



Social Equity and Racial Justice Advisory Committee Meeting Agenda

ASHLAND SOCIAL EQUITY AND RACIAL JUSTICE ADVISORY COMMITTEE

REGULAR MEETING AGENDA

Thursday, January 2, 2025

I. Call to order and Welcome (5 minutes)

1. Land Acknowledgment - We acknowledge and honor the aboriginal people on whose ancestral homelands we work - the Ikirakutsum Band of the Shasta Nation, as well as the diverse and vibrant Native communities who make their home here today. We denounce the egregious acts of the colonizers and government and recognize the horrific impacts that still exist today. We honor the first stewards in the Rogue Valley and the lands we love and depend on: Tribes with ancestral lands in and surrounding the geography of the Ashland Watershed include the original past, present and future indigenous inhabitants of the Shasta, Takelma and Athabaskan people. We also recognize and acknowledge the Shasta village of K'wakhakha - "Where the Crow Lights" - that is now the Ashland City Plaza.
2. Labor Acknowledgement
We also pause to recognize and acknowledge the labor upon which our country, state, and institutions are built. We remember that our country is built on the labor of enslaved people who were kidnapped and brought to the U.S. from the African continent and recognize the continued contribution of their survivors. We also acknowledge all immigrant labor, including voluntary, involuntary, trafficked, forced, and undocumented peoples who contributed to the building of the country and continue to serve within our labor force. We acknowledge all unpaid care-giving labor. To the people who contributed this immeasurable work and their descendants, we acknowledge their indelible mark on the space in which we gather today. It is our collective responsibility to critically examine these histories, to repair harm, and to honor, protect, and sustain their contribution to our society.
3. Holidays and Events
Monthly Observances:
National Slavery and Human Trafficking Prevention Month, Thyroid Awareness Month, National Blood Donor Month, Braille Literacy Month
January 1: Last day of Kawnzaa; New Year's Day; World Day of Peace
January 2: Last day of Hanukkah
January 5: George Washington Carver Day
January 6: Epiphany/Dia de Los Reyes
January 20: Inauguration Day; Rev. Dr. Martin Luther King Day
January 27: International Holocaust Memorial Day
January 29: Lunar New Year's Day/Chinese New Year

Local events:
Big Ideas: The Current State of Local/Regional Journalism
"News media outlets all over America are facing some serious challenges. Come hear from local/regional industry professionals about what's going on in Southern Oregon and beyond.": Tuesday, January 7, 2025, 4:00-5:30pm Ashland Public Library
Martin Luther King, Jr. Community Gathering (free); Saturday, January 18, 2025, 11am-3pm Grants Pass High School Commons
City of Ashland's Rev. Dr. Martin Luther King Celebration (free); "The battle is our hands..."; Monday, January 20, 2025, 12:00-1:30pm (doors open at 11:30am) Ashland Armory
Overflow location: OSF's Carpenter Hall (event will be livestreamed)

City of Ashland Town Hall: Wednesday, January 22, 2025, 5:30-7:00pm Rogue River Room, Stevenson Union, SOU
4. Approval of Minutes from Regular Meeting 12.5.2024

II. PUBLIC FORUM

III. Liaison Business (20 minutes)

1. Review assignments
2. Discuss protocols
3. Reports from committees
4. Update about DEIA Committees in other communities



Social Equity and Racial Justice Advisory Committee Meeting Agenda

IV. Tabling events discussion (10 minutes)

1. Consider committee suggestions for tabling and community outreach possibilities.

V. Discussion of white and white-passing allyship (45 minutes)

1. Review feedback from previous training and guests
2. Discussion of self-reflection section of Disrupting White Supremacy Culture: Reflection Questions for White People Working for Racial Justice

VI. Issues to consider (5 minutes)

1. T-shirt vandalism of memorial in Railroad Park
2. D*** Indian Memorial Road
3. City-wide DEIA Climate Survey
4. Consideration of Retail Council of New York State's Customers' Bill of Rights

VII. Assign Action Items and Adjournment (5 minutes)

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please email [kerrick.gooden @ashlandoregon.gov](mailto:kerrick.gooden@ashlandoregon.gov). Notification 72 hours prior to the meeting will enable the City to make reasonable arrangements to ensure accessibility to the meeting (28 CFR 35.102-35.104 ADA Title 1).

ASHLAND SOCIAL EQUITY AND RACIAL JUSTICE ADVISORY COMMITTEE
REGULAR MEETING
MINUTES
December 5, 2024

Note: These are draft minutes until approved by the committee.

I. CALL TO ORDER

Members Present: Mendel, Tyler, Sage, Greenspan, Houston, Simon.

Council Liaison Present: Dahle

Staff Present: Gooden

Guest: Luis

Houston called the meeting to order at 4:33 pm

1. Land Acknowledgment - We acknowledge and honor the aboriginal people on whose ancestral homelands we work - the Iikirakutsum Band of the Shasta Nation, as well as the diverse and vibrant Native communities who make their home here today. We denounce the egregious acts of the colonizers and government and recognize the horrific impacts that still exist today. We honor the first stewards in the Rogue Valley and the lands we love and depend on: Tribes with ancestral lands in and surrounding the geography of the Ashland Watershed include the original past, present and future indigenous inhabitants of the Shasta, Takelma and Athabaskan people. We also recognize and acknowledge the Shasta village of K'wakhakha - "Where the Crow Lights" - that is now the Ashland City Plaza.

Tyler read land acknowledgment

2. Labor Acknowledgment - We also pause to recognize and acknowledge the labor upon which our country, state, and institutions are built. We remember that our country is built on the labor of enslaved people who were kidnapped and brought to the U.S. from the African continent and recognize the continued contribution of their survivors. We also acknowledge all immigrant labor, including voluntary, involuntary, trafficked, forced, and undocumented people who contributed to the building of the country and continue to serve within our labor force. We acknowledge all unpaid care-giving labor. To the people who contributed this immeasurable work and their descendants, we acknowledge their indelible mark on the space in which we gather today. It is our collective responsibility to critically examine these histories, to repair harm, and to honor, protect, and sustain their contribution to our society.

Mendel read the labor acknowledgment

II. APPROVAL OF MINUTES

1. Minutes of the November 7, 2024 Regular Meeting

Simon/Tyler m/s to amend minutes to include: Committee discussed 2024 accomplishments and 2025 work plan. Vote yes: unanimous - motion to amend minutes passed.

Simon/Mendel m/s to approve minutes as amended. Vote yes: unanimous - motion passed.

III. IMPORTANT EVENTS AND HOLIDAYS

1. Universal Human Rights Month, World AIDS/HIV Awareness Month 2. December 1: Rosa Parks Day, World AIDS Day 3. December 3: International Day of People with Disabilities 4. December 7: Pearl Harbor Remembrance Day 5. December 8: Bodhi Day 6. December 12: Feast of Our Lady of Guadalupe 7. December 16: Las Posadas 8. December 21: Winter Solstice 9. December 24: Christmas Eve 10. December 25: Christmas Day, Hanukkah starts (Dec 25-Jan 2) 11. December 26: Kwanza Starts (Dec 26-Jan 1) 12. December 31: New Year's Eve ****Upcoming Event in January: Dr. Rev. Martin Luther King, Jr. Event, January 20 at the Ashland Armory

Houston read the events as listed on the agenda.

The committee discussed volunteer opportunities for MLK Day, January 20, 2025 at the Ashland Armory at 10am. Staff spoke that sound and plaza permits had been secured for the march to the plaza afterward. The committee clarified with staff to request the MLK flags to fly from Jan 13 through Jan 21, 2025.

1. RED winter event
- 2.

IV. PUBLIC FORUM

V. NEW MEMBER INTRODUCTIONS

Catherine Greenspan and Victoria Sage introduced themselves as new members. Standing members reciprocated with introductions.

VI. COMMITTEE MEMBER REPORTS

1. Recruiting Update

Houston spoke regarding open seats and welcomed an invited guest.
Committee discussed challenges of retaining people of color on the committee.

2. Committee liaison assignment check-in

Tyler and Sage gave updates regarding the Climate and Energy Policy Advisory Committee meeting.
Mendel gave updates from the Housing and Human Services Advisory Committee and the Conversation with Chairs meeting.
Simon gave updates regarding contact with the Public Arts Committee and Medford's Commission on Access, Equity, Diversity and Inclusion (CAEDI).
The committee discussed regional collaboration with similar committees in similar municipalities.

Emily/Houston m/s for staff liaison to reach out and establish contact with similar staff as identified in Medford, Bend, Eugene, and Milwaukie. Vote yes: unanimous - motion passed.

VII. NEW BUSINESS

1. Recap of planning goals from 2024

The committee discussed 2024 accomplishments for inclusion in a presentation to City Council on Dec 16, 2024.

2. Set workplan goals for 2025 and assign responsibilities to members

The committee discussed 2025 work plan goals for inclusion in the upcoming presentation to City Council scheduled Dec 16, 2024.

VIII. ADJOURNMENT

The meeting was adjourned at 6:18pm.

Disrupting White Supremacy Culture: Reflection Questions for white People¹ Working for Racial Justice

As white people, we are responsible for continuing to build our knowledge and skills to identify how white supremacy culture² is manifesting in our thinking and behavior and how it is operating in organizations we interact in/with. We must then work to disrupt it, center Blackness³ and work for racial justice in how we live our lives.

As you think about different situations you are in, be it an interpersonal interaction, participating in a decision-making process, making a decision, addressing conflict or tension, or dealing with a challenging set of issues in the workplace, the following set of questions can guide you to:

- analyze the situation so you can reflect on your assumptions and perceptions,
- reflect on what your response and action(s) can be, in accountability with others⁴
- consider your intent and the potential impact of the actions you decide to take, and
- reflect afterwards about the action(s) taken, including what lessons you learned from the experience and from people you are accountable to.

Before You Start the Reflection Process⁵

Before you dive into the reflection questions, please consider the following:

- Consider going through this reflection process with others and/or talk with people after you have finished your reflections and determined your action. It is an opportunity for you to be in relationship with others, for people to challenge your thinking, for you to receive feedback on your

¹ These reflections questions will be more helpful for white people who have a basic understanding of structural racism, white privilege, and white supremacy culture. If you are unfamiliar with these concepts, please explore www.racialequitytools.org

² By “white [dominant] culture,” we mean the dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States. Because it is so normalized it can be hard to see, which only adds to its powerful hold. In many ways, white dominant culture is indistinguishable from what we might call U.S. culture or norms – a focus on individuals over groups, for example, or an emphasis on the written word as a form of professional communication. But it operates in even more subtle ways, by actually defining what “normal” is – and likewise, what “professional,” “effective,” or even “good” is. In turn, white culture also defines what is not good, “at risk,” or “unsustainable.” White culture values some ways – ways that are more familiar and come more naturally to those from a white, western tradition – of thinking, behaving, deciding, and knowing, while devaluing or rendering invisible other ways. And it does this without ever having to explicitly say so.” Gulati-Partee, Gita, and Maggie Potapchuk. “[Paying Attention to White Culture and Privilege: A Missing Link to Advancing Racial Equity](#).” The Foundation Review 6, no. 1 (2014): 25-38. For more information about white supremacy culture, read the seminal piece by Tema Okun and Kenneth Jones. [White Supremacy Culture](#). ChangeWork (2001).

³ Here are three resources, among many, which provide some ideas on how to operationalize centering Blackness: Price, Anne, Jhumpa Bhattacharya, and Dorian Warren. “[Centering Blackness: The Path to Economic Liberation for All](#).” Medium. (June 18 2020). BlackSpace. “[Black Space Manifesto](#).” (2020). Trent Johnson, Erin. “[Love Is in Need: 5 Things You Can Do to Center Black Freedom](#).” Medium. (June 19 2020).

⁴ “In the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible. To be accountable, one must be visible, with a transparent agenda and process. Invisibility defies examination; it is, in fact, employed in order to avoid detection and examination. Accountability demands commitment. It might be defined as “what kicks in when convenience runs out.” Accountability requires some sense of urgency and becoming a true stakeholder in the outcome. Accountability can be externally imposed (legal or organizational requirements), or internally applied (moral, relational, faith-based, or recognized as some combination of the two) on a continuum from the institutional and organizational level to the individual level. From a relational point of view, accountability is not always doing it right. Sometimes it’s really about what happens after it’s done wrong.” From Cushing, Bonnie Berman with Lila Cabbil, M. Freeman, J. Hitchcock, and K. Richards. *Accountability and White Anti-Racist Organizing: Stories from Our Work*. Roselle, NJ: Crandall, Dostie & Douglass Books, 2010. For examples in practice, go to [Accountability section](#) on www.racialequitytools.org

⁵ If you are unsure of some of the terms being used, please explore the [glossary](#) on www.racialequitytools.org. There are also many resources to build your knowledge and skills on the site.

analysis and decisions, and for you to request support to implement your action/response and build accountability for your actions.

- Some of these questions may fit your situation or decision or issue, other questions may not. Skip those that don't. However, notice whether you are skipping the question because you don't know the answer, don't want to explore something that may be difficult or uncomfortable, or because the question is just not relevant to your situation.
- After you determine which questions are relevant, take time to go through each question even if it may seem like a lot of questions. By reflecting on each question, you can build your skills and knowledge to identify, interrupt, and address your own and possibly organizational behavior that is creating or reinforcing white supremacy culture. After using the relevant questions for different situations, modify these questions and create new ones to use and build your analysis and increase the actions you are taking to disrupt white supremacy culture and center Blackness.
- You may find you don't know or are unsure of the answer. This is part of the process - learning what we don't know. It is most important to reflect on the questions from a place of honesty and vulnerability. When you don't know how to respond to a question or notice you are unsure, note it as a place for you to learn more, ask further questions, and reach out for support.

Taking a Moment to Ground Yourself and Re-imagine the World...

As you begin your reflection of your situation, remind yourself and center yourself on your commitment to racial justice and dismantling the system of white supremacy and racism. Take a moment, reflecting on, or journaling, or drawing, or sharing with others your response to the following re-imagining question:

What is your vision of a racially just world you are working to create?

Getting clear on your stake in this work can support you in not showing up in a charitable or patronizing way, operating from a place of fear or assuming you are the savior, but rather being grounded in your vision of the world and focused on how your liberation is bound with the liberation of Black, Indigenous and other People of Color (BIPOC). As you reflect on your vision of a just and liberated world, consider the importance of listening to and supporting the leadership of BIPOC. Keep this in mind as you decide on the action you will take and how it is connected to your vision.⁶

"Identifying self-interest is essential because it allows individuals to work not simply as allies but as accomplices in our collective liberation.... Interrogating self-interest allows us to identify what's at stake for ourselves, even when we are not the most directly impacted."

~Charlene A. Carruthers

Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements

Structural racism oppresses Black, Indigenous, and other People of Color, and it along with the system of white supremacy harms everyone, including white people though, very differently.⁷ Think about how the impact of systemic racism may be present – in your heart and in your body.

⁶ Thanks to Scott Winn for your insight and offering this important grounding question and framing.

⁷ Kivel, Paul. "[The Costs of Racism to White People](http://www.paulkivel.com)." www.paulkivel.com. (2002).

Before you start using the reflection questions, take a moment and take some deep breaths. Be connected with your body and the signals it is sharing with you during this reflection process (e.g. feeling flushed, tightening your muscles, getting a pit in your stomach). Listen to your body. Be kind to your body and continue to take some deep breaths and/or stretch. Notice the impact on your body and heart. Then explore the following questions:

Individual Reflection Questions:

1. Reflect for a moment on your own racial identity, and the racial identities of the people involved in the situation. Consider what the different racial identities may reveal as you think about this situation. Consider your own white privilege.⁸
2. What are the different positional (e.g. manager, co-chair, entry-level staff person, member) roles present? What is your positional role within the circle of people involved? Describe the power dynamics and reflect on your role within them.
3. What are your relationships with the people involved? What do you perceive as the level of trust between you and the others? Is there a history of giving and receiving feedback? Is there a history of conflict/tension that may not have been discussed and/or addressed?
4. As you consider all of this, what impact do you think your identity, role, power, and white privilege may be having in this situation?
5. How might your ego be involved in your assumptions about the situation? (This question is not judging the presence of your ego, but rather asking if your ego is driving your assumptions about the situation or the people involved – e.g., wanting to be right, wanting to be viewed as the “good” white person, etc.)
6. What is your motivation in this situation? Is it tied into how you want to be perceived? Are you concerned about personal consequences? Are you centering your own personal agenda or a desire to be a savior? Are you focused on your role and responsibility as a white person to address white supremacy culture, anti-blackness⁹ and racism?
7. *As you reflect on this situation and consider your role and responsibility to address racial inequities and anti-blackness and how white supremacy culture is manifesting, explore if any of these behaviors or perceptions are present? (Some of these may not be relevant to your situation)*

⁸ To learn more about [white privilege](http://www.racialequitytools.org), explore the resource page on www.racialequitytools.org

⁹ “Anti-Blackness ...[is] a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism. [The Movement for Black Lives](#)

a. How might I be trivializing the experience of others, specifically Black, Indigenous, and other People of color or people of other identities that are marginalized in the organization?
b. Am I privileging a certain way of doing things that is reinforcing white supremacy culture?
c. Are there assumptions I am making about what might be best for this person(s), acting from my internalized racial superiority ¹⁰ ?
d. Am I considering the systemic and cultural context and impact or am I solely focusing only on individual behaviors and impact?
e. Am I exploring whether the conflict is based on past harm, different worldviews ¹¹ , different cultures, power differentials etc. or assuming it is solely based on interpersonal issues?
f. Am I considering 'both and' or am I making an assumption there is one way to accomplish the task or respond, or address a situation?
g. Am I asking questions to understand context and motivation or am I assuming something about a person's demeanor or behavior based on stereotypes and biases?
h. Am I in conversation with people most impacted in this situation as I think through expectations or a response? Am I creating expectations based on my own experience and assumptions of what I think is best?
i. Am I checking any hesitancy I may have to act and seeing whether I am self-censoring to avoid making waves, operating from a place of my own "safety", or being silent because I don't want to be wrong or make a mistake?
8. Who am I accountable to? What accountability practices will I exercise as I take action?
9. What are some possible action steps I could take?
10. Going back to your vision of the world, check in with yourself and see if these possible actions fulfill your role and responsibility to contribute to this vision of a just world?

¹⁰ "A simple way to define internalized white superiority is the beliefs, thoughts, and assumptions [of white people and cultures as better than other racial groups] that live inside of my white body and my white brain, which influence my actions." Jen Willsea. <https://www.jenwillsea.com/blog/got-internalized-white-superiority-the-danger-of-denial-and-the-promise-of-another-way>

¹¹ A worldview refers to your view about how the world works. We all operate from a worldview. Your worldview influences how you interpret events – and it's important to examine and understand your own. Worldviews can be rooted in culture or faith or your evolving understanding of the world. There are many worldviews – such as, "The world is structured to support some people at the expense of others." Or "we all have equal possibilities if we just work hard." Or "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Margaret Mead.

11. As you reflect on your possible actions, are you centering your relationship with the people involved? How are your actions supporting the continued learning and work for racial justice of the individual(s) involved?

Determining the Actions to Take - Reflection Questions

1. As I am determining my actions, how have I or will I center the voices and leadership of Black, Indigenous, and other People of Color?
2. Going back to the earlier question about worldview, am I privileging a viewpoint that is in agreement with my own worldview? What other viewpoints do I need to learn from and consider before acting? ¹²
3. Am I willing to take risks in implementing these action steps?

What action(s) will you take at this time?

4. How might the action I plan to take reinforce and support systemic racism, anti-blackness, and white supremacy culture? In what ways? How do I need to change my actions to ensure it is advancing my vision of racially just world?
5. What makes me think I am "right" in taking this action? What could be the 'both and' in this situation?
6. Have I checked to see if my own sense of urgency and/or a need to "fix it" is being prioritized by taking this action?
7. What are the consequences of my action on different identity groups? Who stands to lose, if anyone, if I take these actions?¹³ Am I placing other people, specifically Black, Indigenous, and other People of Color, at risk by what I plan to do? How am I addressing those risks?

¹² Thanks to Sally Leiderman, www.capd.org, for sharing this question from the [Transforming White Privilege curriculum](#) – Mental Checklist Module.

¹³ *ibid*

8. Who is being protected, and who might be harmed by my actions? Who is being advantaged, and who is being disadvantaged by my actions? What might be the potential unintended consequences of my action?
9. Is the action I am taking based on operating from a place of comfort? Will my action place any burden on Black, Indigenous and other People of Color?
10. How am I preparing to potentially be in conflict with people or groups as I take this action? What are ways to address any potential consequences and possible backlash of my actions?
11. As I take this action, how am I being accountable to Black, Indigenous, and Other People of Color as well as white people working for racial justice?
12. What support do I need to implement my action? From whom do I need to seek feedback and assessment of impact of my action?

Reflecting on My Actions

1. What was the impact of my actions? Do I believe it contributed to addressing systemic racism, anti-blackness, and white supremacy culture?
2. Were there any unintended consequences from my actions that I need to address?
3. Did I follow-through on my accountability practice?
4. Did I receive feedback on my actions? What did I learn from that feedback? Do I need to talk with people who are involved, learn more about an issue or a practice or the impact of my actions, apologize for my action or its impact, and/or take other or further actions?
5. Did Black, Indigenous, and other People of Color share their feedback directly or indirectly? How am I prioritizing their feedback in how I am processing the situation, and in my future actions? ¹⁴ How will I be accountable to these individuals going forward?

¹⁴ Thank you to Sonali Sangeeta Balajee for sharing this question. <https://www.ourbodhiproject.com/>

6. Reflecting on my analysis using these questions, what would I change based on what I learned by my actions?

7. Next time, I will....

ACKNOWLEDGEMENTS:

As a white person working for racial justice and liberation, I am continuously understanding how structural racism, the system of white supremacy, and privilege are operating in institutions and systems, as well as how my own thinking and behaviors may collude with white supremacy culture. My responsibility is to listen and learn effectively so that I lessen the repetition of my mistakes, am clearer in my analysis, act with courage and in accountability with Black, Indigenous and Other People of Color and with white people working for racial justice, and remain grounded in my vision of a racially just and liberated world.

I am indebted to friends, colleagues, and mentors I have worked with over the years who were supporters, listeners, thought partners, provocateurs, 'kick butt' conspirators, and storytellers. I appreciate their generosity in sharing their truths, feedback, and analysis with me. I am also grateful to the organizations who I have worked with over the years who informed and pushed my thinking and deepened my practice.

Thank you to a several individuals who provided direct feedback based on their use and/or review of this document, sharing the experience, questions, and/or comments: Maryam Abdul-Kareem, Kevin John Fong, Diane Goodman, Gita Gulati-Partee, Cyndi Harris, Annie McKay, Cynthia Newcomer, Kyle Rinne-Meyers, Sonali Sangeeta Balajee, Kad Smith, Sarah Tooley, and Scott Winn. Appreciation to Linda Guinee, for her skillful editing and for sharing her helpful feedback. Also, gratitude for the support from the Borealis Racial Equity to Accelerate Change (REACH) Fund.

CUSTOMERS' BILL OF RIGHTS

[Store name] prohibits profiling in our stores.

"Profiling" is defined generally as the practice of judging and addressing people based on their race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, ancestry, appearance, or any personal or physical characteristics.

Profiling is an unacceptable practice and will not be tolerated.

[Store name] is committed to ensuring that all shoppers, guests, and employees are treated with respect and dignity and are free from unreasonable searches, profiling, and discrimination of any kind in our store.

[Store name] strictly prohibits unreasonable searches and/or the profiling of customers by any employee. The participation by employees in such activities or the failure to report such instances of which they have knowledge is a violation of company policy. Employees who violate the company's prohibition on profiling will be subject to disciplinary action, up to and including termination of employment.

[Store name] supports the use of internal programs to test compliance with our strict prohibition against profiling practices.

[Store name] retains security guards and/or loss prevention professional to help provide shoppers and employees with a safe and secure shopping environment. Security guards in New York State are trained and licensed pursuant to New York State's General Business Law, including pre-employment training, on-the-job training, and regular in-service training required by state law.

[Store name] requires its employees to respect the basic civil and legal rights of any person suspected of shoplifting or other crime committed on store property.

[Store name] requires all loss prevention employees to identify themselves as members of [Store name] loss prevention department when initiating any customer contact and to willingly provide his/her name to any customer upon request. The use of excessive force or using threatening, vulgar language when apprehending or detaining suspects or in the course of performing any duties as a loss prevention representative is prohibited.

A person may be detained only in a reasonable manner and for not more than a reasonable time to permit investigation or questioning, provided an authorized employee has reasonable grounds to believe that the person so detained was guilty of criminal possession of an anti-security item or was committing or attempting to commit shoplifting on the premises (New York State General Business Law, Section 218).

Nothing contained herein is intended to limit any other obligations the Store may have or rights that the shopper may have under any Court decrees or under state and federal Constitutions or the laws of the State in which the Store is located.

To report any instance of profiling or violation in this store, please call:

[Store to identify contact information for manager on duty.]

[Store to identify corporate contact.]

New York State Division of Human Rights: 1-888-392-3644

New York City Commission on Human Rights: 212-306-7450

