

Powering Healthy Lives – RPS Rezoning Engagement Session

Facilitator’s Guide

General Recommendations

- **A co-facilitator and note taker are strongly recommended** to ensure multiple dimensions of conversation and to enhance the ability to capture key learnings to share with the Richmond City Public Schools.
- **A notetaking guide is included** to help focus on key points to gather. Capturing bullet points in short phrases is ideal. Use the notetaking form with handwritten notes or set up as a word document on a laptop. Notes are to be shared with the RCHD within a week of your meeting, in order to offer feedback to RPS. **Email to Elizabeth.Theriault@vdh.virginia.gov.**
- **One and a half hours** is projected for this session.
- So that community members have an opportunity to reflect on information individually, in small pairs and then to a larger group, it is recommended that **facilitators consider using a “1,2,4 ALL LIBERATING STRUCTURE”**. See <http://www.liberatingstructures.com/1-1-2-4-all/> for more information.
- **Overview the materials prior to your session.** In particular, take a look at the rezoning options. Which plans will you go over in your session? What 2-3 takeaways do you want people to know about each option?

Agenda

SLIDE 1

WELCOME – *Ask everyone to go around and introduce themselves and answer the Ice Breaker. Consider taking notes on a flipchart for everyone to see.*

- **Ice Breaker: What does a “successful” rezoning look like in Richmond?**

INTRODUCTION

- **Briefly mention what will happen in session:**
 - Review what’s in the current rezoning proposals
 - Provide community input that will influence the Committee and School Board’s process.
 - RPS is also hosting meetings around city – our conversations will be incorporated into administration’s overall review.
 - We will take notes, but will not identify who said what.
 - “Thought capture” sheets are available to write down comments
- **Share your role:**
 - **You do not represent RPS.** You want to hear all of the group’s thoughts and views. May not be able to answer all questions, but will take questions back to RPS and RCHD.

SLIDE 2

REZONING 101

- **Describe what rezoning is.**
 - Determines which schools children attend
 - Powerful tool that can be used positively and negatively for communities
 - Has historically been used (intentionally and not) to increase segregation and later to decrease segregation
 - Ex: 1961 *Bradley vs School Board of the City of Richmond* – judge ordered busing to prevent “white flight”. Ruling was overturned, invalidating busing across city/county lines. Busing for desegregation ended in 1982.
 - Ex: Plan G 1979 – Merged high schools from 7 to 3, which disproportionately grouped white students together.
- **Methods of rezoning**
 - Move boundaries of attendance zones, bus students to new groupings of schools, and account for school closures/openings

SLIDE 3

RPS TIMELINE

- Creation of options (will go over the options)
- Feedback (where we are now)
- Creation of revised options
- Feedback
- School Board decision-making

Pause for Discussion I: Revisit the responses to the icebreaker.

Possible questions:

- Rezoning can impact many things; what do we *want* the rezoning to impact? Is there anything different from your initial reaction in the icebreaker?
- Does equity play a role in rezoning? What would equity in our schools look like?
- What do you think RPS needs to consider during this rezoning process?

SLIDE 4:

LINK BETWEEN EDUCATION AND HEALTH

- Education creates opportunities for better health.
 - People who do not graduate high school live about a decade shorter than those who completed college.
 - People without a high school diploma are 52% more likely to delay or not receive medical care due to cost than people who attended college.

- People who report having fair or poor health: 40% of people who did not finish high school, 21% of people who graduated high school, 8% of college grads
- Poor health makes education harder
 - Can have recurring absences because of illness
- Child's home environment (exposure to lead) and family socioeconomic status (food access) can affect health and education

SLIDE 5:

REDLINING

- Redlining denied residents loans based on the “risk of their neighborhood”, not considering the individual.
- Presence of Black residents led to lower rating.
- Began in 1937 and lasted through 1968.
- Redlining map shows areas that were redlined (C and D) tend to have lower life expectancy modern day.
- Pattern also exists for higher rates of chronic disease (diabetes, high blood pressure, and heart disease), lower median household incomes, and higher rates of insecurity.

SLIDE 6:

LIFE EXPECTANCY AND PERSONS OF COLOR POPULATION

- Life expectancy changes based on where you live; lower life expectancy in areas with more people of color
- 22 year difference across Richmond
- People in Fairfield have life expectancy between 67-71 vs. 81-85 in Southampton

SLIDES 7-29

REVIEW RPS PROPOSALS

(TIP: Choose whichever slides feel most relevant to your group. For example, perhaps you'd like to focus on one particular age group. Feel free to use as many or as little of the slides that feel helpful.)

- Proposals are not final. They are preliminary concepts to test and generate input.
- Overview rezoning options. Point out how the plans are different.

Pause for Discussion 2: Opportunities and Challenges

Start in small groups, tackling each proposed option one at a time. Consider choosing a note-taker in each group. Then bring the groups back together to discuss.

- For each of the proposals outlined, what opportunities and benefits do you see? What challenges or weaknesses do you see?

SLIDE 30:

CLOSING/WRAP-UP

- More information on website
- Point out “RPS Thought Catcher” for people to fill out if they have additional thoughts

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Note Taker’s Guide

General Recommendations

- **Fill out event information** during the presentation so you don’t miss any of the discussion.
- **Capture different opinions in the room.** The discussions are not meant to get everyone to agree on the same option. Write down conflicting opinions.
- **Write or type – whichever works better for you.**
- **Overview your notes and submit to Elizabeth.Theriault@vdh.virginia.gov within one week.**
- **The facilitation guide is flexible.** The facilitator may not ask all the questions provided in the guide – it’s okay if not all the questions are answered.
- **Print out additional pages as needed.** In Discussion 2, the notetaking page is designed to cover one of the models for rezoning (Ex. Elementary Option 1, Middle School Option 2, etc.). Print or copy/past enough pages to have one page per option discussed.

Event Information

Event time, date, location:

Event facilitator:

Number of people present:

Any notes on demographics of people in the room (*Ex. how many RPS students, parents, adults without students, etc.*):

Discussion 1: What does a successful rezoning look like?

From Ice Breaker or Discussion 1

Possible questions:

- Rezonings can impact many things; what do we *want* the rezoning to impact? Is there anything different from your initial reaction in the icebreaker?
- Does equity play a role in rezoning? What would equity in our schools look like?
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Notes:

Discussion 2: Opportunities and Challenges

Start in small groups, tackling each proposed option one at a time. Choose a note-taker in each group and ask them to turn their notes in at the end. Then bring the groups back together to discuss.

- For each of the proposals outlines, what opportunities and benefits do you see? What challenges or weaknesses do you see?

Which model was discussed?

Complete these forms for each model (Ex. Elementary option 1, Middle School option 2, etc).

Opportunities and Benefits	Challenges and Weaknesses

Recommendations for RPS: *What did residents identify as things the school board and administration should prioritize or consider as they weigh decisions on rezoning?*

Notable Stories: *Did residents share anything that helps to capture what stood out in the conversation?*

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