

The Sojourner's Truth

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“And Ye Shall Know The Truth...”

August 26, 2020

2020: The Year of the Protests Continues



Sheena Barnes - left - and Julian Mack lead the chants at USPS protest

Ray Wood at Community Violence Protest

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Blacklash

By Rev. Donald L. Perryman, PhD

The Truth Contributor

If Rosa Parks had not refused to move to the back of the bus, you and I might never had heard of Dr. Martin Luther King.

- Ramsey Clark



Cozzie Watkins' bold words said it best during last week's Roll Call Across America.

While pledging North Carolina's delegates to the 2020 Biden-Harris ticket, the 69-year-old nurse, who works on the front lines against COVID-19, proclaimed to a national television audience "Black people, especially Black women are the backbone of this party and if we don't show up, Democrats don't get elected.

For sure, Kamala Harris – the daughter of an Indian mother and a Jamaican father – is the first woman of color to serve on the presidential ticket for one of our country's two major political parties. Harris can unite immigrants, Asians, Latinx, African Americans and whites. In a country which often ignores, denigrates, and denies Black women's talents, experiences, wisdom and words, Harris is feared by her political opponents for her relentless prosecutorial questioning and scathing critiques of their failed leadership.

Therefore, it is not unreasonable to expect rivals to, in the words of author Carol Anderson, "cherry pick Harris' record on crime," but also implement other forms of backlash in response to significant gains by blacks.

"People are afraid that society is changing and recognizing that women are the most skilled and capable people, if not more than men. Men have screwed this thing up long enough," explained a long-time male activist. "The language and the actions are misogynistic, pessimistic, and privileged. Let's end the patriarchy and male hegemony. Anybody using words to describe women as mean or nasty, their language has revealed them."

Nor is the backlash limited to glass ceilings and misogyny. You can also add voter suppression.

A broad cross-section of the Toledo community showed up at a rally last week in support of the postal service. Leaders of the National Postal Mail Handlers Union and others accused the United States Postal Service of a deliberate slow-down of local mail service.

Approximately six weeks ago, according to sources, five of 11 sorting machines were removed from service without explanation. Also, one of two crucial overnight lines that key the mail up for the carriers to come in at 6 a.m. and load for distribution was eliminated with no overtime assigned.

"Essentially, six of 13 automated mail processing machines have been taken out of play so that a letter going from Toledo to Maumee takes five days to deliver."

The impact has been that the delays cause many people – including senior citizens - to receive late charges on bill payments and not getting critical medicines or refills on time. Others, see the delay in mail delivery as a deliberate voter suppression tactic, which they fear will cause many absentee ballots to be received after the deadline and not be counted.

What can be done to "backlash" or counter the backlash?

"Go (vote) early, and be safe," urges Lucas County Commissioner Pete Gerken. The Lucas County Board of Elections could also place 10-12 ballot box drop off points throughout the County.

The ballot box drop-offs could provide a valuable alternative for those who don't trust the mail or don't want to stand in line to vote. However, this policy will require a court challenge to overturn Ohio Secretary of State Frank LaRose's earlier directive limiting ballot drop boxes to one per county.

Lucas County is also revamping its early vote center at 1301 Monroe Street to make the area more expansive, allowing for social distancing. The remodel was made possible by Owens' Community College's exit.

Also, voting is not enough. Young people should also sign up to be poll workers to fill the shortage of older workers caused by that group's increased risk to the coronavirus.

Lastly, you can encourage your mail carrier. Kindness and understanding go a long way too!

Contact Rev. Donald Perryman, PhD, at drdlperryman@centerofhopebaptist.org

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20 Ways to Honor Black Toledo in 2020

By Ravi Perry

Guest Column

2020 has been a whirlwind. Between a critical presidential election, COVID-19, and protests against police brutality that began with the abhorrent 8 minutes and 46 seconds of George Floyd's murder several months ago, many have sought new ways to engage in community. Below is a list of options residents and organizations in Toledo ought to consider to truly demonstrate that Black lives really do matter:

1. Rename Door Street is named for a former mayor during the civil war
2. Toledo Public Schools can rename a school
After Toledo's First Black Mayor and former Toledo School Board President Jack Ford - minimizing his legacy to a few blocks on Nebraska is to pigeon hole his influence to a neighborhood while he was a statewide leader.
3. Everyone can donate to the African American Legacy (AALP) to help them sustain Black Toledo history.
4. AALP, Toledo Lucas County Public Library and the Toledo Museum of Art should collaborate on an exhibit featuring Black Toledoans in images, and art produced by Black Toledoans.
5. Jupmode, the undisputed king of Toledo Pride, can develop a merchandise line honoring Black Toledo history and contemporary issues
6. The University of Toledo can name a building after a native Black Toledoan
7. Bowling Green State University needs to rename Shatzel Hall, Perry Hall, after Dr. Robert Perry, the founding Chair of the Department of Ethnic Studies, and establish an endowed professorship in his name.
8. The Arts Commission of Greater Toledo can organize the 2021 Young Artists at Work (YAaW) program, first directed by Dr. D. LaRouth Perry - to feature a summer collection on Black people, neighborhoods, and issues in



Ravi Perry

Toledo.

9. The Toledo Area Metroparks can work with the Arts Commission of Greater Toledo to install Black sculpture art created by Black Toledo artists in area metroparks

10. The Toledo Zoo can hold a naming contest for a newly birthed animal reflecting the name(s) of a famous Black Toledoan(s)

11. The City of Toledo and City Council can rename the council chambers room after the city's first Black council member

12. The Toledo Catholic Diocese can highlight Black priests and deacons that have served in Toledo and tell the stories of Black Catholics fighting for social justice

13. The Toledo Symphony can organize a new season featuring the music of famous Black musicians of Toledo such as Claude Davis, Art Tatum, and Mozart Perry

14. Toledo's Fortune 500 Companies can establish scholarships in each Toledo Public Schools high school for Black graduating students with aspirations to work in corporate America.

15. Toledo Ticket Company can print Black Toledo facts on their parking garage tickets

16. Facing a wave of retirements amid COVID-19, Jeep's Toledo North Assembly Plant can partner with Toledo Technology Academy and Career Technology to help keep Black talented youth in Toledo and to address its employee shortage

17. Toledo Lucas County Port Authority can rename the airport, a terminal, something after somebody Black that made significant contributions to Toledo's transportation industry

18. The Toledo Blade can denounce racism in all its forms by assessing their history of coverage concerning African Americans, including the many racist editorials and articles in their past such as "Reason to Racism," a national embarrassment to the city. The Blade can devote an entire special issue to major moments in Black Toledo history that they covered, including images, videos, interviews, and news print.

19. The Toledo Repertoire Theatre can revive Makeda, Queen of Sheba – the libretto opera written by a Black Toledoan and first performed with the David Carter Symphonic Choir at to rousing acclaim 20 years ago

20. Preserve Toledo can create a Toledo Black history trail that highlights things like where Anita Baker was born, Art Tatum's house, the first Warren AME, the site of the Black Panthers, etc.

This is just the beginning and admittedly numbers 7 and 8 are conflicts of interest – but to say "we don't know what to do" is a lie that has long been told in far too many spaces. These are just some ideas. My hope is that every organization, every institution, every household in this great city truly embraces the Black diversity that is central to the Toledo story in America.

Ravi K. Perry, a native of Toledo, is Professor and Chair of the Department of Political Science at Howard University. For more history on Black Toledo, read Perry's first book, *Black Mayors, White Majorities* documenting Toledo's Black political history and/or Alkalimat and Patterson's book *Black Toledo: A Documentary History of the African American Experience in Toledo, Ohio*. Perry currently resides in Washington, D.C.

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Fair Housing Center's Landlord-Tenant Mediation Program

By Fletcher Word
Sojourner's Truth Editor

In the midst of a pandemic, a landlord-tenant mediation program may seem particularly suited to the times, since so many jobs have been eliminated and so few dollars are available for rent.

In fact, landlord-tenants disputes are as old as rental arrangements and leases and the Toledo Fair Housing's Landlord-Tenant Mediation program, while new to the area, actually was conceived well before COVID-19 began to place so many renters in jeopardy.

Marie Flannery, CEO of the Fair Housing Center, arrived in Toledo with a solid background in such mediation practices and immediately saw the need to introduce the program to the area. "There is a huge need for this service in the community," she says, noting the benefits she witnessed in her previous position.

Flannery sought funding for the program shortly after assuming her leadership position and found a receptive audience with the Lucas County Commissioners and at the Toledo Community Foundation. The funding provided by those groups has enabled the Fair Housing Center to bring two mediators on board to deal with the rising number of requests for such services.

"Half the people [in Lucas County] rent," said Commissioner Pete Gerken when the program was introduced several months ago. "It's a relationship between strangers."

"When tenants are scared, they stop talking to landlords," said Commissioner Tina Skeldon Wozniak. "This process gets them together."

The main benefit to tenants and landlords is an ability to discuss issues – rent, repairs and maintenance, for example – without having to take on court costs. Other benefits include the informality of the proceedings, confidentiality, prevention of evictions and an improvement in relations.

Ironically, the Fair Housing Center has not traditionally been in the mediation game, says Flannery. "We are used to being advocates." Mediation, however, can offer the hope of being a win-win situation – bringing parties together in a setting where they can speak informally without the expense of courts and attorneys and, perhaps, avoiding costly solutions – such as evictions.

Flannery counts the opening months of the process as a success in terms of community response. "We have opened more than 100 cases from March to August," she notes, with repair and maintenance being the most common issues on the table. So far, about 49 percent of the cases involve African-American tenants. And, while tenants will typically bring the bulk

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Toledo Community Foundation's Community Support Initiative

Sojourner's Truth Staff

The Greater Toledo Community Foundation has created a fund for an Equity & Access Initiative in order to provide financial support to Toledo area groups and organizations that are tackling the issues of inequity and injustice.

The planning for the Initiative began the day after the murder of George Floyd in Minneapolis that has caused an uproar around the world, says Keith Burwell, president of the Community Foundation. "We understand the anger and frustration that yet another tragedy like the death of George Floyd creates for all of us, in particular for our community members who feel unsafe every day."

The challenge for the Foundation staff was to examine past funding practices they had employed for community grants and to consider how improvements could be made in such practices.

"A lot of grants have already been going to the minority community and grassroots organization," says Burwell. He cites the ideas recently proposed by Darren Walker, president of the Ford Foundation, who believes that "the days of making one big grant won't cut it anymore," says Burwell.

Therefore, the Foundation has established an independent committee comprised of a combination of current board members and community leaders in order to develop a long-time strategy to address social determinants of health and nonprofit capacity.

"There are a lot of organizations at the grassroots level that need funding," notes Burwell. However, many such organizations lack the capacity to operate effectively. Such organizations and agencies would often be more effective if they collaborated with other groups, said Burwell, and part of the agenda for the independent committee will be to promote such collaboration when possible.

The Foundation has set aside an initial fund of \$200,000 which Burwell stresses is the starting point in a mission to "emphasize the issue of diversity."

The Foundation will be seeking proposals from nonprofit organizations that put forth plans to address inequity and lack of access as soon as the complete independent committee members are appointed and assembled. The concept is to encourage such organizations to offer proposals in as simple a way as possible – a one-page summary, says Burwell – that will

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Anti-Racism Teach-Ins: Confronting Racism in Our Curricula

Anti-Racism Teach-Ins, hosted by the Toledo-Lucas County Public Library and supported by *The Sojourner's Truth*, are taking place on Zoom twice weekly through Labor Day. The teach-ins are open to the public with a special invitation to teachers, administrators and parents who want a safe space to work together to learn about, challenge and change white supremacy in schools. Join in Zoom meetings, 5-6 pm Mondays and Wednesdays at <https://us02web.zoom.us/j/87347454267>, meeting ID: 873 4745 4267. On Facebook, follow Anti-Racism Teach-Ins at <https://www.facebook.com/profile.php?id=100053978557767> for the schedule and links to materials shared in teach-ins. When the coronavirus is under control and limitations on gatherings are lifted, sessions will take place at the Mott Branch Library and continue to be accessible via Zoom. Materials from presentations are available on the Truth's website at thetruthtoledo.com.

Crap! My Curriculum is Racist! What Do I Do?

By Jason Cox, Ph.D.

The University of Toledo

As an assistant professor and head of the art education program at the University of Toledo, I try to be anti-racist in all my work. However, I realized through reading Ibram X. Kendi's *How to be an Antiracist* that systemic racism had insinuated itself into the policies and structures that I use as a teacher, and that having had this realization it was now my responsibility to do something about it. My presentation addresses the concepts that lead to my epiphany and the steps I took to an antiracist transformation of my curriculum.



This work is framed by the objectives of the teach-in, which include:

1. Reflect on our own racialized bias, tendencies and behaviors.
2. Examine white supremacy, structural racism, and white fragility in the context of drastically unequal racial power and privilege invested in whiteness.
3. Explain the practices and the significance of antiracist pedagogy as a

framework to challenge links between structural violence in educational, social, and political contexts

Step #1 is to admit we have a problem. According to Kendi, "There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups" (p. 14). That means there's no such thing as a race-neutral curriculum.

As teachers, we determine many of the policies that govern behavior and action in our classrooms through our lesson plans and behavior management systems. If a policy isn't specifically aimed at equality, it is producing or sustaining inequality, and I have personally been more concerned about meeting my SLO requirements than pursuing liberation.

Step #2 is "Don't panic!" Maya Angelou is credited with saying, "Do the best you can until you know better. Then when you know better, do better." The need for change is not about me, my intent, or my reasons for having done things a particular way. Those perspectives were housed in a racist system so omnipresent as to appear "normal." If as a teacher or administrator, I have determined that my policies are racist, then I have a duty to take action against them.

To paraphrase art educator Dr. Patty Bode, "Racism is not your fault, but it is everyone's responsibility." When the structures we have trusted prove fallible people often grow angry. This is "white fragility" made manifest. The anger grows out of fear of hard questions: Have I been racist? Who have I harmed? Why didn't anybody tell me? The way out of that anger is to begin seeking the answers to those questions.

Step #3 is to do the best I can (until I know better). We have several tools at our disposal to do this. Tool #1 is to *look*. Some school systems encourage their teachers to not be "political." While their intentions may be to eliminate bias, when students leave the school they will be confronted with an unequal society (Bode & Nieto, 2012, p.396). I need to ask students what images give shape to their thoughts, and use the visual discourse to guide the direction of the class. Making sense of images together helps the students form a community of inquiry that questions policies, including my own.

Tool #2 is to *listen*. Students are the experts on their own lives. I must seek out their perspectives, and when they offer them I must resist the temptation to offer my own interpretation or counter-narrative and incorporate their truths into my curriculum.

Tool #3 is to *learn*. "It is through caring for and being cared for by others that we are able to live, to know, and to allow things to show up, to matter in the world" (Benner & Gordon, 1996, p.50). Minorities are asked to do the lion's share of the work in bridging the gaps between communities, and equality cannot be achieved by layering on even more work. I will ask questions I do not have the answers to and seek to educate myself on how the world looks to others. When I know better, I will do better.

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Teaching about White People's Violence against Black People

By Renee Heberle, Ph.D.

The University of Toledo

We have discussed at length how to be anti-racist in the sense of being persistently reflexive as to how our racial identity impacts our being in relation to others. White people have yet, for the most part, to do this work and we have discussed many ways of engaging as educators with ourselves and with those who resist.

This presentation is an experiment with anti-racist framing of an historical incident, most commonly known as the Tulsa Massacre of 1921. It focuses on

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Anti-Racism... continued from page 6

Whiteness, not on "what really happened in the elevator?" or "how many people really died?" or "did White people help Black people?"

Here are the basic facts of the incident: A young Black man, Dick Rowland, who works as a shoeshine person needs to use the bathroom. The only bathroom available to a Black person in the White area of Tulsa in which he works is at the top floor of the Drexel office building across the street. He must use the elevator. The elevator operator is a White woman named Sarah Page. Upon the door opening on the assigned floor, she is heard yelling. Dick Rowland is seen running from the elevator. She alleges he assaulted her. The actual story is most likely that he trips leaving the elevator, or stepped on her toe, then reached for and maybe grabbed her arm. Mr. Rowland is arrested the following day and held at the jail, which is on the top floor of the county courthouse.



Mr. Rowland is arrested the following day and held at the jail, which is on the top floor of the county courthouse. Upon the door opening on the assigned floor, she is heard yelling. Dick Rowland is seen running from the elevator. She alleges he assaulted her. The actual story is most likely that he trips leaving the elevator, or stepped on her toe, then reached for and maybe grabbed her arm. Mr. Rowland is arrested the following day and held at the jail, which is on the top floor of the county courthouse.

The context of this incident matters: The Greenwood neighborhood in Tulsa was known as the "Black Wall Street." It was not a "financial district" like the White Wall Street in Manhattan; it was/is a business and residential area in the north part of Texas.

Black anti-lynching activist Ida B. Wells, among others, had told Black people to head west in the 1890's where they could have some relief from violent White reactions to any sign Black people were developing political or economic independence. Given rapid growth during the oil boom, Tulsa was an attractive option and Greenwood was the result. It was the kind of relatively independent, Black-owned business and residential district that Black activists since the Civil Rights movement have worked toward. Many Black towns similar to Greenwood sprung up in Oklahoma between 1890 and 1930.

White and Black responses to arrest and detention of Dick Rowland were swift. The headline in the Tulsa Tribune, a White owned paper, on the day Mr. Rowland was arrested, read: Nab Negro for Attacking Girl in Elevator. The paper was on the streets at about 3:15 pm. Within 45 minutes, talk of lynching began to circulate among Whites. The Sheriff took reasonable measures to protect Rowland, disabling the elevator at the top floor and placing additional guards on the top floor where the detention cells were located. Hearing rumors of lynching Black men armed themselves and went to the courthouse to offer help to the sheriff in defending the structure and Rowland.

The sheriff told them to go home and they did, even while White people were mobilizing and circulating around the Courthouse. Black men returned to the courthouse, again in response to the massing of armed White men—now upwards of 2000. The White men had attempted to steal weapons from an armory, and when thwarted, pillaged gun shops. The Black men were once again encouraged to leave; as they were dispersing, heading back to Greenwood, a White man threatened to disarm a Black man. A shot was fired. This triggered the response among the White crowd and the attack on the Black community began. White crowds stormed into Greenwood, burning, looting, and shooting for hours. The Black community fought back as best it could.

I suggest the following are points of interest as one researches and teaches the Tulsa massacre:

1. In order to relieve himself, Rowland had to use an elevator run by a White woman. In the racialized space in which he worked, he was forced to put himself at obvious risk, to share an enclosed space with a White woman and no witnesses, to use the bathroom.

2. Black communities don't only resist and protest after the fact. And it should be noted that Black violence, if organized specifically against White people as White people (as slave masters, the Klan or the police) has been, without exception, in self-defense.

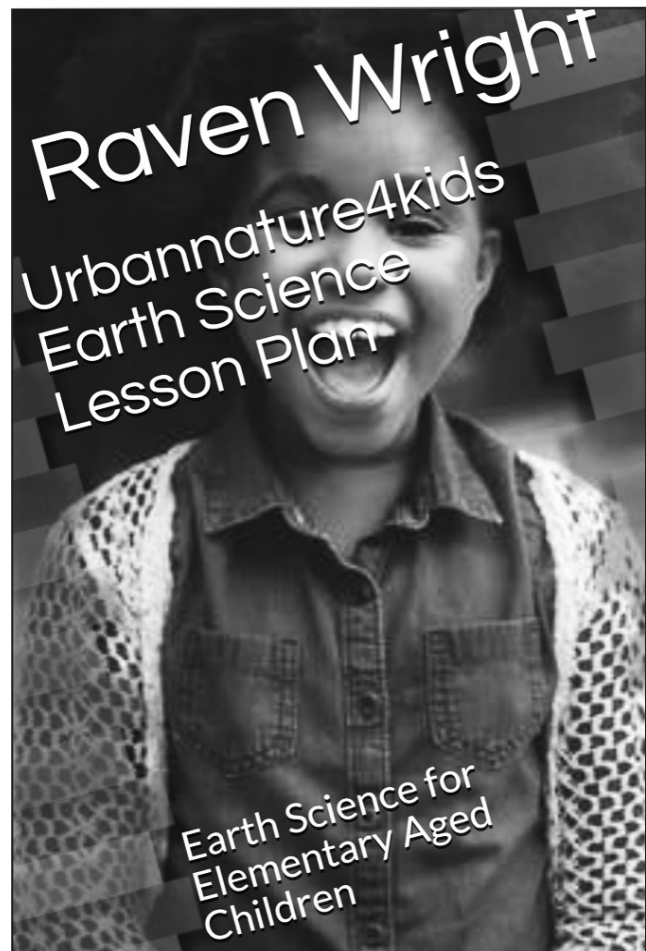
3. Black responses to White threats are never irrational. One year prior, 17 White members of the International Workers of the World were kidnapped from the Sheriff's custody and literally tarred and feathered and driven out of town for allegedly setting a bomb. A White man had been lynched only two weeks before Dick Rowland was arrested for allegedly killing another White man, and all of Black Tulsa knew that if White men could be tortured and lynched by White people, then Dick Rowland would be an obvious target.

4. White individuals will respond differently in racialized contexts. The Sheriff was trying to do his job properly. The Police Chief ignored and enabled the increasingly restive White crowd. The Sheriff was not necessarily acting in the interest of the Black community, but rather trying to sustain the very thin legitimacy of the White state that emerged out of slavery. This White state has never fully overwritten the effects of chattel slavery, not with amendments to the Constitution or legislative remedies, but those initiatives sustain its legitimacy when we talk about "progress."

5. After the burning and killing had subsided, hundreds of Black families and individuals were herded into camps because it was assumed their very presence in the streets would trigger more violence. They were locked up for over a week "for their own protection" and to stop the violence.

6. No White person was ever detained or charged with criminal violence. Sarah Page recanted her claims and Dick Rowland survived the catastrophic events triggered by his need to use the bathroom.

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A Father of Two: Meet Dominic Bey

By Mariah Hicks, Brothers United Coach
Special to The Truth

"I was 18 when I had my twins. At first, I thought my co-parent was joking because she would always joke around about it, but when I found out she wasn't, I was shocked and nervous. I was in the middle of the high school football season my senior year when I found out."

Before having kids, Dominic Bey played football and ran track while also maintaining two jobs. At the time, he wasn't expecting kids and didn't know much of anything about fatherhood. When he found out he was going to be a father, he did everything he needed to do to make sure he would be the best he could be.

Due to COVID-19, schools were shut down and Bey didn't have to worry about the pressure of having to balance school, being an athlete and spending time with his kids. In the midst of the pandemic, he shared that he learned protect to his kids from the virus by only allowing his close family members to be around them.

Bey heard about Brothers United from one of his friends who told him about the program before he had kids. Later on down the line, a BU employee approached him at Woodward High School while working with TPS Outreach. Bey was picking up assignments to complete at home due to COVID-19 and BU staff encouraged him to sign up for the program.

Brothers United helped Bey expand his mind. He learned more about the importance of spending time with his children and how to better handle different situations in life.

"Brothers United helped me be a better role model for my children. It taught me how to step up, and make sure my kids are straight every day. They taught me that it's important to step up and be more of an adult. They made me want to be the best I can be."

Bey shared that watching his son and daughter develop has been one of the greatest joys he's ever felt. Watching them alone has been a challenge for him

because it's two of them versus one of him. Still, Mr. Bey puts toward the effort every day to make sure he is the best father to his children.

"Brothers United taught me the fundamentals of being a good father. It taught me that it is important to be a good father. I would tell young fathers that it's a challenge, but it gets easier. I would tell them that B.U. will

change their lives, and prepare you for what you are about to experience with fatherhood."

If you are interested in joining The Brothers United Program or have someone you want to refer : Call us at (419) 279-6297 or www.pathwaytoledo.org



Dominic Bey

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- Move-out agreements
- Other Landlord-Tenant Issues

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- Cost Savings
- Time Savings
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Trump Administration... continued from page 16

voting will lead to election fraud and his lawyers are attempting, in a number of swing states, to get the courts to put a halt to the practice.

He and his wife have already requested mail-in ballots from Florida.



Protest... continued from page 16

ed that now is not the time to focus on that movement. "Our children are being killed and no defunding is going on now – that's down the road."

Albert Earl of the Frederick Douglass Community Association emphasized that the murder of Black Toledoans is heinous no matter who the murderers are.

"We don't know who is doing the murdering," he said. We can no longer assume who is doing it because no conversation is happening with the administration or police."



RESPONSIBLE REOPENING

Dear TPS Families:

I hope you are safely enjoying your summer as best you can. It's hard to believe that the first day of school is just around the corner. While we are beginning the year in new ways, I have full confidence that together we will successfully achieve great things this school year.

I would like to thank you for entrusting your child's education to Toledo Public Schools. I especially want to say thank you for your continued patience as we navigate together the unprecedented circumstances our nation is facing. Please contact the principal at your child's school with any questions.

For information that is more detailed, and to review the TPS official Reopening Plan, please visit tps.org/reopen.

Sincerely,

Dr. Romules Durant
CEO/Superintendent
Toledo Public Schools

2020-2021 SCHOOL YEAR

- ▶ The 2020-21 school year will begin in a **RED LIGHT STATUS**, which means all students in PreK through 12th grade will start the year entirely online. The first day of school for students in grades 1st through 12th is **Tuesday, September 8**.
- ▶ Electronic devices will be distributed the week of August 31st.
- ▶ The district will continue to monitor public health conditions before determining when it is safe and practical to have students return to school. The goal is to move to a yellow light scenario as quickly as possible.
- ▶ We realize that nothing can replace face-to-face learning. District leaders will continue to engage with families and staff members and make necessary adjustments to learning environments.



EXPLANATION OF TPS LIGHT SYSTEM

Because of COVID-19, the district has developed the following color system to make it easier for students and families to understand the status of schools and district operations during the pandemic:



RED LIGHT: This indicates the most severe conditions are present and the district is presenting classes entirely online. Students will have access to all TPS learning resources and be provided a device and reliable Wi-Fi, as needed.

FOOD DISTRIBUTION: During a red light status, grab and go meals will be available for students. Breakfasts and lunches will be distributed on Mondays and Wednesdays, beginning on September 9th. More details, including locations and times, will be available soon.

ATTENDANCE WILL BE TAKEN EACH DAY - students are required to login for classes for their attendance to count.



YELLOW LIGHT: This means the district will follow a hybrid format, meaning students will attend school two days per week along with three days of online learning. Students will follow an A/B schedule either attending in-person classes on Monday and Thursday (Group A) or Tuesday and Friday (Group B). All students will have online classes on Wednesday to allow for a deep cleaning in all schools.

Students and staff will be required to wear face coverings when we move to a yellow light status.

When students return to school in a yellow status, their vaccinations and immunizations must be current.



GREEN LIGHT: School is in full session and there is no interruption or changes to daily operations.

When students return to school in a green status, their vaccinations and immunizations must be current.

KINDERGARTEN

Kindergarten students will begin a phase-in to school during the week of September 8th. Families will have a set appointment with their student's teacher.

The first full day of virtual learning for all kindergarten students will be September 14th.

SCHOOL VISITATION

We are asking parents who have questions about the 2020-21 school year to call your child's school. At this time, we are limiting the access of visitors to our buildings – a virtual meeting is an option. All visitors will be required to wear a face covering and practice social distancing.

VACCINATIONS

- Kindergarteners need their shots updated
- Seventh graders need a Tdap and meningitis vaccine
- Written documentation from a child's health care provider is required for school
- Parents or guardians should make an appointment with their children's doctor or they should plan to visit a Shots 4 Tots and Teens clinic.

Call **419-213-4121** or visit www.lucascountyhealth.com for details.

CONTINUED UPDATES TO FAMILIES

Because of the fluid situation being caused by COVID-19, the district plans to share updates on a regular basis through its website (tps.org), social media, the news media and phone notifications to families.

Please email principals or call the school directly with any questions.

It is extremely important that schools have up-to-date contact information for all families so they receive information in a timely manner. Please keep your information updated with your school directly to ensure you can access information as it is provided.



Facebook.com/TPSProud
Twitter.com/TPSProud
tps.org/reopen

Toledo Public Schools Will Be Rolling out the Buses This September

Sojourner's Truth Staff

The staff of the Toledo Public Schools are preparing their plans to equip 50 buses with food items, services for special needs students and mental health professionals in order to take their show on the road on September 8 as schools reopen virtually. As the staff recognize, not all of the district's families' needs can be met virtually.

A large percentage of students within the district are on meal plans typically provided at school; special needs students often need some adaptive materials that must be delivered to them and school officials are particularly concerned about the impact that a lack of socialization may have had on any number of students.

TPS has established a red, yellow, green light system for re-opening schools this fall. The Red Light stage, which will be operative on September 8, is a full virtual educational experience. According to Romules Durant, EDD, there is a chrome book in every student's home now, along with WiFi.

As the school year progresses, it is hoped that the Yellow Light stage can be activated – part time in school on alternating days for students. The Green

Light will provide the option of a full-time in-person education experience.

However, the Red Light presents the challenges noted above – proving food, adaptive materials and mental health counseling due to lack of socialization.

“In the springtime, mental health was a big concern,” says Durant with respect to the third aspect of the buses’ tasks. “Socialization is a key component of education and having an elevated social intelligence quotient is critical to success. In a digital age, we find that students have the means to communicate, but they can’t communicate. Social interaction is so important.”

TPS has partnered with other organizations, such as Connecting Kids to Meals, A Renewed Mind, Health Partners of Western Ohio to ensure that the buses have supplies and staff to assist students and their families.

The critical part of the success of the bus venture is getting families to contact TPS to inform staff of their needs so that bus routes can be effectively established. If you think your family will be helped by these services, contact TPS by calling 419-671-0001 or through their website at tps.org.

TARTA Welcomes University of Toledo and Local High School Students Back to School by Meeting Their Mobility Needs Rocket Lift and Additional Bus Service Resumes

Although it will be an unusual school year for University of Toledo and local high school students due to COVID-19, one thing is remaining the same. The Toledo Area Regional Transit Authority (TARTA) will provide students with bus service beginning Aug. 17.

TARTA operates the Rocket Lift service with the Blue and Gold routes on the University's main campus. Service runs Monday through Friday on

school days only. Real-time bus tracking for Rocket Lift is available through the mobile PassioGO app and can be downloaded for free at the App Store and Google Play.

For charter and parochial high schools located within the Toledo Public School District, students may use TARTA's fixed-route bus lines or Call-A-Ride service depending upon the school's location.

A complete list of routes and time schedules serving area schools are available at <http://tarta.com/services/school-services/>. Students and parents are also encouraged to register for TARTA's text alerts to receive the latest updates about detours and service updates at <http://tarta.com/sign-up-for-alerts/>.

There are currently no fares for riding TARTA's services as part of the Authority's safety protocols to reduce the spread of COVID-19. TARTA has also installed plastic barriers around drivers; instituted a 10-passenger limit per bus for social distancing inside the vehicles; and requires all riders to wear a facial covering. Complimentary facial coverings are provided by TARTA drivers to riders if needed.

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Where Are all of the Black Teachers, Principals, and Educational Staff?

By Diana Patton
Guest Column

Have you ever had a Black teacher? Ever had a Black principal? Do you remember seeing Black staff members at your junior high, high school, college or university?

Did you ever read a book in school about Black history or systemic racism (*not just the posters and quotes devoted to Black History Month*)?

Me? Never had one. From elementary school all the way through law school.

If you've never had a Black teacher or learned about Black history or systemic racism, here's likely the reason why:

"The proportion of teachers of color in the workforce continues to lag far behind the share of students of color in schools across the nation. Today, 51 percent of students in U.S. public schools are students of color, but just 20 percent of teachers are teachers of color." -[The Education Trust](#)

The statistics for Black principals are even worse.

You may be asking yourself, *Why does this even matter?*

Several studies show that when students of color, and especially Black students, see a representation of themselves in their teachers, in the staff at school, and in the curriculum, it has a positive impact upon their lives and upon their academic achievement. This positive impact reaches not only to Black students and students of color but to all students.

Representation matters.

While schools, districts, and states have made gains in recent years by hiring Black teachers, staff, and teachers of color in predominantly white schools, the problem is that they are unable to retain them.

So, the question becomes: **why are schools unable to retain Black teachers, teachers of color, and Black educational staff?**

A recent study published by [The Education Trust](#), in their article *If You Listen, We will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover*, dug deeper into this question and found the following reasons for why Black educational staff leaves. Oftentimes, it's because they:

- experience an antagonistic school culture
- feel undervalued
- are deprived of agency and autonomy
- navigate unfavorable working conditions
- bear the high cost of being a teacher of color

I'm familiar with these reasons, as is Rhonda Kimmons, former principal at a high school in a district made up of predominantly white staff, with about 27 percent students of color. Rhonda experienced very similar treatment. Rhonda was the first Black female principal at this institution, and I

was hired as a consultant to help this district improve its culture, diversity, and inclusion.

When I started working with the district, I began connecting with the staff, conducting focus groups, and created a diversity and inclusion team. It was then I discovered that Kimmons often felt devalued and unappreciated. The following is a summary of how Kimmons felt she was being treated:

- being held to a different standard of expectation, where she had to perform at levels that are higher than the norm.
- completely **isolated and alone**, being the only female and Black representation.
- feeling an expectation to handle all issues regarding race, diversity, and inclusion.
- like her behavior was measured and judged through intangibles on a daily basis.
- that she could say the same thing a white person would say and be told she sounded angry or like she had an "attitude."
- like all eyes were constantly on her, and that she was "under a microscope."

After listening to her concerns, I quickly came to the conclusion that Rhonda was the very reason I was hired. As a result, I began to turn much-needed attention toward helping Kimmons feel valued and included.

I called a meeting to help mediate the issues that Kimmons was experiencing. I even offered seven remedial steps for the superintendent to follow, to give Kimmons the respect, dignity, and value that she so richly deserved.

To my knowledge, these steps were not implemented.

Unfortunately, in April of 2020, it was brought to my attention that Kimmons was no longer an employee of the district. The school offered ZERO reasons as to why she was no longer there. And when I asked Rhonda, she



Diana Patton

...continued on page 12

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Black Staff... continued from page 11

said she was not allowed to speak about the matter. This was all done during the onset of the pandemic.

Should this district be required to explain why Kimmons is no longer there?

Yes, I believe this district should offer an explanation. I believe they need to be open to their school staff, to the taxpayers, and the community as to why a highly qualified Black principal with a stellar record, in a predominantly white institution, is no longer there.

Furthermore, they should offer an explanation as to what strategies they will take to make sure they will hire and retain more staff members and teachers of color. After all, there are ONLY about 14 Black staff members out of the approximate 400 staff.

If schools aren't willing to face these issues and be open about what's going on behind closed doors, we will not find solutions. We need public schools to be more public and to put strategies in place to help retain Black educators and staff.

Here are solutions schools should highly consider in order to retain educators of color:

- Create a district-wide priority to recruit, retain, and support teachers and educational staff of color.
- Listen to, affirm, and take action on issues impacting teachers and educational staff of color.
- Collect and disaggregate data (by race/ethnicity) on teacher recruitment, hiring, and retention.
- Organize a race-based diversity advisory team that works closely with district leaders and the board to listen to concerns AND to take action.
- Invest in the recruitment, preparation, and development of strong, diverse leaders, committed to positive working conditions for a diverse workforce.
- Empower teachers of color by ensuring curriculum, learning environ-

ments, and work environments are inclusive and respectful of all racial and ethnic groups.

- Develop school environments that are reflective of the cultures they serve.

Here's the bottom line: We realize that schools are dealing with a lot right now, especially in light of the COVID-19 guidelines and requirements. However, the issue of recruiting and retaining Black educators and staff needs as much attention as any other issue - now more than ever.

Black students and students of color achieve more, as do all students, when schools retain educators of color. It's not enough to just recruit Black teachers and educational staff of color. Schools must actively create environments where Black teachers and educators of color feel respected, valued, affirmed, and a part of a culturally and racially-relevant school community. This is an imperative issue, and one in which schools must take action on. The time is now to implement racially and culturally relevant strategies, policies, procedures, and practices that are reflective in the people and in the curriculum.

On a final note, I'm happy to report that Rhonda Kimmons has secured another position as principal of the Ella P. Stewart Academy in Toledo. I'm confident that she will make great contributions to this school community. If you get the chance, send her a note of encouragement at the Ella P. Stewart Academy, 707 Avondale Ave., Toledo, OH 43604-2963.

Lastly, if you work at a school, are a parent, or are a student, I challenge you to look around and take ACTION!

Print this article, along with the study *If You Listen, We will Stay. Why Teachers of Color Leave and How to Disrupt Teacher Turnover*, and take it to your school leaders to start a discussion.

Also, here's a great podcast to listen to - *Black Educators Matter*, by Danielle Moneyham: <https://anchor.fm/blackeducatorsmatter>

Interested in having Diana Patton speak to your school or organization? Email diana@dianapatton.com to book her for your next event or professional development day.

Anti-Racism... continued from page 7

Anti-racist teaching requires that we interpret this and the many similar incidents in a White supremacist framework. Here is my initial attempt at that interpretation:

1. Since its invention during the Atlantic slave trade, Blackness has always been suspected of being innately dangerous. This is purely a construction of what I will call here European/White Master thinking.

2. The fear White people have of Black people is grounded in the European/White invention of race to explain/rationalize slavery. We should remember that race and racism did not cause slavery; race was the theory that explained slavery and racism was the effect of the enslavement of African peoples.

3. In creating the slave out of a human being, the Whites believed they had created a potential monster. Thomas Jefferson, famously said, "We have the wolf by the ears, we dare not let him go..."

4. My earlier point, that Black violence against White people has, without exception, been in self-defense, shows that there never was a "wolf." It was and remains a figment of the White imagination.

5. After having their community of Greenwood entirely destroyed, Black families and individuals were put in detention camps in the name of social order. This was also an effect of White supremacist thinking. As victims, Black people were still treated

as if they themselves were the threat.

Anti-racist teaching requires that we acknowledge, reflect on, and act on the realization that White supremacy is based in White fear and resentment:

1. White violence has been the reaction to every sign of Black empowerment or autonomy, whether it be a Black person with a gun, with a business, and, the most threatening of all, with the potential to wield political power (the vote), are grounded in fear and resentment. It is grounded in the particular kind of master/slave relationship that emerged under conditions of chattel slavery in the US.

2. White supremacy in the US is symptomatic of the political impotence of Whiteness as such. It requires violence and institutionalized coercion (forcing Black men by law to use bathrooms at the top of office buildings such that they literally have to put themselves in danger, in an enclosed space with a White woman). It cannot allow its "other" freedom, because it will literally disappear. The White supremacists in Charlottesville were not wrong when they shouted their fears of being "replaced"—but it would have been more accurate from my perspective to say that they will simply disappear because Whiteness cannot function without being dominant. If others become equal to it, it will disappear.

3. Plantation owners like Thomas Jefferson could not do this, the White citizens of Tulsa could not do this, in the post Jim Crow era, White voters have not done it (fear of "Obamacare" inspiring the election of Trump). Black people have been trying to prove themselves "harmless" for four hundred years, yet fear of the imaginary "wolf" created by

slavery continues to drive policy preferences.

Being anti-racist teachers means showing our students the historical truth about Blackness in relationship to dangerousness. The truth is that there is no relationship. Whiteness, however, is a danger to us all.

We as teachers can show this truth by carefully reconstructing our textbooks and curriculum to show what Whiteness wrought in the post-slavery era of lynching, community massacres, Jim Crow,

...continued on page 13

Toledo Community... continued from page 5

enable the committee to gauge the possibilities of bringing groups together.

"Our hope is that by coming together, we can offer solutions to our community challenges in creative and inclusive ways," says Burwell. "We will continue to hold our selves accountable to help and connect our community and we will continue to work with other to build a livable, equitable and just community - where everyone feels safe."

Fair Housing... continued from page 5

of issues to the mediators, landlords, says Flannery, have started reaching out also.

Although the program is up and running, Fair Housing will continue to seek funding in order to provide assistance to what will prove to be an increasing number of tenants and landlords. "We help anyone who calls," says Flannery.

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Bee Fearless: Dream Like a Kid by Mikaila Ulmer

By Terri Schlichenmeyer
The Truth Contributor

Sometimes, a thousand ideas buzz around in your head.

You're creative, and you like to invent things and come up with fun ideas. That might make you famous someday, and it might make you rich. And in *Bee Fearless* by Mikaila Ulmer, you'll see how that's possible now, even though you're still a kid.

When she was just four years old, Mikaila Ulmer was stung by a bee. A few days later, it happened again but with a different bee. She cried, of course, because it hurt but her parents encouraged her to learn why those things happened. She discovered that bees are in serious trouble, and she became fierce about helping them.

At around that same time, Ulmer saw a flier for the Acton Children's Business Fair that was being held near her Austin, Texas home. She told her mother that she wanted to be in the fair, and because it was five months away, she had plenty of time to decide what she wanted to sell. Kids in Austin then were participating in a city-wide Lemonade Day to learn about business and Ulmer saw an opportunity. She'd sell lemonade... and to help the bees, she'd sweeten the lemonade with honey!

At first, she made a lot of mistakes in her new business, but that was okay. The thing is that there's so much to learn about running a business but the two most important things are that it should be fun and you should want to make a difference. After that, there are three steps to actually starting your business: identify a problem that you or someone else has, do your homework on the problem and a solution, and make sure you're really passionate about the product.

Then, once you've found your wings and you're ready to fly, remember

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these three words: **Give** (because it's rewarding), **Save** (because it's good for your future), and **Spend** (to reward yourself). Finally, work hard, and you can be successful, too.

If you are an adult, you might be asking yourself why you would ever want to read a kids' book like *Bee Fearless*. In truth, the reasons are many.

Being an entrepreneur isn't just for grown-ups, and this book allows you to mindfully be a mentor to a kid with ideas. Mentorship is something that author, entrepreneur, and Shark Tank dealmaker Mikaila Ulmer advocates, and she advises readers to seek advice if they don't know or understand something, which is great advice for any age. For the adult entrepreneur, this book could also serve as a business primer because its kid-friendly simplicity doesn't diminish a reader. And if you're hoping your child might follow parental footsteps into the family business, there are plenty of inspirational early lessons available here.

Be aware that though Ulmer was just four years old when she was stung by a bee and bitten by the entrepreneurial bug, this book is really best for 10-to-16-year-olds and grown-ups who want something different. Look for *Bee Fearless*, because missing it might kinda sting.

Anti-Racism... continued from page 12

and mass incarceration. Putting these at the center of my analysis of racialized historical and cultural developments in the US may help begin to undo White supremacy as a fear and resentment based construction.

<https://thehill.com/opinion/civil-rights/506054-local-reparations-initiatives-can-lead-to-national-policy-remediating>

Resources

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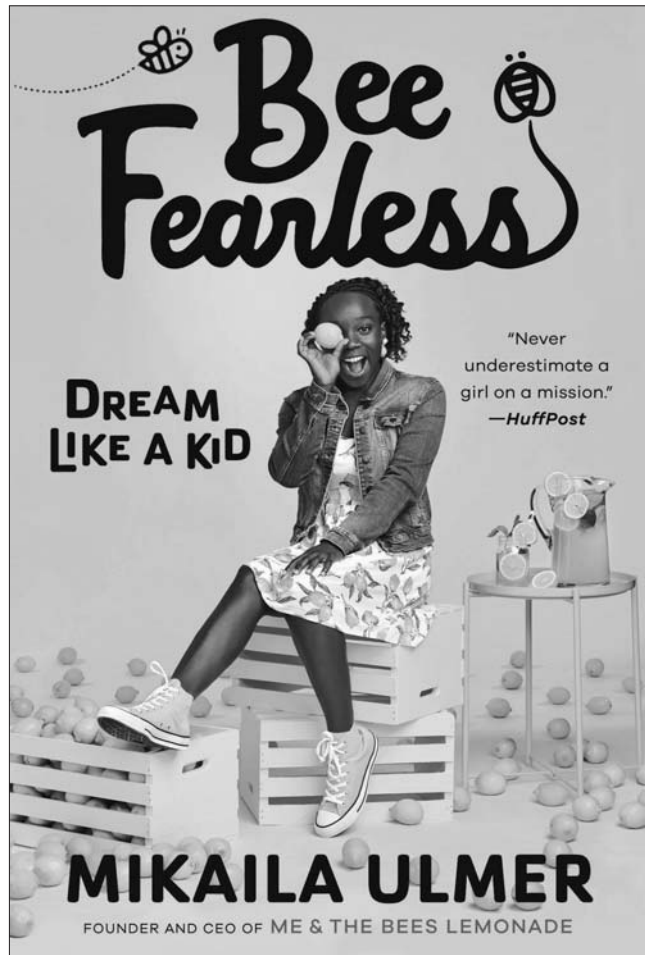
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Youth & Young Adult 4th Sunday

When: Every 4th Sunday
Time: 11:00 am
Where: Crusaders for Christ Church
310 Woodbine Rd.
Toledo, Ohio

Evangelist Tiffany Reynolds
Bishop Joseph Mitchell Jr., Pastor
Evangelist Carter Mitchell, First Lady

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Annual Membership available and receive complimentary Bookings Church and Organizational Bookings welcomed
Free Wi-Fi

BOOK YOUR EVENTS NOW!

CLASSIFIEDS

August 26, 2020

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Owens Community College seeks candidates for the following positions:

- Assistant Manager, Truck Driving
- Chair, Health Information Technology and Related Certificate
- Coordinator, Emergency Services Technology
- Corporate Programs Specialist
- Development Officer
- Facilities Specialist II (Findlay Campus)

Owens Community College invites you to learn more about these exciting job opportunities at <https://jobs.owens.edu>

Become part of our inclusive culture that embraces and celebrates diversity.

AA/EOE

STORMWATER PROGRAM MANAGER

LUCAS COUNTY ENGINEER

Lucas County Engineer, is accepting applications to fill the Stormwater Program Manager position. Application deadline is September 2, 2020 at 4:30 pm. Additional information regarding the duties is available on the Lucas County web site (www.co.lucas.oh.us). Click on "Apply for a Job" and then select "Stormwater Program Manager" from the list to read more or apply.

An Equal Opportunity Employer

EMPLOYMENT OPPORTUNITIES

Lucas Housing Services Corporation (LHSC), an affiliate of Lucas Metropolitan Housing Authority (LMHA), located in Toledo, OH is seeking experienced applicants for the following position: Community Development Program Manager. For complete details, visit <https://www.lucasmha.org> and click on Careers. Deadline: 09/06/20. This is a Section 3 covered position. HUD recipients are encouraged to apply and are to indicate on the application if you are a LMHA Public Housing client or Housing Choice Voucher Program participant. Persons with disabilities are encouraged to apply. NO PHONE CALLS. Equal employment opportunity shall be afforded to all qualified persons without regard to age, race, color, religion, religious creed, gender, military status, ancestry, disability, handicap, sexual orientation, genetic information or national origin.



CUSTOMER SERVICE RECEPTIONIST

Metroparks has an opening for a full time Customer Service Receptionist position at Wildwood Preserve Metropark to serve internal and external customers by providing administrative support and information on Metroparks facilities, services, and programs, ensuring high levels of customer satisfaction and promoting public use and enjoyment of Metroparks. High school diploma or equivalent required. Must be 18 years of age and hold a valid driver's license. Customer service and administrative support experience preferred. \$15.11/hr. Full time with benefits.

To apply visit www.metroparkstoledo.com <<http://www.metroparkstoledo.com>>/careers for complete list of position requirements and duties; must submit online application and resume. EOE

LABORER I LUCAS COUNTY ENGINEER

Lucas County Engineer, is accepting applications to fill the Laborer I position. Application deadline is September 2, 2020 at 4:30 pm. Additional information regarding the duties is available on the Lucas County web site (www.co.lucas.oh.us). Click on "Apply for a Job" and then select "Laborer I" from the list to read more or apply.

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ABUNDANT LIFE OF PERRYSBURG ACCEPTING APPLICATIONS

Abundant Life of Perrysburg is accepting applications for its subsidized apartment communities. Abundant Life #1 offers independent living for senior citizens 62 years of age or older and individuals 55 or older with a physical impairment. Abundant Life #2 is a supportive living complex for people 62 and older. To apply individuals must meet the age and annual income requirement of no more than \$25,200.00 for one person or \$28,800.00 for two people.

We are located in the Three Meadows subdivision near the Manor of Perrysburg. Our garden style apartments offer an open floor plan, one bedroom, secured buildings with private patios and individually controlled heat and air conditioning.

We have a bus that transports all residents to area grocery stores and monthly outings. We offer exercise, worship services and a variety of opportunities for our active and not so active seniors. Please call (419)874-4371 to find out more about our fabulous communities and our availability for apartments. You may also visit us on the web at abundantlifeperrysburg.org.



GIS DATABASE PROGRAM MANAGER LUCAS COUNTY ENGINEER

Lucas County Engineer, is accepting applications to fill the GIS Database Program Manager position. Application deadline is September 2, 2020 at 4:30 pm. Additional information regarding the duties is available on the Lucas County web site (www.co.lucas.oh.us). Click on "Apply for a Job" and then select "GIS Database Program Manager" from the list to read more or apply.

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SUBSCRIBER SERVICES MANAGER LUCAS COUNTY SHERIFF'S OFFICE

Lucas County Sheriff's Office is accepting applications to fill the position of the Subscriber Services Manager. Applications accepted until August 28, 2020.

Additional information regarding the duties are available on the Lucas County web site (www.co.lucas.oh.us). Click on "Apply for a Job" and then select "Subscriber Services Manager" from the list to read more or apply.

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2 to 3 years of proficiency in: creating and managing content for various social/digital platforms; editing short-form video using Final Cut, Adobe Creative Suite, etc., and a bachelor's degree in communications/marketing, journalism, media, or related discipline is required. Send your letter and résumé to: Human Resources, P.O. Box 30, Toledo, OH, 43614 or at employment@wgte.org. EOE/ADA

Call to place your ad:

419-243-0007

www.TheTruthToledo.com

Community Organizations Protest the City's Recent Violence

Sojourner's Truth Staff

The recent uptick in violence in Toledo, particularly the shooting deaths of a number of young black men in the last couple of weeks, has prompted the Toledo NAACP to bring together a number of community organizations to speak out against the violence and to demand that city government and safety forces work with citizens to stem the tide.

"The community deserves a response," said Ray Wood, president of the NAACP, during a press conference last Friday to outline a plan of action to address the rise in city murders. As of this past Friday, there were 37 homicides this year compared to 38 for all of 2019 and five murders in the past five days, four involving youths.

Among the organizations present at the event were the Junction Coalition, represented by Donald Lynn, who spoke of his group's "solidarity with the other agencies." Junction Coalition's president, Robert Rivers, echoed that sentiment and added, "we need better policing in our community."

Rivers noted that too often, central city residents hear shots fired and wait far too long for police response. "We are waiting for better police officers with better training," said Rivers.

Pastor Charles C. Allen, of The Power of One,



Rev. Charles Allen

and also Faith Leaders United for Change, said "today we are remembering every family that has lost a child." Thanking the NAACP for bringing the groups together, Allen said, "This is a community issue we must solve together; we have to be man and woman enough to know if we have failed our children in any way, it's a city effort."

"We want to hear from the administration,"



added Wood in his closing remarks. "Know that we're not going to sit silent because All Lives Matter, All Black Lives Matter and we want to make sure we're at the table and doing all that we can to make sure our young black men are not being extinguished."

Recently, 20 firearms were reported stolen by four individuals from a Sylvania Township home and were located in a central Toledo abandoned warehouse along with a number of disassembled autos. Wood said that the organizations will be looking closely at what develops with that situation.

As for calls to defund the police, Wood suggest-

... continued on page 8

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Trump Administration Slowdowns at USPS Spark Protests

Toledoans – individuals and members of various organizations – took to the street on Saturday to protest the attempt by the Trump administration to cut back on services provided by the United States Postal Service.

The National Postal Mail Handlers, The Movement, the Community Solidarity Response Network and the NAACP were joined by a diverse group of citizens to protest the cuts ordered by Postmaster General Louis DeJoy, who assumed his duties in May 2020. During his term, numbers of mail sorting machines and mail boxes have been eliminated and employee overtime has ended, all in the runup to November 3 Election Day.

Trump, of course, has insisted, without providing evidence, that mail in

... continued on page 8

