



BUSINESS & TECHNOLOGY

ACADEMY CHARTER SCHOOL

GCIC BLDG., 414 W. SOLEDAD AVE., HAGÁTÑA, GUAM 96910

COVER LETTER

December 15, 2023

Guam Academy Charter School Council
P.O. Box 7420
Tamuning, Guam 96931
Tel.: (671) 475-1169

RE: Petition to Establish the Business and Technology Academy Charter School

According to Guam Code Annotated Title 17, Division 2, Chapter 12, The Guam Academy Charter School Act of 2009, as amended by Public Law 37-30, was “enacted to provide opportunities for teachers, parents, guardians, students, and community members to establish and maintain schools that operate independently from the Department of Education as a method to:

- A. improve student learning;
- B. increase learning opportunities for all students, with special emphasis on expanded learning experiences;
- C. encourage the use of different and innovative teaching methods;
- D. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- E. provide parents, guardians, and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- F. hold the schools established under this Chapter accountable for meeting measurable student educational standards.

The Interim Trustees of the proposed Business and Technology Academy Charter School (BTACS) present the following petition for establishing the high school to commence operations during the 2024-2025 Academic Year.

The Interim BTACS Trustees recognize that the Guam Academy Charter School Council shall schedule a public hearing to address the petition up to 45 days after the petition is filed. The Trustees also recognize that the Council shall decide on the petition 60 days after the public hearing.

Thank you very much for your consideration of the petition. We look forward to working with you on the consideration of the proposal. If you have any questions or concerns, please do not hesitate to contact me at (671) 747-2558 or via email at jflores.btacs@gmail.com

Juan P. Flores

On behalf of the Interim Board of Trustees,
Proposed Business and Technology Academy Charter School

PETITION TO ESTABLISH THE BUSINESS AND TECHNOLOGY ACADEMY CHARTER SCHOOL

I. MISSION, GOALS, ASSESSMENTS

The Business and Technology Academy Charter School will be established to provide high school students the opportunity to prepare for postsecondary education and career development. All BTACS students will graduate with a business and technology perspective and the requisite academic knowledge and skills for further education and training or gainful employment.

The mission of the School will be achieved by:

1. Developing and offering meaningful, research-based learning opportunities based on college and career readiness standards and meeting requirements for earning a high school diploma.
2. Identifying and implementing various teaching and learning modes that will support students' interests and learning styles.
3. Using an introduction to business and technology standards and practices that will lead to successful careers in Guam's private sector economy.
4. Articulating and supporting individual success pathways leading to a high school diploma, gainful employment, and further education and training.
5. Encouraging and supporting students to apply their knowledge and understanding to provide appropriate and voluntary service in the community.

Students who attend and graduate from Business and Technology Academy Charter School will demonstrate their attainment of knowledge and skills through assessments such as Smarter Balanced, ACT Work Keys, and the attainment of appropriate industry certification. The assessments will be used as formative and summative evidence of the College and Career Readiness Standards attained upon earning a high school diploma.

II. NEED FOR BUSINESS AND TECHNOLOGY HIGH ACADEMY CHARTER SCHOOL

The University of Guam and Guam Community College report that a majority of high school graduates entering the institutions require developmental courses in English and mathematics before earning college-level credits. Addressing the deficiencies in those two areas delays the attainment of credits towards a postsecondary degree. The necessary developmental courses also add to the costs of completing an associate's or bachelor's degree program, as the students use personal funds and financial aid funds to cover the costs of the developmental courses.

Most of the entry-level and career pathways employment positions in Guam are in the private sector. Businesses in construction, hospitality, retail, telecommunications, accounting, banking, insurance, mechanical maintenance and repairs, and related fields are in need of employees with some introduction to business and technology. The fields require knowledge and skills that will support progression along career pathways through further education, industry-based certification, and participation in programs, such as apprenticeships. Practical introductions to the fields and preparation for advanced training will lead to successful careers with liveable wages. Many of the business-oriented positions are also called for in the Government of Guam, with the anticipation of the retirement of seasoned professionals, and called for to support the US military build-up, requiring the employment and management of services that support military operations.

Current employment qualifications call for demonstrating specific knowledge and skills that support particular business and technology industries. Examples include the certification of auto, heavy equipment, and aviation mechanics, construction trades personnel, and Information Technology certification in telecommunications and operations hardware and software.

Recent business growth in Guam includes the development of more entrepreneurial ventures in the food industry, cultural arts, maintenance services, home health care, and other areas. Successful ventures require knowledge and skills in entrepreneurial enterprises and approaches to learning and benefit from mentoring relationships. Recent local, national, and international events, such as the COVID pandemic and the devastating 2023 typhoon on Guam, have led to entrepreneurial opportunities that served the island population well in those situations.

III. PROPOSED INSTRUCTIONAL GOALS AND METHODS

The Business and Technology Academy Charter School students will be expected to demonstrate proficiency in English Language Arts (literacy and writing), Mathematics, Social Studies, Science, and Business and Technology Career Development as they earn credits toward a high school diploma.

Standards for English Language Arts and Mathematics are based on *Common Core State Standards*; for Social Studies, the *National Curriculum Standards for Social Studies*; and for Science, the *Next Generation Science Standards*.

The Career Development standards are based on the College and *Career Readiness Standards* provided by the Association for Career and Technical Education. The selection of specific standards for courses and for the awarding of credit for various learning experiences will be made and periodically reviewed by the Faculty and approved by the Board of Trustees. Students will be expected to take advantage of Business and Technology group classes, individual learning modules, and internship opportunities that demonstrate that knowledge and skills have been acquired and can be transferred to employment opportunities upon graduation.

Students will also earn credits for courses that support personal growth, leadership development, lifelong learning, and social and emotional development. The specific courses in these areas and the evaluation of other activities leading to credits granted will add to students meeting expectations for graduation. The students' learning experiences in personal growth and leadership development will be based on nationally recognized programs such as Stephen Covey's *Seven Habits for Highly Effective People*.

The instructional methods and practices for courses and the awarding of credits are based on three principles. The principles are (1) Contextualization, (2) 21st Century Learning Modes, and (3) Success Navigation.

Contextualization in the curriculum and instruction takes into consideration the nature of the student body, the rationale for students earning a high school diploma, the relationships between academic subject standards and college and career readiness standards, and the best learning modes for teaching a particular course or set of courses. The principles of business and technology in the 21st Century will be woven into all curricular materials and instructional activities. All courses will focus on students' attainment of knowledge, understanding, and ability to demonstrate what they know and can do authentically. A "backward design" approach will be taken to design and

update units and lessons for specific courses. Teachers who share responsibilities in specific subject areas will contribute to collaboratively developing instructional activities. All faculty members will also collaboratively ensure that academic subject learning outcomes and college and career standards are integrated into all course materials.

To the extent possible, student learning will take place when students "learn as they go." They will be exposed to opportunities in which experiential learning will be emphasized so they can connect theories with applications of those theories. They will be exposed to learning situations that are similar to conditions in business and technology settings. While the BTACS teachers will be responsible for designing and implementing courses, professionals from the business and technology industries will be instrumental in delivering content, providing meaningful learning experiences, and assessing students' acquisition of knowledge and skills.

The **21st Century Learning Modes** will provide students with opportunities to progress through a series of learning modes that include:

- a. traditional classroom instruction and group participation;
- b. small group and individual learning facilitation;
- c. project-based learning;
- d. individual online learning modules; and
- e. guided work-based learning experiences in specific industry locations.

The learning modes will take into consideration students' maturity levels, students' proclivity towards various approaches to learning, and the availability of specific individualized programs or systems of learning provided online. Students will be introduced to industry representatives early in their high school careers and progress through various levels of exposure, leading to a one-to-one mentorship experience during their senior year.

One of the critical learning modes will be industry-based instruction. During the course of each school year, students will be assigned to participate in an internship that will introduce the students to various aspects of a particular business and technology industry. The internship will also provide students with opportunities to report on how the content from their academic subjects (Language Arts, Mathematics, Social Studies, and Science) apply to business and technology activities.

Annually, students will be invited to participate in an Entrepreneurial Workshop during which the participating students will work with one or more student partners to investigate, design, and implement the delivery of goods and services. The students will learn about and understand the principles of entrepreneurship. They will explore various options for the delivery of goods and services, plan for product development, and propose and implement marketing and sales activities. The BTACS faculty, along with community entrepreneurs, will evaluate the students' efforts, their successes, and their understanding of the principles of entrepreneurship. Pairs or groups of students may also participate in local, regional, and national youth entrepreneurial competitions.

Teachers, Teaching Assistants, Administrative Staff, and Administrators will serve as **Success Navigators** for the students. While Success Navigation is not a specific instructional method, it is a practice to support the students' learning in and out of the classroom. Students will be assigned an adult Success Navigator. The school personnel

will work collaboratively to provide wrap-around support services, development of and support for career pathways, and program completion. Navigators will receive training to address academic issues, specific skills, career development, and references to social services. A "strengths-based approach" will support students by recognizing and taking advantage of the knowledge and skills they bring to their program. The supportive efforts will help build trust in processes that will assist students in identifying and addressing new challenges or any barriers to successfully completing their high school career.

All Success Navigation activities will be conducted with the knowledge and support of students' parents or guardians. Parents and guardians will be expected to play critical roles in addressing any challenges that may impede the student's completion of a high school career. When necessary, specific permission for activities may be required from the parents or guardians.

IV. SCHOOL SCOPE AND SIZE

The first-year target for school enrollment is 200 students. The first-year enrollees will include:

- a. 200 students entering the 9th grade,
- b. 50 students with credits at the 10th-grade level, and
- c. Fifty students at the 11th grade level.

The students will be identified by their individual plans rather than a specific grade level for earning the high school diploma. Students will be enrolled based on the possibility of completing school requirements within the time frame of their enrollment. Ninth graders will be enrolled once they complete a middle school program. Tenth, eleventh, and twelfth-grade students will be enrolled, considering their capacity to meet their high school programs in three years, two years, or one academic year, respectively. The Faculty will consider accommodations for students requiring credit recovery due to previous high school experiences.

The School will increase its enrollment by 200 students in the second year and increase enrollment by 100 students in the third year, when the School will reach a maximum enrollment of 400 students.

Students will be officially enrolled for at least one academic year. Students will attend classes or participate in credit-bearing experiences during three academic periods in each school year: Fall (September, October, November, December), Spring (January, February, March, April), and Summer (May, June, July, August). Students are expected to enroll in Fall and Spring programs. Participating in Summer individual learning activities will support students' learning plans. The School or other recognized entities may offer summer learning activities, such as remediation or accelerated courses. Requests for summer learning activities will be reviewed and approved by the Faculty.

The determination of students' attainment of required credits and their eligibility to be awarded a high school diploma will be determined by December 15, May 15, and August 15 of each school year. The School will hold an annual graduation ceremony for all eligible graduates in May of each academic year.

V. ACADEMIC ACHIEVEMENT AND REMEDIATION

The Business and Technology Academy Charter School is designed to recognize and award credits for the students' measurable knowledge and skills, the acquisition of new learning, and the demonstration of proficiency in critical areas that apply to receiving a high school diploma within a business and technology framework. The diploma will confirm that students have the expected knowledge and skills and are prepared to pursue higher education degrees or pursue training that will lead to productive career development.

Graduation Requirements

To earn a high school diploma, Business and Technology Academy Charter School students must be recognized to have earned or to be granted credit for twenty-four credits. The following credit areas are required for graduation:

English Language Arts: **(4 Credits)**

Mathematics: **(4 Credits)**

Social Studies: **(3 Credits)**

Science: **(3 Credits)**

Fine Arts/Music: **(2 Credits)**

Business and Technology Education: **(4 Credits)**

College and Career Readiness Planning: **(1 Credits)**

Electives (Special Projects/Industry Certification/Language courses): **(3 Credits)**

Along with earning credits and meeting academic expectations, all BTACS students will be expected to complete at least one Service-Learning Project before graduation. The Service-Learning Project will be associated with a particular course in which the student is enrolled or a course the student completed. The Service-Learning Project requirements will include a demonstration of the extent to which the student used what was learned in a course to provide services in the community. Service-learning projects may consist of, but not be limited to:

- students who complete an introduction to tax preparation assisting Manamku in preparing tax returns (under the supervision of a registered tax preparer)
- students using knowledge and skills in a technology course assisting elementary school students with their online work after School
- students with an understanding of the role of technology in communities supporting research for the Guam Legislature

Course Credits:

Students will earn and be recognized for achieving each of the 24 required credits in the following ways:

(1) Satisfactory completion of subject area courses from previous high schools

Any courses with a grade of "C" or better, a 70% achievement or better, or a "P" (pass) notation will be recognized for one-half credit (courses taken for one semester) or one full credit (courses taken for two semesters).

The Faculty will recommend the assignment of credits for previous high school courses. Final approval will be made by the Principal.

Students may request a review of the faculty recommendations. After one review, the initial or new recommendation of the Faculty will be honored.

(2) Credits for Courses at *Business and Technology Academy Charter School*. Students will earn credits upon successful completion of courses at the School. Successful

completion will be determined by the extent to which students demonstrate attainment of course learning outcomes and college and career readiness standards. Possible course recognitions are:

P: Passing. Credit is granted

INC: Incomplete. Students will receive credit upon completion of assignments and expectations of the assignments are met.

U: Unsatisfactory. Students need to meet the standards of a course—no credit is awarded. Students may petition for alternative methods for meeting the standards of the course.

NOTE: Students' transcripts will articulate the learning outcomes and college and career readiness standards called for each course offered at the School.

(3) **Assessment and Recognition of Learning in *Individual Learning Activities*.** Students who take advantage of online learning experiences will be awarded credits upon successful completion of the experience, as determined by the program. For business and technology certification courses, the attainment of certificates of successful completion will serve as evidence of credit earned.

NOTE: No more than 25% of the required courses for earning the high school diploma will be awarded through Individual Learning Activities unless approved by the Faculty.

(4) ***ACT WorkKeys Assessments*.** Students may have participated in or may choose to participate in the administration of the ACT WorkKeys Assessment, which identifies, certifies, and strengthens core workplace skills. Students may participate in each of the following assessments:

- a. Workplace Document Assessment
- b. Applied Math
- c. Graphic Literacy
- d. Applied Technology
- e. Business Writing
- f. Workplace Observation

NOTE: The Faculty will recommend, and the Principal will approve the awarding of credits for each area based on the student's level of achievement in the *ACT WorkKeys Assessment*. Students may earn no more than 25% of their graduation credits through the *ACT WorkKeys Assessment*.

(5) Students may also earn credits by enrolling in and successfully completing Dual Enrollment courses through Guam Community College or the University of Guam. When prepared to do so, students will be encouraged to enroll in General Education courses, especially those not offered at the Business and Technology Academy Charter Schools. Students will also be encouraged to enroll in business and technology courses as Dual Enrollment students.

NOTE: Students may earn up to 25% of their graduation credits through the GCC or UOG Dual Enrollment Programs.

Sample Business and Technology Academy Charter School Courses

Language Arts:

English Language and Literacy I
English Language and Literacy II
Communication in Business and Technology
Research and Reporting in Business and Technology
Expository Writing
20th and 21st Century Literature

Mathematics:

Numbers, Measurement, and Arithmetic Operations
Principles and Applications of Algebra
Principles and Applications of Geometry
Mathematics of Finance and Economics
Probability and Statistics

Social Studies:

Principles of Social Science and History I
Principles of Social Science and History II
Historical Perspectives on National and International Business Trends
History of Technological Advances
Personal, Corporate, and Social Dimensions of Technology
Research in Business and Technology

Science:

Integrated Science I
Integrated Science II
Business Applications in Biology, Chemistry, and Physics
Business, Science, and Technology
Science, Technology, and Innovation

Business and Technology:

Introduction to Micro- and Macro-Economics
Marketing and Trends in the Delivery of Goods and Services
Fundamental Technology Principles and Applications
Principles and Applications of Entrepreneurship
Role of Technology in Businesses and in Entrepreneurship
Business Strategies and Leadership
Business Sector Seminars

Upon enrollment at BTACS, the Faculty, Success Navigators, and the Principal will determine the extent to which students will require remediation or specific interventions to ensure the students' successful attainment of the BTACS requirements. The remediation and interventions will include:

- a. modification of the student's course load during a particular semester

- b. specific in-person or online tutoring to support the students' attainment of specific knowledge and skills
- c. coursework or other learning experiences during the summer
- d. Students and their families will be encouraged to seek and recommend other forms of remediation and intervention to support the student's success.

VI. OPERATING BUDGET

Please See the Attachment for the **Proposed Budgets for Years 1, 2, and 3.**

VII. RULES AND POLICIES

The proposed rules and policies for the governance and operation of the proposed Academy Charter School:

The proposed Business and Technology Academy Charter School shall be governed by Board of Trustees of at least five members.

Membership

The initial membership of the Board of Trustees will be determined by agreement of the members who volunteer to serve on the Board. Three (3) members of the initial Board will serve for three (3) years and two members will serve for two (2) years. Initial members of the Board may serve an additional two (2) years at the expiration of their first term.

New members of the Board will be appointed by the current Board at

- (a) the expiration of a member's term or extension;
- (b) upon the voluntary resignation of a Member before the expiration of the Member's term or extension; or
- (c) at the request of the remaining Board members whose request will require unanimous votes from the Board.

In appointing a new member of the Board, the Chair of the Board will designate the length of the new member's term to satisfy the balance of members with three serving 3-year terms and two serving 2-year terms.

Officers of Board

Board members will vote to select a Chair, Vice Chair, Secretary, and Treasurer. The initial members of the Board will decide on the specific duties of the officers.

Responsibilities of the Board

As the governing body for the school, the Board of Trustees is empowered to:

- a) Appoint the Chief Operating Officer and the Principal of the School. The two positions will be held by one person during the school's first year.
- b) Review and approve the operating budget for each fiscal year and address any significant adjustments to the budget during the fiscal year at the recommendation of the Chief Operating Officer and Principal
- c) Develop, periodically review and revise, and ensure adherence to all school policies
- d) Officially represent or designate a representative to the Guam Academy Charter School Council.

Responsibilities of the Chief Operating Officer

The Chief Operating Officer will be responsible for

- a) all non-academic and non-student issues at the school, including attention to health and safety regulations, procurement, government regulations;
- b) maintaining a positive and productive relationship with members of the Board and with the principal;
- c) overseeing and being responsible for all financial transactions, including accounts receivable/payable, payroll, and contractual obligations;
- d) overseeing the school's preparation for regional accreditation;
- e) serving as the school's liaison with the Guam Department of Education, Guam Community College, and University of Guam;
- f) other responsibilities as designated by the Board.

Responsibilities of the Principal

The Principal will

- a) select, supervise, and evaluate all school personnel
- b) prepare and present programmatic (academic and student affairs) reports to the Board;
- c) work with the faculty to develop and implement classroom and campus management policies and procedures, including community norms and protocols and addressing student behavioural infractions; and
- d) other responsibilities as designated by the Chief Operating Officer and the Board.

The Principal and the Chief Operating Officer will recommend the initial set of policies for approval by the Board before the initial opening of the school. The Principal and Chief Operating Officer Recommendations will also establish and maintain Standard Operating Procedures to comply with all Board policies. All school policies and standard operating procedures will be aligned with Guam and federal laws and regulations.

Policies

Administrative

Communication protocols (including emergency situations)

Privacy Protocols for Students, Faculty, Staff

Office Procedures

Files and Record Management

Procurement/Purchasing

Contractual Arrangements

Accounting/Financial Management and Reporting

Campus Safety/Facilities Management

Faculty/Staff Grievance

Employment

Equal Opportunity recruitment, employment, retention

Compensation and Benefits

Payroll processing

Employee Rights and Responsibilities

Employee Standards and Evaluation

School-Related Expenses and Travel

Personnel Attendance and Records

Academic

- Curriculum Development
- Online Curricular
- Classroom and School Activities
- School Calendar
- Management and Reporting of Student Progress/Achievement
- Official Student Academic Records

School/Classroom Management

- Safety Protocols
- Student-Student, Student-Faculty/Staff Interactions
- Student Media/Communication
- Enrollment, Retention, Graduation
- Leadership Development
- Social-Emotional Development
- Parent-Guardian-Family Involvement
- Community Involvement
- Student Grievance

The faculty and administrators will develop, and the Board will approve, appropriate Personnel (for faculty and staff) and Family (for students, parents, guardians) handbooks. The handbooks will include general expectations of all members of the school community, relevant Federal and Guam laws and policies, and specific school policies approved by the Board. The handbooks will also address the manner in which the school will address behavioral concerns and the manner in which grievances can be addressed.

VIII. AUDITS OF THE FINANCIAL, ADMINISTRATIVE, AND PROGRAMMATIC OPERATIONS

Financial Operations

The Chief Operating Officer will be responsible for maintaining accurate and organized records of all financial transactions of the School - including funds authorized by the Guam Legislature, funds received through local or federal government opportunities, funds received through donations to the School, and all personnel, contractual, and other expenditures made for the operations of the School.

The School will adhere to all laws and policies deemed necessary for the operations of Government-funded charter schools.

Annually, after the fiscal year, the School will conduct an internal audit regarding all financial transactions. Upon reviewing the internal audit, an external single audit will be completed and reported to the Office of the Public Auditor.

Administrative Operations

The Chief Operating Officer will present to the Board a report on the extent to which Board policies, administrative expectations of the Charter School Council, and all local and federal laws have been adhered to during the reporting period. Any concerns regarding adherence to policies and procedures will be reported in a Corrective Action Plan and reviewed in the following report. The Corrective Action Plan will include any recommendations to the Board

to address necessary changes to policies or procedures, including the addition, modification, or deletion of staff responsibilities.

Programmatic Operations

After each academic year, the Principal and Chief Operating officer will prepare a report to the Board regarding the extent to which academic policies, procedures, and initiatives address the mission of the School and the expected outcomes of the School. The report will include:

- a. Individual and group student academic progress as indicated by in-school and standardized assessments;
- b. Activities leading to students' attainment of graduation credits, especially for non-traditional assessments and the attainment of credits outside of classroom attendance;
- c. Faculty and staff professional development for instructional methods, student discipline, and school climate.
- d. The maintenance of school facilities and the availability of supplies and equipment for normal school operations.

The annual report on programmatic operations will include the need for any Corrective Actions that may or may not require Board approval. The annual report will also collect and organize data supporting the School's candidacy for accreditation.

IX. PROPOSED CAMPUS FACILITY

The tentative campus site for BTACS will be Buildings E and F, leased from Eagle Land Holdings, LLC, in Tiyan, Guam. The facility is attached to the current SIFA Charter School Campus and leased to Eagle Land Holdings, LLC.

The renovated facilities will include:

Classroom spaces

- spaces for 20 to 25 students

Administrative offices

- offices for the school administrators

Student gathering space for assemblies, meals, etc.

Science Lab

- facilities for Integrated Sciences classes and science classes designed with contextualization of science principles in business and technology fields

Entrepreneurship Lab

- space and equipment for student instruction, faculty-student interaction, student interaction, and activities with community resources
- facilities will be available for students to develop products and services to fulfill graduation requirements in entrepreneurship

Faculty offices/workspaces

- spaces for faculty/student interactions
- spaces will also be available to support Success Navigation (academic and career readiness success) for all students

Requirements

The proposed facilities will adhere to the following:

- a) Public Health Regulations
- b) Occupancy Permit Requirements (including up-to-date GFD inspections)
- c) Plans for growth (initial enrollment of 200, maximum enrollment of 400)

X. INTERIM BOARD OF DIRECTORS

Chair: Baltazar Atalig

Secretary: Juan Flores

Members:

- 1. Jose Mesa
- 2. John Salas
- 3. Roseann Jones
- 4. Roke Matanane
- 5. Ann Marie Muna

XI. STUDENT ENROLLMENT AND DISCIPLINE

As a government-funded charter school, Business and Technology Academy Charter School is open to all Guam students eligible for enrollment in any of Guam's public schools.

On May 1, following the petition's approval, Business and Technology High Academy Charter School will provide opportunities for all prospective students to register for enrollment. The initial enrollment for the School will be 200 students (100 9th graders, 50 10th graders, and 50 11th graders). Announcements will be made on print, digital, and social media, alerting students and families of the registration process.

On June 1 of the initial year, if more than 200 students apply for enrollment, a publicly held lottery will be held to determine which students can register and enroll. According to lottery numbers, the remaining students will be placed on a waiting list and offered enrollment once enrollment positions become available.

In subsequent years, current students will be offered re-enrollment if they are considered in good standing for academic and discipline reasons. Opportunities for enrollment will be offered to students according to the previous year's lottery numbers, dates of requests for enrollment, and the number of students enrolled in each grade level. Once the target enrollment is reached, students who are not enrolled will be placed on a waiting list and offered enrollment when openings are available. Any students who enroll during the initial year will remain until the end of the academic year (August 31).

The admission process requires students to present proof of their identity and academic credentials from previous learning institutions. Admission will also require a commitment toward completing at least one (1) academic year or to complete one (1) academic year if enrollment occurs after the beginning of the academic year.

In subsequent years, students may enroll beginning **on May 1**.

Business and Technology Academy Charter School students will be enrolled for at least one (1) academic year or through the remainder of one academic year if enrolled after the beginning of the academic year (The academic year begins on September 1 of every calendar year.). The initial enrollment will be limited to 200 students. In Year 2, the enrollment will increase by 200

students. In Year 3, the enrollment will be increased by 100 students. The complete enrollment for the student body will be 400 students.

Requirements for Academic Retention and Promotion are articulated in the V. Academic Achievement and Remediation section of the proposal.

The school and classroom management policies will support the development of a positive, collaborative, and appropriate developmental culture that will support the student's successful completion of a high school program.

Students will be appropriately acknowledged for supporting the School's positive culture. Students will be expected to take responsibility for their actions and speech when they are on campus or participating in official school activities off-campus.

The Faculty and staff will receive training on a Restorative Justice approach to addressing students' behaviors or speech. Any and all actions that address behaviors and speech of concern will include communication with parents and guardians and the support of the parents and guardians in addressing the issues.

The Faculty and staff will also periodically participate in professional development programs that clarify and reinforce their appropriate roles and responsibilities in working with high school students. All Faculty and staff will be held accountable for their interactions with the students.

When necessary, the School will engage the involvement of law enforcement if there are any violations of local laws, especially laws protecting minors.

The Faculty will address any decisions addressing student behavior and speech, with recommendations presented to the Principal. Final decisions will be made by the Principal and reported to the Board of Trustees. Parents and guardians will be directed to the School's grievance procedures if decisions by the Principal are challenged.

XII. Local and Federal Health and Safety Standards

The Business and Technology Academy Charter School will meet all requirements set by the Guam Department of Public Health and Social Services and the Guam Fire Department. The school facilities will be occupied only after formal inspections are conducted and passed. Subsequent inspections will be made every six months, with opportunities to correct any inspection deficiencies before the beginning of each academic year.

The School will also ensure that all requirements stipulated by the Americans with Disabilities Act (ADA) will be met before the school facility is occupied. The School will address any concerns regarding ADA expectations. Equipment, supplies, and instructional materials to support the learning of individuals with disabilities will be identified and managed by the School in a timely manner. This will include any assistive technology that can be acquired within reasonable limits. The School will seek support from the Guam Department of Education (GDOE), the University of Guam Center for Excellence in Developmental Disabilities Education (UOG CEDDERS), and the Division of Vocational Rehabilitation when necessary and appropriate.

Students' records and personal information will be kept confidential and available only to the students and their official guardians.

Visitors to the campus will be allowed when prospective students and families learn about programs and facilities to consider enrollment. Visiting students, Faculty, and administrators will also be welcomed for introductions to the School, student exchanges, and partnership activities.

XII. EMPLOYEE QUALIFICATIONS

Listed below are minimal qualifications for school employees.

All employees must have a minimum of a high school diploma or an equivalent (GED).

Administrative office staff must have recognized certifications (GCC, national certifications) in areas they will be responsible for (such as bookkeeping, communication, etc.). If the employees have not received the appropriate certifications, they will be considered on probation until the certifications are received.

Business and technology instructors will hold valid certifications, degrees, and relevant professional experiences for the fields in which they will teach and have responsibilities for guiding students' learning.

Academic subject instructors will hold a Bachelor's Degree with at least 18 credits in the subject area they will teach. A one-year probationary period will be allowed for an academic teacher who holds a Bachelor's Degree and is working towards earning the necessary credits in a subject area. All academic teachers will also pass the PRAXIS I Exam before or during the first year of teaching.

The Principal of the School will hold at least a Master's Degree in education or a related field. He or she will also have at least five full years of classroom teaching experience.

All school employees will be provided opportunities to participate in professional development activities. The Principal will discuss and approve the specific activities and the timeline for participation.

Preferences for hiring and promotion within the School may be affected by individuals' experiences and academic/industry credentials. After consultation with the Chair of the Board of Trustees, the Principal will determine all salaries and benefits for school employees.

XIII. INVOLVEMENT OF PARENTS, GUARDIANS, TEACHERS, AND OTHER COMMUNITY MEMBERS

A representative group of high school parents, teachers, and other community members were consulted to present the components of the School's petition and the specific focus for the School's mission, curriculum, teaching practices, and policies and practices addressing student life issues. The petition presented to the Guam Academy Charter School Council reflects the input and answers to questions raised by parents and community members. The Interim Board of Trustees will continue to enlist feedback from community members to ensure that the final plans for the School are timely and take into account any issues or questions raised by the Academy Charter School Council.

All parents and guardians will be expected to be involved in the life of the School, including communicating regularly with teachers and administrators, attending information sessions for parents and guardians, and attending formal and informal parent-student-teacher conferences that address specific student concerns. Parents and guardians will also be expected to communicate regularly with members of the Parent Council.

A Parent Council, composed of at least one parent representative from each grade level, will meet quarterly to address significant issues or concerns presented to them. The Parent Council will also respond to suggested additions/modifications in the curriculum and policies and practices presented by the Faculty and administration. When appropriate, the Parent Council's concerns and suggestions will be raised to the Board of Trustees. The Parent Council will also be tasked with identifying productive ways in which parents and guardians can and will support the School.

A Business and Technology Advisory Council will be organized and convened at least once every six months to present progress on the School's programming efforts in the fields of business and technology. The Council will advise the Faculty and administrators on the perceived successes and challenges of the current program. The Council will also provide input on the island's growing workforce development needs that could be addressed by the School's offerings of business and technology courses, industry certification preparation, and work-based learning opportunities for the students. Work with the Business and Technology Advisory Council may lead to minor or significant adjustments to school policies and practices that reflect current efficient and effective business practices.

The Faculty and Administrators of Business and Technology Academy Charter School will be engaged regularly to,

1. Prepare and present programmatic, financial, and facilities reports and requests to the Board of Trustees;
2. Review and respond to successes and challenges of the school policies and practices; and
3. Address specific concerns regarding individual students and/or concerns about the well-being and successes of the entire student body.

Additions, deletions, and modifications to the School's activities, policies, and approaches to effective teaching and learning will be raised and addressed by the Faculty and administrators. When significant adjustments to policies or significant deviations from the school budget are necessary, the Board of Trustees will act at the suggestion of the Faculty and administration. In the interest of timely responses to situations, some major decisions may be made by the Principal and the Chair of the Board of Trustees.

XIV. PARENT/GUARDIAN AND TEACHER ORIENTATIONS

All prospective students and their families will be expected to attend individual and/or group presentations on the School's programs, expectations, and intended outcomes for each student. Once the students and families indicate an understanding of the school mission, intended outcomes, and expectations, enrollment will be offered to the students and their families. Upon acceptance of an offer of enrollment, students and families will sign a letter of commitment to the School and all that it offers and commit to contributing as much as they can to the success of the school model.

Orientations regarding specific components of students' academic and programmatic involvement (curriculum, grade-level placement, intended outcomes, and personal management) will be required of all new and returning students before the beginning of each academic year. Discussions with students and their families will be held periodically to ensure an understanding of policies and practices and to enlist any concerns regarding school operations that create or contribute to barriers preventing students from successfully completing each academic year and completing the high school program.

XV. ACCREDITATION

In the initial school year for BTACS, the School will communicate with Cognia (formerly AdvancedED) to determine the extent to which BTACS will meet the performance standards set forth by Cognia and lead to initial certification by Cognia.

The rigorous, research-based standards and evidence-based criteria will lead to probing policies, learning conditions, and cultural contexts that will help meet every learner's needs. The accreditation process established by Cognia will help establish and meet improvement goals and sustain a commitment to improve learner outcomes.

The Cognia holistic approach to school accreditation supports a continuous improvement model that the School will adopt and follow. The initial and subsequent attempt at receiving accreditation by Cognia will include the active participation of students, Faculty, administrators, families, trustees, and members of the community.

BTACS may also seek accreditation from organizations reviewing and supporting business and technology education programs. The Board of Trustees will review suggested programs in the School's initial academic year.

XVI. SCHOOL-EMPLOYEE RELATIONS

The Business and Technology Academy Charter School will function in a collaborative, supportive, and responsible manner among all employees of the School. Employees will agree to policies and practices applicable to individuals according to their roles and responsibilities in the school community. All employees will agree to practices supporting the principles of honesty, integrity, and accountability. All employees will also conform to professional standards in their respective fields and positions of leadership.

The School expects all employees to address concerns regarding expectations and responses to their actions in a professional manner that leads to effective and efficient school operations. All employees will be supported by the School to improve working conditions, enhance knowledge and skills, and make the expectations of all individuals transparent and reasonable.

A set of standard operating procedures (SOP) will be established and approved by the Board of Trustees before the initial year of operation. All modifications to the SOPs may be suggested by employees or the members of the Board of Trustees and addressed according to the Board of Trustees' procedures. All employees are expected to follow procedures articulated in the SOPs unless formal or informal agreements are made by the Principal and the Chair of the Board. In a particular situation in which an SOP does not address the problem, the Principal and Chair of the Board will address the situation temporarily until the Board addresses an addition or modification.

A proposal of the specific salary and set of benefits for each employee will be presented by the Principal to the Board of Trustees for approval. Salary scales and benefits offerings will be transparent and follow equitable attention to employees' qualifications, including educational backgrounds, experience, and recognition of specific knowledge and skills. The unique needs of employees may be addressed, as far as benefits are concerned, by presenting a "cafeteria plan" for the benefit of each employee. Benefits may include health and dental care, life insurance, and retirement plans.

XVII. TRANSPORTATION AND FOOD SERVICES

Students enrolled at BTACS will be allowed to use the public school transportation system provided for private schools and charter schools. The buses are managed by the Department of Public Works. They set up schedules that will transport students to and from assigned home locations to a transit center for all private and charter school students. Buses designated for BTACS will transport the students to and from the school campus and the transit center. In some instances, buses will be provided for students directly from their home locations to and from the school campus.

In Years 2 and 3, BTACS will explore transportation for students participating in career exploration activities, internships, dual enrollment classes at UOG and GCC, and participation in training programs such as those at the Guam Trades Academy and other training providers. The Board of Trustees will explore contractual arrangements, transportation provided by various industries, and the use of the GRTA. The school-based transportation will support on-site career exploration and work-based learning that will be facilitated by mentors in business and industry establishments.

During its initial year, BTACS will provide subsidized lunches for all students each school day. After the initial year, the Board of Trustees will determine if the School can also subsidize a breakfast program for the students. Families will be encouraged to request waivers for the meal costs, and will be considered based on documented financial need. A system will be established to ensure the anonymity of students requiring financial assistance for the cost of meals. The Board of Trustees will explore the possibility of receiving aid from the School Meals Program funded by the US Department of Agriculture.

BUSINESS AND TECHNOLOGY ACADEMY CHARTER SCHOOLS					
Proposed Annual Budget					
			YEAR ONE		
INCOME					
Enrollment:					200
Per Student Allotment:					\$7,500
GovGuam Allotment					\$1,500,000
Fundraising Income					\$10,000
TOTAL INCOME:					\$1,510,000
EXPENSES			YEAR ONE		
Personnel - Salaries and Benefits			Unit Cost	Quantity	Cost
	Administrative				
		Chief Admin Officer	\$91,000	0	\$0
		Principal	\$91,000	1	\$91,000
		Success Navigator Coordinator	\$45,500	0	\$0
		Accreditation Coordinator	\$50,000	0	\$0
	Instructional				
		Core Academic Courses (FT)	\$54,600	8	\$436,800
		Business & Technology Courses (PT)	\$15,000	2	\$30,000
		Electives Courses (PT)	\$15,000	2	\$30,000
	Support				
		Administrative	\$45,500	1	\$45,500
		Custodial/Maintenance	\$32,500	1	\$32,500

			PERSONNEL SUBTOTAL:		\$665,800
			% of Total Budget		44%
Contractual					
	Facilities Lease				
	Classrooms	\$14,400	8		\$115,200
	(20' X 30' X \$2/sq ft X 12 months)				
	Science Lab	\$21,600	1		\$21,600
	(30' X 30' X \$2/sq ft X 12 months)				
	Entrepreneurship Lab	\$21,600	1		\$21,600
	(30' X 30' X \$2/sq ft X 12 months)				
	Cafeteria	\$43,200	1		\$43,200
	(30' X 60' X \$2/sq ft X 12 months				
	Teacher/Student Conference Area	\$57,600	1		\$57,600
	(40' X 60' X \$2/sqft X 12 months)				
	Administrative Offices	\$14,400	1		\$14,400
	(20' X 30' X \$2/sq ft X 12 months)				
	Faculty Development Room	\$14,400	1		\$14,400
	(20' X 30' X \$2/sq ft X 12 months)				
		RENTAL SUBTOTAL			\$288,000
	Online Curricular Materials	\$70	200		\$14,000
	Student Information System	\$25	200		\$5,000
	Learning Management System	\$25	200		\$5,000
	Payroll, Accounting	\$15,000	1		\$15,000
	Insurance	\$15,000	1		\$15,000
	Utilities	\$10,000	12		\$120,000
	School Meals	\$900	200		\$180,000
	Local Transportation	\$10,000	0		\$0
	Faculty Professional Development	\$5,000	0		\$0
	Summer Enrichment/Remediation	\$2,500	0		\$0
		CONTRACTUAL SUBTOTAL:			\$642,000
			% of Total Budget		43%

Equipment, Supplies					
	Instructional (Student Use)		\$450	200	\$90,000
	Instructional (Teacher Use)		\$1,000	8	\$8,000
	Instructional (Classroom)		\$7,500	8	\$60,000
	Classroom Furniture		\$200	200	\$40,000
	Administrative (Monthly)		\$200	12	\$2,400
	Maintenance (Monthly)		\$150	12	\$1,800
		EQUIPMENT/SUPPLIES SUBTOTAL:			\$202,200
			% of Total Budget		13%
			TOTAL EXPENSES:		\$1,510,000
			BALANCE:		\$0

BUSINESS AND TECHNOLOGY ACADEMY CHARTER SCHOOL					
Proposed Annual Budget					
				YEAR TWO	
INCOME					
Enrollment:					400
Per Student Allotment:					\$7,500
GovGuam Allotment					\$3,000,000
Fundraising Income					\$25,000
TOTAL INCOME:					\$3,025,000
EXPENSES					
				YEAR TWO	
Personnel - Salaries and Benefits			Unit Cost	Quantity	Cost
Administrative					
	Chief Admin Officer		\$95,550	1	\$95,550
	Principal		\$95,550	1	\$95,550
	Success Navigator Coordinator		\$45,500	1	\$45,500
	Accreditation Coordinator		\$50,000	0	\$0
Instructional					
	Core Academic Courses (FT)		\$57,330	16	\$917,280
	Business & Technology Courses (PT)		\$15,750	3	\$47,250
	Electives Courses (PT)		\$15,750	3	\$47,250
Support					
	Administrative		\$47,775	1	\$47,775
	Custodial/Maintenance		\$34,125	2	\$68,250
			PERSONNEL SUBTOTAL:		\$1,364,405
			% of Total Budget		45%
Contractual					

	Facilities Lease				
	Classrooms		\$18,000	16	\$288,000
	(20' X 30' X \$2/sq ft X 12 months)				
	Science Lab		\$27,000	2	\$54,000
	(30' X 30' X \$2/sq ft X 12 months)				
	Entrepreneurship Lab		\$27,000	2	\$54,000
	(30' X 30' X \$2/sq ft X 12 months)				
	Cafeteria		\$54,000	1	\$54,000
	(30' X 60' X \$2/sq ft X 12 months)				
	Teacher/Student Conference Area		\$72,000	2	\$144,000
	(40' X 60' X \$2/sqft X 12 months)				
	Administrative Offices		\$18,000	1	\$18,000
	(20' X 30' X \$2/sq ft X 12 months)				
	Faculty Development Room		\$18,000	1	\$18,000
	(20' X 30' X \$2/sq ft X 12 months)				
			RENTAL SUBTOTAL		\$630,000
	Online Curricular Materials		\$74	400	\$29,400
	Student Information System		\$26	400	\$10,500
	Learning Management System		\$26	400	\$10,500
	Payroll, Accounting		\$15,750	1	\$15,750
	Insurance		\$20,000	1	\$20,000
	Utilities		\$10,500	12	\$126,000
	School Meals		\$945	400	\$378,000
	Local Transportation		\$10,000	10	\$100,000
	Faculty Professional Development		\$5,000	8	\$40,000
	Summer Enrichment/Remediation		\$2,500	25	\$62,500
			CONTRACTUAL SUBTOTAL:		\$1,422,650
			% of Total Budget		47%
	Equipment, Supplies				
	Instructional (Student Use)		\$473	200	\$94,500
	Instructional (Teacher Use)		\$1,050	8	\$8,400
	Instructional (Classroom)		\$7,875	8	\$63,000

	Classroom Furniture			\$200	200	\$40,000
	Administrative (Monthly)			\$250	12	\$3,000
	Maintenance (Monthly)			\$350	12	\$4,200
			EQUIPMENT/SUPPLIES SUBTOTAL:			\$213,100
				% of Total Budget		7%
				TOTAL EXPENSES:		\$3,000,155
				BALANCE:		\$24,845

BUSINESS AND TECHNOLOGY ACADEMY CHARTER SCHOOL					
Proposed Annual Budget					
				YEAR THREE	
INCOME					
Enrollment:					500
Per Student Allotment:					\$7,500.00
GovGuam Allotment					\$3,750,000.00
Fundraising Income					\$25,000.00
TOTAL INCOME:					\$3,775,000.0
EXPENSES					
				YEAR THREE	
Personnel - Salaries and Benefits			Unit Cost	Quantity	Cost
Administrative					
	Chief Admin Officer		\$100,328	1	\$100,328
	Principal		\$100,328	1	\$100,328
	Success Navigator Coordinator		\$47,775	2	\$95,550
	Accreditation Coordinator		\$50,000	1	\$50,000
Instructional					
	Core Academic Courses (FT)		\$60,197	18	\$1,083,537
	Business & Technology Courses (PT)		\$16,538	4	\$66,150
	Electives Courses (PT)		\$16,538	4	\$66,150
Support					
	Administrative		\$50,164	1	\$50,164
	Custodial/Maintenance		\$35,831	2	\$71,663
			PERSONNEL SUBTOTAL:		\$1,683,868
			% of Total Budget		45%
Contractual					

	Facilities Lease				
	Classrooms		\$21,600	18	\$388,800
	(20' X 30' X \$2/sq ft X 12 months)				
	Science Lab		\$32,400	2	\$64,800
	(30' X 30' X \$2/sq ft X 12 months)				
	Entrepreneurship Lab		\$32,400	2	\$64,800
	(30' X 30' X \$2/sq ft X 12 months)				
	Cafeteria		\$64,800	1	\$64,800
	(30' X 60' X \$2/sq ft X 12 months)				
	Teacher/Student Conference Area		\$86,400	2	\$172,800
	(40' X 60' X \$2/sqft X 12 months)	\			
	Administrative Offices		\$21,600	1	\$21,600
	(20' X 30' X \$2/sq ft X 12 months)				
	Faculty Development Room		\$21,600	2	\$43,200
	(20' X 30' X \$2/sq ft X 12 months)				
			RENTAL SUBTOTAL		\$820,800
	Online Curricular Materials		\$77	500	\$38,588
	Student Information System		\$28	500	\$13,781
	Learning Management System		\$28	500	\$13,781
	Payroll, Accounting		\$16,538	1	\$16,538
	Insurance		\$30,000	1	\$30,000
	Utilities		\$11,025	12	\$132,300
	School Meals		\$992	500	\$496,125
	Local Transportation		\$15,000	10	\$150,000
	Faculty Professional Development		\$5,250	18	\$94,500
	Summer Enrichment/Remediation		\$2,625	50	\$131,250
			CONTRACTUAL SUBTOTAL:		\$1,937,663
			% of Total Budget		51%
	Equipment, Supplies				
	Instructional (Student Use)		\$496	100	\$49,613
	Instructional (Teacher Use)		\$1,103	2	\$2,205
	Instructional (Classroom)		\$8,269	4	\$33,075

	Classroom Furniture			\$200	100	\$20,000
	Administrative (Monthly)			\$263	12	\$3,150
	Maintenance (Monthly)			\$368	12	\$4,410
			EQUIPMENT/SUPPLIES SUBTOTAL:			\$112,453
				% of Total Budget		3%
				TOTAL EXPENSES:		\$3,733,983
				BALANCE:		\$41,017



December 11, 2023

OLIVIA E. BRIOSO

President, Eagle Land Holdings, LLC
P.O. Box 9427
Tamuning, Guam 96931

RE: Intent to Lease Commercial Property

Dear Ms. Brioso,

The Working Committee for the proposed Business and Technology Academy Charter School (BTACS) appreciates your time and effort in learning about the proposed school and considering a real estate proposal for the BTACS campus. We are encouraged by your favorable reaction to the prospects of developing and maintaining a high school in Guam that will prepare young women and men for their roles in Guam's business and technology industries.

The BTACS Working Committee is presenting this Letter of Interest for the lease of:

**Eagle Land Holdings, LLC.
Buildings E and F
305 Seagull Avenue
Barrigada, Guam 96913**

The facility will provide the necessary classrooms, administrative offices, and other gathering spaces to support the proposed programs and activities for students, faculty, administrators, and community supporters. The facility will meet the initial needs of the school during the 2024-2025 academic year and allow for the expansion of the student body in subsequent years.

The Working Committee respectfully requests your acknowledgment of the interest in leasing the specified facility and your approval for the Working Committee to list the facility in the petition submission as the tentative site of the proposed Business and Technology Academy Charter School beginning in the 2024-2025 school year.

Si Yu'os Ma'ase, Thank You for your attention to and consideration of this matter. We look forward to your favorable response and further discussions and agreements regarding the Eagle Land Holdings facility lease on Guam. If you have any questions or concerns, please contact Joe Mesa at jmesa.btacs@gmail.com or 671-797-4203, and he will coordinate our next meeting.

Sincerely,

Baltazar Atalig
BTACS Working Committee Representative

Juan Flores
BTACS Working Committee Representative

Jesse Toves
BTACS Working Committee Representative

Jose J.M. Mesa
BTACS Working Committee Representative

Acknowledgment and approval by:
Eagle Land Holdings, LLC:

Olivia E. Brioso
President



Joe Mesa <jmesa.btacs@gmail.com>

Proposed Charter School Petition

3 messages

Juan Flores <jflores.btacs@gmail.com>

Wed, Dec 13, 2023 at 1:22 PM

To: "keswanson@gdoe.net" <keswanson@gdoe.net>

Cc: "jsanchez@gdoe.net" <jsanchez@gdoe.net>

Bcc: jmesa.btacs@gmail.com

Hafa Adai, Dr. Swanson.

The Working Committee of the Proposed Business and Technology Academy Charter School is finalizing a petition that will be submitted to the Guam Academy Charter School Council.

Title 17, Chapter 12 of the Guam Code Annotated calls for the petitioning body to communicate with the Superintendent of the Guam Department of Education and to respectfully request the Superintendent to determine whether there is currently an available or suitable facility within the Guam Department of Education that can accommodate the proposed school.

The petition calls for an initial student body of 150 high school students with a maximum enrollment of 400 by the third year of operation. The planned facilities will include classrooms, a cafeteria, administrative offices, a science laboratory, a workspace for students' entrepreneurial activities, and spaces for regularly scheduled teacher-student conferences.

Thank you very much for your attention to this matter. I look forward to your response. Please contact me if you have questions or concerns.

Si Yu'os Ma'ase.

Juan

—

JUAN P. FLORES

Proposed Business and Technology Academy Charter School

jflores.btacs@gmail.com

671-747-2558

Juan Flores <jflores.btacs@gmail.com>
To: Joe Mesa <jmesa.btacs@gmail.com>

Fri, Dec 15, 2023 at 12:50 PM

[Quoted text hidden]

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JUAN P. FLORES

[Quoted text hidden]

Juan Flores <jflores.btacs@gmail.com>
To: Joe Mesa <jmesa.btacs@gmail.com>

Fri, Dec 15, 2023 at 12:52 PM

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

From: **Dr. Kenneth E. Swanson (Superintendent)** <keswanson@gdoe.net>
Date: Thu, Dec 14, 2023 at 6:10 AM
Subject: Re: Proposed Charter School Petition
To: Juan Flores <jflores.btacs@gmail.com>
Cc: jsanchez@gdoe.net <jsanchez@gdoe.net>

Mr. Flores,

Thank you for your inquiry. At this moment we do not have a facility that matches your need. Going forward we will be reviewing all of our facility options in early 2024 intending to re-zone attendance areas to identify surplus facilities. That process may result in options you may wish to consider.

Warm regards,

K. Erik Swanson, PhD
Superintendent
Guam Department of Education
(671)300-1530
keswanson@gdoe.net

We are all one crew, there are no passengers on this journey.

[Quoted text hidden]

Guam Department of Education

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JUAN P. FLORES

[Quoted text hidden]