

# Seniors score lower in statewide

By Mary Madison

Times Tribune staff

ENTRIES 5/3/84

California high school seniors scored lower again this year in a statewide assessment test, but educators on the Peninsula believe their students generally did better than their counterparts elsewhere.

While the scores of individual high school districts on the California Assessment Program test will not be released until May 11, statewide results were reported this week to the state Board of Education.

All seniors in California high schools were required to take the 30-minute test.

## Local educators, however, believe their students did better this year

They scored 62.2 percent correct in the reading category, a decrease of 0.9 percent from the previous year; 62.6 percent in writing, a decline of 0.4 percent; 69.4 percent in spelling, a drop of 0.1; and 67.4 in mathematics, a decrease of 0.3 percent.

Superintendents Merle Fruehling of the Sequoia Union High School District, Newman Walker of the Palo Alto Unified District and Paul Sakamoto of the Mountain View-Los Altos district all said in sepa-

rate interviews today that they are certain that their seniors generally scored higher than last year. Although no firm figures are available, the superintendents said that they had been informed of overall results achieved by their seniors.

Fruehling said, "I will guarantee our students did better than last year because we have put so much effort into it. We are already three to four years ahead of the state (in required courses)."

He blamed declining statewide scores on "eight years of neglect by the state Legislature and the governor.

"California spends \$700 less per student than the national average, and we are not going to turn this around until we spend billions of dollars more for education," he said.

Walker, head of the Palo Alto district, said he had learned that scores by Palo Alto seniors were generally higher this

year than last year, but did not have exact figures.

Richard Carey, director of research for the Palo Alto district, said that Palo Alto seniors scored either record highs or close to previous highs in all four sections of the test. There were no declines in any subject, he said.

Sakamoto of Mountain View-Los Altos said that he understood that seniors at one high school in his district had scored higher, while the other school had scored slightly lower.

He said that one reason scores generally

have declined is that seniors do not care about their showing on the test because it is not individualized. The test is a matrix sampling, so that students take only part of each section and then aggregate scores are compiled from all those taking it.

No individual scores are calculated for each student, so "the student doesn't feel any responsibility to do well because ... it's for the whole school, and they don't feel it's of any value to them," Sakamoto said.

No trends on the test were available today from Fremont Union High School District because of errors made in calculating results.

State Schools Superintendent William Honig said Wednesday that he was not surprised by the continued decline in test scores.

"Basically, it's just a continuation of the drop of the last five to 10 years," he said. "You would expect that because these kids haven't been subjected to reforms and increased (graduation) requirements."

At 8 p.m. Monday, the Belmont School District board of trustees will meet in the board room at 2960 Hallmark Drive to hear a report on vandalism at the closed Barrett and Cipriani schools and a report on the Redwood City Task Force on School District Consolidation.

At 8 p.m. Tuesday, the City Council will meet in the City Council chambers in City Hall. An agenda has not been set. City Hall is at 1365 Fifth Ave.

# testing

# Keep the counselors, Sequoia trustees told

S.H. TIMES 5/3/84

By DUANE SANDUL  
Times Staff Writer

REDWOOD CITY — A campaign to support counseling highlighted a public hearing on \$1 million in potential budget cuts Wednesday night which attracted more than 150 students, teachers and parents to a standing-room-only meeting of the Sequoia Union High School District trustees.

More than 20 counselors, parents and students pleaded with trustees for 2½ hours to maintain counseling in the district.

Superintendent Merle D. Fruehling had recommended eliminating 13 of the district's 19 counselors in order to save \$455,000.

He will make final recommendations and trustees will act on his 10-point trimming list on May 18.

The cuts are a contingency in the event the state inadequately funds the district for 1984-85. Even if the governor's proposed budget is enacted, the district faces a \$771,722 deficit, without providing for pay raises.

"Counselors are educational lawyers and brokers for our students," Menlo-Atherton counselor Dave Theis told trustees.

Under Fruehling's proposed cuts, the district would be left with only one counselor at each of the four high schools and the one continu-

ation school, plus an at-large counselor.

Trustee Timothy Wellings indicated after the hearing that he would like to see the proposal modified to leave at least two counselors at each school.

"The success of the student depends on the decisions made regarding classes and courses chosen toward a students' goal," M-A student Darin Hansen said. "These decisions couldn't be properly made without the continual support and assistance of the counselor. We have problems with classes and confusion with the decisions to be made. Using the counselors' assistance is imperative, because the student doesn't have the experience to guide them through curriculum and course decisions that must be made toward the students' lifetime goals."

Parent Richard Shoup warned, "If you cut your counseling program, you'd better start hiring police."

David Holden, a teacher in another district with a child a M-A, challenged the board to "institute a reasonable program you can live with, and run it until the money runs out. That would call Sacramento's bluff..."

His suggestion was embraced by veteran trustee Richard W. Dorst. "Maybe we should explore running (the schools) until the money runs

out. It is an alternative we should explore."

Wellings, though, said such a proposal "borders on anarchy."

Other speakers appealed to the board to maintain swimming pools (a committee recommended closing pools but not Fruehling) and other athletics.

The proposed counseling cut amounts to 43 percent of the \$1 million. Other proposals include reducing the cost of providing released periods at school sites by three full time equivalent positions (saving \$105,000), reducing one library assistant at each school (\$80,000), reduce extra pay for teachers by \$120,000, reduce the cost of the athletic program with specifics to be determined by \$50,000, and reducing certificated overstaffing by five positions.

Don Hazard, president of the Sequoia District Teachers Association, urged the board to make cuts in administration.

He said that Fruehling's proposed cuts "protects administration at the expense of instruction, gives higher priority to athletics than academics, and all but disbards counseling while keeping open swimming pools. The superintendent's recommendations are every bit as tragic as the decisions of Sacramento."

## Belmont schools to be boarded up

S.H. TIMES 5/8/84

By ALAN QUALE  
Times Staff Writer

BELMONT — School trustees agreed nothing's more depressing than a boarded up school, but they voted Monday to do just that.

Faced with an upsurge in vandalism — particularly broken windows — trustees said they have no choice but to board the windows at Cipriani and Barrett schools.

Both schools, plus McDougal, closed last year because of declining enrollment. McDougal School will remain in operation, however. The building has been leased by a private school for learning-disabled students.

Meanwhile, said Assistant Superintendent Dr. Edward Battistini, the district has had to spend \$4,400 to replace broken windows.

"We no sooner get windows replaced, and they are broken again or someone comes along and digs out all the new putty," he said.

In addition to the money already spent to replace windows, the district will spend up to \$5,000 to cover the windows with plywood, Battistini estimated.

"It's disheartening to see windows

school," said Trustee Chon Gutierrez.

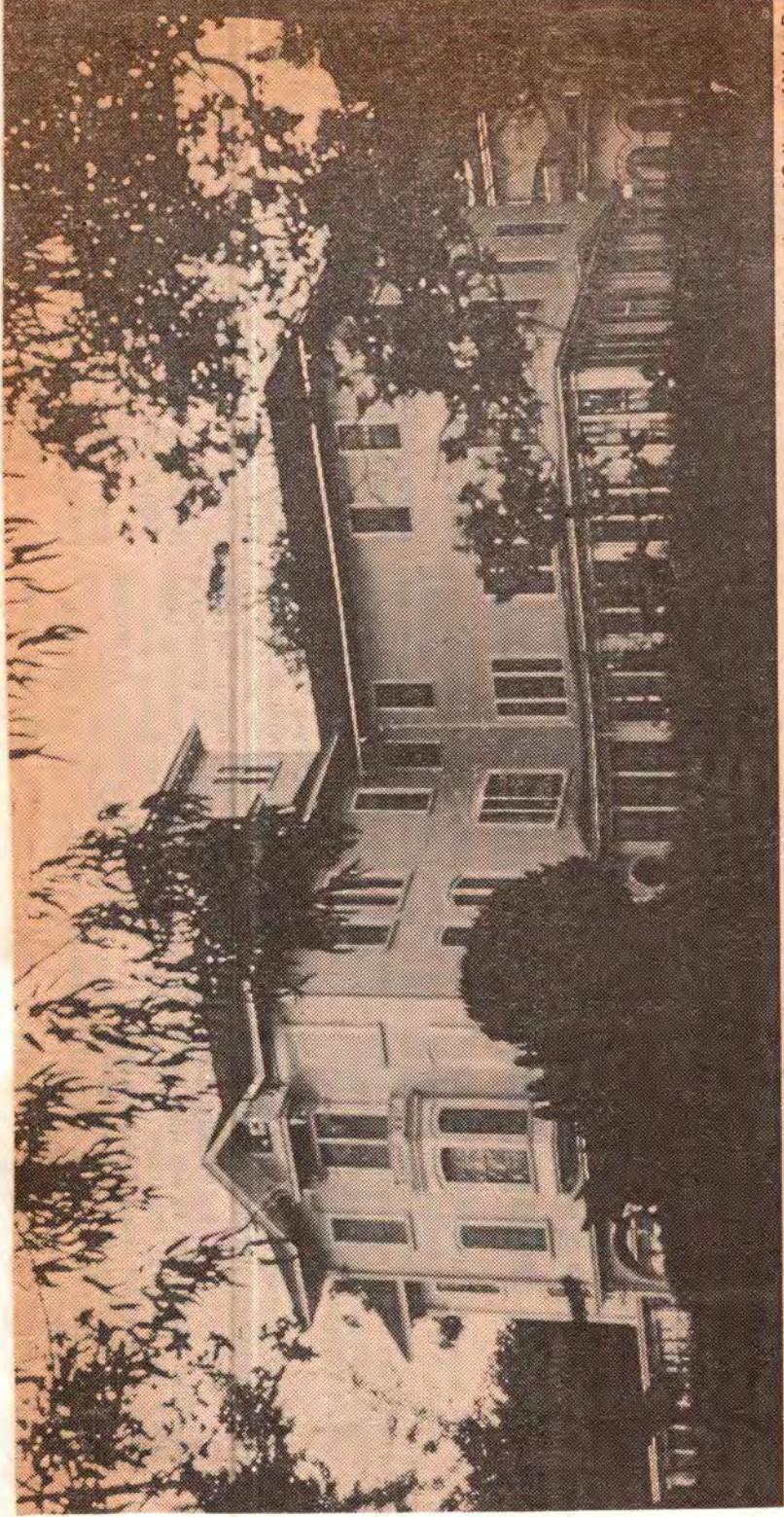
Most districts board the windows the day schools are closed, according to the trustees, but they had hoped that wouldn't be necessary in Belmont.

In other business:

- Tom Shannon of Enzhallah Developments, property consultant, told trustees that they should consider allowing a broker's fee for the

sale/lease of surplus school sites. The fee would be paid by the buyers, trustees indicated. They are consulting the district attorney on the matter.

- The majority of the trustees told Shannon that they would oppose leasing any closed schools to a profit-making private school. Board president Katie Mason noted the city already has several private schools. "To add another one would be superfluous," she said.



size of this." She noted that college faculty and administrators continue to find facilities built by Ralston that have been hidden for many years, such as a well containing water that was discovered several years ago in the lawn in front of Ralston Hall.

The mansion was dedicated as a historical landmark by the Native Sons of the Golden West in 1963, and it became a national registered historic landmark in 1968. The 50th anniversary of the purchase of the estate by the Sisters of Notre Dame of Namur, who operate the college, was observed in 1972, and the home was designated a California state historical landmark the same year.

William Chapman Ralston, who

built the estate, played a key role in the exploitation of the Comstock Lode mines in Nevada and in developing and financing industry, commerce and railroad construction in California. His empire was crushed in 1875 when his rivals broke his hold on the mines. The Bank of California, which he organized, collapsed as a result. The following day, Ralston's body was found in San Francisco Bay.

Ralston built his Peninsula estate in the 1870s and called it "Belmont." The exterior of the mansion is largely unchanged from his day. The first two floors are now used by college students and alumni for cultural and social events, and the third and fourth floors are to be used for administrative offices when remodeling is completed.

Photo courtesy of College of Notre Dame

was discovered recently at Ralston Hall at the College of Notre Dame in Belmont (above).

## Cistern system found

By Mary Madison

Times Tribune staff

*ENT TIMES 5/1/84*

Rumors of an underground lake beneath historic Ralston Hall at the College of Notre Dame in Belmont apparently have been explained with the discovery of an extensive network of cisterns beneath the mansion.

Crews digging pits for new construction at Ralston Hall last week discovered four connected dry cavities with an estimated capacity of 234,000 gallons of water. The cisterns were built by "silver king" William Ralston to supply water for his estate, which became the home of the College of Notre Dame. Pipes brought the water from what is now Water Dog Lake in Belmont.

Small cisterns previously were found in four other areas of the college, and another was known to be below Ralston Hall. But the most recent find dwarfs the other water tanks in size, according to Dick Wiley, head of buildings and maintenance for the college.

The cistern network just discovered consists of four 24-foot long and 16-feet wide sections, each 16 feet deep. The sections are built of concrete and are in excellent condition, although no water is piped into them now, Wiley said. The latest cavern to be found lies under the grand ballroom of Ralston Hall and extends toward the hill behind the mansion.

Sister Catharine Julie Cunningham, chancellor of the college who was president from 1956 to 1980, called the discovery of the cisterns "fascinating."

"People used to ask about an 'underground lake' on tours of the mansion," she said in an interview Monday. "I knew there were cisterns, but I was not aware of the

# CND holds graduation

Saturday, May 25, 1984

BELMONT — More than 300 bachelors and graduate degrees will be awarded when the College of Notre Dame holds its graduation ceremonies Saturday at 2:30 p.m. in St. Mary's Cathedral in San Francisco.

It is the third largest graduating class in the 133-year history of the college.

Included in the 1984 class are the following San Mateo County members:

Paula J. Biagi, San Mateo; Norrene E. Bulotti, Burlingame; Michael P. Callagy, Belmont; Sylvia Lop-Soo Chan and Enrique Chuidian, Hillsborough; Joann L. Conley, Redwood City; Dawn M. Crecy, San Carlos; Tammy DeJong, Belmont; Lisa D. Foster, Menlo Park; Janet J. Grohe, Foster City; Lisa M. Hamrick and Charles J. Happ, Burlingame; Lisa D. Happich, Foster City; Heidi E. Hostettler, Millbrae; Donna L. Imsand, Burlingame; Bernice M. La Mar, Belmont; Camille J. Lucot and Maria E. Messina, Redwood City; Joseph S. Mustapha-Massaquoi, San Carlos.

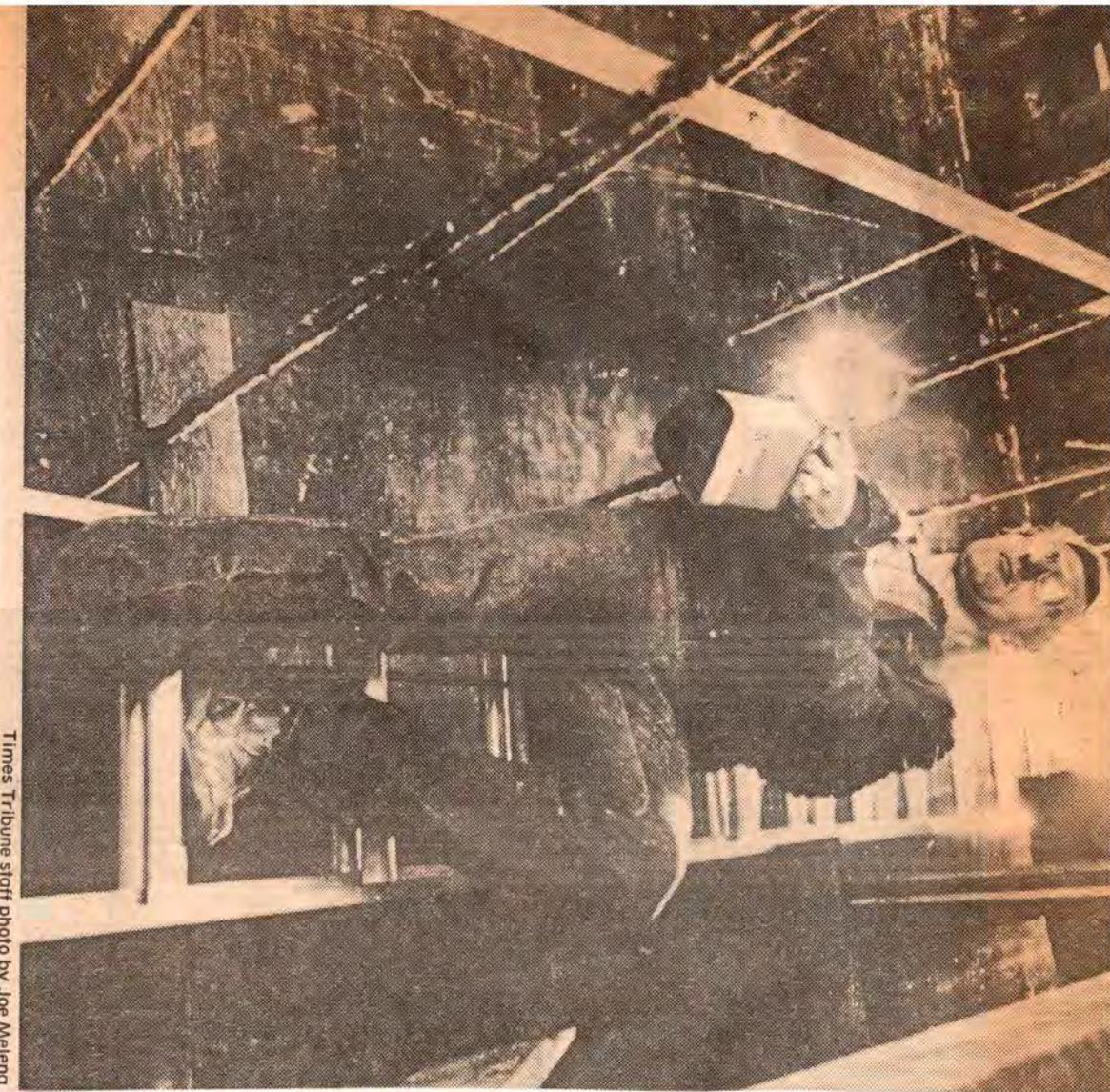
Olynda A. Peters, Montara; Randy R. Russell, East Palo Alto; Helen L. Seely and Vera B. Smith, Belmont; Victoria A. Vaughn, Foster City; Betty-Lou Wrigley, San Carlos; Hafez Adle, San Mateo; Ann P. Barger, San Carlos; Nancy L. Bartonia, Menlo Park; Mary L. Bosque and Richard L. Burke, Belmont; Joanne C. Camilleri, Millbrae; Carol Ann Carroll, Belmont; Sharon Lop-Shun Chan and Lih-Der Chang, Hillsborough; Pamela T. Clayton, Portola Valley; Susan D. Cloyd, Menlo Park; Paula T. Curran, Belmont; Mary Louise Doer and Lisa M. Erickson, San Mateo; Katayoun Eskandanian, Redwood City.

Mary K. Flamengo, Atherton; Kanna S. Frederiksen, San Carlos; Gina M. Giambra, Belmont; Margaret Higgins and Marian B. Jacobson, Menlo Park; Ju-Young Kim, Daly City; Todd J. Laney, Redwood City; Jo S. Ledwith, Belmont; Elizabeth Ann Leedom, San Carlos; Lorna F. McGallian, Belmont; James R. Metcalfe, Rita Marie Meyer and Thomas L. Meyer, Redwood City; Marylinne L. Peacock, San Carlos; Edward E. Peter Jr., Redwood City; Paul C. Peterson, Millbrae; Mary E. Porter, Burlingame; Barry V. Ratto, Daly City; Lois Ringheimer, Redwood City; Rose M. Salido, Belmont; Dominick J. Sanfilippo, Redwood City.

Margaret Ann D. Shelton, Portola Valley; Michel A. Sibley, San Mateo; Donald E. St. Louis and Donita M. Strausbaugh, Redwood City; Ruth Tanner, Woodside; Olga M. Tobenass and Arloa J. Walter, San Mateo; Janet M. Wood, Millbrae; Golnar Zarnegar, Belmont; Mahnoush Hariraz, San Mateo; Aven G. Lund and Yvonne Miller, Hillsborough; Elizabeth Modena, Menlo Park; Scott P. Gregory, Burlingame; Marilyn Marshall, San Carlos; Barbara J. Rossiter, Redwood City; Jeffrey R. Crans, Belmont; William H. Crawford, Half Moon Bay; Mark C. Dalton and Samir S. Demian, Foster City; Margaret M. Enfield, San Carlos; Juanita L. Ferrier, Millbrae; Linda L. Grant, Daly City.

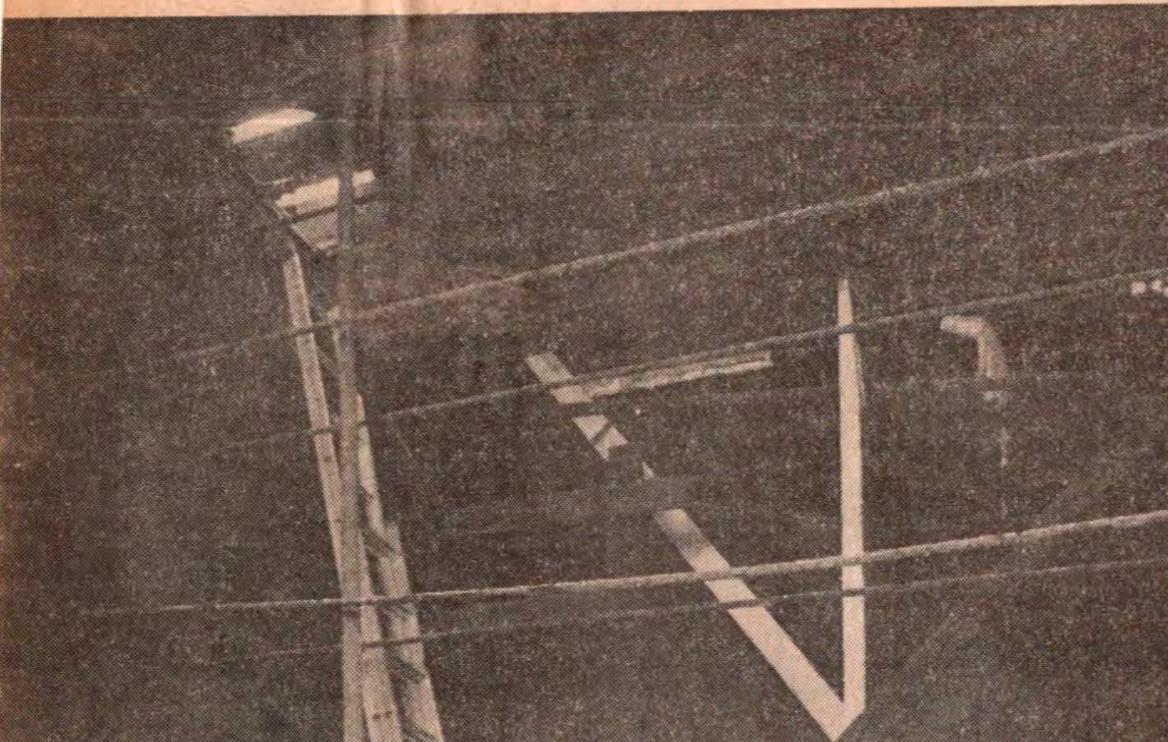
El Granada; Micky T. Hinthon and Judy H. Illa, Belmont; Patricia A. Inglis, Menlo Park; Lance A. Iwamura, Belmont; Brian S. Laheney, San Carlos; Christopher W. McReynolds, La Honda; Thomas P. Palmer and Gloria M. Paulson, Redwood City; George J. Payne, San Mateo; Ann F. Price, San Carlos; Delia W. Schmedding, Atherton; Cheryla A. Service, Redwood City; Thomas H. Steinberger, San Carlos; Mei-Lee L. Tsang, Belmont; Kathleen Ann Waligore, San Carlos; Mark D. Welch, Foster City; Birthe E. Willis, Moss Beach; Charles Young, Belmont; Lloyd B. Gordon, Burlingame; Vanna E. Kazy and Sally G. Meltinger, San Carlos; Shirley Ann Miller, Foster City.

Rebecca Susana Thompson, San Mateo; Eleanor T. Tokunaga, Belmont; Martha S. Henderson, Redwood City; Judith Peake-Mathews, Menlo Park; Modrite K. Archibeque, Belmont; Donald P. Carlson, Foster City; John G. Edmunds, San Carlos; Eileen T. Gorman, Burlingame; Suzanne N. Liewar, San Carlos; Monica L. Medina, Redwood City; Angela D. Moore, San Mateo; Dorothy D. Myers, Leonard R. Olds and Esther S. Pollex, Redwood City; Katherine I. Scott, Menlo Park; Mary Margaret Thomas, San Jose; Nancy A. Vichit-Vadakan, Hillsborough, and Gary R. Whitney, Belmont.



Times Tribune staff photo by Joe Meleno

# CND's underground surprise



NEW YORK (AP) — Burglars apparently well-versed in jewelery vaults cracked a large vault in the basement of the city's Diamond Exchange, stealing at least \$3 million worth of the most expensive items and scattering less valuable pieces on the floor, police said.

"It's a real mess," said Sergeant

*best stuff*  
*bands get*  
*lumond safe*

Robert Takasugi to try to resolve a  
discrepancy between the two judges' met at the  
Supreme Court of U.S. District Judge

**TIME\$ CASH**

-----OFFICIAL ENTRY FORM-----

Today's Lucky Number in **TIME\$ CASH** is: **1 1**

is: Third digit, 1

Today's TIME\$ CASH PRIZE IS: \$1,100.

ME\$CASH

at least 16 feet deep, according to Gruber.

The cistern, divided into four

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10. L'ANNEE D'UN RÉGIME

CleveLand ..... 71 39 Minneapolis ..... 33 33 Washington ..... 38 38

Cincinnati 7-36 Milwaukee 7-35 Toledo 7-35

CHICAGO 65 37 MARTINSBURG 65 SPOTSYLVANIA 65 TOWNE 65 WILMINGTON 65

Chargé(e) de la formation : Mme Béatrice LAFAYETTE

CHILOE'S WINE 16-18-22-26-30-34-38-42-46-50-54-58-62-66-70-74-78-82-86-90-94-98-102-106-110-114-118-122-126-130-134-138-142-146-150-154-158-162-166-170-174-178-182-186-190-194-198-202-206-210-214-218-222-226-230-234-238-242-246-250-254-258-262-266-270-274-278-282-286-290-294-298-302-306-310-314-318-322-326-330-334-338-342-346-350-354-358-362-366-370-374-378-382-386-390-394-398-402-406-410-414-418-422-426-430-434-438-442-446-450-454-458-462-466-470-474-478-482-486-490-494-498-502-506-510-514-518-522-526-530-534-538-542-546-550-554-558-562-566-570-574-578-582-586-590-594-598-602-606-610-614-618-622-626-630-634-638-642-646-650-654-658-662-666-670-674-678-682-686-690-694-698-702-706-710-714-718-722-726-730-734-738-742-746-750-754-758-762-766-770-774-778-782-786-790-794-798-802-806-810-814-818-822-826-830-834-838-842-846-850-854-858-862-866-870-874-878-882-886-890-894-898-902-906-910-914-918-922-926-930-934-938-942-946-950-954-958-962-966-970-974-978-982-986-990-994-998-1002-1006-1010-1014-1018-1022-1026-1030-1034-1038-1042-1046-1050-1054-1058-1062-1066-1070-1074-1078-1082-1086-1090-1094-1098-1102-1106-1110-1114-1118-1122-1126-1130-1134-1138-1142-1146-1150-1154-1158-1162-1166-1170-1174-1178-1182-1186-1190-1194-1198-1202-1206-1210-1214-1218-1222-1226-1230-1234-1238-1242-1246-1250-1254-1258-1262-1266-1270-1274-1278-1282-1286-1290-1294-1298-1302-1306-1310-1314-1318-1322-1326-1330-1334-1338-1342-1346-1350-1354-1358-1362-1366-1370-1374-1378-1382-1386-1390-1394-1398-1402-1406-1410-1414-1418-1422-1426-1430-1434-1438-1442-1446-1450-1454-1458-1462-1466-1470-1474-1478-1482-1486-1490-1494-1498-1502-1506-1510-1514-1518-1522-1526-1530-1534-1538-1542-1546-1550-1554-1558-1562-1566-1570-1574-1578-1582-1586-1590-1594-1598-1602-1606-1610-1614-1618-1622-1626-1630-1634-1638-1642-1646-1650-1654-1658-1662-1666-1670-1674-1678-1682-1686-1690-1694-1698-1702-1706-1710-1714-1718-1722-1726-1730-1734-1738-1742-1746-1750-1754-1758-1762-1766-1770-1774-1778-1782-1786-1790-1794-1798-1802-1806-1810-1814-1818-1822-1826-1830-1834-1838-1842-1846-1850-1854-1858-1862-1866-1870-1874-1878-1882-1886-1890-1894-1898-1902-1906-1910-1914-1918-1922-1926-1930-1934-1938-1942-1946-1950-1954-1958-1962-1966-1970-1974-1978-1982-1986-1990-1994-1998-2002-2006-2010-2014-2018-2022-2026-2030-2034-2038-2042-2046-2050-2054-2058-2062-2066-2070-2074-2078-2082-2086-2090-2094-2098-2102-2106-2110-2114-2118-2122-2126-2130-2134-2138-2142-2146-2150-2154-2158-2162-2166-2170-2174-2178-2182-2186-2190-2194-2198-2202-2206-2210-2214-2218-2222-2226-2230-2234-2238-2242-2246-2250-2254-2258-2262-2266-2270-2274-2278-2282-2286-2290-2294-2298-2302-2306-2310-2314-2318-2322-2326-2330-2334-2338-2342-2346-2350-2354-2358-2362-2366-2370-2374-2378-2382-2386-2390-2394-2398-2402-2406-2410-2414-2418-2422-2426-2430-2434-2438-2442-2446-2450-2454-2458-2462-2466-2470-2474-2478-2482-2486-2490-2494-2498-2502-2506-2510-2514-2518-2522-2526-2530-2534-2538-2542-2546-2550-2554-2558-2562-2566-2570-2574-2578-2582-2586-2590-2594-2598-2602-2606-2610-2614-2618-2622-2626-2630-2634-2638-2642-2646-2650-2654-2658-2662-2666-2670-2674-2678-2682-2686-2690-2694-2698-2702-2706-2710-2714-2718-2722-2726-2730-2734-2738-2742-2746-2750-2754-2758-2762-2766-2770-2774-2778-2782-2786-2790-2794-2798-2802-2806-2810-2814-2818-2822-2826-2830-2834-2838-2842-2846-2850-2854-2858-2862-2866-2870-2874-2878-2882-2886-2890-2894-2898-2902-2906-2910-2914-2918-2922-2926-2930-2934-2938-2942-2946-2950-2954-2958-2962-2966-2970-2974-2978-2982-2986-2990-2994-2998-3002-3006-3010-3014-3018-3022-3026-3030-3034-3038-3042-3046-3050-3054-3058-3062-3066-3070-3074-3078-3082-3086-3090-3094-3098-3102-3106-3110-3114-3118-3122-3126-3130-3134-3138-3142-3146-3150-3154-3158-3162-3166-3170-3174-3178-3182-3186-3190-3194-3198-3202-3206-3210-3214-3218-3222-3226-3230-3234-3238-3242-3246-3250-3254-3258-3262-3266-3270-3274-3278-3282-3286-3290-3294-3298-3302-3306-3310-3314-3318-3322-3326-3330-3334-3338-3342-3346-3350-3354-3358-3362-3366-3370-3374-3378-3382-3386-3390-3394-3398-3402-3406-3410-3414-3418-3422-3426-3430-3434-3438-3442-3446-3450-3454-3458-3462-3466-3470-3474-3478-3482-3486-3490-3494-3498-3502-3506-3510-3514-3518-3522-3526-3530-3534-3538-3542-3546-3550-3554-3558-3562-3566-3570-3574-3578-3582-3586-3590-3594-3598-3602-3606-3610-3614-3618-3622-3626-3630-3634-3638-3642-3646-3650-3654-3658-3662-3666-3670-3674-3678-3682-3686-3690-3694-3698-3702-3706-3710-3714-3718-3722-3726-3730-3734-3738-3742-3746-3750-3754-3758-3762-3766-3770-3774-3778-3782-3786-3790-3794-3798-3802-3806-3810-3814-3818-3822-3826-3830-3834-3838-3842-3846-3850-3854-3858-3862-3866-3870-3874-3878-3882-3886-3890-3894-3898-3902-3906-3910-3914-3918-3922-3926-3930-3934-3938-3942-3946-3950-3954-3958-3962-3966-3970-3974-3978-3982-3986-3990-3994-3998-4002-4006-4010-4014-4018-4022-4026-4030-4034-4038-4042-4046-4050-4054-4058-4062-4066-4070-4074-4078-4082-4086-4090-4094-4098-4102-4106-4110-4114-4118-4122-4126-4130-4134-4138-4142-4146-4150-4154-4158-4162-4166-4170-4174-4178-4182-4186-4190-4194-4198-4202-4206-4210-4214-4218-4222-4226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had no idea of the extent or size of the cistern.

Gruber said that when he took his turn to climb down into the cistern there were drips of water falling from above, plus operatic sounds from students in music classes above, in the mansion. "It was just like a scary movie," he joked.

The sudden discovery of the huge cistern "has definitely thrown a curve ball" into the college's plans to build the new \$55,000 pedestrian bridge, he added. New metal beams must now be purchased to build the bridge.

The huge cistern holds no practical uses for the college, according to Gruber.

# Notre Dame graduation

## set June 10

S. H. TIMES 6/2/84

BELMONT — There are 146 seniors who will graduate from Notre Dame High School, June 10, at 4 p.m. The ceremonies will be held in St. Pius Catholic Church in Redwood City.

The graduates are:

Heather Rock, Patricia Nuckton, Sandy Uozumi, Maria Orvell, Karen Ellis, Karen H. Uhlig, Carin Haydon, Jennifer J. Yun, Barbara T. Pasco, Josephine Francesca, Dawn M. Smith, Heidi R. Schuster, Maria A. Reed, Kellee E. Hartman, Anne P. Guzman, Paula G. Burch, Tracy A. Ferguson, Diana J. Pantano, Jenni M. Jaesgens, Laura F. Zirelli, Nancy M. Toth, Vicki Y. Min, Audrey M. Berlowitz, Lauren M. Uppe, Tracy A. Hegarty, Teresa E. Mazas, Tammy F. Vogeley, Catherine S. Schlatter, Nancy A. Atilla, Debbie M. Etissagaray, Mary F. Tidd, Gladys M. Gutierrez, Carolyn M. Xavier, Lesley C. Calhoun, Stephanie von Stein, Sibel Mecit, Traci L. Dickson, Dawn M. Gentner, Karin L. Tentler, Kerri R. Mangini, Kelli G. Mangini, Miriam K. Limcolic, Lisa T. Yamaguma, Lisa A. Grundmann, Elizabeth E. Phillips, Mary S. Smak, Jessica B. Nelson, Suzanne A. Niederhofer and Josephine W. F. Chew.

Kristina K. Foss, Kathleen N. Castro, Amy M. McDevitt, Michelle Villano, Patrice A. Nay, Stephanie M. McFadden, Michele M. Podwoiski, Anne D. Dailey, Lisa A. Sarto, Suzanne D. Nagy, Lauren M. Canevaro, Renee M. Beainy, Socorro Barajas, Colleen J. McNamara, Kristin M. Culen, Suzanne Cash, Lori A. Raess, Monica A. Fioretti, Dominique T. Kelly, Laurie Shea, Kim Michiebus, Michelle A. Reynolds, Dina Lampros, Ian Daley, Lisa A. Stipp, Janice L. Pellizzari, Jeana-Colleen C. Kelly, Michelle K. Dodge, Lisa A. Wooster, Ann C. Harrison, Marcella A. Vucher, Jennifer M. Hayes, Rochelle M. Lopez, Judith S. Girardi, Jacqueline M. Oliver, Sally J. Ames, Holly M. Smith, Michelle A. Smith, Diane Brosstrom, Laura C. Belloni, AnnaMaria Cotroneo, Cynthia Schellenberg, Susan Parry, Patricia Luneo, Stacey Bullivant, Virginia A. Ehrler, Annelia P. Vuetic, Karen A. Meany, Daniela C. Johannes and MaryAnn E. Gonczol.

Edith A. Dioli, Elizabeth A. Bell, Nancy M. Steenman, Linda F. Steenman, Patricia Davey, Beth A. Czarcinski, Jill Clark Buckmaster, Jennifer L. Catherine Boyd, Lisa F. Porter, Deborah Chang Liu, Linda M. Belway, Deirdre J. O'Brien, Kimberly H. Koefoed, Jennifer A. Moon, Andria Tay, Winnie Leung, Petrina Ferguson, Michelle Bazan, Elaine Arruda, Karen M. Spillane, Tahara S. Lewis, Rita Leone, Elisabeth A. Schnieders, Michele T. Morello, Caetiona L. MacKenzie, Sharon M. Kavanagh, Ann E. Ellingson, Kit A. Batina, Denise J. Deglantoni, Marie M. Montserrat Agcaoili, Lalaine Polana Villasin, Wendi D. Allen, Catherine L. Whitehill, Stephanie R. Huff, Hilda Siyahian, Dalma K. Herczeg, Elizabeth I. Haatveit, Kathryn M. Gilmore, Elizabeth A. Fitzgerald, Carolyn Ferrari, Jill P. Pendergast, Christine M. O'Connell, Ingrid LaMar, Victoria Foti, Susan E. Armando, Kimberlee A. Gilbert.



John Ott  
...New Woodside principal.



Joyce Rosenstiel  
... principal at M-A.

## Sequoia parents protest counseling program cuts

By Robert Rudy

Times Tribune staff

PEN TIMES 5/3/84

An overflow crowd of parents and school counselors, portraying counselors as indispensable, pleaded Wednesday night before the Sequoia Union High School District board to maintain the district's counseling program at full strength.

In other business, the trustees chose from within the district's ranks for new principals at Woodside and Menlo-Atherton high schools, despite heavy applications from outside the district, and received and accepted a new, \$8 million offer for vacant San Carlos High School.

Joyce Rosenstiel, acting principal at M-A, was named principal at M-A, and John Ott, vice principal at Carlmont High in Belmont, was made principal at Woodside.

A plan to decrease the number of counselors in the Sequoia district from 19 to six — at a savings of \$455,000 — was one of 10 budget-reduction proposals made by Superintendent Merle Fruehling.

In an attempt to save more than \$1 million and avoid a deficit budget, Fruehling also recommended such ideas as reducing one library assistant at each school, cutting expenditures on athletics by \$50,000 and trimming extra pay for teachers.

However, it was the prospect of reducing the number of counselors that brought out the largest group to attend a school board meeting since the closure of San Carlos High School in 1982.

"Counseling is not an optional service, it's a vital one," district parent

(Cont. on BACK)

## School Moves Toward Approval

The Planning Commission unanimously voted to change the site's designation in the city general plan from public facility to institution and its zoning from schools and compatible use to planned development/agriculture to pave the way for the McDougal School site. More on Page 16

## Sequoia High District Needs Support

CARL ENV. 5/9/84

Editor,

Sequoia Union High School District must cut programs again at Menlo-Atherton, Woodside, Carlmont, Sequoia and Redwood high schools. Despite publicity of more money for schools, we have a deficit of more than \$700,000.

Assembly Bill 3427 is in Assembly Ways and Means subcommittee. This is emergency help for many districts with many teachers at the top of the salary scale (example: 90 percent in Sequoia District.)

Letters are needed this week to Assemblymen Robert Campbell, Marion Bergeson, Richard Katz, Michael Roos, Patrick Nolan, and Leonard Vasconcellos—all to State Capitol, Sacramento 95827 or call legislative aides: 916-322-9900.

Ask them to support AB 3427 authored by Assemblymen Naylor and Pappan of San Mateo County. This will benefit 1.7 million students in California in both low and high income areas.

Sincerely,  
Pat Penning  
Menlo Park

Peggy Charlton, a librarian at Menlo-Atherton and a member of the advisory committee, said.

She said Fruehling's list "does nothing for staff morale."

One unique proposal came from parent David Holden, who suggested the district run a full program next year until the money runs out and then close school early.

"Such an act will tell Sacramento you're serious, and it will signal them to come up with the money," he said.

Trustee Ted Wellings, however, said such a plan "borders on anarchy" and therefore is not a good idea.

Otherwise, trustees gave little indication of how they will act on Fruehling's suggestions, which they are scheduled to do at their May 16 meeting.

The bid for the closed San Carlos High School site is from Chen Sui Yeh, a Los Altos developer. The school board and officials from the city of San Carlos have been negotiating the possible sale of part of the site to the city, at a reduced price, for use as playing fields. The terms of the district's sale offer include a provision that any buyer must honor the city's right to buy about 12 acres of the site's 41 acres.

In April, the San Carlos Planning Commission revised the city's general plan to allow single-family residential development on the part of San Carlos High School site adjacent to Melendy Drive and open space on the land that has been used for recreation.

The appointments for principal were from a field that was dominated by applicants from outside the district.

Rosenstiel, 57, has been acting principal at Menlo-Atherton since former Principal Richard Genasci was removed from that position after his Jan. 21 arrest on drunken-driving and hit-and-run charges. Rosenstiel previously spent 13 years at Woodside High School.

Ott, who was principal at Menlo-Atherton High in 1982-83, succeeded resigning Principal William Craig at Woodside. Ott, 57, previously had served as principal at Redwood High School, the district's continuation school, and as vice principal at other high schools in the district, including his present position at Carlmont High School in Belmont.

Ott will assume his new duties July 1. Rosenstiel will take charge immediately.

ithy Prescott said.

She said a reduction in counselors is like "cutting off a limb."

Several parents and students tested about how specific counselors had made high school more manageable and getting into college a reality.

Nathaniel Brooks, a former trustee in the Ravenswood City School district, said that without counselors, students from that low-income district in East Palo Alto "will go to school and get lost."

He said it is hard to understand why the board would cut counselors at a time when problems such as divorce, drugs and child abuse make counselors even more necessary.

Parent Richard Shoup went further, saying, "If you cut your counseling program, you better start hiring police."

Several counselors in the district also spoke before the board.

Dave Theis of Menlo-Atherton High School said administrators and teachers do not have the time to replace counselors adequately and that parents and students generally do not have the skills to provide counseling services on their own.

"We all get accurate tax forms with clear directions and manuals, but how many of us need accountants, lawyers and tax preparers to get us through the April 15 deadline?" Theis asked.

The list of budget reductions offered by Fruehling — himself a former counselor in the district — was not a reflection of how he feels about the quality of certain programs, the superintendent said, but were made because "we are in serious financial trouble."

Still, Fruehling's list varied from list of budget cuts proposed recently by a district advisory committee. For example, Fruehling's reduction in athletics was only half what the committee proposed and his list contained none of the administrative cutbacks suggested by the group.

Don Hazard, president of the district teachers' union, said Fruehling "emasculated" the committee's report by favoring administration over instruction and athletics over academics.

"I feel personally demeaned,"

## School awards told

**SOUTH SAN FRANCISCO** — A small South County public school district has won two top honors in the fourth annual J. Russell Kent Awards competition.

Corte Madera School and Ormondale School, the only two schools in the 500-student Portola Valley School District, won first places. Portola Valley was the only district to capture more than one top award.

Corte Madera won for a special poetry program and Ormondale got its award for a program devoted to a study of Colonial America.

The awards were announced Monday during a meeting of the San Mateo County School Boards Association.

More than 200 persons attended the event. The awards honor former county schools superintendent Dr. J. Russell Kent, who served for 12 years before retiring several years ago.

The awards reward outstanding programs and individuals in the county's 23 public school districts and in the San Mateo County Office of Education. In all, 28 programs were mentioned Monday.

The award categories are exemplary, meritorious and commendable. Portola Valley's two programs were exemplary.

The other six winners in that top bracket were:

- Burlingame School District's Burlingame Intermediate for Schoolympics, a schoolwide program that involves the total curriculum and relates to the traditional Olympics.

- Jefferson Union High School District's Westmoor High for its student alliance with a local merchants' association, a program that has improved relations between the school and business community.

- Las Lomitas School District's La Entrata School for a mock constitutional convention.

- San Mateo City School District's George Hall School for a creative arts program.

- Sequoia Union High School District's Sequoia High for a program that provides a direct partnership with industry. Equipment and part-time teachers, all loaned from businesses, are the nucleus of the program.

School District's elementary schools; Laguna Salada Union School District's schools; Las Lomitas School District's La Entrata School.

Redwood City School District's John Gill School; San Bruno Park School District's Allen School; San Mateo City School District's Horrell School; Sequoia Union High School District's Carlmont High School; Sequoia Union High School District's Woodside High School; and the Woodside School District's Woodside School.

- South San Francisco Unified School District's Parkway Junior High for a writing program that involves a high percentage of limited-English proficient students.

Nine programs were honored as meritorious:

- Jefferson Union High School District's Oceana High for a project that attempts to make Oceana more effective.

- Jefferson Union High School District's Terra Nova High for an office job training project.

- Laguna Salada Union School District's Oddstad School for a Colonial Day simulation.

- Laguna Salada Union School District's Pacific Heights School for an annual patriotism contest.

- La Honda-Pescadero Unified School District's Pescadero School for an art awareness program.

- San Carlos School District's five schools for a district boys' chorus.

- San Mateo County Office of Education for a program for severely disabled students at North School in Hillsborough.

- San Mateo County Office of Education for a project that helps prepare special education pupils for employment.

- San Mateo City School District's Meadow Heights School for a performing chorus.

Commendable entries were announced for Burlingame School District's Burlingame Intermediate School; Hillsborough City School District's Crocker Middle School; Jefferson

# Anatomy of school reform

By RON GILPATRICK

Belmont Schools Superintendent

S.M. TIMES 5/19/84

We last discussed the educational reforms embodied in Senate Bill 813. A case was made that many of the reforms of this legislative measure were actually not reforms at all, but rather restoration of programs which were a part of the educational scene prior to 1970.

You expected us to discuss, in today's column, the kind of reforms we really need in our schools. Well, we intend to get to those!

First, however, how many of you are aware that real education reform was already underway before SB 813?

The fact is there are a number of little-heralded reforms which have been occurring all along these past dozen years. We shall focus some attention on these in today's column and reserve discussion on major areas in need of overhaul for our next column — thus building suspense!

Let us now bring to your attention those reforms which are already in progress. These are, in every sense of the word, true reforms but aren't often ballyhooed.

## 1. Staff Development/Inservice Training:

Few people have ever considered the art of teaching to be very scientific. Yet, in the last decade, considerable progress has been made toward developing an understanding of the instructional process.

Dr. Madeline Hunter and her associates at UCLA have pioneered the study of teaching in terms of its "clinical" implications. What motivates children? How is critical thinking promoted? How is a teaching lesson best constructed for optimum learning to take place? How can teachers be sure students understand the objectives and goals of a lesson?

There are certain key principles of instruction which have been discovered recently and, when applied, generally assure that better instruction takes place. "Mastery Teaching" and "Clinical Supervision" are dynamic "reform" measures which are revolutionizing instructional methodology and are moving the teaching process into a far more predictable scientific activity.

are given equal status and equal opportunities in all aspects of the schools' programs.

## 3. Planned Program Budgeting Processes:

Almost a generation of fiscal reverses, declining enrollment, restrictive legislative enactments and public concern over the cost of education has caused school districts to revise their office management practices.

Additionally, state budgeting and accounting practices have changed dramatically in the last decade demanding that districts redesign their accounting manuals. Thus, we see the implementation, gradually, of

## Analysis

word processing, computerized, line-item, programmed budget formats. These fiscal reforms are designed to streamline and update school business practices. District budget operations are finally becoming "lean and mean."

This process has a way to go yet — and school business people need more training in accommodating to the changes — but change has arrived. The business reforms are here to stay.

## 4. Citizen Involvement in the Education Process:

Teachers and administrators frequently complain about citizen apathy. To be sure, it has always been a problem to motivate some parents into assuming a fair share of the responsibility for the education of their children. Nevertheless, one of the interesting reforms in public education, which has taken shape these last dozen years, is the increased scope of involvement for parents in the schools.

We now have District Advisory Councils, School Site Councils, School Advisory Committees and all sorts of District Citizens Committees involving citizens in the daily operation of the schools. Many communities have formed local School Foundation Programs designed to augment fiscal support for schools.

There are a myriad of parent volunteer programs in the schools. We have truly entered a new era of home /school cooperation — even to the extent of forming legislative coalition support groups aimed at lobbying legislators into supporting the schools. Even business leaders, such as the Business Round Table, are getting into the act.

## High School students get a taste of college

S.M. TIMES 5/16/84

REDWOOD CITY — A total of 32 Sequoia Union High School District students will get a taste of college life this summer at Canada College as the first recipients of a pilot scholarship program.

Canada and the school district jointly selected 32 academically advanced ninth, tenth and eleventh grade students to receive scholarships for academic achievement enabling them to enroll in the college courses at no expense. Although tuition at the community college doesn't start until next fall, there are still various fees and book expenses for the summer classes, according to Canada public information officer Toni Beckwith.

She said the aim of the program is to give high school students a first-hand look at a college experience. Each student may take up to two summer courses and will receive either high school or college credit for their work. The students participated in an orientation session at Canada May 11.

The students are Allison Hansen, Nicole Simpson, Tracy Turner and Ann Villanueva from Carlmont High School; John Baylis, Andrew Bullock, Kevin Finn, Nadia Kalousek, Bill Harris, Carla Holm, Darcy Lanphere, Karen Polak, Mark Maxwell, Tom Umback and Caius VanNouhuys from Menlo Atherton; Laura Gambetta, Deborah Li, Steve K. Martin and Kathy Stanberry from Sequoia; and Paul Bycott, Nathan E. Carroll, Adauto Diaz, Karen Kentworthy, Mabel Lew, John Madden, Alisa Mallari, Benjamin Page, Kara Maximovich, Karen Castellucci, Matthew Hulse, Russell Cowan and Natalie Menenko of Woodside High.

# **Journalism contest winners honored for excellence**

S.M.TIMES 5/11/84

**SAN MATEO** — Students from 11 schools in San Mateo County have been honored for journalistic excellence in an annual school newspaper contest sponsored by The Times, in cooperation with Glendale Federal, the Hillsdale Shopping Center in San Mateo and the Dunfee San Mateo Hotel.

There were three levels of competition and six categories of competition at each level. Here are the winners as announced by officials of The Times

## **Middle School Division**

- General excellence — 1. Falcon Flash, Abbott (San Mateo); 2. Ramstreet Review, Ralston (Belmont); 3. Panther Prowl, Parkside (San Bruno).

- Best news story — 1. Jay Bates and Eric Mork, Abbott (team entry); 2. Becky Feierbach, Ralston; 3. Carolyn Kizirian, Parkside.

- Best feature story — 1. Robert Parkhurst, Abbott; 2. Katee Sieumont, Abbott; 3. Lynne Whittaker, Ralston.

- Best sports story — Greg Lester and Jeremy Styer, Abbott (team entry); 2. Michelle Reed, Ralston; 3. Jeremy Styer and Dana Shapiro, Abbott (team entry).

- Best illustration or cartoon — 1. John Lee, Ralston; 2. Lesly Tejero, Parkside; 3. Jamie Risdon and Jenny Taylor, Abbott (team entry).

## **High School Division**

- General excellence — 1. Aragon

Aristocrat, Aragon (San Mateo); 2. Sequoia Times, Sequoia (Redwood City); 3. Serra Friar, Serra (San Mateo).

- Best news story — 1. Dave Barry, Terra Nova (Pacific); 2. Eric Schnurpfeil, San Mateo; 3. Nashua Ali, San Mateo.

- Best feature story — 1. Michael Canziani, Serra; 2. Jodi Klein, San Mateo; 3. Suzi Schroder, Terra Nova.

- Best editorial or opinion column — 1. Paul Kotta, Westmoor (Daly City); 2. Matt Gowan, Serra; 3. Dennis Willis, Terra Nova, and Lance Eason, Sequoia, tie.

- Best sports story — 1. Dave Barry, Terra Nova; 2. Ted Chen, Aragon; 3. Rich Motroni, Sequoia.

- Best photography — 1. Mike Burke, Westmoor; 2. Madja Akter, Mills (Millbrae); 3. Chris Weidman, Aragon.

## **College Division**

(All winners are from Skyline College in San Bruno.)

- General excellence — Skyline Press.

- Best feature story — 1. Gary Barrington; 2. Suzanne Espinosa.

- Best news story — 1. Marian Hansen; 2. Gary Barrington.

- Best editorial or opinion column — 1. Marian Hansen; 2. Suzanne Espinosa.

- Best photography — 1. Steve Charlton; 2. Steve Charlton.

- Best sports story — 1. Michelle Velez; 2. Amy Pablano.

For years, teachers have had little to go on in terms of knowing scientifically how children best learn. The new clinical approaches are, indeed, a major reform which, in a few short years, will change the character of classroom instruction.

**2. Equal Educational Opportunity for All Children:**

Only a few years ago, special education students had few opportunities to be provided with a meaningful educational program.

The advent of federal and state legislation during the last decade has dramatically revolutionized education for handicapped children. To be sure, there are a number of serious fiscal problems in providing handicapped children with equal educational opportunities.

The laws, however, clearly spell out the state's responsibility in this regard. Visually, aurally, physically, emotionally and mentally handicapped children must be provided with an educational program which, as nearly as practicable, must give them the same opportunities non-handicapped children have.

Truly, this is a significant educational reform for hundreds of thousands of children across the nation.

In addition, major strides are being made to desex our educational programs so that males and females

Parent and community involvement is a needed and valued reform, which is bringing renewed support for schools and changing a relatively negative public image of schools into a positive force for school improvement.

**Clinical Supervision/Mastery Teaching,** providing for equal educational opportunity for all children, addressing new fiscal needs, and finally opening up the schools to citizen and business involvement are reforms underway right now in our schools. These reforms are happening all over the Nation and demonstrate our schools' willingness to usher in needed change.

However, we need to do even more. What should our schools' curriculum address in the next two decades? How can we rebuild our schools' physical plants? How can we overcome chronic labor problems? How can we instill a notion of "greatness" about our schools?

What responsibility do schools have to promote an ever-advancing civilization?

These are the "reforms" we will discuss in our next column.

BELMONT EDUCATION



FOUNDATION

## *School fundraiser sets \$61,000 goal*

S.M. TIMES 5/9/84

BELMONT — The Belmont Education Foundation has launched its 1984-85 campaign and organizers hope to raise at least \$61,000 for the City School District.

Last year the non-profit organization raised more than \$30,000 for Belmont Schools. The money was used to enhance curriculum, purchase additional text books and science equipment and fund a part-time media resource teacher in the library at Ralston School.

This year the foundation hopes to allocate \$8,000 for the continuation of the library program at Ralston, plus \$53,000 for the district's computer literacy program, according to a report from the Board of Directors.

Foundation brochures are being mailed, asking parents to contribute \$100 for each of their children that is enrolled in the district; homeowners

who have no students enrolled in the district are being asked to contribute \$100.

"The Belmont Education Foundation has made a significant contribution to the qualitative improvement of this district's instructional program," said Superintendent Dr. Ron Gilpatrick. "We look to the 1984-85 year with great expectations and, of course, new needs."

The superintendent said the Board of Education recently adopted a new computer literacy curricular program "that will place a computer, printer and attendant software at the disposal of every grade level in all elementary schools," according to Gilpatrick.

He noted that the foundation gives residents an opportunity to "provide instant, direct, positive support to district schools."

"A Sad Commentary On Our Society"

# Vandalism Forces Boarding Up Of Two Schools

CARL. ENQ. 5/9/84

By STEVEN STARK

Eliciting comments such as, "this is a sad comment on our society," and "this is a sad motion to have to make," the Belmont School District Board of Trustees voted Monday night to board up the Cipriani and Barrett Schools.

The two schools, closed through consolidation the past year, have been plagued by vandals breaking glass, spray-painting and strewing debris since September.

Board Chairperson Katie Mason said it was naive of the board not to have boarded up the school windows earlier and called the need to do so, "a sad commentary on our society." Board member A. Gutierrez, be-

moaning the sad sight of a boarded-up school in the neighborhood, said it was a sad motion to have to make, but one that is necessary.

## BROKEN GLASS

The District has spent a total of \$4,400 in 1983-84 to replace broken glass at the three closed schools, with damages at Cipriani costing the district nearly \$2,700 to repair.

"Four thousand dollars is a lot to spend on an experiment," District Superintendent Ron Gilpatrick said, referring to Belmont School District's change from the standard order of procedure followed by most other school districts, to immediately board up closed schools.

"The positive thing is we didn't have this problem for so long," Gilpatrick said. "Other cities would have had this problem immediately."

## RESIDENTS

A letter sent to Cipriani-area residents requesting aid in abetting the vandalism elicited no response, Gilpatrick said.

In one night of vandalism (April 10), more than \$2,240 worth of glass was broken at Cipriani and since then further vandalism has occurred, according to assistant superintendent Edward Battistini.

"It's very disheartening to see all this money going into replacing breakage and not into k

tion," Battistini said.

## OTHER ACTION

In other board action:

- Social Sciences textbooks for all grades for the coming school year were adopted.

- A district-wide teacher's nominating committee has been formed to select candidates for the Mentor Teacher Program. Mentor-Teachers will be responsible for aiding their colleagues in the teaching process as well as help administrators in curriculum decisions. The program, in which two Belmont School District teachers will be chosen to participate in the 1984-85 school year, is part of the state education reform

(37th LXIV 270)

# Letter-writing project stirs parent protest

*Redwood City* — A letter-

writing campaign in which English and social studies teachers urge students to draft letters supporting school funding legislation hasirked

at least one parent in the Sequoia Union High School District.

John J. "Jack" Hickey of Red-

wood City, who is the lone Republi-

cian candidate in the June 5 primary

for the 11th Congressional District,

said that his son's class gives students extra credit for writing letters.

Linda Yule, an administrative as-

sistant, denied that students are awar ded or punished for participat-

ing.

She said that the Student Advisory

Council in April suggested to the

Board of Trustees that students get involved in writing letters to support

legislation aimed at increasing school funding.

ing followed through by sending letter to all English and social studies teachers in the district asking that the exercise be incorporated in those classes in which teachers wanted to use it as an English or civics lesson. Yule said that some teachers at all schools have made the exercise available to students.

She said that the various PTAs have financed the postage and envelopes for the project.

Hickey, meanwhile, maintains that the purported practice of giving students extra credit for writing a letter which follows a suggested draft is unfair to those students who don't participate.

Yule, though, insisted that the students are given an option.

Fruehling has been active in trying

to get passage of two bills which he

said could bring about \$900,000 to

the Sequoia District.

# High school districts receive test scores

*S.H. THERES* 5/11/84

San Mateo County's public high

school districts have received their

1983-84 state test results.

Generally, local districts scored

above state averages.

High school seniors took the Cali-

fornia Assessment Program exams in

reading, writing, spelling and mathe-

matics last fall.

Statewide, the scores were lower

than they were in 1982-83. This coun-

ty's results were mixed. Scores of

public elementary school districts will

be released in November.

What follows is the percent correct

in each testing category for each dis-

trict, with the 1982-83 percentage in

parenthesis:

- Cabrillo Unified — Reading,

- 65.4 (64.1); writing, 67.8 (63.9);

- spelling, 73.4 (69.2); math, 70.7 (68.4).

- Jefferson Union High — Read-

- ing, 60.2 (60.9); writing, 59.6 (59.6);

- spelling, 69.3 (69.3); math, 64.9 (64.3).

- LaHonda-Pescadero Unified — Reading, 56.4 (NA); writing, 60.0

# Belmont School Report

From Page 1 CARL ENQ 5/9/84

• Following a public hearing last meeting on the contract proposal of the California State Employment Association (CSEA), the board counter-proposed that the current terms for leaves of absence be retained and that negotiations for further benefits be postponed until funding is more certain. The board had no response to the CSEA classification and reclassification proposal because that is under negotiation.

The CSEA represents all District non-certified teaching staff employees.

## PUBLIC HEARING

A public hearing will be held next board meeting on the Board's counter proposals, after which the two sides will enter into negotiations.

• Approximately 125 policies, with more to come, were presented to the board for consideration and future adoption. Superintendent Gilpatrick estimated it would take months for final board adoption of all the policies, some mandated by state education law and others revised for currency.

The proposed policies have been a year in the making, Gilpatrick said.

• Warrants and payroll transfers in the amount of \$390,350 were granted.

• Preliminary engineering services for the Cipriani School site, to entail an aerial photograph, a review

of government records, a calculation of three proposed subdivisions and an estimate of the number of single-family lots that can be constructed on the subdivision earmarked for development was awarded to Frahm, Adler and Cannis for \$3,050.

The work is to be completed within 30 days.

## TEACHERS HONORED

• Six district teachers, cited for excellence in their programs and instruction by the Association of California Administrators (ACSA), received recognition by the board as well.

The six teachers, and the programs they teach, are: Sandra Rock, "Third Grade Mathematics Program" at Nesbit School; Carl Firestone, "Drama/Literature Program" at Nesbit School; Robert Bentley, "School of the Performing Arts" at Ralston School; Don Smith, "Opportunity-Responsibility Program" at Ralston School; Freddie Bagley, "Computer Literacy Program" at Fox School, and Joe Barile, "Hands-on Computer Literacy Program" at Ralston School.

The Belmont School District Board of Trustees will next meet at 7:30 p.m. at the Fox School on May 21.

# Can Sequoia schools still afford

S.M. TIMES 5/9/84

By DUANE SANDUL

Times Staff Writer

REDWOOD CITY — In a money-starved school district, is the cost of counseling worth it?

Trustees of the Sequoia Union High School District will be saddled with answering that and other financial questions May 16 at 8 p.m. when they meet to consider Superintendent Merle D. Fruehling's recommendations on how to cut \$1 million from the 1984-85 budget should state funding be inadequate.

Fruehling is recommending that the counseling program be reduced from 19 counselors to 6, a savings of \$455,000.

That recommendation sparked a 2 1/2-hour protest from counselors, parents, teachers and students at the board's May 2 meeting.

The present counseling case load is 410 students per counselor.

Under Fruehling's recommendation, each of the four regular and the continuation high school would each have one counselor, and a roving counselor would help serve "disadvantaged" students.

Counselors in the Sequoia District have distributed to trustees a report prepared by I. Thomas Quinn which gives an overview of high school counseling in San Mateo County. Quinn is director of curricular/pupil personnel services for the San Mateo County Office of Education.

According to the handout, this is how other county school districts staff counseling:

- Half Moon Bay High School will continue to have two counselors and a career center technician to serve about 916 students.
- Jefferson Union High School District will continue to have full complements of counselors. Each

high school has a vice principal of guidance and three to five counselors, as well as career center technicians.

- Pescadero High School has a part-time counselor to serve 135 students.

- Several years ago, according to Quinn, Aragon High School in the San Mateo Union High School Dis-

trict eliminated counselors. A new principal reportedly has reinstated counseling by hiring two new counselors. The other district schools have department heads/guidance and three to five counselors, as well as career center technicians.

"The district is undergoing a counseling and guidance renewal process which includes the counselors' asso-

## counselors?

fine how these services will be provided."

- South San Francisco Unified High School District has a full complement of counselors, with each school possessing a vice principal in charge of guidance and from three to four counselors as well as career center technicians.

## New school welcomed to McDougal site in Belmont

S.M. TIMES 5/9/84

BELMONT — The City Council rezoned the property at McDougal School Tuesday and officially welcomed a private school to the former public school site.

"We certainly welcome you to Belmont. It's nice to have you here," Mayor William Hardwick told a group of officials from Armstrong School who attended the council meeting.

Armstrong School provides a special education program for students who are having difficulties with spelling, reading and writing, according to Carol Murray, director of the school.

Armstrong presently operates at Ladera School in Menlo Park and has 175 students in grades 1 through 12. "These are all bright children of normal or above normal intelligence who are having difficulty in language processing," Ms. Murray added.

She said the goal of the school is to return the students to their regular neighborhood schools as soon as possible. The typical Armstrong student spends two years in the special education program, according to Murray.

Armstrong recently agreed to lease

McDougal School, one of three elementary schools closed by the Belmont School District. The private school also has an option to purchase the property for \$1.1 million within the next five years.

Armstrong officials told the Belmont council that they intend to move to Belmont by the first of August.

The council set a new zoning designation of planned unit development for the McDougal site, thereby enabling Armstrong to move onto the property.

# Big improvement in Sequoia test

By Robert Rudy  
Times Tribune staff

State test scores from 1984 among Peninsula high school seniors provided a mixed bag of gains and losses compared to last year's scores, but provided little — if any — indication as to how well local schools are educating children.

District-by-district California Assessment Program scores in reading, writing, spelling and mathematics were released Thursday to coincide with State Superintendent Bill Honig's presentation to the state Board of Education. Statewide, scores declined in all four subject areas. Some Peninsula high schools, however, made some gains.

In the Palo Alto Unified District, where three of the

## But superintendent isn't placing much emphasis on results

By Robert Rudy  
Times Tribune staff  
5/11/84

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In the Palo Alto Unified District, where three of the

four scores were in the 99th percentile and the highest in those same three areas among all Santa Clara County district, gains were made in writing and spelling.

Dick Carey, director of research and testing for the Palo Alto district, said the class of 1984 also did quite well on tests they took in the third and sixth grade.

More important than year-to-year fluctuations, Carey said, are trends over a longer period of time. He noted that test scores in Palo Alto have been increasing gradually over the past nine years.

The biggest gains were made in the Sequoia Union High School District of southern San Mateo County. There were two-point gains made in writing and mathematics and a three-point increase in reading. However, Superintendent Merle Fruehling said "I hesitate to take any credit based on these test scores. I think we're doing a great job, but I'd say that even if the scores went down."

"When they (test scores) go up, I say the same thing as when they go down: They don't mean much."

Fruehling said the state tests do not adequately measure what is taught in Sequoia district classrooms,

adding that the district will resist designing its curriculum just to bolster test scores.

"Our department coordinators are not yet convinced that the tests reflect what is being taught in our curriculum," added Bob Madgic, director of curriculum and instruction in the Mountain View-Los Altos Union High School District.

Scores in the Mountain View-Los Altos district increased in spelling, decreased in reading and stayed the same in writing and mathematics. The spelling score was in the 97 percentile (meaning higher than 97 percent of all other districts in the state), but Madgic warned against making too much out of the high score.

"Spelling scores fluctuate widely," he said. "The test is based on a few words and has no validity compared to reading, writing and math scores."

Madgic said, in general, that the state testing program "almost defies specific interpretation" because there are so many variables involved.

In addition, Madgic said the fact that no individual test scores are reported means that students may or may not be motivated when they take the tests. He said one year district administrators suspected that a group of students flunked the test on purpose as a senior prank, thereby producing a drop in that school's overall scores.

Still, Madgic said his district will continue attempting to assess the meaning of the tests. However, both he and Fruehling predicted the pressure to prepare students to take tests will get worse in the coming years as California's school reform movement gets even more attention.

Officials from the Fremont Union High School District were unavailable for comment. Scores in that district, which primarily serves Sunnyvale and Cupertino, dropped one point in each of the four subject areas.

Scores in the San Mateo Union High School District went down in three of the four subject areas.

The statewide scores produced the biggest decline since 1976. The average reading score, for example, declined from 63.1 percent correct in 1983 to 62.2 percent correct this year. In 1976, the score was 64.1.

Honig said recently, though, that scores should start increasing once high school students begin spending more time in class and taking more difficult academic courses, both of which are goals of his administration.

The state high school test scores usually are made available in November, along with elementary and junior high school scores. But the state Department of Education decided to release them sooner and separately this year.

(Cont. on BACK)

# scores

# Peninsula test scores

## Santa Clara County

State's 1984 average in parenthesis

District	Reading (62)			Writing (63)			Spelling (69)			Mathematics (67)		
	'83	'84	'84 %	'83	'84	'84 %	'83	'84	'84 %	'83	'84	'84 %
Campbell	68	68	93	68	68	89	72	72	83	73	73	90
Eastside	62	60	36	62	62	46	70	69	54	68	69	68
Fremont	70	69	95	70	69	93	75	74	93	77	76	97
Gilroy Unified	63	64	57	64	63	54	68	68	39	66	68	60
Los Gatos	72	73	99	74	74	99	75	81	99	78	78	98
Milpitas	69	64	58	68	64	59	80	74	92	74	70	73
Morgan Hill	65	67	86	64	65	71	69	72	78	71	72	87
Mtn. View-Los Altos	68	67	80	68	68	89	75	76	97	74	74	93
Palo Alto	74	74	99	73	75	99	75	77	98	81	82	99
San Jose	67	65	65	67	64	62	69	71	69	71	69	68
Santa Clara	64	63	49	63	66	78	71	73	87	69	70	75

## San Mateo County

Cabrillo	64	65	65	64	68	89	69	73	89	68	71	80
Jefferson	61	60	36	60	60	NA	69	69	54	64	65	NA
La Honda	NA	56	NA	NA	60	NA	NA	68	39	NA	64	NA
San Mateo	68	66	77	68	67	NA	73	72	78	73	73	90
Sequoia	66	69	95	68	70	NA	74	74	93	71	73	90
S. San Francisco	63	62	43	63	64	59	72	71	69	67	69	68

NA — not available.

# *Educators muzzled on educational*

S.M. TIMES 5/16/84

(Editor's Note: This is the last of the three articles about "reform." This article looks to the issue of real reforms needed in public education, as seen by this educator.)

By Ron Gilpatrick  
Belmont Schools  
Superintendent

Don't get us wrong! Educators are not opposed to "reform." As a matter of fact, many educators have been talking among themselves about reform for a number of years. The problem with the latest educational reform movement in California is that the input educators have had in the development of new educational legislation designed to foster reform has been limited — and when given, has usually been a reaction to ideas put forth by non-educators.

Senate Bill 813, of which we spoke two columns ago, is a classic example of a potpourri of ideas thrown together by a number of well-meaning people — few of which (1) are professional educators, or (2) understand sufficiently the principles of instruction which enhance good learning.

The first article in this series of three posited that most of SB 813's reforms are, in fact, a form of program restoration and largely do little more than rebuild what has been lost over the years because of school finance reserves. In the sec-



**Dr. Ron Gilpatrick**

ond article, we discussed a number of actual reforms which have taken place in recent years, but have not been recognized for the true reforms they really are.

Today's article makes a case, from one educator's point of view, for the major reforms we must make in education if public schools are to survive. Almost none of these "reforms" are ad-

— but represent concepts which, if implemented, could change the course of public education into the 21st century.

Here, then, are my views about what the reform needs of public education are as we move beyond the '80s into 2001 A.D.

1. Curriculum reform must address the needs of the 21st century: Senate Bill

mathematics, science, and the basics. To some extent, this is an apple pie/motherhood approach. Everyone is for basics — and business loves mathematics and science! Looking to the 21st century, however, it may well be that the communicative arts, fine arts, and career opportunities programs will be of paramount importance. Futurists tell us that by the year 2010 we are likely to witness a geriatric breakthrough wherein life expectancy could reach 150 years. The work week will be cut to three days, six hours per day — and retirement may come as early as age 50.

A thirty-five-year-old person in 2010 A.D. is already in our schools today! Are our schools preparing today's children for the 21st century? With longer lives to live, more leisure time and more years to enjoy retirement, it is likely that communications, arts, recreation, and avocational skills will take on importance of significant dimensions. The reality is we have been cutting out of the curriculum those very subjects which may be of singular importance twenty years from now.

At a recent California City Schools Superintendents' meeting, over half of those present indicated that elective programs in the areas cited above are being cut in order to make room for "the basics." We must look at curricular reform, not only in terms of today's needs — but tomorrow's as well.

2. We must refrom per-

## **Analysis**

sonnel practices in education: Educators must learn to live in harmony and peace with each other! The past two decades of chronic argumentation between labor, management, the public and the Legislature has not enhanced the position of education in the eyes of American citizens. People see educators constantly at each other's throats. Somehow we need to find a way to bring unity to the education profession, where all parts of that profession work in concert, rather than in adversarial roles.

3. Schools must be fortresses for moral/ethical development: While it is true parents have a great responsibility to provide spiritual and moral instruction, the school, by its very nature, is a place where values are imparted. For the most part, moral/ethical/values instruction in schools has been hap-hazard — seldom well-organized. It can be argued that Americans today possess few skills in knowing how to avoid conflict or in getting along with each other. Divorce, crime, drug and suicide rates amply testify to the fact that our moral/values system is in trouble. A major reform needed in our schools is to develop a constructive, organized means to impart society's values.

4. Schools must always be at the cutting edge of promoting an ever-advancing civilization: Education, in other words, must strive for "greatness." In recent

years, it's been fashionable to state, as a school district philosophy, that "the purpose of school is to help each child achieve his/her potential as a successfully functioning adult."

I would submit that a greater, more inclusive goal for education is to promote an ever-advancing civilization. The individual's success is, of course, important, but survival of the human race is even more important. In short,

*(Cont. on Back)*

# reform?

we can't lose sight of the forest for the trees! We've been so busy helping each child achieve success that we have often ignored the responsibility of the school to help each generation earn from the mistakes of previous generations. As a result, a generation of children is growing up possessing few conflict resolution skills.

These are my reforms — a curriculum for the twenty-first century, developing professional unity, providing moral/ethical training and, finally, promoting an

ever-advancing civilization, thus assuring the continuation and growth of the human race.

Actually, SB813 is a start and educators must try to address the spirit of reform implicit in that measure. However, we must look beyond SB813. The central question which must be asked is, "What do we want our schools to do now and for future generations?" To answer that question, in terms of "reform," we need to be far more visionary than we have been willing thus far to be.

duction list, claiming Fruehling was "dealing with strange priorities, misplaced priorities."

Hazard predicted that it will be teachers, and not administrators, who will take on most of the counseling duties once two-thirds of the current counseling staff is gone.

Fruehling said the district staff already is studying how other districts that have reduced counselors provide counseling services to their students. He said he will meet next week with other administrators and athletic directors from other schools in the Peninsula Athletic League for ways to reduce costs.

Fruehling also said the district will seek out city recreation departments, which can charge fees that the schools cannot, to see if they can help in some manner.

The budget cuts were made in light of the district's continuing financial problems. Houghton told the board that, according to the state budget proposed by Gov. George Deukmejian, the Sequoia district faces a deficit of \$1.23 million for the coming school year. Even if the district receives almost twice the cost-of-living increase proposed by the governor — that being the 5.9 percent increase "guaranteed" in last year's SB 813 education bill — the district will still be short by roughly \$750,000.

"We will be hard pressed to come up with a balanced budget," Houghton said, adding rather forlornly that "we stand entirely on the mercy of the governor and state Legislature."

## Sequoia approves major counseling cuts and lesser reductions in library, athletics

By Robert Rudy  
Times Tribune staff

5/11/84

A massive reduction in the counseling program, along with smaller cuts in library services and athletics, were approved Wednesday by trustees of the Sequoia Union High School District.

The south San Mateo County high school district — facing a possible budget deficit of more than \$1.2 million for the coming year and a state law that requires schools to submit balanced budgets — will see its counseling corps cut from 19 to 6, unless the state Legislature pro-

vides more money for the 1984-85 school year.

Two weeks ago, an overflow crowd of parents and school counselors had pleaded before trustees to keep the counseling program at full strength.

The vote on a list of 10 budget cuts was 4-1, with Sally Stewart — the most recent addition to the board — dissenting. Stewart made an unsuccessful motion to delay any decisions on budget cuts until the board had an opportunity to study the ramifications of the proposed cuts — particularly in the areas of counseling and athletics —

more thoroughly.

Although the district is required to submit a tentative balanced budget with the county superintendent of schools in just six weeks, district business manager Sherill Houghton told Stewart a decision on program cuts could be made in mid-June and the district still could meet the June 28 deadline.

"I want to know a little more before I commit myself to anything," Stewart said.

Other trustees, however, apparently felt the decision should be

made at this time. Trustee Richard Dorst, stating that "we still have to run the district" despite the lack of cooperation from the state government, said it is the board's duty to give the administration direction in such matters.

"Nothing is set in concrete that can't be undone" if the state Legislature ultimately does give the state's schools more money, trustee Ted Wellings said.

Aside from the cutback in counselors, whose duties presumably now will be shared by administrators, teachers and parents, the board cut a library assistant at each school, reduced special extra pay for teachers and reduced the athletic program by \$50,000.

The list of cuts did not, however, contain reductions in the district's administrative staff nor the closing of district swimming pools, both of which were proposed by a budget advisory group.

Superintendent Merle Fruehling said, essentially, that the district could not afford to cut administrators because they have absorbed so much of the work contained in previous program cuts. He also said the swimming pools — and the teaching of swimming — provide an important service to students.

But Don Hazard, president of the district's teachers' union, strongly criticized the superintendent's re-

### PEN. TIMES STOCK Belmont

Trustees of the Belmont School District will meet in the board room at Fox Elementary School, 3100 James Road, at 7:30 p.m.

At 8 p.m. Tuesday, the City Council will meet in the City Council chambers in City Hall, 1365 Fifth Ave., to discuss making Fairway Drive a one-way street.

At 7:30 p.m. Thursday, the Belmont County Water District board of directors will meet in the board room at 1513 Folger Drive.

# Counseling loses budget battle

S.M. TIMES 5/18/84

By DUANE SANDUL  
Times Staff Writer

REDWOOD CITY — Counseling was the big loser in a package totaling \$1.2 million in budget cuts approved this week on a 4-1 vote of the Sequoia Union High School District trustees.

Trustee Sally Stewart, calling herself an independent thinker, was unsuccessful in her bid to force Superintendent Merle D. Fruehling to come up with more details on the cuts and more options before approving the package.

The board's action dovetailed a presentation of a tentative \$24 million 1984-85 budget which projects a \$1.2 million deficit, based on the

district receiving only a 3 percent cost-of-living adjustment in its grant from the state.

Bills which would provide the district more than that are now before the Legislature.

Fruehling said that programs could be restored if additional funds are approved in Sacramento.

But he also warned that the proposed budget does not include any salary increases. Each 1 percent raise for the district's employees costs an estimated \$200,000.

The cuts were about \$200,000 more than proposed two weeks ago because a tentative budget was readjusted. The new cuts previously unannounced before Wednesday

include further reductions in extra pay for teachers and a further reduction in the number of released periods for teachers during the school day.

The district's counseling program will be dismantled from a total of 13 to just one at each of the five schools, plus a roving counselor for the disadvantaged, saving \$455,000.

Don Hazard, president of the Sequoia District Teachers Association, accused Fruehling of placing higher emphasis on administration and athletics than to the educational program. He demanded cuts in administration.

Fruehling defended his cut list.  
"Students will be hurt by cutting the counseling program and I know that," Fruehling said. "I am not rec-

## in Sequoia district

ommending the counseling cut because I am blind to the need for the counseling service, but I have to find more than \$1 million in cuts just to balance the budget and there is no place else to turn without critically affecting the most important part of our function and that is the classroom.

"I listened carefully to all of the speakers at the public hearing who favored counseling and I was sensitive to the cause addressed by many of them. We simply do not have the money. We have a state legislature and governor engaging in partisan politics at the expense of children."

As for cuts in administration, Fruehling said that in recent years administrators at the district office have been cut from 23 to nine.

Other cuts include: \$35,000 by removing vacant classified positions from the budget; \$10,000 reduction in released time for the Interdistrict Interaction Committee activities; \$22,000 by eliminating one clerical position from the personnel services department; \$16,000 in conference expenses; \$210,000 by reducing five teacher "overstaffing" positions; \$50,000 in sports cuts; \$170,000 in extra pay for teachers; \$189,000 in reduced teacher release time; \$80,000 by eliminating one library assistant at each school.

In other business, trustees:

- Heard a proposal by Curriculum Director William Walti to delay until the 1985-86 school year the requirement that students pass a science proficiency test because the district is

unable to put together adequate tutorial packages to help the student before then. Proficiency tests are mandated by the state in English, math and written expression, while other subjects are district option.

Walti said that only 65 percent of the students who are now juniors have passed the test. Also, the district this year increased its science requirement from one year to two, but it does not affect students who are sophomores, juniors or seniors.

- Heard that four students have been awarded \$20,000 scholarships by Raychem Corp. of Menlo Park to attend four-year colleges. They are Christopher Barto of Menlo-Atherton, Colleen Cassidy of Carlmont, Binh Cao of Woodside and Veronica Chavey of Sequoia.

# Trustees don't buy low offer on site

S.F. TIMES 5/22/84

By ALAN QUALE  
Times Staff Writer

BELMONT — A developer's proposal to buy an undeveloped school site, at 1969 land prices, was formally rejected Monday by the City School District Board of Trustees.

Redwood Shores Inc., had offered to buy the 6½-acre parcel in Redwood Shores for \$172,074, the same

price the school district paid for the land in 1969.

The Belmont district, which serves Redwood Shores, had planned to build an elementary school on the site, but enrollment has fallen so rapidly that three elementary schools recently were closed. The Belmont district may not ever build a new school in Redwood Shores.

Don Warren, president of Redwood Shores Inc., said if the district sold the parcel, his company would propose building homes on a portion of the school site. Proceeds from the home sales would be used to develop a soccer field on the remainder of the school land and also to fund landscaping for an adjacent, undeveloped 4½-acre municipal park site.

Belmont school officials said the biggest problem with the proposal was that Redwood Shores just wasn't offering enough money for the school site.

The school district staff "believes the park concept is basically an excellent use of the land and a good concept," said Superintendent Ron Gilpatrick in a report given to the trustees Monday night. "The offer of \$172,040, however, is unrealistic..."

Gilpatrick reported that the land is obviously worth much more than the offered price, plus he noted that "the 1969 dollar has certainly experienced the ravages of inflation over 15 years."

The superintendent further noted that the Redwood Shores developer's

proposal contains no provisions "to consider long-range development in the Shores."

Several trustees agreed that future growth in Redwood Shores could produce increases in district enrollment.

Gilpatrick noted that the district could easily absorb more students in grades kindergarten through fifth-grade, but he said that Ralston, the district's only middle school, could become overcrowded if there was even a moderate surge in enrollment.

The trustees voted unanimously to reject the land-sale plan.

"We reject the offer," said Gilpatrick, "but we would be willing to consider some other offer."

In other business:

- Trustees said they will continue, at their next meeting, discussion of a proposal to allow a broker's fee for the sale/lease of surplus school sites.

- District Business Manager James Hall presented a preliminary budget for 1984-85 which would allocate \$5,296,081 for general-fund expenditures. Hall said the newly proposed budget has a projected ending balance of \$407,558.

Terry Smith, Juan Soto, Irene Sotropoulos, Yvette Soubrinous, Juan Stanton, Mary Stanton, Kathryn Stasiak, Anthony Stefanetti, Denise Stewart, Matthew Stoor, Michael Swan, David Swapp, Steve Takayoshi, Norris Tebo, Vera Tempelman, Cheryl Thompson, Roger Trowell, William Townsend, Timothy Tingley, Patricia Trevino, Carolyn Tuff, Kimberly Tully, Lawrence Turner, Christine Uren, Michelle VanDeVeer, Jeff VanDeursen, Sonya Vickers, Karen Vines, Khanh Vu, Kevin Walter, Judy Wan, Bruce Watkins, Erika Watson, Eileen Weng, Christopher West, Jeffry White, Jeffrey Whittaker, Ross Wilderman, Sean Wilk, Ann Wilkemeyer, Nancy Wilberger, Benita Winn, Sarah Wong, Gordon Woods, Craig Woolfolk, Geoffrey Wright, Kim Wright, Monte Yarbrough, Robert Yokof, Daniel Young, Denise Younes, Dana Zabelle, George Ziegler and Jeanne Zieman.

## Carlmont

### graduation

S.F. TIMES 5/24/84

BELMONT — Members of the 1984 graduation class of Carlmont High School will receive diplomas at commencement exercises in the "Glen" of the campus on Friday, June 15, at 11 a.m.

They are:

Rhonda Adamis, Ted Akizuki, Marty Alberti, David Allen, Linda Anderson, Steve Andrews, Charlotte Angstrom, Sara Armstrong, Melaine Arndt, Derold Arnick, Kristin Arvesen, Philip Askew, Constance Austin, Kurt Austin, Lisa Baba, Karinna Baer, Diana Bernhard, Judith Bergan, Deanna Bauer, Kelly Beville, Kenneth Bensen, Nicole Bergeron, Carolyn Berry, Phillip Bevington, Randolph Bitanga, Gregg Blair, Christopher Blanchfield, Claus Block, Max Bosel, Darren Bottino, Angela Bowens, Kelly Brennan, Donald Brown, Stacey Brubaker, Eric Burns, Blair Bullock, William Burton, Joe Burke, Gregory Caba, Lisa Caba, Kenneth Calderhead, Joanne Callaway, Jeffrey Carlen, Colleen Cassidy, Felicia Cephis, Andrew Chacon, David Chandler, Donald Chandler, Carol Chans, Jane Chang, Steven Charoni, Lori Chase, Lewellen Chee, Lisa Chemarin, Renée Chemarin, Chiywoei Chu, Raymond Chu, Thomas Chu, Carol Cleven, Christine Compton, Fischer, Steve Flieck, Steven Flowers, Jeff Ford, Dino Folt, Kenneth Fraumeni, Kevin Fraumeni, Nina Gaillier, Lana Galvez, Amy Gardner, Richard Gardner, Richard Garver, Caryn Gates, Paul Gersl, Michael Gillespie, Todd Goldenberg, Lisa Gorgolinski, Timothy Gorski, Stephen Goudey, Franklin Grano, Kristin Griffin, Michael Grano, Melita Guillet, Rosario Guerra, Jeffrey Hamilton, Victoria Hardins, Gary Harris, Jennifer Hathorne, Randall Hawner, Paula Herber, Leslie Heise, Steven Herber, Michelle Herman, Eric Herrera, Michael Hickey, Kathleen Holland, Chef Holliday, Patrick Horn, Carolyn Hyland, Ronald Izumi, Rodney Jackson, Lillian Jenkins, Kristine Johnson, Patricia Johnson, Jennifer Jones, Nancy Jones, Stephanie Jones, Holly Junge, Tanja Kaliokilan, Tatiana Kasper, Kristy Kavanaugh, Christopher Kearney, Christopher Kenway, Michael Kirsch, Sheri Kissinger, Shawn Kloepfer, Webb Knight, Stephen Konzale, Daniel Koza, John Malliot, Carmen Mariscal, Linda Martin, Kendra Matlock, Linda Matos, Danielle Mayer, Donna Maynard, Robert McBride, Michael McCarter, Darrell Meade, Eric Weihberg, Maria Mendoza, Dean Merita, Michele Menzier, Keith Maver, Julie Michel, Stephen Moir, Michael Monzater, Ralph Montes, Brent Moore, Loraine Moreci, Sandra Moranin, Cheryl Morris, Scott Morrison, Jennifer Morrow, Perry Mosdromos, Margaret Mostaccio, Erin Mumby, Mary Myhott, Scott Newton, Penny Nicholson, Michelle Nories, Mark Nowag, Patricia Nowell, Joseph O'Brien, James O'Connor, Alexandra Ohlin, Renee Osborn, Michael Overton, Peter Paganucci, Alex Palen, Bill Parcell, Douglas Pang, Kolleen Pardi, Paul Patrick, Terri Patterson, Lars Pausen, Elizabeth Paulus, Torben Pedersen, Bryan Pick, Christopher Pirie, Denise Pironi, Saino Pisolais, Kevin Pirre, Brian Postch, Adrienne Price, Dale Price, Amber Purcell, Arshin Rahimi, Marvin Ramos, David Rector, Christian Reiter, Jim Reitkeless, Julie Raynouf, Michael Rianda, Cordeille Richard, Christine Richardson, Teresa Rizzo, Matthew Roberts, James Robertson, Cassandra Robinson, Linda Rodriguez, Eric Rondle, Cristina Roife, Mark Rollin, Angela Roots, Earl Roy, Stacey Rudy, Timothy Running, Thomas Rufo, Kelly Ryan, Anthony Sangervari, William Saunders, Raymond Victor Savona, Kristy Schramke, Rex Schmidt, Steve Schneider, Steven Scott, Suzanne Scott, Caroline Seeler, Gregory Shaft, Timothy Sheehan, Dave Shoup, Martin Siedenberg, Spencer Siedenberg, Sean Singer, Michael Sloughter, Steve Smith.

# School Report

By Dr. Ron Gilpatrick

Over the last two decades or more, numerous suggestions have been put forth aimed at exploring the possibility of unifying the several small school districts throughout the County. Any number of task forces, committees, groups, boards and other organizations have studied the issue.

Actually, the mere mention of unification strikes fear into the hearts of many proud, fiercely independent communities.

For the most part, all of the discussions have accomplished little more than that—discussions! Margaret Marshall, Redwood City School District Board of Education member, however, has suggested a relatively simple alternative which has many intriguing possibilities—and, in fact, a number of superintendents have been quietly talking with each other, exploring the same idea.

Would it be possible for several contiguous school districts to investigate ways of combining services so as to streamline for efficiency and trim expenditures? Suppose, for example, all the elementary districts served by the Sequoia Union High School District worked together in areas of textbook ordering, purchasing supplies, materials, furniture, etc. Could there be cost savings?

## COOPERATION

As a matter of fact, there are some limited interdistrict cooperative efforts already in effect. Several elementary districts are in a buying cooperative with Sequoia for school and custodial supplies. Field trip transportation is accomplished under cooperative agreements. Through the County Office of Education, there are cooperative special education programs, rental of films and instructional materials, and use of computer services for payroll and billing.

There is a general consensus, however, that short of actual unification—an act that does not seem to have much widespread support—a number of other steps could be taken on a cooperative interdistrict basis which might reap a number of fiscal and organizational benefits for South County School Districts. Let's name a few examples:

### EXAMPLES

1. A "Centrex" type telephone system. By combining resources, we could centralize the phone system of up to eight school districts with one centralized reception and "nerve" center.
2. Substitute teacher call-in center. Right now, the eight South County Districts use eight different secretaries every day school is in session to call for substitute teachers. By centralizing the service in one location, this need could be addressed with one person for all districts, saving time and effort.
3. Garbage disposal. It is possible large savings could be made utilizing a centralized garbage and trash disposal system rather than what is the case now—eight districts providing for their own individual service.
4. Textbook/Instructional materials ordering. There are savings when ordering in large quantities. This is a tricky business because different districts purchase from different vendors and publishers to meet the needs of different schools. However, if the districts worked more closely and cooperatively in textbook selection and ordering, it is possible large savings might be accomplished.

5. Bulk Printing/Copying. Costs of printing are reduced when done in quantity and on machines equipped to handle large volume. To some extent, districts can now do this through the County. However, eight districts working together might be able to establish a jointly operated copy center with a rapid turn-around time, providing a lower cost copy service.

### JUST A FEW

These are just a very few ideas. There are many more possibilities down the road—traveling maintenance and custodial crews, painting/electrical/plumbing crews, staff development/in-service training centers—and the list is endless, if we but use our imagination. That is exactly what many board members and superintendents are beginning to explore.

In these times of fiscal austerity, we need to investigate all possibilities. Interdistrict cooperative programs may hold promise for small districts seriously squeezed because of declining enrollment and dwindling financial resources. It's an idea whose time has arrived.

**Editor's Note:** In San Mateo County, seven municipal libraries and the county library have joined in a cooperative library system, the Peninsula Library System, in which many of the cooperative savings suggested by Dr. Gilpatrick are in effect. Each library has maintained its own autonomy.

# Fewer Sequoia seniors fail to receive their diplomas

S.M. TIMES 7/19/84

REDWOOD CITY — Sequoia Union High School District's five high schools last month failed to graduate 172 of 1,520 seniors, or 11.3 percent.

However, Assistant Superintendent Rena Bancroft told the school board Wednesday that the number is down from 219, or 14 percent, in 1983.

Three students failed to graduate because of a deficiency in one or more of the state-mandated proficiency tests, 197 failed to accumulate the necessary number of class units, and 52 were deficient in both units and proficiencies.

In other action, the board adopted six goals for the next five years starting in September. These include:

- Implement board-approved recommendations from curriculum study committees.
- Design and implement staff development programs for clinical teaching and strategies, Bay Area writing project, oral communications, higher-order think skills, instructional remediation.

and reorganized counseling delivery system.

- Develop and implement strategies to help more minority and disadvantaged students.

- Continue intensive efforts to improve human relations of students from different racial/ethnic and socio-economic backgrounds.

- Improve staff morale and student pride by developing and implementing programs to recognize staff and student excellence.

- Improve school/community morale and public confidence in schools by increased communications with staff, students and community and by implementing systems that involve more representation in the decision-making process.

The board tabled a staff proposal to upgrade the phone system at the district office and high schools.

Assistant Superintendent Sherrill F. Houghton said a state-of-the-art computerized system could be installed at an annual cost less than the current, outdated system.

AT&T would lease the system to the district for five years for \$81,960 a year, with AT&T transferring title to the district at the end of the lease.

The district spends \$82,500 a year for its telephone system, plus costs for calls.

Trustees R.W. Dorst and Timothy F. Wellings suggested that the staff get counter proposals before the board considers the AT&T proposal.

# Deukmejian proposing to restore \$345 million to state's public schools

By John Stanton  
and Robert Rudy

Times Tribune staff

DEN. TIMES 6/19/84

Peninsula school officials were pleased Friday with an offer from Gov. George Deukmejian to give an extra \$345 million to public schools in California, but it may be several weeks before they know exactly how much they will receive.

Deukmejian announced at a Capitol press conference that he would support the extra school funds, giving legislative leaders most of the money they had been seeking and removing a potential major obstacle to adoption next week of a new state budget.

"It's a good day for education," California Superintendent of Schools Bill Honig said when informed of Deukmejian's remarks. "It's a sign the governor has heard that the people are concerned about their schools and support them, and we are very pleased."

Kevin Brett, a spokesman for the governor, said Deukmejian will begin working on details of the offer in a meeting with legislative leaders Monday.

Brett said the lawmakers will discuss how much of the money will go toward cost-of-living adjustments for districts and how much will go to other special programs. A spokeswoman for Honig said speculation is that about \$300 million will be earmarked for cost-of-living adjustments and the remaining \$45 million for special programs.

Two weeks ago, the Legislature approved SB 1128, by Sen. Gary Hart, D-Santa Barbara, which provides public schools with about \$340 million more in state funds for next school year than Deukmejian had proposed. Deukmejian refused to act on the bill, insisting that any additional education money would have to be considered during regular budget negotiations.

Legislators insisted that SB 1128 simply restored second-year funding for schools that Deukmejian had stricken from the school budget passed by the Legislature last year.

At his Friday press conference, the governor said there will be no need to sign SB 1128 if the Legislature accepts his offer of an additional \$345 million.

The offer means the Legislature can have the additional education funds it wants while meeting the governor's de-

mand that the money be specifically included in the budget.

Hart said he was encouraged by Deukmejian's offer, but he did not think it went far enough. He said the entire \$345 million should go into the base education budget and special education should be dealt with separately.

Still, Hart said Deukmejian's offer was "the first time since January that he has come up with a specific figure for additional funds. It's progress."

The cost-of-living issue is important to Peninsula districts. Because of a court order to equalize school spending in the state, most local districts, which have higher-than-average spending levels, have received less than the 3 percent cost-of-living increase provided to most other districts in the state.

In the Sequoia Union High School District, for example, Assistant Superintendent Sherrill Houghton said the extra money could mean the difference between having a reserve fund of \$242,000 and none at all.

In the Cupertino Union School District, where 63 teachers were laid off as part of a \$2 million budget cut, the new money could be used to restore some of the teaching positions.

Brett said the extra money comes from a healthy upturn in the state's economy and lower than expected expenditures.

The proposed increase in education funding potentially could eliminate education as a point of contention in negotiations on the \$30-billion-plus state budget for fiscal 1984-85.

However, Deukmejian's education offer would commit nearly all of the estimated surplus in the budget. That could increase the potential conflict on other disputed budget items.

The \$345 million Deukmejian is offering for education would come from surplus state revenues. Legislative leaders and the governor have agreed that the state will have about \$483 million more in revenues next year than originally anticipated.

Giving the schools \$345 million of that surplus might require the Legislature to reduce other items it has included in the budget, such as a 5.6 percent increase in welfare (Deukmejian has offered a 2 percent increase) and \$88 million slated for female state workers who are being paid less than males in comparable jobs.

BELMONT: At 8 p.m. the Belmont School District Board of Trustees will meet in the school board offices, at 2960 Hallmark Drive, to discuss contracts for deferred maintenance and services for transportation for special education students. DEN. TIMES 8/6/84

## **Belmont School District lengthens school day, year**

Times Tribune staff

*PEN. TIMES 6/19/84*

To comply with provisions contained in SB 813 — last year's landmark education reform bill — trustees of the Belmont School District Monday night lengthened the school day and year.

The school year, starting in September, will be 180 days of instruction instead of the current 175.

Consequently, the first day of school in the fall will be Sept. 4 rather than Sept. 10.

In addition, the school day will be increased by 15 minutes for students in grades kindergarten through fifth.

The school day for students in grades six through eight already is in compliance with state standards, a district spokeswoman said.

The school board also passed a resolution of intent to lease the upper half of Cipriani School on Buena Vista Avenue.

Oral and written bids will be reviewed on Aug. 6.

## **Electives reviewed by Sequoia district**

By Robert Rudy

Times Tribune staff

*PEN. TIMES 6/21/84*

Changes in the elective program in the Sequoia Union High School District, which an advisory committee said is now "a ghost of its former self," were proposed Wednesday to district trustees.

The changes were proposed by a special elective study committee that was established in April 1983 to look at non-required courses in the high school district. The committee is an outgrowth of a large curriculum review process that occurred throughout 1982 and led to some major changes in the overall educational program for students. Some of those that were not includ-

- Reducing the physical education requirement from three years to two to give students a greater chance to take more electives.

Administrative Assistant Linda Yule said, however, that there is no guarantee that students would take advantage of having to take fewer physical education courses by taking more electives. Some students, she said, just may take fewer courses.

- Requiring freshman, sophomores and juniors to take a minimum of six classes per day. No

such requirement now exists, but the committee said students in the ninth through 11th grade now take an average class load of 5.9 periods.

- Providing more one-semester and one-half-semester elective courses to encourage students to experiment more. Currently, many elective courses are yearlong courses.

Yule said providing more one-semester courses may not be that hard, but creating one-quarter courses could cause scheduling difficulties.

- Providing more opportunities for students to take elective courses in the evening. Juniors and seniors in the district currently can take some required courses at night through the district's adult education program. Whether additional nighttime elective courses, which would take place at one sight but would be open to all students in the district, would be part of the adult education program or not remains to be seen.

"I think it's a good idea," said Assistant Superintendent Rena Bancroft.

Whether or not the school board thinks the proposed changes are good ideas will not be known until fall.

## **School district sets policy for grading on report cards**

Times Tribune staff

*PEN. TIMES 6/24/84*

Academic grades given in the Belmont School District will be easier for parents and students to understand because of a new grading policy approved by the district board of trustees last week.

Before the policy was prepared, teachers decided grades in a number of different fashions. That meant a grade had a different meaning depending on who gave it, Superintendent Ron Gilpatrick said.

Some teachers graded achievement based on how students compared to a standard, and some graded based on how they compared to other students, Gilpatrick said.

"The grading system seemed a little loose and ill-defined. It seemed we were having problems with the way one teacher graded as opposed to the way other teachers graded," Gilpatrick said.

The new policy describes how student achievement should be gauged and how it should be graded.

### **Belmont**

"Now there is a system that tells what an 'A' is, what a 'B' is and what a 'C' is. Before, it was left up to the teachers," Gilpatrick said.

With the new guidelines comes a new letter grade that some students may expect on their report cards if they neglect their school work — an "F" grade for unsatisfactory academic performance, Gilpatrick said.

The district previously used an "E" to indicate poor scholastic achievement apparently because it did not like the negative connotations of the "F" grade.

Grading for students in the early primary grades also has been revised. Those students do not receive letter grades. Instead they receive written comments indicating their performance has been "Excellent," "Very Good," "Good" and so on.

# High school students attend Canada College classes

By Robert Rudy

Times Tribune staff  
1/18/84

sophomores, and all have traded part of their time this summer for a stack of books.

"I find it really hard to study during the summer," said Steve Martin, who will be a sophomore this fall at Sequoia High School. "Still, I want to get the most out of these classes."

Martin, 15, is taking a computer science course and an interpersonal communications psychology course, both not normally offered at the high school level.

"I find these courses stimulating because they are out of the ordinary," said Tracy Turner, a junior this fall at Belmont High School in Belmont who is taking a psychology course and a strenuous con-

versational Japanese course. "We don't have this level of depth at Carmont." Turner also said she enjoys the college-level classes — where students' ages range from 15 to the mid-50s — because "you're treated as adults as opposed to having teachers looking down at you."

"If you're absent for a day," Martin added, "they don't push it. They don't call your parents to find out where you were."

Not everyone attending the Canada program is doing so for the unique courses. Carla Holmes, who will be a senior at Menlo-Atherton High School, said she is taking trigonometry now so she won't have to take a full load of classes in the fall.

The 20 students chosen for the program

came from a district list of "academically able" students. Most, if not all, of the students will attend four-year colleges after high school, as opposed to two-year community colleges.

Robert Stiff, executive dean of the college, believes the 20 students involved in the summer program will act as "ambassadors" for Canada who will return to their high school campuses and sell other students on the school.

Stiff said an enrollment increase is important to Canada because the San Mateo County Community College District in general needs more students to ensure it receives a specified amount of state funding.

## Notre Dame Announces

### Graduates

CALL ENR 6/20/84

Notre Dame High School in Belmont has held its 133rd commencement exercise Sunday, June 10 at St. Pius Church in Redwood City. The class of 1984 numbers 145.

Valedictory addresses will be given by Deborah Liu and Jennifer Moon of San Carlos, and by Kit Batina and Elisabeth Schnieders of San Mateo. Each of the students achieved a G.P.A. of 4.0 for the four years.

The salutatory address will be presented by Annamaria Cotroneo of San Bruno.

#### BELMONT

Graduating seniors from Belmont include: Audrey Maria Berlowitz, Paula Gene Burch, Jenni M. Claesgens, Debbie Marie Elissagaray, Karen Anne Ellis, Tracy Ann Ferguson, Francesca Josephine Filippone, Gladys Maria Gutierrez, Anne Patrice Guzman, Kellee Eileen Hartman, Karin Sarah Haydon, and Tracy Anne Hegarty.

Also from Belmont are: Lauren Michele Iuppa, Teresa Eve Mazas, Nancy Ann Milla, Vicki Young Min, Maria Orvell, Diana Janene Pantano, Barbara Teresa Pasco, Maria Anne Reed, Heidi Rose Schuster, Catherine Susan Schlatter, Dawn Marie Smith, Nancy Milly Toth, Mary Frances Tidd, Sandy Uozumi, Karen Helen Uhlig, Tamalya Francis Vogeley, Jennifer Ju Hee Yun, and Laura Frances Zirelli.

#### SAN CARLOS

Graduating seniors from San Carlos include: Elisabeth Anne Bell, Linda Marie Belway, Jennifer Lee Catherine Boyd, Jill Clark Buckmaster, Stacey Bullivant, Patricia Cuneo, Beth Ann Czarcinski, Patricia Davey, Edith Ann Dioli, Virginia Ann Ehrler, MaryAnn Elizabeth Gonczol, and Daniela Carolyn Johannes.

Also from San Carlos: Kimberly H. Koefoed, Deborah Chang Liu, Karen Ann Meany, Jennifer Ann Moon, Deirdre Joyce O'Brien, Susan Parry, Lisa Frances Porter, Cynthia Schellenberg, Linda F. Steenman, Nancy M. Steenman, and Angela Pauline Vucetic.

## Math Awards

CALL  
END  
6/27/84

Certificates of merit were awarded to 120 Carlmont High School students for outstanding achievement in mathematics at an awards night on May 24.

Vicki Wagner from the Society of Women Engineers was guest speaker for the evening and trophies were given to the following top freshman, sophomore, junior, and senior students:

- Exceptional performance in mathematics: Robert Yokota.

- Outstanding senior mathematics student: Franklin Graham.

- Outstanding junior mathematics student: Ann Jakobsen.

- Outstanding sophomore mathematics student: Albert Wang.

- Outstanding freshman mathematics student: Cleva Owyang.

- Rensselaer Medal recipient: Ann Jakobsen.

Eighth grade students receiving awards included Jim Hoppe, Central Intermediate School; David Trier, Ralston Intermediate; and Yolanda White of Ravenswood Middle School in East Palo Alto.

# School Leaders Question Governor's Budget Plan

CALL ENQ 6/20/84

Governor George Deukmejian's plan to increase state aid to elementary and high schools by \$345 million has yielded tanks, but skepticism among local school officials.

"In education," Bob Winslow, business manager of San Carlos School District, said the state giveth and taketh away. It depends how this is going to be interpreted and we should know by mid-July what our budget actually will be."

Deukmejian originally increased education's budget by \$900 million with \$561 million going toward last year's education reforms, and the remainder toward a three percent cost-of-living increase.

With the additional \$345 million, the cost of living increase will be about six percent.

"It's a positive move on his part," said Martha Symonds, superintendent of Menlo Park City School District. "It's not to the fullest extent we were hoping for, but he's putting education as an important priority."

Despite an increase in education, Deukmejian still insists on a \$950 million cash reserve. This will leave legislators with less than \$100 million to fund their own programs.

Richard Jensen, superintendent of Los Lomitas School District, serving parts of west Menlo Park, Atherton and Ladera, said education's funding is now in the hands of the legislators.

"By him coming out and saying he wants this money for the schools," Jensen said, "he's really throwing the ball back into the court of the politicians and have them arrive at some conclusions as to how they are going to fund

education and still fund the other programs they are committed to."

If the funds are granted, Jensen said Los Lomitas will be able to resume its mentor teacher program in which experienced teachers help new teachers with curriculum development.

Jensen also said the district might be able to extend the school year.

"We'll know what we can do when he actually signs the bill," he said.

Merle Fruehling, superintendent of Sequoia Union High School District, said the governor's proposal still means a \$1 million cut in sports, library, clerical services and counseling.

Without the counseling program, Fruehling said all the students will lose especially the poorer students.

"Parents will have to do the counseling and that may be fine for the more affluent families, but disadvantaged families will not be able to do that counseling."

Fruehling said if Assembly Bill 3427, introduced by Naylor, passes, it will reduce future cuts.

"There's a problem of declining enrollments and high seniority faculty earning the top of the pay scales," Jim Bourgart, Naylor's administrative assistant, said.

"If this bill passes, it will add \$54 million to the total statewide budget to be given to school districts with an average employee tenure higher than 12 years."

The bill is being heard in the Assembly Ways and Means Committee.

Frehling said Sequoia's average tenure is much higher than 12 years.

# Belmont School Report

by Belmont Superintendent Ron Gilpatrick

CALL ENQ 8/8/84

What is there about the institution of government that causes it to seek something for nothing?

A number of well-worn cliches quickly come to mind as we begin this column today: "You get what you pay for." "There's no such thing as a free lunch." "Free advice is worth every cent of it." "Champagne taste-beer budget." "Nickel and dimed to death."

All of these classics describe how many governmental agencies have come to operate—particularly city and school agencies—and it's a darn shame! City councils and school boards, by their very nature, should be working cooperatively with each other.

They both serve the public—often the same public. Yet we frequently find these two agencies at each other's throat. The evil root of the problem is almost always money.

In the wake of Proposition 13, nearly all governmental agencies were fiscally dessimated. Solid local tax bases were not only eroded but virtually destroyed. Cities, for their part, found they could no longer provide the same quality or quantity of services in terms of libraries, police protection, park and recreation services, street and sewer maintenance, and cultural activities.

Nearly all cities began to charge for a variety of public services formerly provided for free—or at very low cost. Many cities now charge users fees to Little League, Bobby Sox, and Soccer groups for using playground facilities.

Schools, too, have suffered. Parents and students have experienced cuts in programs, loss of home/

school transportation, reduction of instructional time, reduction of maintenance and custodial services—and so on ad nauseam.

Schools, in addition, have experienced declining enrollment which has freed up classrooms. When enough classrooms are vacated, whole school sites may be abandoned. When schools are vacated, they are often put on the block for sale. And there's the rub!

The jockeying that goes on to sell a school site, given all the governmental roadblocks, is enough to confuse an Einstein. The biggest hassle comes when a school district and the city begin haggling over zoning and open space.

Bear in mind that if a city wishes to acquire the playfields of a vacated school site, the "Naylor Act" allows the city first priority to do so at 25 cents on the dollar in terms of fair market value. In other words, the cities get a 75 percent discount right up front to at least 30 percent of the school site.

Yet, even with the 75 percent discount, the "free lunch" principle comes into operation and we find the game of "Let's Make a Deal" in full swing.

The example here is the long-standing dispute between the City of San Carlos and the Sequoia Union High School District over the vacated San Carlos High School site. The inability of the district and the city to reach accord over zoning has nearly led to a court battle.

San Carlos Elementary District has been negotiating with San Carlos over zoning of a vacated ele-

mentary site. The school district has been offered nearly \$2 million for the site, given appropriate zoning. So far, no deal!

Belmont School District and the City of Belmont have been talking for nearly eight months about zoning and open space. The City has proposed that the district give the community the playfields at all three vacated elementary school sites in trade for a higher density zoning (higher than R-1) at one site.

The lack of an adequate tax base has forced many cities to drive very hard bargains with fiscally strapped school districts. The net result is that governmental agencies come to distrust each other, become cynical toward each other and blame each other for a host of problems.

Fortunately, some cities and school districts are beginning to tire of the "Let's Make a Deal" routine and are forming liaison task forces composed of elected and appointed officials of each agency. These task forces meet frequently to hammer out problems of mutual concern and bring joint recommendations to the respective elected agencies.

The City of Belmont and the Belmont School District have formed such a liaison task force. This group, consisting of two elected officials from each agency, as well as the City Manager and the School Superintendent, has been meeting regularly to reach a compromise on the use of vacated school sites. It is hoped this joint task force approach will help these two public agencies avoid the warfare other communities have had to face.

## All about people

More than 40 Peninsula residents passed a high-school equivalency examination in June and July, according to the Career Preparation Center, a division of the San Mateo County Office of Education.

The General Education Development test is a five-part exam that measures an individual's level of general educational development in comparison with high-school students. Those completing the tests with a score at the 12th-grade level receive a report that in most cases is accepted by employers, the armed services and educational institutions in lieu of a high-school diploma.

The recipients include:

ATHERTON: Devin Price.

BELMONT: Brian Dignin, John Estrada, Robert Hoffman, Sean Hopper, Edward Mogannam, Jay Palmer and Steven Smith.

# Neighbors protest Belmont office

S.F. TIMES 8/14/84

BELMONT — Owners of expensive hilltop homes complained Monday that the Belmont School District Administration Office is not a good neighbor.

They want it moved.

School trustees said they're not moving, at least for now, and voted 4-1 to keep the office at 2960 Hallmark Drive.

The dispute is far from over, however. Homeowners said they won't rest until the two-story rectangular structure is moved out of the western hills.

"The appearance of that building is incompatible with the sur-

rounding area," said Kay Conkling from the Belmont Knolls Homeowners Association.

Vlasta Otto, whose home is next to the office, asked, "If this building were to be picked up and put next to one of your houses, which one of you would want it?"

The building, which initially served as a contractor's office for the homes that were built in the neighborhood, became controversial after the district bought it several years ago and turned it into the district office.

The district had planned to sell

the property eventually, presumably for residential development, but as the years passed, some trustees became less inclined to move.

When trustees closed Cipriani, Barrett and McDougal schools in 1983, they considered moving the office to Cipriani, but they found that moving the office and remodeling a school building to accommodate it would be too expensive.

"It was conservatively estimated that the relocation costs could reach \$45,000," Superintendent Dr. Ron Gilpatrick reported Monday.

Gilpatrick estimated the Hallmark property would sell for about \$175,000, but the district would have to pay about \$12,000 to demolish the building.

In selling the land the district would also pay broker's fees, subdivision fees and escrow costs. "Actual net dollars for the district are not likely to exceed \$150,000," Gilpatrick said.

Furthermore, if the office were moved to a closed school, the district couldn't sell or lease that property.

Gilpatrick estimated it will cost \$39,575 to renovate the present office. That's "considerably less than moving."

After hearing the report, Trustee Michael Garf said, "I don't see any other choice than to stay where we are right now."

Board President Katie Mason agreed: "The economics of moving, right now, simply do not make sense."

Trustee Josephine DeLuca disagreed.

"They're right," she said, referring to the complaining homeowners. "This building was never intended to be a permanent structure. It was never intended to remain here."

Mrs. DeLuca also saw merit in a proposal forwarded from the Belmont Heights Civic Improvement Association.

Alex Serbinoff, association president, said the group is opposed to any plans to renovate the office. Furthermore, Serbinoff said the need for improvements at the office has "led to the more fundamental question of the need for separate school districts continuing in Belmont and San Carlos."

He said both districts might save money and improve educational programs by consolidating.

This theme was continued by Dick Green, a homeowner mem-

ber of the Belmont Heights group.

"Rather than renovate, you should initiate a study of consolidation," Green said. "The cities are contiguous, close in population, culture, share the same fire department and high school." Consolidating the elementary school districts "is a natural and long overdue merger."

Gilpatrick said, "The concept of consolidation is really not all that new," but most consolidation talk has involved all of the districts that feed into Sequoia Union High School District.

Several speakers suggested moving the office to a closed school like Cipriani, but Gilpatrick said that the final disposition of Cipriani and Barrett has not yet been decided.

"To move the district office now would be a serious mistake," Gilpatrick added.

The trustees then voted to keep the office on Hallmark Drive. Mrs. DeLuca dissented.

The rebuffed homeowners congregated in a hallway outside the meeting room and complained about the vote.

"We will be back to push," said Serbinoff.

Belmont Councilman Robert Hoffman, who lives in the neighborhood, said he felt angry and frustrated over the vote.

"There are a lot of angry people here," said one woman. "This is a fairly influential neighborhood. They (trustees) ought to be more responsive."

## Reviews tight budget

### Belmont school board

**5 A.M. Thursdays**

BELMONT — A budget of \$5.4 million was presented Monday by City School District Business Manager James Hall.

"This is what I consider to be a very tight budget," Hall told the school board.

The district could have a reserve of nearly \$400,000 by the end of 1984-85 if spending doesn't exceed projections. It will start with a balance of about \$480,000, Hall said.

This budget is only slightly larger than the \$5,403,459 ap-

proved last year for the district's four schools and 1,700 students.

Trustees will continue review-

ing the budget Thursday and must adopt it by Sept. 4 so that it can go to the county superintendent of schools.

In other business:

• Property manager Geraldine Steinberg, said officials from a private school are inter-

ested in lease agreement with

vacant classrooms.

• Superintendent Dr. Ron Gil-

patrick said he has contacted sev-

eral attorneys in an attempt to

settle litigation against the dis-

trict but has been unsuccessful so

far. Several years ago Charles

Paetzke filed a suit alleging that

state education codes were vio-

lated when the district paid fees

an agent who arranged leases for

# Superintendent looks

By RON GILPATRICK  
Belmont Schools Superintendent

The last person believed to have accomplished the act of walking on water was Jesus Christ. If one takes seriously all the reforms expected of

## Analysis

California schools, it would appear educators will be required to replicate that historic event any day now. Most educators would agree that the amount of money the Legislature has provided for schools this past year is barely enough to allow us to skate on thin ice — let alone walk on water!

No doubt about it — "reform" is the tip of every Legislator's, as well as the Governor's, tongue. Last year's Senate Bill 813, authored by State Senator Gary Hart, constitutes an enormous overhaul of public education if indeed every feature of the bill is incorporated into every school districts' system by the end of this year. Yet, I would pose to the reader that as intriguing and necessary all the features of SB 813 may be, they are, for the most part, not reforms at all — but rather what would better be termed "Restoration of Program." Let's analyze several of the major components of SB 813 and perhaps

we will see why the term "restoration" is more appropriate than "reform."

**1. The Mentor Teacher Program:** This feature of SB 813 provides up to \$6,000 (\$4,000 per teacher and \$2,000 for support services) per selected "Mentor Teacher." Every district may apply for this program and each district may select up to 5% of its teaching staff (one mentor per every 20 teachers) to perform as "mentors." A mentor is described, generally, as a master teacher who may provide assistance to new teachers or other staff members in need of assistance in improving the quality of their instruction. Mentors may also work on staff development, inservice training and curriculum development.

The reality is that, in many respects, the mentor concept is a "restoration" of a program almost all districts had a dozen years ago — only then we called them "teacher helpers" or "resource teachers." With the advent of fiscal revenues, declining enrollment and Proposition 13, resource teachers and teacher helpers became virtually extinct. The mentor concept, though different in some respects, is essentially a resurrection of a service commonly provided several years ago in most school districts.

**2. Increasing time of the instructional day/year:** This "reform" for a large number of



school districts will be a reality. The schedule in effect prior to the '60s and '70s. In the mid-1970s many districts cut back on "teacher contact time" in order to resolve collective bargaining issues when the only thing districts could place on the bargaining table was teaching time. Many secondary schools cut whole periods from the instructional day. The state provided dollar incentives to schools to increase instructional time. Again, the reality is actually restoring what we had many years ago.

**3. Increasing graduation standards:** Many California school districts assume our graduation rate prior to SB 813, have been

# Intendent looks at educational reforms

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**1. The Mentor Teacher Program:** This feature of SB 813 provides up to \$6,000 (\$4,000 per teacher and \$2,000 for support services) per selected "Mentor Teacher." Every district may apply for this program and each district may select up to 5% of its teaching staff (one mentor per every 20 teachers) to perform as "mentors." A mentor is described, generally, as a master teacher who may provide assistance to new teachers or other staff members in need of assistance in improving the quality of their instruction. Mentors may also work on staff development, inservice training and curriculum development.

The reality is that, in many respects, the mentor concept is a "restoration" of a program almost all districts had a dozen years ago — only then we called them "teacher helpers" or "resource teachers." With the advent of fiscal revenues, declining enrollment and Proposition 13, resource teachers and teacher helpers became virtually extinct. The mentor concept, though different in some respects, is essentially a resurrection of a service commonly provided several years ago in most school districts.

**2. Increasing time of the instructional day/year:** This "reform" for a large number of



school districts will be a return to the schedule in effect prior to the '60s and '70s. In the mid-1970s, many districts cut back on "student/teacher contact time" in order to resolve collective bargaining matters when the only thing districts had to place on the bargaining table was teaching time. Many secondary schools cut whole periods from their instructional day. The state is now providing dollar incentives for schools to increase instructional time. Again, the reality is we are actually restoring what we already had many years ago.

**3. Increasing graduation standards:** Many Californians assume our graduation standards, prior to SB 813, have traditionally

*Ron Gilpatrick: "The amount of money provided for schools is barely enough to allow us to skate on thin ice — let alone walk on water."*

been low and were, therefore, in need of "reform." The truth is we have "restored" what was commonly expected of California high school graduates 10 to 20 years ago. The lowering of graduation requirements was, in large measure, a response to continued cutbacks in state funding. Lacking adequate funds, schools cut programs and graduation requirements. SB 813 restores rather than reforms those requirements.

**4. Tightening of tenure, suspension, dismissal laws for certificated staff, including administrators:** At first glance, the provisions of SB 813 do seem to bring true reform in making it easier to deal with certificated staffing

problems. Most educational analysts agree, however, that collective bargaining laws, as they are now constituted, will make it very difficult to effect true personnel reforms in the first place. Even if this is possible, we are only returning to a time when the whole process of tenure, discipline, suspension and dismissal was infinitely less complex. In short, if we are able to simplify personnel matters as a result of SB 813 — and this is doubtful — we will have effected a "restoration" rather than a reform.

We could elaborate on those SB 813 issues which address inservice training, exemplary school programs or mathematics/science instruction — and a good case could be made that we had it all before 1970 in the form of model school programs, National Defense Education Act programs, and Early Childhood inservice programs.

One is reminded of those wonderful words echoed by the announcer on the old Lone Ranger program, "Return with us now to those thrilling days of yesteryear . . ." SB 813 is indeed, in many respects, a return to those "thrilling days" — days of experimentation, of growth, of excitement and of enthusiasm.

There are, indeed, "reform" issues contained in SB 813. The new State testing program may well be a

revolution in educational assessment. Providing incentive dollars to districts for demonstrate instructional improvement is a new concept.

Have we really reformed public education in California, however? The answer is unclear for three reasons.

**1. As has already been demonstrated — we may be doing more "restoring" than "reforming."**

**2. The SB 813 monies for reform have not all been released and we simply can't evaluate progress because the "reforms" have not been institutionalized or funded yet.**

**3. In the final analysis, the definition of reform, itself, has not really been clarified. Do we really know what needs to be reformed?**

In a subsequent article, I would like to adddress, from the point of view of the year 2,000 A.D., what educational "reforms" many educators believe we must make if public schools are to survive.

Educators, you see, are committed to reform — but few educators in the field have voiced their opinions about reform — and reform is surely needed. Next time, we will suggest some concerns which cry for reform.

## Vacant school sites must be boarded up

# ing your Social

## Vacant school sites must be boarded up

Times Tribune staff

*By N. Jones 5/8/84*

The Belmont School District trustees agreed Monday to board up the windows at the closed Cipriani and Barrett school sites because vandals keep breaking the glass.

"It's going to cost us between \$7,000 and \$8,000 to board them up, but in the long run it would cost us more to continue to replace broken windows," district Superintendent Ron Gilpatrick said.

The district has spent more than \$4,000 on window replacement in the past two months.

"I don't know what the overall cost of the vandalism has been. You could probably tack on another couple thousand dollars (to the \$4,000)," Gilpatrick said.

Barrett, 1835 Belburn Drive, and Cipriani, 2525 Buena Vista, were closed in 1982 because of declining

student enrollment. For some reason, vandalism has increased recently, Gilpatrick said.

The vandals for the most part are youths who throw rocks through the windows or shoot them out with BB guns and who mark up the walls of the schools with spray paint.

The district has tried to discourage the youths by writing letters to district parents asking them to discipline their children.

It also has written the city homeowners associations hoping their members could catch the culprits in the act. It had the Police Department step up its patrols. None of the tactics have worked, Gilpatrick said.

The vandalism is more than a maintenance problem. The school district wants to lease or sell the two schools in the near future. The vandalism affects their value, he said.

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educators, you see, are committed to reform — but few educators in the field have voiced their opinions about reform — and reform is surely needed. Next time we will suggest some concerns which try for reform.

# School Report

By RON GILPATRICK,

Superintendent, Belmont School District

It's fairly difficult to educate children who are in juvenile hall! That's obvious! It is also difficult, however, to educate children who are emotionally distressed, suffering from alcohol or drug abuse, experiencing severe home problems or suffering from personality disorders.

Schools do what they can to assist young people who are experiencing any of these problems. In the final analysis, however, the role of the school is necessarily limited as are the resources of any educational institution to deal with emotional stress.

That is why such programs as the YMCA's "Whole Earth Counseling Program" are so important. Perhaps you have not heard about the "Whole Earth." This worthwhile program is a part of this county's YMCA program and services, in general, the Belmont and San Carlos communities, and portions of the Sequoia Union High School district. Let me quote to you the objectives of this program, as stated in the second quarter report recently released

by Whole Earth:

"The Whole Earth Program serves juvenile diversion referrals (youth between 5-18 years of age who would otherwise be referred to the Juvenile Justice System) and their families. The objective of the program is to reduce by 25 percent (50 cases) the number of youth who would be referred to the County Probation Department by law enforcement agencies. In addition to providing counseling services for diversion referrals, Whole Earth provides counseling for children and their families who are referred by the schools and other community agencies. The program provides juvenile delinquency prevention through its parent counseling groups and positive parenting classes, as well as through its Youth Employment Program and school counseling groups."

Throughout 1983, Whole Earth provided counseling services to 216 youngsters. Referrals are made to Whole Earth by parents, school personnel and local police.

While Whole Earth counsels students who have been involved in ac-

ual criminal activity, such as burglary, vandalism, drug possession or use, arson, shoplifting and trespassing, the greatest use of the program is in the areas of school, family and personal problems.

Whole Earth fights a never-ending

battle for acquiring adequate funds. Perhaps you might like to assist this outstanding program. You can do so by sending your donation to "Whole Earth" at 2811 San Carlos Ave., San Carlos, CA 94070. This Agency can be reached at 691-9628 for more information.



## BELMONT EDUCATION FOUNDATION

Students from Belmont School District prepare to mail brochures as the Belmont Education Foundation starts its second annual fundraising drive to help local schools. Proceeds from this year's

campaign will provide the district with computers. Shown, from left, are Maria Cruz, Jimmy Yun, Nichole Kenfield, Lora Egri, Terry Kavanaugh, Kristie Broders and Joanne LaRocco.

# Superintendent's plan to red by \$1 million comes to the

S.F. TIMES 5/2/84

By DUANE SANDUL

Times Staff Writer

REDWOOD CITY — A plan to cut \$1,068,000 in expenditures will be presented by Superintendent Merle D. Fruehling tonight to the Sequoia Union High School District Board of Trustees.

A public hearing on the proposed cuts, announced today, is scheduled for 8 p.m.

Fruehling, in a report, said he took into consideration most of the suggestions by an advisory committee.

The district, if the governor's proposed budget is enacted, could face a \$771,722 deficit even without providing for pay raises.

Fruehling said that the cuts, in the order of most impact on the educational program, should be:

- Eliminating 13 counseling positions, saving \$455,000.
- Reducing the cost of providing released periods at school sites by three full time equivalent positions, saving \$105,000.
- Reducing one library assistant at each school, saving \$80,000.
- Reducing extra pay for teachers, saving \$120,000.
- Reducing the cost of the athletic program, saving \$50,000.

• Reducing certificated overstaffing by five positions, saving \$175,000.

• Reducing conference expenses by \$16,000.

• Eliminating one clerical position from the personnel services department, saving \$22,000.

• Reducing the cost of released time for interdistrict interaction committee activities, saving \$10,000.

• Removing vacant classified positions from the budget, saving \$35,000.

A large turnout is anticipated for tonight's hearing, including those who would be affected by the proposed cuts.

Fruehling said that he will make final recommendations on May 16.

His proposed cuts in counseling goes greater than the committee's and would leave only one counselor per school and one on a districtwide basis "to make sure we are providing adequate services to our minority and disadvantaged students."

Fruehling said that Student Personnel Services Director Charles Mendoza is working with the head counselors and instructional vice principals on a plan based on having two counselors at each school.

"I will be looking at that plan over

*"The district has been cutting its budget and programs for years," according to the superintendent. "We have already made some painful cuts that have adversely affected the education of young people in our district."*

the next couple of months as a possibility for restoring a part of my recommended counseling cut if additional funds become available," Fruehling said.

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The superintendent's recommendations are milder on the athletic programs. The committee recommended cuts twice as much as that proposed by Fruehling. He also discounted the recommendation to save \$60,000 by closing swimming pools at the schools.

Fruehling said that the specific areas to be cut in sports should be worked out between the San Mateo and Sequoia districts, which participate in a common competitive league. He also said that he is hopeful that through donations or booster club fund-raising that "we can maintain as much of our athletic program intact as possible."

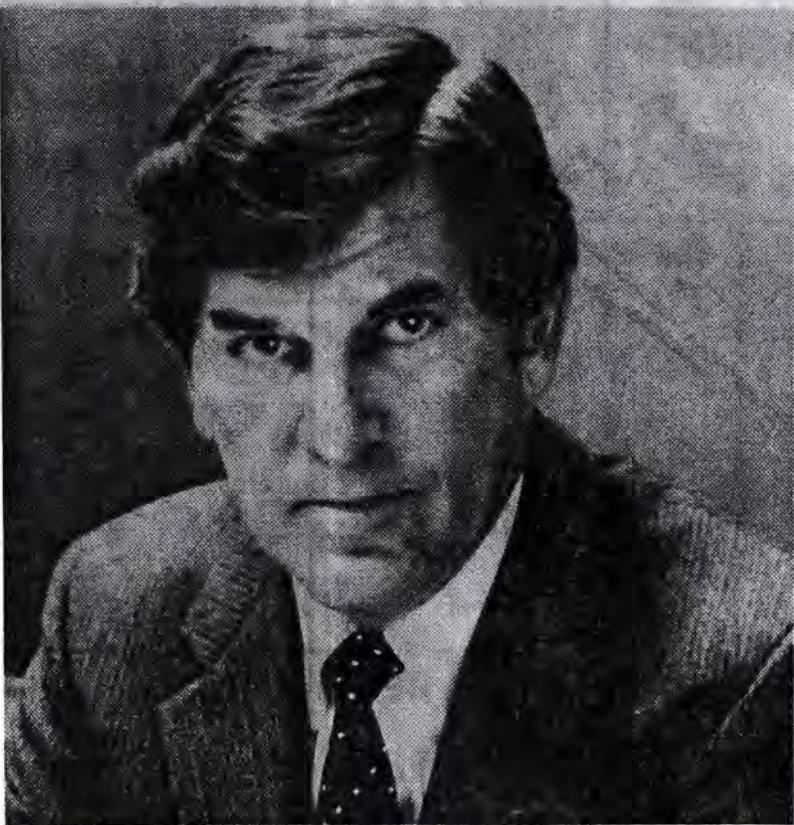
The proposal to cut down on released period time to teachers would reduce the number of released periods by four at Woodside, Carmont and Menlo-Atherton and by three at Sequoia.

"Reducing this category places an additional workload on our administrative staff at the schools," said Fruehling, "but it is more important that these teachers be in the classroom as we cut our budget. Even though the auxiliary services are important to the schools, the primary teaching/learning function of a school takes place in the classroom."

Fruehling, in recommending that \$100,000 be reduced in extra pay for teachers, said that twice that amount is paid each year for activities such as curriculum development, participation in workshops, clinical teaching training, and working on proficiency and competency tests.

"Although this is very important to our program, I believe that, under the current budget circumstances, we can reduce this by about one-half without seriously affecting our competency testing program or the development of science and social studies proficiency tests."

"Obviously, it will affect our ef-



**SUPERINTENDENT MERLE D. FRUEHLING**

He will present his plan to cut \$1,068,000 in expenditures to the Board of Trustees during a public hearing scheduled for 8 p.m.

# Ian to reduce the budget es to the trustees tonight

*"strict has been cutting its budget and  
s for years," according to the superin-  
"We have already made some painful  
t have adversely affected the educa-  
young people in our district."*

ommended that cuts include a moratorium on development of science and social study proficiency tests.

"The district," Fruehling said in his report on the proposed cuts, "has been cutting its budget and programs for years. We have already made some painful cuts that have adversely affected the education of young people in our district. The cuts recommended by the budget committee and the reductions that I am recommending are in critical areas."

gram, but responsible management requires that our projected expenditures be reduced by \$1 million so that we can have a balanced budget for next year.

"It is my hope that in future years we will have a governor and legislators who are truly committed to providing the funds needed to maintain quality education in all of the school districts in California and we will be able to restore programs over the years that we have had to reduce or eliminate under adverse circum-

*"...to provide  
teaching staffs."*

*"...to reduce the budget  
es to the trustees tonight."*

# Private School May Lease McDougal

CALL ENQ. 2/29/84

Belmont School District and Charles Armstrong Schools are nearing an agreement for the leasing of McDougal School after two meetings last week.

The absence of other bids for the site and the detailed reading of the lease at last week's meetings have brought both parties that much closer to signing on the dotted line.

The basic agreement calls for a two-year lease, with options to extend the lease for three one-year periods and to purchase the property.

Rent will be \$9,450 a month, \$113,400 annually, and the purchase price has been tagged as \$1.1 million.

A major concern of the district and neighbors is access and parking for both Armstrong and the community.

Under the Naylor Bill, the city

is planning to purchase 30 percent of the property — the playing fields — from the school district.

The terms of the lease would give Armstrong exclusive rights to the grounds during normal school hours and special functions, and allow the community access and parking during the remaining time.

The parking question is especially acute among the area's residents. One man, living across the street from the school's staff parking lot, called the situation of traffic early in the morning, car lights and car doors closing "unacceptable."

When an Armstrong spokesman asked about the neighborhood's tolerance for parking while McDougal was a public school, a resident said sharply, "you're not our neighborhood school anymore."

Even though late-night inconveniences might occur during grad-

uation ceremonies and parent/teacher nights, the school will normally adjourn before 3 p.m.

A spokesman for McDougal Homeowners Association said "generally, the neighborhood welcomes the school." However, some apprehension seems to exist.

The Charles Armstrong School is a non-profit organization catering to students with language disabilities.

The school was founded in 1968, and is one of few school's in the nation providing a program for children with a language disability.

At their present locations in Menlo Park and Fremont, the schools operate in both a remedial and preventive capacity with the intention of returning students to mainstream schools.

Gerry Steinberg, president of Enshallah Developments, the district's consultant, called the lease the "perfect marriage" because Armstrong would not be competing with the district for students, and the district would receive additional funds as rent.

## School site zoning change benefits pair of programs

Times Tribune staff

PEN TIMES 5/2/84

A private school that specializes in correcting learning disabilities will almost certainly be allowed to lease the McDougal School site because of a zoning recommendation made Tuesday night by the Belmont Planning Commission.

The commission voted to change the site's designation in the city general plan from public facility to private institution and its zoning from public school to planned development and agriculture. Private schools are allowed under the city's agricultural zoning.

The City Council has the final say on whether to ratify the changes but City Planner Jerry Podesta said he is sure they will be approved.

Without the changes, the Charles Armstrong School, which agreed to

have been an illegal tenant at the site, Podesta said.

The school for dysphasic children, now located in Menlo Park, is scheduled to occupy the former elementary school at 1405 Solano Drive July 1 and will primarily utilize the school buildings.

The changes also will mean the city's recreation department can continue to use the site's playgrounds and ballfields. A condition of the agreement to lease the site was that the city, which has a shortage of recreation land, be allowed to continue using the school playing fields.

During the school year, the playing fields at the approximately 2-acre site will be available for city use from 3:30 p.m. until dark and on weekends from 8 a.m. until

## Belmont planners approve McDougal School rezone

TIMES 5/2/84

ELMONT — City planners rezoned the land at McDougal School today so that a private school for learning-disabled children may move to the site in July. McDougal, formerly a public school located in a quiet neighborhood in south-central Belmont, was previously zoned for use as a school-compatible multiple uses. The Planning Commission, which recently agreed to begin zoning for sites and other institutions for mixed-use development, voted 5-0

to give that zoning to McDougal.

Planning Commissioner Mary Janet Collins noted that the commission vote "breached our impasse" over what the commission should do with the numerous institutions in the city. The commission had debated a plan for several weeks to establish institutional zones, but the planners recently dropped the proposal and said they would use planned unit zoning to give the city tighter controls over the properties.

The proposal to rezone McDougal

School will now be forwarded to the City Council for final action.

The Belmont City School District recently agreed to lease McDougal to Charles Armstrong School for learning-disabled children. Armstrong has an option to buy the property for \$1.1 million within five years.

The agreement between Armstrong and the school district stipulates that playing fields will remain open for public use at McDougal, reported Planning Director Jerry Podesta.

# Carlmont Meets Challenge Of



STUART KUME was one of a number of graduates who spoke during the ceremony.



ALAN MILLER didn't stick to cap and gown—preferring to don the kilts of Carlmont High's Scottish theme.



Sittin' in the little pad  
CHRISTINE RICHARDSON  
and, down in front, KELLY

Wednesday, June 20, 1984

The Carlmont Enquirer-Bulletin—1

# The Big Day



ROSE GUERRA and BILL SAUNDERS pause and pose inside the gym, where the grad party took place.

It was the centerpiece of the decorated gym were CHRIS KENNEN, PAT HORN, DANIELLE MAYER, YAN,



KATHY HOLLAND,  
BOB SCHWEITZER  
and PATTY JOHN-  
SON shared a bit of  
affection.



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What A Feeling! KURT AUSTIN,  
CAROLYN BERRY, MIKE HICKEY and  
AMY GARDNER leap for joy!

Photos

By

Paul Fry



Chaperons BILL AND MARGANTA TIMOTHY mar-  
vel (when awake) over the non-stop energy of the  
youngsters.



JOHN MARTINES gets down to business with his cards.

# Grads From Redwood High

CALL ENQ. 6/27/84

The following Carlmont area residents were among the 1983-84 graduating class of Redwood High School:

From Belmont, Trisha Gentry; from San Carlos, Mark Eugene Bonomi and Frank Martinez.

## ADULT SCHOOL

Belmont residents David Parks and Mike Wright graduated from the Sequoia District Adult School.

## PROFICIENCY CERTIFICATES

Receiving a California High School Certificate of Proficiency were Vincent J. Dimos, Kerry Kelleher, and Stephen Wadsworth, all of Belmont.

## DEVELOPMENT CERTIFICATE

Belmont resident Wesley Cornelius received a General Educational Development Certificate as did Julie Owen and Christopher Teall of San Carlos.

## A Longer School Year

# Move To Raise Levels

CALL ENQ 6/27/84

By STEVEN STARK

In a move designed to accommodate state education law and raise achievement levels of students in the future, the Belmont School District Board of Trustees voted to extend the upcoming school year in length of term and daily instruction.

School children attending the Belmont schools will attend school 180 days next year. Opening day was moved up one week to accommodate the longer school year, as mandated by state education law.

School will begin Tuesday, Sept. 4, instead of Monday, Sept. 10, the board decided.

"This meets head-on the charge that California schools are not educating our kids long enough as compared to other states. In the long term we'll see the payoff in achievement," board member Josephine DeLuca said.

Senate Bill 813 also mandates that the instructional day be extended over the next three years. Grades K-5 students will attend school 15 minutes longer next year, the board decided.

The board voted on the longer school year and instructional day dependant upon funding by the state for the extra instruction time.

In other board action:

- A resolution to lease the upper portion of Cipriani School, 2525 Vista Ave., was adopted. The property is to be leased for a minimum of two years and a maximum of five years. Bids for the 24,000 square foot parcel will be closed August 6, the board decided.

- Enshallah Developments will

receive a three percent commission on property it helps sell or lease for the district, with the brokers fee to be paid by the purchaser, the board decided.

It is believed that offering the commission for the broker's duties will widen the range of possibilities for the developing company to secure clients for the surplus property and provide that the district would receive the highest net bid price for its properties.

- A tentative budget for the coming school year, legally necessary by June 30 in order for the district to begin paying its bills by the start of the fiscal year, was presented.

According to business manager James Hall, many areas in the tentative budget are subject to change with more information replacing "guess-timates."

The tentative budget is for \$5.4 million with a projected positive ending balance of \$407,558, Hall said.

The budget is set for final Board adoption September 4.

- New report cards will debut next school year in grades 1-5. The report card, a product of the Quality Education Committee, will have a one year trial. Featured will be grading for 15 attributes listed under "personal growth."

The Belmont School District Board of Trustees next meets August 13 at 8 p.m. at district headquarters, 2960 Hallmark Drive.

Ceremony Held June 15

# Carlmont Graduates Receive Their Diplomas

The following Carlmont area seniors participated in graduation ceremonies held at Carlmont High School in Belmont on Friday, June 15:

Rhonda R. Adamis, Marty Alberti, David James Allen, Linda Marie Anderson, Steven Anthony Andres, Charlotta Angstrom, Sara Jennings Armstrong, Melanie Ann Arndt, Derold R. Arnick, Kristin Lynn Arvesen, Philip A. Askew, Constance Lenee Austin, Kurt John Matthew Austin, Lisa Maureen Baba, and Katrina Faye Baer.

ume, and William Paul Dickenson.

Also, Jenifer Kay Dimmler, Robyn Denise Dimmler, Paul R. Domenichini, Ronald P. Dong, Matthew Robert Donohue, Heather Faith Dorner, Tina Louise Etheridge, Barbara Anne Etherton, Montrese R. Etienne, Roderick Vincent Evans, James Fairley, Robert Joseph Fenech, Thomas Neal Fischer, Kristina A. Fleischer, Steve G. Flick, and Jeff E. Ford.

Dino A. Foti, Kenneth Andrew Fraumeni, Kevin Alfred Fraumeni, Nina Renee Galliher, Lana Eliza-

Larson, Alifeleti Pesetti Ladd, Jason D. Lawhern, Kevin Frank Lawrence, Allan Lawrence Lee, Casey F. Lent, James A. Lewis, Craig Stuart Lindsay, Corinne Long, Cyrus Linbert Lum, Jody R. Mahan, John Malliot, Carmen Elena Mariscal, Linda Martin, and Lisa Marie Martinelli.

Also, John Paul Martines, Julie Maskarich, Kendra Diane Matlock, Linda Ann Matoso, Danielle Rene Mayer, Robert Stevenson McBride, Michael David McCarley, Darrell Robert Meade, Eric Melberg, Maria Macias Mendoza, Michele N. Mentzer, Keith E. Meyer, Julie Marie Michel, and Allan David Ian Millar.

Stephen R. Moir, Michael Mntazer, Ralph Anthony Montes, Lorraine J. Moreci, Sandra Maria Morgan, Cheryl Lynn Morin, Scott Morrison, Perry Mosdromos, Margaret C. Mostaccio, Erin Mumby, Mary Ann Mynott, Scott Andrew Newton, Penny G. Nicholson, Michelle Irene Nores, and Mark Nowag.

Also, Joseph Patrick O'Brien, James Robert O'Connor, Alexandra Karin Ohlin, Renee Christine Osborn, Michael James Overton, Peter A. Paganucci, Alex M. Palen, Douglas Pang, Kolleen Ann Pardi, Paul Edward Patrick, Terri Lynn Patterson, Lars Erik Paulsen, and Elizabeth Ann Paulus.

Torben Kragh Pedersen, B.J. Pick, Christopher G. Piery, Denise Noelle Pironi, Spiro Pistiolas, Scott Brian Porter, Brian Scott Posch, Adrienne Denise Price, Dale James Price, Amber Elena Purcell, Afshin Rahimi, Mar-

Angela Elizabeth Rooks, Earl Roy, Stacey Ann Rudy, Timothy Michael Running, Thomas William Rupp, and Kelly A. Ryan.

Anthony Joseph Sangervasi, William Saunders, Raymond Victor Savona, Kristy Lynne Schainker, Rex Churchill Schmidt, Steve Schneider, Steven Allen Schott, Suzanne P. Scott, Caroline Helen Seele, Gregory Wayne Shaff, Timothy Walter Sheehan, Dave Dean Shoup, Martin J. Siedenburg, and Spencer S. Simon.

Also, Sean Edward Singer, Michael Leonard Slaughter, Ronnie E. Smith, Terry Lee Smith, Juan Soto, Irene Sotiropoulos, Yvette Marie Soubrious, Derrick Stanton, Mary P. Stanton, Kathryn Marie Stasiak, Anthony George Stefanetti, and Denise Lynn Stewart.

Mathew A. Stoner, Michael William Swan, David Matthew Swapp, Norris Joseph Tebo, Vera Arleen Templeman, Cheryl Denise Thompson, Roger Christopher Tidwell, William John Timothy, Timothy Ray Tingley, Lisa Todd, Patricia A. Townsend, Denise M. Trevino, Carolyn G. Tuft, Kimberly A. Tully, and Lawrence Edward Turner.

Also, Christine Marie U'Ren, Michelle Van De Weghe, Jeff Karl Van Deursen, Sonya M. Vickers, Karen Joyce Vines, Khanh Cong Vu, Kevin Edwin Walters, Judy Wan, Alice J. Wang, Bruce Wayne Watkins, Jr., Erika Watson, Eileen Weng, Jeffrey James White, Jeffrey Michael Whittaker, and Ross Widmon.

Sean Robert Wilk, Tracy Willis,



SENIORS Jason Dessearme and Scott Morrison await their turn to receive diplomas.

Also, Diana E. Bernard, Deanna Rae Bauer, Leane Marie Baxter, Kenneth E. Bensen, Nicole Marie Bergeron, Carolyn Lee Berry, Philip Graham Bevington, Randolph Abella, Rita

beth Galvez, Amy Theresa Gardner, Richard Gardner, Caryn L. Gates, Lisa Marie Gates, Paul P. Gerstle, Michael B. Gillespie, Todd David Goldenberg, Lisa Gorgolinski, Tim-

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Stacey Brubaker, Eric E. Bruns, Blair T. Bullock, William James Dunton, Joe W. Burke, Gregory R. Lushong, Gregory Charles Calaisa, Christine Cala, Kenneth Scott Alderhead, Joanne Callaway, Vanessa Calloway, Theresa Ann Carlson, Colleen Anne Cassity, Felicia Renee Cephus, and Andrew C. Chapman.

Also, David Chandler, Donald Chandler, Carol Lynn Chang, Jane C.Y. Chang, Steven Christopher Charoni, Lori-Lynn Chase, Lewellyn Y. Chee, Lisa M. Chemarin, Renee D. Chemarin, Glen R. Christensen, Chyiwoei Hailen Chu, Raymond Chu, Thomas Chu, Carol Leven, and Christine Ann Compion.

Tina Contreras, Mark James Cooper, Donna Katherine Cortes, ethany Ann Cone, Susan Pamela Doyle, Gina A. Croaro, Carrie Lynn Hayes, Granger A. Davis, Yolonda vonne Davis, Gillian Elizabeth eGius, Anthony Sam DeMaria, aniel Tod Dempelein, Joseph artkais Dermenjian, Jeqine Laete de Shazer, Jason Guy Dessia-

beth Galvez, Amy Theresa Gardner, Richard Gardner, Caryn L. Gates, Lisa Marie Gates, Paul P. Gerstle, Michael B. Gillespie, Todd David Goldenberg, Lisa Gorgolinski, Timothy F. Gorski, Stephen J. Goudey, and Franklin Fabian Graham.

Also, Kristen Carol Griffin, Michael Gronau, Melita H. Guellert, Rosario Fermina Guerra, Victoria Marie Harding, Gary Michael Harris, Jennifer Theresa Hathorne, Wendy Hawthorne, Randall M. Hayner, Paula Denise Hebert, Leslie Eileen Heise, Steven Jon Herbert, Michelle Ann Herman, Eric Armand Herrera, and Yvette Cheryl Hickerson.

Michael Robert Hickey, Britt Ardee Hoff, Gary Hogan, Kathleen A. Holland, Chet Holloway, Patrick W. Horn, Robert Bruce Howell, Paul Chung-Hsia Hwu, Carolyn Leigh Hyland, Ronald S. Izumi, Rodney D. Jackson, Lillian Yvette Jenkins, Kristine Marie Johnson, Patricia Idella Johnson, and Cathy Jones.

Also, Nancy Yvonne Jones, Stephanie J. Jones, Holly S. Junge, Tanya Kalpakjian, Tatjana B. Kasper, Kristy Lynn Kavanaugh, Christopher Kevin Kearney, Christopher Eric Kennon, Cheryl Ann Kirch, Sheri Lynne Kissinger, Shawn Marie Kloepfer, Webber Fernell Knight, Stephen J. Kongsle, Daniel A. Kozned, and Kimberly Ann Kretschmann.

Stewart Masaaki Kume, Carla A.

A. Paganucci, Alex M. Palen, Douglas Pang, Kolleen Ann Pardi, Paul Edward Patrick, Terri Lynn Patterson, Lars Erik Paulsen, and Elizabeth Ann Paulus.

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Also, Cordella Richard, Christine Ursula Richardson, Matthew Jesse Roberts, James William Robertson, Cassandra Rachell Robinson, Linda Kathleen Rodriguez, Eric Tyrone Karl Rohde, Cristina Maria Rolfe, Mark David Rollin,

Carolyn G. Tracy, Kimberly A. Tracy, and Lawrence Edward Turner.

Also, Christine Marie U'Ren, Michelle Van De Weghe, Jeff Karl Van Deursen, Sonya M. Vickers, Karen Joyce Vines, Khanh Cong Vu, Kevin Edwin Walters, Judy Wan, Alice J. Wang, Bruce Wayne Watkins, Jr., Erika Watson, Eileen Weng, Jeffrey James White, Jeffrey Michael Whittaker, and Ross Widemon.

Sean Robert Wik, Tracey Willis, Nancy Lynn Wiltberger, Benita Laray Winn, Sarah L. Wong, Craig Woolfolk, Geoffrey Shepard Wright, Kim Annamarie Wright, Montel Maurice Yarbrough, and Robert Akira Yokota.

Also, Christopher Michael Young, Daniel Joseph Young, Denise C. Young, Dana Marie Zabelle, George William Ziegler, and Jeanne Marie Ziemann.



**CARLMONT GRADUATES** Gina Croaro (left) and Kelly Brennan enjoy the big day at graduation ceremonies June 15.

# School Report

By Dr. Ron Gilpatrick

Over the last two decades or more, numerous suggestions have been put forth aimed at exploring the possibility of unifying the several small school districts throughout the County. Any number of task forces, committees, groups, boards and other organizations have studied the issue.

Actually, the mere mention of unification strikes fear into the hearts of many proud, fiercely independent communities.

For the most part, all of the discussions have accomplished little more than that—discussions! Margaret Marshall, Redwood City School District Board of Education member, however, has suggested a relatively simple alternative which has many intriguing possibilities—and, in fact, a number of superintendents have been quietly talking with each other, exploring the same idea.

Would it be possible for several contiguous school districts to investigate ways of combining services so as to streamline for efficiency and trim expenditures? Suppose, for example, all the elementary districts served by the Sequoia Union High School District worked together in areas of textbook ordering, purchasing supplies, materials, furniture, etc. Could there be cost savings?

## COOPERATION

As a matter of fact, there are some limited interdistrict cooperative efforts already in effect. Several elementary districts are in a buying cooperative with Sequoia for school and custodial supplies. Field trip transportation is accomplished under cooperative agreements. Through the County Office of Education, there are cooperative special education programs, rental of films and instructional materials, and use of computer services for payroll and billing.

There is a general consensus, however, that short of actual unification—an act that does not seem to have much widespread support—a number of other steps could be taken on a cooperative interdistrict basis which might reap a number of fiscal and organizational benefits for South County School Districts. Let's name a few examples:

## EXAMPLES

1. A "Centrex" type telephone system. By combining resources, we could centralize the phone system of up to eight school districts with one centralized reception and "nerve" center.
2. Substitute teacher call-in center. Right now, the eight South County Districts use eight different secretaries every day school is in session to call for substitute teachers. By centralizing the service in one location, this need could be addressed with one person for all districts, saving time and effort.
3. Garbage disposal. It is possible large savings could be made utilizing a centralized garbage and trash disposal system rather than what is the case now—eight districts providing for their own individual service.
4. Textbook/Instructional materials ordering. There are savings when ordering in large quantities. This is a tricky business because different districts purchase from different vendors and publishers to meet the needs of different schools. However, if the districts worked more closely and cooperatively in textbook selection and ordering, it is possible large savings might be accomplished.

5. Bulk Printing/Copying. Costs of printing are reduced when done in quantity and on machines equipped to handle large volume. To some extent, districts can now do this through the County. However, eight districts working together might be able to establish a jointly operated copy center with a rapid turn-around time, providing a lower cost copy service.

## JUST A FEW

These are just a very few ideas. There are many more possibilities down the road—traveling maintenance and custodial crews, painting/electrical/plumbing crews, staff development/in-service training centers—and the list is endless, if we but use our imagination. That is exactly what many board members and superintendents are beginning to explore.

In these times of fiscal austerity, we need to investigate all possibilities. Interdistrict cooperative programs may hold promise for small districts seriously squeezed because of declining enrollment and dwindling financial resources. It's an idea whose time has arrived.

**Editor's Note:** In San Mateo County, seven municipal libraries and the county library have joined in a cooperative library system, the Peninsula Library System, in which many of the cooperative savings suggested by Dr. Gilpatrick are in effect. Each library has maintained its own autonomy.

# Do students need a 'values' curriculum?

BY DR. RON GILPATRICK  
Imont Schools Superintendent

Santa Clara Unified School District has taken a bold step forward in announcing that its schools have launched a new "values" curriculum. The concept is far from original. A number of school districts across the nation have attempted to instill values through the curriculum. In fact, the subject teaching values — sometimes referred to as "moral education" or "instruction in virtues" — is old as Socrates. Meno, in one of his discussions with the great philosopher, asks Socrates: "Can you tell me, Socrates — is virtue nothing that can be taught? Does it come by practice? Or, is neither teaching nor practice that gives it to a man, natural aptitude or nothing else?"

The argument about whether "values" should be taught as part of the school curriculum is likely over 2,000 years old, as no suggests. Educators have debated this issue throughout the better part of this century.

In this and our next column, I propose to make a case for teaching of values as an integral body of content in the public schools. Today's column makes the argument for such an undertaking and next week we'll describe a plan for doing it.

I am particularly familiar with this issue as it was the subject of my doctoral dissertation. In preparation for my degree, I was involved in the development of a specific "values" program in a K-6 elementary school where I once served as its principal. We usually taught "honesty," "courtesy," "respect," "responsibility," and "sportsmanship" among others.

One of the serious problems facing educators is the proliferation of subject matter which has encroached upon the curriculum. Schools have been faced by legislative mandate; at

one time or another, to provide instruction for such items as drug education, sex (family life) education, driver's training, conservation of resources, etc., etc. This is particularly a concern in the "back to basics" movement now sweeping the country. Parents are rather sensitive these days about items in the curriculum which seem tainted with something other than what is considered "academic." To add to the difficulty, the recent fiscal reverses in education brought about by inadequate legislative action, declining enrollment, public apathy, inflation, Proposition 13, and loss of public confidence has caused school districts to cut programs. Such "frills" as art, music, industrial arts, minor sports, health education, foreign languages and other elective courses have been cut or eliminated from many school district programs. In fact, the fiscal plight has been so severe that not-so-frilly courses have also been trimmed, such as mathematics, science, English and literature. We've even cut instructional time on a daily basis.

At a time when major instructional surgery has been performed because of financial wounds, what kind of a case can anyone make for adding something to the curriculum like "values education?"

What is really at stake here, in the case of values education, is a confrontation with the fundamental purposes of public supported education. Ask most

San Mateo County, which enjoys one of the highest standards of living in the nation, has a divorce rate which exceeds 50 percent. Teenage suicide attempts are at an all-time high. Venereal disease incidents are showing an alarming increase — and alcoholism has become a disease of epidemic proportions.

educators today what they believe to be the primary purpose of school and you are likely to hear something like this:

"The purpose of education is to help students develop their full potential so they may become responsible, productive members of society."

As a matter of fact, this objective forms the basis for the policy statement on goals for many school districts. Yet, in the very early part of this century, the National Education Association (NEA) stated at its 1906 national convention that the purpose of education was "to help children build character."

Helping children "build character" and assisting them to "develop their potential" are

two very different and not necessarily compatible goals. This writer accepts the premise that helping children maximize their innate capacities is important and must be considered in developing a school curriculum. Such a goal implies the curriculum will necessarily focus on the core of basic academic disciplines, thus providing students with those instructional skills they must acquire if they are to function successfully as adults. But the question must be raised, "develop their potential for what?"

I have been concerned that all this attention on "developing potential" places so much focus on the individual that there is no consideration for advancing the cause of human civilization.

## New Students

To Register  
*CARLTON, SEQUOIA, WOODSIDE*

Students new to Carlton, Menlo-Atherton, Sequoia, and Woodside high schools may register for classes immediately. New students should call the school's guidance office for an appointment to register.

Students must be accompanied by a parent or guardian when registering and provide proof of immunization for polio, diphtheria, measles, rubella and mumps.

Proof of residence may be established by providing a PG&E bill or a notarized rental agreement.

New students are encouraged to provide a record of the grades earned at their previous school, the name and number of an emergency contact, and the parent or guardian's work phone number.

The school guidance offices may be reached by calling Carlton 595-0210, Menlo-Atherton 322-5311, Sequoia 367-9780, and Woodside 367-9750.

# Need a 'values' class?

**Mateo County, which enjoys one of highest standards of living in the nation, has a divorce rate which exceeds 50 percent. Teenage suicide attempts are at all-time high. Venereal disease incidents showing an alarming increase — and alcoholism has become a disease of epidemic proportions.**

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I have been concerned that all this attention on "developing potential" places so much focus on the individual that there is no consideration for advancing the cause of human civilization.

In the last fifteen years, the stress has been on individual growth and accomplishment with almost no attention given to an investigation of societal needs. A youngster might indeed develop his/her full potential as a mathematician — but know precious little about getting along with other human beings.

It is of some passing interest that San Mateo County, which enjoys one of the highest standards of living in the nation, has a divorce rate which exceeds 50 percent. Teenage suicide attempts are at an all-time high. Venereal disease incidents are showing an alarming increase — and alcoholism has become a disease of epidemic proportions. If things are so good — why are they so bad?

Somehow, about thirty years after the NEA proposed that "building character" was an important educational goal, that concept got lost in "progress education," Sputnik, team teaching, open-space education, mini-courses, flexible scheduling, and now — "reform."

I would propose that an immutable goal of education has always been and will ever be to promote an ever-advancing civilization. In so doing, the school's curriculum must include room for inculcating society's values. It can no more be assumed that children will automatically "learn" the fundamentals of honesty, love, concern for others, and self-respect than they can learn reading without help. School is

the ideal setting for the learning of values. Surely, the home plays a significant role in the values acquisition process — just as the home has a vital role in helping a child learn to read.

Schools, however, can and must provide the curricular medium for imparting society's values. Questions are often raised about which values to teach. When we talk about honesty, responsibility, cleanliness and sportsmanship, we're on fairly safe grounds. If, however, we introduce subjects such as abortion, sex education, nuclear disarmament, and atomic power, community anxieties are easily aroused. So as to avoid controversy, values instruction has often been altogether omitted from the curriculum.

Surely, we can, as communities, come to a consensus about which values can be introduced without upsetting everyone. If society and civilization are to advance, students must learn what it is society values. To some extent, we are talking about the development of spiritual as well as academic skills. Children need spiritual tools to live in peace with fellow students, parents and, ultimately, all mankind.

Next week, we'll explore techniques for imparting values. How can school districts successfully introduce a values education program which will gain community support and, at the same time, help children build "character?"

# Scholarship winners from Peninsula high schools

A number of students at Peninsula high schools earned scholarships during the past school year. Following is a partial list of scholarship winners. These winners were reported to the Times Tribune by the schools they attended. Some schools did not have complete lists of winners and other schools said they had policies against releasing the names.

## Sequoia High School District Carlmont

A

**David Allen**, NROTC four-year scholarship, Northwestern University Merit Scholarship; **Linda Anderson**, San Carlmont Scholarship; **Melanie Arndt**, U.C. Berkeley Scholarship; **Constance Austin**, Betty J. Olive Memorial Scholarship; **Kurt Austin**, Cal Grant A, Cal Grant B, Scottish Rite Scholarship.

B

**Lisa Baba**, Finalist - Signal Companies Inc. Scholarship; **Katrina Baer**, Belmont Rotary Scholarship.

C

**Colleen Cassidy**, C.A. Buck Foundation Scholarship, Raychem Scholarship, Cal Grant A, Elks' Club Redwood City Scholarship; **Carol Chang**, Dale Carnegie Scholarship; **Chylwoei Chu**, Belmont Rotary Scholarship, Robert A. Smith Memorial Scholarship; **Susan Coyle**, Board of Realtors Scholarship.

D

**Granger Davis**, Redwood City Downtown Lions' Club Scholarship; **Yolonda Davis**, Carlmont BSU Scholarship; **Heather Dorner**, James A. Branch Memorial Scholarship, Carlmont BSU Scholarship, MESA Scholarship, Ravenswood Scholarship.

E

**Barbara Etherton**, Belmont Rotary Scholarship.

G

**Franklin Graham**, 1984 Gould Inc. Foundation Scholarship.

H

**Michael Hickey**, Cal Grant A, Henry A. Jastro Scholarship for Biology at UC Davis.

J

**Rodney D. Jackson**, Ravenswood Scholarship; **Lillian Jenkins**, Betty J. Olive Memorial Scholarship, Carlmont BSU Scholarship; **Cathy Jones**, Cal Grant B.

K

**Stewart Kume**, San Francisco Bay Area Engineering Council Scholarship Finalist, Jostens Scholarship, Japanese-American Citizen's League Scholarship — San Mateo Chapter, Soroptimist Club of Belmont/San Carlos Scholarship.

M

**Donna Maynard**, Mills Memorial Kay Ellis Auxiliary Scholarship, Peninsula Hospital Auxiliary Scholarship; **Scott Morrison**, University of California Alumni Scholarship.

**Renee Osborn**, Cal Grant A, Board of Realtor's Scholarship; **Michael Overton**, Cal Grant B, Pell Grant.

P

**Elizabeth Paulus**, Belmont Rotary Scholarship; **Christopher Piety**, John and Jere Elliott Scholarship.

R

**Linda Rodriguez**, Belmont Rotary Scholarship.

S

**Suzanne Scott**, Cal Grant; **Martin Siedenburg**, Elk's Club Redwood City Scholarship; **Terry Smith**, South Palo Alto Optimist Club Scholarship; **Juan Soto**, Carlmont U.L.A. Scholarship.

T

**Denise Trevino**, Finalist — McKesson Scholarship Program.

U

**Christine U'Ren**, Henry & Gladys Patton Athletic Scholarship.

Y

**Robert Yokota**, Graphic Communications International Union Scholarship, University of California Alumni Association Scholarship; **Daniel Young**, Cal Grant A.

## PEN. NOTRE DAME 8/20/84

T

**Audrey Berlowitz**, Belmont Rotary Scholarship; **Kit Batina**, Kathleen C. Tiernan Memorial Scholarship.

C

**Kathleen Castro**, San Mateo Elks Scholarship.

G

**A. Patrice Guzman**, University of San Francisco Scholarship.

L

**Deborah Liu**, San Mateo Elks Scholarship, Georgetown University Scholarship, Kathleen C. Tiernan Memorial Scholarship.

M

**Nancy Milla** and **Jennifer Moon**, Redwood City-San Carlos-Belmont Board of Realtors Scholarship.

N

**Patricia Nuckton**, Kathleen C. Tiernan Memorial Scholarship.

S

**Elisabeth Schneiders**, San Mateo Elks Scholarship, Case Institute of Technology Scholarship, American Institute of Chemical Engineering Scholarship, Harvey Mudd College Scholarship, Rensselaer Polytechnical Scholarship, Stanford University Scholarship, University of Dallas Scholarship, UCLA Alumni Scholarship, UC Davis Regents Scholarship, **Holly Smith**, University of San Francisco Chancellor's Scholarship.

Y

**Jennifer Yun**, Belmont Rotary Scholarship, University of San Francisco Scholarship, Kathleen C. Tiernan Memorial Scholarship.

# Sequoia may trim sports; close 2 pools

S.M. TIMES 8/20/84

REDWOOD CITY — A proposal to cut four girls' sports and six boys' sports and to close two swimming pools was announced today by Superintendent Merle D. Fruehling of the Sequoia Union High School District.

The cuts, to save \$54,000, would dismantle one-third of the afterschool sports program.

Trustees will hold a hearing on the proposal Wednesday at 8 p.m. in the auditorium of Sequoia High School, Broadway at Brewster Avenue, Redwood City.

Fruehling is recommending that the following girls' sports be eliminated: junior varsity soccer, tennis, frosh-soph badminton, and frosh-soph volleyball.

In boys' sports, Fruehling is recommending these cuts: tennis, golf, junior varsity soccer, frosh-soph baseball, C & D basketball and frosh-soph water polo.

He also is recommending closure of the swimming pools at Sequoia and Woodside, which would require the varsity water polo and swimming teams at those schools to practice at Menlo-Atherton and Carlmont.

Fruehling said that if water polo coaches and principals can work out satisfactory practice arrangements that would permit adequate time, then the frosh-soph water polo could be reinstated.

The board in June authorized \$50,000 in cuts in athletic programs but delayed implementation to see if the state Legislature would fund the district at a higher-than-anticipated level.

Despite the 6 percent increase to school districts, the actual percentage increase to Sequoia is only 1.44 percent because of declining enrollment and other factors, according to Fruehling.

He said that this leaves the district with an ending balance of

\$450,000 on a \$24 million budget, an amount which he said is made up of inventory and not cash.

Fruehling said, "We also do not have additional funds for appropriate cost-of-living salary adjustments for staff."

Negotiations with various bargaining units are under way.

Fruehling said that the district had been able to maintain a full athletic program since Proposition 13 in 1978 only by raising \$65,000 annually in student fees to help pay.

However, a state Supreme Court ruling earlier this year struck down as unconstitutional the assessment of fees for participation in school activities.

"I do not feel, in good conscience, that we can continue to support a full athletic program while cutting such essential services as counseling, library and other important services that support the educational program," Fruehling said.

He added that if parents can voluntarily raise the funds necessary to support the sports recommended for elimination, they could be restored.

"My experience," he said, "has been that there is a lot of emotion and concern generated among students and the community when there are reductions in the athletic program. I wish that same emotion and concern had been shown for some of the other reductions that we had to make over the years that have had an adverse impact on the instructional program we offer our students."

"I am a strong advocate of athletics, but I believe that when a district has had to make the reductions that we have had to make, the athletic program will have to be affected along with many other programs."

# Schools

## Trustees Extend Contract

The Belmont School District Board of Trustees decided at their last meeting to extend superintendent Ron Gilpatrick's contract through June 1987, one year longer than it was scheduled to end. Despite local homeowner opposition, they also voted to maintain district headquarters at its present location.

Gilpatrick's contract was extended by unanimous vote of the board. Gilpatrick asked the board for extension for personal reasons, he said.

"I enjoy what I am doing and I intend to be around for awhile," Gilpatrick said.

"The extension will allow me more flexibility in planning. Living year to year under contract is impermanent at best and while teachers

have tenure of sorts, superintendents have no such guarantees," Gilpatrick explained.

Under the terms of his contract, Gilpatrick will receive a \$51,000 salary annually, and an expense allowance.

The board voted 4-1 to keep the district headquarters at its present 2960 Hallmark Drive location. Factors cited for remaining include the high cost of relocation and possible loss of rental fees should the headquarters be located in classroom space.

Members of the Belmont Heights Civic Improvement Association decried the decision, citing the developer's promise that the site would

be developed for residential use.

Alex Serbin president of the school district consolidate with the San Carlos School District.

"The most economic way for the district office to operate is to combine with San Carlos," Serbinoff said. "The economies of scale would enhance both programs while avoiding duplication of services."

"It's clear to me the real issue is that the people of the community don't want a commercial enterprise in their midst," Gilpatrick said. We represent that to them."

"We would be severely criticized if we decided to move based on concerns of neighborhood aesthetics," Gilpatrick said. "We can't be held responsible for promises made by the developers."

In making the decision to remain at the present location, the Board voted to use the headquarters only for school district business and related school activities.

In other trustee action, the board voted to reject all bids submitted for the lease of classrooms at the closed Cipriani school site.

## Belmont School Report

### Districts Support Values Education

By Dr. Ronald S. Gilpatrick  
CARL ENQ 8/22/84

Values education is a subject with a colorful history. If you asked educators today what the purpose of education is, most of them would tell you that schools are designed to help children "maximize their potential so they may become productive, responsible adults in a democratic society."

As many as 90 percent of the school districts in the state have included such a notion in their goals and objectives.

Teaching values has been more than just a passing interest since the National Education Association first declared in its 1906 policy statement that the primary purpose of education was "to build character."

Clearly, teaching values or "virtues" was considered of paramount importance around the turn of the century.

The combination of two global wars, a Great Depression, the Korean and Vietnam Wars, and the assassination of such prominent national figures such as the Kennedys and Martin Luther King all made their impact on the American moral scene.

By the mid-sixties, we were going through the "do your own thing" era. Values education virtually disappeared from the curriculum.

As the issues of segregation, race,

economic deprivation, cultural diversity, and special education became major concerns for schools, many educators came to feel that the teaching of values was inappropriate for schools and was best left to the home.

Through the 1970s and early 1980s, schools were (and still are) so mired in economic troubles there was precious little time to think about "values" education.

Yet, there are a number of rather heavy societal issues today facing our American society, all of which demand some healthy social dialogue if America is to remain a first-class world power and leader of that part of the world which cherishes democracy and individual freedom.

Jerome Bruner, well-known psychologist and educator, makes the

case that school is the best vehicle for imparting values. Only in a school setting can so many young people be brought together in a structured environment with trained individuals who are best suited to provide meaningful morals/values training.

Lawrence Kohlberg, an authority on moral education, suggests that it is only through a process of training and education that human beings can learn how to cooperate on a global or international scale.

If schools help children achieve their "individual potential," but ignore their responsibility of promoting an ever-advancing civilization, education will then have done little more than be self-serving, meeting special interests, and catering to transitory desires of parents.

# Sequoia District faces sports program cuts

By Robert Rudy  
Times Tribune staff

DEP. TUES 8/21/84

During the past two decades, Woodside High School has produced some of the best high school tennis and golf teams on the Peninsula. But after Wednesday, the school may not even be able to field mediocre teams.

Officials in the Sequoia Union High School District are proposing that one-third of the sports programs that have been offered to students in the past — including tennis and golf — be eliminated from each of the district's four high schools in order to save the financially pressed school system some money.

Superintendent Merle Freuhling will ask the district's school board to approve the proposed reductions, at an annual savings of roughly \$50,000 to the district, when trustees meet Wednesday

night. The meeting, which begins at 8 p.m., may draw a large number of parents and students and, consequently, will be held in the auditorium at Sequoia High School.

The \$50,000 cut in athletics is just part of an overall budget reduction of roughly \$450,000.

"My experience has been that there is a lot of emotion and concern generated among students and the community when there are reductions in the athletic program," Freuhling wrote in a message to trustees. "I wish that same emotion and concern had been shown for some of the other reductions we had to make over the years that have had an adverse impact on the instructional program we offer our students."

There are six boys' and four girls' sports earmarked for elimi-

nated. Meanwhile, Sequoia's costs have continued to rise.

Throughout the summer, Sequoia district officials tried to get some Peninsula cities and their recreation departments to assume some of the responsibility for athletic programs. However, problems involving insurance, legalities and overall management kept the plan from ever getting off the ground.

Freuhling said a number of different factors were used in deciding which sports to cut and which ones to keep. Among them were the number of students involved in a sport, the amount of revenue it produced through gate receipts, the cost of uniforms and equipment, the number of coaches required and sexual equity throughout the entire program.

The money produced by a sport was not that crucial a criterion because the only two high school sports that actually

ball, Freuhling noted. He said opportunities to participate in certain sports outside of school also were considered and that, in part, led to the recommendation to cut tennis and golf.

Although the district will no longer be able to charge participation fees, Freuhling said he will ask parents to make a \$30 donation for students who join sports squads, which he said are legal since students can still participate even if they can't pay.

Freuhling also held out some hope to students in sports that probably will be cut Wednesday night. He said that if parents can raise the amount of money needed to provide a particular sport, then a sport can be reinstated. As an example, he said it would cost about \$4,500 to bring back tennis. The most expensive sport to reinstate would be junior varsity soccer, Freuhling said, because of the large number of stu-

ND students	
CARL ENRIGHT	Notre Dame High School
Kristin Asmus	students Kristin Asmus of Belmont and twin sisters Haily and Mallory Bellack of San Carlos, are commended students in the National Merit Program this year. The three are seniors. Another student, senior Sheila Hunter of Belmont, was named a semi-finalist.

nation, affecting about 250 students at each of the four high schools. The girls' sports are junior varsity soccer, tennis, freshman-sophomore badminton and freshman-sophomore volleyball. The boys' sports are junior varsity soccer, tennis, freshman-sophomore baseball, C and D basketball, golf and freshman-sophomore water polo.

In addition to the sports, Freuhling also is asking that two of the district's four swimming pools be closed, an additional savings of \$18,000.

The proposal to cut back athletics is, in part, due a state Supreme Court decision earlier this year that bars schools from charging sports participation fees. Those fees raised more than \$60,000 for Sequoia district sports last year.

The only other

fected by the court decision were the Fremont and San Mateo Union high school districts, both of which will lose more money from the court ban than Sequoia.

To compensate for their losses, officials in the San Mateo district have cut four fall sports from the program, closed a swimming pool and instituted a variety of fund-raising efforts, said Assistant Superintendent Mark Rothacker.

In the Fremont district, spokeswoman Rhonda Levin said the loss of \$80,000 in fees is being made up by general fund money. The board decided not to make any cuts in programs, she said, because it puts a high priority on sport activities. Freuhling said, although the latest state budget included a 6 percent increase for education, the Sequoia district ended up with only about 1½. "Low-wealth" districts got more because they

# Sports get a reprieve from cuts

Sequoia high school district will fund all teams this year

By Robert Rudy

Times staff

EN-TIMES 8/23/84

Students who take part in 10 sports programs in the Sequoia Union High School district can look forward to playing for another year at least, thanks to the district trustees.

The school superintendent had recommended dropping the relatively minor sports programs to save \$50,000, but the trustees Tuesday night rejected the plan and instead considered cutting back on maintenance at the closed San Carlos High school.

The high school was closed in 1982, but used by several youth sports organizations in San Carlos. The city pays nothing to the district for the use of the fields and gym at the 41-acre site.

But the Sequoia district has budgeted about \$83,000 to be spent on the site next year, a figure that includes security, electrical costs, water costs and several other factors. Superintendent Merle Freuhling said the district could save up to \$50,000, though, by shutting the pool at San Carlos High and eliminating upkeep of the gym and fields.

An alternative would be to ask the city of San Carlos to pick up much of the cost of maintaining the site, a proposition Freuhling said he will discuss with city officials in the next few days.

The school board is not expected to make a formal decision on maintenance costs at San Carlos High until next month, but it strongly indicated Tuesday that the city's free ride could end very soon.

The possible reversal of a 2-year-old policy regarding who pays for the high school's upkeep apparently is due to in-

creased frustration among district officials over their lack of progress in selling the site. San Carlos city officials not only have placed specific limits on what can be built there, but recently have been talking about rezoning a majority of the property as open space — a condition that would make any residential development more difficult.

"My patience is just about exhausted in terms of our negotiations with them," said trustee Richard Dorst, who claimed the district has tried to be flexible.

"... And what do we get?" he continued. "A proposal that it (the school) would be zoned two-thirds open space."

There are six boys' and four girls' sports, affecting about 250 students at each of the district's four high schools, that received a last-minute reprieve. The girls' sports are junior varsity soccer, tennis, freshman-sophomore badminton and freshman-sophomore volleyball. The boys' sports are junior varsity soccer, tennis, freshman-sophomore baseball, C and D basketball, golf and freshman-sophomore water polo.

School officials had expected a large turnout of parents to appear at Tuesday's board meeting to protest the athletic program cuts and consequently scheduled the meeting for the auditorium at Sequoia High School. But at least 80 percent of the approximately 600 seats in the auditorium remained empty and many of those in attendance were school district employees.

Most of the people who did address the school board spoke out against a previously approved cut of \$480,000 in the district's counseling program.

Brian Wells, the husband of Woodside High counselor Suzanne Wells, told the board that the drastic reduction in counselors — they will now be called guidance advisers — will mean disadvantaged students and students who don't speak English well will be unable to get the help they need to make critical decisions about their future.

"I want to remind you that there's a very personal dimension to what looked like a dollars-and-cents decision," he said.

The reorganization of the counseling program also drew a warning from the district's teachers union that it may file an unfair labor practices grievance with the Public Employees Relations Board for the way district officials handled the cut.

Stan Ogren, a member of the Sequoia District Teachers Association bargaining team, said that because there are fewer counselors, the present ratio of 410 students per counselor undoubtedly will rise. In an interview, he explained that decisions regarding staffing ratios must be negotiated by both teachers and administrators, but that in this case the decision was a unilateral one made by district officials.

Assistant Superintendent Marion McDowell, however, explained that no unfair labor practice had occurred because, in actuality, there will be no more counselors at all. She indicated that the creation of a new job — guidance adviser — obviated the need to negotiate a new staffing ratio.

Ogren hinted that teachers may be willing to forego filing a grievance with PERB if they can receive some other concession during contract negotiations. He did not, however, specify what those concessions might be.

Meanwhile, details of the new counseling program, which Freuhling said "will be more of a guidance information effort," were announced.

The new system calls for having one guidance adviser at each of the four high schools and two advisers to serve districtwide, one for disadvantaged students and one for bilingual students.

A written report of the program states that students will have to become active participants in the counseling process and that it will be the responsibility of the family to make decisions relating to meeting specific course requirements.

The new program, district administrator Charles Mendoza said, will include "a lot of written material" being sent to students and their parents.

# Sports cuts avoided in Sequoia district

S.M. TIMES 8/23/84

REDWOOD CITY — A veteran trustee whose son was a member of the silver-medal-winning U.S. Olympic water polo team Wednesday night talked his colleagues into retaining four girls sports and six boys sports in the Sequoia Union High School District.

Trustee Richard W. Dorst of Atherton, whose son Chris was on the American team, championed an alternative to dismantling the sports program and closing two swimming pools, a recommendation made by Superintendent Merle D. Fruehling to save \$54,000.

Instead, Dorst advocated an idea advanced during a four-hour meeting by Frank Masari, representing the American Youth Soccer Organization (AYSO), that the district reduce maintenance at San Carlos High School, which closed in June 1982.

Trustees agreed, though not by a formal vote.

Board President Helen Hausman tried to rally support for restoring a counselor instead of sports but received no support.

The decision on maintenance at San Carlos High could trigger a controversy with the City Council.

Accordingly, trustees softened their intentions, directing Fruehling to try to get San Carlos to pay some \$50,000 toward the \$83,000 annual maintenance and security at the closed school.

The city is using some fields at the school for sports activities.

Trustees agreed that if the city refuses to pay for maintenance, the district will discontinue care for the fields, allowing weeds and overgrown grass to dominate.

They also said they would board up vandalism rather than repair it.

The city and school district are at odds over how to use the 40-acre school site.

The district has received an \$8 million bid on the site, conditioned on the buyer's winning city approval for 162 units of housing.

City Manager Warren Shafer, in a letter to Fruehling last week, said the development proposal "does not meet standards required by the city. The proposal has major problems that will be extremely difficult to correct without major revisions."

Fruehling said that the City Council next month will consider a staff recommendation to rezone the site to open space, a move that Fruehling said could reduce its value from \$8 million to \$4 million.

Hausman asked, "To what extent do we put our negotiations with San Carlos in jeopardy" by threatening to cut off maintenance?

Trustees also approved a guidance plan that essentially strips counseling at the district's four schools in the wake of cuts in

counseling totaling \$455,000.

Masari offered a partial solution. He said that the AYSO could raise \$8,000 by conducting tournaments at each school and use the money for maintaining the fields at San Carlos High.

Fruehling told Hausman that if donations from parents for sports mounts in the upcoming weeks, those funds could be used for enhancing the counseling program.

The trustees' action — and non-action — means that the 10 sports earmarked for elimination will be retained. In girls sports, these include junior varsity soccer, tennis, frosh-soph badminton and frosh-soph volleyball.

In boys sports, saved are tennis, golf, junior varsity soccer, frosh-soph baseball, C & D basketball and frosh-soph water polo.

Additionally, the swimming pools at Sequoia and Woodside will be kept open this fall, enabling the schools' water polo teams to practice on site.

## SamTrans Bus Schedule Serves Local Students

CARL. ENQ. 9/29/84

SamTrans buses will transport nearly 1900 students in the Belmont and San Carlos elementary school districts when the fall term opens September 4.

In addition, approximately 250 Carlmont High School students will use a variety of SamTrans routes to reach the campus each day, and more than 100 students at College of Notre Dame and Notre Dame High School will use SamTrans mainline and local routes.

SamTrans routes and the schools served in the Belmont Elementary School District in-

clude: Route 45B Fox Elementary and Central; Route 40R, Central Elementary, Nesbit Elementary, and Ralston Intermediate.

Routes and schools served in the San Carlos Elementary School District are: Route 46B, Heather Elementary, Central Intermediate, and Brittan Acres Elementary schools; 46C, Brittan Acres School; 51S, Arundel and White Oaks Elementary Schools.

The transit district began designing segments of its Belmont and San Carlos service to meet school needs after passage of Proposition 13.

# Students to plan their own future

S.M.Times 8/29/84

REDWOOD CITY — How a student plans his academic program and future is now his and his parents' responsibility in the Sequoia Union High School District.

The impact of cutting the counseling program in the money-starved district by \$455,000 has resulted in a reorganized guidance plan.

The remaining one counselor at each of the regular four high schools and one continuation high school, plus a roving counselor for troubled students, will no longer take a lead role in shaping a student's academics.

Instead, counselors will play three primary functions for the district's 6,985 students:

- Register and schedule them.
- Provide college information.
- Provide career and vocational information.

"A major difference between this program and the district's previous program," says Student Personnel Services Director Charles Mendoza, "is in the method of delivery of service and the shifting of responsibility for a student's program and future

planning to the student and his parents."

The schools will be responsible for providing parents and students with information they need to make educational and career decisions, but the parents and students will be responsible for making and implementing the decisions.

Another change is that information will be provided to large groups and in printed form rather than individually or in small groups.

"Information will be presented to students in classrooms, group meetings and through printed material," explains Mendoza. "Students must become active participants in the process.

Personal counseling also is being eliminated from the guidance program.

# Sequoia program takes aim at 300 potential dropouts

By DUANE SANDUL  
Times Staff Writer

S.M.Times 8/29/84  
REDWOOD CITY — School starts Sept. 5 in the Sequoia Union High School District and, by spring, at least 300 students will drop out of school.

Most will be minority students without job skills.

The Private Industry Council (PIC) of San Mateo County, hopeful that these students can be convinced to stay in school, has agreed to contribute \$38,500 toward a \$97,000 in-school youth program.

Forty students who have already dropped out or who are potential drop-outs as evidenced by their truancy and low academic performance will be enrolled in the program.

The drop-outs will be recruited by the Youth Employment Program supervised by County Schools Department and placed

in part-time jobs provided by PIC members.

The catch? Students will be required to attend basic academic and job search skills each day from 8 a.m. to noon during the school year. The academic curriculum will consist of one hour each of English, social studies and mathematics. An additional hour will be devoted to the teaching of pre-employment and job search skills.

Participants will not be placed in private sector jobs until they have satisfactorily demonstrated knowledge of work place expectations, identification of occupational skills, resume writing, preparation of applications, job search techniques and interview techniques.

Students will be placed in jobs in which they can work from 1 to 6 p.m. weekdays and/or weekends.

The goal of the program, according to Sequoia District Cur-

riculum Director William Walti, is to return 75 percent of the potential drop-outs to one of the district high schools.

Walti is optimistic that showing a link between classes and a job will encourage underachievers to rethink dropping out of school.

"Inherent in the problem is student lack of perceived connection between school work and work place experiences, coupled with low basic skills," said Walti. "Academic courses for these students need to be shown as having direct relevance to occupational planning.

"In effect, these students need to experience the expectations of the work place while presently learning academic skills. Additionally, these students need to strengthen their basic skills in order to have a realistic chance of graduating from high school and successfully entering the job market."

**Belmont Schools**

# Mentors, Textbooks Debut

By Steven Stark

Just when you thought summer vacation would go on forever...school begins again.

For the three element schools in Belmont (grades kindergarten through fifth) new Social Studies text books will make their debut, as will Mentor Teacher Carl Firestone's physical fitness and education program.

At Nesbit School, principal Bud Shigley was caught "knee deep in text books" last week, happily expecting a larger-than-normal kindergarten enrollment.

Anticipating the coming school year, Shigley mentioned the continuation of the Artists in Residence program offered in conjunction with the San Mateo Arts Council. Under this program, working artists are given studio space in the schools in return for art instruction with the students.

Also continued from last year, Shigley said, will be musical instrument instruction. "For years we couldn't get the kids to touch an instrument, but there's a renewed enthusiasm," he added.

At Central Elementary School principal Renzo Pochini couldn't say enough about the ongoing Beautification program. Sponsored by the Parent-Teacher Association, the School Beautification program at Central was instrumental in cleaning, painting, and

tidying up the school grounds last spring. Construction of lunch benches is underway now, Pochini said, with parent/contractors doing the work.

"The parents really got into the spirit of beautification, and this is really beautiful," Pochini said.

At the Fox School, principal Nancy Caughey said she looks forward to expanding even further the computer program and the hands-on experience gained by students in the science lab program. Special events, such as ballet, opera, and puppet shows, should provide the students sufficient rewards for tasks well done, according to a tentative schedule at the school.

At the district's lone junior

lon, with more than a decade of teaching experience in the district, hopes to achieve more consistency in the teaching of English and composition, a goal, she said, which can be extended into the elementary grade level.

Ralston principal Joe Fruth lists the school computer program, which graduates functional programmers, the award-winning journalism class, and the public speaking course as strong points in the curriculum.

There are a number of reasons why it makes sense to

# Belmont Schools

CALL ENCL  
9/5/84

By Dr. Ron Gilpatrick

There has been a resurgence of values education making its way into the curriculum. Santa Clara Unified School District has just recently adopted a new values curriculum program. Other districts are doing likewise.

consider a formal adoption of a values curriculum:

"Values" are bound to be taught even if there is no values program in a school. The absence of teaching values is, itself, a statement about values!

In the absence of an established policy, values instruction will occur anyway—haphazardly, chaotically, and often in conflict with citizen desires or concerns.

There is considerable evidence pointing to the fact that the ability to get along with others is a learned skill. Many psychologists agree that a school is one of the best mediums for helping children learn the values of respecting others, caring, loving, showing concern, working cooperatively with others, and developing individual as well as group responsibility.

The incidences of teenage suicide, alienation, runaways, unwanted pregnancy, alcoholism, and drug usage are about as high or higher today in the United States than at any time in history.

Finally—and perhaps of greatest importance—school is more than "back to basics," more than "preparing one for work," more than "helping children reach their potential."

Education does imply the growth of one's spiritual well-being. Aristotle talked of the

human need to find "happiness" or peace within one's self. Other great philosophers, sociologists, and religious leaders have talked about the need for every generation to promote the advancement of civilization. Schools must play their role in that cause.

The question is which values are to be taught and how they are to be imparted. This writer was involved in the development of a values curriculum for a K-6 elementary school. Parents, teachers, students and the business community discussed common concerns of their neighborhood school.

Surveys were conducted and out of the discussions, that school community selected six specific values it wanted "taught" to the students and those selected were respect for self and others, courtesy, responsibility, honesty, and handling anger in an acceptable manner.

Having selected the specific values to impart, the staff created teaching units for all six values using film, slides, displays, socio-dramas, group discussions, short stories, film strips/cassettes and assemblies.

Values education has been a problem when schools get involved in sex education, family life instruction, nuclear disarmament, ecology, drug education and other issues which may create controversy. If the community is involved from the beginning, however, a lot of controversy can be avoided.

# District Honors Teachers

CALL END 9/5/84

Donald Gielow of Sequoia High School and Melvyn Johnson of Carlmont High School have been named as 1984-85 Teachers of the Year in the Sequoia Union High School District.

Their selection was announced at Sequoia High school on Tuesday, September 11, 9:00 a.m., by Superintendent Merle Fruehling at the 9th annual pre-school staff meeting.

Don Gielow, who is a resident of San Carlos, has been teaching for 24 years. He came to San Carlos High school in 1960 as a science teacher. He currently teaches science and electronics at Sequoia High School where he also serves as budget officer and department chairman.

"Don is an outstanding science teacher," said Earl Walker, Sequoia principal. "He is highly respected by staff, students, and community. Don is recognized as a team player who unselfishly looks out for the best interest of everyone. He does this by totally devoting his time and energy to finding new and better ways of getting the job done."

Gielow became interested in teaching when his high school physics instructor, Ray Gothold, asked Don to teach the class for two weeks because the substitute who was filling in for Gothold had no training in science.

"I do not know if the other students learned anything," said Gielow, "but I had so much fun I though what better way to earn a living than doing something that was so enjoyable."

Gielow believes that a teacher can make a difference in what a student can and does

become. "Of all the professions one could go into, I feel teaching is one of the most admirable."

Superintendent Merle Fruehling praises Gielow for his teaching ability and for assisting the district in many other ways. "Don's energy survey of our schools in 1980 saved the district about \$50,000 and brought us awards from PG&E for reduced energy use," said Fruehling.

When Gielow isn't working on school projects, he is likely to be working for his church. He is an active member of the First Presbyterian Church of San Mateo.

Gielow's most recent trip in the summer of 1983 was to the jungle of Honduras to help Miskito Indian refugees from Nicaragua. The trip included building a church in one village, and leading a dozen church people to refugee villages to hold prayer meetings, bible study classes, and evening services.

Mel Johnson, a resident of Belmont, has spent his entire 22 years in education as a math teacher at Carlmont High School. He has also served as department chairman and drama director at Carlmont.

Johnson has a simple and modest philosophy about his job. "I like my work, I like the kids, I do my best," said Johnson. "Positive interaction with students, parents, and the community seems to take care of itself."

Carlmont principal Peter Newton calls Johnson "a true master teacher." In addition, Newton said, "Mel spends hours tutoring students during the lunch hour and after school and works with other teachers in the department to improve curriculum and instruction."

# Sequoia district trustees focus on funding matters

S.M. TIMES 9/6/84

REDWOOD CITY — The closure of two swimming pools, a warning that teachers are about to declare an impasse in salary negotiations and a split decision on the proposition that would authorize a state lottery to help finance education kept trustees of the Sequoia Union High School District talking about money Wednesday.

In separate actions, the board:

- Reversed its decision of two weeks ago and voted 4-1 to close swimming pools at Carlmont and Woodside for the fall and save \$18,000.
- Heard Sequoia District Teachers Association President Don Hazard lament what he called the lack of progress in negotiations. He also warned that teachers may soon file for an impasse.
- Adopted a \$26.8 million budget that projects an ending balance of \$490,000.
- Split on Proposition 39, the measure that would authorize a state lottery to help finance public education. As a result, the board remained neutral.

In the vote on closing the swimming pools, only Trustee Richard W. Dorst of Atherton opposed. His son, Chris Dorst, was a member of the U.S. Olympic water polo team, which captured a silver medal.

The fall closures mean that the water polo teams at Carlmont and Woodside must practice at Sequoia and Menlo-Atherton.

Trustee Sally Stewart said that the inconvenience to a few stu-

dents was worth the savings.

Hazard, meanwhile, charged the board of giveaway bargaining.

He asked that the board consider negotiating directly with teachers, bypassing the district's negotiating team.

None of the trustees responded.

Superintendent Merle Fruehling has said there is little money for a salary increase.

"We receive praise for our work, but praise doesn't pay our bills," Hazard said.

If the state lottery measure passes Nov. 6, the district stands to receive \$700,000 to \$900,000 a year, Fruehling said.

"I am philosophically opposed to the concept of raising funds for public education through use of a lottery," he said. "I believe that it is the state Legislature and governor's responsibility and indeed their No. 1 priority to provide adequate funds for public education from state and historic revenue sources."

However, Fruehling said, the district needs the funds.

"Therefore, as a practical matter, and in view of the inadequate support from the Legislature and governor, I must remain open to this as a possible source of funds that would benefit the young people of this school district."

Only Trustee Timothy J. "Ted" Wellings supported the measure. Trustees Dorst and Helen Hausman opposed. Trustees Stewart and Rosemary Smith each de-

cided to follow the recommendation of the California School Boards Association and take no position.

Without a clear consensus, the board agreed to take no position.

## Trustees decline position

S.M. TIMES 9/18/84

BELMONT — The Belmont Elementary School District Board Monday night declined to take a position on the November ballot issue to assess residents for the purchase of three school sites for park space.

"The board felt that, because it's our property and we must discuss the terms of a sale with the city, it would be highly improper to take a position either in support of or not in support of the issue," School Superintendent Ron Gilpatrick said. "They decided it would be better to remain neutral."

The ballot issue asks voters to assess residents \$160 per household for the purchase of Barrett Elementary School for a community center and for the purchase of the playgrounds at Cipriani and McDougal elementary schools for city parks.

If it is approved, the city would have about \$1.25 million to begin negotiating with the school district.

A group of citizens in favor of the proposition had asked the board to state its position.

Gilpatrick said the board feared that its endorsement would have locked the district into the amount the ballot proposal would garner for the city.

# Belmont Trustees Adopt Budget

By Steven Stark

The Belmont Elementary School District Board of Trustees adopted the district budget for the coming year and voted to fund teacher computer education at their September 4 meeting.

The adopted budget for 1984-85 totals \$5,406,846 but is subject to change pending continued negotiations with the teacher's union. Included in the budget is additional pay for this year's longer school

day and year.

The Board authorized expenditures up to \$2,300 for the continuation of a teacher inservice training for computer education. Superintendent Ron Gilpatrick has emphasized the necessity of the sessions if the district is to provide computer education for students. Offered by Joe Barile, the sessions have already been attended by two-thirds of the certified teachers.

In other district action, Mentor Teachers Carl Firestone and Dorothy Hanlon presented their programs to the board.

Outlining his physical fitness program for grades kindergarten through fifth, Firestone proposed more extensive testing of students' abilities to gauge their successes.

Fitness, movement skills, and perceptual motor skills will be the thrust of his program, Firestone added.

"There are many more activities planned than there are school days," Firestone said of his district-wide program.

Hanlon, who will serve as a resource person to the district's junior high school English teachers, said the success of her program can be measured by the number of opportunities available to students to publish their work. Hanlon said students will be encouraged to participate in a variety of writing contests in the area, adding "my door will be open for anyone to walk in if they have a problem."

Superintendent Gilpatrick said an emphasis this year will be placed on providing students with an indepth physical fitness program, advancing the science instruction in the elementary grades, emphasizing written skills, producing an integrated, well articulated, and positive discipline program, and organizing a morals/values education program.

"We're out of the cannon," Gilpatrick said of the start of the new school year, "and I've never seen school start so smoothly."



## SEQUOIA HONORS STAFF

Science teacher Donald Gielow of Sequoia High School, far right, and math teacher Melvyn Johnson of Carlmont High School, second from left, were named 1984-85 Teachers of the Year in the Sequoia Union High School District. Vernon Goins, far left, supervisor of the custodial staff at Menlo-Atherton High, and Yolanda Baldini, second from right, an audio-visual clerk at Sequoia High, were named classified employees of the year during the annual staff meeting.

(Times Photo)

# Central School, Belmont Gets

Central School in Belmont held a site beautification day last Saturday when the school's families and members of the community worked to improve the grounds.

Dr. Ron Gilpatrick, Belmont School District superintendent and Dr. Edward Battistini, assistant superintendent were both on hand.

Among the items on the agenda were the repairing of the game lines on the playground; pruning the shrubs around the school sign and sanding and painting the benches outside.

Students from George Blitz's Design Horticulture class had analyzed Central School site needs and made a detailed presentation to the PTA. The PTA voted to fund the construction of a new eating area for the children and it is hoped that it will be ready for opening of school in September.

Funds were earned by the PTA gift check sales, rummage sale, Jamboree and Petrini's days and Two Guys From Italy restaurants.

Site beautification will be an expensive long term project, according to Karen Byrnes, spokesman.



LOTS OF RED PAINT was used to paint the no parking areas at Central School during the "beautification." Parent Linda Wilbur leads off with students Jennifer S. and Shannon McNulty.



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# ont Gets Spruced Up By Parents



aint the no parking areas at Central School dur-  
a Wilbur leads off with students Jennifer Smock



FIVE-YEAR-OLD Jeff Lorber got in and helped clean up the cuttings—after all, he's going to start kindergarten in the fall!

**RAISING THE DUST**, (at left) these dads are leveling out the lunch area so that concrete can be poured for the children's benefit.



Photos by  
Paul Fry

# Park Loss Could Be Tragedy

By Steven Stark

According to David Frydenlund, chairman of the citizen's group "The Park People," it would be a "real tragedy if the citizens of Belmont were not presented the opportunity to do something."

That "something," and the informal citizens group's reason for being is the purchase of flat, open playfields at three Belmont School

vote for the measure.

## SURVEY RESULTS

According to the survey results in which all precincts were represented according to their voter turnout track record, party affiliation and voter sex to yield a 95 percent confidence in results, showed 81 percent of the respondents to the statement posed that Belmont need parks. Sixty-three percent of the respondents agreed that Barrett would be the best choice for a community center.

Frydenlund said the central location of Barrett, its accessibility by public transportation its multi-purpose room complete with wooden floors suitable for community dances and a stage suitable for a community theater plus intact plumbing at the site makes Barrett the most appealing place for a community center. McDougal School is unavailable for sale because of lease agreements made by the school district, while Cipriani's availability is limited by a recent school board decision to lease half of the site.

While 68 percent of the respondents agreed to a one-time assessment of \$150, according to the poll results presented to the city council last Monday night, those willing to pay more dropped as the figure rose, Frydenlund said.

The actual amount necessary to purchase the fields and Barrett building wait school district appraisal, due to be presented to the city sometime this week, according the Geraldine Steinberg Enshallah Developments.

District Schools, closed due to declining enrollment.

According to the stratified polling of 326 residents, some 74 percent of the respondents said if a proposal to buy all of the playing fields at the Barrett, Cipriani and McDougal sites and the building at Barrett were put on the November ballot, they would be willing to

## BALLOT MEASURE

City Council has until the end of July to act on the Park People request for a ballot measure to be placed on the November election. If placed, the ballot measure would be the second facing Belmont citizens, the other being a recall measure for four of five city councilmen.

The poll was executed by 30 volunteers living in Belmont. Frydenlund said the poll was written by George Cockshott, who conducts market penetration studies for a major airline. City Manager Ed Everett reviewed the poll for fairness.

While Frydenlund said questions regarding maintenance and upkeep of the sites, if bought, remained unanswered, these will be sorted out later.

"My gut feeling is, if we are successful in purchasing the sites, these other problems will go away. We're fairly confident, based on the numbers represented in the poll results, that there is a real untapped community support for our proposal. The next step is to mobilize that support," Frydenlund said.

"The people said 'okay' to a vague concept, as presented in the poll. As more details are developed, the concept will be even more attractive," he added.

"We intend to work actively for passage," Frydenlund vowed to city council, "this is a nice issue the city can unite behind."

A two-thirds vote would be necessary for the assessment measure to pass, according to Jim McLaughlin, city clerk.



"Art, like making pictures and stuff."

— Meghan Donnelley  
second grade  
White Oaks School  
San Carlos



"Art, paper and coloring and stuff."

— Laura De Fava  
first grade  
Garfield School  
Redwood City



"Probably a little dance thing we do out on the school ground."

— Jeff Bishop  
sixth grade  
Garfield School  
Redwood City



"Spelling, I guess, it's kinda fun. And a new teacher."

— Julianna Goad  
fifth grade  
Central School  
Belmont



"Outdoor education. We learn about nature and stuff and see all these wild animals like boa constrictors and hawks."

— Eric Witman  
fifth grade  
Central School  
Belmora



"I don't know."

— Verna Veilz  
second grade  
Garfield School  
Redwood City



"Studying and play."

— Carmen Tinoco  
third grade  
Garfield School  
Redwood City



"Working, studying."

— Lissitt Bermen  
third grade  
Garfield School  
Redwood City



"I'm looking forward to the second grade."

— Sergio Campos  
first grade  
Central School  
Belmont



"That's a hard question ... lunch ... I don't know."

— Marc Marasco  
fifth grade  
Central School  
Belmora

# Central School play area

J.M. THURS 10/10/84

By ALAN QUALE  
Times Staff Writer

BELMONT — The grounds surrounding Central School have been spruced up and new lunch tables have been built by members of the Central School PTA.

Parents and students started the site beautification project at Central in June. The work began after students from a landscape design class at College of San Mateo surveyed the grounds and made suggestions for improving the property.

Thirty-five families converged on Central School to prune trees, pull weeds, sand and stain benches; paint playground equipment and clean up other areas.

Joining the parents and students were teachers and administrators from Central School. Members of the Carlmont High School Key Club also worked all day at Central School, after which a potluck lunch was served to workers.

In addition to the general cleanup, volunteers have built a

dozen new lunch tables for the grounds this summer.

Much of the materials for the beautification project were donated, keeping the project to within the \$2,800 budgeted by the Central PTA, organizers reported.

In addition to the volunteer workers, 34 men from the San Mateo County Sheriff's Office work furlough program recently were assigned to work at Central School for one day. The men cleared brush and weeds from a

## gets a going-over

bank near the school.

Officials from the Central PTA recently expressed their appreciation to the following volunteers: Vince and Rena Dito and their son, Alberto; Nancy and Chuck Kehl and their children, Jason and Courtney; Paul and Linda San Felipe and their son, Darren; John and Marie Violet and their children, Jennifer and John.

Jim and Kathy Smock and their daughter, Jennifer; Ken and Dana Anderson; Robert

Lewis; John Schoenfeld; Kathy McNulty and her children, Kevin and Shannon; Dale and Ann Milligan; Katie and John Christiansen; King Barkett; Tim O'Brien; and Karen Byrnes, and her children, Kasey and Michael.

Janet and Bob Paige; Michael and Judy Garb; Gary Stang; Linda and Bob Wilber and their children, Eric and Jennifer; Sharon Burmester and her children, Julie and Eric; Winnie Marasco and her children, Marc and David; Judie Davis; Bill Panella; Jackie Conrell; Andy and Zack Moore; and Barbara Gingher.

Dr. Ron Gilpatrick; Renzo Pochini; Harry Emerson; Jerry and Kris Brooks; Bob and Sandy Asher and their children, David and Kevin; Teo and Danny Aquino; Dan Silva; Debbie and

Harold Lorber; Charlie Siebenthal.

Geoff and Jane Fernald and their children, Sarah and Eli; Warren McCarty; Sid Pollock; Val and Callie Fousekis; Terri Baxter; Dorene Goad and her daughter, Julianna; Volney and Paula Julianel; Kathy and Christine Whittaker; Bob Ledoux and his sons, Brian and Chris.

Rosemary and Lou Lorenzi; the Central School Room Mothers; Dr. Ed Battistini; Elaine Rohde; and Dare Williams; the Landscape Design Class at College of San Mateo; organizers of the San Mateo County Sheriff's Office work furlough program; Jim Phillips, director of the Neighborhood Montessori School; Carlmont High School Key Club; Jamboree of San Mateo; and the Two Guys From Italy restaurant.

## Belmont school board adopts a final budget

J.M. THURS 9/5/84

BELMONT — School trustees approved a \$5,406,846 million budget Tuesday for the 1984-85 school year.

The final budget for the district's four schools included more than \$90,000 in state apportionments for longer school days and a longer school year, reported District Business Manager James Hall.

The new budget is almost identical to last year's \$5,403,459 allocation for school expenditures.

In other business:

- Superintendent Dr. Ron Gilpatrick reported that classes opened smoothly Tuesday on the first day of school. Gilpatrick

predicted that enrollment will exceed 1,700.

- Trustees authorized an expenditure of up to \$2,300 for service training of teachers in computer education.

- Gilpatrick reported that the district has spent \$22,558 for legal services and staff time because of the suit filed by Charles Paetzke and "other related lawsuits." Paetzke filed the suit as a citizen, alleging that state education codes were violated when the district paid fees to an attorney who arranged leases for certain empty classrooms in the district. Paetzke has since been elected to the school board, but he has continued his legal action.