

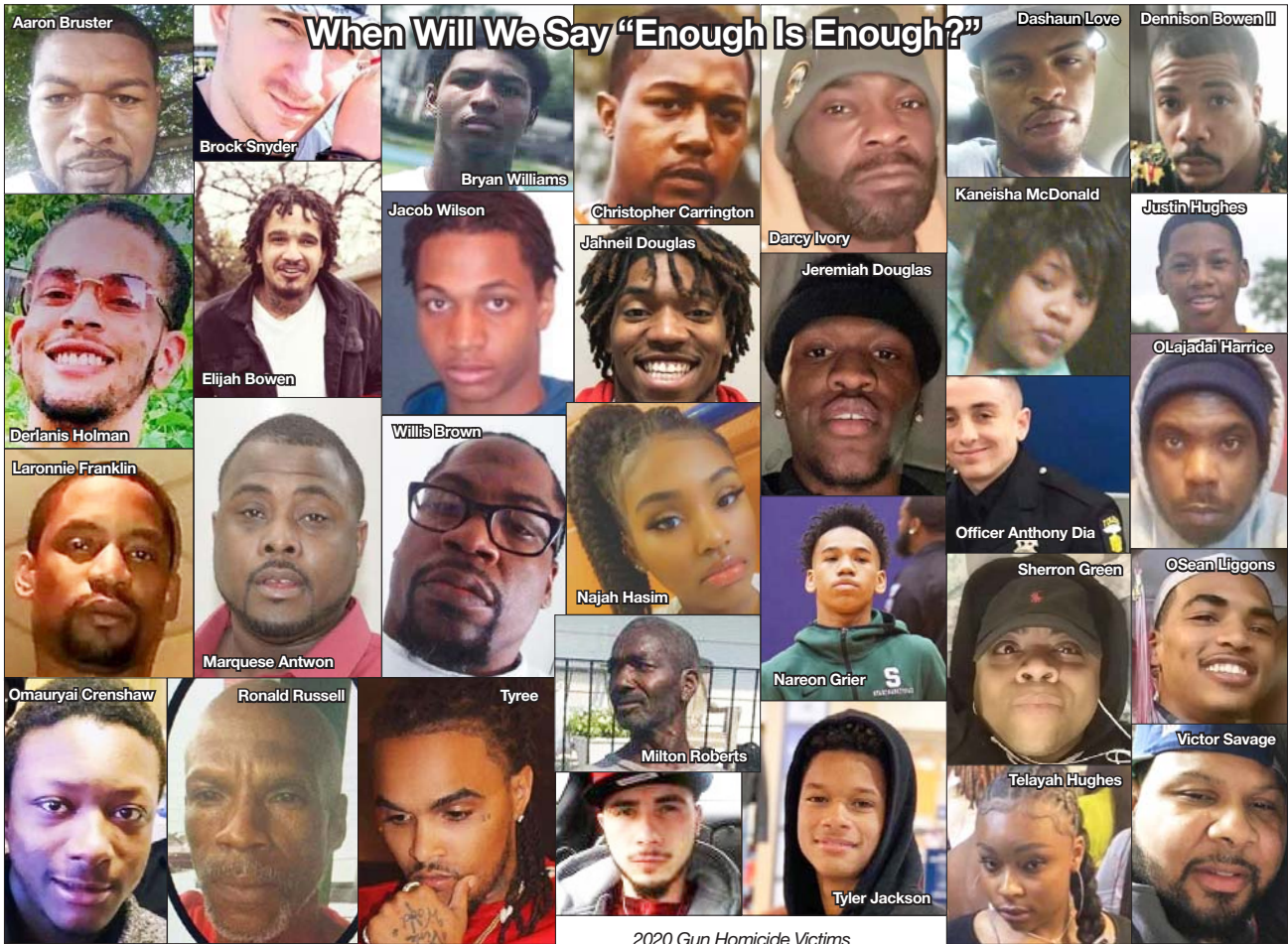
# The Sojourner's Truth

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Volume 63 No. 6

“And Ye Shall Know The Truth...”

September 16, 2020



2020 Gun Homicide Victims

We are combating the gun violence that has been on the rise nationwide. This effort was just another component of our multi-step approach. As we announced this week, we are attacking gun violence as a public health issue. We share the community's priority of comprehensive investment in our most vulnerable neighborhoods so that all residents are able to live in high opportunity environments where everyone is able to thrive and have equitable access. We are leveraging our resources to work with local banks, corporations, and healthcare systems to invest in Toledo and our vulnerable neighborhoods. - Mayor Wade Kapszukiewicz

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# Rethinking Strategy to Reduce Gun Violence

By Rev. Donald L. Perryman, PhD

The Truth Contributor

*If you look at the number of people who have died or been injured from gun violence, that dwarfs the number of people who have been affected by Zika Virus or Ebola. There's absolutely no comparison.*

- Vivek Murthy



Since the coronavirus pandemic began, a flurry of homicides related to gun violence has taken place both in Toledo and across the nation. Spurred by this recent gun violence epidemic, Mayor Wade Kapszukiewicz and Chief of Staff Katy Crosby have crafted a response.

More than 30,000 people die annually as a result of gun violence, according to 2017 statistics. That number exceeds or is about the same as die in car crashes, liver disease, and other leading causes of death. The City of Toledo has, therefore, developed a strategy to address the gun violence crisis as a public health issue.

I spoke with The City of Toledo's Katy Crosby, coordinator of the new initiative, to discuss her new vision for reducing local gun violence.

**Perryman:** What is the significance of looking at gun violence through the lens of public health?

**Crosby:** The main component of looking at it as a public health crisis is really about changing the community norms around gun violence. In communities where we have the highest risk for gun violence there is some normalization there that is significantly impacted by the relationship between the community and police. So, you don't necessarily report the violence because you don't know what the result will be when a police officer comes into the community. That can be challenging to addressing issues related to gun violence for our folks. So, we need to change community norms and work with community members to make sure that they are aware of what they can use to keep their community safe.

The other piece is providing social services, and trauma-informed care for those individuals and families that are high risk. We want to ensure that if they have exposure we're looking at resources and strategies to address it. So, suppose you think about the communities that are at higher risk; In that case, those are also the communities that need the most investment and so looking at how we can be more strategic about providing resources in those communities.

**Perryman:** When I think of public health, two responses come to mind: treatment and prevention. Can you talk about gun violence as a public health crisis in Toledo within those two categories?

**Crosby:** The public health model is really about gathering the data, looking at the epidemiology of gun violence, the patterns, and the demographic information, and then narrowly tailoring our focus and strategy around addressing those risks and protective factors for intervention.

If you think about any health issue, you have symptoms, and so you go through a series of tests, document the symptoms, and then try to figure out what is driving the symptoms. Gun violence is a symptom, but the root cause is lack of investment. If you want to eliminate the symptom of gun violence, we have to address those root causes, which are the resources that I'm talking about around infrastructure, investment, trauma informed care, access to high opportunity communities, and all of those things. Once we put those interventions in place, we can evaluate whether they are making a difference in reducing violence.

**Perryman:** What about prevention?

**Crosby:** From a preventative standpoint, it goes back to the discussion we were having around our violence interrupters, being a part of the response to potential retaliation, or the uptick in violence. Suppose you are not comfortable calling the police officers; In



Katy Crosby

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that case, we have respected folks in our communities that are helping to intervene.

Also, a part of it is teaching good conflict resolution skills. How do we help people work through challenges when there's tension and teaching how to deescalate conflict? We are also looking at hospital intervention programs. You can often intervene on retaliatory actions in the waiting room if you have violence interrupters that can come in and reach family members and associates before they actually go out and retaliate and try to diffuse the violence. Those are other preventative measures that you can do to deter gun violence in addition to addressing those root cause issues.

**Perryman:** You talked the other day on our biweekly community call with the mayor about a program called the Cure Violence Program. We've tried several other initiatives in this community, such as T-CIRV. Others have been applied nationally or in other cities such as Operation Ceasefire and RECAP (Rebuilding Every Community Around Peace). What makes you think that the Cure Violence Program will work when all of these others haven't seemed to make a difference?

**Crosby:** I was a part of the CIRV Program in Dayton, and I think there was a point in time where it worked, and then it stopped working. From my experience, if you think about the violence that we're experiencing right now and where it started off, now it has morphed into different forms of violence. So, you have to make adjustments to respond. I think that gun violence is the same way; Therefore we need to look at what worked in the past, what has changed since that time, and then make adjustments.

What also happens whenever you're dealing with social issues is that we pilot things in a controlled environment. When you scale it up, there's all of these factors that you can't control.

So, we'll have some immediate successes and then have to make shifts because the numbers might pick back up. We have just to stay the course of addressing gun violence. I don't want anybody to think that this is the be-all, end-all, or cure-all. It is an intervention strategy that can help reduce gun violence in the situation that we're currently dealing with.

**Perryman:** Let's talk about partners. It's apparent that the healthcare industry would be involved since we're dealing with EMT's, emergency room staff, nurses, doctors trying to save and repair lives. Is the Mental Health Board on the team since suicides are also a big part of gun violence?

**Crosby:** Absolutely. When you're talking about urban gun violence, actually mental health is not one of the top issues related to urban gun violence. It is when you think about domestic violence and suicides, but urban gun violence not so much.

The other part of the mental health piece is the trauma that comes along with living in a community that is high risk for gun violence or having a family member that was exposed to it, and even just having it in the back of your mind that something could potentially happen. All of that creates posttraumatic stress and trauma that needs to be addressed.

**Perryman:** Let's talk about the role of law enforcement.

**Crosby:** From my perspective, law enforcement is an integral part of this. When violence occurs, they address the issue from an arresting perspective, getting people to the hospital when necessary, those types of things. From a preventative standpoint, however, it's looking at how we can deter violence before it starts and how we can look at our infrastructure to ensure that it is maintained in a way that deters violence.

**Perryman:** Will mistrust of the police somehow dampen the effectiveness of the interventions?

**Crosby:** We need to make sure, first of all, that people understand that violence interrupters are not an extension of the police department. Their role is to help deter violence when there is conflict, intervene and stop the violence before law enforcement has to get engaged.

So that's the first thing, is that when you hear the defund the police movement, when you hear the conversations about people policing our own communities, that's part of it. Those violence interrupters or other influencers will not be able to address all issues, so there will be moments when the police have to engage.

**Perryman:** What are the expected outcomes?

**Crosby:** I just want to stress that this is a very, very challenging issue. It's not something that's going to be changed overnight. It's going to take a lot of time, energy, and effort from community partners.

I would just ask for patience, which is a hard thing to ask when dealing with violence, and then also open-mindedness about engaging in the process and being a part of the solution.

**Perryman:** How would you expect the faith-based and nonprofits and other community organizations to participate?

**Crosby:** Our nonprofit agencies provide social services. If you think about the first one that always comes to mind for me is Brothers United and the relationship they have with fathers in the community who can be potential role models or who might be high risk themselves and their relationship and how they can help redirect folks. I think about the faith-based community who families may lean on for emotional support, if they're exposed to violence or there may be a child that grew up in the church that's high risk. Family members might be able to lean on their faith-based community and redirect that individual.

It takes a village to raise a child. There are a ton of ways that we can be creative about addressing these issues. We just have to work together and be diligent and stick with it.

**Perryman:** Will the funds for the initiative come from redirecting some of the police budget or CDBG?

**Crosby:** We've reprioritized some of our CDBG dollars to deal with housing issues, lead abatement, workforce development issues, and things like that, so that'll be a part of the strategy. Also, our LED lighting and using our crime data is prioritized. We're also having conversations with our private sector partners about addressing the root causes of poverty. As we think through how we invest resources in our community, I would see some of that funding from those efforts.

We already have the hospitals, ProMedica and Mercy, that have efforts around the social determinants of health. We're all working together towards a common outcome to address these issues. We're all looking at the same communities. The most important thing is how we are talking to each other about and working towards common outcomes? I've been working hard on discovering ways to have better collaboration and joint outcomes around addressing both social determinants of health and the root causes of poverty.

**Perryman:** Thank you. I appreciate your time.

Contact Rev. Donald Perryman, PhD, at [drdperryman@centerofhope-baptist.org](mailto:drdperryman@centerofhope-baptist.org)



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# Toledo Library Welcomes New Board Trustee

The Toledo Lucas County Public Library (TLCPL) is happy to announce Micheal Alexander, Sr. as the newest Library Trustee. Alexander is the AFL CIO/UAW Labor Engagement Liaison of the United Way of Greater Toledo.

Alexander is currently a board member for the Neighborhood Health Association, part of the Toledo Early College Governance Board, and the African American Leadership Council of United Way of Greater Toledo and previously served on the Citizens Police Review Board. He is also a member of the City of Toledo Human Relations Committee serving as co-chair of the Community and Neighborhoods Committee and a member of the Executive Committee.

Additionally, Alexander is also involved in the University of Michigan Labor Studies program, Black Men in Unions, and Coalition of Black Trades Unionist as well as serving as the first vice president of the Toledo Chapter NAACP.

A Scott High School alumnus, his extensive community leadership has been recognized with numerous awards including: the 2012 Toledo Branch NAACP Emerging Young Community Leader Award; AA Legacy Project Emerging Leaders in 2012; the Coalition of Black Unionists Labor Award; Extended Hand Award by TPS; Unsung Hero Award; and the 2017 Toledo Urban Federal Credit Union Community Award.

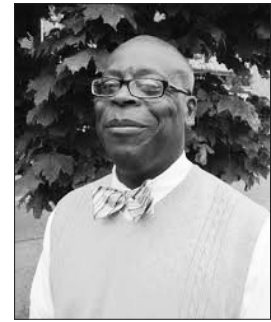
Of his community engagement, Alexander says he is guided by the words

of Dr. Martin Luther King, Jr., "Life's urgent and persistent question is, 'What are you doing for others?'"

"The appointment of Mr. Alexander brings enthusiasm, commitment, and leadership to the board. He will work to continue the success of the Toledo Lucas County Public Library," the Lucas County Commissioners said.

This is the second appointment made to the Toledo Lucas County Public Library Board of Trustees in the past year. In the fall, Keith B. Jordan Sr., co-founder and Director of Development at JLJ Vision Outreach, joined the Board.

"It is an honor to work with these two distinguished community leaders who bring deep expertise and commitment to the Library," said Jason Kucsma, TLCPL Executive Director. "I look forward to how their perspectives will help the Library continue to evolve to meet the needs of the many communities we serve."



Micheal Alexander

# The Lucas County Commissioners and the City of Toledo Support the Right of County Boards of Election to Have More than One Ballot Drop Box for Election

The Lucas County Commissioners and the City of Toledo together requested permission to file an Amicus Brief regarding the lawsuit filed by Ohio Democratic Party and Lewis Goldfarb against Ohio Secretary of State Frank LaRose. The lawsuit seeks an injunction against the order issued by Secretary LaRose forbidding local boards of election the ability to determine the number of ballot drop boxes necessary to ensure that every eligible voter can safely cast a ballot this November.

Last week, the County Commissioners and the City of Toledo jointly filed a motion for leave, requesting permission to file an Amicus Brief ("friend of the court"). The brief argues that, under the Ohio Revised Code, county boards of election, not the State of Ohio, have the authority to determine how many ballot drop boxes are needed to safeguard everyone's right to vote, and Secretary LaRose has exceeded his authority by restricting county boards of election to just one drop box.

"A one-size-fits-all approach doesn't work for every Ohio county. With

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# Submitted to Advantages of Diversity in Higher Education

By Sakui Malakpa, Ph.D.

(This is Part 2 of a 2-part series)

History shows that people of diverse backgrounds and races built this nation, and research shows that institutions of higher education are built best by a diverse faculty and leadership. However, as discussed in part 1 of this series, ideologies of diversity are used to support and justify policies and practices aimed at reducing or totally preventing racial diversity in schools and institutions of higher education. This is not to say individual faculty and administrators downplay the advantages of diversity purposefully; rather, it is to say that awareness of the ideologies at work can help leaders change practices and maximize the advantages of diversity in higher education.

The following is far from an exhaustive list of advantages of diversity in higher education and other sectors, but is offered up as a starting point for further discussion:

Estimates indicate that before 2050, racial and ethnic minorities will be in the majority in the United States. It therefore behooves universities to provide diverse role models for an increasingly diverse population (Crichlow, 2017).

Diversity is good for all students. They will be much better prepared to face a multicultural world when exposed to diverse individuals and perspectives in the classroom (Paloma, 2014, Cited in Crichlow, 2017).

There are multiple benefits that accrue from increasing number of professors of color. Among other reasons, such faculty members play vital roles in the enrollment, retention, achievement, and graduation of students of color. Equally, it includes "the necessity for the full and unfettered participation in American society, by all of its members, if this nation is to survive economically, socially, and spiritually." (Daufin, 2001).

It has been reported that the most persistent and statistically significant predictor of enrollment and graduation of Black graduate students is the presence of Black faculty.

The obvious implications are that an increase in the presence of Black faculty is critical, but unless barriers are removed, conditions improved, and concerted actions taken, the production of Black faculty will continue to worsen (Daufin, 2001).

The presence of Black academicians involved in research and development is important for a number of reasons, but four critical reasons are as follows: (a) to advance scholarship in general, as well as to focus research on minorities and the disadvantaged; (b) to provide necessary support for Black and other minority colleagues; (c) to increase the number of Black scholars in the field; and (d) through research and development efforts, to have a significant effect on policy and programs that may enhance students' educational attainment and academic development (Daufin, 2001).

Research has pointed out the essential roles of Black faculty. Among

others, it is pointed out that such faculty value service-related activities (e.g., mentoring students). They also are instrumental in graduating doctoral students of color (Parsons et al, 2018).

Advantages of African-American faculty at predominantly White institutions include the importance of African-American faculty in adding diversity to the teaching faculty; the value of teaching courses from multiple perspectives; the need to conduct research in a culturally sensitive and appropriate manner; and, the importance of serving as role models, mentors, and advocates for African-American students (Phelps, 1995)



Sakui Malakpa, Ph.D.

The presence of Black faculty on campuses is inextricably linked to the recruitment, enrollment, persistence, retention, and graduation of Black students. Black faculty serve as role-models and mentors, thereby helping to insure the successful matriculation of Black students. Unfortunately, Black professors are more likely at higher risk for non-success in the tenure and promotion process, in part, because of institutional racism and role expectations demanded in many white colleges and universities (Spigner, 1990).

The recruitment and retention of faculty members of color in higher education is paramount to the future of our nation's colleges and universities (Stanley, 2007).

The integration of diverse people into K-12 schools, the workplace, and higher education helps address some of the history and legacy of racism. Integration, however, is not limited to the redress of past and present ills. Inclusion benefits all students. Diversity will help American citizens be prepared to compete in the multicultural settings of the future (Garrison-Wade et al, 2012).

The academy often fails to value the diversity of faculty of color but the presence of diverse faculty provides added value to institutions of higher education. Faculty of color help promote the success of students of color in higher education by providing much needed role models who can help encourage loftier career goals and improved academic performance. In addition, faculty of color offer diverse perspectives to the academy's knowledge base and research focus (Garrison-Wade et al, 2012).

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*Diversity... continued from page 5*

Over the past decade, educational researchers including those cited here have noted the positive influences that African-American professors have on African-American students in PWIs, as well as the positive social and academic effects that having a diverse faculty has on all students. Despite these positive effects and the fact that about 13 percent of the US population is African American (United States Census Bureau, 2013), in 2011, African-American faculty comprised less than six percent of fulltime faculty members in US higher education institutions (National Center for Education Statistics, 2012). Moreover, African-American female professors have been underrepresented more in PWIs than African-American male professors (Jones et al, 2015). Research indicates that retention rates are dismal because of issues of isolation, marginalization, non-promotion, among other reasons. If we are to take on white supremacy in higher education in a meaningful way, we need to take seriously these advantages of diversity and enact policies and practices to bring them to fulfillment.

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## Segregation in Toledo Schools: The 20th Century

By Lynne Hamer, Ph.D.

Part 2 of 2

Whereas Toledo schools entered the 20th century officially desegregated (see part 1 of this article), de facto segregation and opposition to segregation continued throughout the 20th century and into the 21st. Historians who have studied segregation in Toledo, namely Williams (1977) and Musteric (1998) point to segregated housing patterns as well as actions by the Board of Education of Toledo Public Schools as the primary reasons segregation continued, and archival documents from TLCPL's local history collection support their obser-



Lynne Hamer, Ph.D.

ations. Knowing how segregation has been perpetuated in the past, perhaps on purpose and sometime simply out of habit, can help us in the present to understand the effects of that segregated schooling on our schools and community today.

Throughout most of the 19th century, school attendance boundaries were based on neighborhood boundaries—and still are, though the rise in charter and private schooling has changed that to some extent. Musteric (1998) documents that in 1890, 75 percent of Toledo's Black population lived in four of eight wards; in other wards, Blacks were “residentially concentrated on the fringes of white neighborhoods” (Musteric, p. 9).

Purposeful creation of communities and neighborhoods within Toledo's city limits enhanced segregation: As documented in the local archives and numerous local histories, in 1915, John Willys led establishment of Village of Ottawa Hills within Toledo city limits, and though it was not a separate municipality, Westmoreland neighborhood was platted in 1918. Musteric documented, “In 1917, efforts by blacks to move to the Bulgarian and Birmingham neighborhoods of East Toledo were met with threats and incidents. Two years later, 146 East Toledoans filed a restrictive covenant agreement with county officials, even though the Supreme Court had outlawed such agreements.” Musteric concluded, “Toledoans were able to limit their overt racial hostility, so long as their black neighbors did not move outside of ‘black’ areas; when this was attempted, white Toledoans erupted with open violence” (1998, p. 12).

White violence, including a particularly vicious attack on a Black

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# Rep. Hicks-Hudson, House Dems Slam GOP Lawmakers for Refusing to Fund Absentee Ballot Postage

State Rep. Hicks-Hudson (D-Toledo) and House Democrats slammed GOP lawmakers on the Controlling Board Monday for refusing to approve funds to cover the cost of absentee ballot postage for Ohio voters ahead of the November election.

"Today the Republican leadership on the Controlling Board and the Republican S.O.S's lack of leadership as the duly constitutional election official resulted in a no vote to pay for postage for returning a ballot results in a form of a 2020 style poll tax against voter access. We cannot turn our back on the sacred and precious act of voting," said Rep. Hicks-Hudson (D-Toledo).

House Democrats have consistently called on Sec. LaRose to use existing



Rep. Paula Hicks-Hudson

funds to pay for postage if the legislature fails to address it. An earlier statement by Rep. Bride Rose Sweeney (D-Cleveland) included a timeline of events concerning return postage and the Controlling Board

While Republican members on the Controlling Board voted down the request for prepaid postage funding, lawmakers approved a number of other significant items Monday:

- \$2 million in previously allocated funds to the Development Services Agency for the Minority Business Enterprise Loan program;
- \$34.8 million to from the federal CARES Act to the Ohio Department of Rehabilitation and Correction to expand COVID-19 testing and other safety measures in prisons;
- \$36.8 million in previously allocated funds to the Bureau of Worker' Compensation for the continued purchasing of face coverings for Ohio workers.

# Kaptur Statement After Republican Run Ohio Controlling Board Rejects Proposal For Pre-paid Postage For Voters

This week, Congresswoman Marcy Kaptur (D-OH), released the following statement after the Republican majority on the Ohio Controlling Board rejected a proposal to provide prepaid postage to voters casting a ballot from home.

On September 8, Rep. Kaptur sent a joint letter with Senator Sherrod Brown (D-OH) and Representatives Tim Ryan (D-OH), Joyce Beatty (D-OH), and Marcia Fudge (D-OH) calling on the Ohio Secretary of State Frank LaRose to provide prepaid postage to voters who request mail-in ballots, a measure that is well within his authority without additional action from the Ohio state legislature.

"Ohio's Republican run Controlling Board's rejection of a measure to make it easier and safer for Ohioans to vote during a global pandemic, which has already killed thousands of people in the Buckeye State, is as out of touch as one might expect," said Rep. Kaptur. "The fact that Republicans rejected the proposal during a Zoom meeting is painfully ironic. It is incumbent upon us to break down barriers to voting so that every Ohioan who wants to cast a ballot can do so. Cost must never be a barrier for a person to exercise their Constitutionally protected right to vote. I will never stop fighting for fairer and safer elections."



U.S. Rep. Marcy Kaptur

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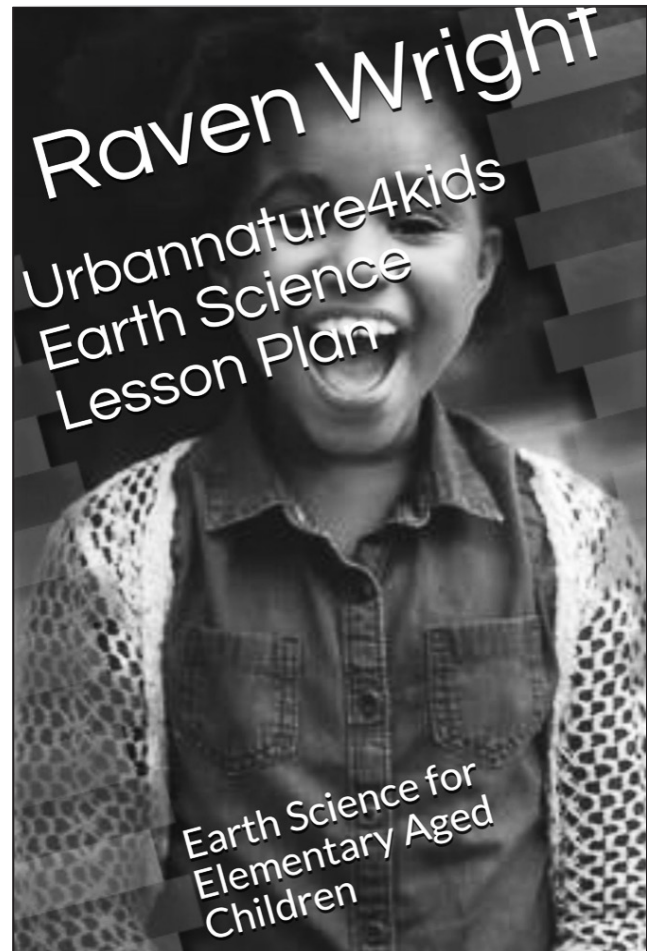
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*Diversity... continued from page 6*

family in East Toledo (Musteric, 1998), or threats of violence maintained strict segregation of housing through the 1920s, and segregation of schooling resulted. The Board of Education also acted to engineer segregation. Musteric (1998) told how, "in 1920 the NAACP accused the TPS Superintendent William B. Gitteau of ordering segregation of blacks in certain public schools. At a school board meeting, NAACP officials charged that Superintendent Gitteau had ordered the segregation of blacks in the Industrial Heights School. According to the allegations, all black students in the school had been placed 'under the charge of' Miss Duffy, a black teacher. Superintendent Gitteau denied the charges and said that it was the policy of the schools to 'place all backward pupils under one teacher.' Members of the Board of Education supported this contention and Board president W. C. Carr added that board was not aware of 'any segregation other than this'" (p. 13).

With the Great Migration in the 1930s, Toledo's black population grew and housing available for Black families became scarcer and poorer in quality. Musteric describes "a distinct ghetto of 11,000 blacks existed close to the downtown central business district" (p. 10) as a result in part of restrictive covenant agreements and in part simply a housing shortage and poor-quality housing. Having migrated for railroad work, some Black families ended up living in boxcars on railroad sidings. The US Congress funded low income housing, officially segregated with the designation of "Negro houses" and "white houses"; in Toledo Black families were mostly "in the Pinewood area, south of downtown Toledo" (Musteric, p. 14).

The situation was exacerbated by lack of employment opportunities and brutal segregation tactics when employment was available. Musteric reports that "in industrial work, blacks accounted for only two percent of the total work force. Of those Blacks employed, all were in semi-skilled or cleaning/janitorial positions" while there were no active Black firemen and only three or four Black policemen employed. By 1937, After

four years of New Deal, because of blatant and unapologetic discrimination, Blacks were unemployed at 33 percent while whites were unemployed at only 10 percent (Musteric, p. 15).

Parallel to segregation and discrimination in housing and employment, the Toledo Board of Education also practiced segregation, though always with an excuse that what looked like racial segregation was actually due to some other need. In 1937, TPS Superintendent E.L. Bowsher was charged with segregating Black students by transferring Black students from Washington Elementary to Gunckel Elementary; he said that the transfer was due to Washington school being overcrowded and Board backed this as reason for decision.

However, in 1938, two schools were cited for overcrowding: Robinson and Gunckel. This seemed to draw Bowsher's 1937 stated intentions to alleviate crowding into question, but the transfers stood (Musteric, 1998). During this time, Black teachers continued to be assigned to Black schools, creating a segregated teaching force and ensuring that white children were never under the authority of Black adults. It was not until 1944, when Emory Leverette was named assistant principal of Gunckel, by then identified as the Black school, that TPS had any Black administrators: Leverette was the first in TPS (Blade, 1998).

In 1954, the U.S. Supreme Court ruled in *Brown vs. Board of Education of Topeka, Kansas* that "separate is inherently unequal" and proclaimed state-sanctioned segregation of public schools violates 14th Amendment. Some Toledo schools were already integrated, with the population of Scott High School being approximately 50 percent Black and 50 percent White. Musteric reports that "when Scott High School crowned its first black homecoming queen..., whites burned her in effigy" (p. 24). The New York Times picked up the story as nationally significant (see photo). (13 years later, when "Toledo University" crowned its first Black homecoming queen, she was presented with wilted flowers.)

Washington Township, which had been incorporated in 1840 but had always been part of the Toledo Public Schools, created their own Wash-

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# Community Solidarity Response Network Details Defund Proposal

Sojourner's Truth Staff

The Community Solidarity Response Network held a press conference last week to announce their detailed plan to demand that the City of Toledo redirect a portion of the police department funding to other programs designed to improve the lives of city residents, such as housing, education, transportation and health care.

CSRN members Julian Mack, Ruth Leonard and Washington Muhammad, speaking in front of One Government Center and surrounded by "Defund the Police" and Black Lives Matter" signs, called on city leaders to drastically reallocate such funds. "We know that when these policies are implemented, Toledoans will be better off," said Mack.

Noting that the City spends 31 cents of every tax revenue dollar on the Toledo Police Department, Mack said "there is no evidence to show that increased spending on policing brings about a reduction in crime."

Mack said that he and his fellow CSRN colleagues are calling on the City of Toledo to: "1. Redirect funds towards programs and services that address basic human needs; 2. Increase public transparency about police misdeeds and 3. Provide [information] to the public to hold the Toledo Police Department accountable."

Specifically, CSRN is seeking a reallocation of one half of the TPD budget to programming for affordable housing, job transportation, education and health care. The group wants to reduce the size of the police force by half and increase the malpractice insurance for individual officers. With those savings, the group anticipates that the City can ensure a living wage for numerous citizens, improve infrastructure, establish universal pre-K, eliminate blight, increase addition services and improve numerous neighborhood services, such as the availability of grocery stores.

"City of Toledo residents have a right to be informed on decisions," said Leonard as she explained the rationale behind the CSRN's demands and the way forward to ensure accountability. "Residents have the right to be fully informed about the activities and decisions made about their tax dollars and in their community," she said.

To that end, said Leonard, the City should publicly share all records about "police expenditures, purchases, grants and weapons ... make all records related to complaints and misconduct allegations public ... not engage in the voluntary sharing of information with the federal government ... share all records pertaining to arrests, stops and citations ... and to the dispatch and placement of officers."

In addition, the group is asking the City to strengthen the Civilian Review Board by establishing oversight through subpoena power, prosecutorial power, voter elected board members, no law enforcement on the board and the power to investigate and fire police personnel.

"This is only the beginning," added Leonard.



Washington Muhammad at the podium



Ruth Leonard



Julian Mack

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# Social Security Column

By Erin Thompson, Social Security Public Affairs Specialist in Toledo, OH  
Guest Column

## See Your Lifetime Earnings with My Social Security

Did you know you can see your work history online all the way back to your first job? Your earnings history is a record of your progress toward your Social Security benefits. We keep track of your earnings so we can pay you the benefits you've earned over your lifetime. This is why reviewing your Social Security earnings record is so important.

If an employer didn't properly report just one year of your earnings to us, your future benefit payments could be less than they should be. Over the course of a lifetime, that could cost you tens of thousands of dollars in retirement or other benefits to which you are entitled. It's important to identify reporting problems as soon as possible. As time passes, you may no longer have easy access to past tax documents, and some employers may no longer exist or be able to provide past payroll information.

While it's your employer's responsibility to provide accurate earnings information to us, you should still review and inform us of any errors or omissions so you get credit for the contributions you've made through payroll taxes. You're the only person who can look at your lifetime earnings record and verify that it's complete and correct.

The easiest way to verify your earnings record is to visit [www.ssa.gov/myaccount](http://www.ssa.gov/myaccount) and set up or sign in to your personal my Social Security account. You should review each year of listed earnings carefully and confirm them using your own records, such as W-2s and tax returns. Keep in mind that earnings from this year and last year may not be listed yet.

You can find detailed instructions on how to correct your Social Security earnings record at [www.ssa.gov/pubs/EN-05-10081.pdf](http://www.ssa.gov/pubs/EN-05-10081.pdf).

Let your friends and family know they can access important information like this any time at [www.ssa.gov](http://www.ssa.gov) and do much of their business with us online.

## Three Ways to Use Social Security Online

There are many online sources for Social Security information, but you need to make sure you're getting the right information. By using [www.ssa.gov](http://www.ssa.gov), you know that what you're reading and watching is approved by our experts and specifically created for you. Here are three of our resources where you can find valuable information about your Social Security benefits.

**Our blog** – Stay informed about our latest news, retirement planning tips, and other helpful information. Our blog at [blog.ssa.gov](http://blog.ssa.gov) features messages direct from our Commissioner, as well as information from expert contribu-

tors. From there, you can also connect with us on Facebook, Twitter, LinkedIn, Instagram, and YouTube, where you can watch our popular videos.

**my Social Security** – You're in control with many services available online through my Social Security. Creating a secure account will help you conduct Social Security business from home. With your personal my Social Security account, you can:

Estimate your future benefits with our Retirement Calculator to compare different dates or ages to begin receiving benefits.

- Check the status of your Social Security application.
- Review your work history.
- If you already receive benefits, you can also:
  - Get a benefit verification or proof of income letter.
  - Set up or change your direct deposit.
  - Change your address.
  - Request a replacement Medicare card.
  - Get a Social Security 1099 form (SSA-1099).

You may also be able to quickly request a replacement card online with a *my Social Security* account, if you meet certain qualifications listed at [www.ssa.gov/myaccount](http://www.ssa.gov/myaccount).

**Frequently Asked Questions** – Do you have to pay taxes on Social Security benefits? How do you apply for Social Security retirement benefits? What is your full retirement age? Discover the answers to your Social Security related questions at our Frequently Asked Questions page at [www.ssa.gov/faq](http://www.ssa.gov/faq).

With so many services available online, we are here for you when your schedule allows. Be sure to tell friends and family about all the business they can do with us from the comfort of their home at [www.ssa.gov](http://www.ssa.gov).

## When Shout You Start Receiving Social Security Benefits?

We're often asked, "What's the best age to start receiving retirement benefits?" The answer is: there's not a single "best age" for everyone. The most important thing is to make an informed decision. Base your decision about when to apply for benefits on your individual and family circumstances.

Would it be better for you to start getting benefits early with a smaller monthly amount for more years, or wait for a larger monthly payment over a shorter timeframe? The answer is personal and depends on several factors, such as your current cash needs, your current health, and your family longevity. You should also consider plans to work in retirement and other sources

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\*\* Based on customer experience measured online at [www.thehartford.com](http://www.thehartford.com) as of April 2019.  
\*\*\* The gift offer is good for first time responders who provide a valid email address. Responders will be sent an email to confirm the gift. All responders in IL, IN, MA and RI who do not provide an email address are still eligible to receive the gift. The gift offer is not available in CA, HI, MD, MI and PA, but responders may still request a quote. The gift is available only as a limited time offer. Please allow 4-7 weeks for delivery. Stocks not included.  
¹ If you are age 50 or older, once you've insured through this Program for at least 60 days, you cannot be released without so long as applicable premiums are paid when due. Also, you and other customary drivers of your vehicles must retain valid licenses, remain licensed and remain capable of operating an automobile (not applicable in MA), have no convictions for driving while intoxicated and must not have obtained your policy through medical reinsurance. Benefit coverage not available in HI, IL, IN, NC and TX.  
² See Limitations apply.  
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## Taxpayer Advocacy Panel (TAP)

## Want to improve the IRS? SPEAK UP

By Andrea Price, TAP member representing Ohio

Guest Column

The Taxpayer Advocacy Panel is comprised of civic-minded citizen volunteers from all walks of life representing each state, D.C., Puerto Rico and an international member (citizens living, working or doing business abroad). TAP is a Federal Advisory Committee whose mission is to listen to taxpayers, identify taxpayers' issues and make suggestions for improving the IRS service and customer satisfaction.



Everyone has something to say about taxes and the IRS. Please take a moment to give us your suggestions for TAP to consider by contacting one of the following:

TAP Ohio member: [taphioandreaprice@gmail.com](mailto:taphioandreaprice@gmail.com)

Call Toll-free at: 1-888-912-1227

Website: [www.improveirs.org](http://www.improveirs.org)

### National Taxpayer Advocate (NTA) Blog: Lessons learned from COVID-19: The Critical Need to Improve IRS Digital Services (for taxpayers)

Individuals, businesses, schools, and federal and state agencies all continue to be impacted by the COVID-19 pandemic. And as the IRS resumes its business operations that were partially or completely shut down at the inception of the COVID-19 emergency, it is still facing challenges of balancing the health and safety of its employees with accomplishing its core mission: providing much-needed services for taxpayers; administering the 2020 filing season in which it has already processed over 149 million returns and issued over 119 million refunds totaling over \$290 billion; guarding against identity theft, refund fraud and sophisticated cyber-attacks often exceeding 1.4 billion attempts each year; performing the extensive programming required to administer the 2021 filing season; processing any remaining Economic Income Payments (EIPs); analyzing potential legislation and preparing for another possible round of stimulus payments; providing legal and administrative guidance; incorporating new legislation changes into its operations; and deploying hundreds of Customer Service Representatives to assist with wildfire and hurricane relief efforts – all while continuing its tax enforcement efforts in a socially distanced environment.

As part of the reopening, the IRS continues to

evaluate what needs to be done to administer the tax laws and provide necessary taxpayer services under similar conditions in the future so that it can provide the necessary service required by taxpayers. My office will continue to advocate for improved taxpayer services regardless of the circumstances.

At the beginning of the pandemic, call centers and Taxpayer Assistance Centers (TACs are the local IRS offices) were shut down, so taxpayers could not reach the IRS by phone, in person or by mail. Paper processing centers were shut down, so paper tax returns and other paper correspondence could not be opened or processed which created a backlog.

The closures required by the COVID-19 pandemic and the subsequent challenges exposed critical shortcomings in IRS technology impacting many functions within the IRS. As the IRS takes stock of lessons learned from this experience, one lesson is obvious: improvement of the technology capabilities of the IRS is critical. It is not a small or inexpensive task, but it is imperative for proper tax administration. The country no longer has an option but to support appropriate funding for the IRS. It is incumbent upon Congress to fund the technological upgrades the IRS requires to provide an enhanced level of service and improve its overall operations. Modernizing its technology and increasing the use of digital communications and the electronic production of documents in a secure environment is no longer a luxury; rather, it is a required operational need. In this blog, she tackles the expansion of digital service options to improve the taxpayer experience as taxpayers interact with the IRS.

**Expand Digital Acceptance and Transmission of Documents and Digital Signatures.** The March closure of IRS offices and mail facilities made it impossible for IRS employees to receive paper documents from taxpayers and representatives. (Note: news outlets report that the IRS has 12 million pieces of unopened mail)

**Improve Online Account Accessibility and Features.** The IRS offers an online account for individual taxpayers and is in the process of developing Tax Pro, an online account application for practitioners. Taxpayers who gain online account access can view their balance due, make payments, retrieve account transcripts, and even view the status of any EIP, among other features. The IRS continually adds features to the online account application. However, certain taxpay-

ers have difficulty satisfying the elevated e-authentication requirements (verifying that they are who they say they are) of the application.

**Offer Videoconferencing Options to Taxpayers.** Videoconference technology allows taxpayers and representatives to be both seen and heard, and to share documents, without being physically present. The IRS Independent Office of Appeals currently offers WebEx technology virtual face-to-face conferences between taxpayers, representatives, and Appeals Officers. The IRS Office of Chief Counsel and the U.S. Tax Court are conducting pre-trial conferences and trials using videoconferencing technology. Taxpayer Advocacy Service is also evaluating the feasibility of using videoconferencing technology for virtual face-to-face meetings between Case Advocates and taxpayers (or their representatives).

### Diversity... continued from page 8

ington Local Schools, thus creating a nearly entirely white student body surrounded by an increasingly diverse Toledo public schools (Messina, 2004).

The 1960s saw passage of the US Civil Rights Acts of 1964 and 1968, and Voting Rights Act of 1965, and found Toledo experiencing suburbanization, or white flight, leading to a more profound pattern of racial segregation. In response to the changes at the national scene, white "violence broke out in sections of the city of Toledo. Looting was widespread and several cases of arson."

In the 1960s, TPS changed from Gunckel being "the" Black elementary school to having several predominantly black schools: Washington, Pickett, Lincoln, Warren, Robinson, King, Stewart, and Fulton. While in the spirit of the time a school board could have worked on creating integrated schools, Musteric (1998) observes, "The Toledo Board of Education did not deliberately integrate its schools in the 1960s. Instead, the board maintained segregated schools either by limiting the choices of students, or ... by making no effort to reverse the effects of residential segregation, or both" (p. 23). Indeed, TPS made affirmative decisions to maintain segregation in 1962 when the district opened Bowsher and Start high schools and

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*Diversity... continued from page 8*

redrew existing school boundaries for all district high schools except Scott: Scott High School was not involved in redistricting and became the Black high school.

Students became leaders demanding change. Musteric (1998) documents that in 1962, Woodward High School students were suspended for protesting about having “too few Negro teachers, no suitable history course on Negro life, no Negro cheerleaders, and only a token representative on the ... athletic coaching staffs... At Scott HS, 300 students who supported the demands by Woodward students for a ‘Negro’ curriculum by boycotting classes were suspended by black principal Flute Rice.”

They received response in the form of the establishment of Woodward High School’s “Negro History Week” (emphasis added), which was immediately protested by the newly active white students’ group, United Citizens Council of America: “This is only the beginning of more intolerable situations that will occur unless we unite in a common cause for preservation of the civil rights of white students” (Musteric, pp. 24-25).

Meanwhile, the TPS Board of Education published their official position on school integration on May 23, 1966: “The public schools will work cooperatively with all community agencies in constructive efforts to eliminate artificial separation on the basis of race, religious, or economic conditions.” Despite these intentions, a 1968 U.S. Department of Health, Education, and Welfare study found TPS system non-compliant with civil rights laws pertaining to integration of students and staff in multiple areas (Musteric, 1998).

Musteric notes the insight provided by Toledo’s local African-American newspaper, the Bronze Raven, in a 1971 editorial, saying that it perhaps best summarizes the impact of the 1960s upon the schools: “During the last decade there has been some improvement in integration in the Toledo Public Schools, but no there are actually more schools that are predominantly black than there were then [in the early 1960s]” (Musteric, p. 23).

In the 1970s, whites in Toledo increasingly sent their children to private parochial schools, while the public schools became increasingly overcrowded, with the predominantly Black Pickett, Fulton, and Cherry schools most seriously packed. Only two Black men had been on board of education; only one Black administrator in a predominantly white school; and while only one school did not have at least one Black teacher, staff were lodging complaints lodged with Ohio Civil Rights Commission about discrimination (Musteric, p. 91-92).

In 1972 in Toledo, of 61 elementary and junior highs, “seven had a black student enrollment of over 90 percent... Three other schools had a black population of more than 80 percent... 22 schools had no black enrollment” (Musteric, p. 87). In 1974, investigating TPS, the NAACP found “eleven schools had all their black students in programs such as special education, effectively creating a segregated ‘school within a school’...” (Musteric, p. 87). Students and staff were segregated by design, and acts of white violence supported the design: the Bronze Ra-

ven reported many incidents of violence and degradation against Black students by the white teams and schools they played. When disruptions occurred, it was the Black students who received punishment, not the white (Musteric, p. 93).

In 1971, the U.S. Supreme Court, in *Swann vs. Charlotte-Mecklenburg Board of Education*, ruled that busing could be used to achieve racial balance: both Blacks and Whites opposed busing, but districts across the nation experimented with it anyway—including TPS. But TPS made what has been described as a half-hearted attempt at integration using busing.

Gregory Johnson recalls his experience “getting integrated” when as an eighth grader, along with all his classmates and four of their teachers, he was “shipped out” from Pickett School to McTigue Junior High in the name of “integration” (Johnson, 2009). Up until then, Pickett had been K-8. Johnson describes having enjoyed school at Pickett, where teachers practiced what we would now call reality pedagogy (Emdin, 2016)—a pedagogy based in strong relationships between teachers and students, the practice of basing lessons in the real world, often through field trips, and the belief that all students should be included.

At Byrnedale, it was all “the book,” and Johnson recalls both the teachers and the students transplanted from Pickett suffered culture shock—with many of the students also suffering failure and being held back. When they did graduate from eighth grade, Johnson recalls, the Black students were “shipped back” to their choice of Scott or Libbey high schools, while the white students, many of whom had become their friends, were sent to Bowsher or Rogers. Clearly, there was no intention of true integration with the bussing experiment.

Johnson sums up: “I still don’t understand why we were shipped out like that. The only reason I see why they destroyed Pickett School like that was that the program was going too well.... It doesn’t make any sense for them to have shipped us out there and then shipped us right back.... The only thing I can think of is ‘divide and conquer’” (2009).

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*Lucas County Commissioners... continued from page 4*

different population sizes and access to reliable transportation, one drop box isn’t right for every county, especially during a pandemic,” Commissioner **Tina Skeldon Wozniak** said. “Larger counties may need additional boxes.”

“We have an obligation to make sure that everyone who is eligible to vote has the chance to do it in the safest way. It’s our right,” Commissioner **Pete Gerken** added. “We can’t let the powerful choose their voters – we must choose our elected leaders so we can hold every one of them accountable. We need to keep voting simple – ballot boxes let voters simply and securely control their vote.”

“Ohio law simply is not on the Secretary’s side,” said Commissioner **Gary Byers**. “Ohio Revised Code and case precedent mandate that decisions regarding election law must be oriented in support of the fundamental rights of all citizens to vote. Nothing in state law empowers the Ohio executive branch to erode the constitutional rights of eligible voters.”

*Social Security Column... continued from page 11*

of retirement income. Most importantly, study your future financial needs and obligations, and calculate your future Social Security benefit.

We encourage you to weigh all the facts carefully before making the crucial decision about when to begin receiving Social Security benefits. This decision affects the monthly benefit you will receive for the rest of your life, and may affect benefit protection for your survivors.

SSA’s New Retirement Portal- Our new retirement portal is more user-friendly and easier to navigate, whether you’re ready to learn about, apply for, or manage your retirement benefits. The redesigned portal will make it easier for you to find and read about retirement benefits, with fewer pages and clearer information. We condensed and rewrote most of the pages to make them easier to understand. The portal is compatible for use on mobile devices so you can learn and do what you want from wherever you want.

Our retirement webpage has information including:

- Retirement Publications;
- Benefit Calculators;
- Retirement benefits estimates;
- Full retirement age information; and
- Spouse benefits.

You and your loved ones can access all of these resources at [www.ssa.gov/benefits/retirement](http://www.ssa.gov/benefits/retirement).



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# The Awkward Black Man: Stories by Walter Mosley

By Terri Schlichenmeyer  
The Truth Contributor

Right now, you're living your best life. That's all. It's not complicated: you roll with whatever happens, and try not to worry; your path is before you, and you're light-footed enough to react swiftly if needed. Flexible, that's the way to be because, as in *The Awkward Black Man*, a collection of stories by Walter Mosley, plans can go south in a minute.

c.2020  
Grove Press  
\$26.00 / higher in Canada  
336 pages

Sampson Diehl was finally dropping some weight and he looked great. The bad news was that he had cancer. But he also had money, a soon-to-be-ex wife, a girlfriend, and a private nurse. In "The Good News Is," that's a lot for one man to lose.

When Alyce walked out of his life, Albert Roundhouse hoped that someday, she might come back. Nobody'd ever take her place, though he met other women as he traveled the world and lived off the kindness of others and the money he could beg – and then he saw Frankie, and in "Almost Alyce," Frankie could've been Alyce's sister, maybe, nearly, except for that little job she hired Albert to do...

When his wife, Marguerite, cheated on him, Jared took her back because, well, he loved her. But then the spark went out of their marriage and she ruined his dreams. In "Starting Over," Jared didn't understand why Marguerite did what she did, until a co-worker said something that struck him right in the heart.

On the afternoon that Chase Martin ran away from school, he was sure the police were looking for him. Instead of cops, though, Chase was found in the woods by a homeless man who seemed to be troubled. When the man turned out to be a thief, Chase lost everything but in "Otis," he gained something,

too.

Six months after his brother, Seth, died, a strange man visited Roger with a message from beyond. Roger and Seth were never close, not even as kids, but in "Reply to a Dead Man," Seth had plenty to say.

Imagine, if you will, a man with a heavy sigh on his lips, shaking his head ruefully as though he can't quite believe what's happening. That's the idea of what to expect in *The Awkward Black Man*.

The stories inside this book are like a rained-out Saturday afternoon event. They're like a bad car battery when you just bought four tires. Like inkstains on a brand-new shirt: irksome, not life-or-death, but leaving you wondering what you did to deserve this. But here: though these tales might remind you of a busted shoelace on your favorite kicks, you're going to love every one of them because author Walter Mosley is the kind of storyteller that makes his characters' worst days into something you can recognize and relate to.

Been there. Done that. Lived, too. Gonna be okay.

Fans of Mosley don't need to be told twice to go find this book. Just go. If you're new to Mosley but you love short stories, though, *The Awkward Black Man* might be the best book for your life right now.

Diversity... continued from page 12

The history of segregation continues to this day, with work by Toledo's African American Parents' Association and others challenging it and pushing us as a community toward providing equitable, quality, antiracist education for all students. This has been only a bit of the history, but enough to provoke the questions: Why has Toledo Public historically supported segregation? What has been the role of "TU," now the University of Toledo? How have segregation and inequitable, racist practices affected us all, Black and white, in creating and maintaining a racist society? What are we doing about those effects and continued practices now?

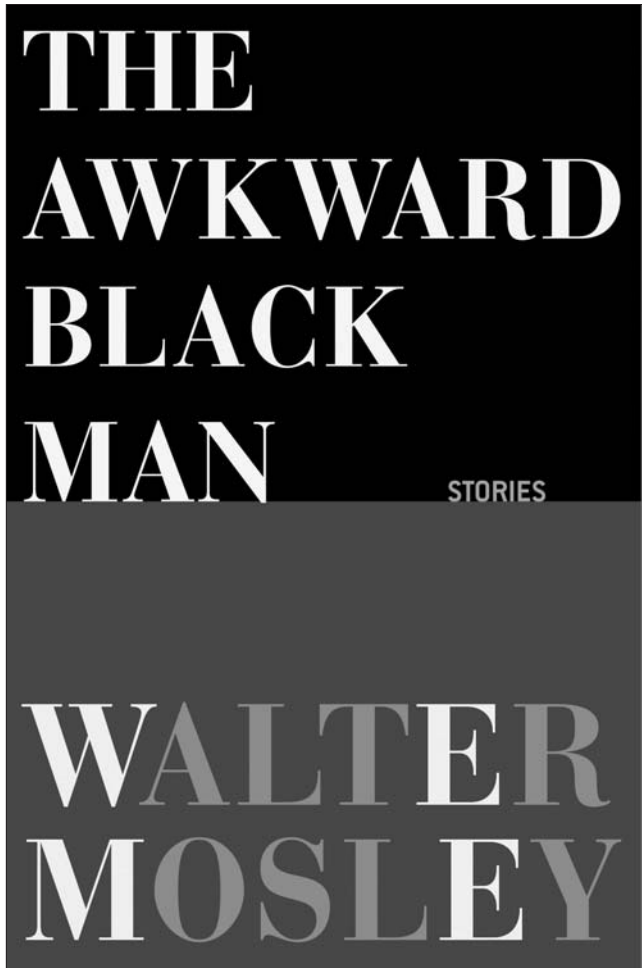
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# CLASSIFIEDS

September 16, 2020

Page 15

## GROUNDS MAINTENANCE ASSISTANT

Metroparks Toledo has a great opportunity for you to join our team! We currently have openings for seasonal maintenance staff. If you are going to work, why not do it in the beautiful outdoors. Must be 18 or older with high school diploma or equivalent and valid driver's license. Graduating high school seniors may apply if 18 years of age or older. \$9.40/hr. Duties include cleaning and facility and grounds maintenance. Employment varies through December based on need. Must enjoy working outdoors and be able to learn to use power tools and equipment. Go to [www.MetroparksToledo.com](http://www.MetroparksToledo.com) <<http://www.MetroparksToledo.com>> to view the job description, position requirements and apply online. EOE

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

## ATTORNEY

Lucas County Children Services is seeking candidates for a Staff Attorney. Education, experience and deadline requirements can be viewed at [www.lucaskids.net](http://www.lucaskids.net) EOE Valuing Diversity. No phone calls please.

## MULTIMEDIA PRODUCER/SOCIAL MEDIA COORDINATOR

WGTE Public Media seeks a highly creative and energetic professional to plan and create, independently and in collaboration with other team members, highly engaging video, audio, etc. content for online and broadcast distribution. Team member may take part in content as necessary and will also be responsible for executing the marketing plan and for developing communication/marketing assets for digital, print, television, and radio.

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](mailto:employment@wgte.org). EOE/ADA

## SNOW PLOW OPERATORS WITH VEHICLES

The City of Toledo, Streets, Bridges, & Harbor Division is interested in contracting with owners/operators of snow plow vehicles for plowing on residential streets during heavy snow conditions. All bids must be received by **1:30 PM October 20th, 2020**. For a copy of the bid proposals and specifications visit <https://www.planetbids.com/portal/portal.cfm?CompanyID=22576> or contact:

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## NOTICE TO BIDDERS

SEALED PROPOSALS for bidding on **Metroparks Toledo, Misc. Asphalt Paving, Lucas County, OH** will be received; opened; and read aloud at the Metropolitan Park District of the Toledo Area, Fallen Timbers Field Office, 6101 Fallen Timbers Lane, Maumee, Ohio 43537 **Friday, October 9, 2020 at 3:00 p.m.** local time.

COVID-19 UPDATE: In the event the office is not staffed to receive early, hand-delivered bids, bidders may drop off sealed bids to the aforementioned office address through the front door slot. Staff will be present at the Fallen Timbers Field Office for one hour prior to bid opening. If social distancing becomes problematic due to bid-opening turnout, the opening will be held outside or in an adjacent larger facility. Masks are required.

THE SCOPE OF WORK consists of resurfacing and paving of Oak Openings and Toledo Botanical Gardens Maintenance Areas. General construction includes limited select demolition, earthwork, aggregate base, asphalt, topsoil, seeding and mulching. Bidders may obtain copies of plans, specifications, contract documents and plan-holder's list through Newfax Corporation, 333 West Woodruff, Toledo, Ohio 43604 between 8:30 a.m. and 4:30 p.m., Monday through Friday (check made payable to Newfax Corporation) or via the Newfax Digital Plan Room at [www.newfaxcorp.com](http://www.newfaxcorp.com). Newfax can be contacted at 419-241-5157 or 800-877-5157. A non-refundable fee of \$15 is required for each set of full-size documents obtained. For additional information, please contact Jon Zvanovec @ 419-360-9184, [jon.zvanovec@metroparkstoledo.com](mailto:jon.zvanovec@metroparkstoledo.com).

EACH BIDDER MUST FURNISH either (1) a bond for the full amount of the bid or (2) a certified check, cashier's check or irrevocable letter of credit in an amount equal to ten percent (10%) of the bid with its bid. The successful bidder must furnish a 100 percent (100%) Performance Bond and a 100 percent (100%) Labor and Materials Bond.

No bidder may withdraw its bid within thirty (30) days after the actual date of the opening thereof.

THE BOARD OF PARK COMMISSIONERS OF THE METROPOLITAN PARK DISTRICT OF THE TOLEDO AREA reserves the right to reject any or all bids, and to waive any informality in bidding.

By order of the Board of Park Commissioners  
METROPOLITAN PARK DISTRICT OF THE TOLEDO AREA

David D. Zenk, Director

## 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](http://abundantlifeperrysburg.org).



# Area Groups Start Voting Drive and Address Violence

Sojourner's Truth Staff

Several groups held events on Saturday designed to help people register to vote, sign up for the census or simply spread goodwill.

St. Paul Missionary Baptist Church opened its voter registration drive on Saturday combined with an effort to bring awareness of the ongoing census count to area residents. Rev. James Willis, pastor of St. Paul MBC, emphasized that Saturday's event was only the first step in his church's fall program to get voters to the polls for the upcoming November 3 general, presidential election and to get residents counted in the decennial census.

As the St. Paul event ended, Tina Butts, founder and director of The Movement, opened her group's voter drive at the site of her office on Spielbusch which culminated in a march down to One Government Center, site of the lone – so far - Lucas County mailbox for ballot drop-offs. The Movement's rally was accompanied by a DJ, food and yard signs distribution.

If you missed a chance to register for the vote or get counted in the census at those two events, the opportunity was still there at Smith Park – food, entertainment and civic responsibility. The Stop the Violence event, organized by Malik Smith and team, was billed as the "first of many peace rallies to combat the effects of violence in the community ... and heal relationship between police and the community."



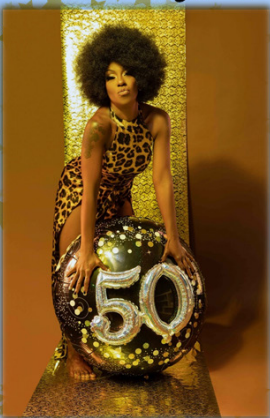
Pastor Willis, front row right, and his team assemble to help citizens register to vote

Tina Butts urges audience to walk to the Government Center mailbox



Earl Mack at Smith Park

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