

Sister Girl Co.



# RETREAT REFLECTIONS POCC 2024 WORKSHOP



## Resource Guide

Links to all digital materials and resources from SGC's "Retreat Reflections: 5 Days, 10 Black Girls, and a Wealth of Ways to Inspire and Empower Them" For additional tools and to learn more about upcoming SGC events and opportunities, visit [www.sistergirlcollective.com](http://www.sistergirlcollective.com) or reach out to [info@sistergirlcollective.com](mailto:info@sistergirlcollective.com).

# Curriculum Audit Checklist

## Ensuring Inclusivity and Representation of Black Students

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### PURPOSE

This checklist is designed to help educators review curriculum and teaching practices to ensure inclusivity, cultural responsiveness, and positively reflects the experiences and contributions of different cultures. The goal is to identify gaps, biases, and opportunities for improvement, creating a more equitable learning environment for all students.

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### 1. SELECTION OF COURSE MATERIALS

#### Literature, Readings, Media, and Resources

- Are selected materials representative of works by **creators of diverse racial backgrounds**, particularly Black authors?
  - ☐ Yes ☐ No ☐ Needs Improvement
    - **Examples:** Include works from writers renown authors and laudable emerging authors.
- Are **fiction and non-fiction** texts limited to topics of oppression or struggle?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are the materials diverse in terms of **genre, perspective, and time period**?
- Are materials representative of a wide range of Black experiences?
  - ☐ Yes ☐ No ☐ Needs Improvement

#### Historical Representation

- Do historical readings/discussions go beyond slavery and civil rights struggles to include **Black achievements and contributions** in various fields?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are Black contributions, experiences, and events integrated throughout the curriculum and not isolated to one period of study of Black people/experiences?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Does the curriculum present **well-balanced depictions of Black history**, including stories of resilience, creativity, and leadership?
  - ☐ Yes ☐ No ☐ Needs Improvement



## 2. PEDAGOGICAL PRACTICES

### Classroom Discussions:

- Are **classroom discussions** intentionally inclusive, inviting and valuing the unique experiences of students from diverse backgrounds and perspectives?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are teachers intentionally trained and prepared to **facilitate conversations** about race, identity, and privilege in a way that encourages Black students' perspectives, avoids marginalization and confronts microaggressions?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are students encouraged and praised for critically engaging with topics like systemic racism, anti-Blackness, and other forms of inequality across the curriculum?
  - ☐ Yes ☐ No ☐ Needs Improvement

### Bias-Free Evaluation:

- Are grading and assessment practices free of **bias**? Are Black students evaluated equitably in comparison to their peers?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are there efforts to address any potential bias in the types of assignments and assessment tools used (e.g., tests, participation, project rubrics)?
  - ☐ Yes ☐ No ☐ Needs Improvement

## 3. STUDENT IDENTITY AND ENGAGEMENT

### Affirming Black Identity:

- Does the curriculum affirm the **cultural identities** of Black students by including content that reflects their lived experiences, histories, and communities?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are Black students' contributions to classroom discussions and projects celebrated and **acknowledged in meaningful ways**?
  - ☐ Yes ☐ No ☐ Needs Improvement

### Encouraging Leadership Styles:

- Are Black students encouraged to take on leadership roles in class discussions, group projects, and school-wide activities?
  - ☐ Yes ☐ No ☐ Needs Improvement



### Encouraging Leadership Styles (ctd.):

- Are opportunities for **student choice** embedded in the curriculum, allowing Black students to explore topics that resonate with their personal and cultural identities?
  - ☐ Yes ☐ No ☐ Needs Improvement

## 4. TEACHER REFLECTION AND GROWTH

### Educator Awareness:

- Have you examined your own **implicit biases** and how they might affect your expectations of Black students in terms of academic performance, behavior, or participation?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Do you seek regular opportunities for **professional development** on racial equity, anti-bias teaching, and culturally responsive pedagogy?
  - ☐ Yes ☐ No ☐ Needs Improvement

### School Celebrations and Events:

- Are school-wide events, assemblies, and celebrations inclusive of Black cultures? Do they avoid tokenism and genuinely represent diverse voices?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are there affinity spaces or clubs where Black students can gather, share experiences, and feel supported in their identities (e.g., Black Student Union)?
  - ☐ Yes ☐ No ☐ Needs Improvement

### Discipline and Equity:

- Is there a **fair and transparent disciplinary process** that ensures Black students are not disproportionately targeted or punished for behavior that other students might also display?
  - ☐ Yes ☐ No ☐ Needs Improvement
- Are school policies designed with **racial equity** in mind, actively seeking to prevent discrimination, and ensuring Black students feel safe and supported?
  - ☐ Yes ☐ No ☐ Needs Improvement



### NEXT STEPS:

#### 1. Identify Areas for Immediate Improvement:

List the top 3 areas where changes need to be made.

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#### 2. Plan for Action:

What specific steps will you take in the next month to improve inclusivity and representation in your classroom?

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#### 3. Collaborate for Accountability:

How will you work with colleagues, students, or administration to ensure that these improvements are implemented across the school?

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Please remember that this Curriculum Audit Checklist is a **living document** and should be revisited regularly to track progress, reflect on changes, and continue the work of creating an inclusive learning environment where Black students feel **seen, valued, and empowered**.





# RACIAL INCIDENT RESPONSE GUIDE





# Racial Incident Response Guide

## **PURPOSE**

To help educators and administrators respond appropriately to racial incidents in school, ensuring the safety, dignity, and well-being of Black students while creating an environment of accountability and education.

## **STEP 1: IMMEDIATE RESPONSE**

1

### **Ensure the Safety and Well-Being of Students**

- **Focus on Impact:** Prioritize the emotional and physical safety of the student who was targeted
- **Remove Student if Necessary:** If needed, give the student space to process the incident away from the environment where the harm occurred.
- **Support Available:** Ensure access to a counselor or a trusted adult for support.

2

### **Address the Perpetrator**

- **Immediate Intervention:** If possible, address the perpetrator directly. Explain that their behavior is unacceptable and harmful.
- **Separate if Necessary:** If the situation escalates, separate the students to prevent further harm.

3

### **Document the Incident**

- **Gather Facts:** Record what happened, including who was involved, what was said or done, where and when it occurred, and who witnessed it.
- **Student Accounts:** Take statements from both the student(s) harmed and the perpetrator(s).



## STEP 2: INVESTIGATE THE INCIDENT

1

### Investigation Team

- **Assemble a Team:** Involve counselors, administrators, and other relevant staff to thoroughly investigate the incident.
- **Gather and Witness Accounts:** Collect statements from any witnesses and review relevant documentation, such as video footage if available.

2

### Evaluate the Context

- **Consider Power Dynamics:** Reflect on the broader context—consider racial dynamics, existing tensions, and past incidents that may affect the students involved.
- **Address Microaggressions:** Ensure that more subtle forms of racism, such as microaggressions, are recognized and handled appropriately.

## STEP 3: ENGAGE IN RESTORATIVE CONVERSATIONS

1

### Meet with the Targeted Student

- **Listen First:** Give the student a chance to express their feelings, and listen without interruption.
- **Validate Their Experience:** Acknowledge the harm they experienced and let them know that their feelings are valid.

2

### Meet with the Perpetrator

- **Explain the Harm:** Help the perpetrator understand why their words or actions were harmful.
- **Encourage Reflection:** Facilitate a conversation about why they acted in this way and how they can learn from the incident.





## STEP 3: ENGAGE IN RESTORATIVE CONVERSATIONS (ctd.)

3

### **Facilitate a Restorative Conversation (if both parties are willing)**

- **Mediation:** Facilitate a conversation about why they acted in this way and how they can learn from the incident.
- **Focus on Healing:** The goal is to repair harm and prevent future incidents.

## STEP 4: CONSEQUENCES AND ACCOUNTABILITY

1

### **Consequences for the Perpetrator**

- **Appropriate Discipline:** Apply consequences that fit the severity of the offense, following the school's racial equity guidelines.
- **Educational Component:** Implement a requirement for anti-racist education, workshops, or sensitivity training as part of the consequences.

2

### **Transparency**

- **Communicate with Families:** Inform the families of both the targeted student and the perpetrator about the incident and how it is being addressed.
- **Public Acknowledgement:** For larger-scale incidents, address the school community to reaffirm the school's commitment to racial equity and inclusion.

## STEP 5: LONG-TERM PREVENTION AND SUPPORT

1

### **Follow-Up with the Targeted Student**

- **Check-in Regularly:** Schedule ongoing check-ins with the student to ensure they feel supported and safe.
- **Ensure Healing:** Provide additional resources, such as counseling or affinity groups, to help the student heal.



## STEP 5: LONG-TERM PREVENTION AND SUPPORT (ctd.)

2

### School-Wide Learning

- **Community Conversations:** Host facilitated conversations or assemblies to educate the school community about racism and build an inclusive culture.
- **Professional Development:** Offer ongoing training for staff on anti-racist education and how to respond to racial incidents.





# EMPOWERING BLACK STUDENTS RESOURCE LIST



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## **PURPOSE**

To provide a curated list of resources—books, organizations, programs, and tools—that educators can use to support and empower Black students in predominantly white schools.



# **Empowering Black Students Resource List**

## **Books and Articles for Educators**

1. **“Why Are All the Black Kids Sitting Together in the Cafeteria?”** – Beverly Daniel Tatum
  - A must-read for educators looking to understand the racial identity development of Black students and how to create supportive environments.
2. **“Culturally Responsive Teaching and The Brain”** – Zaretta Hammond
  - Offers practical strategies to make classrooms more inclusive, especially for students of color.
3. **“Teaching to Transgress: Education as the Practice of Freedom”** – bell hooks
  - A foundational text on empowering students and creating classrooms where freedom and equity are central.
4. **“Pushout: The Criminalization of Black Girls in Schools”** – Monique W. Morris
  - Explores the disproportionate discipline faced by Black girls and provides insights for educators on how to disrupt this pattern.

## **Books and Media for Students**

1. **“The Hate U Give”** – Angie Thomas
  - A powerful novel addressing police violence, systemic racism, and activism from the perspective of a Black teenager.
2. **“Stamped: Racism, Antiracism, and You”** – Jason Reynolds & Ibram X. Kendi
  - A teen-friendly exploration of the history of racism and how students can be anti-racist.
3. **“Black Enough: Stories of Being Young & Black in America”** – Edited by Ibi Zoboi
  - A collection of short stories about the diverse experiences of Black teenagers across America.
4. **“Hair Love”** – Matthew A. Cherry
  - A beautiful children's book that celebrates Black hair and self-love.

## **Organizations and Programs**

1. **The National Black Student Alliance (NBSA)**
  - Provides support and leadership training for Black students in predominantly white schools through workshops, conferences, and mentoring programs.
2. **Racial Empowerment Collaborative (REC)**
  - An organization that offers professional development for educators and students, focusing on racial literacy and empowerment.
3. **Black Girls CODE**
  - Encourages Black girls to explore STEM fields, offering workshops and coding classes to build confidence and skills in technology.
4. **The Loveland Foundation**
  - Provides free therapy and mental health support for Black girls and women, with a focus on empowerment and healing.



# **Empowering Black Students**

## **Resource List**

### **Online Tools and Resources**

#### **1. Facing History and Ourselves**

- A comprehensive website offering curricula, lesson plans, and resources to help teachers engage students in discussions about race, identity, and social justice.

#### **2. The Conscious Kid**

- An educational platform that provides resources to support educators in addressing racism and fostering anti-racist education, including book recommendations and discussion guides.