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MAR 03 1978

March 2, 1978

MEMORANDUM

TO: Mary Pedersen  
Office of Neighborhood Associations

FROM: City-Schools Task Force

RE: City's Position on Reorganization of Schools  
in Wilson and Lincoln High School Clusters

School District 1 is in the process of reorganizing the schools in both the Lincoln High School Cluster and the Wilson High School Cluster on the westside.

Attached you will find a copy of two charts prepared by the School District that summarize the alternatives put forth by study committees of parents, teachers and school administrators. The Wilson cluster committee decided on February 14 to narrow its support to two alternatives: 4a and 4b. Both of these alternatives create a 7th and 8th grade middle school at Bridlemile. Alternative 4a calls for the closing of Multnomah School; alternative 4b calls for the closing of both Maplewood and Terwilliger schools.

The City-Schools Task Force has called a meeting for next Monday, March 6, from 10:30 to noon, in Room 200 at the Planning Bureau, to discuss the impacts of these alternatives on programs operated or planned by the Office of Neighborhood Associations.

If you cannot attend the meeting, we would appreciate receiving your written comments on the reorganization proposals.

If you have any questions, please call Charlotte Beeman, City-Schools Liaison, at extension 4120.

Thank you for your time.

BW:sa

attachments (2)

mmj NE  
**COMMUNITY COALITION FOR  
SCHOOL INTEGRATION**

**Sabin Portable 4013 N.E. 18th Portland, OR 97212 281-1858**

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HARRY C. WARD  
Chairperson

DAVID A. JOHNSON  
Coordinator

FOR IMMEDIATE RELEASE

For Further Information  
Contact Dave Johnson  
281-1858

March 31, 1978

THE COMMUNITY COALITION FOR SCHOOL INTEGRATION TODAY ANNOUNCED THE RESULTS OF THE COMMUNITY FORUMS IT HAS SPONSORED THROUGHOUT THE SCHOOL DISTRICT.

SARA COGAN AND VESIA LOVING CO-CHAIRPERSONS OF THE COALITION'S COMMUNITY INVOLVEMENT COMMITTEE SUMMARIZED THE RESULTS:

THE COALITION HELD 15 FORUMS WHICH DREW A TOTAL OF 432 CITIZENS. PARTICIPANTS INCLUDED PARENTS FROM ALL OF PORTLAND'S HIGH SCHOOLS AND 41 OF ITS 87 ELEMENTARY SCHOOLS.

CITIZENS ATTENDING THESE FORUMS EXPRESSED MAJOR CONCERN OVER FOUR ISSUES:

INEQUITY - SCHOOL DESEGREGATION IN PORTLAND HAS NOT BEEN EQUITABLE FROM THE STANDPOINT OF REQUIRING THE SAME EFFORT AND PLACING THE SAME INCONVENIENCE ON BOTH BLACKS AND WHITES. PRESENTLY 36% (2,675 out of 7,415) OF THE BLACK STUDENTS IN THE DISTRICT ARE BUSED FOR DESEGREGATION PURPOSES WHILE LESS THAN 2% (789 out of 46,667) OF THE WHITE STUDENTS IN THE DISTRICT ARE BUSED FOR DESEGREGATION PURPOSES. INEQUITY WAS THE MOST FREQUENT MAJOR CONCERN OF THOSE ATTENDING THE FORUMS. MORE INTERESTING WAS THE FACT THAT PROPORTIONALLY MORE WHITES THAN BLACKS LISTED THIS AS THEIR MAJOR CONCERN.

THE NEXT THREE MOST FREQUENTLY MENTIONED MAJOR CONCERNS WERE INTERRACIAL UNDER-

(MORE)

# COMMUNITY COALITION FOR SCHOOL INTEGRATION

Sabin Portable 4013 N.E. 18th Portland, OR 97212 281-1858

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HARRY C. WARD  
Chairperson

DAVID A. JOHNSON  
Coordinator

March 31, 1978

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STANDING, QUALITY EDUCATION, AND NEIGHBORHOOD INTEGRITY. BOTH BLACKS AND WHITES  
EXPRESSED CONCERN OVER THESE ISSUES.

THE QUESTIONS AND COMMENTS OF FORUM PARTICIPANTS CENTERED AROUND FOUR THEMES:

DIRECTION - MANY CITIZENS DO NOT KNOW OR UNDERSTAND WHAT THE GOALS OF SCHOOL INTEGRATION ARE. FOR EXAMPLE, "WHAT ARE THE GOALS OF THE PORTLAND SCHOOL DISTRICT FOR RAISING THE ACHIEVEMENT LEVEL OF BLACK STUDENTS WHO ARE BUSED OUT OF THEIR NEIGHBORHOOD SCHOOLS?"

EVALUATION - A LOT OF CITIZENS ARE CONCERNED ABOUT THE FACT THAT LITTLE HAS BEEN DONE TO EVALUATE THE EFFECTIVENESS OF THE SCHOOL DISTRICT'S DESEGREGATION POLICIES. FOR EXAMPLE, "IS THE SCHOOL DISTRICT MAKING PROGRESS TOWARD REDUCING RACIAL PREJUDICE AND BRINGING ABOUT INTERRACIAL RESPECT AND UNDERSTANDING?"

EQUITY - A LOT OF CITIZENS QUESTIONED THE FAIRNESS OF THE DISTRICT'S DESEGREGATION POLICIES. FOR EXAMPLE, "IS IT TRUE THAT A NUMBER OF BLACK STUDENTS HAVE NO CHOICE BUT TO BE BUSED OUT OF THEIR NEIGHBORHOOD COMMUNITY TO PREDOMINANTLY WHITE SCHOOLS?"

IMPLEMENTATION - MANY QUESTIONS AND COMMENTS CENTERED ON THE EXTENT TO WHICH THE SCHOOL DISTRICT HAS BEEN PREPARING TEACHERS, ADMINISTRATORS, AND STUDENTS AND PARENTS TO DEAL WITH SCHOOL DESEGREGATION. FOR EXAMPLE, "THERE IS A NEED FOR AN ORIENTATION FOR WHITE PARENTS WHO AGREE TO SEND THEIR CHILDREN TO EARLY CHILDHOOD EDUCATION CENTERS."

(MORE)

# COMMUNITY COALITION FOR SCHOOL INTEGRATION

Sabin Portable 4013 N.E. 18th Portland, OR 97212 281-1858

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HARRY C. WARD  
Chairperson

DAVID A. JOHNSON  
Coordinator

March 31, 1978

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VESIA LOVING SAID THAT THE SIGNIFICANCE OF THE COALITION'S COMMUNITY FORUMS WAS THAT HIDDEN ELEMENTS OF PORTLAND'S SCHOOL DESEGREGATION EFFORTS, SUCH AS THE UNEQUAL BURDEN PLACED ON THE BLACK POPULATION, HAVE BEEN BROUGHT OUT IN THE OPEN. MRS. LOVING WENT ON TO SAY THAT THE COALITION WAS TRYING TO DEVELOP THE KIND OF SCHOOL DESEGREGATION POLICY THAT WILL BE EQUITABLE FOR BOTH BLACKS AND WHITES.

SARA COGAN EMPHASIZED THAT THE COALITION FELT VERY STRONGLY THAT SCHOOL INTEGRATION WAS AN ISSUE OF VITAL CONCERN FOR THE ENTIRE CITY. BECAUSE OF THIS, THESE COMMUNITY FORUMS WERE HELD TO 1) PROVIDE BASIC INFORMATION ABOUT PORTLAND'S SCHOOL DESEGREGATION EFFORTS, 2) START A DIALOGUE AMONG PORTLAND'S CITIZENS ABOUT DESEGREGATION/INTEGRATION ISSUES, AND 3) TO FIND OUT WHAT THE COMMUNITY WAS INTERESTED IN HAVING THE COALITION STUDY.

DICK FREY, CO-CHAIRPERSON OF THE COALITION'S RESEARCH COMMITTEE SAID THAT HIS COMMITTEE WAS PRESENTLY WORKING ON PUTTING TOGETHER A COMPREHENSIVE REPORT THAT WILL ADDRESS THE CONCERNS AND QUESTIONS RAISED BY THE COMMUNITY.

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See

# COMMUNITY COALITION FOR SCHOOL INTEGRATION

Sabin Portable 4013 N.E. 18th Portland, OR 97212 281-1858

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HARRY C. WARD  
Chairperson

DAVID A. JOHNSON  
Coordinator

August 29, 1978

Mary Pedersen  
1220 SW 5th  
Rm. 413  
Portland, OR 97204

Dear Ms. Pedersen:

The Community Coalition For School Integration is currently sponsoring seven Community Forums to 1) share new findings and 2) discuss possibilities for recommendations to be presented to the School Board in November 1978. As part of an effort to keep each community informed and involved, we are asking that each neighborhood organization establish a Telephone Committee to call people in their community and tell them about these forums.

The CCSI would appreciate your help in encouraging the organizations in your neighborhood to help in this process. We would also like for you to place these forum dates in any newsletter or flier that your office might publish between now and the end of September. We have enclosed a list of forum times and locations.

Your help and support is needed in order to successfully involve each community in the shaping of these recommendations.

Sincerely,

Community Involvement Committee

KW  
Enclosures

PLEASE POST THE ENCLOSED FLIERS.

RECEIVED  
SEP 07 1978

THE CITY OF  
**PORTLAND**



**OREGON**

OFFICE OF  
THE MAYOR

NEIL GOLDSCHMIDT  
MAYOR

1220 S. W. FIFTH AVE.  
PORTLAND, OR. 97204  
503 248 - 4120

10 July 1978

TO: Mary Pedersen

FROM: Marty Cohen

SUBJECT: Enclosed Bureau Head Questionnaire

Here is a set of 20 questions about City School matters that I hope you can answer for us.

There are really fewer blanks to fill than the number of pages indicate, so I don't think the form will be too tiresome. I'd also like to assure you that the questions on page 4--particularly numbers 18 and 19--are in some ways the ones which should bring in the most interesting data. We'd really like to hear what some of the Bureau people are thinking, and where you think the City School work should be going.

I think I'm running into you even less frequently than I used to now that I'm downstairs, so in addition to the semi-formality of the above, let me add, Hi!

MC  
Enc.: ?re

THE CITY OF  
**PORTLAND**



**OREGON**

June 29, 1978

OFFICE OF  
THE MAYOR

NEIL GOLDSCHMIDT  
MAYOR

1220 S. W. FIFTH AVE.  
PORTLAND, OR. 97204  
503 248 - 4120

TO: Commissioner Frank Ivancie  
Commissioner Charles Jordan  
Commissioner Connie McCready  
Commissioner Mildred Schwab

FROM: Mayor Neil Goldschmidt 

SUBJECT: City School Policy Committee Questionnaire

The City School Policy Committee was formed to review existing City programs which relate to the programs of the Portland Public Schools; to analyze those programs to determine whether or not they represent de facto City policies; and to identify a set of proposed policies which will guide City relationships with the School District in the future.

The Committee's composition reflects those bureaus which have pre-dominate contacts with the School District; other individuals and bureaus are being invited to participate, both through a survey and in person. The information gathered by the Committee and the proposed policies will be compiled in a report to be submitted to the Council and the School Board. The Committee expects to fulfill its mission within approximately one year.

Enclosed is a questionnaire regarding the bureaus and their relationships to schools. Unless you have some objections to any bureau under your jurisdiction receiving one, the City Schools Policy Committee plans, during the first week in July, to send a questionnaire to each bureau which may have contacts with schools.

Thank you for your cooperation. If you have any questions about the work of the City Schools Committee or about this survey, please call the Committee's Staff Assistant, Marty Cohen, at 248-5334.

In order that their work can proceed as soon as possible, the Committee hopes the completed questionnaires can be returned by July 21, to Marty at 131/316, City Hall.

Thank you.

NG/cbu

1/22/79

STUDENT TRANSFER ISSUES

Whereas, the Board of Education received the Report of the Community Coalition for School Integration on November 27, 1978. That Report made numerous recommendations intended to improve the District's integration programs.

BE IT RESOLVED:

A. The Board reaffirms its affirmative duty to prevent and eliminate the racial isolation of minority children in each of its schools and to achieve and maintain a racially integrated educational program for the benefit of all students of this district.

The Board has commenced to act with respect to many of the recommendations of the Community Coalition for School Integration pursuant to resolutions adopted at the January 8, 1979 meeting of the Board. These resolutions are (1) No. X-6118 on administration; (2) No. X-6119 on curriculum; (3) No. X-6120 on teacher training; (4) No. X-6121 on standards of performance in multi-ethnic education; (5) No. X-6122 on student discipline; (6) No. X-6123 on minority hiring; (7) No. X-6124 on minority teacher placement; (8) No. X-6125 on integrated housing; (9) No. X-6126 on advisory boards; and (10) No. X-6127 on communication.

In many of these areas the Board anticipates taking additional action after receiving further recommendations and from the Superintendent, advice and comments of citizens.

RECEIVED  
JAN 26 1978



The Coalition has called attention to several vital issues under the heading in its Report of "Student Transfer" issues. The Board has studied the Report of the Coalition, the presentations of the Coalition representatives, the comments of the public and the response of the Superintendent. The Board has conducted public meetings on November 27, 1978, December 4, 11 and 18, 1978 and January 8 and 22, 1979 with respect to the Coalition's Report. At five of these six meetings the principal attention was directed to the Student Transfer issues and principally to the pairing proposal of the Coalition. The Board has also reviewed the present status of the Board's integration program, the progress to date, the problems existing and remaining to be solved and the improvements and further progress which should be made.

Among the concerns which the Coalition has emphasized under the heading of Student Transfer issues are the following:

1. To reduce substantially the number of receiving schools to which children resident in the attendance area of an Early Childhood Center are transferred and thereby reduce the isolation of minority students.

2. To provide improved programs for children at grades 6-8 resident in the Area I portions of King and Woodlawn, in Boise and Eliot, and for children at grades 3-8 resident in the attendance area of Humboldt.

3. To assure that each child resident in the attendance area of an Early Childhood Center has the opportunity to attend that school.

4. To increase the number of majority students attending Early Childhood Centers, including at the later primary grades.

5. To assure that the responsibilities of desegregation/integration are widely shared.

6. To satisfy State Board of Education policy and guidelines with respect to desegregation.

The Board shares these concerns and they require further attention. The Board recognizes that if these concerns can be appropriately met, the District's integration programs will be increasingly equitable and the responsibilities of participation in the District's integration programs will be more widely shared. These are objectives sought by the Board.

The Board recognizes that the pairing proposal submitted by the Coalition is intended to meet these concerns. The Board, however, does not believe that the pairing proposal of the Coalition will either assure greater equity, increase interracial understanding, and improve educational quality, or further the District's integration programs. The Board, therefore, believes that the pairing proposal of the Coalition does not offer an approach which the District should follow, and the Board intends to pursue other approaches to respond

to the concerns giving rise to the pairing proposal and to meet its responsibilities in the area of integration.

The Board seeks to improve its integration programs and recognizes that an equitable distribution of burdens, improved quality of education for all children and increased interracial understanding are important goals of an integration program toward which the District shall continue to work and progress.

B. In order to continue progress toward integration and at the same time to assure greater equity, interracial understanding and improve the quality of education for all children, the Board seeks, within the policies of the Board and State Board of Education desegregation policies and guidelines, to accomplish the following:

1. To reduce substantially the number of receiving schools to which children from a particular neighborhood are transferred, while preserving appropriate latitude for parent choices of schools.

2. To establish appropriate priorities for attendance at Early Childhood Centers, especially as related to children resident in the attendance area of the Early Childhood Center.

3. To increase the attendance of majority students in Early Childhood Centers, particularly in the later primary grades.

4. To provide appropriate latitude for parents of primary grade students resident in the attendance area of the school which is or becomes a middle school to choose the primary school which their children will attend within the middle school cluster.

5. To provide a middle school for children resident in the attendance areas of Boise and Eliot so that Boise and Eliot are part of a middle school cluster or clusters. The Board requests the Superintendent to include Boise and Eliot in his considerations of possible middle school sites, when examining locations of a middle school for a cluster which includes Boise or Eliot, and to advise the Board with respect thereto.

6. To provide on the west side an upper grade center or centers on an interim basis for children resident in the attendance areas of Area I King and Humboldt, and, as expeditiously as possible, a middle school or schools so that Area I King and Humboldt are each part of a middle school cluster or clusters.

7. To establish the middle schools referred to in (5) and (6) above under Board policy which states that the District will develop middle schools as expeditiously as physical plants, qualified staff and community acceptance make the transition possible.

The Board requests the Superintendent to advise it as to the configuration of each middle school cluster

referred to in (5) and (6), the staffing needs and availability, the preferred location for each middle school, the availability of necessary renovation funds to provide building improvements to accommodate improved educational programs, and any other pertinent factors. The Board, following receipt of the Superintendent's advice, will describe the appropriate cluster, the recommended location of the middle school in that cluster, the building renovations and other pertinent factors associated with the proposed transition, and the procedures by which it will determine whether community acceptance in that cluster is sufficient to make the transition to the middle school possible.

8. To increase recruitment of majority students for attendance at middle schools from attendance areas for which middle school clusters are not yet established.

9. To include the Area I portion of Woodlawn in the Ockley Green middle school cluster.

10. To provide appropriate latitude for parents of upper elementary grade students resident in the attendance area of an Early Childhood Center in a middle school cluster to choose schools other than that middle school for their children to attend.

C. The Board requests the Superintendent to advise it with respect to the foregoing matters. The Superintendent's advice should include how the foregoing objectives

may be achieved within the policies of the Board and State Board of Education desegregation policies and guidelines and the probable effects on the policies of the Board.

D. The Board recognizes that continued progress will require the assistance of staff and citizens and that the Superintendent will consult with staff as well as welcome the advice and comments of citizens.

The Board welcomes the advice and comments of citizens, including of the Community Coalition for School Integration, with respect to these matters.



## PORTLAND PUBLIC SCHOOLS

631 Northeast Clackamas Street / Portland, Oregon 97232  
Mailing Address: P.O. Box 3107 / Portland, Oregon 97208  
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January 23, 1979

### MEMORANDUM

To: All Building Principals  
Area and Central Administrators  
Citizen Advisory Committee Members  
Local School Advisory Committee Chairpersons  
Portland Council/PTA  
Local School PTA Presidents  
Civic-Service Groups

### STUDENT TRANSFER RESOLUTION

Attached is a copy of the Student Transfer Resolution adopted by the Board of Education of the Portland Public Schools at the January 22, 1979 regular meeting.

The Resolution is in response to the so-called "pairing" recommendation of the Community Coalition for School Integration.

The Resolution was approved by a vote of 5 to 1 by the Board.

Because of the importance of this action to the total community the attached copy is being sent for your information and files.

Yours truly,

John H. Nellor, Director  
Public Information Department

JHN  
/1  
Attachment

**RECEIVED**  
JAN 26 1978



February 14, 1978

Dear Ms. Pedersen:

The important business of education is a great concern to the entire community. You have demonstrated a sincere interest in the quality of life in Portland through your participation in a Community Service Organization.

Teachers in Portland know there are many unanswered questions about education in our city schools. We are attempting to solve that communication gap by offering our services to your organization by speaking with your group on educational issues.

Please contact our office for a teacher representative if you are interested in improving the coordination between the schools and the community for a quality life in Portland.

Sincerely,

C. Leonard Anderson, President  
Portland Association of Teachers

CLA:dm

P.S. Would you please list two (2) educational concerns you or your colleagues have mentioned as relevant topics for discussion. Please forward to the P.A.T. Office as soon as possible.

Portland Association of Teachers  
1818 S. E. Division Street  
Portland, OR 97202



mmg

NB

SCHOOL DESEGREGATION IN PORTLAND:  
COMMUNITY CONCERNS IN 1978

A report from the  
COMMUNITY COALITION  
FOR SCHOOL INTEGRATION  
Portland, Oregon  
March, 1978

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## INTRODUCTION

The Community Coalition for School Integration feels that its comprehensive report and recommendations on school desegregation in Portland must address the concerns and questions of the community. In order to receive input from the community the Coalition sponsored 15 forums throughout the School District. A forum was held in every high school neighborhood in the School District. The main purpose of these forums was to receive input from citizens regarding the questions, concerns, and opinions they have about school desegregation in Portland.

Over 400 citizens attended the Coalition's forum series. Participants included parents from all of Portland's high schools and 41 of its 87 elementary schools.

The format for these forums involved a panel presentation followed by open discussion. The panels presented information about the Coalition and general descriptions of Portland's school desegregation efforts. After the panel presentation questions, concerns, and opinions were solicited from the audience. These questions, concerns, and opinions were recorded and are presented in this report.

Forum participants also filled out a questionnaire in which they indicated what they perceived to be the most important issue involved in school desegregation in Portland. The results of this questionnaire are included in this report.

The only other comprehensive study regarding school desegregation in Portland was that conducted by the Committee on Race and Education (so-called Schwab Committee) in 1964. It should be noted that the Schwab Committee was appointed and told what areas to study by the School Board. In contrast, the Coalition for School Integration has extended an open invitation to anyone wishing to become a member and has consulted the community about what areas it should study.

The following report is a summary of what citizens in Portland feel should be examined in regards to school desegregation.

## MAJOR CONCERNS CITIZENS HAVE ABOUT SCHOOL DESEGREGATION IN PORTLAND

People attending the forums were asked to write a response to the question: "What is the most important issue involved in school desegregation in Portland?"

Four major issues stand out: 1) Inequity, 2) Interracial understanding, 3) Quality education and 4) Neighborhood integrity.

### 1. INEQUITY

The major concern centers around the inequity of the current transfer arrangements. A much higher proportion of Blacks than of Whites transfer or are being transferred by bus for desegregation purposes.

Of all the Black students in the School District, 34% are bused for desegregation of schools while less than 2% of all the White students are bused for desegregation.

Of the 2,973 Administrative Transfer students, 90% are Blacks. This number includes those who voluntarily transfer to another school in the District and all of the 3rd, 4th, 5th, 6th, 7th and 8th graders who have to be involuntarily transferred because these grades have been eliminated to create the Early Childhood Education Centers.

Less than 800 Whites volunteer to be transferred by bus to Early Childhood Education Centers. Of these, 444 are in the half day Pre-Kindergarten or the full day Kindergarten program.

It is interesting to note that while the respondents to the questionnaire were 3:1 White to Black; the people listing inequity and the need for equity in desegregation were 5:1 White to Black. For the Whites responding at the forums this concern for equity far outweighed any other concern Whites mentioned. More than twice as many Whites wrote about inequity and the need for equity than the next major concern for Whites which was quality education.

The need for a middle school in the Albina area is another example of the inequity issue which was mentioned by both Blacks and Whites.

The next three issues had close to the same number of people writing about each one.

### 2. INTERRACIAL UNDERSTANDING

The need for better communication and understanding between Blacks and Whites was mentioned in various ways. Several people mentioned improving the preparation of the receiving schools as a great need. The White to Black ratio for this need was 3:1, the same as the respondent ratio.

A higher proportion of Blacks listed the need for better racial understanding. The ratio of White to Black was 1:1. A Black woman worded the major issue as, "The wrong feelings that whites have against blacks!;" Another person suggested more workshops for teachers on how to relate to Blacks. "Communication, education - in general educating the public that desegregating schools will not harm them," was the way a White woman stated the need for more understanding.

### 3. QUALITY EDUCATION

These words were often listed with no further explanation of what was meant by "quality education". It was a phrase used more often by Whites. The White to Black ratio was 5:1. The achievement level of Black students was listed by two Blacks; no Whites mentioned it.

A 37 year old White male probably captured the attitude of many of his counterparts when he said the most important issue was to, "achieve integration without compromising quality of education or the neighborhood school system."

This phrase states the concerns or fears of many Whites that integration would mean 1) compromising quality and 2) loss of neighborhood schools. This second concern shows in White responses talking about neighborhood schools or housing patterns.

### 4. NEIGHBORHOOD INTEGRITY

All of the people who listed the maintenance of neighborhood schools as the most important issue were White.

One woman put it this way - "Maintaining neighborhood schools - is recommendation 1." Keeping neighborhood children together in school is important, many said, for peer friendships, behavior control and parent involvement.

An equal number of Whites talked about the need to integrate housing as the means to integrating schools. The only Black addressing this issue was a woman who wrote, "Housing".

Additional issues each mentioned by several people can be grouped under the following headings:

Communication. This was mentioned by several Whites. The need for parent involvement and student involvement were each mentioned by a White and a Black.

Black Staff. The need for more Black staff in the District was listed as a major issue by two Whites and one Black.

Positive Self-Image. This was best stated by a Black woman who said, "The most important issue should be a better education, a good environment for emotional growth and personality development which means there should be a situation where the minority child can maintain a positive self image."

One White woman talked about the "...need for non-Blacks to face their fears."

Voluntary. Several Whites mentioned the importance of voluntary choices of which school to attend. Other Whites suggested closing boundaries and not allowing students to attend schools out of their attendance area if their leaving further segregated a school, e.g. in the Jefferson area.

Overall Desegregation Plan. Both Blacks and Whites mentioned this as an issue. "A commitment to a successful program by the school district rather than what appears to be an attempt to comply," was the way a White man put it.

## QUESTIONS AND COMMENTS CITIZENS HAVE ABOUT SCHOOL DESEGREGATION IN PORTLAND

The parents, teachers, School District administrators, students, and other citizens attending our community forums raised a number of questions and expressed a variety of opinions about school desegregation in Portland. These questions and comments centered on four major themes: 1) Direction, 2) Evaluation, 3) Equity and 4) Implementation.

### 1. DIRECTION

Our community forums revealed that many citizens do not understand what the goals of school desegregation/integration are. The following are questions that frequently came up during our forum series:

"What are the goals of the Portland School District for raising the achievement level of Black students who are bused out of their neighborhoods?"

"What are the goals of the School District for bringing about inter-racial respect and understanding?"

"What are the goals of the School District for reducing racial prejudice?"

"What are the goals of the School District for expanding the opportunities of the 'educationally disadvantaged'?"

### 2. EVALUATION

A lot of citizens are concerned about the fact that little has been done to evaluate the progress that has been made toward the goals of school desegregation/integration. The following is a list of the questions raised in regard to this point:

"Why hasn't the School District conducted and published a thorough evaluation of its desegregation efforts?"

"What has been the effect of the Administrative Transfer Program (the busing of Black students to predominantly White schools) on the student achievement of both Black and White students?" "Are Black students who are bused to predominantly White schools achieving higher than their counterparts who remain in neighborhood schools in the Black community?"

"What percentage of Administrative Transfer students finish high school?" "How does this percentage compare with non-Administrative Transfer students?"

"What has been the impact of Early Childhood Education Centers on student achievement?" "Are students (both Black and White) in Early Childhood Education Centers doing better than students in other schools

with primary grades?"

"Is the School District making progress at reducing racial prejudice, bringing about increased interracial respect and understanding, and expanding the opportunities of the educationally disadvantaged?"

### 3. EQUITY

A number of citizens felt that school desegregation in Portland has not been equitable from the standpoint of requiring the same effort and placing the same inconvenience on both Blacks and Whites. The following are some comments and questions that came up in regard to this point:

"Is there a contradiction between the School District's policy on allowing requested transfers and achieving racial balance?"

"The Albina area needs a middle school - the conversion of its elementary schools into Early Childhood Education Centers has resulted in a situation where 6th, 7th, and 8th grade students who reside in the area have no choice but to be bused out to other schools outside of their neighborhood."

"Are Black students denied entry to Early Childhood Education Centers? If so, under what circumstances are they denied entry? What is the federal law in regard to turning down Black students for entry into Early Childhood Education Centers?"

"Why hasn't there been a middle school established in the Albina area?"

"Is it possible to establish a middle school in the Albina area that will not be racially isolated?"

"Is the Administrative Transfer Program really voluntary?"

"What resources leave with an Administrative Transfer student when he/she is transferred?"

"Are Black students turned away from Jefferson High School?"

"Is there discrimination in the disciplinary action taken against Administrative Transfer students as opposed to resident students?"

"Too much of the School District's resources are going to fund magnet programs e.g., the performing arts program at Jefferson."

### 4. IMPLEMENTATION

A lot of the questions and comments centered on how effective the Portland School District has been at implementing and managing its various programs aimed at bringing about school desegregation/integration. The following is a list of those comments and questions:

"What is the relationship between administrative decentralization and school desegregation?" "What have been the effects of administrative

decentralization on accomplishing the goals of school desegregation?"

"There is a lack of long-range planning by the School District for accomplishing school desegregation/integration."

"What federal funds are channeled into Early Childhood Education Centers?"

"The School District should focus on recruiting White families not White students for Early Childhood Education Centers."

"There is a need for an orientation for White parents who agree to send their children to Early Childhood Education Centers."

"The School District needs to draw up explicit boundary maps for each Early Childhood Education Center attendance area."

"What is the relationship between the Administrative Transfer Program and the Early Childhood Education Centers?"

"What federal funds are channeled into schools receiving Administrative Transfer students?"

"There is no transportation provided for parent involvement in the Administrative Transfer Program."

"The School District hasn't kept the parents of Administrative Transfer students informed enough about the learning experience their children are having."

"Are magnet programs incompatible with the energy shortage?"

"Is there an inherent conflict between the magnet programs and the value of neighborhood schools?"

"What federal funds are channeled into magnet programs?"

"How does the School District decide where to locate certain magnet programs? What is the rationale?"

"High school principals are not cooperating in the promotion of magnet programs."



FORUM ATTENDANCE

There were 432 people at the 15 Coalition Forums; 160 people attended the first three of these. The first three forums were held prior to the Coalition report to the School Board on Dec. 15, 1977. The focus of these forums was the proposed policy that would not allow Black students residing in the Area I portions of the Boise and King neighborhoods to attend Jefferson, their neighborhood high school.

The next 12 forums addressed desegregation in the entire School District. No specific proposals were discussed, consequently attendance at these forums was low compared to the first three held prior to December 15, 1977.

After the first three forums a questionnaire was handed out to those in attendance. Approximately 70% of the people returned the questionnaire.

The questionnaire looked like this:

INFORMATION CARD	
AGE	_____
SEX	_____
RACE	_____
1.)	Are you a parent?    yes _____ no _____
2.)	How many children do you have? _____
3.)	Which schools do your children attend? _____
4.)	How did you find out about this forum? _____
5.)	In your opinion, what is the most important issue involved in school desegregation in Portland? _____

The following information is based on the data from 117 questionnaires.

There were parents from all of the 14 high schools and from 41 of the 87 grade schools.

Parents made up 82% of those responding, non-parents 18%.

The proportion of Blacks attending the forums and responding to the questionnaire was much higher than the proportion of Blacks in the general population. Blacks made up 26% of the respondents. (Approximately 7% of Portland's population is Black, 14% of the students in School District #1 are Black.)

Additional statistical data from the questionnaires follows:

Females:	58% of respondents	Blacks:	26% of respondents
Males:	42%                   "	Whites:	74%                   "
Black males:	28% of the Blacks	White males:	48% of the Whites
Black females:	72%                   "	White females:	52%                   "
Age:	Under 24	5%	
	25-34	23%	
	35-60	69%	
	Over 60	3%	

## FORUM PUBLICITY

### FORUMS:

These forums were held between November 19, 1977 and March 16, 1978 at the following locations: Lincoln High, Wilson High, Jefferson High (twice), Beaumont School, Jackson High, Roosevelt High, Washington High, Adams High, Duniway School, Franklin High, Rose City School, Marshall High, Benson High, and Monroe High.

### NEWSPAPERS:

Every forum date was placed in the Oregonian, Journal, Skanner, and Observer. Other newspapers such as Willamette Week, Community Press, St. Johns Review, Vanguard, Portland Scribe, and Sellwood-Moreland Bee also covered these forums, depending on the location of the forum. These articles mainly consisted of forum information (times, dates and locations) and the Coalition's purpose for sponsoring these forums.

### RADIO:

The forums (except Lincoln and Wilson) received Public Service Announcement time from several local radio stations as follows: KPAM, KUPL, KWJJ, KYTE, KGW, KOAP, KEX, KGAR, KGON, KINK, and KKEY. These PSA's varied from ten to fifty seconds in length. They were announced several times a week depending on the schedule of the station.

### TELEVISION:

KPTV, KOIN-TV, and KATU had slides to announce these forums (except Lincoln and Wilson). The Public Service Announcements varied between stations. KOIN and KATU used a slide that we had made with our name, contact person, telephone number, community forum and the time of these forums. Along with the slide, they stated our purpose and each individual date and location of forums. KPTV had a slide made for us and just stated that the forums were being held and the person and number to contact for more information.

### FLIERS:

Fliers were first distributed to both the high schools and feeder schools in the high school area in which the forum was being held. These fliers were usually sent to the schools through the School District "Pony". However, due to lack of time, some had to be distributed to the schools by our staff. After the first four forums, the Community Involvement Committee decided to stop sending fliers home with the high school students because they would not take them home and because we had a limited amount of printing. We continued to send the fliers home with the children from the feeder schools. We delivered fliers to the high schools to be posted. A total of 38,700 fliers were sent out.

### SCHOOL STAFF AND PARENT CONTACT:

The officers of the PTA's and Local Advisory Committees (mainly PTA presidents and AC chairpersons) were contacted by phone and informed about the forum

in their area. Also, the PTA officers were sent letters (by Mary Lou Monroe) inviting them to attend the forums. All members of the Local Citizen Advisory Committees and the Citizen Advisory Committee (Area I, Area II and Area III) were also sent letters of invitation. For the first six forums, the principals of the schools in which the forum was being held were contacted. For the last six forums, the principals for the high schools and feeder schools in the forum area were contacted by phone or by a visit. Contacts were also made to the Title VII representative and the Community Agent for several schools.

ORGANIZATIONS:

Several neighborhood organizations were contacted depending on the location of the forum in their area. Each organization in the Coalition was sent a letter asking them to attend the forums and/or have a speaker to come and talk to their group. All of the members of the Chamber of Commerce and the Masons also received these letters.

On the information sheet that was passed out to citizens attending the forums, the Question "How did you find out about this forum?" was asked. The overall percentage of answers were as follows:

Fliers - 38%  
School Contacts - 31%  
Newspapers - 14%  
Word of mouth - 12%  
Television - 3%  
Radio - 2%

THE NEXT PHASE: ADDRESSING THE CONCERNS AND QUESTIONS CITIZENS HAVE ABOUT  
SCHOOL DESEGREGATION IN PORTLAND

The Research Committee of the Community Coalition for School Integration is developing a research plan that addresses the concerns and questions contained in this report. An effort will be made to collect all the information necessary to adequately respond to the questions and concerns of the community. In the near future the Coalition will publish its research plan and time-frame.

# COMMUNITY COALITION FOR SCHOOL INTEGRATION

Sabin Portable 4013 N.E. 18th Portland, OR 97212 281-1858

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HARRY C. WARD  
Chairperson

DAVID A. JOHNSON  
Coordinator

The following groups and organizations are members of the Community Coalition for School Integration:

CENTER FOR URBAN EDUCATION

CITIZENS FOR CHILDREN

COMMITTEE FOR QUALITY EDUCATION  
FOR ALL CHILDREN

CONCORDIA COMMUNITY ASSOCIATION

ECUMENICAL MINISTRIES OF OREGON

HELATH HELP CENTER, INC.

JEFFERSON DAD'S CLUB

KING IMPROVEMENT ASSOCIATION

LEAGUE OF WOMEN VOTERS

MARSHALL HIGH SCHOOL  
COMMUNITY COUNCIL

METROPOLITAN HUMAN RELATIONS  
COMMISSION

NATIONAL ASSOCIATION FOR THE  
ADVANCEMENT OF COLORED PEOPLE

NATIONAL CONFERENCE OF  
CHRISTIANS AND JEWS

NATIONAL COUNCIL OF JEWISH WOMEN

N.E. COALITION OF NEIGHBORHOODS

OREGON ASSOCIATION OF  
COLORED WOMEN'S CLUBS

OREGON MINORITY EDUCATORS  
ORGANIZATION

OREGON SOCIALIST WORKERS PARTY

PORTLAND ACTION COMMITTEE TOGETHER

PORTLAND ASSOCIATION OF TEACHERS

PORTLAND CHAMBER OF COMMERCE

PORTLAND COUNCIL P.T.A.

SCHOOLS FOR THE CITY

S.E. YOUTH SERVICE CENTER

STUDENT COALITION AGAINST RACISM

THE URBAN LEAGUE OF PORTLAND

CHURCH WOMEN UNITED

PORTLAND FEDERATION OF TEACHERS

VANCOUVER AVENUE  
FIRST BAPTIST CHURCH

WILSON HIGH SCHOOL  
ADVISORY COMMITTEE