

## COMBAT EDUCATIONAL REDLINING – Let's Tell A Story

September 27, 2016 at 7-8 PM

The Bottlehouse, Lee Rd

**Participants:** Approximately 20 people including

Joan Spoerl	Mayethel White	Joyce Roper
Gretchen Reynolds	Martha Goble	Chuck Miller
Ron Register	Sue Nigro	Gary Cantor
Krista Hawthorne & Husband	Althea Cheatham	Eve McPherson
Kal Zucker	Krissy (?)	TC Boonyapataro
	Shirley Shefer	

Martha Goble from HCC shared the background of HCC's work on the Educational Redlining issue and the results from our previous meetings in April and July 2016. She introduced Dr. Tameka Taylor who will lead tonight's discussion.

### **Introduction**

Everyone introduced him/herself and stated his/her motivation in participating in this discussion.

### **Question 1: What Can Be Done To Make Connections Between the Community and Schools?**

Suggestions included:

- ***Get people in the door.*** Bring community into any school activity. Bring expertise from community to school. Build partnership.
- Community can also ***donate pennants*** from their alma mater. This serves as a reminder from community to schools that we are here for you.
- Schools ***make a campaign to attract a wider audience*** (?) Also, we need to come up with a master plan including whom we need, what we want to achieve, when, etc.
- ***Small group meetings/ private meetings*** (15 people) with school district staff, non-profit board members, etc.
- ***Parent ambassador*** – get more people involved in all things so people will feel welcome in the school/community.
- The school system could produce ***a collage slideshow*** with kids' faces.

Other matters that were discussed:

- One person agreed that the plan we have now is not perfect. However, she insisted that she already sees some improvement, especially with this superintendent.

- Get together with parents who are not already involved in school, as the schools are doing through their parent engagement program.
- The Noble school outreach programs were discussed. The school used to contact parents of Nepali students through flyers with Nepali translation. Yet, they realized it did not work because these parents are illiterate in their native language. The school had to rethink how to reach out to parents and eventually became successful (?)
- Some cautioned about making assumptions. There's a theory called "30 Million Word Gap" (*Children in different socio-economic groups display dramatic differences in their vocabularies.*) Some kids are absent from school only because of a lack of clean clothes.
- The Educational Redlining issue in the Noble neighborhood needs to be fixed. We need to communicate with realtors.
- When was the last time educators and teachers were tested? It was 10 years ago. One person brought up the topic of charter school. He sent his kids to charter school and he sees charter schools as a choice for parents who do not feel comfortable with public schools.

**Question 2: Any recent stories of grads? Where should we go to get these stories?**

Suggestions included:

- Perhaps parents are interested in **elementary school students' stories** rather than grads. They'd rather see how preschoolers, first or second graders do in school rather than those who already graduated because it's too far away.
- Scott Wortman at the CHUH School District is now producing "**CHUH Highlight**" newsletter featuring success stories from elementary schools. These stories are already available online. In the future, they might be mailed to all residents.
- Kids from our schools used to set up a lemonade stand on the Heights Home Tour to raise money for their school project. Perhaps, it's a good idea to give them an opportunity to **raise money for their school projects** again in community events.
- **List how many AP classes, foreign language classes, religion classes we offer** in school in realtor's information packet.
- **Add this information** in our equity plan.
- Kids wear a sign that reads "**Because of Heights school. . . (what can you do?)**"
- **Oral history** as a project for young students. This will make them feel important and welcomed to the community. They can transcribe it. Years later, they can revisit the story and see how things have changed.

- ***Roses and thorns discussion*** in classroom and teachers can set a positive tone from the discussion.
- ***Kids with their portraits*** in their homes will feel themselves important. So she's organizing this project inviting kids to take a portrait photo. It is a way to get people engaged.

### **Question 3: Next Step**

Suggestions included:

- Get a visual artist to do ***a panel with photos of kids' faces***. When you press on each face, he/she talks back to you. You can ask questions, he/she answers – what he wants to do when he grows up, etc.
- Post stories on ***CHUH.org***. Residents can sign up for e-newsletter.
- Prepare ***information packet for realtors***
- Publicize stories via ***“Education Station TV”***
- Take the ***Ohio Department of Education's online survey*** and express what we think schools should or should not do.