



Wallkill Central School District, 1500 Route 208, PO Box 310, Wallkill, New York 12589

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Summary of "Equity Forum" - June 2, 2021

Below please find a summary that provides more details to the information that was presented at the forum on the evening of June 2nd. Please click here to view the presentation <https://www.wallkillcsd.k12.ny.us/Page/7936>. If there are any questions or concerns regarding the presentation or the information below, please contact your child's building principal.

A. Restorative Justice Circles at the High School Level:

The District has been implementing the program at the High School in conjunction with Family of Woodstock since 2018-2019. Restorative justice circles provide a place for students, and at times families, to come together and have an ongoing problem mediated by a trained facilitator. We have found that this program has been successful in helping to reduce behavioral issues for some of our students and the building at large. Also, please note that this program is voluntary, and students and parents agree to participate so that the problems can be resolved in a peaceful manner. The program is currently being researched for the Middle School.

B. Implementation of New York State's Culturally Relevant Framework:

The District collaborated with Dr. Jevon Hunter, Professor at Buffalo State University, through Ulster BOCES to create one unit of study in which students would have the opportunity to complete a project that is interest based.

- Elementary School - There is no work with Dr. Hunter planned for the elementary schools.
- Middle School - The English unit developed by the Middle School allows students the opportunity to use narrative writing, research, and interview skills to explore the theme, "We are Wallkill." Students will create their own cultural wealth charts and explore untold stories and histories of people reflecting the diversity in the Wallkill Community.
- High School - The High School ELA Department is developing one unit of study in which students will choose a book aligned to a specific theme that will be researched throughout the unit. The units are being designed to be high interest and engaging for our students along with being aligned to the New York State Learning Standard for English Language Arts.

The themes being explored per grade level are:

- Grade 9: Who am I? What shapes my identity as a person?
- Grade 10: What does it mean to have a voice? How can I use and develop my voice?
- Grade 11: How can my voice influence my community?
- Grade 12: How can my voice influence the world?

C. Role of Equity Committees in Each School Building:

Each school in the District has a team of volunteer teachers that work together throughout the school year to maintain a safe and supportive learning environment for all students. The intent is to provide all students with opportunities to thrive academically and socially/emotionally along with fostering positive relationships between all students.

D. No Place for Hate:

No Place for Hate is an anti-bullying program that the middle school has been researching. The program has not been implemented nor will it be in the 2021-2022 school year.

E. Library Audits:

Each building added books to their library to ensure that our collection of books is reflective of our school community, no books have been removed.

F. School Resource Officer (SRO) and School Patrol Officer (SPO) Programs:

The role of the School Patrol Officers (SPO) at the elementary schools is to protect the school community and to foster positive relationships with students and families.

The SRO's at the High School and Middle School serve three (3) primary roles in our School community:

- *Law Enforcement Officer:*
 - a. *SRO's work with school administration to review school safety prevention procedures and make recommendations for modification when appropriate*
 - b. *Keep the School Safe*
- *Law Related Counselor:*
 - a. *Provides guidance to the students, parents, teachers, staff, and acts as a link to support services within and outside of the school*
 - b. *Works with Pupil Personnel Team Members to identify students at-risk*
 - c. *Serves as a mentor and role model to students identified by school personnel or through interpersonal relationships established with the students*
 - d. *Assists students and parents in finding appropriate community resources*
 - e. *Serves as a crisis intervention officer mediating disputes to learn the cause and work with the students in solving disputes in a non-violent manner*
- *Law Related Presenter:*
 - a. *Participates in the District's Health and Safety Committee, School Safety Team, and other inter-disciplinary teams as appropriate*
 - b. *Collaborates with teachers to present and/or participate on applicable topics. For example, the SRO may participate in a senior level course such as: Participation in Government Class*