friends and neighbors as together we read Debby Irving’s memoir, *Waking Up White and Finding Myself in the Story of Race*. This book invites our community to explore race, culture, and diversity through the personal story of a New Englander whose move from suburbia to the city unravels her understanding of who she was raised to be.

We present Jacqueline Woodson’s poetic autobiography, *Brown Girl Dreaming*. Woodson writes of life as a young African American girl growing up in the 1960s and 1970s, with the vestiges of Jim Crow laws and the influence of the Civil Rights Movement. Her childhood spent in New York and South Carolina presents two very different snapshots of American history.

**For Youth**

*Jacqueline Woodson*

Oyster River Community Read fosters community by bringing people together through books and reading. Whether it’s in your own book club, at one of our public reads, or at one of the many free lectures, workshops, or facilitated discussions, all are invited to join the conversation through Oyster River Community Read.

**Check out our 2018 book selection:**

- January - May 2018
- Appendix A

**Check out our 2018 book selection:**

- January - May 2018
- Appendix A
2018 CALENDAR OF EVENTS
Visit ORCread.ORG and our social media for program updates.

Workshops
Add to Your Inclusive Community Toolbox
JAN 24, 6-9pm OR JAN 30, 9:30am-12:30pm
Reflect, learn, and act to address racial bias and discrimination. Facilitated by NH Listens of the Carsey School of Public Policy, UNH. Workshops at the Community Church of Durham (24th) and Madbury Town Hall (30th). Sign-up at ORCread.ORG.

Bias Awareness and Intervention Training Lab
FEB 13, 3:10pm-4:30pm Presented by Dr. Stephanie Goodwin, renowned leading expert on bias intervention and awareness training and practices. UNH, MUB Rm 156.

Films and Lectures

LECTURE: FEB 7, 6:30pm

LECTURE: FEB 21, 6:30pm

LECTURE: MAR 4, 3pm
Dr. Jason Sokol: All Eyes Are Upon Us: Racial Struggles in the Northeast from Jackie Robinson to Deval Patrick. New Hampshire Humanities’ program. Madbury Town Hall.

LECTURE: APR 11, 6:30pm

Book Talks
Drop in and join the conversations on our featured book, Waking Up White and Finding Myself in the Story of Race.

JAN 31, 6:30pm Madbury Public Library
MAR 14, 6:30pm Lee Safety Complex

Chapter Read Alouds and Discussion
FEB 20, 7pm and MAR 6, 7pm Freedom Cafe, Durham.

Author Visit
AUTHOR VISIT and COMMUNITY DINNER
APR 16, 6pm Waking Up White and Finding Myself in the Story of Race author, Debby Irving, speaks at Oyster River High School, 7pm. Join us for a community dinner prior to the event. Details at ORCread.org.

For Families

CHILDREN’S BOOK AND CRAFT: FEB 6, 1pm AND FEB 7, 10:30am Hosted by Oyster River Parents of Preschoolers (ORPP) at the Durham Public Library.

STORYTELLER: MAR 2, 10:30am Tim Van Egmond shares his original children’s performance, Building Bridges. Sponsored by Madbury, Durham, and Lee Public Libraries at Lee Church Congregational.

MIDDLE SCHOOL BOOK DISCUSSIONS:
Brown Girl Dreaming
FEB 12, 3:15-4:15pm Sign-up at Durham Public Library. In addition, UNH’s Community Literacy Center will host an on-going book group at ORMS. Visit ORCread.org for details.

Where Do We Go From Here?
Oyster River Community Conversation
May 3, 6-9pm Join us to shape next steps to sustain a fair and equitable community. Facilitated by NH Listens of the Carsey School of Public Policy, UNH. Event at Oyster River High School.

OR CR
Read and learn more through resources found on: ORCread.ORG

Creative
EXHIBIT, RECEPTION, and ART TALK: FEB 4, 11:30am-12:30pm Featured artist Richard Haynes. Community Church of Durham. Exhibit will be on display until Jun 1. Works also on view at the Durham Public Library until Jan 30.

MEMOIR WRITING WORKSHOP: FEB 12, 6:30-8:30pm Led by Katherine Towler. What is your earliest memory of race? RSVP at the Madbury Public Library.

OPEN MIC: MAR 15, 7pm Come share a poem, some music, or a short narrative on race and diversity. Durham Unitarian Universalist Fellowship. Sign-up at ORCread.org.

ARTS WORKSHOP SERIES: Participate in the Culture Keepers: Culture Makers classes and conversations led by artist Richard Haynes. No art experience necessary. Sign-up link and location information at ORCread.org.
MAY 3, 6pm-9pm, Oyster River High School

All community members are invited to come together and ask, **Where do WE go from here?**

Identifying pathways toward an **INCLUSIVE** and **BIAS-FREE** community

JOIN your neighbors in the Oyster River community to sit together and imagine how we can create a long term culture of welcome and inclusion for all who live, learn, work, and play in Durham, Lee, and Madbury.

YOUR voice is valued.

Signup in advance is helpful, though not necessary, through:

www.ORCread.org

An Oyster River Community Read and Oyster River Cooperative School District collaboration facilitated by NH Listens of the Carsey School of Public Policy.
Appendix C

Where do we go from here?
Identifying pathways toward an inclusive and bias-free community

May 3, 2018
6pm-9pm
Oyster River High School

How can we work together to create an inclusive and bias-free community?

We welcome you this evening as you join your neighbors in the Oyster River Community to sit together and imagine how we can create a long-term culture that welcomes and includes all who live, learn, work, and play in Durham, Lee, and Madbury. This community conversation is being facilitated by NH Listens. Thank you for joining us. Your voice is valued.
What is New Hampshire Listens?

New Hampshire Listens is a civic engagement initiative of the Carsey School of Public Policy at the University of New Hampshire. NH Listens works to strengthen New Hampshire communities by helping citizens participate directly in discussions about issues that affect their daily lives. Established in 2010, we engage state residents in local, regional, and statewide conversations on a broad range of topics to bring about informed, innovative solutions to complex issues. At the core of our work, we organize fair, nonpartisan discussions throughout the state, help communities establish their own local Listens organizations, and train facilitators for public engagement. If you are interested in more information, we look forward to you being in touch with us. We are always looking for thoughtful facilitators and local contacts in NH communities. Find us at: www.NHListens.org

This guide is the same for all participants and facilitators. The facilitators will help guide the conversation but we are all responsible for making sure the group is productive. Thank you!

Dialogue to Action: Addressing a Community Need that is as Welcoming and Inclusive and Sustainable as Possible

➢ Engage the community respectfully
➢ Build new relationships and trust
➢ Increase collective awareness
➢ Look at different sides of the issue and explore common concerns
➢ Generate action ideas
➢ Take action and test solutions
Welcome and thank you for joining today’s conversation ~

Here is the general outline of our time:

- **5:30** Sign-in and refreshments
- **6:00** Welcome and purpose
- **6:20** Small group conversations
- **8:35** Small group summary reports
- **8:55** Next steps
- **9:00** Closing

We welcome ALL members of the Oyster River community to this evening of conversation to address some of the challenges in our schools and community. We want to hear from you. What has been your experience? Is everyone treated fairly in our community? What are some concrete actions we can take to make Oyster River as welcoming and inclusive as possible?

Please note: We are delighted to have this event covered by the press and local bloggers and want to balance that with a participant’s ability to express an incomplete or experimental thought as a part of this process. We respectfully request that all representatives of the news media (formal and informal) identify themselves at the registration table and ask permission to tape, photograph, identify, or quote an individual participant directly. We are happy to answer any questions about this request.

Detailed Outline

**5:30  Registration and Refreshments**
- Welcome and sign in at registration table
- Please find your small group circle to meet your facilitator and fellow participants.

**6:00  Welcome and Overview of the Conversation**
- Welcome:
  - Kristin Forselius, Chair OY Community Read Program
  - Dr. James Morse, Superintendent ORSD
Moderators:
  o Michele Holt-Shannon, Co-Director, NH Listens
  o Andrew Smith, NH DHHS, Disproportionate Minority Contact Coordinator

Our purpose today:
  o Increase understanding
  o Generate ideas for change
  o Get personally connected to action steps

About the process: This conversation is—
  - Designed to focus on what is important to you
  - Designed for participants to be here the whole time (do what you need to do to be most present: Feel free to take a break or step outside for a phone call if needed).
  - About a constructive focus and looking forward to desired actions and solutions.
  - Intended to increase input and information on complex decisions being made by our community leaders.
  - Organized to allow the greatest possible time for everyone to both speak and listen, which is why we use small facilitated groups where ideas can be explored, differences understood, and preferences for action expressed.

Group Agreements
  o Share air time.
  o If you disagree, consider asking a question rather than arguing to prove your point.
  o It is OK to disagree, but don’t personalize it. Stick to the issue, not the person who is disagreeing with you.
  o Speak up if the process does not seem fair.
  o Speak for yourself, not for others and not for an entire group (use “I” statements).
  o Personal stories stay in the group unless we all agree we can share them outside of the group.
  o We all share responsibility for making the group productive.
  o Be respectful and use respectful language.
  o It is okay to bring up topics related to race and class.
  o Respect the facilitator’s role.
  o Listen first.
Explained by Focus Area Groups

- Schools
- Family and Friends
- Youth Recreation
- Durham/UNH
- Other

6:20 Introductions in Small Groups

➢ Your small group has a neutral facilitator whose role is to:
  • Help with the process and keep time,
  • Serve as a reminder of our agreements to be fair and respectful,
  • Make sure everyone gets a chance to participate, and
  • Record key information

➢ Reminder: Your group will need someone to report out to the large group at the end.

➢ Introductions: Please share your:
  • Name, a hat or two you wear in the Oyster River community, and one thing you love about living or working in Oyster River
  • Next, go around again and share a brief thought about why you decided to join this conversation...

6:45 Sharing Our Experiences/Looking at Our Community

Think about the overall question tonight, How can we work together to create an inclusive and bias-free community?

➢ Time to think:
  Start by making some notes for yourself— (5 min.)
  • Have I ever felt disrespected or unsafe in our community? Have I seen others experience disrespect or feel unsafe? How has it affected me or people I know?
  • What have I been learning over the past few months of conversation, activities, and workshops?
  • What is most important to talk about tonight?
Pair and Share:
Turn to someone sitting near you and share with that person some of the ideas you just wrote down. (10 min.)

7:00 Group Discussion

Finding common themes...
- What are some of the common themes in your conversations?
- What is most important to talk about tonight?

Opportunities in our area of focus
Let’s think about the kind of community we want to have.
- What is one thing I would change about Oyster River to make sure everyone feels safe and respected?
- What is one thing I would want to stay the same about Oyster River to be sure everyone feels safe and respected?
- What do you think could help our community make progress?
- What patterns do you notice? What more do we need to know?
- Where should we start?
- How can the community’s assets help us carry out our action ideas?

8:00 Setting Our Priorities for Action

Be ready to share-out key ideas and insights discussed in your group. Based on your group conversation, “Are there any common-ground thoughts or ideas in this group? If so, what do we want to say at the end of the evening? If not, what diverse points of view do we want to convey?”

8:30 Report Outs and Next Steps

Each group will be asked to provide a VERY BRIEF summary of their most important findings and recommendations. If you are asked to speak for your group, please be brief and share what your group finds is most important. (You will have two minutes!)

9:00 Closing and Evaluation

Thank you for completing the evaluation. Your feedback helps us improve and your demographic information helps us understand how well we did reaching out to the whole community. Thank you for participating!
### Small Group Notes on Actions Ideas

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<tr>
<th>Schools</th>
<th>Family and Friends</th>
<th>Youth Recreation</th>
<th>Durham/UNH</th>
<th>Other: ___________</th>
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www.nhlistens.org

www.ORCRead.org

www.orcsd.org
Appendix D

Small Group Transcriptions

GROUP: Family and Friends

- Background – history/past, teaching, church, work - interpersonal relationships/diversity
- Teaching – students who have never read alongside students of yale professors
- Home/life – socioeconomics
- Hypocrisy – 1960s CT
- Students harassing students of color in OR community
- Being sensitive to others in the community
- Community problem
- Families – what is going on at home?
- Was anything done by administration?
- Encourage parents to be involved **
- Is community informed? Emboldened?
- Human nature – want to be around people like you
- How do we reach out to / empower people who are (look) different?
- How to empower
- Social skills – social confidence
- Bystanders
- Build confidence
- As a bystander – how to respond/witness?
- Bystander – critical quickly – is there research?
- Is this discussed in school?
- Modeling/studying/curriculum about this – literature
- Sensitivity, empowering
- Teaching training/education
- Role playing
- Participating – self discovery
- How do we get kids to participate?
- Students will take what they learn elsewhere
- Parents modeling behaviors
- Families too busy for discussions
- Change:
  - Work but can't live – affordable housing
  - Food pantry – families who work at UNH
  - Exposure to others as youth
  - Coastal ALA vs. coastal NH (white)
  - Cultural and socioeconomic diversity
  - UNH – sincerity about increasing diversity

- Exclusion/insensitivity at UNH
  - “America”
• Self-observation
• Cultural clashes – this is ok
• “those people”
• Exposure – hostility or understanding
• Respect despite differences
• How many observations will it take
• Multiple generation American, still not “American”
• A person from “away”
• New England – diversity or not
• What about disabilities
  o Haven’t talked about yet
• PROUD of ORSD integration/understanding of disabilities
• How to not be patronizing?
  o Disability, color, culture
  o What is comfortable
• Just a smile/small talk
• Integration into the media, modelling
• Ties – race and socioeconomics
• Durham as example*
• Take-aways:
  o Durham as a welcoming community and we should act that way – send children off with respect
  o How can we make this a more affordable community? (socioeconomically diverse)
  o Is there a cause/activity we can write about?
• Action items:
  o Making sure the schools are teaching / enforcing welcoming communities and kindness
  o Community events – modeling – that draw multigenerational, diverse, socioeconomics – reach out!
  o Inform/learn more about housing issues in community – 3 towns and UNH – community discussion
  o Book: an indigenous people’s history to the US

**GROUP: Youth Recreation**

• Why are you here?
  o Need help from community, need changes, not welcoming enough
  o Unkind words and cliques
  o Room for improvement
  o Exp. Interact with People of Color
  o Don’t be color blind
- Experienced now welcoming
- Disrespect beyond race
- Action!
- Responsibility
- Show up
- Keep going
- Schools can’t fix it all
- National issues – where do we fit?
- Build on momentum
- Predominantly white – easy to believe we don’t need this, but we do
- Implement lessons learned
- Thank you for ORCR events

- White privilege – where do we fit in the picture of race – talk to your kids about race
  - Ex police interaction and white vs. black kids
- We like to avoid conflict / ignore issue
  - We can’t have hard convos
- Follow through, do something when issues arise – don’t ignore victims
- Personalized issues
- Masking differences
  - Ex: uniforms, masks, everyone looks the same
- Honor/acknowledge difference
- How to be an ally or upstander
- Celebrate differences
- Experience being invited over due to religious differences – positive, opportunistic, introducing kids to different people
- Find what you have in common – convo is normal
- More than required world cultures
- Not too much bureaucracy

One thing you have the same –
- Intellectual curiosity
- School board/town is accessible
- Bike/pedestrian amenities – youth can get around town. Whole town is accessible. Driving is a privilege
- Increase interaction with people
- Great downtown
- Mixed demographic neighbors – kids and older people talk etc
- Proximity of UNH and diversity on campus
- Outstanding faculty at school – great curriculum, culture of inclusion/kindness
- Engaged community and care about community
- Good intentions – mostly
  - Knowing people/neighbors helps
One thing you want to change:

- Avoid conflict → use courage, attack head on, make changes
- Narrow/perspective and lack of diversity →
- Cliques at school, especially major emphasis on sports and jocks → make things more economically accessible (cost sensitive, equalize cliques at school, celebrate other accomplishments, celebrate overlaps
- Pressure/drive to overachieve and stress → make vocational programs more accessible, different and more collaboration with UNH – ex: diversity club at UNH overlap with sports; local families hosting foreign/other UNH students
- Take advantage of UNH – diversity on campus, courses, learning skills, vocational trainings
- Resources/dialogues/guides for parents – address issues at home especially with young kids
- Language
- Parents take responsibility for teaching
- Not the sole responsibility of POC or school
- Welcome diversity – have voice
- Durham/OR community is prohibitively expensive
  - Housing costs – barrier
  - Stop building student size housing
  - Family size workforce housing
  - Increase diversity
- Recruit diverse teachers – attract and retain
- Neighborhood/community
- Articulated Social Studies curriculum –
  - Diverse, more accurate
  - More POC/diverse folks in history classes
  - Consider reading materials
  - Students understanding own culture/background/ancestry
  - Start younger – teacher/training, younger grades,
  - Guest speakers – r/t holidays, culture, etc
- More diversity – period – teachers, families, students
- Hair salons in area able to provide service to POC
- Change, especially at HS – denying differences or issues, avoid conflict or uncomfortable topics – like suicide, race, etc
- Have awkward conversations
- School wide assemblies to address topics
- Hear student voices – kids participate in these conversations too
- Talk about current events – ex: me too
- Teachers need to get comfortable
- Use counseling department
- Need training
- Maybe – teachers don’t need to be experts
- Students disengaged? – senioritis?
- Students need to care – bring it up
- Informal vs. structured conversations at school
- Awkward to talk among peers – or may not feel empowered
- Give choices – choose topics
- Making choice is empowering
- Exchange students / school swapping – swapping students in NYC
- What are parents to do when their kid doesn’t want to tell? Bystander? Quick tip?

So what now?
- Collaborating with UNH / other diverse people
- Common exchange, school swapping
- Exposure – broaden perspective through exposure
- Expose – exchange – collaborate
- Contact UNH – start talking about collab – OMSA
- Keep socioeconomic accessibility in mind – exchange with local schools (Spaulding)
  - Bussing, go back
- How hard do we want to push? Careful or bold
- Challenge – NIMBY
- Approved – laptops for middle school students
- Connect with other school and swap students locally
- “Adopt” kids/host – OISS
  - Include American and non American
  - Other types of diversity
  - 1st generation students
  - “shadowing”
- Avoid othering or drawing too much attention to difference

Report out:
Connect, converse, collab
Exposure – school swapping

GROUP: UNH/Durham
- Have I ever felt...or someone I know... question
- Conscious vs. Subconscious
- Covert/overt/intent vs. Impact
- What are our norms
  - Language, forms, religious calendars and observances
- Who is talking about what
- How do we help young folks find their voice
- What do we mean by diversity
- Not all diversity is visible
- Just because you are doesn’t mean...
- Safety – physical, emotional, mental
- How do we respond to bias – educate? Follow up?
- Awareness/consciousness
• Where is the line of responsibility to help others understand
  o Curiosity can be exoticism
• Access to language to talk about issues
• Increase in bias incidents?
• Listen to experiences of folks who are marginalized
• What are the vehicles for change
  o How do we empower young folks, how do we bridge communities, community communications
• What are the barriers – proactive
• Where do we go from here?
  o What are we doing to see people
  o Asking community members to engage with things outside their comfort zone
  o Recognizing all identities from an intersectional lens
  o Allyship * - collective liberation, how do I show up
    ▪ Engaging with others
    ▪ Validating
    ▪ Disrupting bias
    ▪ Consciousness of self
    ▪ Decentering self
    ▪ Know the policies and protocols
  o Where and how are we creating community
  o Classrooms, community read and collective, ____
  o Keep practicing – keep invested
• Having conversations around reparations
• Major takeaways and action steps:
  o Self work – financial, consciousness of self, accountability, decentering self, engaging with others, listening, leveraging privilege, it's okay to make mistakes, identifying circle of influence
  o Community work – financial, supporting programs for exposure, empowerment, honest uncomfortable convos and follow up, say hello!
  o National work – financial
  o Circles of influence – make mistakes, get better, stay in it, pass the mic, leverage privilege

GROUP: Schools

• Accidental offense
• Importance of sharing personal experience, ongoing conversation
• What do people think is important to talk about
• Disrupt the good/bad binary – need language
- Asking critical questions – about who?
- Questioning strategy
- Ability to have meaningful convos – ex: getting to yes/uryeta?
- **Change:**
  - Increase awareness of difference - don’t ignore
  - Increase awareness of broader sense of subtle racism that’s unintentional
  - Have to be willing to be disturbed and say ”I don't know"
  - Increase lower income housing
- **Stay the same:**
  - Willingness to have conversations like this one with diverse, broad stakeholders
  - Keep up awake with more training
  - Keep diversity in forefront in the school system
  - The way the university gets involved with the community partnerships – continue the resources provided
  - Community church involvement
  - Police dept – continue guardian mentality in community
- **Needed for progress:**
  - Building a strategic plan for school system – 5 year plan
  - Get other parts of the community involved
  - Reach all faculty, staff, plus others
  - Connect outreach to other events
  - Ways meet bridges
  - Statement of diversity / inclusion at events. Ex: music sources named – different cultures
  - Events back to back
  - Town initiatives – art show/fair
  - Cross pollinate staff – exchange with other school systems
- **For progress:**
  - Discuss entitlement and mental health
  - Film casey showed – be part of the art
  - Getting to yes training?
  - Truth telling project – Dr. David Raglund – 2 activists roaming and talking to people
  - Encouragement to ask hard questions has to be built into trainings
  - What to do when you accidentally offend – how to deal with it on both sides – skills
  - Exposure to difference
  - What kind of training is available for the schools to use to connect with community?
  - How do you keep the convo alive when there isn’t a crisis
  - How do we teach history in a way that's more inclusive of our richness – we're getting better at this
  - What other community stakeholders want to collaborate
Where to start?

- Strategic plan – test marketing
- Forecasting where we're going – police SWOT training – need help from community
- 1) broad community engagement
- 2) engaged continuing conversations
- 3) exposure to diversity – connections outside the community

**GROUP: Other**

Other group topics: work, housing/zoning, broader state and nation, welcoming to district, organizations and leadership, history

Sharing experiences – how can we work together to create an inclusive and bias-free environment?

- University increasing diversity
- Resources to meet needs of all ethnic/racial groups – food, store, salons
- Implicit bias and checking assumptions
- History - celebrating/learning other stories, presentations for schools, Black History month
- Data – why do students leave Oyster River and NH? What is the role of university
  - New admin coming in – time to approach subject?
- Housing – specifically as an issue of race
  - Need diverse options, housing stock
  - Zoning – no mobile homes in Durham, there are restrictions on multi-family homes being used by multiple people not related
  - **Housing is always a popular topic, but what needs to happen to move this conversation forward**
    - What are pathways of influence
    - Question of affordability
    - Renting restrictions
- School incidents – UNH and at grade school
- Prevalence of issues rising
- Role of national rhetoric? - people being comfortable expressing their views
- Bigotry vs. Racism differences
- Children hearing rhetoric
- Adults continuing education – deepening understanding/history
  - Issue of curriculum
- "People's Institute for Survival and Beyond" offers a training
- Decision makers – reaching and speaking with – get them involved in community conversations
- Increase male involvement in community conversations
  - Logistic barriers of both parents attending
- Noticing racial disparities in health at work
  - Apathy from co-workers because the area isn't diverse and they don't think it's a problem
- Pervasive problem
  - Recognize issue
  - Involving people who are apathetic
- Ask questions – co-creative – ask what others need
- Follow local orgs – UNH Black Student Union, 8% speaks, OMSA
  - Partner with student groups
- Increasing awareness – looking within selves
- Resources – books
- Connecting 1-1 with people – step out of own comfort zone, use arts/movies to broaden understanding of people not engaged in topic
- Engaging w/o guilt

Q. What makes people think race/bias is a problem?
- Statements from leaders?
- Using data?
- Head and heart issue

- Challenges (and strengths) of a university town
  - Students with housing
- School/home dynamics
  - Step in with difficult convos when hearing remarks
- Intersectional issues - race/gender
  - White women maybe can understand plight of people of color more b/c of dangers they face
  - Allyship
  - Empathy
  - Vulnerability
- Events inviting people of color and people of different perspectives to share culture both ways

Priorities:
- Community partnerships – attend events, build relationships, resources to welcome people, events with cross cultural groups
- History and education – focus on local, partner with schools
- Strategize around systemic issue – housing. Increase education of issue, contact local reps.