

Re: Messages & Communications Doc. No. 38GL-26-2736 and 2737.

From: Guam Legislature Clerks <clerks@guamlegislature.gov>
 Date: Mon 8/17/2026 1:41 PM
 To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>

Håfa Adai,

Received, and thank you.



Elijah Untalan
Clerks Office

I Mina'trentai Ocho na Liheslaturan Guåhan

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

Voice: (671) 472-3465 / 3460 Fax: (671) 472-3524

guamlegislature.gov

This message contains information which is confidential and privileged. Unless you are the intended recipient (or authorized to receive for the intended recipient), any unauthorized review, use, disclosure or distribution is strictly prohibited. If you have received this message in error, please contact the sender at clerks@guamlegislature.gov and destroy all copies of the message.

Thank you

From: 38th Committee On Rules <committeeonrules@guamlegislature.gov>
 Sent: Monday, August 17, 2026 11:27 AM
 To: Guam Legislature Clerks <clerks@guamlegislature.gov>
 Cc: Frank Blas Jr. <speakerblas@guamlegislature.gov>
 Subject: Messages & Communications Doc. No. 38GL-26-2736 and 2737.

Håfa Adai Clerks Office,

Please see attached, **Messages & Communications Doc. No. 38GL-26-2736 and 2737** for processing:

✓	38GL-26-2736	Guam Commission for Educator Certification	Agenda for August 3, 2026 Meeting and Approved Minutes for Meeting held on June 30, 2026*
✓	38GL-26-2737	Guam Police Department	FY2026 3rd Quarter Travel Report ending June 30, 2026.

Kindly reply to this email.



Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Disclaimer: The content of this email is intended for the person or entity to which it is addressed only. This email may contain confidential information. If you are not the person to whom this message is addressed, be aware that any use, reproduction, or distribution of this message is strictly prohibited. If you received this in error, please contact the sender at committeeonrules@guamlegislature.gov and immediately delete this email and any attachments.

Messages and Communications 38GL-26-2736*

2 messages

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Fri, Aug 14, 2026 at 11:12 AM

To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>, Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Håfa adai,

Please see attached M&C Doc. No. 38GL-26-2736

38GL-26-2736	Guam Commission for Educator Certification	Agenda for August 3, 2026 Meeting and Approved Minutes for Meeting held on June 30, 2026*
--------------	--	---

*Si Yu'os Ma'åse'**Bernice Rivera*

Administrative Assistant

**Office of Speaker Frank F. Blas, Jr.**I Mina'trentai Ocho na Liheslaturan Guåhan 38th Guam Legislature

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

(671)969-6456

speakerblas@guamlegislature.gov

Electronic Privacy Notice: This e-mail and any attachment(s), contains information that is, or may be, covered by electronic communications privacy laws and legal privileges, and is also confidential and proprietary in nature. If you are not the intended recipient, please be advised that you are legally prohibited from retaining, using, copying, distributing, or otherwise disclosing the information in this e-mail or any attachment in any manner. Instead, please reply to the sender that you have received this communication in error, and then immediately delete it. Thank you in advance for your cooperation.

----- Forwarded message -----

From: **Dr. Michelle M.S. Santos** <michelle.santos@gcec.guam.gov>

Date: Thu, Aug 13, 2026 at 1:20 PM

Subject: GCEC August Meeting Agenda and June Minutes

To: Gov. Lourdes A. Leon Guerrero <governor@guam.gov>, Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Håfa Adai, Honorable Governor and Honorable Speaker Blas,

I have attached a transmittal letter for the reporting requirement, the most recent meeting agenda and meeting handouts, and the approved June minutes from the Guam Commission for Educator Certification.

Sincerely,

Michelle

Dr. Michelle Santos, Executive Director
Guam Commission for Educator Certification (GCEC)

7 attachments **GCEC Agenda and Minutes 0826.pdf**
326K **GCEC REGULAR MEETING AGENDA 08.03.2026.pdf**
478K **Regular Meeting Minutes 063026.pdf**
280K **dear-colleague-letter-protection-of-students-sexual-misconduct-adults-positions-of-authority-july-10-2026-114298.pdf**
231K **Guidance to Regions Regarding Federal Efforts to Strengthen Student Protection.pdf**
276K **GCEC Language Access.pdf**
187K

38th Committee On Rules <committeeonrules@guamlegislature.gov>
To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>

Fri, Aug 14, 2026 at 8:23 PM

Håfa Adai,

Received, and thank you.



Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

Disclaimer: The content of this email is intended for the person or entity to which it is addressed only. This email may contain confidential information. If you are not the person to whom this message is addressed, be aware that any use, reproduction, or distribution of this message is strictly prohibited. If you received this in error, please contact the sender at committeeonrules@guamlegislature.gov and immediately delete this email and any attachments.

[Quoted text hidden]



Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

GCEC August Meeting Agenda and June Minutes

2 messages

Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>

Thu, Aug 13, 2026 at 1:19 PM

To: "Gov. Lourdes A. Leon Guerrero" <governor@guam.gov>, "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>

Håfa Adai, Honorable Governor and Honorable Speaker Blas,

I have attached a transmittal letter for the reporting requirement, the most recent meeting agenda and meeting handouts, and the approved June minutes from the Guam Commission for Educator Certification.

Sincerely,

Michelle

Dr. Michelle Santos, Executive Director
Guam Commission for Educator Certification (GCEC)

Doc Type: 38GL-26-2736
OFFICE OF THE SPEAKER
FRANK F. BLAS, JR.
August 13, 2026
Time: 1:19 PM
Received:

6 attachments

- GCEC Agenda and Minutes 0826.pdf**
326K
- GCEC REGULAR MEETING AGENDA 08.03.2026.pdf**
478K
- Regular Meeting Minutes 063026.pdf**
280K
- dear-colleague-letter-protection-of-students-sexual-misconduct-adults-positions-of-authority-july-10-2026-114298.pdf**
231K
- Guidance to Regions Regarding Federal Efforts to Strengthen Student Protection.pdf**
276K
- GCEC Language Access.pdf**
187K

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Thu, Aug 13, 2026 at 2:50 PM

To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Cc: "Gov. Lourdes A. Leon Guerrero" <governor@guam.gov>

Håfa Adai,

Confirming receipt of your email.

Si Yu'os Ma'åse'

Bernice Rivera

Administrative Assistant



Office of Speaker Frank F. Blas, Jr.

I Mina'trentai Ocho na Liheslaturan Guahan 38th Guam Legislature

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

(671)969-6456

speakerblas@guamlegislature.gov

Electronic Privacy Notice: This e-mail and any attachment(s), contains information that is, or may be, covered by electronic communications privacy laws and legal privileges, and is also confidential and proprietary in nature. If you are not the intended recipient, please be advised that you are legally prohibited from retaining, using, copying, distributing, or otherwise disclosing the information in this e-mail or any attachment in any manner. Instead, please reply to the sender that you have received this communication in error, and then immediately delete it. Thank you in advance for your cooperation.

[Quoted text hidden]



KUMISION SETTEFIKASION PARA I MANMANIDUKA
GUAM COMMISSION FOR EDUCATOR CERTIFICATION
303 University Drive, SOE Room 105, Mangilao, GU 96913
Tel: (671)735-2554 Fax: (671)735-2569
www.gcec.guam.gov



Transmitted Via Electronic Mail

August 13, 2026

Honorable Lourdes Leon Guerrero,
Governor of Guam
Executive Chambers, P.O. Box 2950
Hagåtña, Guam 96932
governor@guam.gov

Honorable Frank F. Blas Jr. Speaker,
I Mina'Trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature
163 Chalan Santo Papa
Hagåtña, Guam 96910
speakerblas@guamlegislature.gov

Re: Guam Commission for Educator Certification

Dear Honorable Governor Leon Guerrero and Honorable Speaker Blas:

As required by 5 GCA, CH 8, § 8113.1, please find the electronic copies of the August 2026 meeting agenda and meeting handouts, along with the June 30, 2026, approved minutes.

Should you have any questions, please call us at (671) 735-2557.

Respectfully,

Michelle Santos

Dr. Michelle Santos, Executive Director

Attachments:

- August 03, 2026 Agenda
- Language Access Plan
- Dear Colleague Letter, NASDTEC Guidance
- Approved June 30, 2026 Minutes



38GL-26-2736
Messages and Communications

RECEIVED
COMMITTEE ON RULES
August 14, 2026

11:12 a.m.
Marie Crisostomo



KUMISION SETTEFIKASION PARA I MANMANIDUKA GUAM COMMISSION FOR EDUCATOR CERTIFICATION

303 University Drive, SOE Room 105, Mangilao, GU 96913

Tel: (671)735-2554 Fax: (671)735-2569

www.gcec.guam.gov



COMMISSION MEMBERS

Roberta M. Abaday, **CHAIR**
(Community Representative)
msrabaday@gmail.com

Lisa Baza-Cruz, Ed. D., **VICE-CHAIR**
(Terminal Degree-Education Rep.)
bazacruz@gmail.com

Lulene C. San Agustin, **TREASURER**
(School Counselor Representative)
lulene.sa@gmail.com

Dolores Lily Bordallo, DBA
(Community Representative)
dr.doloreslily.bordallo@gmail.com

Lisa Cooper-Nurse, Ed. D.
(Administrator Representative)
liscooper-nurse@gdoe.net

Ronnie R. Guerrero, Ed. D.
(Terminal Degree-Education Rep.)
rrguerrero@gdoe.net

Domingo L. Ocampo
(School Teacher Representative)
dlocampo@gdoe.net

EX-OFFICIO MEMBERS

Superintendent of Ed.-GDOE
(Judith Won Pat, Ed.D.)
jtwonpat@gdoe.net

President-UOG
(Anita Borja Enriquez, DBA.)
abe@triton.uog.edu

Chairperson -GEB
(Judith Guthertz, Ph.D.)
judithguthertz@gmail.com

President/CEO-GCC
(Virginia Tudela, Ph.D.)
virginia.tudela@guamcc.edu

Executive Director/GCEC, **SECRETARY**
Michelle M.S. Santos, Ed.D
michelle.santos@gcec.guam.gov

GCEC Regular Meeting UOG-SOE Rm. 104

Live-Stream: https://govguam.tv/channel_page/gcec

Monday, August 03, 2026 @ 4:00 PM

AGENDA

- I. Call to order / Roll call of members
- II. Approval of Agenda
- III. Approval of Minutes from June 30, 2026
- IV. Reports
 - A. Treasurer
 - B. Chairperson
 - C. Executive Director
 - D. Standing Committees
 - I. Appeals Committee
 - II. Standing Committee on Ethics Review
- V. Old Business
 - A. Amendments to 5A GARR CH 8
 - I. Public Hearing Update
 - B. Cooperation Agreement Status
 - C. Language Access Plan
- VI. New Business
 - A. Dear Colleague Letter, NASDTEC Guidance
- VII. Ex-Officio
- VIII. Public Participation (3 minutes per participant)
- IX. Executive Session
 - A. Implementation Plan
 - B. Executive Director Evaluation
- X. Announcements
- XI. Adjournment

Next Meeting: October



KUMISION SETTEFIKASION PARA I MANMANIDUKA

GUAM COMMISSION FOR EDUCATOR
CERTIFICATION

Guam Commission on Educator Certification

Language Access Plan

Guam Commission for Educator Certification

Plan for Language Access

I. Introduction

Legal Policy and Framework

In December 2015, Executive Order 2015-015 was enacted to provide language access for Limited English Proficient (LEP) individuals, those who are Deaf and Hard of Hearing (DHH), and those with literacy challenges.

Mission

The mission of the Guam Commission for Educator Certification (GCEC) is to ensure that all certified Guam educators responsible for our children are competent to perform their duties as teachers, school counselors, librarians, and school administrators.

About Us

The GCEC was established in 2008 under Public Law 29-73 with the legislative intent of providing a mechanism to confer professional certification for *Early Childhood to Twelfth (12th)* grade educators through an external entity separate from those that employ such educators.

Our purpose is to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of Guam's Diverse student population.

The GCEC is a separate entity governed by a seven-member Board of Commissioners appointed by the Governor to serve a three (3) year term. Of the seven members, two (2) are community representatives, two (2) are terminal degree-education representatives, one (1) school administrator, one (1) teacher, and one (1) school counselor.

Definitions

(a) Language Access Plan (LAP)

A document that outlines how to provide services to individuals who are non-English speaking or have limited English proficiency

(b) Limited English Proficiency (LEP)

Individuals who: a) do not speak English as their primary language; b) have a limited ability to read, write, speak, or understand English.

(c) Deaf/deaf (D/d). Hard of Hearing (HH)

Uppercase Deaf denotes a particular group of people who are deaf and share a language and a culture; lowercase deaf refers to the audiological condition of not hearing. Hard of Hearing is someone experiencing hearing loss ranging from mild to profound. An individual who is deaf or hard of hearing (D/HOH) may also have limited proficiency in spoken or written English and may not be proficient in ASL or any other recognized sign language

(d) Language Access Coordinator (LAC):

The designated coordinator who oversees the agency's language access activities and monitors the plan's implementation and performance

II. Four-Factor Analysis Required to Determine the Extent of Language Assistance to be Provided

Purpose:

The purpose of this section is to apply the U.S. Department of Justice's four-factor framework to determine the level of language and communication assistance needed. This ensures that the office approach is data-driven, consistent with federal guidance, and responsive to the needs of our constituents.

The four factors are:

1. The number or proportion of persons with LEP that are eligible to be served or likely to be encountered by the program;

2. The frequency with which individuals with LEP come in contact with the services, programs, or activities;
3. The nature and importance of the program, activity, or service provided by the program to people's lives; and
4. The resources available to the Office and associated costs.

While the four-factor analysis focuses on Limited English Proficiency (LEP), the office will include both LEP and DHH individuals in the analysis to ensure language and communication needs are reviewed.

The following Four-Factor Analysis will serve as a guide for determining which language assistance measures the GCEC will undertake to ensure LEP persons have access to GCEC information. The table below sets forth "safe harbors" for written translations.

Size of Language Group and Recommended Provision of Written Language Assistance

1,000 or more in the eligible population.	Translated vital documents
More than 5% of the eligible population and more than 50 in number.	Translated vital documents
More than 5% of the eligible population and 50 or less in number	Translated written notice of right to receive free oral interpretation of documents
5% or less of the eligible population and less than 1,000 in number	No written translation required

1. The number or proportion of persons with LEP that are eligible to be served or likely to be encountered by the program;
The profession requires proficiency in English reading and writing. The island itself, based on the 2020 census, had a population of 135,770 (people over five years old), and of those, 77,864 speak a language other than English, and of those, 26,552 speak English less than "very well." This number indicates that we may need to have some documents available in case a parent or community member has a concern regarding allegations of educator misconduct.

2. The frequency with which individuals with LEP come in contact with the services, programs, or activities;
LEP individuals rarely seek services from the GCEC; however, all are welcome, and information will be provided.
3. The nature and importance of the program, activity, or service provided by the program to people's lives; and
The certification office does not provide services to the general public, per se. Rather, the primary service is for a select segment of the population seeking educator licensure. This licensure requires demonstrating proficiency in English reading and writing. However, should individuals need language access, assistance will be provided.
4. The resources available to the Office and associated costs.
Currently, the Superior Court of Guam has a list of qualified interpreters. There are also community groups available, such as Micronesian Resource Center or Mañelo, who have agreed to assist in translation. Additionally, we our website includes regional languages as options for translation.

III. Certification Office Structure for Language Access Support

Purpose:

This section defines the role of the Language Access Coordinator (LAC) and defines a primary and secondary individual responsible for developing, updating, and coordinating services under this plan.

The LAC responsibilities include:

- Serving as a primary contact for individuals requesting language assistance;
- Assist with the compilation and coordination of external language resources; and
- Collaborate and coordinate with other Government agencies to access services and resources available to individuals in need of language access, including translation, interpreter services, and event accessibility.

IV. Protocol for Providing Language Access

Currently, based on the above Four-Factor analysis, the GCEC is not required to develop a Language Access Plan. However, the GCEC will make all reasonable attempts to accommodate the language access needs of those requesting oral translation or assistance.

V. Updating and Revising the Plan

To ensure that the office Language Access Plan remains responsive and effective, the Language Access Coordinator will regularly collect and analyze data on language and communication access requests, outcomes, and feedback to identify trends and areas for enhancement.

VI. Contact for Language Access

Primary: Michelle Santos, Ed.D	Secondary: Gwendolyn Manglona-Villanueva
Executive Director	Administrative Assistant
Michelle.santos@gcec.guam.gov	Gwendolyn.manglona@gcec.guam.gov
671-588-2556	671-735-2557



THE SECRETARY OF EDUCATION

WASHINGTON, DC 20202

July 10, 2026

Dear Colleague:

Sexual predators who operate within the walls of American schools depend on institutional silence and complacency. Such silence is not only a moral failure but also violates federal law designed to protect our most defenseless class of citizens—our children.¹ Teachers’ unions’ demonstrated commitment to shield their members from disciplinary action for gross misconduct cannot trump basic moral and legal responsibilities to students and families.²

This letter begins by documenting this alarming failure to protect children from adults in trusted positions of authority. It then clarifies and reaffirms the statutory obligations of state educational agencies (SEAs) and local educational agencies (LEAs) that receive federal financial assistance from the U.S. Department of Education (Department) to respond promptly and appropriately to sexual harassment and abuse that occur in their programs and activities. Specifically, the Department is articulating and reiterating existing legal requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), 20 U.S.C. § 6301 *et seq.*; 20 U.S.C. § 7926; Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. § 1681 *et seq.*; their implementing regulations; and relevant precedent.

Every State compels education for all children,³ and most students—nearly 90% — attend public schools.⁴ Most parents entrust their children to schools which generally stand *in loco parentis*.⁵ Accordingly, those schools must adequately protect students’ safety and comply with federal laws obligating educational institutions that

¹ See 20 U.S.C. §§ 1681(a), 1682, 7926(a); 34 C.F.R. § 106.44 (2020).

² See, e.g., Paul Zimmerman, *Catching the Trash*, Defense of Freedom Institute, 17–21 (2023).

³ See, e.g., *Mahanoy Area Sch. Dist. v. B. L. by & through Levy*, 594 U.S. 180, 199–200 (2021) (Alito, J., concurring); *Ingraham v. Wright*, 430 U.S. 651, 660 n.14 (1977) (“compulsory school attendance laws were in force in all the States” by 1918).

⁴ *Mahanoy Area Sch. Dist.*, 594 U.S. at 200 (2021) (Alito, J., concurring).

⁵ See, e.g., *Vernonia Sch. Dist. 47J v. Acton*, 515 U.S. 646, 655–56 (1995); *Mahanoy Area Sch. Dist.*, 594 U.S. at 187; see also, e.g., *id.* at 189 (“The doctrine of *in loco parentis* treats school administrators as standing in the place of students’ parents under circumstances where the children’s actual parents cannot protect, guide, and discipline them.”); *id.* at 200 (Alito, J., concurring) (“If *in loco*

accept federal funding to ensure the safety of their students.⁶ The protection of children is a bedrock obligation of every educational institution, especially those that accept federal funds.⁷

The Department has observed a troubling and recurring pattern in schools across the Nation of credible reports of sexual abuse and harassment by adults in positions of authority going uninvestigated, institutional cultures that protect employees over students, and administrative indifference that allows predatory conduct to fester.⁸ Recent reporting found at least 67 cases in California where the State has not revoked the professional licenses of educators after school districts determined they had sexually harassed students or committed other types of sexual misconduct. According to the reporting, 12 of those teachers remain working in education.⁹

Nationwide, too many boys and girls are being subjected to unthinkable sexual misconduct, including harassment, assault, abuse, and molestation, by the very teachers, staff, and administrators entrusted with their educational and physical well-being.¹⁰ Decades-long research quantifying the extent of child sexual abuse and misconduct by adults in positions of authority in the Nation's schools is unambiguous and staggering.¹¹ In 2003, it was estimated that 9.6 percent of 8th to 11th grade students had reported sexual misconduct by their educators.¹² In any other setting

parentis is transplanted from Blackstone's England to the 21st century United States, what it amounts to is simply a doctrine of inferred parental consent to a public school's exercise of a degree of authority that is commensurate with the task that the parents ask the school to perform.”).

⁶ See, e.g., 20 U.S.C. §§ 1681(a), 1682, 7926(a); 34 C.F.R. § 106.44 (2020); Dan B. Dobbs, Paul T. Hayden & Ellen M. Bublick, *The Law of Torts* § 418 (2d ed.) (“Custodian’s and school’s state-law duty to protect wards or students”); Restatement (Third) of Torts: Phys. & Emot. Harm § 40 (2012) (“Duty Based on Special Relationship with Another”).

⁷ *Id.*

⁸ See, e.g., U.S. Gov’t Accountability Off., *K–12 Education: Selected Cases of Public and Private Schools That Hired or Retained Individuals with Histories of Sexual Misconduct*, GAO-11-200 at 8–23 (Dec. 2010) (report to the Chairman, H. Comm. on Educ. & Lab.).

⁹ Holly McDede & Mollie Simon, *He Was Fired for Sexually Harassing Students. California Allowed Him to Keep Teaching Anyway*, ProPublica & KQED (May 12, 2026), <https://www.propublica.org/article/california-fired-teacher-sexual-harassment>.

¹⁰ *Id.*

¹¹ Charol Shakeshaft, *Organizational Betrayal: How Schools Enable Sexual Misconduct and How to Stop It*, ch. 2 (Harv. Educ. Press 2025) (analyzing the most comprehensive studies providing a nationwide estimate of employee sexual misconduct in K–12 schools).

¹² Charol Shakeshaft, *Educator Sexual Misconduct: A Synthesis of Existing Literature*, 16–18 (Policy & Program Studies Serv., U.S. Dep’t of Educ. 2003).

where one in 10 children were subject to sexual misconduct, there would be a national outcry.

Two federal laws that dictate federal funding recipients' responsibilities regarding the protection of students from sexual misconduct by adults in positions of authority warrant discussion in this context: (1) the ESEA, as reauthorized by the ESSA; and (2) Title IX of the Education Amendments of 1972.

First, the ESEA conditions receipt of funds on States, SEAs, and LEAs maintaining laws, regulations, or policies that prohibit school employees, contractors, agents, and educational agencies from helping a school employee or contractor obtain a new position when there is knowledge or probable cause to believe that the individual engaged in sexual misconduct involving a student.¹³

The Department urges all covered entities to take their ESEA responsibilities more seriously and intends to increase its ESEA compliance monitoring. Consistent with the ESEA "Prohibition on Aiding and Abetting," the Office of Elementary and Secondary Education (OESE) will examine States' laws, regulations, or policies against available data to determine the effectiveness of the laws, regulations, or policies in ensuring students are safe from adult sexual misconduct.

As of 2022, 35 States lacked laws banning the suppression of information regarding employee sexual misconduct in termination, resignation, and severance agreements. Forty States lacked laws prohibiting such information from being expunged in personnel files.¹⁴ In some cases, teachers' unions have objected to proposed legislative reforms to protect children from adults in positions of authority; pressure from organized labor is not an excuse to ignore ESEA's strictures.¹⁵ Where a State cannot demonstrate the existence of sufficient qualifying and enforceable measures, the State may be in violation of the ESEA's mandate and may jeopardize its receipt of federal funds.¹⁶

¹³ 20 U.S.C. § 7926.

¹⁴ U.S. Dep't of Educ., Elementary and Secondary Education Act Provisions Prohibiting Aiding and Abetting of Sexual Misconduct in Schools (June 2022), <https://www.ed.gov/media/document/elementary-and-secondary-education-act-provisions-prohibiting-aiding-and-abetting-of-sexual-misconduct-schools-june-2022-12504.pdf>.

¹⁵ See, e.g., Zimmerman, *supra*, at 17–21.

¹⁶ To be clear, the ESEA states that the Department may not "mandate, direct, or control the *specific* measures adopted by a State, State educational agency, or local educational agency." 20 U.S.C.

Second, Title IX bars discrimination “on the basis of sex” in any educational program receiving federal funds.¹⁷ Sex discrimination under Title IX includes employee-on-student and “student-on-student sexual harassment, if sufficiently severe.”¹⁸ Title IX and the Department’s implementing regulations require recipients of federal funds who have actual knowledge of sexual harassment by school employees or students to respond promptly and in a manner that is not deliberately indifferent.¹⁹ Failure to respond appropriately to known allegations of sexual harassment by school employees or students can violate Title IX.²⁰

Title IX requires schools with actual knowledge to respond appropriately and address claims of sexual harassment, including providing supportive measures for an impacted student.²¹ State law, local district policy, and collective bargaining agreements (CBA) can neither trump a federal funding recipient’s obligations under Title IX nor excuse a Title IX violation.²² For example, provisions in any CBA that prevent, delay, or condition the investigation of such an incident or the removal of an employee pending a Title IX investigation can expose the institution to remedial actions authorized by Title IX, including termination of federal financial assistance.²³

§ 7626(c) (emphasis added). But that does not mean that a State, SEA, or LEA cannot violate the ESEA if it has insufficient measures. After all, the ESEA makes clear that States, SEAs, and LEAs must “*have laws, regulations, or policies* that prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.” *Id.* § 7926(a) (emphasis added). So although the Department may not dictate the “*specific measures*,” *id.* § 7626(c) (emphasis added), the Department may still investigate and, when circumstances warrant, find violations based on the *inadequacy* of the measures adopted by States, SEAs, and LEAs.

¹⁷ 20 U.S.C. § 1681(a) (“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”).

¹⁸ *See Davis Next Friend LaShonda D. v. Monroe Cnty. Bd. of Educ.*, 526 U.S. 629, 649–50 (1999); *Gebser v. Lago Vista Indep. Sch. Dist.*, 524 U.S. 274, 292–93 (1998); *Franklin v. Gwinnett Cnty. Pub. Schs.*, 503 U.S. 60, 74–75 (1992).

¹⁹ 34 C.F.R. § 106.44 (2020).

²⁰ *Id.*

²¹ *See, e.g.*, 20 U.S.C. § 1681(a); *see also* 34 C.F.R. § 106.44 (2020).

²² *Id.*

²³ *See* 20 U.S.C. § 1682.

Unfortunately, many administrators and State educational regulators have apparently preferred to sweep these incidents under the rug and have “pass[ed] the trash” to another school.²⁴ OCR investigations have revealed schools posting Title IX policies without properly enforcing them, opening investigations without completing them, and closing complaints without making meaningful inquiries.²⁵ In other cases, school officials have ignored allegations entirely or allowed teachers subject to investigation and probable disciplinary action to resign, thereby burying evidence of sexual misconduct. School administrators have even written positive letters of recommendation for those very teachers—enabling them to continue abusing children in a new educational environment. The problem is aggravated by the documented failures of hiring officials to perform basic criminal history checks or to follow up on obvious red flags in employment applications.²⁶

For example, the Department recently opened an investigation into the Los Angeles Unified School District for an agreement with United Teachers of Los Angeles that guarantees that teachers will be reassigned—not terminated or immediately removed from student-facing roles while officials investigate—when they are credibly accused of conduct including maintaining a sexual or “romantic” relationship with a student, creating child pornography, and failing to report suspected child abuse.²⁷ To the extent that the Department is made aware of similar agreements, further investigations will follow.

Additionally, all 50 States have laws making teachers mandatory reporters of child sexual abuse, including sexual misconduct perpetrated upon students by school

²⁴ See Shakeshaft, *Organizational Behavior*, *supra*, at nn.27–28 (offering a multistate list of instances of LEAs “passing the trash” after notice of employee sexual misconduct toward students).

²⁵ *Id.*; U.S. DEP’T OF EDUC., OFFICE FOR CIVIL RIGHTS, ERRATA SHEET EXPLAINER FOR 2017-18 CIVIL RIGHTS DATA COLLECTION, SEXUAL VIOLENCE IN K-12 SCHOOLS ISSUE BRIEF, <https://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/sexual-violence.pdf>; MCDEDE & Simon, *supra*; U.S. Gov’t Accountability Off., *supra*, at 8–23; Kali Fontanilla, *How Teachers Unions and Bureaucracy Often Fail to Protect Students*, CAPITAL RESEARCH CENTER (Sept. 5, 2025), <https://capitalresearch.org/article/how-teachers-unions-and-bureaucracy-often-fail-to-protect-students/>; Jessica Chasmar, *At Least 269 K-12 Educators Arrested on Child Sex Crimes Since January*, N.Y. POST (Oct. 14, 2022), <https://nypost.com/2022/10/14/nearly-270-k-12-educators-arrested-on-child-sex-crimes-in-first-9-months-of-this-year/>.

²⁶ U.S. Gov’t Accountability Off., *supra*, at 3–7.

²⁷ U.S. Dep’t of Educ., Press Release, U.S. Department of Education Opens Title IX Investigation into Los Angeles Unified School District (May 5, 2026), <https://www.ed.gov/about/news/press-release/us-department-of-education-opens-title-ix-investigation-los-angeles-unified-school-district>.

staff. Under Title IX, a school district is deemed to be on notice of sexual harassment when any employee of a school in that district is aware of the sexual harassment.²⁸ Once any employee of the school is aware that sexual harassment has occurred, the school must respond promptly and in a manner that is not deliberately indifferent.²⁹ And while schools may notify law enforcement or some other local or State entity mandated to receive reports of suspected sexual abuse, a recipient must still independently investigate these incidents consistent with Title IX's requirements. Referral to law enforcement or other investigative entities—alone—is not sufficient to meet the school's obligations under Title IX.³⁰ Further, retaliation against any employee or student for reporting the alleged sexual misconduct, whether through adverse employment actions, intimidation, or any other means, is a violation of Title IX.³¹

The Department has taken other measures to uphold Title IX's protection against sexual harassment in educational programs. Recognizing the longstanding problem of States and LEAs taking insufficient actions to address sexual misconduct by school employees and peers, in 2019, during President Trump's first Administration, the Department's Office for Civil Rights (OCR) launched a national initiative to combat sexual assault in K-12 public schools. As part of this national initiative, OCR conducted directed investigations, provided technical assistance, and focused on improving the data school districts collect regarding sexual assault committed by school staff.³² Most importantly, OCR amended its Civil Rights Data Collection (CRDC) to *require* school districts to report to OCR a wide array of instances sexual misconduct incidents perpetrated by school staff or school personnel, making the CRDC collection the first universal collection to gather such data systemically by school. The Department is continuing its efforts to bring attention to this issue and remind schools once again of their obligation under Title IX to track these incidents and appropriately respond to sexual misconduct allegations committed by school staff.

This letter provides notice of and reiterates federal funding recipients' obligations under federal law regarding sexual harassment and other misconduct in schools.

²⁸ 34 C.F.R. § 106.30(a) (2020).

²⁹ *Id.* § 106.44(a) (2020).

³⁰ *See* 85 Fed Reg 30,099 (May 19, 2020).

³¹ *See* 34 C.F.R § 106.71 (2020); *Jackson v. Birmingham Bd. of Educ.*, 544 U.S. 167, 171 (2005).

The Department will vigorously enforce the ESEA and Title IX as to all applicable educational institutions to ensure recipients uphold their obligations under federal law, including that all students have equal access to educational opportunities without fear of experiencing sexual misconduct. Parents and families should be able to send their child to school without worrying that their child will endure sexual misconduct by any school employee, including their child's teacher.

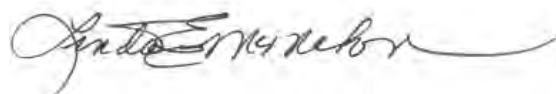
All educational institutions are advised to ensure that: (1) their policies and practices comply with the ESEA and Title IX and their implementing regulations; (2) officials with authority to take corrective action are trained to recognize and respond to sexual misconduct; and (3) grievance procedures are not merely nominal, as investigations must be thorough, timely, and genuinely responsive to reported misconduct. Institutions that fail to comply with federal law may face the loss of federal funding. Schools must also comply with State mandatory reporting requirements regarding sexual abuse of children.

Anyone who believes that a school, LEA, or SEA has failed to respond appropriately to sexual misconduct may file a complaint with the Department. Information about filing a complaint with the Department, including a link to the online complaint form, is available [here](#).

Make no mistake, the Department will fully enforce federal law and employ every resource at its disposal to protect children from sexual predators. Those schools that allow sexual misconduct to occur risk the termination of applicable federal assistance provided by the federal government. This epidemic of nationwide sexual abuse in our schools must end.

Thank you in advance for your commitment to providing our Nation's students with an educational environment free from sexual misconduct.

Sincerely,

A handwritten signature in dark ink, appearing to read "Linda E. McMahon", with a long, sweeping horizontal line extending to the right.

Linda E. McMahon
Secretary of Education



Guidance to State Educator Licensing Agencies Regarding Federal Efforts to Strengthen Student Protection

Dear Colleagues:

The U.S. Department of Education (USDOE) recently announced a renewed national effort to address sexual misconduct by adults in positions of authority within K–12 schools and to eliminate the practice of allowing an educator or school employee who is accused of misconduct to resign, retire, or otherwise leave employment without a thorough investigation or appropriate reporting. Such departures may enable the accused to seek employment elsewhere without the receiving employer being aware of the allegations or findings.

As part of this initiative, the U.S. Department of Education’s Office for Civil Rights (OCR) has indicated that it will increase enforcement activities, including directed investigations of school districts where concerns have been identified. The Department has emphasized that schools have an obligation under federal law to respond promptly and appropriately to allegations of sexual misconduct involving students and adults in positions of authority. The Department has also made clear that allowing an employee to separate from employment before an investigation is completed does not relieve a school district of its responsibilities.

State educator licensing agencies play a critical role in protecting students and preserving public trust in the education profession. Accordingly, licensing agencies may wish to review their existing statutes, regulations, policies, and procedures to determine whether they adequately support the timely investigation, reporting, and resolution of allegations involving educator misconduct. Particular attention should be given to requirements regarding mandatory reporting by school districts, reporting of resignations during pending investigations, notification of licensing authorities when allegations involve potential misconduct affecting licensure, and the agency’s authority to investigate and take disciplinary action independent of employment decisions.

Licensing agencies should also consider evaluating whether current laws and policies create barriers to information sharing among school districts, state agencies, and educator preparation programs. Agencies may wish to assess whether additional statutory or regulatory authority is needed to ensure that relevant information can be appropriately considered during licensure decisions while maintaining compliance with state and federal privacy requirements.

In addition, agencies are encouraged to communicate with school districts and other employing authorities regarding their responsibilities under both federal and state law. School districts should understand the importance of conducting thorough investigations, documenting findings, making timely reports when required, and avoiding employment practices that could inadvertently enable individuals who pose a risk to students to move undetected between schools, districts, or jurisdictions. Districts should also be reminded of their obligations to cooperate with state licensing investigations and to provide accurate and complete information when requested.

At the same time, all actions taken in response to allegations of misconduct must protect the rights of every individual involved. Students who report misconduct should be treated with dignity and respect and provided appropriate protections and support services. Parents and guardians should receive information consistent with applicable law and district policy. Educators and other employees accused of misconduct must be afforded due process, including notice of allegations, an opportunity to respond, and a fair and impartial review of the evidence. School leaders should also recognize the impact that investigations may have on other students, educators, and staff members and take steps to maintain confidentiality to the greatest extent permitted by law.

Licensing agencies should review their investigative processes to ensure that they are timely, thorough, impartial, and consistent. Investigations should focus on gathering relevant facts, evaluating evidence objectively, and making determinations based on established standards and procedures. Agencies may also wish to evaluate whether current policies provide adequate guidance regarding interim measures, emergency actions when student safety is at risk, coordination with law enforcement, and communication with employing authorities.

NASDTEC Resources to Support Prevention, Education, and Professional Accountability

While effective reporting, investigation, and enforcement mechanisms are essential, prevention remains the most effective strategy for protecting students and maintaining public trust in the education profession. NASDTEC encourages state licensing agencies to support proactive efforts that help educators understand their ethical responsibilities, recognize warning signs, and maintain appropriate professional boundaries with students.

To assist states, educator preparation programs, school districts, and individual educators, NASDTEC has developed several resources that may be incorporated into prevention, training, and professional learning initiatives:

- **Model Code of Ethics for Educators (MCEE)**

The Model Code of Ethics for Educators (MCEE) serves as a nationally recognized framework for ethical decision-making and professional conduct. Developed through a collaborative effort involving educators, state leaders, and professional organizations, the MCEE provides guidance on professional responsibility, ethical relationships with students, responsible use of technology and social media, confidentiality, and maintaining appropriate educator-student boundaries. States and districts may find the MCEE valuable as a foundation for professional learning, and educator preparation programs.

- **Power of Professional Conversations**

The Power of Professional Conversations resource was developed to help educators, school leaders, and preparation program faculty engage in meaningful discussions about ethical dilemmas and professional responsibilities. Through facilitated conversations and real-world scenarios, participants can examine challenging situations before they arise in practice, strengthening their ability to recognize concerns and make sound professional judgments.

- **Ethical Decision-Making Support for Educators AI Chatbot**



NASDTEC, through the National Council for the Advancement of Educator Ethics (NCAEE), offers the Ethical Decision-Making Support for Educators AI Chatbot, available at chat.educatorethics.org. This recently released chatbot provides educators, preparation candidates, administrators, and other education professionals with immediate access to considerations grounded in the Model Code of Ethics for Educators when facing ethical dilemmas. Users can explore ethical scenarios, examine potential consequences of various actions, and receive support in applying ethical principles to professional decision-making. While not a substitute for legal advice or district policy, the chatbot serves as a valuable educational and reflective tool.

- **NASDTEC Academy: Prevention and Correction Course**

NASDTEC Academy offers the Prevention and Correction course, which focuses on professional ethics, educator conduct, prevention strategies, boundary awareness, and corrective actions when concerns arise. The course can be utilized as part of educator preparation, induction programs, continuing professional learning, or remediation plans resulting from disciplinary actions. States may wish to encourage districts and educator preparation programs to incorporate this training into their professional development offerings.

- **Protection of Professional Boundaries Act Model Language**

Recognizing the importance of clear expectations regarding educator-student relationships, NASDTEC's Executive Board approved the Protection of Professional Boundaries Act Model Language on October 20, 2023. This model legislative framework provides states with language and concepts designed to strengthen protections for students, clarify prohibited conduct, establish reporting expectations, and reinforce professional boundaries between educators and students. Licensing agencies may wish to review the model language as they evaluate existing statutes, regulations, and policies related to educator conduct and student protection.

Additional Prevention Strategies

State agencies may also wish to encourage school districts and educator preparation programs to:

- Provide annual training on professional ethics, educator misconduct prevention, and appropriate educator-student boundaries;
- Establish clear reporting channels for students, parents, and school employees;
- Promote awareness of social media and electronic communication risks;
- Incorporate ethical decision-making and professional conduct expectations into educator preparation and induction programs;
- Utilize case studies, ethical dilemma discussions, and scenario-based learning to reinforce professional expectations;
- Foster a culture in which concerns can be raised without fear of retaliation and where student safety remains a shared responsibility;



- Join NASDTEC as Associate Members and obtain access to the Educator Identification Clearinghouse.

Together, these resources support a comprehensive approach that combines prevention, education, reporting, investigation, and accountability. By investing in proactive professional learning and ethical awareness, states and school systems can reduce the likelihood of misconduct, strengthen professional practice, and better protect students while preserving the integrity of the education profession.

Educator Identification Clearinghouse

State licensing agencies also play a critical role in maintaining the effectiveness of the NASDTEC Educator Identification Clearinghouse. As you know, the Clearinghouse serves as a nationwide repository of educator disciplinary actions and adverse licensure decisions reported by participating jurisdictions. By providing timely and accurate information regarding educator discipline, the Clearinghouse helps states identify individuals whose professional conduct may warrant further review during licensure, certification, or employment processes.

Given the U.S. Department of Education's heightened focus on preventing the movement of individuals who may pose a risk to students from one school system or state to another, it is particularly important that licensing agencies ensure disciplinary actions are reported to the Clearinghouse promptly and in accordance with established reporting procedures. Agencies should also encourage school districts and other qualifying employing authorities to join NASDTEC as Associate Members and to understand the role the Clearinghouse plays in protecting students and supporting informed employment and licensure decisions.

In addition to timely reporting, agencies are encouraged to review their internal procedures, ensuring that disciplinary records are complete, accurate, and updated when actions are modified, overturned, reinstated, or otherwise changed. Maintaining current and reliable records strengthens the value of the Clearinghouse as a student protection tool and supports greater confidence in interstate educator mobility decisions.

States should also consider reviewing their statutes, regulations, and policies to determine whether mandatory reporting requirements, disciplinary procedures, and information-sharing practices fully support the use of the Clearinghouse as part of a comprehensive educator misconduct prevention framework. Regular use of the Clearinghouse during licensure reviews, investigations, and employment screening processes can help reduce the likelihood that individuals with serious misconduct histories move undetected between jurisdictions.

The effectiveness of the Clearinghouse depends upon the collective commitment of participating jurisdictions to provide complete, accurate, and timely information. Maintaining and utilizing the Clearinghouse consistently is one of the most important actions states can take to support student safety and strengthen public trust.

The recent federal actions may underscore a broader commitment to student safety, professional accountability, and public confidence in the education profession. State licensing agencies have long served as a critical component of this work. By reviewing existing frameworks, strengthening reporting

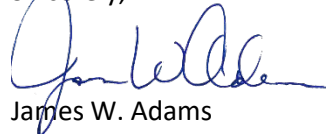


and investigative practices where appropriate, and communicating expectations clearly to school districts, agencies can help ensure that students are protected while also preserving the rights and due process protections afforded to all parties.

NASDTEC will continue to monitor developments related to this initiative and share additional information and resources as they become available. We encourage agencies to consult with legal counsel and relevant state authorities when considering any statutory, regulatory, or policy changes.

Thank you for your continued leadership and commitment to ethical professional practice and student protection.

Sincerely,



James W. Adams
Executive Director
NASDTEC





KUMISION SETTEFIKASION PARA I MANMANIDUKA
GUAM COMMISSION FOR EDUCATOR CERTIFICATION
303 University Drive, SOE Room 105, Mangilao, GU 96913
Tel: (671)735-2554 Fax: (671)735-2569
www.gcec.guam.gov



GCEC Regular Meeting UOG-SOE Rm. 104
Tuesday, June 30, 2026 @ 4:00 PM

MINUTES

- I. Call to order / Roll call of members
 - A. Meeting called to order at 4:00 PM by Chairperson, Roberta Abaday. Roll call conducted by Dr. Michelle Santos, Exec. Director and Executive Secretary.

Attendance	Present	Other Explanation
1. ABADAY, ROBERTA	X	
2. BAZA-CRUZ, LISA	X	
3. BORDALLO, DOLORES "LILY"	X	
4. COOPER-NURSE, LISA	X	
5. GUERRERO, RONNIE	X	
6. OCAMPO, DOMINGO	X	
7. SAN AGUSTIN, LULENE	X	
EX-OFFICIO		
8. GCC: (Representative) Marivic Schrage		
9. UOG: (Representative) Alicia Aguon	X	
10. GDOE (Representative) Dolores Faisao	X	
11. GUAM EDUCATION BOARD (Representative) Ron McNinch	X	
12. EXECUTIVE SECRETARY, Michelle Santos	X	
CERTIFICATION STAFF		
13. CERTIFICATION OFFICER, Fran-Nicole Camacho	X	

- II. Approval of Agenda
 - A. Motion by Lulene San Agustin to *amend the agenda, to include Public Participation as item #VIII after Ex Officio reports*, seconded by Dr. Lisa Cooper-Nurse. Motion carried unanimously.
- III. Approval of Minutes from March 16, 2026
 - A. Motion to *approve the minutes of March 16, 2026 as provided by Dr. Lisa Baza-Cruz*, seconded by Dr. Lilly Bordallo. Motion carried unanimously.

IV. Reports

- A. Treasurer
 - I. Current financial report on special fund, collections account, and general ledger presented by Lulene San Agustin, copies provided to members.
- B. Chairperson
 - I. Chairperson Abaday welcomed new Commissioners, Dr. Ronnie Guerrero and Domingo Ocampo and thanked all Commissioners for their input into the testimony for the public hearing. Testimony was provided to all senators on the Committee on Education, Libraries, and Public Broadcasting.
- C. Executive Director
 - I. Director Santos reported on highlights from the last several bi-weekly reports including attendance and participation in the GCC Education Advisory Committee meeting in March and the Professional Teacher Preparation Division Advisory meeting in April along with the Guam Education Board Meetings at GDOE. Participated in virtual meeting with the Western Region, the next meeting is July 16. Santos and Certification Officer, Fran Camacho, did not attend the national conference due to the financial situation.
 - II. Director Santos has been in communication with BBMR and OFB about the current predicted shortfall and funding, as well as the FY27 budget request and steps taken to address both the FY26 and FY27 financial situations.
 - III. Positive highlight was the Career Expo at Okkodo High School. GCEC interacted with at least 80 students using giveaways, Teacher Quest Spinner, and Legacy Wall. Teachers recognized on the Legacy Wall were delivered a note from our office letting them know they've been recognized and the positive attributes students noticed about them.
- D. Standing Committees
 - I. Appeals Committee – No appeals to report
 - II. Standing Committee on Ethics Review – no complaints filed

V. Old Business

- A. Amendments to 5A GARR CH 8
 - I. Public Hearing #2 Update
 - I. This was cancelled.
 - II. Informal correspondence with Dr. Won Pat regarding her interpretation of the proposal for the Basic Skills Assessment options, reiterating that there is no additional test, only additional opportunities to demonstrate basic skills in reading, writing, and mathematics.
 - III. The Superintendent has sent a survey to administrators to provide comment on the proposal
 - IV. There have been positive comments and feedback given
 - V. Note, GDOE used to have the English Proficiency test, the GETEP and BEST and in 2003 adopted the Praxis Pre-Professional Skills Test. So, when GCEC wrote the Rules and Regulations, the Praxis was included. Now, we're looking at options based on what other states are doing.
 - VI. Chairperson noted that one of the revisions we are proposing are high school tests such as the SAT, ACT or the AP exams. For those who take English, writing, and a math course at the college level [and earn a B or better]. We're a little disappointed this was postponed, because the longer it is postponed, the longer it will take us to get those changes in.

- VII. Dr. McNinch noted that due to the meeting the day before they were pretty burned out talking to the education board all day long. Additionally, he noted that in the packet there are opportunities for conversations to be had and we might want to have the session as a final cut for submitting the reviews. He noted the SOE's considerations that may contribute to the final document. The Chairperson confirmed there was a public hearing and the feedback received was incorporated into the revisions where applicable.
 - VIII. The Chairperson noted again that if we can get this in, this will help GDOE (Dmer) hire teachers and get people into the School of Ed.
 - B. ProEthica update – codes were given to both Nico Fujikawa and Phyllis Blas, Nico was very excited about taking a look at it as was Phyllis Blas who ended up purchasing the test. The two new commissioners will need to discuss who gets the final code.
 - I. Tested the NASDTEC AI ethical chatbot and responded to a corresponding survey (this is in beta form) – once this is finalized the Chair asked if this could be available on our website. There should be an article next week from Fred Lane about this.
 - C. Educator Ethics Training
 - I. The Chairperson reminded the two new commissioners that they needed to complete the ethics training through the Guam Ethics Commission
 - D. Cooperation Agreement Status – this was a draft that was proposed to Phyllis Blas and was provided to her prior to our meeting in March to protect the integrity of the teaching profession and ensure the safety and well-being of students by ensuring that administrative actions taken by the GDOE are communicated to the licensing agency for appropriate review and action, including sanctions on an educator's license. The document was shared with GDOE legal counsel and she has corrections to make and then it will go to the superintendent. The Chair reminded the Commission that we (GCEC) have the ethics component because people working for GDOE can quit before the employment agency can take action. We can take action, we can move forward with suspension or revocation, if we receive a complaint.
- VI. New Business
 - A. Draft Language Access Plan
 - I. All agency directors or representatives were invited to participate in a training regarding the language access plan for each agency and the Government. Under the Civil Rights Act of 1964, ADA, 504, and Guam's Executive Order 2015-015, all agencies were required to develop a plan for language access to address the communication with those who have literacy challenges, individuals with disabilities, and those who are deaf or hard of hearing. Dr. Santos used the UOG sample LAP as a guide for developing a plan for GCEC. We need to use the Four Factor Analysis to determine the supports needed. Our website has the translation function. We need to also look at the others that we serve, like the parents if they choose to file a complaint. Determining which forms need to be translated is important.
 - II. The Chairperson recommended identifying a list of people who might be able to translate.
 - III. The Chair asked that Commissioners look at the LAP and that at the next meeting it be formally acknowledged.

- IV. Commissioner Cooper-Nurse reiterated the need for a parent or citizen who would need access to appropriate forms.
 - B. Draft Citizen Centric Report
 - I. The chairperson asked about the due date, which is unclear. The goal is to post this as soon as any corrections or suggestions are made. It was recommended to send the report as soon as possible.
- VII. Ex-Officio
- A. UOG – Dr. Aguon, the Ed Studies degree is opening in August, a non-licensure program. The Ed.D has 40 dissertations coming up so there will not be a 3rd cohort until these 40 dissertations can be completed. There will be a survey to determine the core for the next cohort. There are two faculty positions open, one for the reading program and one for the Ed.D program. Dr. Aguon also shared that 10 students are in the early childhood program cohort with support from the Yamashita Educator Corps
 - B. GDOE – Ms. Faisao – Thank you to the Certification Office and SOE for attending the job fair which had 195 pre-registered and 52 walk-ins. Of the pre-registered, 51 did not show. The referrals are being addressed right now and will be finalized and then Ms. Faisao will be able to determine true vacancies. She is still receiving retirements and other things. August 05 is the first day for teachers and August 10 is the first day for students. CHamoru and Special Ed are the highest need areas. The Chairperson asked Exec Director to communicate with Dr. Kisha BQC about the number of people enrolled in the CHamoru for Ed program and anticipated graduates/timeline.
 - C. GEB – Dr. McNinch – Last year, Miles Reyes Washington was convicted, he was arrested in 2018 but this was not discussed anywhere else and he was recertified in 2022. The GCEC has the Character Testament, but that depends on being truthful. Dr. McNinch suggest requiring a police report to know if that applicant has ever been arrested. Create a feedback process, possibly with GPD to notify the Certification Office that a school teacher who has been accused of abusing children or some other crime. Another suggestion, the Standards of Conduct aren't really articulated in the Character Testament, there should be another question that attests that. Dr. McNinch suggests a "teacher watch" similar to a neighborhood watch to report suspect transgressions.
 Domingo Ocampo recommended communicating with the AG's office to possibly establish a cooperation agreement in order to identify transgressions.
 Chairperson Abaday asked Santos and Camacho to review the Character Testament and include language to address the Standards of Conduct and Code of Ethics. Santos asked McNinch to review upon addition of language.
- VIII. Public Participation – no public participation
- IX. Announcements – Vice Chairperson Baza-Cruz announced that one of her teachers earned his lifetime certificate. He is 85 years old and still teaching math.
 - A. Recommendation to post the names of the lifetime certificate holders.
 Happy 4th of July
 - X. Adjournment Motion to adjourn by Dr. Baza-Cruz, Second by Lulene San Agustin at 4:59 PM.

Next Meeting: August 3rd, 2026 at 4:00 PM