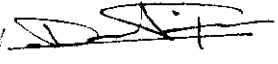


Refer
Legislative Secretary

MAY 15 1997

The Honorable Antonio R. Unpingco
Speaker
Twenty-Fourth Guam Legislature
Guam Legislature Temporary Building
155 Hesler Street
Agana, Guam 96910

OF	E OF THE LEGISLATIVE SECRETARY
ACKNOWLEDGMENT RECEIPT	
Received By	
Time	4:37pm
Date	5-15-97

Dear Speaker Unpingco:

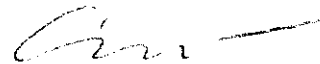
Enclosed please find a copy of Substitute Bill No. 179 (COR), "AN ACT TO AMEND §6103 AND §6104 OF CHAPTER 6 OF TITLE 17 OF THE GUAM CODE ANNOTATED, RELATIVE TO THE AGE AT WHICH CHILDREN MAY ENROLL IN SCHOOL.", which I have signed into law today as **Public Law No. 24-26**.

I reviewed the testimony of the many teachers and administrators involved in the field of education who testified favorably at the public hearing on this legislation prior to its passage. Making sure that Guam's children are mature enough to enter school on their first day will assist in setting a course of educational success for each and every child in Guam's public schools.

This legislation does not affect the age of entry into school for the private schools. The amendments are only relative to Department of Education students.


On a technical point, on Page 3, lines 22-25 through Page 4, lines 1-2, the language of the legislation appears to allow parents to retain their child at home for one more year even though the child may have already reached the age of 5 years by the start of the school year. The language does not restrict the option to delay the child's school entry date to those children who do **not** yet reach the age of 5 by the start of the school year **and** who nevertheless may reach the age of 5 within 125 days after the start of the school year.

Very truly yours,


Carl T. C. Gutierrez
Governor of Guam

Attachment 00209


cc: The Honorable Joanne M. S. Brown
Legislative Secretary

Office of the Speaker
ANTONIO R. UNPINGCO
Date: 5/15/97
Time: 1:57p
Rec'd by: 
Print Name: Charlene Duenas

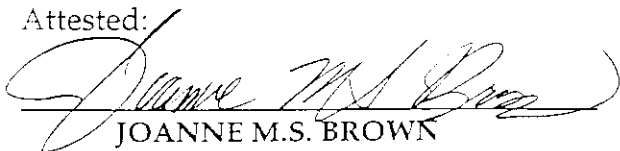
TWENTY-FOURTH GUAM LEGISLATURE
1997 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO THE GOVERNOR

This is to certify that Substitute Bill No. 179 (COR), "AN ACT TO AMEND §6103 AND §6104 OF CHAPTER 6 OF TITLE 17 OF THE GUAM CODE ANNOTATED, RELATIVE TO THE AGE AT WHICH CHILDREN MAY ENROLL IN SCHOOL," was on the 6th day of May, 1997, duly and regularly passed.




ANTONIO R. UNPINGCO
Speaker

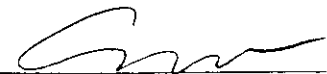
Attested:


JOANNE M.S. BROWN
Senator and Legislative Secretary

This Act was received by the Governor this 8th day of May, 1997, at 12:35 o'clock P.M.



Assistant Staff Officer
Governor's Office

APPROVED:


CARL T. C. GUTIERREZ
Governor of Guam

Date: 5-15-97
Public Law No. 24-26

TWENTY-FOURTH GUAM LEGISLATURE
1997 (FIRST) Regular Session

Bill No. 179 (COR)

As substituted by the Committee
on Education, and as further substituted
and amended on the floor.

Introduced by:

L. F. Kasperbauer
J. C. Salas
E. J. Cruz
T. C. Ada
F. B. Aguon, Jr.
E. Barrett-Anderson
A. C. Blaz
J. M.S. Brown
Felix P. Camacho
Francisco P. Camacho
M. C. Charfauros
W. B.S.M. Flores
Mark Forbes
A. C. Lamorena, V
C. A. Leon Guerrero
L. Leon Guerrero
V. C. Pangelinan
A. L.G. Santos
F. E. Santos
A. R. Unpingco
J. WonPat-Borja

AN ACT TO AMEND §6103 AND §6104 OF
CHAPTER 6 OF TITLE 17 OF THE GUAM CODE
ANNOTATED, RELATIVE TO THE AGE AT
WHICH CHILDREN MAY ENROLL IN SCHOOL.

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

3 Section 1. Legislative Findings. The Guam Legislature finds that
4 the Territory's existing statute regarding minimum school age eligibility
5 allows for premature entry of many of our children into school.

6 While recognizing that a child's age is but one (1) factor in
7 determining readiness for school, the Guam Legislature finds that, such
8 determination being under the Guam Legislature's purview, it is
9 compelled to address this important issue and raise the age at which
10 children may enter school. This action is supported by studies that show
11 direct correlation between the birth month of children and their
12 performance in school. Further, of the education professionals surveyed,
13 an overwhelming majority favor raising the minimum age at which
14 children may enter school. Also, this action of the Guam Legislature is in
15 support of Guam's Comprehensive Education Improvement Plan,
16 commonly known as, "Goals 2000," which plan states as its first goal,
17 "School Readiness." Goal 1 states, in part, "All children on Guam will start
18 school ready to learn." The Guam Legislature also recognizes that children
19 who demonstrate readiness should be given the opportunity to enter
20 school.

21 Section 2. Section 6103 of Title 17 of the Guam Code Annotated is
22 hereby repealed and re-enacted to read:

23 "Section 6103. Children who Have Reached the Age
24 of Five (5) Years Eligible to Attend. Any child whose fifth
25 birthday falls on or before the commencement date of classes

1 may, in such year, enroll in the kindergarten of any public
2 school within the Territory which he is otherwise eligible to
3 attend, except that any child whose fifth birthday falls within
4 one hundred twenty-five (125) days after the beginning date of
5 classes on the school calendar in the attendance area where
6 they live, and are designated to attend, may enroll in
7 kindergarten, subject to the approval of the principal of the
8 school pursuant to the policy mandated by Section 3 of this Act.

9 The effective date of this Section shall be the start of
10 school year 1998-1999."

11 **Section 3.** Section 6103.1 and Section 6103.2 of Title 17 of the
12 Guam Code Annotated are hereby added to read:

13 **"Section 6103.1. Policy and Procedures.** The Department
14 of Education shall, prior to the start of school year 1998-1999,
15 develop a policy and implement procedures by which children,
16 who will have reached the age of five (5) within one hundred
17 twenty-five (125) days after the beginning date of classes on the
18 school calendar in the attendance area where they live and are
19 designated to attend and whose parents or guardians so desire,
20 will be screened to determine readiness for school.

21 **Section 6103.2. Exception for the 1997-1998 School Year.**
22 Notwithstanding the provisions of §6102 of this Chapter, for
23 the school year 1997-1998, any parent, guardian or other person
24 having control or charge of any child who will reach the age of
25 five (5) years within one hundred twenty-five (125) days after

1 the beginning of classes, may, at his or her option, choose not to
2 send such child to school for that school year.”

3 **Section 4.** Section 6104 of Title 17 of the Guam Code Annotated is
4 hereby repealed and re-enacted to read:

5 “Section 6104. **Early Entrance Date; The Public**
6 **Schools: Gifted Children.** The Board shall establish
7 identification and enrollment policies for children who are
8 academically gifted. The policy shall provide that a child who
9 is academically gifted may be enrolled even though he has not
10 reached the age required by §6103 of this Title, but not lower
11 than age four (4) by the commencement date of classes of the
12 year the child is enrolled.”



Senator Lawrence F. Kasperbauer, Ph.D.
Chairman, Committee on Education

215-A Chalan Santo Papa, Suite 106-F • Ada's Commercial & Professional Center • Agaña, Guam 96910
Telephone 475-KIDS • FAX 475-2000

April 11, 1997

Honorable Antonio Unpingco
Speaker
Twenty Fourth Guam Legislature
Agaña, Guam

VIA: Chairman, Committee on Rules

Dear Mr. Speaker:

The Committee on Education to which was referred **Bill No. 179 AN ACT TO AMEND TITLE 17 SECTION 6103 AND 6104 RELATIVE TO THE AGE AT WHICH CHILDREN MAY ENROLL IN SCHOOL.** Wishes to report its findings and recommendations for passage of **Bill No. 179.**

The voting record is as follows:

To Pass	<u>11</u>
Not To Pass	<u>None</u>
Abstain	<u>None</u>
To Place in Inactive File	<u>None</u>

Attached are all pertinent documents for your review.

Lawrence F. Kasperbauer
LAWRENCE F. KASPERBAUER, Ph.D.

COMMITTEE ON EDUCATION
TWENTY-FOURTH GUAM LEGISLATURE
 155 Hesler Street, Agana, Guam 96910

Chairman: Senator Lawrence F. Kasperbauer, Ph.D. Vice Chairman: Senator John C. Salas
Ex-Officio Member: Speaker Antonio R. Unpingco

VOTING SHEET ON:

BILL NO. 179

AS SUBSTITUTED BY THE COMMITTEE ON EDUCATION

AN ACT TO AMEND TITLE 17 §6103 AND §6104 RELATIVE TO THE AGE AT WHICH CHILDREN MAY ENROLL IN SCHOOL

<u>COMMITTEE MEMBERS</u>	<u>INITIAL</u>	<u>TO PASS</u>	<u>NOT TO PASS</u>	<u>ABSTAIN</u>	<u>TO PLACE IN INACTIVE FILE</u>
Sen. Lawrence F. Kasperbauer	<i>LFK</i>	✓			
Sen. John C. Salas	<i>Salas</i>	✓			
Speaker Antonio R. Unpingco					
Sen. Thomas C. Ada		✓			
Sen. Frank B. Aguon, Jr.	<i>Frank Aguon</i>	✓			
Sen. Elizabeth Barrett-Anderson	<i>EBA</i>	✓			
Sen. Anthony C. Blaz	<i>Blaz</i>	✓			
Sen. Joanne M.S. Brown	<i>Joanne Brown</i>	✓			
Sen. Felix P. Camacho	<i>Felix Camacho</i>	✓			
Sen. Edwardo J. Cruz, MD	<i>Edwardo Cruz</i>	✓			
Sen. Mark Forbes	<i>Mark Forbes</i>	✓			
Sen. Angel L.G. Santos					
Sen. Judith Won Pat-Borja	<i>Judith Borja</i>	✓			



Territory of Guam
TERRITORIAL BOARD OF EDUCATION
Department of Education



P.O. Box DE, Agana, Guam 96932 • Telephone: (671)734-4902/3 • Fax: (671)734-4904

March 27²⁶, 1997

Honorable Lawrence F. Kasperbauer
Chairman, Committee on Education
Twenty-Fourth Guam Legislature
Agana, Guam 96910

Gloria B. Nelson
Chairperson

Dear Senator Kasperbauer,

Celestin C. Babauta
Vice-Chairman

The Territorial Board of Education is thankful for the opportunity to provide input on Bill No. 179, "An act to amend title 17 §6104 relative to the age at which children may enroll in school."

Judith P. Guthertz, Ph.D.
Public Information Officer

Members:
Mary A. Gutierrez
Mark K. Martinez
Vicente C. Meno
Eric J. Merfalen
Ione M. Wolf, Ed.D.

The Board discussed the issue during its regular scheduled meeting on Friday, March 21, 1997 and agreed that because of the far-reaching importance of the bill, it is essential that we gather concrete information and input from the parents, teachers, administrators and staff of our schools regarding this proposal.

Ex-Officio Members:
Barbara Askey
Mary C. Torres
Barbara Blas

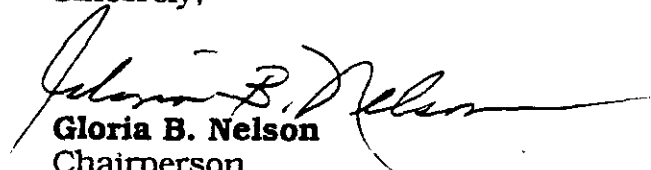
The concerns from our schools and divisions would be reviewed and considered as the board formulates its official position on Bill 179. Therefore, Please allow us to collect data from all concerned individuals.

Roland L.G. Taimanglo
Executive Secretary

The committee working on this matter will forward its findings to your office and will advise you accordingly.

Again, Si Yu'os Ma'ase for your consideration and support of public education.

Sincerely,


Gloria B. Nelson
Chairperson

PRICE ELEMENTARY SCHOOL
March 25, 1997

Input on Bill 179

The following is in response to the amendment now before the Legislature concerning the change of age of kindergarten entrants from four (4) years by December 31 to five (5) years by the date school begins.

I feel it is the general consensus of our kindergarten teachers that this is a positive move for the young children of Guam. Children develop as unique individuals and age five (5) is not a magic number that means they are instantly ready for formal schooling for some children are not truly ready until age six or seven. However, at the age of five, most children have matured physically, mentally and emotionally enough to have a successful first year in school.

The move to a full-day of school for kindergarten was also a positive one. The academic curriculum we are required to teach, as well as, the social skills, computer skills, good health habits and physical education required more than three hours a day. Many of our students still require a rest time in the afternoon and the younger ones would sleep two hours if we allowed them. If we continue to have four (4) year olds in the classroom (I had four until December of this year) we may need to revamp the kindergarten system on island to have two levels--K-4 and K-5. The K-4 level is to allow the child to experience a formal learning environment without the push to learn to read, but rather to build the pre-reading and pre-writing skills necessary for him to have success in academics later.

The parent is the child's first teacher, yet many of our students come without the advantage of a stimulating educational home environment. Many have never been read to by anyone, or had any of the basic oral skills or information taught them that we are required to test the new students in on the entry-level Brigance test.

I, as many of my fellow teachers, spend the first few months teaching pre-school skills and educating young parents on the importance of their role in their child's education. The education of our young children is a three-way partnership. The parent, the teacher, and the child must all take a shared responsibility if we are to see success in that child's academic life.

Good afternoon Senator Kasperbauer and members of the Committee on Education. My name is Elizabeth Hamilton and I am a kindergarten teacher at B.P. Carbullido Elementary School.

I would like to preface my testimony by stating that as the grade level chairperson for kindergarten at Carbullido Elementary , I have polled all of the teachers in my grade level and we have unanimously decided that "as long as the kindergarten curriculum remains unchanged " we support Bill No. 179. In fact we not only believe that the minimum age for school admission should be raised, we believe it must be raised.

Having said that, I would like to present my testimony which offers a different slant on the subject we are discussing and which is somewhat different from the testimony presented by my principal earlier.

In 1837, Frederick Froebel opened a school for children under age six called the kindergarten. Froebel's kindergarten was designed to be a place where children's play, creative self expression and harmonious living with others formed the basis of the program.

Unfortunately, in the past decade, large shifts in curriculum and teaching practices resulted in the distortion of the curriculum in kindergarten. What was once first grade curriculum and first grade expectations were shoved down to kindergarten. These shifts in curriculum are referred to as "academic trickle-down". The result of these changes was a learning environment which is inconsistent with the learning styles and needs of young children.

This environment which is characterized by long periods of seat work and fill in the blank worksheets set standards for attention span, social maturity and academic productivity which could not be met by kindergarten age children. Basically, the curriculum had become developmentally inappropriate.

And this is the reason why we are sitting before you today. Teachers and administrators responded to the problem of a kindergarten environment that has become increasingly inappropriate for young children by asking you, our legislators to raise entrance age for school.

A more reasonable corrective measure for an increasingly skill driven curriculum at earlier and earlier ages would have been curriculum reform of the kind suggested by the recommendations for developmentally appropriate practices issued by the National Association for the

Education of Young Children, the nation's largest professional association of early childhood educators. Unfortunately, the first response of the schools was not to fix the problem of inappropriate curriculum, but to exclude those children who could not keep up.

Today you are going to hear a lot of testimony in favor of raising the entrance age for kindergarten students. Much of the evidence in support of this change will be based on the results of the Brigance Screen which is administered to every kindergarten student entering the Guam Public Schools and the inability of some younger students to keep up with present kindergarten curriculum.

I am certain that you are going to hear teachers and administrators tell you that Guam's children are "not passing the Brigance, are not doing well on the post-test, that the initial test results are low, and that the students who don't pass the Brigance should be kept out of kindergarten."

You are also going to hear that some younger students are not performing up to expectations academically. That some younger students don't have the attention span, social maturity or developmental level to keep up with other students.

However, before you make any opinion based on the testimony which you have heard, lets examine what the Brigance Screen is and it's purpose as described in the rationale section of the screen.

Before I proceed with the explanation of what the Brigance Screen is, let me tell you what the Brigance Screen is not. Contrary to what you have heard from previous testimonies, the Brigance is not a test. There is no pre-test, there is no post-test, there is no passing score, there is no failing score. There is a kindergarten screen and a first grade screen.

As you have heard, the Brigance Screen is not being used correctly in the Guam Public Schools. Incorrect assumptions are made about test results and results are interpreted incorrectly. Therefore, the evidence you've heard based on the Brigance Screen is inaccurate and invalid.

Now that we have established what the Brigance Screen isn't, allow me to explain what the Brigance Screen is. The Brigance Screen is one of many screens which are made up of items from old IQ tests which were left over from the 1930's and 1940's, when we had a very simplistic and naive view of intelligence and what constitutes intelligence. In reality, the Brigance Screen is a short version of those old IQ tests.

The use of these tests or developmental screens increased dramatically during the 1980's and continues today. Unfortunately, these screens are being used for purposes for which they were never designed or validated. You have heard that in the testimony today.

These developmental screens were originally intended, designed and validated to be used in conjunction with other checklists and assessments to screen for potential learning problems and handicaps. Since potential handicaps are rare and extreme and serious learning problems should be apparent, it's not necessary to screen all children for disabilities. However, for some strange reason, we are administering this screen to all incoming kindergartners as an entrance level exam. The Brigance was never meant to be an entrance level screen.

Someone had proposed the used of "readiness tests" to screen children for kindergarten. These readiness measures raise serious equity concerns because all readiness measures, just like the developmental screens are influenced by past opportunities to learn and past exposure. If these tests were implemented, a disproportionate number of children without extensive literacy experiences at home would be identified as unready and would be excluded from school, when they need it the most. Therefore, these children would be sent back to the very environments that caused them to score poorly in the first place. Furthermore, not one of the existing readiness measures has sufficient reliability or predictive validity to be used as a measure to keep children out of school or predict school success or failure in the future.

In 1989, when then President Bush and the Nation's Governors announced "readiness for school" as the first education goal, the first thing the Goal 1 Technical Planning Subgroup did was to issue caveats about what early childhood assessment must not be. It should not be one dimensional, reductionist measure of a child's knowledge, (2) it should not be used to "label, stigmatize, or classify any individual child or group of children and (3) it should not be called a measure of "readiness". The Brigance Screen fits the above criteria in all three areas. "Readiness" measures do as well. If we keep these screens in place, we will be moving away from the Goals 2000 recommendations not towards them as proposed by previous testimonies.

Now lets examine the kindergarten curriculum in place today in the Guam Public Schools. In today's kindergarten we have textbooks and the formal teaching of reading. Today children are required and expected to perform work and master skills which were reserved for first grade a decade ago.

Many are not succeeding and the anxiety is running high in both children and their parents.

The academic focus in kindergarten is unnecessary and inappropriate. Many small children can't sit still and remain quiet for long periods of time, something a formalized curriculum requires them to do. Now as you have heard, normal behavior of small children such as occasional crying, holding on to mom and sulking are seen as signs of immaturity, anxiety, hyperactivity, and cases of future academic failures. To make matters worse, we now have retention in kindergarten. How is it possible to flunk kindergarten? It sounds like a bad joke.

Contrary to today's practice, kindergarten was never meant to be an academic place. Kindergarten is supposed to be an introduction year, getting used to school without having any of the pressures usually associated with school year. Kindergarten is the preparatory level for the school.

However, overly zealous parents and publishing companies eager to please their primary markets have brought the first grade curriculum down to kindergarten. Now kindergarten classes no longer look like kindergarten classes, they have become a junior first grade.

In today's public hearing, educators are asking you to raise the entrance level for school by only four months. Not a year, only four months. There will still be children who will be almost one year older than others, no matter which month you use as a cutoff date. Furthermore, there is no concrete evidence that younger children do worse than their counterparts who are older. We only have observations and assumptions based on the incorrect interpretations of one test and developmentally inappropriate instructional practices.

I am not against raising the entrance age of kindergarten students to the age of five, per say. However, I would like to all of you senators to look at the real reasons why we are sitting here today. If the curriculum from first grade is tricked down to kindergarten any more than it already has been, I'm afraid that we will be sitting in front of you again in a few years and asking you to raise the entrance level of kindergartners to six.

Thank you for your time and patience.

BILL 179
An act to amend Title 17 Sec.6103 & 6104 Relative to the
AGE at which children may enroll in school.

Testimony to Bill 179

This testimony is in support of **Bill 179** in which the amendment of how children may enroll in the Public School system to be age five on or before the commencement of a new school year.

My testimony **fully supports** the Guam Comprehensive Education Improvement Plan- GOALS 2000 which states that: "All Children on Guam will start school ready to learn." I not only support the full text of the CEIP, but in full support that Carbullido Elementary School has identified that students be age five before the new school year due to maturation and developmentally learning conditions.

These conditions have always been a question of Kindergarten teachers who have witnessed or experienced the ability of students to succeed and/or move by the set curriculum of a kindergarten requirement. Such requirements imposed to children who are age four whose birthdays are in September, October, November and December are often found to need at least an extra 3-4 months extra after the end of any given school year. Because of the needed "extra" months to developmentally catch up, these children will continue to lag behind their counterpart if the district continue with the December 31 cut off a deadline.

"Ready to Learn" takes on many approaches, and dependent on the child's age who is fully developmentally ready to accept the many requirements a kindergartner must master. The following observation was made in behalf of the **Multiage** placement of students due to accommodation through developmental teaching/learning:

Present Requirement:

January - December:

1. Jan. - Mar. born: Maturation has begun to set "before" the child enters school. They will be **READY** and **ADAPTABLE** to absorb the required skills quicker than the child born from Sept. - October.
2. Sept October: Majority will take at least another 3-4 more months to really understand why tasks and physical developmental needs compared to their classmates whose birthdays are from Jan. - May.

3. Nov. - Dec: By the time these children acquire the much needed requirement to be mastered, their other classmates who are now on the roll with their lessons; school will end in June, **and** they are now beginning to feel the rush. Frustration sets in and peer pressure is much more intensive, teachers "push" to meet with the end of the year expectations, and by the time we all realize what is happening, another school year is about to begin!

What happens then? These very same students will continue to lag behind according to their maturation, lessons that require mastery based on chronological time-lines will therefore be compounded year after year, which, may be caused to higher rates of poor coping skills, which in turn, may be one factor of drop-outs!

Years of controversial issues about age entrance has been ongoing. The "practitioners"; the teachers and administrators, have been straddled with this issue. Educators have seen the immaturity of children "forced" into schools that can be threatening to that child and can cause an inhibition of fear if we are not too careful in identifying these "developmentally" delayed children. Often, it's the **REQUIRED CURRICULUM** imposed on these children, yet, they are not ready to acquire such skills because they are not ready.

If Guam is to succeed in its foundation to provide the best model to learning, it must begin with kindergarten and it must provide the **solid** foundation which all subsequent learning is based. Language is the primary basis to learning development and the best way to accomplish the task set forth to successful learning is for students to be age five when they enter kindergarten.

Experience speaks loud when schools enroll children from the U.S. mainland schools where the school entrance age is five by July 31st or September 1st. The most difficult task is confusion from parents coming into the Guam school system where they do not accept their children into kindergarten in their district, but, able to enroll here on Guam. This causes another delay in learning if registration is done later in the school year, causing the child to miss many months of prior learning activities.

I am in support of Section 3: Gifted Children enrollment. They must implement stringent polices to ensure that this law does not open an avenue with loopholes. An array of developmental and academic tests must be identified to ensure that a percentage of the districts enrollment is set aside for such cases.

Respectfully Submitted,

Norma C. Tabayoyong
Principal
B.P. Carbullido Elementary School

programs and services to meet these students needs. This is to include late birthdates whom are prepared to begin school such as an appropriate assessment plan.

We believe that the Brigance ~~TE~~ is one form of assessment that measures Kindergarten readiness.

It is uniform throughout the Islands schools, and that if another form of assessment should be created - it has to be the same in all schools.

★ LBJ has a total of 11 Kindergarten classes with 210 Kindergarten students enrolled. In previous years it has been noted that at least 90% of the retainees have been children who were born after August. These 4 year olds enter school at a substantial disadvantage in that in many cases while they have the academic potential they still lack the social development needed to ~~complete~~ compete with their 5 year old classmates. While there are exceptions, many if not most 4 year olds tend to lag behind their fellow classmates in all academic areas.

1. Many, if not most parents tend to compare their child's work with the class as a whole. (Cite example). Fine motor, social, language, and emotional skills are not fully developed.
2. Based on our school LBJ, students who are retained in kindergarten are usually born between August to December. In our experience, an extra year has benefitted the child academically, socially, and emotionally. ★
3. In our experience, those born later are not ready for school when it opens. They cry and hold on to parents, and first quarter or even later becomes a traumatic experience. We set them up for failure, not success, when we force them to enter school when they are not developmentally ready. They continue to experience failure as they progress through their school years.
4. Those born in January and February in comparison to those born in November and December are almost a whole year older.

In accordance with Goals 2000, all students will start school ready to learn. We need to address the needs of students who will not qualify to begin kindergarten by providing

BILL 179

**A CHILD MUST BE FIVE YEARS OLD ON OR
BEFORE ATTENDING KINDERGARTEN**

**MY POSITION REGARDING BILL 179
I AM IN SUPPORT OF BILL 179**

TESTIMONY

RESPECTFULLY SUBMITTED BY

**GREGORIO BAZA TAINATONGO
EDUCATOR/PARENT**

TO

**SENATOR LARRY F. KASPERBAUER
CHAIRMAN, COMMITTEE ON EDUCATION**

AND

**COMMITTEE MEMBERS
SENATOR JUDITH B. WONPAT
SENATOR LOU LEON GUERRERO
SENATOR TOM ADA
SENATOR EDUARDO CRUZ
SENATOR JOHN AGUON**

FILED

IN THE SUPERIOR COURT OF GUAM

TERRITORY OF GUAM 50 JUL 1995

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IGNACIO T. TAINATONGO

Petitioner,

vs.

TERRITORIAL BOARD OF EDUCATION,

Respondent,

**SPECIAL PROCEEDINGS CASE
NO. SP114-95**

**AMENDED
DECISION AND ORDER
ON PAGES 65 AND 66**

**LAWRENCE KASPERBAUER, GLORIA
NELSON, IONE WOLF, MARK MARTINEZ,
JUDITH GUTHERTZ, VICENTE MENO,
CELESTINE BABAUTA, MARY GUTIERREZ
and JACKIE MADARANG,**

Real Parties-In-Interest.

**CALVIN E. HOLLOWAY, SR.
Attorney General of Guam,**

Petitioner-In-Intervention,

vs.

**IGNACIO T. TAINATONGO,
TERRITORIAL BOARD OF EDUCATION,
LAWRENCE KASPERBAUER, GLORIA
NELSON, IONE WOLF, MARK MARTINEZ,
JUDITH GUTHERTZ, VICENTE MENO,
CELESTINE BABAUTA, MARY GUTIERREZ
and JACKIE MADARANG,**

Respondents-In-Intervention.

**CARL T.C. GUTIERREZ,
Governor of Guam and
CALVIN E. HOLLOWAY, Sr., Attorney
General of Guam, and the
GOVERNMENT OF GUAM,**

Plaintiffs,

vs.

**TERRITORIAL BOARD OF EDUCATION,
and GLORIA NELSON, MARY
GUTIERREZ, JUDITH GUTHERTZ,**

CIVIL CASE NO. CV1383-95

**AMENDED
DECISION AND ORDER
ON PAGES 65 AND 66**