

PARENTING IN CHANGING TIMES



VOLUME 2

Race & Racism

WHAT'S GOING ON OUT THERE?

Black Lives Matter (BLM) is a social movement, started by three mothers in 2013 in response to the murder of Trayvon Martin. BLM is dedicated to fighting racism and anti-Black violence, especially in the form of police brutality.

Over the past few years, we have seen a rising incidence of hate crimes and overt racism along with increased dialogue and anti-racism action.

The COVID-19 pandemic has underscored racial disparities in health care, employment, education, and housing.

The 8-minute 46-second video of the murder of George Floyd enters people's homes at a time when the country is more active on social media; BLM marches across the nation.

People began to share personal experiences with racism; @BIPoC and @Black pages show up on social media across the country.

A national conversation about the need for police reform begins, including a mandate from Governor Cuomo for Police Reform and Reinvention. This is echoed in a call to examine practices and policies in government, business, schools, and other institutions to ensure equity and inclusion.

In Westchester, there is community engagement and action in the form of anti-racist marches and discussions, coupled with BIPoC pages on social media.

A petition circulates, advocating for change within the Rye City School District (RCSD) and Rye City Council; Rye Coalition for Change is organized.

@BIPoC at Rye highlights lived experience of racism in the schools and in the community.

COVID-19 illuminates health disparities for Black and Hispanic/Latinx/Chicanx people in Westchester County.

Rye City Police Review Committee is established in accordance with NY State mandate.

RCSD establishes a Race, Inclusivity & Community Task Force as per NY State Education Department guidance; engages consultant: NYU Metropolitan Center for Research on Equity and the Transformation of Schools.

Rye Human Rights Commission Race Task Force begins conducting interviews with Rye residents to learn about lived experiences of racism.

Local non-profits begin to evaluate internal practices and community programming, increase staff training, and create resource lists and discussion opportunities.

WHAT'S GOING ON RIGHT HERE?

	1790's	1830's	1960's	PRESENT DAY
<p>DID YOU KNOW?</p> <p>QUICK FACTS YOU MIGHT NOT KNOW ABOUT RYE'S HISTORY OF RACISM:</p>	<p>SLAVERY WAS COMMON, WITH 123 ENSLAVED PEOPLE LIVING IN RYE IN 1790 OUT OF A TOTAL POPULATION OF 986 (12.5%)</p> <p>LEARN MORE</p>	<p>COMMUNITY MEMBERS ASSISTED SOUTHERN ENSLAVERS AFTER NEW YORK STATE ABOLISHED SLAVERY</p> <p>LEARN MORE</p>	<p>HATE CRIMES DURING THE CIVIL RIGHTS ERA INCLUDED A CROSS-BURNING ON THE YARD OF AN ACTIVIST FAMILY</p> <p>LEARN MORE</p>	<p>HOUSING DISCRIMINATION IN RECENT YEARS UPHOLDS RACIST PRACTICES</p> <p>LEARN MORE</p>



R E FLECT:

- What did I learn about the history of slavery, segregation, and civil rights?
- What perspectives were included? What was left out?
- Where and how did I learn about race and discrimination? In school? In my workplace? In my family? In my community?
- “I don’t see color” – what does this phrase mean to you? What may it mean to others? Consider how it negates the lived experiences of racial minorities

E XAMINE:

- How do my life experiences impact how I think about race?
- What racial stereotypes and biases do I hold?
- Have I ever prejudged a person based on race?
- Did I treat that person differently as a result?
- Do I recognize systemic racism when I see it? Do my children? (see resources for help)
- Am I creating space for my child(ren)/family to talk about race?

A SK:

- Start a conversation with your child(ren) about racial stereotypes. Reinforce that it is okay to talk about race
- Have you personally experienced racism in our community? What happened?
- Have you observed racism towards others? What did you do?
- Ask your child(ren) how they feel and what they are learning. How does it challenge their thinking?
- Ask your children what they have seen on TV and social media, and what their friends are talking about

L ISTEN:

- Consider the attitudes about race reflected in what you and others say, or don’t say
- Seek teachable moments to expand beliefs and language (e.g., misinformation)
- Find opportunities for your child(ren) to expand your beliefs and language

What do we mean when we say....

RACE is a socially constructed system of categorizing humans largely based on observable physical features such as skin color and ancestry. There is no scientific basis for, or discernible distinction between, racial categories. The ideology of race has become embedded in our identities, institutions, and culture and is used as a basis for discrimination.

SYSTEMIC RACISM is the deeply-institutionalized pattern of discrimination that cuts across major political, economic, and social organizations in a society. Public attention to racism is generally focused on individual racism that is more overt (such as a racist slur) rather than the system of racial inequality that may be more subtle (such as discrimination in employment or housing).

[CLICK FOR MORE INFO](#)

I NFORM:

- Share age-appropriate history and definitions (see resources for help)
- Expand your child(ren)’s understanding of equity and fairness
- As a family, discuss how racism exists in everyday life

S HIFT:

- Move from a place of lack of understanding and inaction to curiosity and readiness to learn
- It is okay if you do not know how to answer something – be honest and take time to learn together
- Shift from the mindset of “discomfort needs to be alleviated” to “discomfort signals a time of growth and change”

E MPOWER ACTION:

- Expand the scope of courageous conversations to others in or outside of your family
- Listen to perspectives and stories other than the ones that are familiar to you
- Share these new perspectives with others
- Encourage your child(ren) to do the same
- Identify ways that you and your child(ren) can contribute to community advocacy and antiracist action
- Set specific goals for engagement and action that are meaningful and achievable

ASK QUESTIONS TO PROMPT REFLECTION

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- Create a safe, nonjudgmental space for yourself and your family to ask questions
- Be okay with your own discomfort; speak and listen with an open mind
- Re-evaluate your beliefs as you learn new information
- Check in with your child(ren) as to what they are learning and how they are feeling



ENGAGE IN COURAGEOUS CONVERSATIONS

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- Check out the resources page. Start with one to discuss with your family. Be open to expanding your beliefs
- Think of a stereotype about race that you assumed was true and talk about it as a family. Where did that stereotype come from? How does it influence your understanding of people or events?
- Encourage each family member to express their views openly and truthfully, avoid blame and defensiveness
- Regularly engage in courageous conversations with others to normalize discussions about race

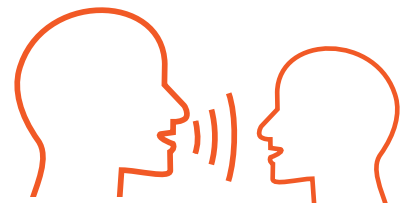


THERE IS A RELATIONSHIP BETWEEN IDEAS, FEELINGS, AND ACTIONS

TEACH THROUGH ACTION

T

- Teach your child(ren) how to recognize bias in information from social media, news, school, friends, family
- Who is the source of the information? Why do you think they feel that way? Is this opinion or fact?
- Discuss family values around race and inclusion
- Model these values to your child(ren) through upstander behavior
- Acknowledge and reinforce upstander behavior by your child(ren)
- Create opportunities for your family to engage in cross-cultural experiences





WANT TO LEARN MORE?

- Click Here for Selections from the Rye Free Reading Room
- Click Here for Information from the pRYEde Community Group
- Click Here to Learn More About Rye Youth Council programs
- Click Here for More Information from the Rye Historical Society



RESOURCES FOR STARTING COURAGEOUS CONVERSATIONS:

For Adults & Teens

- The Unequal Opportunity Race
- Marley Dias Talks Institutional Racism
- What is Systemic Racism in America?
- Overt and Covert Racism
- Unpacking the Invisible Knapsack of Privilege
- Understanding Racial Microaggression

For Elementary & Middle Grades Kids

- How White Parents Can Talk to Their Kids About Race
- Talking to Children About Race, Racism, & The Current Social Movement
- Talking to Children About Racial Bias
- General Resources About Race & Racism
- Center for Racial Justice

For Our Youngest Kids

- NAEYC: Teaching and Learning about Race & Racism
- Talking to Young Children about Race & Racism
- Sesame Street: The Power of We
- Sesame Street: How to Be An Upstander



FOR INFORMATION ABOUT THE RYE CITY POLICE REVIEW COMMITTEE & GOVERNOR CUOMO'S EXECUTIVE ORDER

[CLICK HERE](#)



FOR INFORMATION ABOUT THE RYE CITY SCHOOL DISTRICT RACE, INCLUSIVITY, AND COMMUNITY TASK FORCE

- Check the RCSD Race, Inclusivity, and Community Page for updates
- The Rye Commitment (revised 2020)
- Board of Education Goals (2020-21)

For Information About the District's Partner, the NYU Steinhardt Metropolitan Center for Research on Equity and the Transformation of Schools

- steinhardt.nyu.edu/metrocenter
- crehub.org/
- NY State Education Department Guidance on Culturally Responsive-Sustaining Education



WAYS TO GET INVOLVED:

- National Association for the Advancement of Colored People (NAACP)
- Rye Human Rights Commission



IF YOU, OR SOMEONE YOU KNOW, HAVE EXPERIENCED RACISM AND NEED ASSISTANCE:

- NAACP Port Chester-Rye Branch
- Rye City Human Rights Commission

Contact: pcrnaacp@gmail.com

[FILE A COMPLAINT](#)

