
Virtual | Audrey P. Beck Municipal Building
4 So. Eagleville Road, Mansfield, CT

AGENDA

In accordance with PA 21-2 §149 and social distancing guidelines recommended by the CDC to slow community spread of COVID-19, this meeting will be held virtually. A video recording of the meeting will be available on YouTube at "MANSFIELD CONNECTICUT STREAMING CHANNEL" (<https://mansfieldct.gov/video>) within seven (7) days after the meeting.

Public Comment will be accepted by email at FerraraMT@mansfieldct.org or by USPS mail at Town of Mansfield, Attention: Monica Ferrara, 4 South Eagleville Road, Storrs, CT 06268 and must be received prior to the meeting (public comment received after the meeting will be shared at the next meeting). Please email Ferraramt@mansfieldct.org or call 860.429.3304 by 4:00 PM on the day of the meeting to receive instructions for how to view, listen, or comment live.

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. APPROVAL OF MINUTES**
February 9, 2022
- 4. MEMBER REPORTS**
- 5. OLD BUSINESS**
 - A. IHRA
 - B. Sustainable CT
 - C. Budget Request
 - D. Juneteenth Celebration
- 6. NEW BUSINESS**
 - A. Committee Appointment Process
- 7. COMMUNICATIONS**
- 8. REPORTS OF SUBCOMMITTEES**
 - A. Town Charge
 - B. Communications and Outreach
- 9. OPPORTUNITY FOR PUBLIC COMMENT**

10. ADJOURNMENT

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MINUTES

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1. CALL TO ORDER

Mr. Mitoma called the meeting to order at 8:04 pm.

2. ROLL CALL

Present: Allopenna, Evans (arrival noted below), Fried, Lapuk, Lorenz (departure noted below), Mitoma, Nocton

Excused: Bruder, Vaughan

3. APPROVAL OF MINUTES

January 12, 2022

Minutes were approved by consensus.

4. MEMBER REPORTS

Ms. Nocton reported that Deliberation and Discourse had Brianna Jones do a speaking event February 8, 2022, and that there was a speaking event a few weeks ago, that was also well received.

Ms. Bell reported that the Willington, Mansfield, Ashford Restorative Justice Team is officially open for referrals for youth diversion. The Town Council approved the memorandums of agreement in late January. Youth Services is in the stages of setting up a celebrate pride event, that they are anticipating will take place on June 10, 2022.

Ms. Fried reported that she is taking a course about whiteness and it is one of the best online courses she has ever taken. It focuses on asking Americans who

identify as white to find their ethnic and spiritual roots in Europe. They also have a few different caucuses, one of which is a Jewish caucus, and explores the complexity of being Jewish and all the families who came here – changing their names and trying to assimilate. It really is about uncovering the roots of whiteness in Northern Europe and how we got to where we are today. This course is being put on by White Awake.

Mr. Mitoma reported that the Town is starting the rural welcoming initiative, run by Welcoming America. The goal is to support rural communities in becoming more welcoming to people of different cultures, backgrounds, etc. He will be joining a call with the Town Manager at 3 pm on the 15th as a representative of the Human Rights Commission. Ms. Fried expressed interest in joining that call as well.

Ms. Evans entered the meeting at 8:10 pm.

5. OLD BUSINESS

A. HRC Annual Report Activities

Mr. Mitoma briefly discussed the HRC Annual Report, and stated that it will be presented at the Town Council meeting on February 28, 2022. He requested that a group from the Human Rights Commission present the report, since the whole Commission had a role in creating the report and everyone had a hand in the activities.

Ms. Lorenz left the meeting at 8:12 pm.

6. NEW BUSINESS

A. Discussion with Chair of Farmington Human Relations Commission – Jay Tulin

Ms. Nocton introduced Mr. Tulin, Chair of the Farmington Human Relations Commission. Mr. Tulin discussed “A Resolution to Further Combat Discrimination by Adopting the May 26 Working Definition of Antisemitism”. Commission Members briefly discussed the resolution and it was decided by consensus that it would be added to the next Human Rights Commission meeting agenda to further review and discuss the document.

B. Budget Requests

Mr. Mitoma reported that he talked with Town Manager, Ryan Aylesworth, regarding budget requests and that the Commission would be able to request funds through the Town Managers Office. It was agreed by consensus that Ms. Fried and Ms. Allopenna would create a budget for the speakers series.

C. Sustainable CT

Mr. Mitoma reported on the joint Sustainability Committee meeting for Sustainable CT. It was agreed by consensus that the Town Charge Subcommittee will revisit the equity statement, which was drafted some months ago to contribute to Sustainable CT certification.

7. COMMUNICATIONS

None.

8. REPORTS OF SUBCOMMITTEES

A. Town Charge

None.

B. Communications and Outreach

None.

9. OPPORTUNITY FOR PUBLIC COMMENT

None.

10. ADJOURNMENT

Meeting adjourned by consensus at 8:53 pm.

A Resolution to Further Combat Discrimination by Adopting the May 26, 2016 Working Definition of Anti-Semitism Set Forth by the International Holocaust Remembrance Alliance (IHRA)

WHEREAS, antisemitism, including harassment on the basis of actual or perceived Jewish origin, ancestry, ethnicity, identity, affiliation, or faith is an evil scourge on civilized societies throughout the world that must be identified and categorically rejected by all responsible individuals as well as private and public entities yet remains a persistent, pervasive, and disturbing problem in American society; and

WHEREAS, notwithstanding that the town of _____ has a long history of categorically rejecting discrimination in all its forms, Jews continue to be a targeted minority in the United States and are consistently the most likely of all religious groups to be victimized by incidents of hate, and such incidents are increasing at an alarming rate; and

WHEREAS, the deadliest attack against the American Jewish community took place on October 27, 2018 at the Tree of Life Synagogue in Pittsburgh, Pennsylvania, killing eleven worshippers and injuring several more; and

WHEREAS, the International Holocaust Remembrance Alliance (IHRA), by consensus vote of its member states, adopted a Working Definition of Antisemitism in May 2016, which has become the internationally recognized, authoritative definition for use by governments and international organizations; and

WHEREAS, the non-legally binding definition reads in full:

"Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."; and

WHEREAS, as an accompaniment to the definition, "to guide IHRA in its work, the following examples may serve as illustrations:

"Manifestations might include the targeting of the state of Israel, conceived as a Jewish collectivity. However, criticism of Israel similar to that leveled against any other country cannot be regarded as anti-Semitic. Antisemitism frequently charges Jews with conspiring to harm humanity, and it is often used to blame Jews for "why things go wrong." It is expressed in speech, writing, visual forms and action, and employs sinister stereotypes and negative character traits."

"Contemporary examples of antisemitism in public life, the media, schools, the workplace, and in the religious sphere could, taking into account the overall context, include, but are not limited to:

- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion.
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective - such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government, or other societal institutions.
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews.
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust).
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust.
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations.
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor.
- Applying double standards by requiring of it a behavior not expected or demanded of any other democratic nation.
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis.
- Drawing comparisons of contemporary Israeli policy to that of the Nazis.
- Holding Jews collectively responsible for actions of the state of Israel."; and

WHEREAS, further guidance within the definition section sets forth that:

- "**Anti-Semitic acts are criminal** when they are so defined by law (for example, denial of the Holocaust or distribution of anti-Semitic materials in some countries)."
- "**Criminal acts are anti-Semitic** when the targets of attacks, whether they are people or property - such as buildings, schools, places of worship and cemeteries - are selected because they are, or are perceived to be, Jewish or linked to Jews."
- "**Anti-Semitic discrimination** is the denial to Jews of opportunities or services available to others and is illegal in many countries."; and

WHEREAS, the IHRA Working Definition has proven to be an essential tool used to determine contemporary manifestations of antisemitism; and

WHEREAS, it is in the public interest for the Town of _____ to join numerous municipalities across the United States and over 30 governments internationally and in adopting the IHRA's definition of antisemitism and attendant illustrative examples, in order to provide a definitive message for the public, expressly identifying those acts which constitute antisemitism and are as such deserving of categorical rebuke; and to aid the Town's government in cooperating with recognized organizations which combat antisemitism, and available procedures for reporting acts of antisemitism which have occurred or may occur in the Town of _____ or elsewhere;

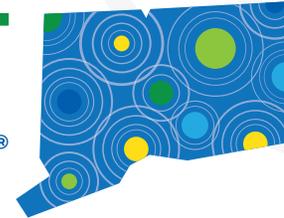
NOW, THEREFORE, BE IT RESOLVED BY THE TOWN BOARD OF THE TOWN OF _____, that the May 26, 2016 International Holocaust Remembrance Alliance (IHRA) Working Definition of antisemitism, including attendant illustrative examples as fully set forth hereinabove be and hereby is adopted by the Town Board as an official declaration of policy for _____; and be it further

RESOLVED, that it shall be the policy of the Town's government to utilize the said working Definition of antisemitism and attendant illustrative examples, in a continuing endeavor to cooperate with recognized organizations in educating residents about identifying acts of antisemitism, and available procedures for reporting acts of antisemitism which have occurred or may occur in the Town of _____.

Financial Impact

None

Sustainable CT
Local Actions. Statewide Impact.®



ACTION 1.1 OPTIMIZE FOR EQUITY

Equity Toolkit



Apply the Equity Toolkit to
1 other Sustainable CT action
for Bronze Certification



Apply the Equity Toolkit to
3 other Sustainable CT actions
for Silver Certification

Getting Started

This Equity Toolkit lays out a process that your Sustainability Team should use to engage your community as you plan and implement Sustainable CT actions.

To be eligible for Sustainable CT certification, your municipality is required to apply this Equity Toolkit to at least one Sustainable CT action for bronze certification and to at least three actions for silver certification. The Toolkit may be applied to any action other than Action 1.1 Optimize for Equity.

Begin the Equity Toolkit process before you start to work on the Sustainable CT action to which the Equity Toolkit will be applied. Follow the process outlined to identify and apply the Toolkit to a Sustainable CT action. When you have finished, you will submit a short narrative describing how you utilized this Equity Toolkit.



ADDITIONAL GUIDANCE

If you would like support in completing this action, Sustainable CT staff can connect you with equity coaches. Sustainable CT also provides trainings throughout the year to help communities better understand this issue.

To connect with an equity coach or to learn more about our resources, contact Sustainable CT at info@sustainablect.org

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Equitable communities

recognize the intrinsic value of each member and the need to connect with everyone, regardless of a person's race, gender, age, or sexual identity.

Why Does Equity Matter?

Sustainable CT believes that our communities can thrive and truly be sustainable only when social equity is achieved; that people's race, gender, zip code, etc. does not dictate their life outcome.

To build communities that embrace equity, Sustainable CT cities and towns will create a table where diverse relationships are welcomed and valued, where decisions are made collectively, and where success is measured by the variety of perspectives and experiences represented.

Sustainable CT recognizes the many values of diversity to strengthen civic engagement, local economies, arts and culture, community resilience, and more. Sustainable CT encourages cities and towns to include more diverse voices in their decision making processes, and to identify barriers to access for underrepresented residents in order to determine and respond to community priorities.



We know our neighbors.

We value diversity.

All members of our community have the ability to co-create the vision for our town and shape decisions.

We connect with people who are different from us.

We strive for genuine collaboration.

Decision makers in our community reflect those impacted by the decisions.

What's at Stake?

Creating more inclusive and equitable communities means changing systems that have resulted in disparities.

POVERTY

In Connecticut, 26% of the Latino population and 20% of the Black population live below the poverty level, compared to 6% of Whites. High rates of poverty impact everyone: child poverty alone costs an estimated \$500 billion a year to the US economy and stifles the potential of millions of families.

HOUSING BURDEN

Fifty-one percent of the people renting housing in the US pay more than 30% of their income on rent (expressed as “housing burden”), squeezing household budgets and leaving few resources to pay for other expenses or make long-term investments. **In Connecticut, Latinos experience the highest housing burden at 62%, followed by 60% of Blacks,** and 48% of Whites. 34% of Connecticut families with children live with a high housing burden.

INCOME AND THE WAGE GAP

Women in Connecticut are paid 82 cents for every dollar paid to men (for full-time, year-round jobs), amounting to an annual wage gap of \$10,864. Non-white Connecticut women are paid much less: Black women are paid 58 cents, Latinas are paid 47 cents, and Asian women are paid 80 cents for every dollar paid to white, non-Hispanic men.

DISCONNECTED YOUTH

Among 16-24 year olds in Connecticut, **21% of Black males and 17% of Black females are not working or in school. The same is true for 18% of Latino males and 17% of Latina females,** but less than 9% of White males and 6% of White females. Not accessing education and job experience early in life can have long-lasting impacts, including lower earnings, higher public expenditures, lower tax revenues, and lost human potential.

EXPOSURE TO POLLUTION

Connecticut's Black and Latino populations have the highest air pollution exposure indices (55 and 54 out of 100, respectively). Connecticut's White population has the lowest exposure index (36). Exposure to pollution and toxins undermines the safety, health, and well-being of residents, putting them at higher risk for chronic diseases and premature death and limiting their opportunities to thrive.

INCARCERATION RATES

Nationwide, Blacks are incarcerated in state prisons at a rate that is 5.1 times the imprisonment of Whites. **In Connecticut, the disparity is far greater: the Black incarceration rate is 9.4 times that of Whites;** the Latino incarceration rate is 3.9 times that of Whites.

Please see page 14 for data sources.

The purpose of this Toolkit is to build and strengthen municipal processes to be more **inclusive, cohesive, and representative** of all community members, now and in the future.

How Can We Build an Inclusive Process?

Think of this Equity Toolkit as your road map: it lays out a series of simple steps to help you connect with your community and identify issues that are important to them.

First, you will explore who lives and works in your community, and then determine how you may make connections. Once you have made connections, you can begin to define some important issues in your community and identify active organizations, non-profits, town departments, etc. Through this process, you will explore these ideas more deeply, as they might relate to Sustainable CT actions.

Remember to keep an open mind! As you learn more about your specific community's needs, be prepared to adapt your approach as needed.



.....
Broaden community connections and work together.

Value all voices and include the interests of all members of the community in decision making.

Create a community where all can thrive and where race, gender, age, or sexual identity do not determine opportunities or predict outcomes.

Recognize and embrace the strengths that all neighborhoods and community members bring to our communities.

- 1
- 2
- 3
- 4
- 5

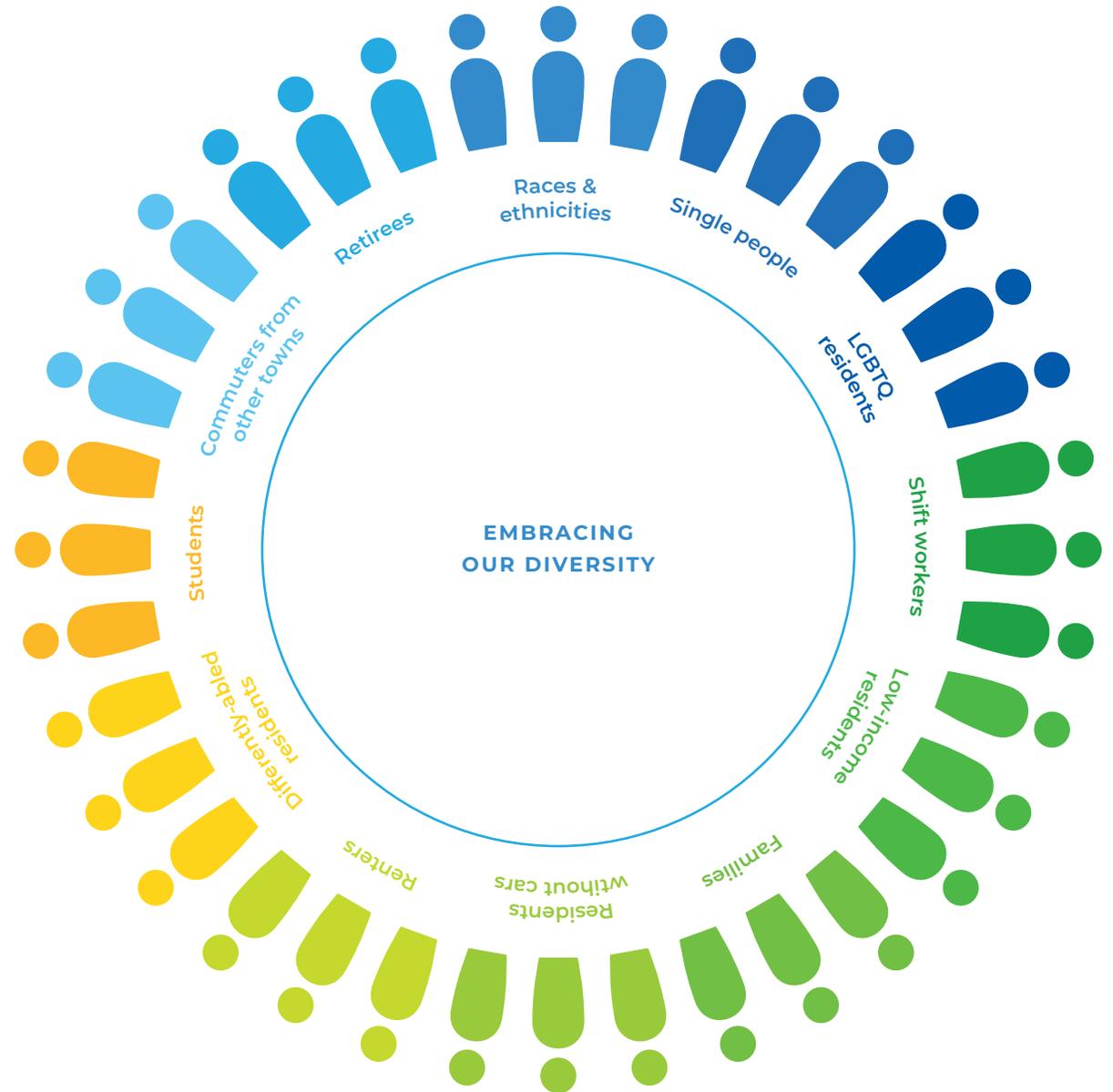
Who Lives and Works in Our Community?

The first step to building an inclusive process is to identify who lives in your community. Demographic information generally includes data on race, ethnicity, age, gender, and income. Think broadly to identify additional characteristics of those in your community: for example, those who are differently-abled, retired or working, single or living with dependents, homeowner or renter, etc. By first identifying who lives in your municipality, you can begin to learn how different people experience the community.



HELPFUL TIP

Find community-level data online: [CT Economic Resource Center Town Profiles](#), [Partnership for Strong Communities Housing Data Profiles](#), [DataHaven](#), [Kids Count](#), [The National Equity Atlas](#), [US Census Bureau](#).



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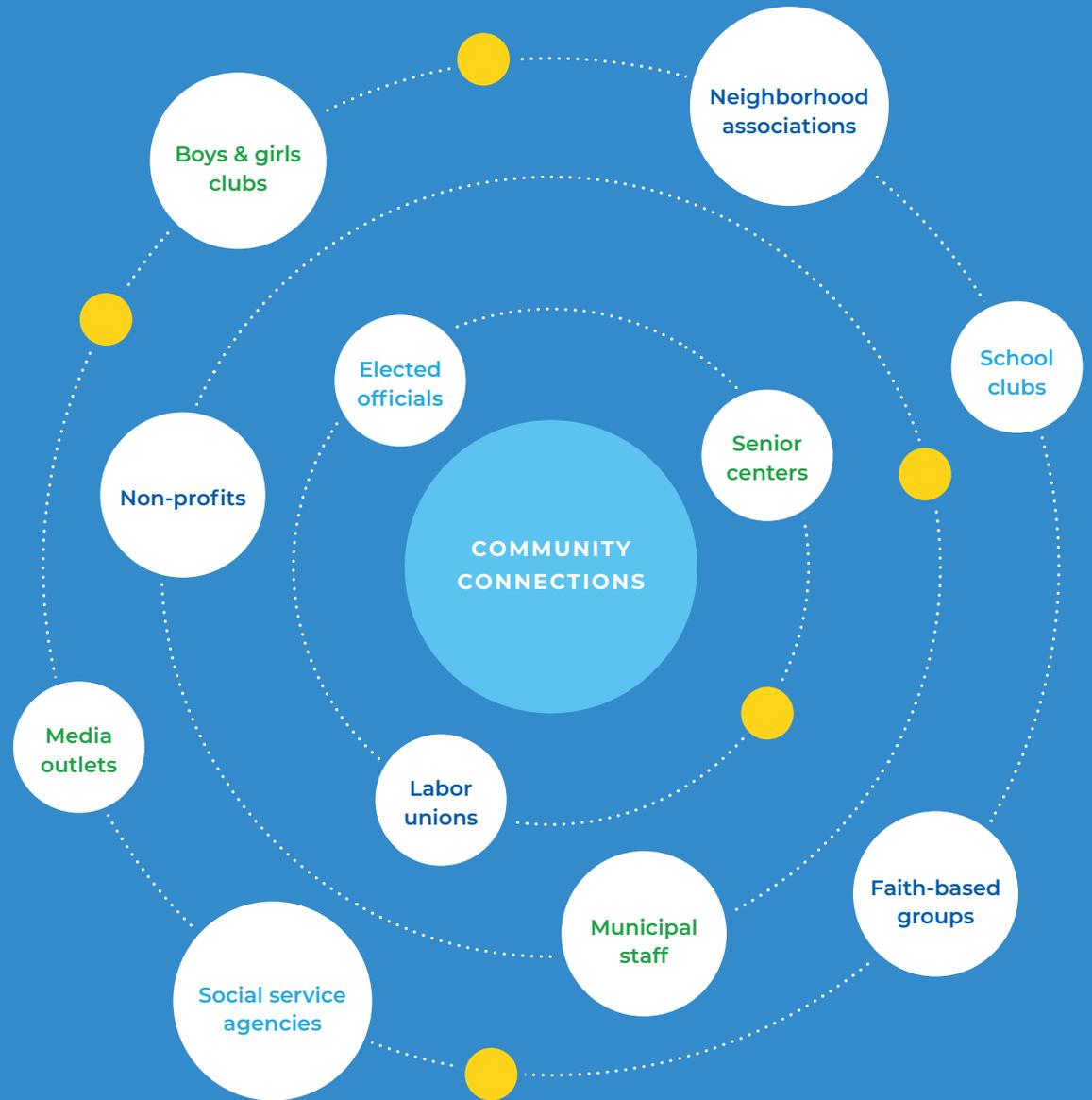
How Can We Connect with Each Other?

Once you have identified who lives and works in your community, begin to think about how you might connect with all community members. Are there active non-profits or interest groups? What are some of the pressing issues your community is facing? What organizations are working on those issues? For groups that are not typically represented in community decision making, are there organizations that might help you connect with them?



HELPFUL TIP

If you're not sure how to find non-profits and local service groups, try asking your school system, Department of Social Services, senior center, etc. If you don't know where to begin to identify issues in your community, read the local paper, attend a town council meeting, talk to leaders of non-profits and faith communities.





Create Opportunities for Dialogue

You might set up individual meetings or choose to have larger events with the community groups you have identified. Regardless, be sure to make space for open and honest dialogue. Recognize that building trust takes time, and that building an inclusive process is, in itself, a process. As you proceed, you will likely continue to make new connections within your community.

As you hold your meetings, look at the list of Sustainable CT actions and identify some that might help address the needs, pressing issues, and values of your community. Work together to select a Sustainable CT action to complete and to determine a strategy for inclusive implementation.

For example, if you find that members of your community do not own cars (due to income, physical challenges, age, preference), how might *Action 6.1 Implement Complete Streets* or *Action 6.5 Promote Public Transit and Other Mobility Strategies* be implemented to open up mobility options for all members of your community?



HOW TO HOLD AN INCLUSIVE MEETING

Hold meetings at varied locations, on different days, and at different times of day.

Ensure that neighborhoods that might be impacted by your discussion topic have access and can get to the meeting easily.

Include interpreters/translators for key languages represented in the local community.

Provide snacks and child care services.

Hold meetings at venues that are accessible by public transportation.

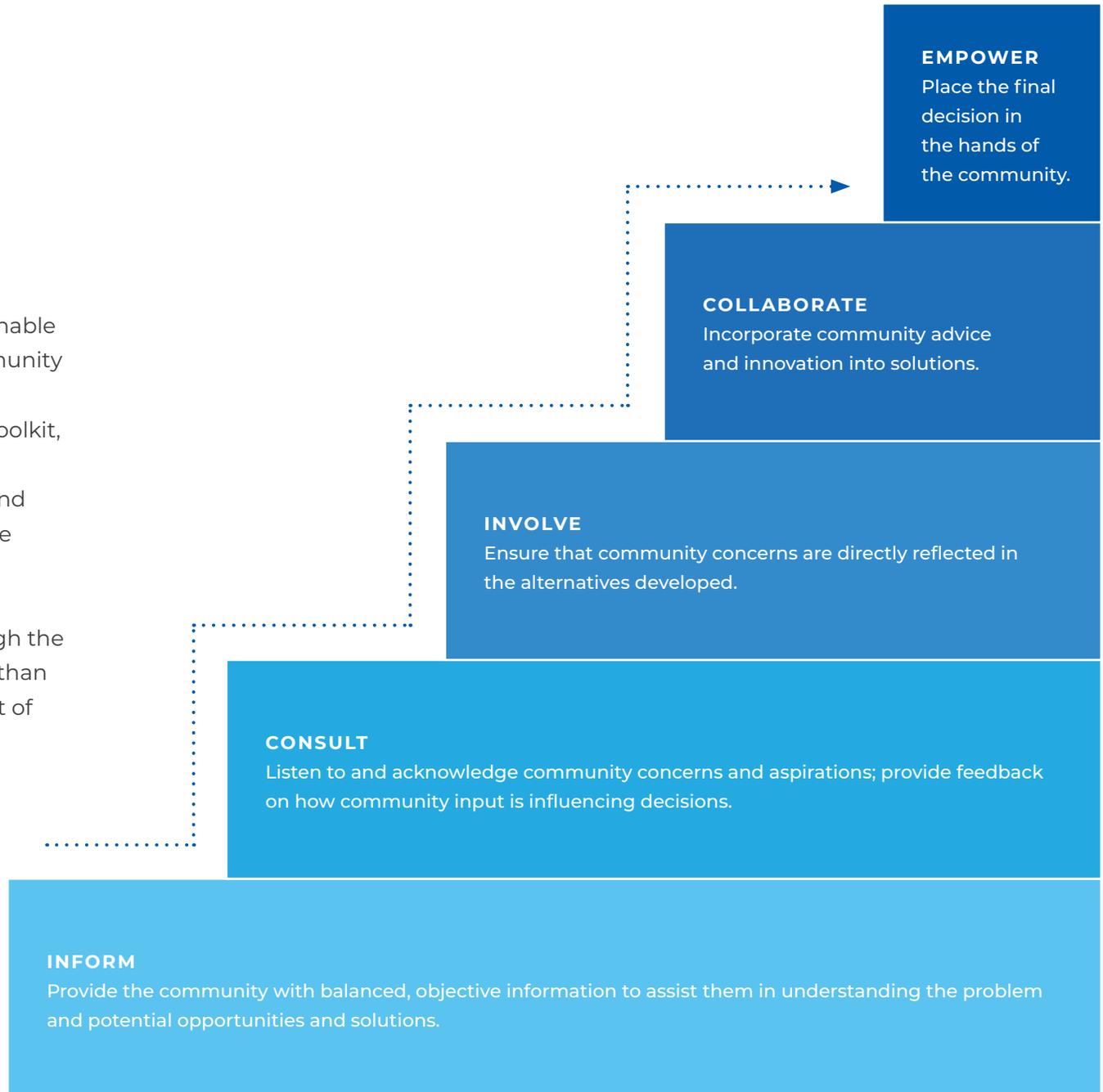
Ensure that all residents are able to obtain meeting information.



Collaborate and Co-Create

It's time to start work on the Sustainable CT action you identified with community members. Using the strategies you develop as you work through this Toolkit, carry out the action in an inclusive manner. It is important to involve and update community members as the action implementation evolves.

Remember, you are working through the action *with* the community, rather than *for* the community. Maintain a spirit of collaboration and co-creation.





Refine, Revisit, Improve

As you worked through this Toolkit, you probably found the process both challenging and rewarding. Hopefully you have broadened your perspective and begun to grow towards a more inclusive community. Take a moment to reflect on the process. Did you achieve the goals for optimizing for equity? What lessons did you learn? What surprised you?

Making real progress towards equity and inclusion takes time and trust: remember that this Equity Toolkit is just the beginning of a process. Continue to refine, revisit, and continuously improve your strategies and perspectives as you co-create an inclusive and sustainable community for current and future residents.

We started to look at future challenges from a more diverse point of view.

In order to eliminate unrecognized biases, we expanded our team to become more inclusive.

This process is a source of empowerment: everyone can play a role in effecting positive change in our community.

To satisfy Action 1.1 Optimize for Equity, you must **submit a short narrative** describing how your Sustainability Team applied the Equity Toolkit.

Submission Requirements

1

WHO LIVES AND WORKS IN YOUR COMMUNITY?

List the groups and stakeholders your Sustainability Team identified and engaged.

2

HOW DID YOU CONNECT WITH EACH OTHER?

Describe how and when the engagement took place and what was discussed. List the shared goals determined through your community co-creation and engagement process.

3

WHAT EMERGED FROM YOUR DIALOGUE?

State the Sustainable CT action to which you ultimately chose to apply the Equity Toolkit; include why you selected this action.

4

WHAT WAS THE RESULT OF YOUR COLLABORATION?

Describe how you implemented the action based on the input received during the community engagement and co-creation process. Highlight how your Sustainability Team incorporated the community input and how the action implementation was different because of this input. How might you include or expand services to additional community members in the future?

5

HOW WILL YOU REFINE, REVISIT, AND IMPROVE?

Evaluate the Equity Toolkit application process. What did your Sustainability Team learn? What challenges did your Sustainability Team encounter and how might you make improvements for future applications of the Equity Toolkit? How might you engage and include more community members?



IMPORTANT!

Along with your Optimize for Equity action submission, you must also submit the required materials for the action to which the Equity Toolkit was applied.

Additional Resources

Government Alliance on Race & Equity

<https://www.racialequityalliance.org>

Race Forward

<https://www.raceforward.org>

PolicyLink

<http://www.policylink.org>

Seattle Race and Social Justice Initiative

<https://www.seattle.gov/rsji>

Connecticut Economic Resource Center Town Profiles

[https://www.cerc.com/resources/
town-profiles](https://www.cerc.com/resources/town-profiles)

Partnership for Strong Communities Housing Data Profiles

<http://www.pschousing.org/publications>

DataHaven

<http://www.ctdatahaven.org>

Kids Count

<https://datacenter.kidscount.org>

The National Equity Atlas

<http://nationalequityatlas.org>

US Census Bureau

<https://www.census.gov>

Data Sources

Poverty

National Equity Atlas, 2015 data

Housing Burden

National Equity Atlas, 2015 data
Kids Count, 2016 data

Income and Wage Gap

National Partnership for Women and
Families, 2015 data

Disconnected Youth

National Equity Atlas, 2015 data

Exposure to Pollution

National Equity Atlas, 2015 data

Incarceration Rates

The Sentencing Project, 2014 data