



# The State of the Black Girl

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## COLUMBUS CITY PREPARATORY SCHOOL FOR GIRLS

- ▶ ESTABLISHED IN 2010
- ▶ OUR MOTTO IS WELL READ, WELL SPOKEN, AND POISED
- ▶ COLUMBUS CITY PUBLIC SCHOOL
- ▶ SERVING 300 STUDENTS
- ▶ GRADES 6 - 8
- ▶ 77% AFRICAN AMERICAN



# How do we support black girls?

- ▶ Advisory Program ( Talk about the issues affecting us as girls)
- ▶ Access to Mental Health (Partnership w/ Children's Behavioral Health)
- ▶ Daily Affirmations (Posted Quotes, Celebrations, Empowerment)
- ▶ Culturally Relevant Curriculum (Queens, Warriors, Heroes)
- ▶ Mentorships (Community Partnerships that mirror themselves)
- ▶ Clubs/Activities (Meditation, Self-Defense, Green Team)

# BARRIERS TO LEARNING

EQUITY IN LEARNING OPPORTUNITIES

LACK OF CULTURAL RELEVANCY IN CURRICULUM

TRAUMA INFUSED HISTORY

CAREGIVER TO SIBLINGS

PARENTIFICATION

MENTAL HEALTH CHALLENGES

ATTENDANCE

# Workable Solutions

## Hiring of African American Teachers

- A 2010 study found that among students who were classified as overtly aggressive, African Americans were more likely to be disciplined than any other group (Horner, Fireman, & Wang, 2010). However, this trend varied based on the racial background of the teacher.

## Elimination of Implicit Bias

- BLACK GIRLS IN CLASSROOMS ACROSS THE COUNTRY HAVE BEEN GRANTED PERMISSION TO FAIL BY THE IMPLICIT BIASES OF TEACHERS THAT LOWER EXPECTATIONS FOR THEM...**Dr. Monique Morris**

## Restorative Practices

- Improves relationships between people and communities.
- The goal is to build healthy relationships and repair harmed relationships.

# Discipline vs Consequence

- ▶ Restorative Justice
- ▶ Provide replacement behaviors for “attitudes & insubordination”
- ▶ Limit Emotional Response
- ▶ Have multiple ways to solve conflicts

# What do black girls want?

- ▶ They want to be heard
- ▶ They want to be respected
- ▶ They want to be supported

# The Stereotype of a Black Girl

- ▶ Angry Black Girls grow up to be Angry Black Women
- ▶ We are not angry, we are strong, and work hard for what we have
- ▶ We are not loud, we just want to be heard



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# Paradigm Shift

- ▶ How do you resolve conflict? Peace Circles
- ▶ In School Suspension vs Student Center Learning Lounge
- ▶ Celebrate diverse cultures, Inclusive Environment
- ▶ Quote of the week, Morning Meeting, Town Hall Meeting
- ▶ Advisory – Journaling, Discussion, Survey,
- ▶ Open door policy- listen, offer advice and emotional support
- ▶ Wellness checks
- ▶ Know students emotional scale

# OUTCOMES OF CCPSG GIRLS



LOWEST DISCIPLINE OSS RATE OF ALL  
TRADITIONAL MIDDLE SCHOOLS IN CCS



INCREASED ATTENDANCE RATE ALIGNED WITH  
STATE EXPECTATION



RATED B IN PROGRESS FOR ACADEMIC  
ACHEIVEMENT ON STATE REPORT CARD



STUDENTS WELL PREPARED FOR HIGH SCHOOL



EQUIPPED WITH 21<sup>ST</sup> CENTURY SKILLS



HAVE EXPERIENCE IN SERVICE LEARNING AND  
SOCIAL JUSTICE

# What can you do?

- ▶ Provide increased support that is specific from agencies involved with homelessness, mental health, job services, parent education.
- ▶ Increase positive self images city-wide.
- ▶ Incorporate more organizations that address challenges and provide encouragement for young African American Girls.
- ▶ Local initiative to improve the quality of life for black girls.

# References

- ▶ RACIAL DISPROPORTIONALITY IN SCHOOL DISCIPLINE: IMPLICIT BIAS IS HEAVILY IMPLICATED. THE OHIO STATE UNIVERSITY. KIRWIN INSTITUTE FOR THE STUDY OF RACE AND EQUITY. RETRIEVED FROM [HTTP://KIRWANINSTITUTE.OSU.EDU/RACIAL-DISPROPORTIONALITY-IN-SCHOOL-DISCIPLINE-IMPLICIT-BIAS-IS-HEAVILY-IMPLICATED/](http://kirwaninstitute.osu.edu/racial-disproportionality-in-school-discipline-implicit-bias-is-heavily-implicated/)
- ▶ MORRIS.M.W. (2016). PUSHOUT: THE CRIMINALIZATION OF BLACK GIRLS IN SCHOOLS. THE NEW PRESS;NEW YORK