



Territory of Guam
Territorio de Guam

OFFICE OF THE GOVERNOR
UFISINAN I MAGA'LAHI
AGANA, GUAM 96910 U.S.A.

MAY 17 1991

REFER TO
LEGISLATIVE SECRETARY



The Honorable Joe T. San Agustin
Speaker, Twenty-First Guam Legislature
155 Hessler Street
Agana, Guam 96910

Dear Mr. Speaker:

Transmitted herewith is Bill No. 5, which has been signed into law this date as Public Law No. 21-38.

Sincerely,

FRANK F. BLAS
Governor of Guam
Acting

Attachment

210288



Commonwealth Now!

TWENTY-FIRST GUAM LEGISLATURE
1991 (FIRST) Regular Session

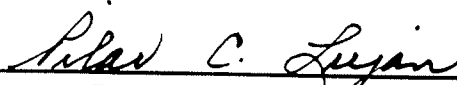
CERTIFICATION OF PASSAGE OF AN ACT TO THE GOVERNOR

This is to certify that Bill No. 5 (LS), "AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES KINDERGARTEN THROUGH FIFTH AND TO MAKE AN APPROPRIATION TO FUND THIRTY-ONE FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM," was on the 2nd day of May, 1991, duly and regularly passed.



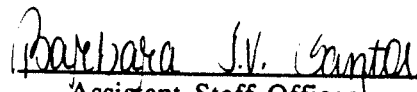
JOE T. SAN AGUSTIN
Speaker

Attested:




PILAR C. LUJAN
Senator and Legislative Secretary

This Act was received by the Governor this 7th day of May, 1991, at
2:00 o'clock p.m.



Assistant Staff Officer
Governor's Office

APPROVED:



FRANK F. BLAS
Governor of Guam
Acting

Date: MAY 17 1991

Public Law No. 21-38

TWENTY-FIRST GUAM LEGISLATURE
1991 (FIRST) Regular Session

Bill No. 5 (LS)

Introduced by:

J. P. Aguon
D. L. G. Shimizu
C. T. C. Gutierrez

AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES KINDERGARTEN THROUGH FIFTH AND TO MAKE AN APPROPRIATION TO FUND THIRTY-ONE FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM.

Legislative findings. The Legislature finds that, based on the President's Council on Physical Fitness and sports survey information, youth fitness in the United States has not improved in the last decade and in some cases has declined. American children have become fatter since the 1960s and forty percent (40%) of all children ages five through eight already show at least one heart disease risk factor such as obesity, physical inactivity, elevated cholesterol or high blood pressure. Only thirty-six percent (36%) of America's school children in grades one through twelve are enrolled in daily physical education. On Guam, physical education is offered in the middle and high schools but elementary schools offer no physical education program.

The Legislature further finds that an essential element of good health is not just an absence of disease but is also physical fitness which is the product of several factors including regular exercise. The good health of all of Guam's people, especially its children, is an important factor in improving the quality of life for all.

The Legislature therefore finds that the Department of Education should implement a physical education program in the elementary schools beginning

in the next school year. The Legislature further finds that the Governor's Council on Fitness and the Department of Education should be tasked with establishing the best course for the government to follow in promoting, setting guidelines for, and insuring good health for Guam's young people through physical exercise. The Legislature further finds that the Council, together with the Department of Education, should prepare guidelines for all citizens including special population groups such as the elderly and the disabled.

1 **BE IT ENACTED BY THE PEOPLE OF THE TERRITORY OF GUAM:**

2 **Section 1. Program for elementary grades.** The Department of
3 Education is hereby required to implement a physical education program for
4 elementary grades beginning with School Year 1991-1992.

5 **Section 2. Appropriation.** One Million Six Hundred Fifty-Two
6 Thousand Seven Hundred Fifteen Dollars and Fifty-Two Cents (\$1,652,715.52)
7 are hereby appropriated from the General Fund to the Department of
8 Education for the salaries of thirty-one (31) fully certified elementary
9 physical education teachers, for equipment, and for materials, to implement
10 and cover the costs for the first year of elementary school physical education.

11 **Section 3. Guidelines.** The Governor's Council on Fitness and the
12 Department of Education shall develop physical fitness guidelines for all
13 citizens including school age children and special population groups such as
14 the elderly and the disabled.



Madeleine Z. Bordallo

SENATOR

Guam Legislature

April 30, 1991

Honorable Joe T. San Agustin
Speaker, Twenty-First Guam Legislature
155 Hesler Street
Agana, Guam 96910

Dear Mr. Speaker:

The Committee on Education, to which was referred Bill No. 5, "A BILL TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES K THROUGH 5 AND TO MAKE AN APPROPRIATION TO FUND FOR FIFTY-TWO (52) FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM", does recommend that Bill No. 5 be Passed by the Twenty-First Guam Legislature.

Votes of the Committee members are as follow:

To Pass	<u>12</u>
To Not Pass	<u>0</u>
Abstain	<u>0</u>
To Place in Inactive File	<u>0</u>
Off-Island	<u>0</u>
Not Available	<u>0</u>

Respectfully submitted,

Madeleine Z. Bordallo

MADELEINE Z. BORDALLO

Enclosures

COMMITTEE ON EDUCATION
VOTING SHEET ON
BILL NO. 5:

"A BILL TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM
WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS
AND SPORTS PROGRAM FOR GRADES K THROUGH 5
AND TO MAKE AN APPROPRIATION TO FUND FOR FIFTY-TWO (52) FULLY
CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS,
EQUIPMENT AND MATERIALS FOR THE PROGRAM"

<u>COMMITTEE MEMBER</u>	<u>TO PASS</u>	<u>NOT TO PASS</u>	<u>ABSTAIN</u>	<u>TO PLACE IN INACTIVE FILE</u>
<i>Madeleine Z. Bordallo</i> MADELEINE Z. BORDALLO Chairperson	✓			
<i>David L.G. Shimizu</i> DAVID L.G. SHIMIZU Vice Chairperson	✓			
<i>John P. Aguon</i> JOHN P. AGUON Member	✓			
<i>Elizabeth P. Arriola</i> ELIZABETH P. ARRIOLA Member	✓			
<i>Herminia D. Dierking</i> HERMINIA D. DIERKING Member	✓			
<i>Carl T.C. Gutierrez</i> CARL T.C. GUTIERREZ Member	✓			
<i>J. George Hamba</i> J. GEORGE HAMBA Member	✓			
<i>Doris F. Brooks</i> DORIS F. BROOKS Member	✓			
<i>Edward R. Duenas</i> EDWARD R. DUENAS Member	✓			
<i>Marilyn D.A. Manibusan</i> MARILYN D.A. MANIBUSAN Member	✓ 4/30/91 MAM			
<i>Thomas V.C. Tanaka</i> THOMAS V.C. TANAKA Member	✓			

**TWENTY-FIRST GUAM LEGISLATURE
COMMITTEE ON EDUCATION
COMMITTEE REPORT ON BILL NO. 5:**

**"A BILL TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM
WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS
AND SPORTS PROGRAM FOR GRADES K THROUGH 5
AND TO MAKE AN APPROPRIATION TO FUND FOR FIFTY-TWO (52) FULLY
CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS,
EQUIPMENT AND MATERIALS FOR THE PROGRAM"**

PREFACE

A Public Hearing was conducted on Bill No. 5 on February 8, 1991, in the Public Hearing Room, Legislative Building, Agana.

Members Present: Chairman Speaker San Agustin, Vice Chairman Shimizu, member senators Aguon, Arriola, Dierking, Bamba, Blaz and Tanaka, and Senator Reidy.

Witnesses Heard: Dr. Jeffrey E. Schafer, Del M. Basa and Michael Polonski of DOE; Bernadette Provido, Governor's Council on Physical Fitness and Sports; Dr. William Seay, UOG; and Conrad Stinson, Viqui Gayer and Cliff Stearns, representing themselves.

SUMMARY OF TESTIMONY

The Department of Education stressed that elementary school teachers presently incorporate physical education in their lesson plans and activities through the integrated curriculum. The department suggested that specialists be retained to assist teachers, instead of imposing an additional, separate "pull-out" activity on the school day. There may also be difficulties recruiting the prescribed number of elementary-level physical education instructors for the 1991-92 school year. The department requested that the bill be tabled for 60 days pending the submittal of revised language. Testimony received on March 22, however, does not include any such alternate text. Instead it supports the intent of the bill, and details proposed uses of the appropriation.

Mr. Patrick M. Wolff, Chairman of the Governor's Council on Physical Fitness and Sports supports the bill, and states that physical education in elementary schools is "minimal".

All other witnesses testified in favor of the bill.

COMMITTEE FINDINGS/RECOMMENDATIONS

The Committee finds the bill to be an effective means towards improving and promoting general community health through physical education.




The Committee therefore recommends favorable consideration by the Committee on Ways and Means, and recommends Bill No. 5 to be Passed by the Twenty-first Guam Legislature.

ATTACHMENTS

1. Committee Voting Sheet on Bill No. 5.
2. Bill No. 5.
3. Testimony of DOE Director A. Sukola, dated March 22, 1991, with attachments.
4. DOE testimony dated February 5, 1991.
5. Board of Education policy "Instructional Time for Elementary Schools" adopted 12/19/83.
6. Suggested Physical Education Activities at the Elementary Schools" undated excerpt.
7. "The K-3 Integrated Curriculum" (DOE) Physical Ed. excerpts.
8. Testimony of Mr. Patrick M. Wolff, received April 5, 1991.
9. Transmittal letter from Mr. Wolff, with informational brochure.
10. Testimony by Conrad Stinson.
11. Testimony by Viqui Gayer.
12. Excerpt on "Physical Fitness and Exercise" working group papers, Second Governor's Conference on Health (1990).
13. Excerpt on "Physical Fitness and Exercise" Governor's Conference on Health Promotion/Disease Prevention (9/87).
14. Excerpt on "Physical Fitness and Exercise" from draft for comment copy of Promoting Health/Preventing Disease: Year 2000 Objectives for the Nation, U.S. Public health Service (undated).
15. Fiscal Note from BBMR.
16. Referral of Bill No. 5 by Committee on Rules.
17. Registration of Public Hearing Witnesses form.

TWENTY-FIRST GUAM LEGISLATURE
1991 (FIRST) Regular Session

Bill No. 5
Introduced by:

J.P. AGUON 
D.L.G. SHIMIZU 
C.T.C. GUTIERREZ 

AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES K THROUGH 5 AND TO MAKE AN APPROPRIATION TO FUND FIFTY-TWO FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM.

1 LEGISLATIVE FINDINGS: The Legislature finds that, based on the President's
2 Council on Physical Fitness and sports survey information, youth fitness in the United
3 States has not improved in the last decade and in some cases has declined. American
4 children have become fatter since the 1960s and 40% of all children ages 5 through 8
5 already show at least one heart disease risk factor such as obesity, physical inactivity,
6 elevated cholesterol or high blood pressure. Only 36% of America's school children in
7 grades 1 through 12 are enrolled in daily physical education. On Guam, physical
8 education is offered in the middle and high schools but elementary schools offer no
9 physical education program.

10 The Legislature further finds that an essential element of good health is not just
11 an absence of disease but is also physical fitness which is the product of several
12 factors including regular exercise. The good health of all of our people, especially our
13 children, is an important factor in improving the quality of life for all.

14 The Legislature therefore finds that the Department of Education should
15 implement a physical education program in the Elementary Schools beginning in the
16 next school year. The Legislature further finds that the Governor's Council on Fitness
17 and the Department of Education should be tasked with establishing the best course for
18 our government to follow in promoting, setting guidelines for, and insuring good health
19 for our young people through physical exercise. The Legislature further finds that the
20 Council, together with the Department of Education, should prepare guidelines for all

citizens including special population groups such as the elderly and the disabled.

BE IT ENACTED BY THE PEOPLE OF THE TERRITORY OF GUAM:

3 Section 1. The Department of Education is hereby required to implement a
4 Physical Education program for elementary grades beginning with School Year 1991-
5 1992.

6 Section 2. There is hereby appropriated from the General Fund to the Department
7 of Education the sum of \$1,652,715.52 (One Million Six Hundred Fifty Two Thousand
8 Seven Hundred Fifteen Dollars and Fifty Two Cents) for fifty-two (52) fully certified
9 elementary physical education teacher salaries, equipment and materials to implement
10 and cover costs for the first year of Elementary Physical Education.

11 Section 3. The Governor's Council on Fitness and the Department of Education
12 shall develop physical fitness guidelines for all citizens including school age children
13 and special population groups such as the elderly and the disabled.



ANITA A. SUKOLA
Director of Education

OFFICE OF THE DIRECTOR
DEPARTMENT OF EDUCATION
GOVERNMENT OF GUAM
P.O. BOX DE
AGANA, GUAM 96910
TEL.: 472-8901/2/3/4



Deputy Director

March 22, 1991

The Honorable Joe T. San Agustin
Speaker, Twenty-First Guam Legislature
Chairman, Committee on Education
155 Hesler Street
Pacific Arcade
Agana, Guam 96910

Dear Speaker San Agustin:

Thank you for allowing us to modify Bill #5: AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES K THROUGH 5 AND TO MAKE AN APPROPRIATION TO FUND FOR THIRTY ONE (31) FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM.

Bill #5 will also fulfill Board Policy #346 describes how many minutes per week should be allotted to each content area and the Board of Education/Board Union agreement.

We have continued to add additional courses and programs that have been mandated by the legislature and we have not lengthened the school day to accommodate these priorities, a legislative action is needed to increase the number of instructional hours to accommodate such activities i.e., art/music/P.E.

The department of education fully agrees that physical fitness is essential to good health and quality of life for all. We are committed to expanding physical education and look forward to receiving the necessary funding to implement the K-5 P.E. program.

We are also confident that in the future you will provide additional funding for capital improvements for our islandwide school to completely accomplish our goals and objectives in areas that will require additional funding.

We support the intent of Bill #5.

Please find the attachments.

Si Yu'os ma'ase'.


ANITA A. SUKOLA

Attached please find information concerning the proposed estimated cost to implement the K-5th Physical Education program. I hope that the figures listed below will help the 21st Legislature to approve/pass BILL #05.

Attachment:

- #01 proposed staffing pattern**
- #02 job description**
- #03 assess of park facilities**
- #04 elementary school enrollment**
- #05 elementary school enrollment by grades**
- #06 materials/equipment per student enrollment**
- #07 Board Policy/Board Union Agreement**

PROPOSED
ELEMENTARY PHYSICAL EDUCATION
STAFFING PATTERN

\$1,652,715.52

DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION

Number of Position	Position Title	Vacant Position	Range & Step	Salary Per Annum	Retirement	Life	Hosp.	Dental	Total
31	Elem. P. E. Teacher	New	PR - 40 STP. IV	\$31,937.00	\$4,186.00	\$19.00	1,743.00	\$31.00	38,208
				x 31	x 31	x 31	x 31	x 31	x31

GRAND TOTAL: SALARIES AND BENEFITS \$1,184,448.00

\$990,047.00 \$129,766.00 \$589 \$54,033 \$10,013 \$1,184.

BALANCE MONEY FOR EQUIPMENT AND MATERIALS: \$468,267.52 See Attachment # 1

Note: *Tammuning and LBJ will have one (1) P. E. Teacher together.
 *Agat, Upi, M. A. Ulloa, P. C. Lujan, Wettengel, Yigo, Harmon Loop, Finegayan and M. U. Lujan will have two (2) P. E. Teachers each.
 *The rest of the schools will have one (1) P. E. Teacher each: Agana Heights, Carbullido Inarajan, P. C. Lujan, Merizo or/Mal. F Q Sanchez, J. Q. San Miguel, C. L. Taitano, Talofoyo, J. P. Torres, H.S. Truman.

Attachment #2

PROGRAM DESCRIPTION:

Coordinate staff development activities to help "regular" classroom teachers understand and implement P.E. learning experiences as they implement integrated curriculum.

Coordinate school-wide physical education activities, i.e., mini Olympics, playday and water safety.

Formulate plans for physical education skill testing procedure.

Provide actual experiences in various types of P.E. activities where good sportsmanship can be put into practice.

Meet with the SPC - Physical Education every 3rd Wednesday of each month.

Maintains record of skill test/physical fitness test results and prepare final reports to be submitted to SPC - Physical Education.

Maintains quarterly report of activities completed and or in progress.

Responsible for the inventory of materials and equipment at their respective school site.

Work with the other elementary physical education teachers and the School Program Consultant for Physical Education in developing activities for the district-wide participation, i.e., **AMERICAN CHILDREN EXERCISING SIMULTANEOUSLY (ACES)**.

Plan and implement a uniform Physical fitness activities annually.

Plan to participate annually in the **AMERICAN CHILDREN EXERCISING SIMULTANEOUSLY (ACES)**. This is being held every month of May of each year.

Perform other related duties as required.

ELEMENTARY PHYSICAL EDUCATION TEACHER

MINIMUM KNOWLEDGE, ABILITIES AND SKILLS;

Ability to work effectively with other employees, parents and other agencies and the general public.

Ability to communicate effectively, orally and in writing.

Ability to maintain records and prepare reports.

Ability to develop, adapt and implement specialized educational programs and functions.

Ability to evaluate program effectiveness and recommend/implement changes to enhance the program.

MINIMUM EXPERIENCE AND TRAINING:

3 years of professional experience in the area of specialty, graduation from a recognized college or university with a Bachelor's degree in area of specialization, including 18 semester hours of professional education credits.

Any equivalent combination of experience and training which provides minimum knowledge, abilities and skills.

ILLUSTRATIVE EXAMPLES OF WORK:

(Any one position may not include all the duties listed, nor do the examples cover all duties which may be performed).

Recommends and coordinates integrated curriculum activities through physical education activities.

Coordinates physical education teacher staff development activities. Conducts demonstration lessons when necessary/requested.

Serves as a resource person to classroom teachers.

Implements needs assessment plans and activities in physical education.

Maintains records and meets regularly with other elementary p.e. teachers and the SPC-P.E.

Performs related duties as required.

NOTE: documents to verify training and experience that are required, must be submitted with the employment application form before evaluation can be made. Only training and experience supported by satisfactory documents will be

EMPLOYMENT APPLICATION ADDENDUM

REQUIRED DOCUMENTS FOR ALL POSITIONS

XXX CERTIFIED POLICE CLEARANCE. This must be submitted with the employment application.

XXX EVIDENCE OF U.S. CITIZENSHIP (FOR U.S. CITIZENS) or AUTHORIZATION TO WORK IN THE UNITED STATES OR ITS TERRITORIES (FOR ALIENS).

Required documents must be duplicated for the file upon processing for employment to comply with the Immigration Control Act of 1986 (I-9).

REQUIRED DOCUMENTS FOR SOME POSITIONS:

TEACHER CLASSES: Applicants for these positions and for Guidance Counselor and School Librarian must submit official college/university transcript(s), an applicable valid Guam certificate obtained from the Education Certification Office.

SCHOOL HEALTH COUNSELOR: Applicants for this position must submit official college/university transcript(s), valid Guam Nursing License, and a valid School Health Counselor certificate obtained from the Education Certification Office.

ON-CALL SUBSTITUTE TEACHER: Applicants for this position must submit either an official high school transcript, a high school diploma, or a GED Certificate or record of completion, or a college/university transcript(s) whichever is applicable. On-Call Substitute Teacher applicants with less than thirty (30) Semester Hours of college credits are required to submit a recommendation using the form provided for this purpose from at least one school.

CAFETERIA WORKERS: Applicants for any position in the cafeteria must submit a valid Guam health certificate.

HANDICAP BUS DRIVER: Applicants for this position must present a valid chauffer's driver's license.

Applicants for any position for which educational training is required must submit an official high school transcript, a diploma, a certification of completion of a GED training, or a college/university transcript whichever is applicable.

Required Documents pursuant to the Immigration Control Act of 1986 (I-9) must be duplicated for the file upon processing for employment.

Applicants who wish to claim preference or preference points pursuant to applicable laws are required to submit appropriate verification. Please see page 2 for additional information.

NOTE:

TRANSCRIPTS, CERTIFICATES, AND OTHER DOCUMENTS SPECIFIED FOR EACH TYPE OF POSITION ABOVE ARE NEEDED FOR EVALUATION TO DETERMINE QUALIFICATION AND/OR TO COMPLY WITH REQUIREMENTS SET FORTH BY THE TERRITORIAL BOARD OF EDUCATION POLICIES, CIVIL SERVICE COMMISSION, PUBLIC LAWS, AND OTHER STATUTES.

DOCUMENTS REQUIRED FOR EMPLOYMENT

We encourage you to submit your application without delay since the Department of Education is conducting a very active teacher recruitment both locally and throughout the U.S. Mainland. To expedite evaluation of your application, please submit with it the following documents:

- 1) Official (embossed sealed) transcript of conferred degree(s) and of additional credits beyond the conferred degree to support education claimed on the application form.
- 2) A list of the courses in progress (certified by the Dean of College if this were applicable).
- 3) A copy of a valid Teaching Certificate from any State or Territory of the United States.
- 4) Testimony of your work experience:
 - a) Three letters of recommendation from current and previous school principal or school district superintendent, or
 - b) A college/university Placement File if you recently graduated and have never had a full time teaching position.
- 5) A certified current police clearance from the State/District Police Department where you are residing. (This clearance must be no more than 30 days old).
- 6) Evidence of U.S. citizenship or authorization to work in the U.S. or its territories if you were an alien (a photo copy of your passport, or a photo copy of your birth certificate and a photo copy of your Social Security Number will meet this requirement, original will be required upon employment to verify copy).

Guam requires the teachers in the public schools to be holders of the Guam Teaching Certificate. One of the requirements for the Guam Teaching Certificate is taking and passing the English Proficiency Test (BESTE). We will give you information about taking the BESTE after you submit your application and after it has been determined that you meet the minimum educational/training requirement.

ELEMENTARY SCHOOLS
PHYSICAL EDUCATION PROGRAM

ELEMENTARY SCHOOLS	WITH ACCESS PARK FACILITIES	NO ACCESS
AGANA HEIGHTS	YES	
AGAT	YES	
UPI		NO
CARBULLIDO		NO
ORDOT/CHALAN PAGO		NO
M.A. ULLOA		NO
F.Q. SANCHEZ		NO
INARAJAN		NO
MERIZO		NO
P.C. LUJAN	YES	
PRICE	YES	
J.P. TORRES		NO
C.L. TAITANO		NO
TALOFOFO	YES	
* TAMUNING	YES	
WETTENGEL		NO
H.S. TRUMAN		NO
YIGO	YES	
* L.B. JOHNSON	YES	
HARMON LOOP		NO
J.Q. SAN MIGUEL		NO
FINEGAYAN		NO
M.U. LUJAN	YES	
TOTAL: 23	9	14

* Same facility
One P.E. Teacher serving both schools

* Please note that no access means an outdoor facility, (such as covered area, dome like gym). We need to provide in the future a capital improvement budget.

Department of Education
ACTIVE ENROLLMENT REPORT/Summary
As of 30 September 1990

GRADE LEVEL	MALE	FEMALE	TOTAL
BRODIE MEMORIAL KINDERGARTEN	41	28	69
1ST GRADE	1205	1063	2268
2ND GRADE	1237	1177	2414
3RD GRADE	1142	1049	2191
4TH GRADE	1139	1088	2227
5TH GRADE	1132	1049	2181
	1062	989	2051
GRAND TOTAL	6958	6443	13401

ENRSUM90

SOURCE: Public School Principals/Research, Planning &
Evaluation

Department of Education
ACTIVE ENROLLMENT REPORT/Elementary
As of 30 September 1990

ELEMENTARY SCHOOL	KINDERGARTE		1ST GRADE		2ND GRADE		3RD GRADE		4TH GRADE		5TH GRADE		UNGRADED		SUB TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
AGANA HEIGHTS	36	22	34	48	45	31	36	33	33	31	26	26	0	0	210	191	401
AGAT	77	64	68	80	71	58	71	53	62	63	72	62	0	0	421	380	801
UPI	84	61	84	70	58	51	69	66	55	65	64	51	0	0	414	364	778
CARBULLIDO	39	37	51	50	46	33	37	41	38	39	36	38	0	0	247	238	485
ORDOT/CHALAN PAGO	32	23	33	32	27	21	39	29	37	29	27	21	0	0	195	155	350
ULLOA	93	90	80	83	110	97	104	103	101	103	91	73	0	0	579	549	1128
SANCHEZ	16	11	8	12	5	11	11	11	12	5	8	12	0	0	60	62	122
INARAJAN	32	37	36	22	24	30	27	28	22	23	29	26	0	0	170	166	336
MERIZO	39	21	21	21	21	28	28	22	16	18	15	21	0	0	140	131	271
P.C. LUJAN	60	58	62	51	47	50	47	44	52	45	54	35	0	0	322	283	605
PRICE	73	47	71	64	54	52	62	72	55	63	51	59	0	0	366	357	723
J.P. TORRES	79	84	105	93	0	0	0	0	0	0	0	0	0	0	184	177	361
C.L. TAITANO	64	44	49	52	42	49	43	47	49	47	56	50	0	0	303	289	592
TALOFOFO	30	19	25	23	19	22	22	19	26	16	23	18	0	0	145	117	262
TAMUNING	0	0	0	0	66	57	67	54	64	56	53	58	0	0	250	225	475
WETTENGEL	55	67	65	62	63	65	59	57	79	75	69	68	0	0	390	394	784
H.S. TRUMAN	0	0	0	0	93	57	79	67	72	58	62	61	0	0	306	243	549
YIGO	56	60	74	69	75	82	72	75	74	71	72	62	0	0	423	419	842
L.B. JOHNSON	59	70	77	67	0	0	0	0	0	0	0	0	0	0	136	137	273
BRODIE MEMORIAL	0	0	0	0	0	0	0	0	0	0	0	0	41	28	41	28	69
HARMON LOOP	56	52	60	64	58	46	73	57	67	52	54	77	0	0	368	348	716
J.Q. SAN MIGUEL	53	36	46	42	61	41	46	34	44	47	54	33	0	0	304	233	537
FINEGAYAN	104	92	110	102	106	99	87	117	100	95	89	87	0	0	596	592	1188
M.U. LUJAN	68	68	78	70	51	69	60	59	74	48	57	51	0	0	388	365	753
SUB TOTAL	1205	1063	1237	1177	1142	1049	1139	1088	1132	1049	1062	989	41	28	6958	6443	13401
GRAND TOTAL		2268		2414		2191		2227		2181		2051		69		13401	

ESER0990

SOURCE: Elementary School Principals

MATERIALS AND EQUIPMENT

Elementary Physical Education

\$ 468,231.00

ELEMENTARY SCHOOLS	09/30/90 STUDENT ENROLLMENT (Regular/Special)	HEADSTART ENROLLMENT	TOTAL ENROLL.	\$34.03 PER STUDENT RATIO
AGANA HEIGHTS	401	20	421	\$14,327.00
AGAT	801	20	821	\$27,939.00
UPI	778	20	798	\$27,156.00
CARBULLIDO	485	0	485	\$16,505.00
ORDOT/CHALAM PAGO	350	0	350	\$11,911.00
M.A.ULLOA	1,128	20	1,148	\$39,066.00
F.Q. SANCHEZ	122	0	122	\$ 4,152.00
INARAJAN	336	20	356	\$12,115.00
MERIZO	271	20	291	\$ 9,905.00
P.C. LUJAN	605	60	665	\$22,630.00
PRICE	723	0	723	\$24,604.00
J.P. TORRES	361	40	401	\$13,646.00
C.L. TAITANO	592	0	592	\$20,146.00
TALOFOFO	262	20	282	\$ 9,597.00
TAMUNING	475	20	495	\$16,885.00
WETTENGEL	784	20	804	\$27,360.00
H.S. TRUMAN	549	0	549	\$18,683.00
YIGO	842	0	842	\$28,653.00
L.B. JOHNSON	273	17	290	\$ 9,869.00
BRODIE MEMORIAL	69	0	69	\$ 2,348.00
HARMON LOOP	716	0	716	\$24,366.00
J.Q. SAN MIGUEL	537	0	537	\$18,274.00
FINEGAYAN	1,188	20	1,208	\$41,108.00
M.U. LUJAN	753	40	793	\$26,986.00
TOTALS:	13,401	357	13,758	\$468,231.00

BOARD POLICY:

PRIMARY LEVEL (1-3) INSTRUCTIONAL TIME BLOCK

<u>Subject</u>	<u>Minutes Per Week</u>
1. Language Arts (Reading, Spelling, Phonics, Writing)***	600
2. Mathematics	250
3. Social Studies	150
4. Science	150
5. Physical Education/Health	125
6. Music/Art	125
7. Chamorro	<u>100</u>
TOTAL INSTRUCTIONAL TIME:	1,500

INTERMEDIATE LEVEL (4, 5) INSTRUCTIONAL TIME BLOCK

<u>Subject</u>	<u>Minutes Per Week</u>
1. Language Arts (Reading, Spelling, Phonics, Writing)***	600
2. Mathematics	250
3. Social Studies	140
4. Science	140
5. Physical Education/Health	110
6. Music/Art	110
7. Chamorro	<u>150</u>
TOTAL INSTRUCTIONAL TIME:	1,500

***It is strongly recommended that reading and writing skills be taught in content areas to reduce reading and writing problems that hinder the grasp of content.

ADOPTED: BOARD OF EDUCATION 12/19/83

AGREEMENT BETWEEN THE
TERRITORIAL BOARD OF EDUCATION

AND THE

GUAM FEDERATION OF TEACHERS

LOCAL 1581, AFT, AFL-CIO

FOR

TEACHERS



ANITA A. SUKOLA
Director of Education

OFFICE OF THE DIRECTOR
DEPARTMENT OF EDUCATION
GOVERNMENT OF GUAM
P.O. BOX DE
AGANA, GUAM 96910
TEL: 472-8901/2/3/4



Deputy Director

February 5, 1991

Senator Joe. T. San Agustin
Chairperson, Committee on Education
Twenty-First Guam Legislature
162 Chalan Santo Papa
Agana, Guam 96910

Dear Senator San Agustin,

Thank you for allowing us to testify on Bill No. 5: AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES K THROUGH 5 AND TO MAKE AN APPROPRIATION TO FUND FIFTY-TWO FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM.

While we support the intent of the bill, we do not support the proposed legislation as written. Please allow us to reiterate our stance offered to a similar bill publicly heard this past November. Revitalizing physical education at the elementary level is a priority within the Department of Education. Physical education is one of seven critical content areas that are currently integrated into the kindergarten through fifth grade curriculum. This area is certainly reflected in the K-3 Integrated Curriculum and the 4-5 Integrated Curriculum Draft. We agree with your intent to commit greater resources to insure physical education receives the priority it deserves. We are not in favor of creating an additional "pull-out" program for physical education that would be the result of adding 52 positions.

There are several reasons why physical education may not be highly visible at the elementary level. Facilities, equipment, our environment, and inservice training are major areas that need attention. The Department of Education would eagerly welcome the proposed \$1,652,715.52 to be spent solely for the enhancement of physical education at the elementary level. Rather than allocating physical education teachers for each school, additional itinerant teachers should be hired to facilitate the implementation of the existing curriculum. We would like to work closely with you and your staff to determine the number of specialist positions needed to adequately provide these services. The physical education resource specialists would provide services to the various schools. Physical education resource specialists would be responsible for helping the "regular" classroom teachers plan, implement, and



Commonwealth Now!

evaluate physical education activities in line with their planned integrated teaching unit. It is the responsibility of the "regular" classroom teacher to implement the activities.

The National Diffusion Network of Educational Programs has identified several programs that have been found to be effective in teaching physical education at the various grade levels in various program structures across the nation. We can take advantage of the inservice opportunities offered by the National Diffusion Network and have the physical education resource specialists be the ones to receive the training and then, in turn, inservice the other teachers. Physical education resource specialists would plan special activities such as playday, water day, or intramural sports activities and provide additional training for the "regular" classroom teacher. Overall, however, they would ensure that physical education activities occur on a daily basis.

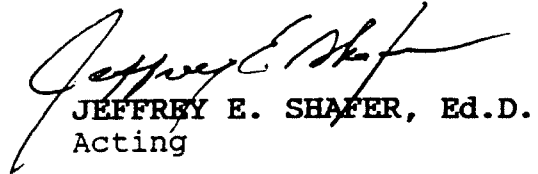
We believe that physical education, along with art and music, are major vehicles for learning the other content areas. We would appreciate similar consideration for the art and music content areas. Presently, the DOE GFT Board-Union Contract requires that the Department develop and expand the elementary art, music, and physical education program. On page 69 of the contract, it is described how the primary function of a specialist in each of these areas will be "to assist the schools and demonstrate to the classroom teachers in the teachers' classrooms and with the teachers' classes, methods which fulfill the approved curriculum." At the same time, DOE's Board Policy 346 describes how many minutes per week should be allotted to each content area. As we continue to add additional courses and programs, serious consideration will need to be given to lengthening the school day to accommodate these priorities. This way, special activities, such as playday, water day, intramural activities, would not take away from the precious time needed for direct instruction within all the mandated content areas.

We are proposing that flexibility be allowed to determine how the total appropriation is broken down and spent. We ask that Bill No. 5 be tabled for 60 days to allow us time to present to this body revised language which will fit with our current programming efforts. This would allow adequate planning time to ensure the incorporation of previously funded efforts such as an elementary swimming program, a traveling art/music/adaptive physical education program to serve the physically disabled, an adaptive aquatics program, an elementary softball program, and an island-wide elementary playday.

The Department of Education agrees physical fitness, which is essential to good health, is an important factor in improving the quality of life for all. Physical education is currently taught at the elementary level. We are committed to expanding physical education activities and look forward to receiving the necessary

resources to be able to accomplish this mission. Accomplishing the goals and objectives in this area will require the proposed additional funding. We are confident we can count on your support.

Thank you.



JEFFREY E. SHAFER, Ed.D.
Acting

BOARD POLICY:

PRIMARY LEVEL (1-3) INSTRUCTIONAL TIME BLOCK

<u>Subject</u>	<u>Minutes Per Week</u>
1. Language Arts (Reading, Spelling, Phonics, Writing)***	600
2. Mathematics	250
3. Social Studies	150
4. Science	150
5. Physical Education/Health	125
6. Music/Art	125
7. Chamorro	100
TOTAL INSTRUCTIONAL TIME:	1,500

INTERMEDIATE LEVEL (4, 5) INSTRUCTIONAL TIME BLOCK

<u>Subject</u>	<u>Minutes Per Week</u>
1. Language Arts (Reading, Spelling, Phonics, Writing)***	600
2. Mathematics	250
3. Social Studies	140
4. Science	140
5. Physical Education/Health	110
6. Music/Art	110
7. Chamorro	150
TOTAL INSTRUCTIONAL TIME:	1,500

***It is strongly recommended that reading and writing skills be taught in content areas to reduce reading and writing problems that hinder the grasp of content.

ADOPTED: BOARD OF EDUCATION 12/19/83

SUGGESTED PHYSICAL EDUCATION ACTIVITIES AT THE ELEMENTARY SCHOOLS

Level I K - 2				
MOVEMENT EDUC	GAMES	TEAM	INDIV/DUAL	ADAPTED PE
Body Awareness Space Awareness Quality of Movements Relationships	-Tag, running, dodging -Locomotor skills -Object handling skills -Manipulatory skills		Gymnastics -Tumbling -Balancing -Stunts -Apparatus Rhythm -Creative Fitness	Personaliz Developmen correctiv activitie
Level II 3 - 4				
MOVEMENT EDUC	GAMES	TEAM	INDIV/DUAL	ADAPTED PE
Same as Level I	-New Games- Cooperative group games Invented games		Same as Level I Add: Rhythms Dances Folk, Square Creative Drownproofing	Personaliz Developmen correctiv activitie
Level III 5 - 6				
MOVEMENT EDUC	GAMES	TEAM	INDIV/DUAL	ADAPTED PE
Same as Level I Refine skills	Same as Level II	Lead-up to Softball Basketball Flag Football Volleyball Soccer	Same as Level I & II Add: Rhythms Dances Social Track & Field Aquatics	Personaliz Developmen correctiv activitie

The
K - 3
INTEGRATED
CURRICULUM

Handwritten note:
Copy



Division of Curriculum and Instruction

Department of Education

Agana, Guam

KINDERGARTEN

PHYSICAL EDUCATION

Physical education provides the student's foundation to move effectively and efficiently in the world around them.

The Physical Education tasks include:

LOCOMOTOR SKILLS

1. Perform simple fine and gross motor activities.
2. Perform perceptual motor skills.
3. Maintain balance in a variety of movements.

NONLOCOMOTOR AND MANIPULATIVE SKILLS

1. Turn.
2. Twist.
3. Sway.
4. Bend.
5. Pull.
6. Push.
7. Stretch.

PHYSICAL FITNESS ACTIVITIES

1. Perform short distance shuttle run.
2. Perform various aerobic activities.
3. Perform various activities that require flexibility.

RHYTHMIC DANCE AND MOVEMENT SKILLS

1. Perform locomotor and nonlocomotor skills and movement to music.
2. Perform various activities with rhythm instruments.
3. Perform simple stunts.

LEISURE AND RECREATION ACTIVITIES

1. Follow rules and instruction of the games.
2. Demonstrate various skills which have a carry-over value to other activities.
3. Participate in school recreational activities.
4. Participate in problem solving activities.

PHYSICAL EDUCATION

While physical fitness and human movement is vital to life, it enhances the enjoyment of leisure time. Physical education fosters a sound mind, sound body, and socially acceptable traits wanted in all citizens.

The Physical Education tasks include:

LOCOMOTOR SKILLS

1. Perform fine and gross motor activities.
2. Perform combination of fine and gross motor activities.
3. Perform lateral movement.
4. Change directions while moving.
5. Maintain balance in a variety of movements.
6. Move identified body parts.
7. Use physical movements to act out people, places, things.

NONLOCOMOTOR AND MANIPULATIVE SKILLS

1. Perform activities while stationary.
2. Strike a moving object with a body part.
3. Catch a moving object while stationary.
4. Strike a stationary object with an instrument.

PHYSICAL FITNESS SKILLS

1. Perform short distance shuttle run.
2. Perform various agility exercises.
3. Perform various exercises which require strength and/or flexibility.
4. Perform aerobic activities.
5. Use proper body alignment while executing specific fitness exercises.

RHYTHMIC DANCE AND MOVEMENT SKILLS

-
1. Perform locomotor and nonlocomotor movement.
 2. Perform various activities with rhythm instruments.
 3. Create rhythmic movement.
 4. Move to different beats.
 5. Demonstrate proper balance while performing stationary and movement skills with music.

SPORTSMANSHIP

1. Demonstrate leadership.
2. Work as a team member.
3. Respect others.
4. Accept responsibility.
5. Interact positively with other students.
6. Perceive his/herself as being capable.
7. Practice self-discipline and self-control.
8. Demonstrate an optimistic attitude.
9. Accept and adapt to change.
10. Show assertiveness.
11. Show empathy.

LEISURE AND RECREATION ACTIVITIES

1. Participate in school recreational activities.
2. Participate in group problem solving activities.
3. Perform in lead up (developmental) activities.
4. Initiate activities.

SECOND GRADE

PHYSICAL EDUCATION

Physical Education enables students to develop competence in fundamental skills of body management, rhythmic and dance skills, sports and recreational skills. These contribute to the growth, development, and general well being of the students.

The Physical Education tasks include:

LOCOMOTOR

1. Perform combination of fine and gross motor activities.
2. Perform lateral movement.
3. Change directions while moving.
4. Maintain balance in a variety of movements.
5. Move identified body parts.
6. Move body in imaginary activities.

NONLOCOMOTOR AND MANIPULATIVE SKILLS

1. Perform activities while stationary.
2. Strike a moving object with a body part.
3. Catch a moving object while stationary.
4. Strike a stationary object with an instrument.

PHYSICAL FITNESS SKILLS

1. Perform short distance shuttle run.
2. Perform various agility exercises.
3. Perform various exercises which require strength and/or flexibility.
4. Perform aerobic activities.
5. Use proper body alignment while executing specific fitness exercises.

RHYTHMIC DANCE AND MOVEMENT SKILLS

1. Perform locomotor and non-locomotor movement.
2. Perform various activities with rhythm instruments.
3. Create dance movement.
4. Move to different beats.
5. Synchronize body movements with rhythmic sequences.
6. Demonstrate proper balance while performing stationary and movement skills with music.
7. Demonstrate proficiency in handling objects and movement to music.
8. Distinguish between even and uneven rhythm.

SPORTSMANSHIP

1. Demonstrate leadership.
2. Work as a team member.
3. Respect others.
4. Accept responsibility.
5. Interact positively with other students.
6. Perceive his/herself as being capable.
7. Practice self-discipline and self-control.
8. Demonstrate an optimistic attitude.
9. Accept and adapt to change.
10. Show assertiveness.
11. Show empathy.

LEISURE AND RECREATION ACTIVITIES

1. Participate in school recreational activities.
 2. Participate in group problem solving activities.
 3. Perform lead up (developmental) games.
 4. Initiate activities.
-

GRADE THREE

PHYSICAL EDUCATION

Physical education contributes to the development of the whole person.

The Physical Education tasks include:

LOCOMOTOR SKILLS

1. Perform lateral movement.
2. Change directions while moving.
3. Maintain balance in a variety of movements.
4. Move identified body parts.
5. Move body in imaginary activities.

NONLOCOMOTOR AND MANIPULATIVE SKILLS

1. Perform activities while stationary.
2. Strike a moving object with a body part.
3. Catch a moving object while stationary.
4. Strike a stationary object with an instrument.

PHYSICAL FITNESS SKILLS

1. Perform short distance shuttle run.
2. Perform various agility exercises.
3. Perform various exercises which require strength/flexibility.
4. Perform aerobic activities.
5. Use proper body alignment while executing specific fitness exercises.

RHYTHMIC DANCE AND MOVEMENT SKILLS

1. Create dance movement.
2. Create rhythmic movement.
3. Move to different beats.
4. Synchronize body movements with rhythmic sequence.
5. Demonstrate proper balance while performing stationary and movement skills with music.
6. Demonstrate proficiency in handling objects and movement to music.

SPORTSMANSHIP

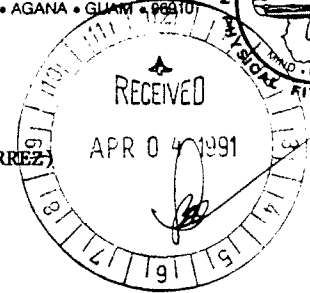
1. Demonstrate leadership.
2. Work as a team member.
3. Respect others.
4. Accept responsibility.
5. Interact positively with others.
6. Perceive his/herself as being capable.
7. Practice self-discipline and self-control.
8. Demonstrate an optimistic attitude.
9. Accept and adapt to change.
10. Show assertiveness.
11. Show empathy.

LEISURE AND RECREATION ACTIVITIES

1. Participate in school recreational activities.
 2. Participate in group problem solving activities.
 3. Perform in lead up (developmental) activities.
 4. Initiate activities.
-



TESTIMONY ON BILL NO. 5
INTRODUCED BY
(SENATORS AGUON, SHIMIZU AND GUTIERREZ)
BY
PATRICK M. WOLFF, CHAIRPERSON
GOVERNOR'S FITNESS COUNCIL



I support Bill No. 5 both in its intent and its approach. I agree with the Legislature findings and believe that placing certified physical education teachers into our elementary schools is the best way to address the problem of low fitness levels of our grade school children.

If we cannot afford fifty-two (52) positions (two per elementary school) at this time, I would be pleased to see twenty-six (26) budgeted slots (one per school) for the present.

Recruiting fifty-two (52) elementary physical education teachers might be a problem in the short-term, but this would be addressed in the long-term by the established of a P.E. Major at the University of Guam. Currently University of Guam students can take P.E. courses, but cannot get a Bachelor's Degree in that subject. In the interim, I recommend hiring persons with physical education or recreation majors on a limited term basis, they would be permanize upon completion of teacher certification requirements.

Our Governor's Council on Physical Fitness and Sports was not consulted prior to the drafting/submission of Bill No. 5 about any of the provisions therein, not even the provisions which mention us. It is flattering to be recognized by this Bill as an entity with an impact role to play (we welcome such distinction and see it as a legitimate opportunity) but it should be pointed out that our Fitness Council has no budget nor paid staff to carry out the mandate indicated in this Bill. It is indeed the role of our Fitness Council (not the Department of Education) to help "establish the best course for our government to follow in promoting, setting guidelines for, and insuring good health for our young people through physical experience" and to "prepare guidelines for all citizens including special population groups such as the elderly and the disabled."

Our Fitness Council is already intimately involved in drafting physical fitness guidelines for the Year 2000 for our territory.

As Chairperson of our Fitness Council, I have been working with Governor Joseph Ada and Congressman Ben Blaz in trying to arrange for Arnold Schwarzenegger to come to Guam. Appointed by President Bush as Chairman of the President's Fitness Council, Arnold has been visiting the various States (12 already) to promote daily physical education in schools. When Arnold comes to Guam (I am optimistic that he will come) he will want to meet with all those senators who have a genuine interest in the physical fitness of our school children from those senators who wish to be included in that session with Arnold Schwarzenegger.

Some fitness testing data on the middle school and high school levels because we have physical education-trained teachers to do the testing. Placing at least one P.E. teacher in each elementary school would put us in a position to begin gathering similar data on the K-5 level. While it would be possible to train non-P.E. trained elementary teachers to do fitness testing it would necessitate a workshop of approximately two days to do it properly. There is also some basic equipment which is necessary for such testing.

We have a limited data sample from Tamuning Elementary School as a result of a cooperative arrangement which I developed between Principal Bernadette Camacho and U.O.G. Physical Education Department Chairperson, Jay Seay. A pre-test was given in the fall, but only for fifth graders. The post-test is planned for late in the Spring '91. If we had physical education teachers in our elementary schools, they would prescribe physical activities to remedy our children's areas of weakness as shown on these tests.

As a concerned parent of a Tamuning Elementary 5th grader, I volunteered to do something about the lack of physical activity in school. I organized a softball program for all the six 5th grade classes for Friday afternoons as well as a badminton program for my son's class only. This experience taught me three things:

1. Our schools kids love any opportunity for physical exercise...even if it is under the noon day sun.
2. Our elementary school teachers, with unanimous accord, welcomed the help of anyone who could assist with physical education offering for the children.
3. Contrary to the negative stereotype held by some, physical education need not be boring nor shouldn't focus on elite athletes. The best physical education programs emphasize participation and life-long health fitness skills and attitudes.

It is true, as Department of Education's Jeff Schafer pointed out in his testimony (at the public hearing) on Bill No. 5 that we have problems with elementary-level facilities and the maintenance of same. However, we must start somewhere and stop making excuses for our inaction. By our inaction (sedentary lifestyles), we literally kill ourselves with heart disease and other preventable diseases. Most state-side elementary schools, like Guam, have no gymnasium or locker rooms but they make provision within the curriculum for some physical education offerings.

Mr. Schafer's idea of itinerant P.E. teachers making the rounds of assigned schools is an option I'd consider an improvement on what we have presently, though it is not the best plan from the perspective of the physical well-being of our children.

I do not see the necessity of lengthening the school day; we can and must include physical education without aggravating the Union (Guam Federation of Teachers) in that way.

Do not allow Department of Education to complicate the physical education issue by bringing in extraneous issues like music and art.

While Mr. Schafer says, "Physical education is currently taught at the elementary level," he has no data to prove that quality physical activity is occurring apart from a few isolated instances. Whereas a P.E. curriculum exists neither DOE nor the school Board have mandated that it be implemented. Thus, it is left to the discretion of individual elementary teachers to fit it in as they see fit; in most classes quality physical education time is a rarity indeed.

I am encouraged by Jeff Schafer's statement that DOE is "committed to expanding physical education activities" at the elementary level.

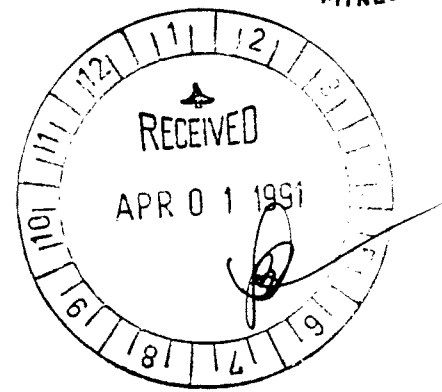
Our Governor's Fitness Council stands ready to support any improvement on the quantity and quality of physical education in our elementary schools.

Let us act now. There is no better time than the present when fitness is trendy and exercise scientifically linked to disease prevention.

ATTORNEY • PATRICK M. WOLFF • CHAIRMAN
646-8773 • 646-1527 • 472-4248
P.O. BOX CE • AGANA • GUAM • 96910



Handwritten signatures and initials, including 'M.A. San Agustin' and 'M.W.'.



26 March 1991

The Honorable Joe T. San Agustin
Speaker
Twenty-First Guam Legislature
Agana, Guam

Dear Speaker San Agustin:

I recently returned from the Annual Meeting of the National Association of Governor's Council on Physical Fitness and Sports. N.A.G.C.P.F.S. and several other large professional organizations have endorsed daily physical education for all school children. The enclosed brochure helps explain the reasons you should act now to require physical education in Guam's elementary school.

Sincerely,

Handwritten signature of Patrick M. Wolff

PATRICK M. WOLFF

Enclosure.

IT'S
TIME
TO
STOP
SHORTCHANGING
OUR
CHILDREN

*Making the Case for
Daily Physical Education*

AMERICAN ALLIANCE
*for Health, Physical Education,
Recreation and Dance*

.....
1900 Association Drive
Reston, Virginia 22091



Physical Education A Vital Part of a Complete Education

Children should have a *complete* education. Everyone agrees.

But while schools concentrate on academic subjects, they all too often fail to require that children be *physically* educated as well.

The simple fact is — there are not enough daily physical education programs to teach our children how to be healthy and physically fit for life.

Physical education has often been forgotten or overlooked. Adequate funding to support quality programs on a daily basis has been missing. And today the evidence is clear: This lack of daily programs is denying our children the complete education they need to be fit to achieve.

Children are missing out on the important benefits of physical education. Like physical fitness. Better academic performance. More self confidence and self discipline. Better judgment. Healthier lifestyles. In short, all the physical, mental, psychological and social benefits that physical education can bring.

All over the country, concerned parents, teachers, and policy-makers are joining with physical educators, working together to ensure that our children are not deprived of the complete education they need to be fit to achieve.

cut benefits of daily physical education — to make sure that our children are fit to achieve.

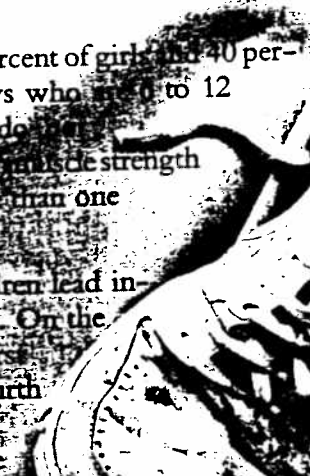
This brochure explains how you can join this partnership and help make certain our children get a *complete* education.

It's time to stop shortchanging our children.

Our Children Are Missing Out

Recent studies have shown that the vast majority of America's children and youth are not physically fit. And more tragically, they are not getting enough physical education to understand *how* and *why* to keep themselves healthy and fit for life.

The end result? Alarming statistics like these:

- Nearly 40 percent of children age five to eight have health conditions that significantly increase their risk of early heart disease. Obesity. High blood pressure. Inactive lifestyles. And more.
 - Some 70 percent of girls and 40 percent of boys who are 6 to 12 years old do not have enough muscle strength to do more than one pull-up.
 - Most children lead inactive lives. On the average, first through fourth graders watch more
- 

than two hours of television on school days, and close to three-and-a-half hours on weekend days.

- ▢ Nutrition experts agree that children generally have unhealthy diets. They eat too many foods high in cholesterol, fat, sodium, sugar and calories.

Quality physical education programs offered on a daily basis can help begin to reverse these statistics.

The Lack of Physical Education Programs: A Crisis of Neglect?

The many benefits of physical education make a strong case for daily instruction in the schools. And certified physical education teachers have the knowledge and skills to do the job every day.

But something vital is missing: Time. The sad truth is, these professionals can't do what they do best if they don't see students daily. Most states don't mandate enough physical education to be beneficial to our children.

- ▢ Only one state requires all students in kindergarten through 12th grade to take physical education every day.

- ▢ Only 10 percent of the states require elementary school students to take 30 minutes of physical education — the minimum daily recommendation.

- ▢ Only 8 percent of the nation's high

school students to take the minimum daily recommendation of 50 minutes.

- ▢ Only 12 percent require high school students to take physical education for all four years; 44 percent require it for only one year.

Congress is so concerned that children aren't receiving enough physical education that it recently passed the National Physical Education Resolution. In this landmark document, Congress urges state and local education officials to require that every student have a daily, high-quality program from kindergarten to 12th grade.

Pediatricians are also concerned. In 1987, the American Academy of Pediatrics issued a position statement supporting physical education and fitness that encouraged pediatricians to appeal to local school boards to increase quality programs.

Parents are becoming increasingly concerned, too, as awareness of the problem grows. But action is needed soon.

The Solution: Make and Better Programs

All over the country, parents, members of Congress, pediatricians, legislators, teachers, school board members and others are coming together

to demand that our children have the opportunity to be healthy and fit for life.



The case for physical education is obvious. The need is imperative. Without a quality daily physical education, our next generation of children will be no better off. It's time to reverse the trend. It's time to demand a complete education for today's children — and tomorrow's.

What Is A Quality Physical Education Program?

Quality daily physical education programs help children learn how to gain the stamina and knowledge they need to accept and carry out the roles and responsibilities they will assume in school, in college, and in life. A quality physical education program

- Is taught every day, so children can participate in all the activities and instructions that are necessary for a quality education.
- Is taught by a certified physical education teacher.
- Provides a logical progression in skill development, from kindergarten through 12th grade.
- Provides children with a basic understanding of their own bodies, to give them insight into their own growth and maturation.
- Allows them to participate and succeed at their own level, even if they may have mental or physical disabilities.

▫ Encourages them to enjoy using the skills and knowledge they develop in class.

A quality program also needs to offer a variety of activities. While there's no single list of activities that every program must use, quality physical education programs provide:

- Aerobic exercises that improve children's cardiovascular fitness (at least three times a week for 20 minutes).
- Exercises that improve strength and flexibility (at least three times a week).
- Sports, games, dancing and other activities that teach coordination and motor skills.
- Instruction that shows how physical education can improve children's personal health and emotional well-being.

It's time to stop shortchanging our children. It's time to give them quality physical education programs every day, so they get the complete education they deserve.

Our Children Need Our Help

Our children need our help today so they can have a healthier future. All of us have a part in our own programs.

Here's what you can do:

1. Talk with their children's physical education teachers. Parents

Physical Education: The Physical Benefits

A daily physical education program helps children *physically*. Here are some of the things a quality program does.

1. *Reduces the risk of heart disease.* Physical education can counteract the four major risk factors of coronary heart disease: Obesity. Inactivity. High blood pressure. And high cholesterol levels.

2. *Improves physical fitness.* A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio) and cardiovascular endurance.

3. *Makes bones stronger.* Regular physical activity increases bone density to create stronger bones and reduce the risk of osteoporosis, and improves posture.

Helps in weight regulation. A good program can help children regulate their weight by burning calories, toning their bodies, and improving their composition.

5. *Improves lifestyle.* Sports and physical education programs help children develop a healthy lifestyle.

...to provide more and better classes. ...the support of other parents, teachers and school administrators. Parents should ...PTA meetings, parent-teacher conferences or back-to-school nights to gain the support of school officials, faculty and other parents.

3. *Make their concerns known to the people in their state who set school policy.* Parents should call or write their state board of education, state superintendent of education, school board members and state legislators. These decision makers are important to them. Parents should use their influence as constituents and taxpayers.

Here, school officials can do education. The state board of education, school board members and state legislators. These decision makers are important to them. Parents should use their influence as constituents and taxpayers.

2. *Find out what physical education programs are available in your community.* ...in your community. ...physical education programs are available in your community.

1. *Consider the benefits to your program.* ...benefits to your program. ...consider the benefits to your program.

Physical Education: The Mental Benefits

A daily physical education program helps children mentally. Here are some of the things a quality program does.

1. Improves academic performance.

Studies have shown that, when all else is the same, children who participate in physical education classes tend to get higher grades than children who don't.

2. Increases interest in learning.

Regular physical activity makes children more alert and more receptive to learning new things.

3. Improves judgment.

Physical education helps children develop the capacity to solve problems. They learn to take responsibility for their classmates' safety. Assume leadership in team decisions. Accept moral responsibility for actions towards their teammates. And develop a sense of fair play.

4. Promotes discipline.

A quality physical education program teaches children they are responsible for their own health. They learn to have control of their own actions.

5. Encourages setting goals.

Physical education gives children the time and encouragement they need to set and achieve goals.

Physical Education: The Psychological and Social Benefits

A daily physical education program helps children psychologically and socially. Here are some of the things a quality program does.

1. Improves self-confidence and self-esteem.

Physical education instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent and self-controlled.

2. Provides an outlet for stress. Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.

3. Strengthens their peer relationships. Physical education can be a major force in helping children socialize with others more successfully. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of fitting in.

Children learn the basic skills they'll need in physical education, which makes it easier to learn.

Physical education reduces the risk of depression. A quality program makes children more optimistic.




Mr. Chairman and Members:

Feb. 8, 1991

Bill #5 is a very fine bill and I hope it turns into law. For several years a real P.E. program in the elementary public schools has been minimal. This bill will rectify that.

I noticed in the Legislative Findings of this bill that obesity and cholesterol were mentioned. Perhaps in addition to P.E. the legislature should look into what the school lunch program is feeding our children.


Conrad Stinson
Teacher - JFK

Bill 5

• Testimony •

Please support this bill
but add swimming and
reassessment of school lunches,
increasing fresh local fruits. I
strongly support physical & health
education becoming a
mandatory part of the
elementary education of Guami
children.

Nigui Laya
Feb 8, 1991

SECOND GOVERNOR'S CONFERENCE ON HEALTH



ASSESSMENT OF 1990 OBJECTIVES WORKING PAPERS

*Del Basas
copy*

PACIFIC STAR HOTEL

October 15-16, 1990

WORK GROUP MEMBERS

Focus Area: Physical Fitness & Exercise

Facilitator: Bernadette J. Provide
Health Educator
Department of Public Health & Social Services

Members: Delfina Basa
Curriculum/Instruction
Department of Education

Anne Cruz
Chief Physical Therapist
Guam Memorial Hospital

Joe Flores
Manager
Guam Athletic Club

Clarissa Guiterez
Health Education Administrator
FHP, Inc.

Bob Kelley
Supervisor, Division of Senior Citizens
Department of Public Health & Social Services

Dot Manibusan
Staff

Mona Roberts

Joe Mendiola
Recreation Supervisor
Department of Parks & Recreation

~~Dr. William~~ Seay
Chairman of Health, Physical Education & Dance
University of Guam

Sandra Shepard
Staff
Mona Roberts

PHYSICAL FITNESS AND EXERCISE

OBJECTIVE #1

By 1990, the proportion of children and adolescents, age 6-17, participating regularly in appropriate physical activities, particularly cardiorespiratory fitness programs should be greater than 50 percent.

HISTORY

The Territorial Board of Education Policy Sec. #34L approved on December 19, 1983 and issued on January 23, 1984.

At present the primary teachers are over burdened by classroom work and to include P.E. is another problem. Regular elementary school teachers were only required to take P.E. methods to comply with the board policy.

ASSESSMENT

Barriers: In 1986 the Department of Education initiated a softball skills activity out of twenty-three (23) elementary schools only eleven (11) participated and died out due to the transition of the Director of the Department of Education. Lack of money to support the continuity of the pilot program. Objective was not met.

Successes: The Department of Education, Division of Curriculum and Instruction completed the K-3 integrated curriculum and was piloted/approved by the Territorial Board of Education will be implemented SY 1990-91. Again the classroom teachers will be responsible for P.E. program.

May 1990 the Department of Education, Division of Curriculum and Instruction completed the 6th-12th integrated curriculum draft and currently being reviewed by the content area consultants. Projected date of completion SY 1991-92.

June 1990, advised by the Associate Superintendent for Elementary that art/music/P.E. pilot program will be implemented in six (6) elementary schools, two (2) north, two (2) central and two (2) south to comply with the Board/Union contract effective SY 1990-91. Art/Music got \$12,000 plus budget. To date P.E. seem to be a low priority every which way you look at this problem.

DISCUSSION & RECOMMENDATION

Based on the President's Council on Physical Fitness and sports survey information are as follows:

- Youth fitness in the U.S. has not improved in the last decade and in some cases has declined.
- Approximately 50% of girls ages 6-17 and 30% of boys ages 6-12 cannot run a mile in less than 10 minutes.

- 55% of girls ages 6-17 and 25% of boys ages 6-12 cannot do one pull-up.
- American children have become fatter since the 1960's.
- 40% of children ages 5-8 already show at least one heart disease risk factor (i.e. obesity, physical inactivity, elevated cholesterol, high blood pressure).
- Only 36% of America's school children in grades 1-12 are enrolled in daily physical education, but on Guam physical education is only offered in the middle and high schools.

A modern definition of good health goes far beyond the absence of disease. An essential element is physical fitness, a positive condition that encompasses flexibility, muscular strength and cardio-muscular endurance. Two physical fitness components are health related and the skill performance components.

Physical fitness is the product of several factors:

- Regular exercise
- Proper diet
- Good personal habits

Committee on fitness should address how to deal with specific problems like:

- Public information and promotion
- School programs
- Special population groups (Elderly, handicapped, regarded, etc.)
- Physical fitness research and evaluation locally
- Special projects like:

Governor's challenge and sports award program

Local physical fitness days or weeks

Awards for:

Outstanding achievement for individual,

Group, institutes, program and organization

- Survey fitness facilities and program
- Assessing fitness levels of various population groups
- Developing and supporting legislation to improve physical fitness/P.E. programs on Guam

Funding is the bottom line.

OBJECTIVE #2

By 1990, the proportion of children and adolescents, aged 6-17, participating in daily school physical education programs should be greater than 60 percent. This objective should include training for children on what constitutes proper exercise and other educational information on the benefits of life-long exercise.

HISTORY

To date the Department of Education, Division of Curriculum and Instruction had developed the curriculum for implementation in the school system. (Now all we need are certified P.E. teachers or minimum 18 credit hours of P.E. courses based on DOE's certification requirements.)

ASSESSMENT

Barriers: Due to lack of funding, certified physical educators are not able to implement DOE's curriculum.

DISCUSSION & RECOMMENDATION

1. Baseline data on the health related fitness level of school age children were made available in 1984 with the release of the First National Children and Youth Fitness Study, in 1985 with the Presidents Council on Physical Fitness and Sports School Population Fitness Survey, and in 1987 with the Second National Children and Youth Fitness Survey. Results from these studies have caused much public concern about the fitness of American youth. A summary follows:

- Body Fat Higher
- Daily P.E. taken by minority of students.
- Present P.E. programs have wrong emphasis.
- Cardiovascular exercise appropriate in only 50%.
- Students scoring higher are more active.
- Upper body strength poor for many.
- Flexibility better among girls than boys.
- Endurance low.
- No improvements since 1965.

2. Baseline data of Guam's school age population participating in physical activity/fitness is needed to determine success rate of physical education programs.

3. Schools represent the ideal setting for influencing the physical activity of children and teenagers.

Governor's Conference on Health Promotion/ Disease Prevention

Guam Health Objectives
for
1990 and Beyond

*Del Basas
copy*

A PRE-CONFERENCE REPORT

September 2-3, 1987
University of Guam,
Field House



PHYSICAL FITNESS AND EXERCISE

PROBLEM STATEMENT

Although the health benefits of regular physical fitness and exercise are not completely understood, the substantial physical and emotional benefits from regular exercise are recognized by all.

Regular, vigorous and prolonged physical activity is essential for an effectively functioning cardiorespiratory system. "Appropriate physical activity" is defined as exercise which involved large muscle groups (arms, legs) in dynamic movement for minimum periods of 20 minutes (preferably even longer), three or more days per week and performed at an intensity requiring a person's heart rate to increase by 60 percent. Additionally, exercise improves flexibility and muscular strength which may reduce the frequency of problems in these areas.

Many people on Guam live a fairly sedentary life. No statistics are available on the proportion of the population that exercises regularly. A conservative estimate of the number of American who regularly exercise has been set at 35 percent. The rate in Guam is certainly no higher and is quite probably lower.

Most people feel better physically and emotionally when they exercise. Appropriate physical activity is an essential part of weight reduction programs as well as in the treatment and control of chronic conditions. Exercise is recommended for conditions such as heart disease, high blood pressure, diabetes, osteoporosis, respiratory diseases, and stress related problems.

Although physical fitness and exercise activities have increased in recent years, awareness of the health benefits of regular exercise is limited. Implementation of the following objectives should result in increasing levels of physical fitness. This should help reduce heart and lung disease rates, reduced injuries among the elderly, and an enhanced sense of well being which may reinforce positive health behaviors in other areas.

STRATEGIES

Physical fitness goals and objectives for Guam fall into two categories: education and legislation. The most important challenge of the 1990 physical fitness goals and objectives is to increase the participation of Guam's citizens in appropriate health related fitness activities.

To meet this challenge, the major driving force should be an effective educational effort in the school system. Initial effort and resources should be allocated to the Department of Education to encourage children to participate in healthful exercises and fitness activities that would enable them to become healthy adults.

PHYSICAL FITNESS AND EXERCISE
WORKING GROUP MEMBERS

Del M. Basa (Facilitator)
School Program Consultant
Health/P.E.
Department of Education

Robert Wade
Member
Guam Running Club

Kathy Dummit
Health Educator
FHP

Dennis Zermeno
Administrator
Department of Parks of Recreation

Jewell Edney
Health Educator
Seventh-Day Adventist Clinic

Mariana Fernandez
Senior Center
SPIMA

James Gillan
Associate Administrator
Guam Memorial Health Plan

Marie V. Halloran, R.N.
Health Consultant

Frances R. C. Limtiaco, M.P.H.
Health Educator
Department of Public Health and
Social Services

Roger Michaels, M.D.
Family Practitioner
FHP

Dave Nelson
Special Services
COMNAVMAR

Lt. Col. Seifer
Director
Special Services
AAFB, Guam

Draft for Public Review and Comment

PROMOTING HEALTH/
PREVENTING DISEASE

YEAR 2000 OBJECTIVES
FOR THE NATION

PUBLIC HEALTH SERVICE
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

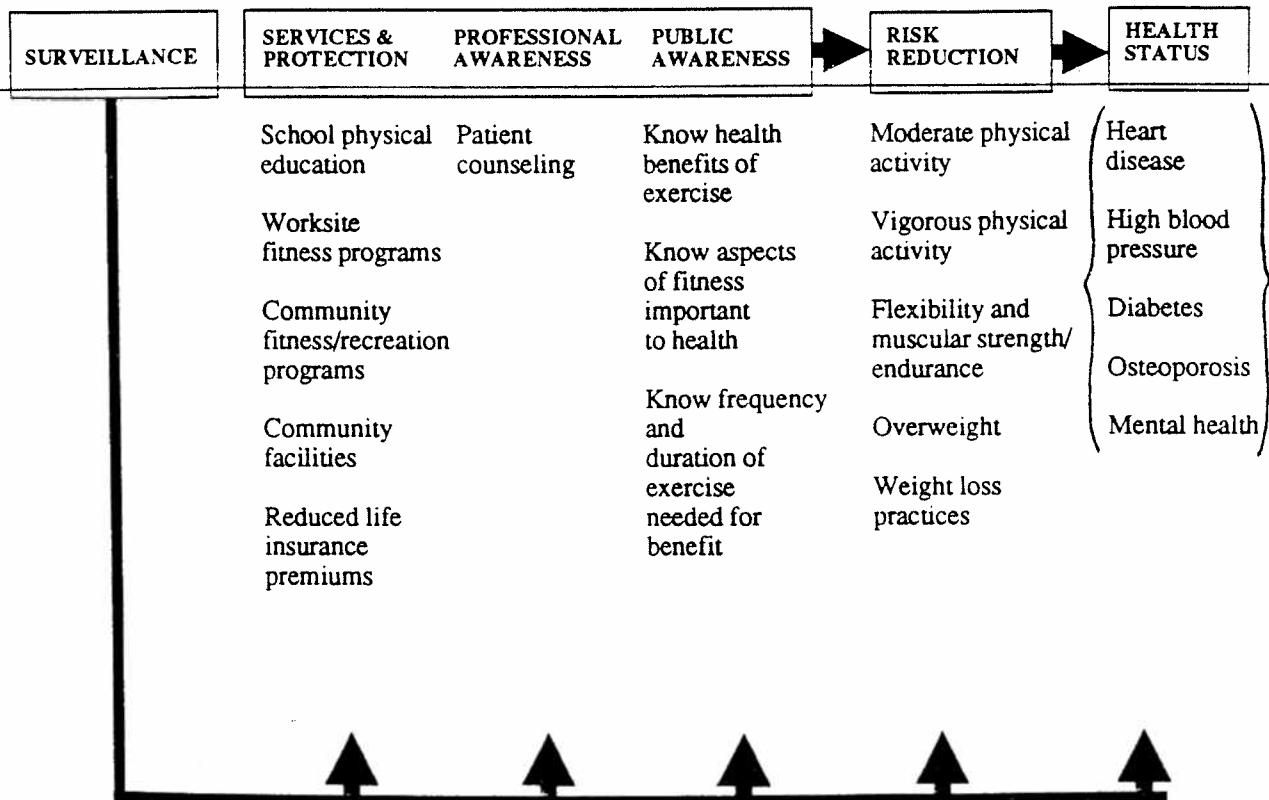
2. PHYSICAL ACTIVITY AND FITNESS

INTRODUCTION

Evidence of the health benefits of regular physical activity continues to mount. Regular physical activity can help to prevent coronary heart disease, hypertension, noninsulin dependent diabetes mellitus, osteoporosis, obesity, and mental health problems (mood, depression, anxiety, and self-esteem). Regular physical activity may also reduce the incidence of stroke and may help to maintain the functional independence of the elderly. On average, physically active people outlive those who are inactive.

Because coronary heart disease is the leading cause of morbidity and mortality in the United States, the potential role of physical activity in preventing coronary heart disease is of particular importance. Physical inactivity appears to be an independent risk factor for coronary heart disease with a relative risk of about 1.9. This means that physically inactive people are almost twice as likely to develop coronary heart disease as people who engage in regular physical activity. This relative risk is only slightly less than the relative risk for such well known risk factors as cigarette smoking, high blood pressure, and high blood cholesterol. Furthermore, there are more people at risk for coronary heart disease due to physical inactivity than for any other single risk factor. Thus physical inactivity may be the risk factor exerting the greatest impact on public health with respect to coronary heart disease. Evidence also suggests that those with other risk factors for coronary heart disease, such as obesity and hypertension, may particularly benefit from physical activity.

The Priority Area at a Glance . . .



Furthermore, increasing evidence suggests that moderate physical activity, below the level recommended for cardiorespiratory fitness, can have significant health benefits, including a decreased risk of coronary heart disease. Small differences in the physical activity level among the most inactive populations are associated with the largest magnitudes of risk reduction. Thus, the sedentary and least physically active segments of our population are likely to benefit most from becoming physically active. In this group, a small difference in activity level is associated with significant health benefits.

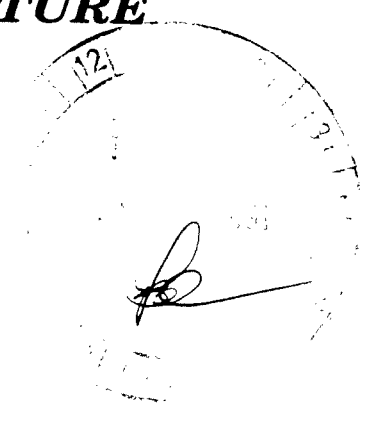
Unfortunately, few Americans engage in regular physical activity despite the potential benefits. Less than 10 percent of the U.S. adult population exercises at the level recommended by the 1990 national health objectives: "exercise which involves large muscle groups in dynamic movement for periods of 20 minutes or longer, 3 or more days per week, and which is performed at an intensity of 60 percent or greater of an individual's cardiorespiratory capacity." Less than half the adult population exercises 3 or more days per week for 20 minutes or longer regardless of intensity or dynamic movement of large muscular groups. The prevalence of physical inactivity increases with advancing age especially during adolescence and early adulthood, is slightly higher among women than men, and varies according to race, educational level, occupational status, and geographic location.

The year 2000 national health objectives for this priority area derive from the 1990 objectives for physical fitness and exercise. The content of the current objectives has been guided to a large extent by the concept of health-related fitness and by a growing appreciation of the benefits of moderate intensity physical activity. The health-related components of physical fitness include cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Existing scientific literature strongly supports the health benefits of cardiorespiratory fitness and body composition. Muscular strength and endurance and flexibility are included in the proposed new objectives because their importance is supported by professional judgment and an increasing amount of scientific support. Low to moderate intensity physical activities may provide a health benefit. In addition, some people may be more likely to adopt and maintain this level rather than a level of vigorous physical activities. Therefore, emphasis is placed on increasing moderate physical activity as well as vigorous physical activity.

Note: All rates are annual crude rates. References and bibliography will be included in the final edition.

SENATOR
HERMINIA D. DIERKING
TWENTY-FIRST GUAM LEGISLATURE

January 17, 1991

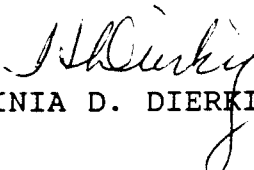


MEMORANDUM

TO: Chairperson, Committee on Education
FROM: Chairperson, Committee on Rules
SUBJECT: Referral - Bill Nos. 5, 13 and 37

The above Bills are referred to your Committee. Please note that the referrals are subject to ratification by the Committee on Rules at its next meeting.

Based on Section 6.04.06.02, Rule VI, of the Standing Rules, upon completion of your Committee findings, if favorable actions are recommended, please refer these Bills to the Committee on Ways and Means for their review of the appropriations requested.


HERMINIA D. DIERKING

Enclosures

cc: Committee on Ways & Means
(For Information Only)

- (B) BILL ✓
- (R) RESOLUTION
- (C) CONFIRMATION

COMMITTEE ON EDUCATION
 TWENTY-FIRST GUAM LEGISLATURE
 REGISTRATION OF WITNESSES FOR
 HEARING ON

BILL - 5 0900 AM
 FEB. 08, 1991
 DATE

AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES K THROUGH 5 AND TO MAKE AN APPROPRIATION TO FUND FIFTY-TWO FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM

NAME OF WITNESSES	REPRESENTING AGENCY DEPARTMENT, FIRM, ETC.	STATEMENT (WRITTEN or ORAL)	FAVOR	AGAINST
1. <u>C. STINSON</u>	<u>SELF</u>	<u>written/oral</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. <u>Pat M. Foga</u>	<u>DOE - SAC PE</u>	<u>oral</u>	<input checked="" type="checkbox"/> - ?	<input type="checkbox"/>
3. <u>Bernadette Prorido</u>	<u>Gov Council on Physical Education</u>	<u>oral</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. <u>Dr. William S. Jay</u>	<u>UOG</u>	<u>oral</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <u>Vivian GAYER</u>	<u>SELF & KIDS</u>	<u>ORAL</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <u>MICHAEL POLOREKI</u>	<u>DOE - PE TEACHER</u>	<u>ORAL</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. <u>Jeff Shaf</u>	<u>DOE</u>	<u>both</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. <u>Cliff Stearna</u>	<u>Self</u>	<u>oral</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
13. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
14. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
16. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

JAN 23 '91

Bill No. 5 (LS)
Introduced by:

J.P. AGUON
D.L.G. SHIMIZU
C.T.C. GUTIERREZ

AN ACT TO ESTABLISH AN ELEMENTARY LEVEL PHYSICAL EDUCATION PROGRAM WITHIN THE DEPARTMENT OF EDUCATION, TO DEVELOP A PHYSICAL FITNESS AND SPORTS PROGRAM FOR GRADES K THROUGH 5 AND TO MAKE AN APPROPRIATION TO FUND FIFTY-TWO FULLY CERTIFIED ELEMENTARY PHYSICAL EDUCATION TEACHER POSITIONS, EQUIPMENT AND MATERIALS FOR THE PROGRAM.

1 LEGISLATIVE FINDINGS: The Legislature finds that, based on the President's
2 Council on Physical Fitness and sports survey information, youth fitness in the United
3 States has not improved in the last decade and in some cases has declined. American
4 children have become fatter since the 1960s and 40% of all children ages 5 through 8
5 already show at least one heart disease risk factor such as obesity, physical inactivity,
6 elevated cholesterol or high blood pressure. Only 36% of America's school children in
7 grades 1 through 12 are enrolled in daily physical education. On Guam, physical
8 education is offered in the middle and high schools but elementary schools offer no
9 physical education program.

10 The Legislature further finds that an essential element of good health is not just
11 an absence of disease but is also physical fitness which is the product of several
12 factors including regular exercise. The good health of all of our people, especially our
13 children, is an important factor in improving the quality of life for all.

14 The Legislature therefore finds that the Department of Education should
15 implement a physical education program in the Elementary Schools beginning in the
16 next school year. The Legislature further finds that the Governor's Council on Fitness
17 and the Department of Education should be tasked with establishing the best course for
18 our government to follow in promoting, setting guidelines for, and insuring good health
19 for our young people through physical exercise. The Legislature further finds that the
20 Council, together with the Department of Education, should prepare guidelines for all

1 citizens including special population groups such as the elderly and the disabled.

2 BE IT ENACTED BY THE PEOPLE OF THE TERRITORY OF GUAM:

3 Section 1. The Department of Education is hereby required to implement a
4 Physical Education program for elementary grades beginning with School Year 1991-
5 1992.

6 Section 2. There is hereby appropriated from the General Fund to the Department
7 of Education the sum of \$1,652,715.52 (One Million Six Hundred Fifty Two Thousand
8 Seven Hundred Fifteen Dollars and Fifty Two Cents) for fifty-two (52) fully certified
9 elementary physical education teacher salaries, equipment and materials to implement
10 and cover costs for the first year of Elementary Physical Education.

11 Section 3. The Governor's Council on Fitness and the Department of Education
12 shall develop physical fitness guidelines for all citizens including school age children
13 and special population groups such as the elderly and the disabled.