



## Community Services Committee

Town of Brighton, Monroe County, New York

Councilmember Robin Wilt, Chairperson

Councilmember Christine Corrado, Co-Chairperson

### **AGENDA**

**January 15, 2020**

**Location: Brookside Recreation Center, 220 Idlewood Road**

**Time: 9:30 AM – 11:30 AM**

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#### **PRESENT:**

#### **MEETING CALL TO ORDER**

#### **OPEN FORUM**

#### **APPROVAL OF MINUTES**

December 18, 2019

#### **COMMUNICATIONS**

#### **CONTINUING BUSINESS**

**Park Issues: Matt Beeman**

**Recreation Programs: Rebecca Cotter**

**Winter Farmers' Market Update**

**Inclusion, Diversity and Equity Advisory Committee Update**

**Beautification Committee Update**

**Community Choice Aggregation Update: Ken Gordon, Town Attorney**

**Brighton Safe Streets for All Update**

PACE Program Update: Christine Corrado

Design Connect MOU Update: Christine Corrado

**Councilmember on Your Corner Update**

**Brighton Complete Count Committee (2020 Census) Update: Robin Wilt**

2300 Elmwood Avenue Rochester, New York 14618 [www.townofbrighton.org](http://www.townofbrighton.org)

Phone: 585-784-5250/Fax: 585-784-5368

**Brighton Opt in to Rent Stabilization (Emergency Tenant Protection Act – EPTA): Robin Wilt**

**Community Services Committee Website Update**

**Mobile African American History Display Update**

**Territory Acknowledgment Update: Ronnie Pollack and Kathy Castania (Eric Bassford, Ryan Bassford Terry Pollack, Sonia Tafoya)**

## **NEW BUSINESS**

**Disavowal of Restrictive Covenants**

**GFL AWMA Earth Day Grant application**

## **UPCOMING EVENTS:**

### **Cabin Fever**

Brookside Recreation Center

Sunday, January 26, 1:00 - 4:00 pm

Direct Sales Vendors, Brighton Wardrobe Sale, Winter Farmers Market, Recreation Department Open for Registration!

### **Semi-Annual DEA Pharmaceutical Take-Back Event**

Brighton Town Hall, Public Safety Wing, 2300 Elmwood Avenue

Saturday, April 25<sup>th</sup>, 2020, 10:00 am – 2:00 pm

### **Brighton Annual Clean Sweep**

Brighton Town Hall, 2300 Elmwood Avenue

Saturday, May 9<sup>th</sup>, 9:00 am – 2:00 pm

### **Semi-Annual Electronics Recycling and Secure Document Shredding Event**

Brighton Highway Department, 1941 Elmwood Avenue

Saturday, May 16<sup>th</sup>, 9:00 am – 12:00 pm

## **NEXT MEETING:**

### ***Thursday***

February 21<sup>st</sup>, 2020\*

9:30 am: Brookside Recreation Center

\*Please note change in day

## ARE YOU THINKING OF DOING A LAND ACKNOWLEDGEMENT?

### EXAMPLE OF A LAND ACKNOWLEDGEMENT:

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are standing on the ancestral lands of the (Name of Group). We pay respects to their elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that enable us to be here together today. And please join us in uncovering such truths at any and all public events.

Here are some examples of what this acknowledgement compels us to do:

1. Get behind the effort to change Columbus Day to Indigenous Peoples' Day.
2. If you have children, check to see what kind of history they are teaching on Thanksgiving, Columbus, and the history of Indigenous People and then go in and talk to the administration about it.
3. Fight for the removal of offensive sport mascots in your area
4. Do land acknowledgements that have an action component in all of the events and meetings where you are.
5. Read Indigenous Peoples' History of the United States by Roxanne Dunbar-Ortiz and any of the recommended books on the list below.

### SOME THINGS TO CONSIDER WHEN DOING A LAND ACKNOWLEDGEMENT:

From: <https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html?fbclid=IwAR2Sk5VjJTtRhHI-K7jtf-Smgr5Y5qfKNdiYVPPfJskqMRbcX2Ct-bZVsk>

- 1) More and more I am seeing people in the US talk about doing a Land Acknowledgement at their meeting, conference, or event.
- 2) If you're wondering what a Land Acknowledgement is, it is opening remarks that say the land that the event is on is (or was) the homeland of a specific Native Nation. It is meant to create awareness.
- 3) At first glance, cool, right? Progressive-minded, right? They have a lot of appeal, for sure. But... that is where they can go wrong.
- 4) I've seen scripts that people write that a presenter/speaker can use. The use of it is well-meaning, but we all know about good intentions, right?
- 5) If you do one because you think you should, but that's as far as you go with it in your own thinking or what you impart to others, you're just doing it as a box-checked sort of thing that is no good.
- 6) If you're not mindful of what you are doing, then, you are turning a land acknowledgement into a token. It becomes an empty gesture to "honor" Native people. It becomes this century's mascot.
- 7) Listen to Hayden King's '[I regret it](#)' about his reflections on a land acknowledgement he helped draft at his university. He makes many excellent points. Listen and share it! He's Anishinaabe.
- 8) If you're going to do one, you gotta do some research! If, for example, you are in Oklahoma, you might want to acknowledge one of the 39 tribal nations there today, but you know (right?) that many of them are there because of the Indian Removal Act.
- 9) How might you incorporate that history into your acknowledgement?
- 10) Find out what the nation(s) you are naming in your acknowledgement are doing, today. Tell your audience about it. Tell them how they can support that nation's work. See? That means you have to do some research

so your Land Acknowledgement is meaningful.

11) Annoying fact: lot of people think children's literature is not worthy of the same kind of study that English departments give to books for the adult market. But you know that people want their kids to read! In your Land Acknowledgement, recommend a book by a Native writer!

12) I've got links to lists of books by Native writers, here: [Best Books](#) I'd love to see ppl who do Land Acknowledgements in California say "hey everybody, [ISLAND OF THE BLUE DOLPHINS is not a good book.](#)" Because it isn't.

13) And, I'd love to see people in California who are doing Land Acknowledgements say "hey everybody, let's look critically at the mission projects teachers are doing..." Start by reading [Teaching the Truth about California Missions](#).

14) And, wouldn't it be terrific if Land Acknowledgements in California and Alaska and Georgia included "let's think about the impact the gold rush had on Indigenous people..."

15) In other words: do some work before doing a Land Acknowledgement. Make it meaningful. Give your audience a task.

16) And when you speak those words... don't do it in a somber tone. You're not in church! When you're teaching, you don't speak in a reverent, prayer like way. Don't do it for a Land Acknowledgement, either.

17) By this point in this thread, some of you are wondering what to do. How, you might wonder, can you 'get it right' (or close to right)?

18) Most of you have a lifetime of unlearning to do. Some of you have a family story about a Native ancestor and you think that puts you in a place to say this or that about an issue, but if you don't know more than just "Native ancestor", you're probably relying on stereotypes.

19) Some of you might have taken a DNA test and in your head and heart, think that validates your family story, but it doesn't. To understand why it doesn't, read Kim Tallbear's work. Start with her article, ['There is no DNA test to prove you're Native American' \(link: <https://www.newscientist.com/article/mg22129554-400-there-is-no-dna-test-to-prove-youre-native-american/>\)](#) Get her book, too. And follow her on Twitter.

20) Most of the mainstream media does a terrible job reporting on Native issues. They can flail about as they've done for hundreds of years, or they can take a look at the [resources](#) developed by the Native American Journalists Association.

21) There are [resources](#) available from the American Indian Library Association, too:

22) Do you listen to podcasts as you drive, walk, or exercise? Subscribe to [All My Relations](#): ([link: <https://itunes.apple.com/us/podcast/all-my-relations-podcast/id1454424563?mt=2>](https://itunes.apple.com/us/podcast/all-my-relations-podcast/id1454424563?mt=2)) And [Media Indigena](#).

23) And give a listen to [Henceforward](#).

24) One issue you could address in your land acknowledgement is mascots. There are far more than you may know. Zoom in on this [interactive map](#).

25) And if you want to incorporate something about why mascots are unacceptable, start by reading [Stephanie Fryberg's research](#).

26) Get a copy of Daniel Heath Justice's [WHY INDIGENOUS LITERATURES MATTER](#). It doesn't matter what YOU teach... we all read, buy, and share books... Daniel's book will help you a lot.

28) [This is a great resource](#) for doing land acknowledgements. Make sure you read the articles there, and take a look at the teacher's guide, too! Here's the link that will take you right to the [map](#). **Read the disclaimer that pops up when you go to the map.**

**BOOKS BY NATIVE WRITERS:** These include books intended for the adult market, but that we might think can be read by older teens.

- Francis, Lee and Alvitre Weshoyot, Sixkiller
- Hobson, Brandon. *Where the Dead Sit Talking*
- Mailhot, Terese. *Heart Berries: A Memoir*
- Orange, Tommy. *There, There*
- Rice, Waubgeshig. *Moon of the Crusted Snow*
- Robinson, Eden. *Trickster Drift* (book two in her Trickster trilogy)
- Whitehead, Joshua. *Jonny Appleseed*



# AIR & WASTE MANAGEMENT ASSOCIATION

## GENESEE FINGER LAKES CHAPTER

### 2020 - Earth Day Grant Application

The Genesee Finger Lakes Chapter of the Air & Waste Management Association – (“GFLAWMA”) will be awarding one or more grants, each worth up to \$750, in honor of Earth Day 2020. The purpose of the Earth Day Grant Program is to increase environmental education through Projects that promote 1) environmental awareness and consciousness, and 2) the development of technical knowledge and skills and sustainable environmental practices. The grant(s) will be awarded approximately one month prior to Earth Day 2020 – April 22, 2020.

#### Eligibility:

- The grant program is open to educational institutions and not-for-profit organizations in the New York State counties of Monroe, Wayne, Ontario, Livingston, Orleans, Genesee, Wyoming, Steuben, Seneca, Schuyler, Yates, and Allegany.

#### Grant Conditions:

- The funds disbursed by the Chapter **must** be used by the recipient by June 30, 2021.
- After completion of the Earth Day project/event, grant recipients **MUST** submit a brief letter/e-mail report to GFLAWMA that includes a summary of the project (photos are encouraged).
- Acknowledgement/recognition of the GFLAWMA at the event or in project materials.

#### Application Requirements:

- Applicants must provide all requested information on this application. All applications will be reviewed, and grants awarded, by the GFLAWMA. The decision of the GFLAWMA is final.
- Receipt of grant applications by the GFLAWMA does not necessarily mean that grant(s) will be awarded.
- If selected, applicants will be required to fill-out a W9 tax form. This is intended to demonstrate to GFLAWMA that the applicant is an eligible educational institution and/or not-for-profit organization.

- Applications must be submitted to the Education Committee Co-Chair:

Laura Best  
Stantec  
61 Commercial Street Suite 100  
Rochester NY 14614-1009 US  
Email: [Laura.Best@stantec.com](mailto:Laura.Best@stantec.com)  
Tel: (585) 413-5327

- ***Applications must be received no later than March 2, 2020.***
- For information about GFLAWMA and the grant program, contact Laura.

## APPLICANT INFORMATION:

Project Coordinator: \_\_\_\_\_

Organization Name: \_\_\_\_\_

Organization Address: \_\_\_\_\_

Coordinator Telephone Number: \_\_\_\_\_

Coordinator Email Address: \_\_\_\_\_

Check Payable to (if awarded): \_\_\_\_\_

**NOTE: THE CHECK MUST BE MADE PAYABLE TO THE ENTITY THAT WILL BE LISTED ON YOUR W9.**

Address (for check, if awarded): \_\_\_\_\_

**NOTE: THE CHECK WILL BE PROMPTLY MAILED IF AWARDED. PLEASE ENSURE ACCURACY.**

How did you hear about the GFLAWMA Earth Day Grant? \_\_\_\_\_

## Acknowledgement:

I understand that the money requested, if awarded, will be used for the program/activity described above. Grant money will be returned to the Genesee Finger Lakes Chapter of AWMA in the event that the activity is cancelled or does not take place. The GFLAWMA will be acknowledged in some appropriate manner for the contribution received. **A letter/e-mail report will be provided to the Chapter describing the results of the activity after it is completed.**

\_\_\_\_\_  
**Name of Organization Representative (please print)**

\_\_\_\_\_  
**Signature of Organization Representative**

\_\_\_\_\_  
**Date**



## PROJECT INFORMATION:

Please provide of brief description of the Project in the sections provided below. If necessary, please submit additional sheets.

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Project name: \_\_\_\_\_

Project location: \_\_\_\_\_

Grant amount requested: \_\_\_\_\_

Anticipated No. of Participants: \_\_\_\_\_

Anticipated No. of people impacted by the Project: \_\_\_\_\_

- (1) **Project Description, including a summary of activities, and overall purpose of Project:**



**(2) Project Timeline:**

**(3) Describe the environmental awareness and consciousness impacts the Project will have, both short-term and long-term:**





**(4) Describe the technical knowledge, skills, and sustainable environmental practices the Project will result in, both short-term and long-term:**

**(5) Please provide a detailed budget (Note: Project funding that goes towards educational tools and the development of skills is more heavily weighted than funding that goes towards extra items such as food and t-shirts):**



- (6) Describe how the GFLAWMA will be recognized during and after the Project; examples include but are not limited to logo on printed materials, mention in newsletters, press coverage, social media, etc.:
- (7) Describe how the Project Coordinator will report the Project to GFLAWMA after its completion:
- (8) Other information that you believe will be helpful for the GFLAWMA:

