

made by the school board to change the curriculum to that it reflects the cultural diversity of the student population.

6. It is important that the school board and district establish and maintain a discipline policy and practice that is fair, consistent and impartial.

7. It is important that the district carry on a constant effort to involve parents and the whole community in the desegregation/integration process.

8. It is important that when students are bused for desegregation, they are transferred along with their neighborhood peers and not alone or in small numbers.

9. It is important that high expectations are held for all students involved in desegregation/integration regardless of race.

10. It is important that the school board and district clearly communicate to the rest of the community that both Black and white students benefit from school integration.

School Pairing

After reviewing many methods for bringing about school desegregation and considering the unique features of Portland, the Coalition feels that school pairing is the best way to desegregate/integrate Portland's schools. The following reasons served as a basis for this conclusion:

1) **Equity:**
a. Both Black and White students would be required to transfer.

b. Grade level elimination would be equitable between the Black and white communities involved in desegregation.

Quality Education:
a. Research indicates that school desegregation is most successful when it starts at the early grade levels.

b. School pairing allows for greater grade level specialization to better serve the educational needs of the students.

c. Title VII monies could be concentrated on the schools involved in pairing to provide additional staff and materials.

d. School pairing would make it easier for parents to be involved in their child's education than is currently the case with the Administrative Transfer Program.

e. School pairing retains the best students in a given neighborhood as role models for their neighborhood peers.

Interracial Understanding and Acceptance:
Students involved in school pairing would spend eight years in an integrated educational setting. This long-term arrangement would maximize the potential for developing meaningful relations between students, parents, teachers, administrators, and others involved.

Neighborhood Integrity:
School pairing would insure that neighborhood children would be kept together as they go through school.

Economically Conservative:
School pairing would maintain most of the facilities that have been redesigned and renovated. School pairing involves a transportation savings over the transportation cost of the district's current program.

Recommendations:
Student Transfer: The School District should develop a desegregation/integration program that:

a. Transfers enough white and Minority students to bring its schools into compliance with state guidelines.

b. Involves both white and minority students in an equitable two-way transfer program that keeps neighborhood classmates together.

c. Eliminates the current scattering and isolation of Minority students.

School Pairings: The School District should use school pairing as the major means to accomplish desegregation/integration. The District should pair each of the seven predominantly minority schools in the District with one or two predominantly white schools in a manner that will comply with state guidelines on racial balance.

In establishing the pairing arrangements, the following guidelines should be followed: a. The schools that are over 50 percent Minority should be paired with schools in middle income residential area.

b. Transportation time should be kept to a minimum.



preparation of students in the feeder schools of Jefferson.

b. The Performing Arts Program at Jefferson should be kept as a magnet serving students who come to Jefferson full-time.

c. The current career oriented programs at Jefferson High School (i.e., legal secretary, auto shop) should be retained.

d. The administrative office responsible for the District's desegregation programs should report annually to the School Board the total number and the number per high schools of the white students living in the Jefferson feeder area but attending other high schools.

Data
The School Board should have data on the desegregation/integration program available for its members and community groups requesting it.

Curriculum

Rationale:

The Portland School District currently provides its teachers with multi-ethnic themes they may use along with their basic curriculum *Scope and Sequence*. The extent to which these themes are incorporated in classroom instruction is unknown. The District does not require that Black culture be included in the curriculum of its elementary or secondary schools. Furthermore, the District does not require that the various cultures represented by other Minority students in the student population be included in school curriculums.

Currently, Black students constitute the largest Minority group in the District (1977-78: Blacks — 13.8%, Orientals — 3.3%, American Indians — 1.3%, and Spanish Americans — 1.6%). According to a survey conducted jointly by the Coalition and the Portland School District, 54% of the Black students bused for desegregation purposes are in classrooms that do not include Black culture, history, or literature as part of the required curriculum.

Recommendations:
1. **Minority Cultures in Curriculum**
The District should include the teaching of Minority cultures with a special emphasis on Black culture under its heading "Major category" in the Social Studies and Language Arts subjects for K-12 in *Scope and Sequence*, the basic curriculum guide for Portland's schools.

2. **Independent Survey**
The District should commission for the 1980-81 school year an independent survey of the elementary classrooms in all schools to determine:

a. The extent to which Minority culture is included in the social studies and language arts curriculum.

b. The extent to which the multi-ethnic theme, which is already included in *Scope and Sequence*, is used in the classroom work in all subjects.

3. **Minority Culture Material Search**
An ongoing search for and acquisition of current books, audio-visual materials and curriculum guides and other aids for the teaching of Minority culture should be conducted by District specialists in consultation with the Community Coalition for School Integration.

Teacher Training
The District should commission for the 1980-81 school year an independent survey of the elementary classrooms in all schools to determine:

a. The extent to which Minority culture is included in the social studies and language arts curriculum.

b. The extent to which the multi-ethnic theme, which is already included in *Scope and Sequence*, is used in the classroom work in all subjects.

3. **Minority Culture Material Search**
An ongoing search for and acquisition of current books, audio-visual materials and curriculum guides and other aids for the teaching of Minority culture should be conducted by District specialists in consultation with the Community Coalition for School Integration.

Rationale:
The Portland School District's present policy on teacher training for school desegregation is:

Continue staff development programs in human relations and otherwise assist staff in both forwarding and receiving schools to work successfully with children of different races, cultures, and economic backgrounds. (Administration Series 2000: 2001-2b, 5-b.)

Under its general policy, the Portland School District has sponsored a number of workshops on multi-ethnic education. Teachers have received a multi-ethnic

curriculum and multi-ethnic teaching units. In addition, each administrative area of the District has sponsored its own training sessions and workshops on school desegregation. However, although a noticeable effort has been made to provide school desegregation related in-service training, a sizeable number of teachers have not been reached.

Teacher training efforts in the area of desegregation have been inconsistent for several reasons:

1. Workshops and in-service training have been conducted on a fragmented, piece-meal basis with no long-term, District-wide teacher training plan.

2. Training related to school desegregation listed in "In-Service Opportunities for Portland Teachers" (1977-78) has not focused on Portland's largest Minority group.

3. In-service training related to school desegregation is not mandatory.

4. The current desegregation program is administered in a manner that scatters and isolates students bused for desegregation purposes.

Recommendations:

1. **General Personnel Training**
The office responsible for District-wide desegregation of the Portland School District should develop a long-term plan to assure that: 1) All teachers, administrators, School Board members, and other personnel whose responsibility requires daily interaction with students, have training in group dynamics in an integrated setting, multi-cultural perspective, and Black culture; 2) A record be kept by name, employment category, and school of those attending the classes and workshops; and 3) This record be made public annually at a School Board meeting.

2. **In-Service Teacher Training**
The office responsible for District-wide desegregation, with the input of the Community Coalition for School Integration, should develop an in-service training program based on the particular needs of Minority students and white students in an integrated setting.

3. **In-Service Credits**
The School Board should require that two of the six in-service training credits required for teachers every four years be in human relations, multi-cultural education, Black culture, or skills in group dynamics in an integrated classroom.

4. **Permanent Teacher Status**
The School Board should stipulate as part of its requirements for permanent teaching status, that teachers have experimental training in teaching in a desegregated classroom.

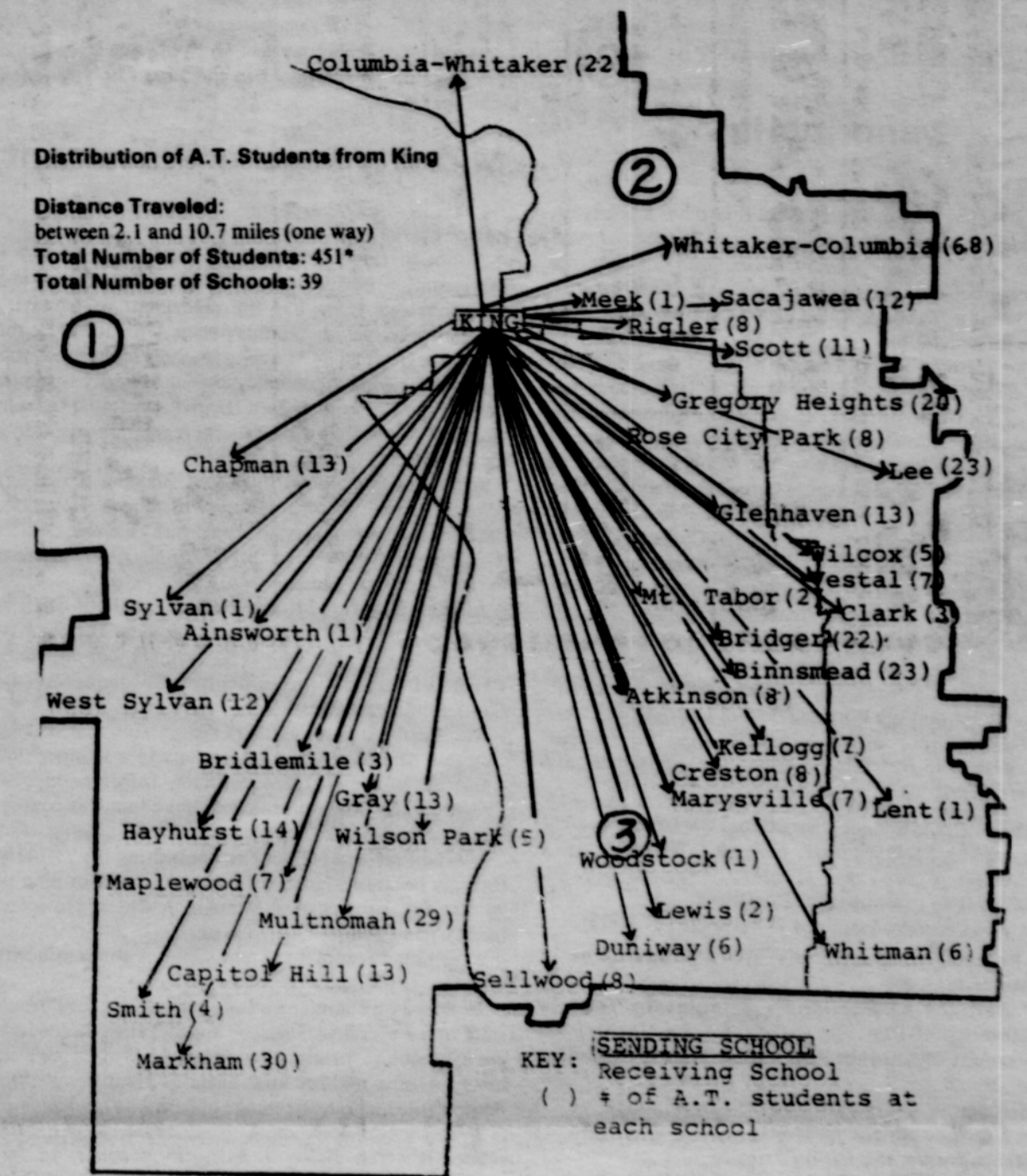
5. **Teacher Status Certification**
The School Board explore with the State Board of Education the possibility of including courses in multi-cultural education as part of the requirements for teacher certification.

6. **Student Discipline**
School authorities bear the most immediate responsibility for identifying potential in-school problems. Conditions that breed inappropriate behavior can be addressed by the school only through cooperative planning with parents and community.

In June 1977, the U.S. Department of Health, Education and Welfare charged the Portland Public Schools with violation of the Emergency School Aid Act (ESAA) because its suspension procedure discriminated against Minority group children. The US Department of HEW held that a disproportionate number of Minority children were suspended and expelled.

Although Portland promised to change disciplinary practices in response to this charge, the percentage of Black students suspended (1,263 or 17%) is three times the percentage of white students suspended (2,615 or 5.7%). Of the 98 students expelled, 56 were Minority students.

Concentrated effort should be placed on preventing the disruption of the process of education. This process is disrupted whenever a student leaves school prior to graduation. At times, parents are counseled to request that their child be excused from further schooling



because of achievement and adjustment problems in school. Many of the problems of young Black adults can be traced to these "push outs." These young adults foster a feeling of apathy and helplessness in the immediate family and serve as poor role models for the community, county, and state.

Students and parents, and in particular, Minority group students and parents must be encouraged to exercise their right to vote their opinions and provide input into all aspects of school operations that affect them.

Recommendations:
Categories of Disciplinary Action
The District should adopt the following categories of disciplinary action and sanctions:

a. **Class Exclusion** — This method of disciplinary procedure can be used to deny a student the right to attend a particular class for a period of two days or less.

b. **Minor Suspensions** — The student is denied the right to attend school including all classes and school activities for a period of one 24 hour day or less. Minor suspensions should not be made a part of the student's permanent cumulative record.

c. **Major Suspensions** — The denial to a student of the right to attend school, including all classes and school activities for a period of more than 24 hours but not more than five school days.

d. **Counseling and Reassignment** — Students who can no longer function in their school setting should be given options for future activity such as Portland Public School alternative programs including: Vocational Village, Open Meadows, the Portland Job Corps, night school, and tributary schools.

e. **Expulsion** — Expulsions should be used only as an option of last resort. Exceeding care should be given to "due process."

Minority Social Workers and Counselors
Sensitive Minority social workers and counselors should be hired to work with students for prevention of the need for disciplinary action and for counseling at the point of disciplinary action of suspension, reassignment, and expulsion.

Changes in Suspension Procedures
a. Teachers should be responsible for direct contacts

with parents/guardians concerning a student's behavior when the behavior first becomes inappropriate.

b. Students should not be suspended or held on suspension solely in order to conference with parents.

c. No suspended student should be allowed to leave the school grounds during school hours until the student's parent or guardian or other responsible adult has been contacted and given opportunity to arrange for supervision of the student during the suspension period.

d. While on suspensions, classwork assignments should be given the student and the student should be expected to complete such assignments and receive full credit for the classwork.

Reports to Superintendent
All minor and major suspensions, reassignments, and expulsions should be reported to the Office of the Superintendent of Schools.

Discipline and Student Transportation
a. All rules and regulations concerning student conduct on school buses should be uniform throughout the District. Such rules should be included in the Student Handbook.

b. Students should not be punished or held responsible for being late due to late school buses.

c. The behavior of the students traveling via transportation provided by the School District is the direct responsibility of the parents/guardians and the teachers and principals of the receiving schools.

d. No student should be put off the bus until he/she reaches his/her destination.

e. If a student misses the bus because a teacher keeps the student after school, the teacher or the school should arrange for and pay for transportation for the student to his/her home.

f. A bus aide should be assigned to each bus.

Student Handbook
The *Student's Rights and Responsibility Handbook* should be written in language that a 5th grade student can read and understand. These rights and responsibilities should be discussed in each classroom and students should be given the opportunity to make recommendations to the appropriate office and the School Board for changes in the Handbook. All procedures concerning exclusions, suspensions,