

reassignments, and expulsions should be included in the Handbook.

Minority Hiring

Rationale:

Currently, the Portland School Board has a policy of, "achieving a reasonably balanced staff in terms of race, color, age, and sex (while) taking into account the educational and staff requirements of the District." Just what a "reasonably balanced" staff means is left up to interpretation.

The Portland School District has used three different standards in advocating that it has a "reasonably balanced" staff. In the early seventies, the Superintendent claimed that the District has a "reasonably balanced" staff because it had roughly the same proportion of Minorities on its staff as there were in Portland's overall population ("Minority Staffing in the Portland Public Schools." A Report to the Model Cities Education Committee by Superintendent Robert Blanchard, 1973). Recently the District administration informed the Coalition that it had a "reasonably balanced" staff because the proportion of Minorities on the District's payroll was similar to the proportion of Minorities in Portland's work force. Furthermore, the administration pointed out that the Portland School District's staff has a greater proportion of Minorities than the number found on the payrolls of either the city or county governments.

The Portland School District does not have at present a reasonably balanced staff.

Minorities in Important Positions:

All Professional Positions — 7.8% (263 of 3,372)

** Percent of Portland's Work Force That Is Minority: 8.4%

*** Percent of Portland's Population That Is Minority: 10.0%

• Percent of Student Population That Is Minority: 20.0%

Recommendations:

Recruitment and Hiring Priority

The School Board should set as a priority the recruitment and hiring of Minorities in those positions that have daily contact with students.

Proportion of Minority Employees

The School Board should establish the proportion of Minority students in the District (currently 20%) as the long-term goal of a "reasonably balanced" staff.

Time Line

The School Board should establish a five year time-line for achieving a racially balanced staff (percentage of Minority staff equal to the percentage of Minority students in the District). Each year during this period, the District should accomplish 20% of this goal.

Principals

To assure that Minority candidates are available for the job of principal, the School Board should establish an internship program in the elementary schools to train personnel for the job.

Aide Incentive Program

The School Board should require the Superintendent to develop an incentive program for Minority aides to

obtain their teaching credentials. We recommend that this program be submitted to the Board no later than June 1979.

Minority Teacher Placement

Rationale:

Although the Portland School District has had a desegregation policy since 1964, at no time during the past fourteen years has the placement of Minority teachers been included in this policy. Up until 1975, the District segregated its Minority teachers in those schools that had the highest concentrations of Minority students. In 1975 the Portland School District was found to be in violation of the following Federal regulations regarding the placement of Minority teachers.

After notifying Superintendent Blanchard that his School District was in violation of the above regulation, the Federal government informed him that the District would have to apply for a waiver of ineligibility in order to receive Federal funds.

In the fall of 1975, the Portland School District dispersed its Minority teachers throughout the District, adhering strictly to 74-125% formula contained in waiver of ineligibility guidelines. Subsequently, its ESSA funds were reinstated.

The Portland School District maintains that it must continue to assign Minority teachers in a manner that conforms to the 75-125% formula. Information considered by the Coalition raises doubt about this contention.

1. The Portland School District is using the 75-125% formula because it does not have a formula or plan of its own for desegregating Minority teachers. However, the Portland School District is currently in violation of this formula because it has ten schools with no Minority teachers.

2. Based on communications between the Coalition's staff and Federal officials, it appears that the Federal government is primarily concerned with assigning teachers in a manner that racially identifies certain schools (the highest percentage of Minority students).

3. Being the only Minority teacher in a particular school is often difficult. Minority teachers in this situation can experience neighborhood and community resistance to their presence. In addition, they often are assigned or expected to deal with any or all of the problems encountered by Minority students who are bused into their school as part of the District's desegregation efforts.

Recommendation:

Developing a Plan:

The Portland School District should develop a plan for distributing its Minority teachers in a manner that complements its desegregation plan.

a. The plan should emphasize placing Minority teachers in regular classroom assignments.

b. Minority teachers should be placed in a manner that precludes having only one Minority teacher in a particular school.

c. Minority teachers should be placed in a manner that does not racially identify certain schools.

Integrated Housing

Rationale:

Integrated housing is often cited as the ultimate solution to racial segregation in public schools. However, it must be remembered that this is a long-term approach and not an adequate solution to the current problems of inequity. Racial integration in the school system is an essential step towards the long-range goal of housing integration. If young people gain an appreciation and respect of different cultural backgrounds while they are in school, they will be more likely to feel comfortable locating in an integrated neighborhood.

Recommendations:

The School District should become involved with the city, the Portland Development Commission, the Chamber of Commerce, the real estate industry and lending institutions in developing a long-term marketing program to promote family liveability in the city. Such a proposal is already under consideration by the city.

Seminar For Real Estate Agents

The Portland School District should annually sponsor

a seminar for real estate agents and media representatives (all the newspapers, TV stations, radio stations) to inform them of the educational opportunities available in the public schools, particularly those involved in school pairing. These seminars should be held in one of the paired schools.

City-Schools Commission

The School District should reaffirm its commitment to promote neighborhood diversification through the application of all available means. The grant application for a city-schools commission should be re-submitted for funding provided it is revised to propose that the commission be comprised of existing city-school District officials and broadbased citizen representation.

Public Housing

The School District and the Community Coalition for School Integration should work with the Housing Authority of Portland to generate public support for placement of public housing in middle and upper middle class neighborhoods.

Home Purchase Incentives

The School District should lend assistance to the Community Coalition for School Integration and appropriate public and private agencies to explore the possibilities for tax incentives and loan opportunities for home purchases which would improve the racial balance of a given neighborhood.

Fair Housing

The School District should be an outspoken advocate of fair housing practices.

Advisory Boards

Recommendation:

The School Board should closely monitor the representative on the advisory boards that already exist within the District; avoid having the same person serve on several of the boards; require that the composition of the board corresponds to its regulations; be sure that at least five community and civic organizations have each selected a representative to be on the Title VII advisory committee. The city and the state are not considered civic or community organizations.

Future School Board Relationship with Community Coalition for School Integration

Rationale:

One of the important characteristics of successful school desegregation is community support from all geographic areas of the city, and from the major civic, business, and government leaders.

The Community Coalition for School Integration represents a broad spectrum of community groups and individual views. Groups and individuals engaged in the months of research and the numerous public meetings, prior to these recommendations, want to continue their support of the process of integration in Portland's Public Schools. This ongoing support is very important for both the School District and the community. In the past, other citizen groups reporting to the School Board on desegregation have ended their activities with the submission of the report. Much value has been lost in the lack of ongoing support from an organized citizen group which can ask important questions, look at data from the citizen/parent/consumer point of view, and channel support from people to help make necessary changes.

Recommendations:

Community Coalition for School Integration

The School Board establish an ongoing relationship with the Community Coalition for School Integration. This relationship should include and not be limited to the following:

a. Work with the Coalition on implementation of the recommendations including the school selections for the paired schools.

b. Meet with the steering committee of the Coalition at the request of either the Board or the Coalition.

c. Provide information requested by the Coalition.

d. Request information from the Coalition on issues relating to school integration.

PORTLAND OBSERVER

SECTION II

VOLUME 8, NO. 48 NOVEMBER 30, 1978

EQUITY FOR THE EIGHTIES

A Summary of the Report of the COMMUNITY COALITION FOR SCHOOL INTEGRATION

Administration

Rationale:

School desegregation in Portland has been carried out in a piece-meal, fragmented manner. Although the Portland School District has instituted a number of programs that have desegregation/integration as part of their purpose, it has never developed a comprehensive school desegregation plan. The District's current desegregation/integration programs are the responsibilities of a number of different administrative offices.

While not constituting an ongoing desegregation/integration program, middle school conversions have been identified by the District as part of its desegregation effort. Middle school conversions have been carried out in a gradual and uncoordinated manner.

The evaluation and monitoring of the Portland School District's desegregation/integration programs has also been conducted in a haphazard manner.

Recommendations:

1) **Centralized Coordination:** the Portland District should develop a comprehensive school desegregation/integration plan that includes the recommendations of the Coalition. The implementation of this plan should be the responsibility of one centralized administrative office. The person in charge of this office should be directly under the Superintendent and should be responsible for coordinating and monitoring all of the District's desegregation/integration programs.

2) **Implementation:** The person in charge of this office should be responsible for overseeing the implementation of all the other recommendations contained in this report.

3) **Annual Report:** This office should report annually at a public School Board meeting on the progress that has been made toward equalizing educational opportunity and bringing about racial integration in Portland's Public Schools.

4) **Coalition:** The centralized administrative office responsible for the desegregation/integration program for the Portland Public School should work closely with the Community Coalition for School Integration, thus providing an important communication link between interested, involved citizens and the School District.

Student Transfer for School Desegregation/Integration

Principles

A. School Desegregation is the law of the land.

1) **Federal level:** In 1954, the Supreme Court ruled that racial segregation in school districts is illegal if it exists as a result of school board policies and practices. Since then, no court in the land has failed to uphold this principle.

2) **State level:** The Oregon Board of Education adopted a policy of school desegregation in 1974. This policy (No. 4171) specifically states that it is the duty of individual school districts to desegregate so none of their schools has a minority enrollment of over 50 percent.

3) **Local level:** Starting in 1964, the Portland School District has had a policy of school desegregation. The current policy is to eliminate segregation so that no school has a minority student enrollment over 50 per-



cent. Currently seven schools are not in compliance with this policy.

School Desegregation Must Be Carried Out in an Equitable Manner

1) **Federal Constitution:** According to the equal protection provision of the U.S. Constitution (14th Amendment) and the Civil Rights Act of 1964 (Sec. 601) when school districts desegregate, they must do so in a manner which is not discriminatory.

2) **Oregon Statute:** "No person in Oregon shall be subjected to discrimination in any public elementary, secondary, or other school." Discrimination is defined as "any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race." (ORS. 659.150)

The Portland School District has not Carried Out School Desegregation in an Equitable Manner

In adopting their "Portland Schools for the Seventies" plan (Resolution No. 3553, March 23, 1970) the Portland School District specified that, "the elementary schools in Albina (Black community) area will be converted to early childhood centers consisting of preschools, kindergarten, and grades 1 to 4."

The mandatory elimination of grade levels in all of the elementary schools, except Boise, has not been carried out in any other community in the District. Students leaving the Black community for the purpose of school desegregation have been scattered and isolated throughout the whole School District. For example, the 44 students having to leave the Eliot neighborhood in 1977 were bused to twenty different schools throughout the District.

The accommodation of white children from outside the Albina area enrolling in the pre-kindergarten and kindergarten programs at the Early Childhood Education Centers has resulted in the exclusion of some resident children from these programs in three of the six schools.

White children who have transferred into the Early Childhood Education Centers have the option to return

to their neighborhood schools at any time. Data indicates that 50 percent of the White children bused into ECECs leave after kindergarten. On the other hand, students in the Black community have been mandatorily and voluntarily bused to other schools.

Although grade levels have been removed from elementary schools outside the Black community for middle school reorganization, immediate provision has been made to include these grade levels in other neighboring schools. This has not been the case for elementary schools in the Black community.

Racial Segregation in the School System

The Community Coalition for School Integration maintains that racial isolation represents a serious conflict with the American creed of equal opportunity and the traditional use of education as a tool of economic and social mobility. Racial segregation is detrimental to sound education. It is self-perpetuating and generates separation and conflict, and its effects are cumulative.

School Integration has Demonstrated Itself as a Means of Equalizing Educational Opportunity

Research has shown that school desegregation has increased student achievement and improved interracial understanding in the community. The more of the following factors are present, the more likely school desegregation will produce positive results.

1. It is important that school desegregation/integration occurs at the early grade levels.

2. It is important that school desegregation/integration receives public support from important community leaders and public officials.

3. It is important that school desegregation/integration has highly visible support from the school board and superintendent.

4. It is important that the school district require in-service training on school integration for teachers, administrators, and other staff involved in desegregation/integration.

5. It is important that a long-range commitment be

These excerpts from the report of the Community Coalition for School Integration are brought to you by the

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