier I involves universal strategies and supports. Tier II offers targeted interventions, and Tier III provides intensive, individualized interventions for students with significant learning or behavioral challenges, often involving specialized personnel or programs. And you can refer to Attachment 2 for a detailed description of the intervention services processes, caseload and activity from the behavioral health services team.

Behavioral health services consist of three areas of care, psychological services, school-based behavioral health, and enhancing your mental health state. Psychological services include psychological evaluations, providing mental health diagnoses, and creating treatment recommendations. School-based behavioral health is designed to provide students with therapeutic services that foster positive student connections with peers, family, school, and community.

The Enhancing Your Mental Health State (EYMHS) is a pilot program in eight secondary schools designed to screen students in need of mental health and substance use services through the use of universal screening tools. The goal is to identify Tier II and III students who may be experiencing mental health challenges and provide targeted support through case management and therapeutic counseling. Table 1 in attachment 2 provides four years of data disaggregated by referral services and the number of students served.

One of the key highlights in the data is the requirement to wait 45 days before screening students based on Public Law 31-202. Unfortunately, the attrition rate from orientation to screening is actually a problem. To address this issue, the Department is currently working with Senator Borja to introduce changes to the law. The intent is to provide the Enhancing Your Mental Health State (EYMHS) in all schools for the following school year.

Student cell phone use in schools across the United States is being debated as to whether they help or hinder academic learning. The Guam Education Board conducted work sessions in 2025 to review Board Policy 406 to help answer this question. The GEB voted to continue student cell phone use with the nominal change to clarify when it's appropriate for students to use cell phones in the classroom.

The Department of Education reviewed and also updated Standard Operating Procedure 1200-03 entitled Cell Phone and Other Electronic Devices Usage also in 2025, it's a typo there, it says 2005, but it should be 2025. The SOP mirrors Board Policy 406 with additional language that added other wireless communication devices in the context of cell phones that have to be stored in a locker, backpack or bag out of sight and not easily accessible when not in a part of the teacher's lesson plan.

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Guam's youth are inundated with life-altering decisions that can negatively impact their academic success and motivation to complete their education. The programs and source documents referenced above promote safe learning environments and empower students to make healthier choices and successfully navigate through potential storms.

On behalf of the Department, I thank the 38th Guam Legislature for introducing Resolution 126-38 and acknowledging the need to collaborate across all sectors of Guam to provide opportunities for students to succeed and become productive members of society. Again, *Si Yu'os Ma'åse'* for your continued partnership in education. *Sensaramente*, Dr. Judith Won Pat, Acting Superintendent of Education. Thank you.

Senator Perez: Thank you so much, Mr. Anderson, for your very thorough testimony. We will have questions, but I would like to just continue with the testimonies.

I'd like to, at this time, recognize Senator Shelton, Deputy Director of the Department of Public Health, for Department of Public Health's testimony.

Amanda Shelton, Deputy Director of the Department of Public Health and Social Services: *Si Yu'os Ma'åse'*, Senator Perez. I am reading testimony today on behalf of Director Theresa Arriola. For the record, I am Amanda Shelton.

Håfa Adai, Senator Sabina Flores Perez and honorable members of the 38th Guam Legislature.

The Division of Children's Wellness under the Guam Department of Public Health and Social Services respectfully submits this testimony in support of Resolution No. 126-38 (COR). DCW was established on January 1st, 2022, via Executive Order 2021-026, to respond to the needs of Guam's children and to streamline services in addressing the care and wellbeing of our island's children.

The Resolution would strengthen student wellness by integrating prevention education, minimizing distractions to improve engagement, and expanding onsite mental health services. From a public health and social services perspective, prevention and early intervention are essential strategies in reducing substance abuse, addressing behavioral health challenges and fostering resilience among children and youth.

Schools serve as critical settings for health promotion, and coordinated efforts between education and public health and social service systems are key to achieving long-term positive outcomes for students.

This Resolution reflects a proactive, prevention-focused approach that aligns with DCW's mission, which is to protect the children of Guam, strengthen family foundations and foster school readiness by promoting and maintaining a system of accessible, high quality childcare services island-wide.

We respectfully urge the adoption of Resolution No. 126-38 and thank you for your continued leadership in advancing policies that safeguard and promote the health of Guam's children and families. *Si Yu'os Ma'åse'* for this opportunity to provide testimony. Signed, Director Theresa C. Arriola.

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Senator Perez: *Si Yu'os Ma'åse'* Deputy Director on behalf of the Director of the Department of Public Health for your testimony. Definitely, if you could stay, we have questions potentially for later. At this time, I'd like to recognize Dr. Matilda Naputi-Rivera. Thank you for being here.

Dr. Matilda Naputi-Rivera: Thank you, *Si Yu'os Ma'åse'*. *Håfa Adai*, Honorable Senator Perez, Honorable Senator Taitague, et al.

I wholeheartedly support Resolution No.126-38 and Resolution No. 127-38. These resolutions collectively aim to strengthen the Guam Department of Education's capacity to promote student wellness, educational equity and academic success across all grade levels.

As an educator and advocate for lifelong learning and student well-being, I commend these resolutions for addressing critical areas that directly impact our youth and ultimately the future of our island.

In particular, Resolution No. 126-38 takes a proactive and holistic approach to student health and safety by expanding anti-drug education and prevention campaigns, enforcing a comprehensive cell phone use policy and increasing access to mental health supports.

These initiatives are essential to fostering safe, focused, and supportive learning environments. In today's world, students face growing pressures from social media, peer influence, and mental health challenges. By equipping schools with the resources and policies to address these issues head on, we empower students to make healthier choices and thrive academically and emotionally. In addition, Resolution No. 127-38 complements this mission by advancing educational equity and academic success.

Its focus on early childhood literacy and parenting curriculum for pregnant and parenting students demonstrates a compassionate and inclusive vision for education, one that ensures every student, regardless of circumstance, has the opportunity to succeed. Additionally, the resolution's call to examine the role of artificial intelligence in education is both timely and forward-thinking. Integrating AI responsibly into our curriculum can enhance learning experiences, prepare students for a rapidly evolving workforce, and ensure Guam remains competitive in a global technology-driven society.

Furthermore, the resolution's emphasis on mitigating social promotion while ensuring mastery of essential learning standards underscores the importance of quality over quantity in education. Every student deserves the chance to reach their full potential, and these measures will help ensure that academic progress truly reflects learning and growth.

Together, these resolutions represent a comprehensive commitment to the academic, emotional, and social well-being of Guam students. By supporting them, we are investing not only in our children's education, but also in the long-term health, safety, and prosperity of our island community. I respectfully urge the committee to adopt Resolution No. 126-38 and Resolution No. 127-38 in recognition of their shared vision to empower our schools, support our students, and strengthen the foundation of education in Guam. *Si Yu'os Ma'åse'*, *Salamat, Arigatō, Kinisou, Kalahngan*.

Senator Perez: Thank you so much, Dr. Naputi, for your testimony. At this time, I'd like to recognize Dr. Laura Souder and Dr. Betances for his testimony.

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Dr. Samuel Betances: Thank you, Senator. My name is Dr. Samuel Betances. My wife, and educational consulting partner, Dr. Laura Souder, and I support Resolution No.126-38.

As educators, authors, and advocate for student success in Guam's public, private, and charter schools, we support the goal that GDOE should expand its anti-drug education and prevention campaign and adopt a policy for responsible cell phone use by students in schools.

There are evidence-based practices that document that “scare and fear” tactics may not work in reducing drug use. To exaggerate the harmful effects of substance abuse devoid of factual evidence and feasible consequences makes the messaging less effective. For example, the R Street website has a valuable article about the type of messaging that works. So, if you Google “fear-based messaging doesn't stop drug use, but it does make things worse,” you'll find another source which states the following, quote, “it's actually more effective to move you towards something positive than away from something negative.”

Addressing the responsible cell phone use in school is an urgent challenge as well. A study by the Journal of the American Medical Association Pediatrics in 2017 presented evidence that “that teens who use their smartphones in the hours before bed were more likely to experience poor sleep quality and shorter sleep duration, which in turn can lead to mood disorders and cognitive impairments.” When developing policy, refer to Center for American Progress (CAP) website. They put out a very useful source for information on what types of policies have been adopted throughout the country. An article published earlier this month in 2026 entitled “10 Policy Recommendations to Address Cell Phone Use in Schools,” provides valuable insights which can be applied to Guam schools. There are many benefits for smartphones used by students, however, authority sources conclude “the risk of cell phone use in schools are greater than the benefits.” Consequently, a standard usage policy is needed.

Clearly, the safety and mental well-being of students impacts their capacity to learn and perform successfully in school settings. The recommendations contained in this resolution will contribute to that end. Thank you very much.

Senator Perez: *Si Yu'os Ma'åse'*, Dr. Betances, for that information. And hopefully we can include that with DOE, for them to consider. At this time I do want to recognize Dr. Laura Souder. I believe you have testimony as well on behalf of the *Kumisión*.

Dr. Laura Souder, Chairwoman of the Kumisión I Fino' CHamoru (CHamoru Language Commission): *I Kumisión I Fino' CHamoru*, if you notice, supports both resolutions, Senator, 126 and 127-38. But I do have testimony for 127-38 when you're ready.

Senator Perez: I appreciate that. We'll postpone that until later. I do believe, Senator Taitague, you want to start with the questioning.

Senator Telo T. Taitague: Thank you so much, Senator. And thank you so much for always being an advocate for our children in school, being a teacher, of course, your firsthand knowledge of the issues that many children face. And, of course, with the technology now, it just makes it even more difficult to keep kids focused, not just on their school work, but it also does some mental concerns, damage to children too because they tend to not think for themselves anymore. Social media tells them how to think and what to think about.

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They're very vulnerable and very easily manipulated to think that they can't do something or if they can do something. And it can be very harmful. I appreciate your testimony, Mr. Anderson, regarding everything. I know that you had a hand in that testimony. I'm pretty sure not just from Dr. Won Pat, because behind a good woman there's always good staff to put things through. I appreciate your work in that. A lot of data and information that's very helpful.

I mean, we're all keeping eyes on what other countries are doing besides the United States when it comes to social media and how AI is being integrated and how it's going to harm our children. We saw that Australia has made the first push against any social media from 16 years and below. Spain has just followed, recently implementing that law that anybody under the age of 16, looking at social media is prohibited by law. So you're looking at these changes.

And just recently I saw an article on sending our children to these camps to detox from their phones. It's just an amazing camp, and how they're doing it and how addicted our kids are to this.

We need to step up before AI even finds another avenue of distraction of teaching our children to think for themselves, to learn on their own and to research information and not just think that they can press a button and it's done for them. So I'm greatly in support of this legislation, as well as 127.

I have to leave for another meeting. But I greatly appreciate everyone that's here this afternoon. Thank you for your contributions, too, to our island by being here, and *Biba betnes!* Thank you so much.

Senator Perez: *Si Yu 'os Ma 'åse'*, Senator Taitague, for your contributions. I know there's going to be an AI task force meeting coming up and I would definitely extend that to those that are interested in this today.

Now I just want to turn to DOE's testimony. First of all, thank you. Thank you for the amount of work and diligence in addressing such a deep issue, the mental health of our students. I could see the amount of work that DOE has put into, to try to bridge the gap in regards to mental health, substance use, addiction. I just have a couple questions. I didn't get a chance to thoroughly review your testimony. So we want to be able to prevent students before they even become addicted. Can you just reiterate which programs are dedicated to that within DOE and how uniformly is it practiced throughout the school system?

Administrator Anderson: Thank you, Senator, for that question. I would like to say that all of the programs that we have in place can both be preventive and reactive. I mean we do make a concerted effort to go out there and talk to the kids about, and young adults of course, with the dangers of using substances, more specifically nicotine, because that seems to be one of our biggest issues in the Department of Education.

But one thing that we do stress with our school administrators is to leverage suspension days when students, of course, trip on themselves and get in trouble for the use of substances in school. And so it's both, on the preventive side, I think both of these programs that we have in our schools are focused in that area. But again, when students do get in trouble for use or possession of substances, then of course we all try and leverage suspension days to get parents and their students to participate in these programs.

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So, and again, the participation rate varies from school to school in terms of how many students and families want to actually participate.

Senator Perez: I think that's really key, to catch them before they get addicted. Unfortunately, we, the DOE or at least our youth, have the highest rates of addiction for nicotine use.

The other thing that came to light was the emotional intelligence curriculum developed by the Judiciary. I believe the former Deputy Sanchez, Joe Sanchez, was implementing that. Is it listed here in your testimony? What has been the outcome of that implementation?

Administrator Anderson: Thank you for that. You're right. We did not make reference to EQ in the testimony. My understanding was the pilot study was successful. The schools that piloted the program found that it did make a difference. However, I think with the current management, the focus is on evidence-based practices, and at this point that program is not evidence-based. And so the Department is looking at other substance use programs that are evidence-based. There's a list from, I think, CASIL that lists different programs.

Right now, my understanding is the Deputy for Educational Support, Deputy Quitugua is, and also the Curriculum Deputy, Dr. Liwag, is working with different groups from the elementary, middle, and high school to look at different programs and then make a choice. I think one of them that seems to be getting a lot of traction is Character Strong. I think the understanding is that both are not needed and their focus, they prefer to move in the direction of an evidence-based curriculum.

Senator Perez: So this Character Strong, do you think that would play a significant role in prevention? Because my understanding from EQ is that it basically strengthens the individual's capability to cope and to deal with challenges. Rather than smoke or take drugs, they have a way to cope that's healthy. If you can maybe expound on that.

Administrator Anderson: No, good point. I actually have not familiarized myself with Character Strong. I wasn't part of the EQ pilot study. But one of my staff, Nadine Cepeda, she's our lead psychologist for the behavioral health services team, was part of the EQ study. So we can definitely do that and get back to you in terms of, where the Character Strong program, how successful is it in addressing that issue.

Senator Perez: Thank you. Just, I have a question about your testimony. You said, currently the PBIS is a framework used in all 39 schools, however, only 59% of schools have met the goal of 70% on the Tier fidelity inventory. Can you explain that?

Administrator Anderson: In the spirit of full transparency. Yes, so every year we have PBIS coaches that go out and help measure the level of fidelity. So, I mean, again, PBIS, if you look at the student conduct procedure manual, which I made reference to in the testimony, that is the procedural manual for how we deal with student conduct across the district. It's uniform across. It basically indicates that that's how we're gonna address conduct.

But you have different components of that, PBIS, and some components may be a little bit harder than others to get in place and entrenched into the classrooms. So one of them, obviously, is to establish expected school-wide behaviors. And most of the schools have, if you go into the schools, you'll see a 'be safe, be respectful, be responsible.' The schools work with the kids to identify what that looks like in the classroom, in the cafeteria, at the bus stop, at home, etc.

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But in high school, that's not very easy to get across. I think, without looking at it closely, to know which of the schools have not met that 70%. That's the goal, is to have all PBIS schools at least at 70% fidelity. Obviously, it would be better if it's higher than that. But 70% is the goal, and we're still working at the secondary levels to get more buy-in from the schools to be a little bit more faithful in the implementation of that.

But it's got a lot of promise, because, again, if we want our students to behave a certain way, we should model that behavior for one, and two, teach those expected behaviors. The other part of it, which I think we actually do a much better job at, is the universal application of student discipline. So in secondary, we've grouped the behaviors in level of severity. And so we have levels one, two, and three, three being the most egregious and criminal in nature.

Then we've also grouped different interventions and actions that are appropriate to that level. It doesn't matter whether you're a student at Okkodo or a student at GW, if you've done something that's in violation of a school policy or rule, the action taken is pretty much uniformly applied across. I mean, there is some obvious variation. Administrators have flexibility in how they assign discipline, but for the most part, it is uniformly applied across. And so I made reference to a data dictionary.

Again, the operational definitions for all the different behaviors that our students have exhibited, those are defined so that, again, when an administrator's adjudicating a student for a behavioral offense, they can look to make sure that the citation of the behavior is accurate based on how we define that. And then, of course, assign an appropriate weighted consequence to address that. I would just say, long and short, it's just, I think, the different components of PBIS, some are a little bit more challenging to implement.

I think the challenge is really in the high school, and not so much middle school, but I think it's really in the high schools. That's a challenge.

Senator Perez: I think it was important to have a conversation. I wanted to recognize Dr. Betances and Dr. Souder, if they have anything, regards to, if they wanted to add to their testimony.

Dr. Souder: Thank you so much. Thank you, I mean, your description of the kinds of services that currently exist is really in-depth, and I truly appreciate the insights that you've shared.

I just have three, I don't know whether they're concerns or suggestions or insights that we have discovered in the research. Of course, is that punitive measures are not necessarily the most successful measures. I know that you have to handle, a lot of students, and you have to manage these daily behavioral challenges in order to ensure the safety of other students in the school and such. But the research is beginning to tell us very loudly and clearly that moving kids in a positive direction, and not engaging in the solution as in a punitive framework, works better and more successfully over time.

The other insight that we have, we've always known this intuitively, but in relation to these particular issues that we're talking about, substance abuse, those kinds of issues, chronic behavioral challenges, the student engagement in solution-building is a positive step forward. And very often, they become the last actors or stakeholders that are engaged in solution building. But the research, again, is clearly focusing on how students themselves are often better equipped

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to suggest how to address a challenge than the adults that manage the students. So that's another insight that we've gained that might be useful.

Then the third, we've worked with many, many school systems, over 1,212 school systems in our collective engagement with schools, which totals nearly 100 years. So, I mean, we've been to all kinds of school settings, both very high-performing school settings as well as very low-performing school settings throughout the country, in different parts of the world, and of course, in all of our schools here on Guam. And one of the things that we worry about is that when students get suspended, they are removed from the school environment. And that would be the opportune time to engage them in participating in wellness curriculum, and seize that opportunity. Sometimes kids will transgress because they know they can get a few days off, right? And that's opposite of what we want those suspensions to achieve.

So, again, if we could consider, we've been to many schools where they have success curriculum and then they just park kids who are disobedient in their classes or who are acting up, they park kids in a room and they don't do anything but sleep or use their phones. They're not engaged in an alternate learning experience. And so, we've learned that that just doesn't work. We need to engage them and provide an alternate curriculum for them and maybe that's, and then they can solution-build as well. So, those are some insights that we've gained from the research that we are happy to share.

Administrator Anderson: Thank you, Dr. Souder. Those points that you bring up are on target. We make it an effort to work with our administrators to always leverage suspension days because, Dr. Souder's correct, probably the worst thing you can do for a student is to remove them from their educational environment for any period of time. The maximum number of days we can suspend a student is 10 days.

But even when I was a school principal or even an assistant principal in the school system, I was constantly leveraging suspension days, especially like if it's fighting or rioting to leverage five days for the child and the parent to go and participate in anger management sessions or do something that's gonna address the root cause of acting out violently.

Or if it's substance use, getting the parent to agree to have the child go get screened to see if drug use is a serious issue or if it's just social pressure, experimenting kind of thing or parent shadowing. Probably the most frightening thing for middle schoolers or high schools is to have their parents shadowing them in school. But we've done that because you're right, I mean, students sometimes will act out just because they know they're gonna get suspended and have some time off. But usually when you get parents who are empowered to understand that parent shadowing is actually a very powerful deterrent, to be able to take off from work and come in and do that, it can have a meaningful impact.

We completely agree. That's why Positive Behavior Intervention Supports is the framework, because we agree that we need to focus on the positive, but unfortunately, children are, or young adults, are gonna act out. And so we do have to have punitive measures to address that or at least to set a deterrent that we're zero tolerance for fighting or rioting or drug use or drug selling.

I mean there's a lot of different criminal behaviors that are happening in our school, even weapons possession. We have to have very weighted consequences. Aside from the weighted consequences, needs to be interventions that try and address the root issue as to why this child or

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this young adult is acting out and getting in trouble. Because I think most kids, fundamentally, they don't wake up in the morning and look in the mirror and say I want to fail today. It's just that through bad choices they end up failing or they end up getting in trouble. So we need to teach life skills, help students to be motivated about wanting to succeed academically in school, and that's part of it too is getting them engaged academically so they have motivation to want to stay in school and succeed.

But yes, thank you for the reinforcement of what the research is really saying, because we do push that with the administrators to do your best. I mean, we've had in-school suspensions. There's creative titles for these programs, but they are designed to do the opposite of what you referenced because you're right, these rooms where the kids are just sitting there on their phones or doing something that's not productive, but to focus on life skills or do something very constructive, to help these students understand how best to behave and focus on being successful.

Senator Perez: I appreciate that. I want to shift over to cell phone usage. I know the policy was just recently updated in 2025, but I guess, considering the data that's coming out now, there's a lot of changes nationally as well as internationally about the impacts of cell phone use in instruction or in the school setting.

Administrator Anderson: Right.

Senator Perez: That's something definitely I would like to bring forward with the Board, as well as DOE. Do you think DOE is willing to look at their policies again, considering this growing body of evidence of the harms from cell phone usage in the school setting?

Administrator Anderson: The way the policy's written right now or the operating procedures at the school, the administrator really can make that decision as to whether they want to restrict or not have cell phones on campus at all. But I think from the Board's perspective, because, as you mentioned, most recently in 2025, they've reviewed the policy and this policy's been on the books for several years; but because of what you mentioned, there's a lot of discussion in not just Guam's community but throughout the United States in terms of whether or not cell phone use on campus is actually helping or hindering students from learning, as well as other issues with social media and other influences that students can experience by using their phones.

The Board did review this issue and that was the issue at hand, right with, again, what other districts are doing. They did make an informed decision that they wanted to continue to allow students to use cell phones on campus, with some minor guidance in terms of adding some clarifying language, in terms of adding smart watches to the definition or the understanding of cell phones so it extends to smart watches, like I have on my wrist right now. And then being more clear that if it's not part of the teacher's lesson plan, where those cell phones have to be, which is not on their person, has to be in a backpack, has to be in a locker, cannot be on their person during the instructional time.

As I mentioned, really the issue is with the school administrator, and so if a school administrator working with their community makes a decision that we don't want cell phones on campus, then they're authorized to make that call. As a matter of fact, Oceanview Middle School is one of those schools that has that policy that they don't allow cell phones on campus. So I think the Board's position is more not directing every school to be a certain way but to empower the schools to address the issue based on the community needs.

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Senator Perez: That might be a good study to see how Oceanview is doing versus other schools that allow it. It's an opportunity to study how effective it is.

Administrator Anderson: Well she shared. She shared at the work session with the Board how successful it has been. I mean, you talk to administrators. If you take away the cell phone, it actually addresses quite a bit of issues in terms of behavioral issues with kids and young adults. It just gets down to that whole issue about wanting to make sure that our students are technologically literate, that they're able to safely use technology, cell phones, internet behavior kind of thing.

So I think there's those different camps, obviously, that have different opinions about the use of the technology. So, yes, I agree with you, we should closely look at Oceanview Middle School and perhaps learn a lot about how banning cell phones has had an impact in terms of student discipline issues.

Senator Perez: Thank you. In regards to fentanyl, are there efforts within DOE? I know nicotine vaping is a big problem right now, but are there any proactive measures in regards to other drugs that are also very harmful?

Administrator Anderson: Well, thank you for that. I think we're quite blessed that we don't have any issues with fentanyl. Typically, schools are a microcosm and usually a reflection of what's happening in the larger community. But I have to tell you that we were very good about tracking our data on substance use and despite the fact that crystal methamphetamine is a big issue in our community, we don't have cases where we have students at least adjudicated or caught with crystal meth.

Now I'm confident that they're probably students that are using crystal methamphetamine, but our data does not have any cases where we've had kids that have been caught with that kind of substance, of course, fentanyl being the more recent substance that's out there. We don't see that in our schools either, but we do have Narcan. I think it was the 37th Guam Legislature that appropriated money for the Department of Education to purchase Narcan, and so we have that.

Our Community Health Nursing Service Administrator, Julietta Quinene, has been working with the nurses to make sure that Narcan is available in case there is a fentanyl or some type of overdose. It is addressed in the discussion about substance use, because obviously that is there. But in terms of actually seeing cases in our schools involving fentanyl or even, like I said, crystal meth or any other kind of cocaine, and any of the more hardcore drugs, that's not the case.

But obviously we are seeing cannabis in dab pens, kind of issue, and so you're seeing vaping, and then you see the electronic delivery of THC as well in our schools, and more increasingly actually, which is a concern for us.

Senator Perez: Yes, thank you for all your work. So just a question regarding funding. This is a question that one of the constituents had included in his testimony that there has to be consistent funding for a lot of these initiatives, and just if you can maybe explain what type of funding is needed to have a positive impact on reduction of substance use.

If it's more than funding, what other policies, I know you mentioned there's a bill that's being worked through in Senator Bora's office, but are there any other points that you think are opportunities to make this shift happen within the schools, as far as improving mental health.

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Administrator Anderson: Well, I mean, I think most agencies are definitely open for more funding. The qualifier that Dr. Won Pat indicated her testimony was really about the \$35 million that we have from the U.S. Department of Education right to fund different programs and initiatives. Substance use is definitely one of those areas. Matter of fact, enhancing your mental health state was funded by the bipartisan grant. We received \$1.6 million to do screening of students. So I believe there's a sufficient amount of federal money. In the end, we're very conscious about not trying to touch too much of the local money, since there's not much there.

I don't think funding in that area is really the issue, more so than, again, continually trying to find those programs that are effective and work well with our students to help them make better choices and stay away from behavior that's going to derail them from finishing their education or being productive in society.

Senator Perez: I think too, Superintendent Won Pat's point is that we want to make sure we don't go over this maintenance effort amount and the supplement not supplant principle.

This question is for the Department of Public Health. I know we did invite Guam Behavioral Health and Wellness to provide testimony, so we look forward to seeing their testimony. But with the Division of Children's Wellness, under the Guam Department of Public Health and Social Services, what are some of the initiatives in regards to mental health? What are some of the initiatives being implemented, if you can, Deputy?

Deputy Director Shelton: Thank you, Senator. Directly with the school system?

Senator Perez: Yes, school system, or maybe independently.

Deputy Director Shelton: Okay, well, we do receive Childcare Development Funds from our federal grantor, and we subgrant a lot of that money to our partners at Guam Behavioral Health and Wellness and to the Department of Youth Affairs for some of their programs. Most notably with GBHWC, we use that money for CCDF funding, the Childcare Development Funding, for autism support and therapy, and training for childcare providers. We also use that money for a mobile crisis team.

If perhaps the school calls or our foster care shelter calls and there's a mental health emergency, then that mobile crisis clinic, or mobile crisis center, can respond with their team to the school or to the shelter. That's what I've got on top of my head, but with DYA, we provide them funding also for behavioral health support.

Senator Perez: Thank you, one of the things I'm a proponent of is early childhood education, and I think it's really important about reaching the parents and the families, reaching out to them and supporting them in their needs. I think that's one of maybe, one of the root causes possibly.

Deputy Director Shelton: Well, early childhood exposure is something that we are using the CCDF money to target as well. Today, our Division of Children's Wellness held a conference for all our childcare providers, daycares and centers for training on health and emergency preparedness, and we also provide support to individual families for resources. We have quarterly outreaches, more than quarterly outreaches, in the community through our Early Learning Council.

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I Mina'trentai Ocho Na Liheslaturan Guåhan

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I know they were invited as well, but since they fall under the Division of Children's Wellness, we are providing testimony for them. We work together with them in all of our different programs to go into the community, whether it's a community center or the schools, even, to provide that kind of service. We also had a health fair today that gave all of that information and children's immunization at the Piti social hall, the church social hall.

That's something that we're doing monthly in all of the villages. And the seven different divisions of Public Health and Social Services are all participating from Division of Children's Wellness to the Division of Public Health who are giving out the immunizations and information for early childhood services.

Senator Perez: That's great. I think the earlier the better as far as establishing positive role models, supports to families. I think that would go a long way into preventing negative behaviors, I feel. So definitely looking to see more from the Department of Public Health in that realm. Dr. Naputi-Rivera, thank you for coming. I know you're a teacher as well. I know you gave your testimony, but what do you experience in the classroom in regards to cell phone usage, and/or impacts you think that can be resolved or mitigated from more stricter policies with cell phone usage?

Dr. Naputi-Rivera: I do believe in enforcing that policy. It can be useful. However, there needs to be some boundaries. We have to remember we're in an evolving technology society so we can't remove it completely.

We need to embrace what's there as a tool, but it's simply a tool, and use that to leverage and bridge gaps that may exist so we can be creative in utilizing it. We do have an existence with GDOE. Like you had mentioned, I'm an ESL teacher/coordinator for the Guam Department of Education. Like Mr. Anderson mentioned earlier, I service grades K through 5.

They don't necessarily have cell phones, but they always talk about their older brothers and sisters having cell phones and they've been on it and I said, well, you need to be responsible, and they would mention these things like K-pop Demon. I'm like, okay, let's try to make sure that we remember to stay focused on our work. And then if your parents say it's okay, then sure, but still you need to remember education is important, so I always enforce that.

But aside from being an ESL teacher at GDOE, I'm also a board member of the Guam Public Library System, a board member of the Guam Council of the International Literacy Association, and I serve as the D204 Lions International Reading Action Program Chair. So I speak on behalf of literacy at the same time, and I do believe that we, definitely, can use what we know about cell phones. But, as Dr. Souder and Dr. B mentioned as well, there are guidelines that need to be followed. I believe we can't completely remove it, but we can use it as a tool to enable our students to excel. It could be a tool.

Senator Perez: Right, correct. I know there's also the IEP, if that's needed. Of course we can't eliminate it, but it seems like the evidence is showing that the stricter policies are more effective. Thank you so much.

Dr. Naputi-Rivera: Yes, *Si Yu'os Ma'åse'. Hågu mãs.*



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Senator Perez: Thank you so much for your testimonies. For those that want to submit testimony, they can address it to Senator Sabina Flores Perez, 710 Marine Corps Drive, Suite 303A, *Hagåtña*, Guam, 96910. The testimonies can also be delivered to the Guam Congress Building or emailed to office.senatorperez@guamlegislature.gov. Being that there are no further questions or testimonies, Resolution 126-38, is duly heard. The time is now 3:23 p.m.

III. FINDINGS & RECOMMENDATIONS

The Office of Senator Sabina Flores Perez finds the following for Resolution 126-38 (COR) based on the testimony submitted at the public hearing:

Legislative Context

Resolution No. 126-38 (COR) seeks to empower the Guam Department of Education (GDOE) to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.

The resolution responds to documented increases in adolescent mental health concerns, substance exposure, bullying and cyberbullying, and the growing impact of excessive smartphone and social media use within school environments.

Testimony Summary and Individual Findings

Acting Superintendent Dr. Judi Won Pat

Guam Department of Education

Written Testimony:

- GDOE expressed support for the resolution and outlined existing initiatives addressing substance use, nicotine violations, mental health screening, and behavioral interventions. Data presented included:
 - An average of 380 substance-related offenses annually.
 - Approximately 1,399 nicotine-related violations annually.
 - Implementation of D.A.R.E., Catch My Breath, Minesngon Famagu'on, Brief Tobacco Nicotine Intervention (BTNI), and other programs.
 - Deployment of Behavioral Health Services Teams utilizing a multi-tiered system of supports.
 - Implementation of PBIS in all 39 schools, with 59% meeting fidelity benchmarks.
 - Recent clarification of Board Policy 406 regarding student cell phone use.
 - GDOE cautioned against statutory language that could jeopardize federal funding due to supplanting concerns.

Finding: The Committee finds that GDOE has established prevention and intervention frameworks; however, consistency of implementation, participation rates, and enforcement fidelity remain areas requiring reinforcement and structured oversight.

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Director Theresa C. Arriola

Department of Public Health and Social Services

Written Testimony

- Expressed strong support for Resolution 126-38.
- Framed the resolution as strengthening student wellness through prevention education, reduced classroom distractions, and expanded on site mental health services.
- Emphasized prevention and early intervention as essential public health strategies for reducing substance use and behavioral health challenges.
- Highlighted schools as critical settings for coordinated collaboration between education and public health systems.
- Stated that the resolution aligns with DCW's mission to protect children, strengthen families, and promote school readiness.

Finding: The Committee finds that interagency coordination between GDOE and DPHSS is essential to sustain and expand prevention-based approaches and strengthen mental health infrastructure in schools.

Dr. Matilda Naputi Rivera

Guam Department of Education

Written Testimony

- Expressed strong support for Resolution 126-38.
- Supported expansion of anti-drug education and prevention campaigns.
- Supported enforcement of comprehensive cell phone use policies.
- Supported increased access to mental health supports.
- Framed the resolution as a proactive and holistic response to student pressures including social media influence, peer dynamics, and mental health challenges.
- Emphasized that equipping schools with appropriate policies and resources empowers students to make healthier choices and succeed academically and emotionally.

Finding: Resolution 126-38 advances a holistic student wellness framework that supports academic focus, mental health, and prevention oriented school environments and aligns with community priorities for student well-being and supports a proactive, comprehensive framework.

Chairperson Dr. Laura M. Torres Souder

Kumisión I Fino' CHamoru

Written Testimony

- Expressed support for Resolution 126-38.
- Provided formal endorsement without detailed policy commentary.
- Emphasized promoting peer interaction, engagement, and structured developmental supports.

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Finding: The Commission supports student wellness and prevention initiatives reflected in Resolution 126-38.

Kenneth Orland

GDOE, Simon A. Sanchez High School

Written Testimony

- Expressed support for the goals of Resolution 126-38 but raised significant concerns about implementation feasibility.
- Warned against policy without infrastructure.
- Argued that legislation often mandates outcomes without providing funding, staffing, training time, and evaluation systems.
- Outlined necessary conditions for success including dedicated funding streams, staffing allocations, evidence based curriculum, protected professional development time, accountability structures, and program evaluation mechanisms.
- Raised concerns about added curriculum without time adjustments and added responsibilities without compensation.
- Emphasized that sustainability requires institutional memory, permanent coordination, and structural guarantees.

Finding: Without explicit funding, staffing, and accountability systems, Resolution 126-38 risks becoming an unfunded mandate that burdens teachers and undermines long term sustainability.

Dr. Samuel Betances

Souder, Betances and Associates, Inc.

Oral/Written Testimony

- Supported expansion of anti-drug education and responsible cell phone use policies.
- Cautioned against fear-based drug prevention messaging and noted research indicating that exaggerated harm messaging may reduce effectiveness.
- Encouraged evidence-based, positive youth development approaches to prevention.
- Highlighted research linking excessive smartphone use before bedtime to negative mental health outcomes.
- Advocated for consistent, standard cell phone policies across schools.
- Consideration of national policy research on cell phone restrictions.

Finding: Prevention strategies should be evidence based and developmentally grounded, combining consistent digital use standards with positive behavior approaches and grounded in best practices to maximize effectiveness.

Dr. Laura M. Torres Souder

Souder, Betances and Associates, Inc.

Oral Testimony:

Dr. Souder emphasized:

- Constructive use of suspension time.

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- Student engagement in solution-building.
- Preference for positive behavioral approaches over purely punitive frameworks.

Finding: The Committee finds that disciplinary policies should prioritize restorative and developmental approaches alongside necessary enforcement measures

Ji Reena Gabriele Blas

Written Testimony

- Expressed general agreement with the intent of Resolution 126-38 but cautioned against expanded government costs and regulatory mandates.
- Suggested leveraging existing digital tools and mobile applications to address drug prevention, mental health support, crisis intervention, and parental monitoring.
- Provided detailed comparisons of parental control applications as alternatives to government imposed monitoring systems.
- Argued that technology based solutions and community engagement may be more cost effective than across the board regulatory expansion.

Finding: Technology based private sector tools may supplement student wellness efforts, but require careful integration and accessibility planning to ensure effectiveness.

Synthesis of Findings

Based on oral and written testimony, the Committee finds broad consensus regarding the importance of student wellness, prevention education, and structured digital policy enforcement.

1. GDOE has implemented multiple prevention and behavioral health frameworks, including PBIS, D.A.R.E., tobacco intervention, and multi-tiered behavioral supports. However, testimony indicates uneven implementation fidelity, variable enforcement of cell phone policy, and the need for stronger coordination and oversight.
2. Testifiers consistently emphasized that substance use, nicotine violations, digital overexposure, bullying, and mental health challenges must be addressed collectively rather than as isolated policy concerns.
3. Expert testimony cautioned against fear based anti-drug messaging and encouraged developmentally grounded, research informed prevention strategies rooted in positive youth development principles.
4. DPHSS underscored that school based mental health services and prevention efforts function most effectively when aligned with public health systems, crisis response, and family support structures.
5. Classroom based testimony emphasized that legislation without funding, staffing, training time, accountability structures, and evaluation systems risks becoming an unfunded mandate. Sustainability requires structural investment, not reliance on educator goodwill.
6. Some testimony recommended leveraging existing digital applications and parental control tools. The Committee finds that technology may supplement school policy but cannot substitute for coordinated prevention and enforcement frameworks.

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Overall Finding: Resolution 126-38 reflects strong community support and aligns with prevention based public health models. However, long term success depends on structured implementation safeguards, fiscal clarity, and consistent enforcement mechanisms.

Recommendation

Based on the foregoing findings, the Office of Senator Sabina Flores Perez finds that Resolution No. 126-38 (COR) advances a comprehensive and prevention focused framework to strengthen student wellness, reinforce safe learning environments, and expand mental health and anti-drug education initiatives within the Guam Department of Education.

By empowering GDOE to expand prevention programming and strengthen policy enforcement, the resolution:

- Enhances school based anti-drug education and nicotine prevention efforts.
- Strengthens consistent enforcement of comprehensive student cell phone policies.
- Expands access to multi-tiered mental health supports across all grade levels.
- Reinforces collaboration between education and public health agencies.

Promotes restorative and developmentally appropriate disciplinary approaches.

Supports structured oversight and accountability to ensure implementation fidelity.

Senator Sabina Flores Perez, Prime Author, hereby reports out of **Resolution No. 126-38 (COR) - As Amended** - Sabina Flores Perez, Shelly V. Calvo, Chris Barnett, Vincent A.V. Borja, Frank F. Blas, Jr., V. Anthony Ada, Therese M. Terlaje, William A. Parkinson, Tina Rose Muña-Barnes – **“Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.”**

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÁHAN
2025 (FIRST) Regular Session

Resolution No. 126-38 (COR)

Introduced by:

Sabina Flores Perez *SFP*
Shelly V. Calvo *Shelly*
Chris Barnett *DCB*
Vincent A.V. Borja *VB*
Frank F. Blas, Jr. *FB*
V. Anthony Ada *VA*
Therese M. Terlaje *TMT*
William A. Parkinson *WP*
Tina Rose Muña Barnes *TRM*

Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.

1 **BE IT RESOLVED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN***
2 ***GUÁHAN*:**

3 **WHEREAS**, the Centers for Disease Control and Prevention reports that one
4 in five adolescents experiences a diagnosable mental health condition, but fewer than
5 half receive adequate treatment; and

6 **WHEREAS**, the Guam Department of Education is responsible for ensuring
7 that Guam's public schools provide safe, equitable, and supportive learning
8 environments for all students, consistent with the mandates of Public Law 26-26,
9 The Every Student Succeeds Act (ESSA), and the State Strategic Plan; and

1 **WHEREAS**, in recent years, GDOE educators and administrators have
2 identified increased classroom distractions, social conflicts, and mental health
3 concerns linked to excessive or inappropriate use of cell phones and social media
4 during school hours; and

5 **WHEREAS**, global research in developmental psychology identifies the
6 period between 2010 and 2015 as a turning point in adolescent well-being,
7 sometimes referred to as the “Great Rewiring of Childhood,” during which the rapid
8 shift from play-based, face-to-face socialization to phone-based interaction
9 coincided with a dramatic rise in adolescent anxiety, depression, and self-harm; and

10 **WHEREAS**, psychologists and neuroscientists attribute this shift to a set of
11 foundational harms caused by unregulated smartphone use among youth, including
12 social deprivation, sleep disruption, attention fragmentation, and digital addiction,
13 all of which impede learning, focus, and emotional stability; and

14 **WHEREAS**, adolescent brain research further shows that the reward-seeking
15 centers of the brain mature earlier than self-regulatory systems, making young
16 people particularly vulnerable to the addictive design of digital platforms that
17 amplify peer comparison and social anxiety; and

18 **WHEREAS**, the Guam Education Board has recognized this concern by
19 reviewing and updating Board Policy 406, “Student Cell Phone Use on School
20 Campus,” to clarify expectations for both instructional and non-instructional time,
21 but enforcement remains inconsistent across campuses; and

22 **WHEREAS**, research from the National Center for Education Statistics and
23 UNICEF indicates that limiting phone use during instructional hours improves
24 academic focus, reduces cyberbullying, and supports positive peer interactions,
25 while overuse is associated with increased anxiety, sleep disturbance, and reduced
26 attention spans among youth; and

1 **WHEREAS**, leading child-development experts caution that modern youth
2 are often overprotected in the real world and underprotected in the virtual world,
3 underscoring the need for balanced school policies that both limit harmful digital
4 exposure and teach healthy digital citizenship; and

5 **WHEREAS**, the Government of Guam’s own Behavioral Health and
6 Wellness Center has reported growing concerns about early exposure to substance
7 use, social media–related mental health issues, and the resurgence of nicotine,
8 alcohol, and illicit substance use among minors, particularly in the wake of the
9 COVID-19 pandemic; and

10 **WHEREAS**, GDOE has partnered with GBHWC, the Department of Public
11 Health and Social Services, and community coalitions to implement Red Ribbon
12 Week and other prevention initiatives, yet ongoing challenges such as fentanyl
13 exposure, vaping, and prescription drug misuse demonstrate the urgent need for
14 year-round, curriculum-integrated prevention programs; and

15 **WHEREAS**, the 2021 Guam’s Youth Risk Behavior Survey continues to
16 show elevated rates of anxiety, depression, and suicidal ideation among students,
17 highlighting the need to strengthen school-based counseling capacity, crisis response
18 training, and peer-support programs; and

19 **WHEREAS**, promoting student wellness through comprehensive mental
20 health services, anti-drug education, and responsible technology use aligns with the
21 Government of Guam’s strategic vision for a “Healthy Guam,” and supports the
22 objectives of the 2025–2030 GDOE Strategic Plan emphasizing student
23 engagement, academic recovery, and socio-emotional well-being; now therefore, be
24 it

25 **RESOLVED**, that *I Mina'trentai Ocho Na Liheslaturan Guåhan* does hereby,
26 on behalf of the People of Guam, empower the Guam Department of Education to
27 uniformly enforce its updated policy on student cell phone use, requiring phone-free

1 instructional time, secure storage of devices during class, and annual reporting on
2 disciplinary incidents and learning outcomes associated with policy implementation;
3 and be it further

4 **RESOLVED**, that *I Liheslaturan Guåhan* empowers the Guam Department
5 of Education to explore phone-free-school models consistent with global child-
6 development research identifying such environments as effective, low-cost
7 strategies to improve student focus, academic performance, and well-being; and be
8 it further

9 **RESOLVED**, that *I Liheslaturan Guåhan* urges the Guam Department of
10 Education, in coordination with the Guam Behavioral Health and Wellness Center
11 and the Department of Public Health and Social Services, to expand anti-drug
12 education and awareness programs in all schools, to include fentanyl and vaping
13 prevention, parent engagement, and partnerships with village mayors for
14 community-level prevention initiatives; and be it further

15 **RESOLVED**, that *I Liheslaturan Guåhan* urges the Guam Department of
16 Education to strengthen mental health supports by increasing the number of school
17 counselors, social workers, and psychologists; by incorporating evidence-based
18 social-emotional learning (SEL) curricula; and by ensuring access to crisis response
19 and referral pathways for students in distress; and be it further

20 **RESOLVED**, that *I Liheslaturan Guåhan* supports the creation of a “Student
21 Wellness Task Force” within GDOE, comprised of representatives from GBHWC,
22 DPHSS, parent organizations, and student councils, to develop a coordinated plan
23 addressing behavioral health, drug prevention, and technology use policies in
24 Guam’s schools; and be it further

25 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to,
26 the adoption hereof, and that copies of the same be thereafter transmitted to the
27 Honorable Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*; Angel R. Sablan,

- 1 Chairperson of the Guam Education Board; Kenneth Erik Swanson, Superintendent
- 2 of Education; Carissa E. Pangelinan, Director of the Guam Behavioral Health and
- 3 Wellness Center; and Theresa C. Arriola, Director of the Guam Department of
- 4 Public Health and Social Services.

DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN* ON THE DAY OF MONTH 2025.

FRANK BLAS, Jr.
Speaker

V. ANTHONY ADA
Chairperson, Committee on Rules

SABRINA SALAS MATANANE
Legislative Secretary

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2025 (FIRST) Regular Session

Resolution No. 126-38 (COR)

As amended by the Author.

Introduced by:

Sabina Flores Perez
Shelly V. Calvo
Chris Barnett
Vincent A.V. Borja
Frank F. Blas, Jr
V. Anthony Ada
Therese M. Terlaje
William A. Parkinson
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Relative to empowering the Guam Department of Education to expand anti-drug education and prevention campaigns, enforce a comprehensive cell phone use policy, strengthen student wellness and safe learning environments, and increase access to mental health supports for students across all grade levels.

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2 ***GUÅHAN*:**

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4 five adolescents experiences a diagnosable mental health condition, but fewer than half
5 receive adequate treatment; and

6 **WHEREAS**, the Guam Department of Education is responsible for ensuring that
7 Guam's public schools provide safe, equitable, and supportive learning
8 environments for all students, consistent with the mandates of Public Law 26-26, The
9 Every Student Succeeds Act (ESSA), and the State Strategic Plan; and

1 **WHEREAS**, in recent years, GDOE educators and administrators have
2 identified increased classroom distractions, social conflicts, and mental health
3 concerns linked to excessive or inappropriate use of cell phones and social media
4 during school hours; and

5 **WHEREAS**, global research in developmental psychology identifies the
6 period between 2010 and 2015 as a turning point in adolescent well-being,
7 sometimes referred to as the “Great Rewiring of Childhood,” during which the rapid shift
8 from play-based, face-to-face socialization to phone-based interaction coincided
9 with a dramatic rise in adolescent anxiety, depression, and self-harm; and

10 **WHEREAS**, psychologists and neuroscientists attribute this shift to a set of
11 foundational harms caused by unregulated smartphone use among youth, including
12 social deprivation, sleep disruption, attention fragmentation, and digital addiction, all
13 of which impede learning, focus, and emotional stability; and

14 **WHEREAS**, adolescent brain research further shows that the reward-seeking
15 centers of the brain mature earlier than self-regulatory systems, making young
16 people particularly vulnerable to the addictive design of digital platforms that
17 amplify peer comparison and social anxiety; and

18 **WHEREAS**, the Guam Education Board has recognized this concern by
19 reviewing and updating Board Policy 406, “Student Cell Phone Use on School
20 Campus,” to clarify expectations for both instructional and non-instructional time, but
21 enforcement remains inconsistent across campuses; and

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23 UNICEF indicates that limiting phone use during instructional hours improves
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4 exposure and teach healthy digital citizenship; and

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8 and illicit substance use among minors, particularly in the wake of the COVID-19
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11 Health and Social Services, and community coalitions to implement Red Ribbon
12 Week and other prevention initiatives, yet ongoing challenges such as fentanyl
13 exposure, vaping, and prescription drug misuse demonstrate the urgent need for
14 year-round, curriculum-integrated prevention programs; and

15 **WHEREAS**, the 2021 Guam’s Youth Risk Behavior Survey continues to
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18 training, and peer-support programs; and

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1 Chairperson of the Guam Education Board; Dr. Judi Won Pat, Acting Superintendent of
2 Education; Carissa E. Pangelinan, Director of the Guam Behavioral Health and
3 Wellness Center; and Theresa C. Arriola, Director of the Guam Department of
4 Public Health and Social Services.

**DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA*
LIHESLATURAN GUÅHAN ON THE DAY OF MONTH 2026.**

FRANK BLAS, JR.

Speaker

SABRINA SALAS MATANANE

Legislative Secretary

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2025 (FIRST) Regular Session

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18 training, and peer-support programs; and

19 **WHEREAS**, promoting student wellness through comprehensive mental
20 health services, anti-drug education, and responsible technology use aligns with the
21 Government of Guam’s strategic vision for a “Healthy Guam,” and supports the
22 objectives of the 2025–2030 GDOE Strategic Plan emphasizing student engagement,
23 academic recovery, and socio-emotional well-being; now therefore, be it

24 **RESOLVED**, that *I Mina'trentai Ocho Na Liheslaturan Guåhan* does hereby, on
25 behalf of the People of Guam, empower the Guam Department of Education to
26 uniformly enforce its updated policy on student cell phone use, requiring phone-free

1 instructional time, secure storage of devices during class, and annual reporting on
2 disciplinary incidents and learning outcomes associated with policy implementation; and
3 be it further

4 **RESOLVED**, that *I Liheslaturan Guåhan* empowers the Guam Department of
5 Education to explore phone-free-school models consistent with global child-
6 development research identifying such environments as effective, low-cost strategies to
7 improve student focus, academic performance, and well-being; and be it further

8 **RESOLVED**, that *I Liheslaturan Guåhan* urges the Guam Department of
9 Education, in coordination with the Guam Behavioral Health and Wellness Center and
10 the Department of Public Health and Social Services, to expand anti-drug education
11 and awareness programs in all schools, to include fentanyl and vaping prevention,
12 parent engagement, and partnerships with village mayors for community-level
13 prevention initiatives; and be it further

14 **RESOLVED**, that *I Liheslaturan Guåhan* urges the Guam Department of
15 Education to strengthen mental health supports by increasing the number of school
16 counselors, social workers, and psychologists; by incorporating evidence-based
17 social-emotional learning (SEL) curricula; and by ensuring access to crisis response and
18 referral pathways for students in distress; and be it further

19 **RESOLVED**, that *I Liheslaturan Guåhan* supports the creation of a “Student
20 Wellness Task Force” within GDOE, comprised of representatives from GBHWC,
21 DPHSS, parent organizations, and student councils, to develop a coordinated plan
22 addressing behavioral health, drug prevention, and technology use policies in
23 Guam’s schools; and be it further

24 **RESOLVED**, that the Speaker certify, and the Legislative Secretary attest to, the
25 adoption hereof, and that copies of the same be thereafter transmitted to the
26 Honorable Lourdes A. Leon Guerrero, *I Maga'hågan Guåhan*; ~~Angel R. Sablan~~Dr.

1 Judith Gutherz, Chairperson of the Guam Education Board; ~~Kenneth Erik Swanson~~Dr.
2 Judi Won Pat, Acting Superintendent of Education; Carissa E. Pangelinan, Director of
3 the Guam Behavioral Health and Wellness Center; and Theresa C. Arriola, Director
4 of the Guam Department of Public Health and Social Services.

**DULY AND REGULARLY ADOPTED BY *I MINA'TRENTAI OCHO NA*
LIHESLATURAN GUÅHAN ON THE DAY OF MONTH 2026.**

FRANK BLAS, JR.
~~ANTHONY ADA~~
Speaker
~~Committee on Rules~~

~~SABRINA SALAS MATANANEV.~~
Legislative Secretary ~~Chairperson,~~

~~SABRINA SALAS MATANANE~~
~~Legislative Secretary~~