

PORTLAND PUBLIC SCHOOLS  
631 Northeast Clackamas Street / Portland, Oregon 97208  
Phone (503) 234-3392  
OFFICE OF INTERGOVERNMENTAL RELATIONS

MAURICE J. CREECH  
Program Evaluation  
Nick G. Boies,  
Program Finance  
Floyd L. Cydrus  
Program Finance

June 24, 1971

Mr. Charles Jordan  
Director, Model Cities  
City Demonstration Agency  
5329 N. E. Union Avenue  
Portland, Oregon 97211

Dear Mr. Jordan:

Attached is a copy of our Title IV proposal for the 1971/72 school year. Mrs. LaVonne Milner, Program Officer for Region X of the Office of Education, suggested to me that I forward this to you. You will note that we have already received grant notification for this project.

The unusual starting date of the project (October 1, 1971) is due to the fact that we are continuing program activities under our 1970/71 project through carry-over authority.

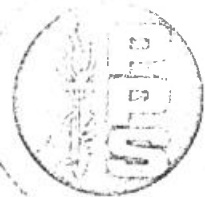
Thank you very much for your attention to this project.

Sincerely,

  
Charles A. Clemens  
Intergovernmental Specialist

Attachment

CC:ss



# PORTLAND PUBLIC SCHOOLS

631 Northeast Clackamas Street / Portland, Oregon 97208  
Phone (503) 234-3392

## OFFICE OF INTERGOVERNMENTAL RELATIONS

Charles A. Clemans,  
Intergovernmental  
Programs

Maurice J. Caba,  
Program Evaluation

Nick G. Bolos,  
Program Finance

Floyd L. Cydrus,  
Program Finance

May 6, 1971

Mrs. LaVonne Milner  
Program Officer  
Title IV, Civil Rights Act  
Region X, Office of Education  
Arcade Plaza Building  
1321 Second Avenue  
Seattle, Washington 98101

Dear Mrs. Milner:

Enclosed are copies of our revised grant application for continuation of our Title IV project. Based on your telephone call this morning, I have corrected the cover sheet to reflect a new project beginning date and amount of federal funds requested. To summarize the rationale for this action, the following points are presented:

1. At the conclusion of our current grant period, it is projected that \$27,246 will remain.
2. Your office will grant us authority to continue our current project beyond the projected ending date of June 14, 1971. This authority should be extended to September 30, 1971. The new grant can thus start on October 1, 1971 and run through June 30, 1972.
3. The project activities for the grant extension period of June 15 - September 30, 1971 will be those projected for the same period on the new grant in our previous submission.

Sincerely,

Charles A. Clemans  
Intergovernmental Specialist

CAC:al

Enclosures

cc: Donald McElroy

PROPOSAL FOR GRANT PROGRAM

ON PROBLEMS OF SCHOOL DESEGREGATION


Under the Provisions of Title IV, Section 405, of  
Public Law 88-352

The Civil Rights Act of 1964

Title: Inservice Education for Portland Staff Members Affected by  
School Boundary Reorganization

Submitted by: School District No. 1, Multnomah County  
Portland Public Schools  
631 N. E. Clackamas Street  
Portland, Oregon 97208

Initiated by:

  
Robert W. Blanchard, Superintendent  
631 N. E. Clackamas Street  
Portland, Oregon 97208  
234-3392

Authorized by: By signing and submitting this proposal, we hereby  
accept and agree to the Terms and Conditions set out  
in the Policies and Procedures Manual for the program,  
acknowledge that any grant award issued on the basis  
of this proposal will be subject to these Terms and  
Conditions, and agree that if awarded a grant we will  
fully comply with them.



Charles A. Clemans, Intergovernmental Specialist  
631 N. E. Clackamas Street  
Portland, Oregon 97208  
234-3392

Federal Funds Requested: \$59,402

Duration: Beginning Date - Oct. 1, 1971 Ending Date - June 30, 1972

Date Transmitted: April 20, 1971

## ABSTRACT

1. Title: Inservice Education for Portland Staff Members Affected by School Boundary Reorganization
2. Submitted by: School District No. 1, Multnomah County, Portland Public Schools, 631 N. E. Clackamas Street, Portland, Oregon 97208
3. Director of the Program: Mr. Donald McElroy, Executive Assistant to the Superintendent  
631 N. E. Clackamas Street  
Portland, Oregon 97208
4. Objectives:
  1. Staff members, teachers, and others affected by desegregation will be prepared to meet the needs of students in racially heterogeneous schools.
  2. Community Advisory Specialists will be able to give substantial assistance to principals and teachers in developing procedures for anticipating and treating school and community problems arising from desegregation.
5. Procedures:
  1. Staff members, Community Advisory Specialists, administrators and others will participate in workshops, retreats, and inservice classes designed to improve instruction, counseling and community relationships arising from desegregation activities.
  2. Community Advisory Specialists will receive continued training in supportive and advisory roles, will work in new staff relationships that bring them closer to schools, and will develop successful procedures for giving assistance in solving problems incident to desegregation.
6. Time Schedule: Beginning Date - June 15, 1971  
Ending Date ---- June 30, 1972
7. Total Cost of the Program:  
\$154,119
8. Total Federal Funds Requested:  
\$ 86,648

## I. BACKGROUND INFORMATION

### A. General Background

Recognizing the need for action in the improvement of intergroup relations Portland's Board of Education created in July of 1963 the Committee on Race and Education, a committee of citizens of the Portland area appointed to study and report to the Board its findings on the effects of racial isolation on the education of minorities. A significant result of that committee's recommendations has been the District's voluntary and administrative transfer programs whereby approximately 1,000 minority students have been, since the fall of 1965, educated in District schools previously devoid of minority student population. More recently, the District has embarked upon a program involving the transfer of minority students to suburban school districts near Portland. Some exchange of students has accompanied this program, with approximately 20 white students being transferred from suburban schools to Portland inner city schools.

Activity in the improvement of intergroup relations was heightened in March of 1970 when the Board adopted its resolution on Schools for the Seventies. This document provides for the creation of a grade structure serving students in early childhood/primary schools through grade four and serving students in the middle elementary years in middle schools through grade eight. Middle school boundaries would be set to effect a maximum of 25% minority population. Also provided in the resolution was the reorganization of high school boundaries reducing the concentration of minorities to a maximum of 25%. Early childhood/primary schools will be

established in the inner city schools presently serving a predominantly minority population. Parents from throughout the city can enroll their youngsters in these schools at age four with strong encouragement given to have them remain in the same school through their primary years. This, in effect, will serve both the interests of desegregation and continuous progress education. During the school year 1971-1972 Boise and Irvington Schools will become Early Childhood/primary schools.

Immediate action on the Board's resolution was accomplished in the fall of 1970 by the redistricting of high school boundaries. This has served to reduce the impactment of minority students at Jefferson High School from 43% to 38%. As juniors and seniors who were allowed to remain at Jefferson graduate the percentage will decrease to near the 25% goal.

Before the above-mentioned plans can be fully brought to reality, additional resources for both facility remodeling and program operation will be required. The District Building Committee recently reported to the Board its analysis of the physical requirements necessary to accommodate the planned programs. Recommended by the Committee is a shift to a 5-3-4 grade level structure rather than the 4-4-4 pattern previously adopted by the Board. This was felt necessary by the Committee to most economically use existing facilities. The inclusion of one additional grade in the Early Childhood/primary schools will place an additional constraint upon these centers to offer a program sufficiently attractive to sustain racial balance throughout all the age levels of the students served.

B. The Portland Community

The only isolated minority group in Portland is the Negro population. Nine percent of Portland's population is Black and approximately 57% of these persons reside in the area generally referred to as Albina. This residential isolation has resulted in the concentration of Black youngsters in a few schools. While the plan mentioned in (A) above will resolve this concentration, it is of interest to note the change in ethnic makeup, shown in the figures, for the past several years.

Percentage of Negro Children in Selected Schools

<u>School</u>	<u>1940</u>	<u>1950</u>	<u>1955</u>	<u>1960</u>	<u>1963</u>	<u>1964</u>	<u>1969</u>	<u>1970</u>
Boise	5%	35%	75%	94%	96%	96%	98%	91%
Eliot	10	55	85	96	96	94	74	56
Holladay	3	45	50	55	55	67	62	51
Humboldt				75	88	92	93	86
Irvington	2	10	15	30	41	48	53	63
Jefferson					26	28	43	38
King	3	15	60	75	79	87	93	91
Sabin	0	3	5	15	26	33	48	58
Vernon					12	16	36	47
Woodlawn	1	5	10	15	22	27	37	39

## II. PROBLEM IDENTIFICATION

- A. Plans must be made and executed to ease the transition of students who will transfer schools as a result of desegregation.
- B. Educational programs are needed to prepare staff members who will be newly working in racially heterogeneous settings as a result of desegregation.
- C. Staff members need increased communication with members of the community in dealing with problems incident to desegregation.

## III. THE PROGRAM PLAN

### A. Objectives

- 1. The school staffs of Early Childhood/primary centers, middle schools and high schools will be able to ease the students through the difficult transition from racially isolated settings to desegregated schools by:
  - a. developing plans to meet the needs, interests, and desires of racial minority students;
  - b. assuring competence and commitment on the part of teachers to promote instructional practices which develop pride and improve learning facility of racial minority students.
- 2. Persons employed as Community Advisory Specialists will be able to assist school personnel in communicating with minority students and parents in solving problems arising from the desegregation process. Their ability to assist will be improved by:
  - a. developing new organizational arrangements through area assistant directors which will bring them closer to schools;
  - b. assuring the proper use of their strengths through attention to thoroughly acquainting administrators and teachers with their potential for helping;
  - c. continuing their professional growth through advanced training activities;
  - d. devising means for opening communication channels with the parents and general communities of all students with emphasis on racial minority communities.



B. Procedures

1. Inservice Component

Procedures for meeting objectives related to inservice training of administrators, support personnel and teachers will include the following:

a. Summer Workshops - (July, 1971) - one week

- (1) Participants: Principals, 20 selected teachers, 10 community consultants (parents) and area staff representatives of the two elementary schools which will become Early Childhood/primary schools.

Purpose: To anticipate and work out problems of desegregation which will face these schools when they open as new organizations.

Leadership: Coordinated by principals.

Consultant: By arrangement - 1 day.

- (2) Participants: Principals, 40 selected teachers, 20 community consultants, area staff representatives, others as needed of feeder schools which will feed into Middle Schools to be opened in September, 1972 -- Whitaker, Portsmouth, Beaumont, and Fernwood.

Purpose: To anticipate and work out problems incident to desegregation which will occur in planning for the opening of these schools.

Leadership: School principals

Consultant: By arrangement - 1 day

b. Summer Development of Inservice Program for Teachers

Workshop - (July-August, 1971) - four weeks

Participants: Selected planners (principal, social studies specialist, 2 primary teachers, 2 teachers of fourth and fifth grades, 2 teachers of middle school grades)

Purpose: To plan inservice classes to be held in school year 1971-72 in selected schools having partial black enrollment and in selected schools which will receive black children in the next year or two.

To develop materials for use in inservice classes. Will include Teachers Guide on Contributions of Black Citizens to American Life.

To prepare systems to improve the relationships between majority and minority students.

Leadership: Black studies specialist, social studies specialist to be arranged.

## 2. Community Advisory Specialists

- a. Organizational Arrangement -- In 1971-72 seven full-time Community Advisory Specialists will function with a Director (1/4 time) and three Assistant Directors (I - 1/4 time, II - 1/4 time, III - 1/2 time) as the staff of the project.

The 1970-71 proposal contained as staff six Community Advisory Specialists, a central coordinator (full-time), and a central Director (1/4 time). The intention to move this operation into better and closer contact with the individual schools and neighborhoods and to make it organizationally consistent with the decentralized school system (3 areas in the District) is being effected by assigning the Specialists to each Area Superintendent's office. In each office one administrator from the Area Superintendent's staff will serve as project Assistant Director for that area. The Specialists and Assistant Directors will meet with the Director (who is an administrator in the District Superintendent's office). Lines of responsibility and accountability will be through the Assistant Directors to the Area Superintendents and on through the Director to the Superintendent. (See Section IV - Staff for a more detailed description.)

The general and over-all direction for this project will develop in response to a careful analysis of need and to meet priorities in each area with attention given to District-wide need and direction. The administration and supervision of the project will provide a central and united approach that is at the same time capable of sufficient flexibility to allow area and neighborhood individuality of treatment.

The over-all philosophy and direction, as well as the training aspects of the Specialists, will be a central function, as will the contribution to system-wide administrative and teaching staff training projects and approaches.

The Assistant Directors at the area administrative level will make specifically applicable the offerings and services of the Community Advisory Specialists to the three areas.

Communication and close and constant contact between all of the members of this staff will be maintained at the District level.

Organizationally, this project is a District-wide function with its staff members assigned to the three areas while maintaining the operational fluidity of working either as individuals, as small groups, or as a full staff where and when the occasion indicates.

Secretarial services will be provided on a part-time basis in proportion to the staffing in each area and in the Director's office (See Section VIII - Budget).

b. Acquainting staff of Advisory Specialist services --

- Principal briefings will be held prior to the opening of school. The roles for which Advisory Specialists are employed and trained will be clearly stated. The means by which their services can be obtained will be defined.
- Principals will communicate to their staffs information about the services which the Advisory Specialists can deliver. Specialists will be available for any of these meetings when requested to attend.

c. Advisory Specialist Training -- Advanced training activities, including college course work, will be offered to Advisory Specialists. Emphasis will be placed upon extending competency through relating on-the-job experiences to more formalized training.

d. Communication Channels -- The major focus of this project is to assist the area and central administration of the school district, including the site administrators, in anticipating and solving problems incident to the desegregation efforts of this District. The Specialists will work as assigned directly with principals, teachers, students, parents, community and school organizations, in an effort to improve communication and understanding as well as improving attitude and modifying behavior of students, teachers, or administrators as needed. They will be actively instrumental in their contribution, as they develop their personal and technical skills, in helping the various individuals of the school district staff increase their own awareness and sensitivity to the problems that accompany desegregation.

Please see the attachment "Re Community Advisory Specialists-- Title IV Civil Rights Grant," for pertinent information on their function.

#### IV. STAFF

##### A. Project Director

Mr. Donald D. McElroy, Executive Assistant to the Superintendent will serve as project director on a one-fourth time basis. He will be responsible for the over-all direction of the project and will maintain budgeting and administrative control of all activities.

##### B. Assistant Directors

To each of the three administrative areas will be assigned the part-time services of an assistant director. They will work a twelve month year with one month vacation. Areas I and II will each receive .25 FTE assistant director and Area III, because of heightened desegregation activities and population potential, will receive .5 FTE. The duties of the assistant directors will be:

1. To develop and administer the schedules and services of the Advisory Specialists assigned to their areas.
2. To meet with the Project Director, the Advisory Specialists and the other assistant directors from time to time to insure the cohesive progress of the project.
3. To schedule, implement, and evaluate workshops and inservice classes in their areas.
4. To assist the Project Director in communicating to school principals regarding the role and services of the Advisory Specialists.

##### C. Advisory Specialists

Seven Advisory Specialists will be employed on a 190-day work year with additional days compensated at daily rate if required. Five of the present advisory staff will likely be continued in their roles and two additional members will be selected. Emphasis will be placed upon the selection of promising minority candidates.

## V. FACILITIES AND EQUIPMENT

Facilities and equipment required for the successful operation of this project will be furnished by the school district.

## VI. ADMINISTRATIVE AND SERVICE REQUIREMENTS

### A. Administrative Direction

As described in Section IV - Staff, this project will receive direction and assignment under the area staff people designated as Assistant Directors. These people will be accountable to the Project Director who is the Executive Assistant to the Superintendent.

### B. Support and Maintenance

1. Travel: A request is made to pay staff travel expenses to permit the project staff to attend meetings and conferences out of the District. One trip to Washington, D. C. and two trips on the West Coast are anticipated.
2. Retreat facilities: To insure uninterrupted concentration during the workshop sessions to train staff and Community Advisory Specialists, it is essential that they be held at a site away from the distractions of telephones, visitors, and other disruptive influences. Therefore, efforts will be made to conduct some sessions away from school settings.
3. Office and related expenses: The District will provide office space, equipment, and related overhead expenses as a local contribution to the project. A request is made to cover costs of office supplies.
4. Local mileage: To cover the local costs of staff transportation, local mileage costs are requested.

## VII. EVALUATION AND DISSEMINATION

### A. Evaluation Procedures

Program objectives will serve as the basis for the evaluation design. Evaluation strategies will be developed to comply with quarterly reporting requirements as well as to provide for adequate program monitoring. State and regional staff members will be invited to make on site visitations. Evaluation findings will serve as the basis of continuation applications.

### B. Dissemination

Efforts will be made to insure open internal communication within the District and between the components of the project. The Project Director will prepare descriptions, papers, presentations, and other communications as needed to accomplish this task. Included will be reports to the Board of Education, federal offices as needed, and other interested agencies and institutions.

Data gathered during and at the conclusion of the project will be used to develop a final evaluation report.

VIII. BUDGET

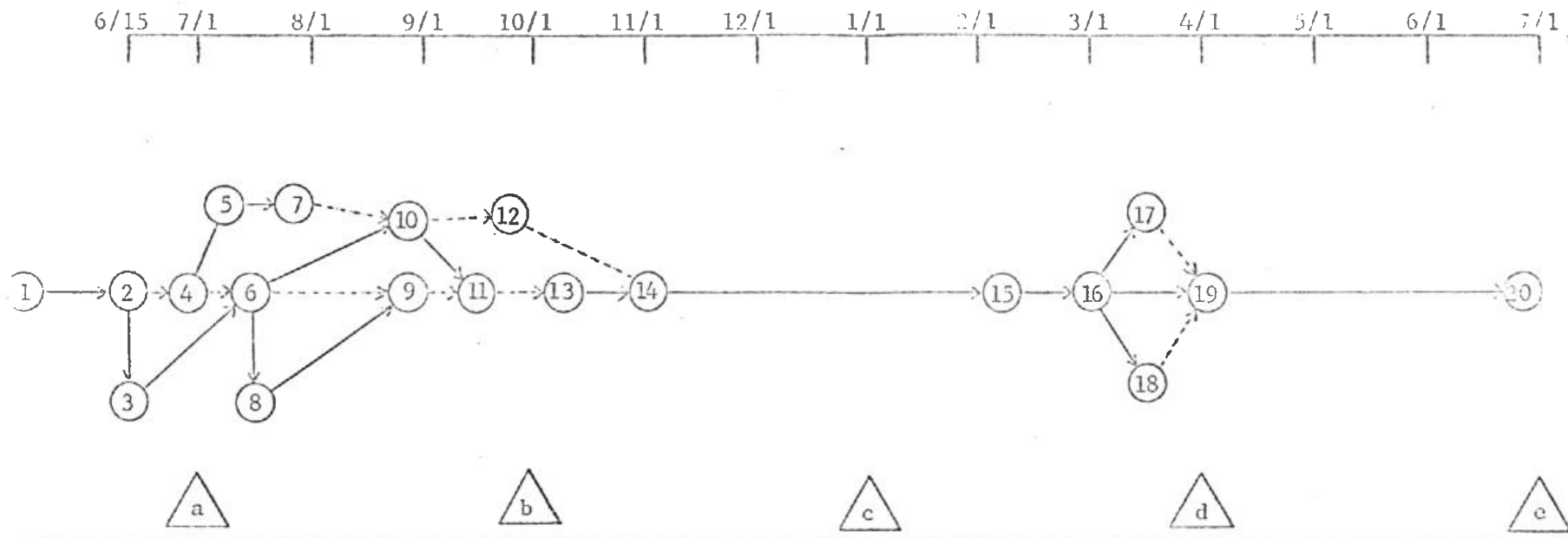
Submitted by: School District No. 1, Multnomah County  
631 N. E. Clackamas Street, Portland, Oregon 97208

Duration: Beginning date: June 15, 1971 Ending date: June 30, 1972

Item	Grant Funds	Other Funds
DIRECT COSTS:		
a. Personnel Services		
- Director, .25 time at \$23,500		\$ 5,875
- Assistant Directors, 2 @ .25 time, 1 @ .5 time, average estimated salaries of \$20,400	\$20,400	
- Community Advisory Specialists, 7 @ average estimated salary of \$10,000	30,000	40,000
- Secretarial services	6,000	1,500
- Inservice development, teacher-writers, 6 for 4 weeks @ \$250/week	<u>6,000</u>	
Total, Personnel Services	\$62,400	\$47,375
b. Substitutes	No Funds Requested	
c. Employee Services and Benefits @ 12% of salary costs, directors, coordinators, advisory specialists, secretarial services	7,488	5,685
d. Compensation for Participants (support of Obj.#1)		
- Teacher workshop participants, 68 for 1 week each @ \$90/week	6,120	
- Community Consultants, 20 for 1 week each @ \$90/week stipend	<u>1,800</u>	
Total, Compensation for Participants	\$ 7,920	
e. Supplies and Materials		
- Inservice training materials, including books, pamphlets, film rentals, and related matter; internal reports and dissemination materials	\$ 990	
- Office supplies	<u>200</u>	
Total, Supplies and Materials	1,190	
f. Tuition and Fees Payments	No Funds Requested	

Item	Grant Funds	Other Funds
g. Travel		
- Travel for Assistant Directors, area staffs, and Director:		
Auto mileage @ 10¢ per mile, 8000 miles--	\$ 400	\$ 400
Air travel to one out-of-state conference each--3 persons	900	
- Travel for Advisory Specialists		
Auto mileage @ 10¢ per mile, 10,000 miles--	<u>1,000</u>	<u>          </u>
Total, Travel	\$ 2,300	\$ 400
h. Communications		
- Postage	\$ 100	
i. Printing	No Funds Requested	
j. Transportation	No Funds Requested	
k. Services		
- Duplication costs for inservice materials	\$ 1,750	
- Consultant services	<u>3,500</u>	
Total, Services	<u>\$ 5,250</u>	<u>          </u>
SUBTOTAL	\$86,648	\$53,460
Fixed costs @ 10%	<u>          </u>	<u>14,011</u>
TOTAL	<u>\$86,648</u>	<u>\$67,471</u>





- . Grant Notification (Congressional)
- . Name Assistant Directors (Area Supts. & Project Director)
- . Advertise for Advisory Specialists (Personnel)
- . Select workshop leaders and participants (Director & Assts.)
- . Publish workshop agendas (Workshop leaders)
- . Select and assign Advisory Specialists (Personnel/Dir. & Assts.)
- . Conduct workshops (Workshop leaders)
- . Select inservice developers (Director and Assistants)
- . Conclude inservice development (Inservice Developers)
- . Conduct administrator orientation (Asst. Dir. & Advisory Specs)
- . Conduct school staff briefings (Principals & Advisory Specs)
- . Decide travel priorities (Director and Assistants)
- . Select inservice instructors (Director and Assistants)
- . Implement inservice program (Inservice Instructors)
- . Gather evaluation data (All project staff)
- . Analyze evaluation data (Director and Assistants)
- . Disseminate evaluation data (Director)
- . Write staff revision report (Director)
- . Write refunding grant application (Director & Office of Intergovernmental Relations)
- . Conclusion of project year

- △ a-d Quarterly Reports
- △ e Final Report

Inservice Education for Portland  
Staff Members Affected by  
School Boundary Reorganization

TIME LINE

Portland Public Schools

Portland, Oregon

1971-72

PORTLAND PUBLIC SCHOOLS  
631 Northeast Clackamas Street  
Portland, Oregon 97208

The Function of the Title IV Community Advisory Specialists

The major focus of this project is to assist the central and area administration of the school district and the site administrators in dealing with current and future problems incident to desegregation. The team will be working directly with the building administrators, and through them, to directly aid classroom teachers.

The Advisory Specialists are specifically charged with the responsibility to:

- 1- assist teachers in direct dealings with problems in the classroom
  - A. as they relate to teacher attitudes regarding learning ability and curriculum;
  - B. regarding interpersonal and intergroup relationships within the classroom;
  - C. involving policies and practices related to removal of students from school;
  - D. by creating and researching resources;
  - E. as they relate to the teacher's role in desegregation.
- 2- maintain liaison with the school and community in dealing with problems incident to desegregation. This clarified includes the following:
  - A. In the process of desegregation to help with change and/or redirection of the educational process as it relates to
    - (1) cultural differences
    - (2) ethnic differences
    - (3) socio-economic differences
    - (4) academic achievement
    - (5) attitudes
    - (6) help in the development of understanding and sensitivity of the majority population for minority children
    - (7) helping to prepare black children for the wider world
    - (8) helping to prepare the black school for the entry of the white child

- (9) helping prepare the white child for the black school
- (10) helping toward the development and maintenance of a relevant curriculum
- (11) curriculum that involves career opportunities.

B. In the process of desegregation, serve in the promotion of the acceptance of legitimacy of different life styles and use the life styles to enrich the educative process and the community.

- (1) Act as a liaison person to:

- (a) interpret schools to the community
  - (b) interpret community to the school

- (2) Serve to represent the minority student and family

C. To plan an influential role in the planning of the program of desegregation in the Portland Public Schools applying the goals and objectives to the individual needs of school administrators, students, school staff and community organizations.

D. Develop a familiarity with area community agencies and their current programs in an effort to determine ways for these agencies to be more effectively involved with the schools.

E. Work with the group to discover resources and develop support. How can we help each other? Develop team approach for problem solving.

3- Disseminate information to the schools and community regarding problems and progress in desegregation.

- A. Become familiar with current programs developed by each team member: what they are doing; how they are doing it; how it can be applied to other situations.
- B. Develop communications for a more cohesive group.
- C. Develop regular written reports of the program and activities of the Advisory Specialists.
- D. Prepare and submit reports for periodical publication to the Public Information office with a suggested list of addresses for distribution.

- E. Advisory Specialists will appear before groups to present and clarify information regarding desegregation.
  - F. Establish an up-to-date library for the use of the team members pooling all materials relative to the program.
  - G. Be expected to make every effort to keep aware of successful desegregation programs in other school districts.
- 4- Provide supportive services for planning and implementing inservice education relative to desegregation.
- A. Supply input of problem areas for inservice education.
  - B. Locate and recommend local resource personnel to aid in the implementation of inservice education.
  - C. Act as resource person and teacher/trainer for inservice education.
- 5- Involve themselves in human relations and intergroup activities.
- A. Team effort toward desegregation of the Portland Public Schools
    - (1) Work toward the improvement of interpersonal relationships and intergroup relationships.
    - (2) Promote the program of systematic progress toward desegregation and related activities.
    - (3) Adapt a program developed to the need of individual schools.
  - B. Know School Board rules, regulations, policies, and procedures as well as administrative procedures, and develop a recognition of these rules, attempting to aid in the implementation of them. Take special note of all rules and regulations on an administrative, district, or state level that have meaning or relevance for the program of desegregation.
  - C. Develop approaches for identifying the most critical areas of need and establish a time table and procedural direction for diagnosis, treatment and evaluation of areas identified for working.

The establishment of the positions of Community Advisory Specialists was aimed at two intricately entwined objectives: (a) to develop a team of individuals who have special skills and aptitudes for assisting the school district in dealing with the problems incident to the desegregation of the schools, and (b) to provide the opportunity for selected individuals through exposure, practice, assignment, and formal training, to develop skills, knowledge, and experience that would be meaningful and helpful to them as individuals to develop their competence and qualifications as potential school administrators.

The Community Advisory Specialists are expected to fulfill their responsibilities and become an effective and constructive body of assistants for the school district as it deals with the problems it faces. In order to function effectively, the specialists are expected to operate in a cooperative manner with the various schools to which they may be assigned, and in turn they are equally eligible for cooperation and understanding from the schools and administrators with which they deal. They should be given varied and full ranging opportunities and assignments aimed at developing their understanding of the administrative function. They will be involved in decision making at the school building level as well as at the district level in matters relating to the racial desegregation of the Portland Public Schools.

January 1971