



CARL T.C. GUTIERREZ
GOVERNOR OF GUAM

SEP 30 1997

**Refer to
Legislative Secretary**

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

OFFICE OF THE LEGISLATIVE SECRETARY	
ACKNOWLEDGMENT RECEIPT	
Received By	<i>Toni Sumataster</i>
Time	<i>2 p.m.</i>
Date	<i>9-30-97</i>

Dear Speaker Unpingco:

Enclosed please find a copy of Bill No. 263 (COR), "AN ACT TO ADD A NEW §7109 AND §7109(a) TO CHAPTER 7, DIVISION 2 OF TITLE 17 OF THE GUAM CODE ANNOTATED, RELATIVE TO CAPACITY LIMITS ON NEW SCHOOLS.", which I have signed into law today as Public Law No. 24-73.

This legislation would limit the size of schools that are constructed in the future to sizes that would foster close relationships between students and between students and teachers, thus increasing personal attention to students and encouraging better performance.

Very truly yours,

Carl T. C. Gutierrez
Governor of Guam

Attachment

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

00448

Office of the Speaker
ANTONIO R. UNPINGCO
 Date: *9-30-97*
 Time: *1306*
 Rec'd by: *OK*
 Print Name: *Charlene Juana*

TWENTY-FOURTH GUAM LEGISLATURE
1997 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO THE GOVERNOR

This is to certify that Bill No. 263 (COR), "AN ACT TO ADD A NEW §7109 AND §7109(a) TO CHAPTER 7, DIVISION 2 OF TITLE 17 OF THE GUAM CODE ANNOTATED, RELATIVE TO CAPACITY LIMITS ON NEW SCHOOLS," was on the 12th day of September, 1997, duly and regularly passed.



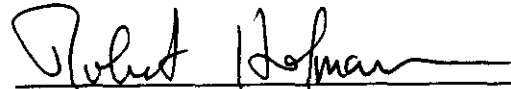
ANTHONY C. BLAZ
Acting Speaker

Attested




JOANNE M.S. BROWN
Senator and Legislative Secretary

This Act was received by the Governor this 23rd day of September, 1997, at
11:30 o'clock A.M.



Assistant Staff Officer
Governor's Office

APPROVED:



CARL T. C. GUTIERREZ
Governor of Guam

Date: 9-30-97

Public Law No. 24-73

TWENTY-FOURTH GUAM LEGISLATURE
1997 (FIRST) Regular Session

Bill No. 263 (COR)

As amended on the Floor.

Introduced by:

L. F. Kasperbauer
J. C. Salas
F. B. Aguon, Jr.
J. M.S. Brown
E. J. Cruz
T. C. Ada
E. Barrett-Anderson
A. C. Blaz
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. Won Pat-Borja

**AN ACT TO ADD A NEW §7109 AND §7109(a) TO
CHAPTER 7, DIVISION 2 OF TITLE 17 OF THE
GUAM CODE ANNOTATED, RELATIVE TO
CAPACITY LIMITS ON NEW SCHOOLS.**

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

1 **Section 1. Legislative Findings.** The Guam Legislature finds that the
2 quality of education diminishes as a school grows in size. Large schools are
3 more difficult to manage and students do not receive the attention necessary
4 for optimum academic achievement. The Guam Legislature further finds that
5 a larger number of smaller schools strategically located throughout the
6 community can better serve the educational needs of Guam's school children
7 through (1) greater personalized attention, (2) easier management of student
8 discipline, (3) greater flexibility in situations requiring parental involvement
9 and (4) a reduction of the layers of school administration within each school.

10 **Section 2.** Sections 7109 and 7109(a) are hereby added to Chapter 7,
11 Division 2 of Title 17 of the Guam Code Annotated to read as follows:

12 **"Section 7109. Limitations on Capacity Levels for the**
13 **Construction of New Public Schools.** All public schools built on Guam
14 shall be designed and constructed for student enrollment capacity limits
15 as follows:

- 16 (a) Elementary Schools: five hundred fifty (550) students,
17 (b) Middle Schools: seven hundred (700) students,
18 (c) High Schools: one thousand two hundred (1,200) students,
19 and

20 **Section 7109. (a) Effective Date.** The school capacity limitations
21 of §7109 of this Chapter shall apply only to school projects initiated after
22 the effective date of this Act."

PL24-73



TWENTY-FOURTH GUAM LEGISLATURE
COMMITTEE ON EDUCATION

215-A Chalan Santa Rosa, Suite 106-F
Ada's Professional & Commercial Center
Agaña, Guam 96910

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Senator
Lawrence F. Kasperbauer
Chairman

Senator
John C. Salas
Vice Chairman

Speaker
Antonio R. Unpingco
Ex-Officio

Senator
Thomas C. Ada
Member

Senator
Frank B. Aguon
Member

Senator
Elizabeth Barrett-Anderson
Member

Vice Speaker
Anthony C. Blaz
Member

Senator
Joanne M.S. Brown
Member

Senator
Felix P. Camacho
Member

Senator
Edwardo J. Cruz
Member

Senator
Mark Forbes
Member

Senator
Angel L.G. Santos
Member

Senator
Judith Won Pat-Borja
Member

August 27, 1997

The Honorable Antonio R. Unpingco
Speaker
Twenty-Fourth Guam Legislature
Agaña, Guam 96910

Via: Chairman, Committee on Rules

Dear Honorable Speaker:

The Committee on Education to which was referred **BILL NO. 263, AN ACT TO ADD NEW SUBSECTIONS 7109 AND 7109A TO CHAPTER 7 OF DIVISION 2 OF TITLE 17, GUAM CODE ANNOTATED RELATIVE TO CAPACITY LIMITS OF NEW SCHOOLS**, wishes to report its findings and recommendations for passage of Bill No. 263.

The voting record is as follows:

To Pass	<u>8</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, Ph.D.



TWENTY-FOUR GUAM LEGISLATURE
COMMITTEE ON EDUCATION

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Senator
**Lawrence F.
Kasperbauer**
Chairman

Senator
**John C.
Salas**
Vice Chairman

Speaker
**Antonio R.
Unpingco**
Ex-Officio

Senator
**Thomas C.
Ada**
Member

Senator
**Frank B.
Aguon**
Member

Senator
**Elizabeth
Barrett-
Anderson**
Member

Vice Speaker
**Anthony C.
Blaz**
Member

Senator
**Joanne M.S.
Brown**
Member

Senator
**Felix P.
Camacho**
Member

Senator
**Edwardo J.
Cruz**
Member

Senator
**Mark
Forbes**
Member

Senator
**Angel L.G.
Santos**
Member

Senator
**Judith
Won Pat-
Borja**
Member

August 26, 1997

MEMORANDUM

TO: All Members
Committee on Education

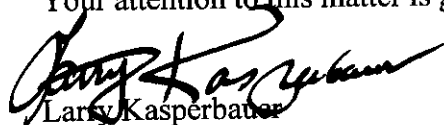
From: Chairman
Committee on Education

Subject: Voting Sheet

Transmitted herewith is the voting sheet and committee report on Bill No. 263 for your review and signature.

“An act to add new subsections 7109 and 7109A to Chapter 7 of Division 2 of Title 17, Guam Code Annotated relative to capacity limits on new schools.”

Your attention to this matter is greatly appreciated.


Larry Kasperbauer

Attachments

COMMITTEE ON EDUCATION

TWENTY-FOURTH GUAM LEGISLATURE

155 Hesler Street, Agana Guam 96910

Chairman: Senator Lawrence F. Kasperbauer Vice Chairman: Senator John C. Salas

Ex-Officio Member: Speaker Antonio R. Unpingco

VOTING SHEET

BILL No. 263

An act to add new Subsections 7109 and 7109A to Chapter 7 of Division 2 of Title 17, Guam Code Annotated relative to capacity limits of new schools.

<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>
Lawrence F. Kasperbauer	<i>LFK</i>	X	_____	_____	_____
John C. Salas	<i>JS</i>	✓	_____	_____	_____
Antonio R. Unpingco	_____	_____	_____	_____	_____
Thomas C. Ada	_____	_____	_____	_____	_____
Frank B. Aguon, Jr.	<i>FBA</i>	✓	<i>(Request consideration to be co-sponsors due to original concept in Bill No. 465-Thomas)</i>		
Elizabeth Barrett-Anderson	<i>EBA</i>	✓	_____	_____	_____
Anthony C. Blaz	<i>ACB</i>	✓	_____	_____	_____
Joanne M.S. Brown	<i>JMB</i>	✓	_____	_____	_____
Felix P. Camacho	<i>FC</i>	✓	_____	_____	_____
Edwardo J. Cruz	<i>EJC</i>	✓	_____	_____	_____
Mark Forbes	_____	_____	_____	_____	_____
Angel L.G. Santos	_____	_____	_____	_____	_____
Judith Won Pat-Borja	_____	_____	_____	_____	_____

COMMITTEE ON EDUCATION

TWENTY-FOURTH GUAM LEGISLATURE

155 Hesler Street, Agana, Guam 96910

COMMITTEE REPORT

ON

Bill 263 – An act to add new Subsections 7109 and 7109A to Chapter 7 of Division 2 of Title 17, Guam Code Annotated relative to capacity limits on new schools.

COMMITTEE MEMBERS

**Lawrence F. Kasperbauer, Ph.D.
CHAIRMAN**

**John C. Salas, Ph.D.
VICE CHAIRMAN**

**Speaker Antonio R. Unpingco
EX-OFFICIO MEMBER**

Thomas C. Ada

Frank B. Aguon, Jr.

Elizabeth Barrett-Anderson

Anthony C. Blaz

Joanne M.S. Brown

Edwardo J. Cruz, MD

Mark Forbes

Angel L.G. Santos

Judith Won Pat-Borja

COMMITTEE ON EDUCATION

TWENTY FOURTH GUAM LEGISLATURE

PUBLIC HEARING

Tuesday, June 10, 1997

9:00 A.M.

WITNESS ATTENDANCE SHEET

BILL NO. 263

	NAME (PRINT)	SIGNATURE	TESTIMONY		AGENCY OR INTEREST GROUP	COMMENT	
			ORAL	WRITTEN		FOR	AGAINST
1.	R. STAHLNECKER	<i>R. Stahlnecker</i>	✓			✓	
		12 Kristine Ln Yona				784-2572	
		P.O. BOX or STREET ADDRESS				VILLAGE	TELEPHONE NUMBER
2.	A. YAMASHITA	<i>A. Yamashita</i>	✓	✓	TAM		
		P.O. BOX or STREET ADDRESS				VILLAGE	TELEPHONE NUMBER
3.							
		P.O. BOX or STREET ADDRESS				VILLAGE	TELEPHONE NUMBER
4.							
		P.O. BOX or STREET ADDRESS				VILLAGE	TELEPHONE NUMBER

Wart



DEPARTMENT OF EDUCATION

P.O. Box DE
Agaña, Guam 96932
Tel: (671) 475-0457
Fax: (671) 472-5003



Roland L.G. Taimanglo
Director of Education

Aline A. Yamashita, Ph.D.
Deputy Director of Education

June 10, 1997

The Honorable Lawrence F. Kasperbauer
Chairman, Committee on Education
Twenty-Fourth Guam Legislature
155 Hesler Place
Agaña, GU 96932

Dear Senator Kasperbauer:

The Territorial Board of Education (TBOE) has had an opportunity to review Bill 263 (COR).

The Department of Education (DOE) is in support of the general concept of limiting school enrollment capacity for new school construction. We would recommend amending the language of this bill to allow a range of student enrollment capacity, rather than to specify a specific limit per school type.

Our recommendations are as follows:

Elementary Schools: 450 - 650

Middle Schools: 700 - 900

High Schools: 1,100 - 1,300

Additionally, we are concerned that DOE be provided a constant source of funding, similar to the 88% Gross Receipts Tax funding, for short, medium and long-range capital improvement and construction projects for building schools, support facilities and modifications and repairs for existing facilities.

mit

Thank you for allowing us the opportunity to provide input to this bill.

R. L. G. Taimanglo
ROLAND L.G. TAIMANGLO



Hearing will focus on size of schools

■ **Overcrowding:** Senators seek comments on bill to limit enrollment in future schools

By TODD G. DICKSON

Daily News Staff

A legislative committee will hear public comment next week on bills that would change the island's Teacher Corps program and set enrollment limits for public schools.

The Teacher Corps bill will let graduates of the program delay their requirement to teach in Guam schools if they want to study for another degree or join the military.

The other bill, sponsored by education committee Chairman Larry Kasperbauer, would limit enrollment of future schools to 550 for elementary schools, 700 for middle schools and 1,000 for high schools.

The hearing starts at 9 a.m. Tuesday in the Legislature's public hearing room in Agana.

The military service exemption for the Teacher Corps has received the most support, said Pete Leon Guerrero, chief of staff for Kasperbauer.

According to supporters, Teacher Corps graduates would return to the classroom with more leadership and experience after serving in the military, Leon Guerrero said.

Teacher Corps is a program that pays for tuition and other costs at the University of Guam in order to develop more local teachers, reducing the public school system's need to recruit off-island teachers. For every year of university support, Teacher Corps graduates agree to put in a year at Guam public schools.

Gregg San Nicolas, who coordinates the Teacher Corps

program, opposes the bill, saying that the Teacher Training Council at the education college already allows some graduates to postpone classroom duty to get more education in speciality areas needed in the schools.

San Nicolas has said a blanket policy would increase the program's default rate and shouldn't be allowed.

He also opposes allowing Teacher Corps graduates to

pull out of classroom duty for military service, citing educational opportunities the military already offers.

The only question dogging the school size bill is the practicality of getting enough money to build the smaller schools, Leon Guerrero said.

"Everybody agrees smaller schools are better," he said. "We have to start somewhere."

The committee will also hold

confirmation hearings for recent board appointments. They are:

■ University of Guam regents — Donna M. Quinata.

■ Guam Community College trustees — Doreen T. Mesa and Antonio B. Jesus.

■ KGTF-TV, Guam Educational Telecommunication Corp. — Eduardo S. Bernal and Joyce Q. Lujan.

From the ERIC database

The Big Benefits of Smallness.

Meier, Deborah W.

Abstract: Small schools (300 to 400 students) offer a real panacea for America's educational ills. New York City's celebrated Central Park East schools lack separate buildings, but have the climate and culture for developing democratic habits of heart and mind. Smallness can facilitate governance, respect, simplicity, safety, parent involvement, accountability, and student belonging. (MLH)

Title: The Big Benefits of Smallness.

Author: Meier, Deborah W.

Journal Citation: *Educational Leadership*, v54 n1 p12-15 Sep 1996

Publication Year: 1996

Document Type: Project Description (141); Journal Article (080)

Descriptors: * Accountability; * Democratic Values; Elementary Secondary Education; * Governance; School Culture; School Organization; * Small Schools

Identifiers: *New York [New York]; *Respect; Simplicity

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.

From the ERIC database

Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12). ERIC Digest.

Roellke, Christopher

Abstract: One third of public U.S. high schools enroll fewer than 400 students. Small high schools are challenged to maintain a broad curriculum with diverse course offerings. However, this digest demonstrates that many small schools provide curricula and programs comparable in quality to those of larger schools. Research findings include: (1) core curricular offerings in small high schools are well aligned with national goals and comparable to those in large schools; (2) smaller high schools have lower availability of advanced courses, but large size guarantees neither such offerings nor high enrollments in them; (3) larger schools offer a broader array of courses in occupational and technical education, but smaller schools offer more favorable proportions of vocational offerings per student; (4) larger schools offer more special services to students with disabilities and special needs, although small schools may use shared programs and well focused curricula in this area; and (5) smaller schools have fewer extracurricular activities but higher participation rates. Small high schools are meeting pressures to expand curriculum opportunities through integrated curriculum, block scheduling, interdistrict sharing, and distance education. Three curricular components are identified as common to successfully restructured instructional programs: common academic curriculum, high academic standards and expectations, and authentic instruction involving sustained critical thought. Lower enrollments allow for such engaging and meaningful instructional practices, suggesting that small schools are ideal sites for curriculum reform efforts. Contains 15 references. (SV)

Title: Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12). ERIC Digest.

Author: Roellke, Christopher

Document Identifier: ERIC Document Reproduction Service No ED401090

Publication Year: Dec 1996

Document Type: Eric Product (071)

Descriptors: Curriculum Development; Educational Change; Educational Quality; Educational Research; * High Schools; School Restructuring; * School Size; * Secondary School Curriculum; * Small Schools; Student Participation

Identifiers: *Educational Adequacy; ERIC Digests

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.

From the ERIC database

Ongoing Dilemmas of School Size: A Short Story. ERIC Digest.

Howley, Craig

Abstract: Recent national reports reinforce the growing perception that small schools are good schools. This may seem a revolution or the latest fad in schooling; however, issues of size cannot be captured in universal guidelines. This digest discusses the history of school size dilemmas to demonstrate why this is so. The earliest research literature on American school and district size reveals that questions of size revolved around two sets of justifications: administrative motives related to efficiency and economies of scale, and instructional motives concerned with effectiveness of education. These two perspectives are illustrated in the early 20th-century works of Ellwood Cubberley and Joseph Kennedy. Cubberley, who championed rural consolidation on the basis of urban experience, sought to professionalize rural education and always asked, "How large a school can be created?" Kennedy examined rural life and schools and asked how small a school could be and still remain pedagogically viable. This issue of upper and lower size limits has tended to resolve itself in the search for optimal school size. But this search may be misdirected, as emerging evidence suggests that a community's relative poverty or affluence is a likely indicator of a size-relevant variability. In this line of research, school size associated with high levels of student achievement appear to be tied to the socioeconomic status of a community. In addition, rural schools and urban schools face their own unique challenges related to school size. "House plans" that simulate small size are gaining in popularity but may not realize the benefits of small size without separate leadership and independent authority. There are no simple answers. Contains 15 references. (SV)

Title: Ongoing Dilemmas of School Size: A Short Story. ERIC Digest.

Author: Howley, Craig

Document Identifier: ERIC Document Reproduction Service No ED401089

Publication Year: Dec 1996

Document Type: Eric Product (071)

Descriptors: Educational History; Efficiency; Elementary Secondary Education; House Plan; Poverty; Rural Schools; School District Wealth; * School Effectiveness; * School Size; * Small Schools; Urban Schools

Identifiers: Dilemmas of Schooling; ERIC Digests

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.

From the ERIC database

Affective and Social Benefits of Small-Scale Schooling. ERIC Digest.

Cotton, Kathleen

Abstract: This digest summarizes research in the affective and social realms that overwhelmingly affirms the superiority of small schools. Findings on the affective and social effects of school size are extensive and highly consistent, while the research base on outcomes of schools-within-a-school arrangements is smaller and less conclusive. While many small schools are also rural, it is the smallness of schools, regardless of setting, that is beneficial to students. Research on feelings and attitudes indicates the superiority of small schools in the following areas: student attitudes toward school in general and particular subjects, personal and academic self-concepts of students, student sense of belonging, social bonding between teachers and students, teacher and administrator attitudes toward work and each other, and cooperation among colleagues. Research on social behavior shows that compared to large schools, small schools have higher student rates of extracurricular participation, higher attendance rates, lower dropout rates, and fewer behavior and discipline problems. Small schools' superior performance may be related to the need for everyone's involvement, better interpersonal relationships, and easier management of individualized and cooperative practices. Economically disadvantaged and minority students benefit most from small schools, but are frequently concentrated in large schools in large districts. Schools-within-a-school plans have potential for producing results like those of small schools provided they are distinct administrative entities within the buildings that house them. Contains 13 references. (SV)

Title: Affective and Social Benefits of Small-Scale Schooling. ERIC Digest.

Author: Cotton, Kathleen

Document Identifier: ERIC Document Reproduction Service No ED401088

Publication Year: Dec 1996

Document Type: Eric Product (071)

Descriptors: Collegiality; Educational Benefits; * Educational Environment; * Educational Research; Elementary Secondary Education; House Plan; School Holding Power; * School Size; * Small Schools; Social Behavior; * Student Attitudes; * Student Behavior; Student Participation; Teacher Attitudes

Identifiers: ERIC Digests; Sense of Community

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.

From the ERIC database

Rural Schools: Fewer Highly Trained Teachers and Special Programs, but Better Learning Environment.

Ballou, Dale; Podgursky, Michael

Abstract: Analysis of data from the Schools and Staffing Survey, 1987-88, reveals that compared to metropolitan schools, nonmetropolitan schools are smaller, have fewer teachers with advanced degrees, and offer fewer advanced or remedial classes. However, smaller rural schools often provide smaller classes, more teacher attention, and a less stressful learning environment. Contains 24 references and 9 data tables. (Author/SV)

Title: Rural Schools: Fewer Highly Trained Teachers and Special Programs, but Better Learning Environment.

Author: Ballou, Dale; Podgursky, Michael

Journal Citation: *Rural Development Perspectives*, v10 n3 p6-16 Jun 1995

Note: Theme issue title: "Rural Education and Training." Entire issue available from EDRS, see RC 020 673.

Publication Year: 1995

Document Type: Research Report (143); Statistical Material (110); Journal Article (080)

Descriptors: Delinquency; Discipline Problems; * Educational Environment; Elementary Secondary Education; Professional Autonomy; * Rural Schools; * Rural Urban Differences; School Activities; School Community Relationship; * School Size; * Teacher Attitudes; * Teacher Qualifications; Teacher Salaries

Identifiers: *Schools and Staffing Survey [NCES]

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.

From the ERIC database

School Facilities Planning: At the Crossroads of Change.

Stevenson, Kenneth R.; Pellicer, Leonard

Abstract: Based on what is happening in school districts today, seven critical issues will dictate the educational facility of the future: (1) school size; (2) pupil-teacher ratios; (3) clientele served; (4) programs offered; (5) technology; (6) school choice; and (7) funding. (15 references) (MLF)

Title: School Facilities Planning: At the Crossroads of Change.

Author: Stevenson, Kenneth R.; Pellicer, Leonard

Journal Citation: *School Business Affairs*, v62 n6 p9-10,12-13 Jun 1996

Publication Year: 1996

Document Type: Non-classroom Material (055); Journal Article (080)

Descriptors: * Educational Facilities Planning; * Educational Technology; * Educational Trends; Elementary Secondary Education; * Futures [of Society]; * School Size; * Teacher Student Ratio

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.

From the ERIC database

Compounding Disadvantage: The Effects of School and District Size on Student Achievement in West Virginia.

Howley, Craig

Abstract: School or district size was found to interact with socioeconomic status to influence student achievement in West Virginia; small schools facilitated the achievement of impoverished students, whereas large schools facilitated the achievement of affluent students. Addresses implications for educational policy and future research into effects of school and district size. Contains 23 references. (Author/LP)

Title: Compounding Disadvantage: The Effects of School and District Size on Student Achievement in West Virginia.

Author: Howley, Craig

Journal Citation: *Journal of Research in Rural Education*, v12 n1 p25-32 Spr 1996

Publication Year: 1996

Document Type: Review Literature (070); Research Report (143); Journal Article (080)

Descriptors: * Academic Achievement; Consolidated Schools; Educational Policy; Educational Research; Elementary Secondary Education; Rural Areas; * Rural Schools; School Closing; * School District Size; School Effectiveness; * School Size; * Small Schools; * Socioeconomic Influences; Socioeconomic Status

Identifiers: Economies of Scale; Small School Districts; *West Virginia

Brought to you as a service of The ERIC Clearinghouse on Assessment and Evaluation.