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Restorative Justice in Education @ Longfellow Middle School

Grant Name	Restorative Justice in Education @ Longfellow Middle School	Record Type	LEARNING for Equity Grant
Project Leader	[REDACTED]	Grant Type	EqLEARN
School	Longfellow Middle	Academic Year	2021-22
Site(s)	Longfellow Middle	Grant Status	Active
Co-Lead		Grant/Application Update	
Co-Lead Email		Final Rating	Full Funding
BUSD Project Director		Grant Awarded	Awarded
		Amount Awarded	\$10,000
School No.	15	BHSDG Contribution	
Grant Number	524		
School-Grant No.	15-524		
Type-School-GrantNumber	EqLEARN-15-524	Funded Amount	
		Funder	
Amount Requested	\$10,000.00	Funder Details	
Title Alternate			
Project Summary	Through a RJ in Education lens, an intergenerational leadership team that includes educators, college students & MS students, we will work to create spaces that decolonize our learning environments. These spaces will have a strong youth voice where students have real decision making power using Project Based Learning & Action Based Research in racial affinity groups such as Black Girls United, Raza Youth Concilio & Young Men's Work. The collaboration will include Longfellow MS, Cal & university students, LF teachers, librarian & our VP. We will present workshops to the Longfellow community about our process, findings & recommendations.	Total Amount - Payments	\$8,313.91
		Total Amount Remaining	\$1,686.09
Teacher Email	[REDACTED]	Prepaid to BUSD - Certificated	\$918.10
Teacher Phone	[REDACTED]	Prepaid to BUSD - Classified	\$0.00
Submitter Name		BUSD Staff Pay	✓
Submitter Email			
		Carryover Amount	
OK to share with		Carryover next year	

BHSDG

Grant Notes

of Follow-up Reports 1

Last Follow-up Rpt Rec'd 6/3/2022

Request FU Rpt?

Offer interview?

Follow-up Extension

Follow-up Report Notes

Application Information

Position in BUSD RJ Coordinator

Priority Area(s) Positive Racial Identity Development; Inclusive & Culturally Relevant Learning

Department

Other Priority Area

Release Time Teacher - Subject

TSA - Subject

of Students Served

Total Years of Experience 20 or more years

Project Lead - Race/Ethnicity Hispanic or Latinx

Total Years in BUSD 5th to 10th year

Race/Ethnicity - Description Chicano, Yaqui

Project Goals

1) Create spaces that are led collectively by an interdisciplinary & intergenerational team of participants (Black Girls United, Raza Youth Concilio, Young Men's Work). This will take place during lunch, after school and will include at least 2 Saturdays. We will survey the participants. 2) Team led workshops for Longfellow staff that reflect the group's work. We will survey the staff. 3) Community celebration to honor our time & efforts. We will make enjoyment of the celebration mandatory ;)

Role of Equity - Why?

Role of Equity - For Whom

The intended audience are students of color & the educators who serve them. An emphasis is placed on Latinx & African American students, our largest ethnic groups at Longfellow. We also emphasize female leadership roles, and inclusion of our Yemeni students who have long had a strong presence and impact on our community. We have existing spaces that we have created with our youth, such as Young Men's Work (young men of color collab) & Black Girls United, and we are working together to create more opportunities for greater access for our students. This work includes open meetings for our youth during class time, lunch & after school.

Role of Equity - By Whom

[Redacted] (AmeriCorps RJ Intern/Black Educator), [Redacted] (AmeriCorps RJ Intern/Black Educator), [Redacted] (Teacher Librarian/Filipina Educator), [Redacted] (Science Teacher/Latina Educator), [Redacted] (UC Berkeley PPSC Intern/Latinx Educator), [Redacted] (VP/Black Educator & Instructional Leader), [Redacted] (RJ Coordinator/Chicano Educator). The project is designed by all collaborators, all play a leadership role in planning & interfacing with students & [Redacted] is leading it on paper. All collaborators have experience engaging our identified students and have connections and relationship with our existing community.

Role of Equity - What

Restorative Justice in Education, Decolonizing Our Experiences in Education & Abolitionist Teaching are the basis of our curriculum development. They inspire our work and interaction with our school community, and give us the opportunity to engage our intended audience in spaces that feel inviting and inclusive of their experiences. We are building this curriculum as we go to be responsive to the specific needs of our students in a unique time.

Role of Equity - How

We will hold Circles with our intended audience, that give students to identify what is important to them in and out of the classroom. We will ask them to reimagine their learning experience and help them develop a sense of what this could look like. Meaning, every participant is given the chance to have a voice (whether spoken, written, or otherwise expressed). We will explore what RJ in Education means and how it relates to

their experiences. What colonization & decolonization means. How Abolitionist Teaching encourages a critical and action based lens. We will look at different models of learning and use students' cultural background & cultural capital to help inform and impact teacher practices and classroom/school wide experiences.

Timeline

- September-October: outreach & creation of affinity groups, identify PBL (Project Based Learning) & ABR (Action Based Research) models, initial Circles exploring our Why to create and develop our Essential Questions. - October-November: Regular meetings with groups, document agreements, areas of interest & focus of groups, identifying inviting guest speakers . - November-December: regular meetings and beginning to plan workshops for staff, host community celebration before Winter Break. - January-February: narrow down areas of focus for workshops, train youth to co-lead workshops, and continue to meet. - February-March: Begin to host first Circles/workshops with selected teachers & staff. - March-April: broaden the pool of teachers participating in workshops. - April-May: Final workshops, reflect on our process, achievements and recommendations for LF staff. - May-June: Share group findings and recommendation with school staff, CELEBRATE!!

Link to Budget

of Collaborators

7

Collaborator Cohort Description

RJ Educators working to decolonize student experiences @ Longfellow MS

Amount of Cohort Committed

Systems & Structures

Talking circles that explore our collective Why--our purpose. Standing meetings & check ins with agendas. Shared docs that support our collaboration. Pre & post measures for our student & staff participants. Reflection circles to process & build, as well as a closing circle & celebration.

Add'l links

