

Black Girls in Orange Jumpsuits: A Scoping Review of How School Pushout Leads to The
Criminalization of Black Girls in Canadian Schools.

Kadeon Antonette Fletcher-Dyer

Mount Saint Vincent University

April 2023

Thesis Supervisor: Dr. Sarah Reddington

A thesis submitted to the Department of Child and Youth Studies in partial fulfilment of the
requirements of the degree in Master of Arts in Child and Youth Study

Abstract

Black youth in Canada face significant obstacles when navigating the education system due to institutional and social barriers that impede their access to a comprehensive education. This situation is particularly problematic for Black girls, who experience compounded challenges due to their intersecting identities. To explore the relationship between the lived experiences of Black girls in Canadian schools and school pushout and the school-to-prison pipeline, I conducted a scoping review of literature published between 2010 and 2022. A search of 10 databases yielded 1404 articles, which were then screened and reduced to 12 using inclusion and exclusion criteria. Three common themes emerged from the analysis: 1) exclusionary discipline policies, including zero-tolerance policies, often criminalize Black girls' actions and lead to premature school dropout, 2) Black girls are subjected to static, stereotypical identities that result in alienation and otherization within Canadian classrooms, and 3) systemic racism perpetuates racial inequalities and discrimination, contributing significantly to school pushout. The review underscores the need for further ethnographical research that centers the voices and perspectives of Black girls to gain a better understanding of how zero-tolerance policies, static stereotypes, and systemic racism contribute to their marginalization and pushout from schools and into the school-to-prison pipeline in Canada. Such research is essential to inform equity and diversity policies and design strategies that address the institutional and interpersonal barriers and discrimination that Black girls face.

Acknowledgements

This thesis would not have been possible without God's grace; I wanted to give up so many times, but God's unwavering mercies kept me. I want to express my deepest gratitude and appreciation to my supervisor, Dr. Sarah Reddington, for her support, expertise, guidance, resourcefulness, and for seeing my potential when I did not. I am equally grateful to my committee members, Dr. Catherine Baillie Abidi and Delvina Bernard, for generously sharing their time and expertise which have been invaluable contributions to this thesis. Many thanks to all my lecturers in my program; you all facilitated my growth by selflessly sharing your wealth of knowledge with me. I would be remiss if I did not give special thanks to my daughter, Janae Alaina, for completing this master's with me. I also want to thank my family members, especially my mother, Kareen, and my sister, Tameika, who supported me financially throughout this process. Additionally, I want to thank my friend, Marvette, for being a constant tower of strength and my mental health advocate. Thank you!

Table of Contents

Abstract.....	2
Acknowledgements.....	3
Chapter One: Introduction	7
1.1 Introduction.....	7
1.2 Positionality as a Researcher.....	8
1.3 Statement of Purpose.....	9
1.4 Significance of Research.....	9
1.5 Research Question.....	12
1.6 Definition of Technical Terms	12
Chapter 2: Theoretical Framework.....	14
2.1 Relevant Literature and Theoretical Framework	14
2.2 Intersectionality Theory	14
Chapter Three: Methodology.....	17
3.1 Introduction.....	17
3.2 Justification of the Scoping Review as a Methodological Approach.....	18
3.3 Methodological Framework	18
Framework Stage 1 - Identifying the Research Question.....	19
Framework Stage 2 - Identifying Relevant Studies.....	19
Search Strategy	20
Framework Stage 3 - Study Selection	21
Inclusion and Exclusion Criteria.....	21
Table 1.0 Criteria for Inclusion and Exclusion.....	22
Framework Stage 4 – Charting the Data	22
Framework Stage 5 – Collating, Summarizing and Reporting the Results.....	23
3.4 Ethical Considerations.....	23

Chapter Four: Charting the Data.....	24
4.1 Introduction.....	24
Table 2.0 List of Authors Included in the Scoping Review.....	25
4.2 Annotated Bibliographies.....	26
Bibliography Source #1	26
Bibliography Source #2	27
Bibliography Source #3	27
Bibliography Source #4	28
Bibliography Source #5	29
Bibliography Source #6	29
Bibliography Source #7	30
Bibliography Source #8	31
Bibliography Source #9	31
Bibliography Source #10	32
Bibliography Source #11	33
Bibliography Source #12	33
4.3 Conclusion.....	34
Chapter Five: Collating, Summarizing and Reporting the Results.....	35
5.1 Introduction.....	35
5.2 Descriptive Numerical Summary.....	35
Table 3.0 Number of Sources by Publication Type.....	36
Table 4.0 Number of Sources by Publication Year	37
Table 5.0 Sample Population by Size	37
5.3 Major Themes	38
Table 6.0 Major Themes and Sub-themes	38
Table 7.0 Table of Themes and Sub-themes by Source Authors.....	39
5.3 Discussion	39
Theme 1: Systemic Racism.....	39

Theme 2: Static Representations of Black Girl Identities.....	47
Theme 3: Zero-tolerance Policies	58
5.4 Strengths.....	64
5.5 Limitations	64
5.6 Gaps in Literature.....	65
5.7 Conclusion.....	66
Chapter Six: Recommendations for Education and Future Research.....	67
6.1 Introduction.....	67
6.2 Recommendations for Education	67
6.3 Recommendations for Research.....	69
6.4 Conclusion.....	70
References.....	71
Appendices.....	76
Appendix A: Key Terminology.....	76
Appendix B: Key Terminology using a combination of “AND” or “OR”	77
Appendix C: Search Strategy	78

Chapter One: Introduction

1.1 Introduction

Based on recent data from Statistics Canada, juvenile crime rates have consistently decreased in Canada throughout the past decade (Statistics Canada, 2019). Youth violence, which had previously peaked in 2000, has either remained stable or decreased in recent years (Statistics Canada, 2019). The number of young people accused of a crime has dropped by over 50% (52%) since 2000 in all major categories of crime (Statistics Canada, 2019). However, out-of-school suspensions have increased by approximately 10% since 2000 (Nelson & Lind, 2015). Despite the positive trend of decreasing juvenile crime rates in Canada, the rise in out-of-school suspensions presents a concern stemming from the implementation of zero-tolerance school discipline policies (Nelson & Lind, 2015). Since the 1970s, out-of-school suspensions have more than doubled (Nelson & Lind, 2015). This statistic is alarming because recent research shows that Black children are three times more likely than White students to be suspended or expelled, and students who have been suspended are more likely to be held back a grade or even drop out of school entirely (Nelson & Lind, 2015).

Over the past thirty years, exclusionary discipline policies, also known as zero-tolerance policies, have become increasingly common in Canadian schools (Simson, 2014). Minority youths, especially African Canadian youth, are subject to harsher punishment under the punitive system, as reported by Simson (2014). According to Hines-Datiri and Carter-Andrews (2017), the exclusionary discipline that results from zero-tolerance policies affects Black girls the most. Richardson (2022) theorizes that certain policies are leading to higher rates of expulsion or suspension of Black girls for minor infractions, a phenomenon referred to as pushout. The goal of this pushout is to exclude Black girls from the classroom and coerce them into dropping out of

school. Unfortunately, when pushed out of school, Black girls are more likely to end up in juvenile court and institutions of confinement (Hirschfield, 2018).

1.2 Positionality as a Researcher

This research is motivated by my current life circumstances. I am a Black Caribbean woman sojourning in Canada, specifically Halifax, Nova Scotia. I am a full-time international student and mother to a Black daughter attending elementary school here in Canada. In her 1st term of school, a classmate described her skin as ugly. I was surprised and angry that a 7-year-old White child not only felt so empowered to racial profile my child but to say it to her face. When I reported the situation to her school, her class teacher apologized, and the matter was brushed under the carpet. To add to this, sometime later her school sent home a consent form that referred her to the Office of the Black Student Support Worker for “improved academic and cultural awareness and overall academic successes and achievement.” The referral came even though report cards affirm she is functioning above grade level in several key subject areas. Then, I received an email from the Halifax Regional Centre for Education (HRCE) asking me, the parent of an African Nova Scotian student with an Individual Program Plan (IPP), to complete a survey. When I contacted her school, they claimed there was no IPP for my child and that I received the email in error.

However, these actions birthed seeds of distrust in the Nova Scotia Education System. This distrust is supported by the fact that even though people of color have been living in Nova Scotia since the 1700s, it is a place still known for its systemic racism against Indigenous and Black people. After all, it was only 39 years ago that the last segregated school was closed in Nova Scotia. It is disheartening to know that four hundred years after the abolition of slavery, Black children are still at a disadvantage in Nova Scotia’s education system. Data from the office

of the African Nova Scotian Affairs - Government of Nova Scotia (2011), claims that a lower percentage of African Nova Scotians complete high school or enroll in college. This worrisome trend places my child at a distinct disadvantage, when compared to her White peers, because school pushout is a real threat to my child's educational pursuit in Canada. Thus, the issue under review has significant personal connections to me and my child and our future here in Halifax, Nova Scotia.

1.3 Statement of Purpose

The purpose of this scoping review is to gain an understanding of the scope and depth of the literature describing the relationship between school pushout and the criminalization of Black girls in Canadian schools.

1.4 Significance of Research

During the time of slavery, individuals of African descent were prohibited from receiving formal education or attending school. Engaging in such activities was considered a criminal offense by law, as indicated by Du Bois and Eaton (1996). The Georgia Slave Code of 1848 enforced this restriction by imposing fines or whippings on slaves who were caught reading or writing. This prohibition was rooted in the belief that if Africans learned how to read, they would begin to question the oppressive and controlling rationale behind slavery, and the false notion that Black individuals were inferior, as noted by Du Bois and Eaton (1996).

While many Black people saw education as a crucial step toward independence and liberation, many White people saw it as a threat (Du Bois & Eaton, 1996). The Whites rationalized their decision to deny Blacks an education by saying that former slaves would not be economically productive after emancipation (Du Bois & Eaton, 1996). Neither did they want the Blacks to develop aspirations incompatible with their work as plantation laborers (Kallehauge,

2021). Thus, denying Blacks access to education ensured they remained a viable labor force for the Whiteman's enterprises (Kallehauge, 2021). As a result, numerous laws were passed making it illegal for Black people to attend school, whether they were slaves or free men (Anderson, 1988). Most of North America passed laws making it illegal to educate enslaved children in reading or writing (Anderson, 1988). Despite the prohibitions imposed on them, Black people persisted in seeking educational opportunities to escape from slavery (Anderson, 1988). Denying Blacks access to education was a crucial element of slavery that persisted even after independence (Kallehauge, 2021). Nevertheless, many slaves longed for liberation and the benefits of literacy and education (Kallehauge, 2021). As a result, since the end of slavery, countless Black individuals have persevered to achieve great academic success (Thomas & Jackson, 2007). They have done so despite numerous challenges that have threatened to hinder their achievements for centuries. According to Thomas & Jackson (2007), the educational gains of Blacks have afforded them the opportunity to play a significant role in the empowerment of their Black communities. But, even though slavery ended four hundred years ago, Black girls continue to face challenges in accessing education (Smith, 2020). Currently, many Black girls struggle to remain in school, as Giroux (2015) has pointed out. Giroux (2015) explains that Black students are increasingly being viewed as threats in educational settings, which creates an environment that feels like a war zone. As a result, schools have become places of distrust, fear, and demonization for Black girls (Giroux, 2003; 2015).

Police officers and security personnel have become agents of control within schools (Giroux, 2015; Welsh & Little, 2018), indicating that the importance of security has surpassed that of providing a solid education and a positive learning environment for students. With the introduction of police officers in schools, Black girls are at a greater risk of being arrested and

charged with a criminal offense (Giroux, 2015). According to Diaz (2019), research has shown that the percentage of Black girls with juvenile court cases increased from 29% in 1992 to 30% in 2002 to 40% in 2009 among girls. All indications point to factors other than growth in Black girls' criminal conduct as being responsible for this increase (Diaz, 2019). Instead, a disturbing trend is emerging from the limited data available. It is becoming noticeable that Black girls are attracting criminal charges for infractions committed while at school (Diaz, 2019). This trend is disturbing because the choice to hold and arrest Black girls for infractions committed at school while their White peers are not treated comparably is made by White police officers and school administrators (Diaz, 2019). Administrators at schools disproportionately discipline and physically harm Black girls for minor offences like displaying emotion (Jacobsen et. al., 2019). Similarly, Black girls are more frequently disciplined, criminalized, and even physically assaulted by school staff members, including teachers, administrators, and police officers than their White peers (Diaz, 2019). Black girls frequently face consequences like suspension, expulsion, or even imprisonment for transgressions such as dozing off in class, challenging administrators, or even just expressing feelings that are deemed appropriate when it comes to their White counterparts (Giroux, 2015).

Therefore, this research is indispensable as it prioritizes the issue of Black girls being disproportionately pushed out of school and into the queues of penitentiaries. This scoping review will help the relevant stakeholders better comprehend the complex relationship that exists between the forced, early expulsion of Black girls from schools and the likelihood of them ending up in prison. Moreover, the research seeks to identify the literature available to determine the existing gaps and make recommendations for future research. In addition, this research seeks to augment the existing literature by providing greater insight into the world of school pushout,

which drives countless students out of school and into unhealthy, unstable, and often criminalized futures (Morris, 2015). Furthermore, it is hoped that policy makers and other relevant stakeholders will use the findings to facilitate an effective response at the community and national levels. What is more, the results of this study will strengthen provincially and federal educational and youth stakeholder collaborations and help them respond to the issue of school pushout for Black girls using the recommended strategies in a way that pragmatically addresses the rigorous implementation of zero-tolerance policies in schools.

1.5 Research Question

To fully explore the issue this research examines the following question: (1) Is there a direct relationship between the lived experiences of school pushout for Black girls in Canadian schools and the school-to-prison pipeline?

1.6 Definition of Technical Terms

- Exclusionary discipline – “any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices at schools include suspension and expulsion” (Smizer, 2021, pp. 1).
- Zero tolerance policy – “the policy or practice of not tolerating undesirable behavior especially in the automatic imposition of severe penalties for first offenses” (Skiba, 2000, p. 3).
- Minor infraction – “minor misbehaviors or rule violations that can be addressed and managed by a teacher or school administrator without significant disciplinary action” (Scott & Barrett, 2021, p.135).

- School pushout – a collection of policies, practices, and consciousness that fosters the invisibility, marginalization of pain, opportunities, and creates the facilitation of the criminalization of vulnerable students (Morris, 2015).
- School-to-prison-pipeline – “any discipline policies that encourage police presence at schools, harsh tactics including physical restraint, and automatic punishments that result in suspensions and out-of-class exclusions that push students out of the classroom and into the criminal justice system” (Chiariello, 2013, pp. 7).
- Criminalization – “the action of turning an activity into a criminal offense by making it illegal” (Oxford Dictionary n.d.).

Chapter 2: Theoretical Framework

2.1 Relevant Literature and Theoretical Framework

This research proposal will not have a traditional literature review as the methodological approach, a scoping review, serves the same function.

2.2 Intersectionality Theory

Intersectionality is a theoretical framework that was initially developed to address the marginalization of Black women in feminist and antiracist thought and politics, as well as in anti-discrimination law (Carbado et al., 2013). Kimberlé Crenshaw, a legal scholar, introduced intersectionality in 1989 to explain how systems of oppression interconnect and create unique experiences for individuals with different social identities (Crenshaw, 1989). While intersectionality applies to a broad range of people, Crenshaw's work began with Black women, whose oppression could not be fully captured by either racist or sexist labels (Crenshaw, 1989).

Intersectionality highlights and aims to deconstruct instances of marginalization that operate within institutionalized discourses, legitimizing existing power relations, while also illuminating how discourses of resistance may create and justify marginalization (Crenshaw, 1989; 1991). As a strategy, a disposition, and a heuristic analytical tool, intersectionality draws on Black Feminism and Critical Race Theory to understand the complex interplay of social identities and power dynamics that shape individual experiences (Collins, 2015; Crenshaw, 1991). The concept of intersectionality demonstrates how social movement activism and organization for ending violence against women have obscured the vulnerability of women of color, particularly those from underserved and immigrant areas (Carbado et al., 2013).

The goal of intersectionality is to look at how various forms of oppression coexist and interact with one another in actual, lived experiences (Crenshaw et al., 2015). For example,

society treats women differently based on gender standards, ethnicity, age, race, sexuality, and socio-economic status (Crenshaw et al., 2015). In this approach, categories like gender expectations, racial standards, and class are never separate but are constantly connected and overlap (Crenshaw et al., 2015). Since Black girls are more likely to experience disadvantage or prejudice based on their intersecting identities, intersectionality theory is ideal for a research study such as this one. Intersectionality provides a lens through which we can examine the procedures, practices, laws, and institutional structures contributing to the discrimination Black girls face (Proctor et al., 2017). Further, intersectionality promotes poststructural ideas about discourse and subjectivity (Collins & Bilge, 2016). It accepts subjectivity as fluid and broken while emphasizing the effects of ideologies that categorize people based on race, gender, sexuality, ethnicity, class, religion, and other factors (Collins & Bilge, 2016).

Intersectionality as a theory is not without critique (Collins, 2015). Some researchers argue that the theory's hazy formulation and ambiguous instructions when conducting research give rise to numerous methodological challenges (Collins, 2015). However, Knuden (2006) postulates that the value of intersectionality may lay in its capacity to unearth and articulate the experiences of oppressed women and problematize and expose the power structures embedded in the same notions and categories that oppress women. Another critique of the theory claims that although a vast body of intersectional research covers the concerns of various racial and ethnic groups, genders, sexual orientations, nationalities, and disabilities, intersectionality tends to focus mainly on the plight of the Black woman (Carbado et al., 2013). However, Carbado et al. (2013) argue that these critiques unfairly infer that Black women no longer struggle with structural discrimination or that their subjectivity is too specific to make any meaningful contributions in the effort to comprehend and counteract modern expressions of oppression. In

agreement, Robertson and Jesudason (2013) argue that intersectionality is versatile enough that researchers should continue to apply it to their study of minorities.

In this research, the use of the intersectionality theory framework will enable a better understanding of the numerous overlapping elements that contribute to the marginalization and discrimination of Black girls within the Canadian educational system. This will allow the researcher to structure and organize a thematic analysis of the multi-faceted phenomenon of the causes and implications of school pushout for Black girls in Canadian schools. The theory will also serve to identify gaps in current research and policies. The identification of these gaps will create the foundation for the researcher to propose recommendations for educational policies and future research that will address the intersecting forms of discrimination and oppression faced by Black girls who are affected by school pushout in Canadian schools.

Chapter Three: Methodology

3.1 Introduction

This study uses a scoping review as its methodology. According to Grant and Booth (2009), a scoping review is a preliminary evaluation of the size and scope of available research literature. Further, a scoping review seeks to determine the nature and scope of research evidence including any ongoing research on the topic under investigation (Arksey & O'Malley, 2005). Correspondingly, Munn et al. (2018) claim the goal of a scoping review is to identify knowledge gaps, scope a body of literature, clarify concepts, or investigate research methodology.

A scoping review strives to provide an overview or map of the evidence rather than a rigorously evaluated and synthesized finding or answer to a specific topic (Armstrong et al., 2011). Further, a scoping review is an excellent technique for determining the breadth or depth of a body of literature on a particular subject. In addition, a scoping review provides a clear picture of the amount of literature and studies that are accessible, usually with summaries of their main points (Armstrong et al., 2011). According to Peters et al (2015) a scoping review is ideal when a body of literature has not been thoroughly examined yet or when the issue under review has a broad, complicated, or diverse nature that makes a more focused systematic review impractical. As reported by Mays et al. (2001), a scoping review, which aims to quickly map the key concepts underpinning a research area as well as the main sources and types of evidence available, can be undertaken as a stand-alone project, especially where a topic is complex or has not been comprehensively reviewed previously. Thus, a scoping review is a substantial tool for evidence synthesis as it requires rigorous and transparent methods to ensure that the results are reliable (Munn et al., 2018). Moreover, a scoping review can serve as a richly informed starting

point for further investigations to contribute to research, practice, and policy (Brown et al., 2020).

3.2 Justification of the Scoping Review as a Methodological Approach

The methodology of this research, a scoping review, evaluates the scope, diversity, and type of research data that is available on the relationship between school pushout and the criminalization of Black girls in Canadian schools. This scoping review is justified as the extent to which Black girls are confronted with the vulnerabilities associated with school pushout is frequently not addressed in current research, statistics, and public policy discussions (Crenshaw et al., 2015). Therefore, the current scoping review seeks to summarize and find gaps in the available research data so that recommendations for future educational policy and research can be made in Canada. It does this by mapping the literature according to its relevance in terms of time, place, source, population sample and origin. It will also clarify the conceptual limits and working definitions of the topic under discussion.

3.3 Methodological Framework

The framework for conducting a scoping review is based on the belief held by supporters of systematic reviews that the methods used throughout the various stages are rigorous and transparent (Mays et al., 2001). The scoping review methodology is driven by the need to find all pertinent literature, regardless of study design, as opposed to being directed by a tightly focused research question that encourages searching for specific study designs (Mays et al., 2001). Thus, for the study to be repeated by other researchers, the procedure needs to be thoroughly described (Mays et al., 2001). This clear methodology strengthens the validity of the conclusions and refutes any critiques of the study's methodological rigor (Mays et al., 2001). The framework chosen for this scoping review is Arksey & O'Malley's (2005) five-stage methodological

framework: identifying the research question, identifying relevant studies, selecting studies, charting the data, and collating, summarizing, and reporting the results. This framework is described as follows:

Framework Stage 1 - Identifying the Research Question

According to Arksey and O'Malley (2005) a scoping review begins with identifying the research question to be explored, as this informs the development of search strategies.

Additionally, at the start of the review, it is critical to define the parameters of the search parameters and consider the ramifications of adopting these search strategies (Arksey & O'Malley, 2005). Decisions about the inclusion and exclusion criteria may then be made once the researcher has a general idea of the scope's extent (Arksey & O'Malley, 2005). Then, it is crucial to consider which components of the research question are vitally important. This could be components such as the study population, methodology, or outcomes (Arksey & O'Malley, 2005). The research question propelling this scoping review asks, "Is there a direct relationship between the lived experiences of school pushout for Black girls in Canadian schools and the school-to-prison pipeline?"

Framework Stage 2 - Identifying Relevant Studies

The objective of conducting a scoping review is to locate primary research as comprehensively as possible (Levac, et al., 2010). This can include both published and unpublished studies in addition to any reviews that are appropriate for answering the central research question (Levac, et al., 2010). To do this, it is important to employ a strategy of searching for research evidence from a variety of sources (Arksey & O'Malley, 2005). Sources can include electronic databases, reference lists, hand-searching of key journals, peer-reviewed journals, grey literature, and existing relevant organization and conference material (Arksey &

O'Malley, 2005). According to Arksey & O'Malley (2005), it is of paramount importance that all significant parameters regarding the scope of the review be determined and implemented at the commencement of the investigation.

Search Strategy

This research utilizes electronic databases, reference lists, peer-reviewed journals, grey literature, Google Scholar and existing publications from Canadian organizations and conferences using selected keywords and phrases as the foundation for the scoping review. To identify a wider breadth of literature pieces to be reviewed, the search included non-scholarly work such as newspaper articles and blog entries. This inclusion allows the scoping review to benefit from a more extensive examination of the information available, thereby providing a more accurate snapshot of the issue of school pushout in Canada. As a result, three appendices, Appendix A, Appendix B and Appendix C, were created to frame the information gleaned in this process. Appendix A is a list of all the keywords searched and contains terminology that is relevant to the topic under discussion. Appendix B is a table highlighting the search terms using the Boolean operators “AND” or “OR” as conditions of the search. All literature search attempts include a combination of the key terms using “AND” and “OR” as conditions. The MSVU and Novanet libraries provided access to most of the primary databases searched. In addition, non-academic sources that are relevant but not peer-reviewed were also included in the search results. Finally, Appendix C outlines the steps taken during the search strategy.

This review has time limitations given the scope of a master's thesis and in wanting to keep the content relevant. Therefore, only relevant literature spanning 2010-2022 is included in this review. 2010 was chosen as the starting point for the review as it was felt that this period would best highlight the growing attention this significant issue has been getting recently.

Despite French being an official language in Canada, literature in this language is excluded from the search as the cost and time needed for translation are not readily available. Consequently, potentially relevant articles written in French are not included in this review.

Framework Stage 3 - Study Selection

It is critical to define key terminology at the start of a scoping study. In addition, there should be mechanisms in place to help eliminate studies that do not address the central research question (Arksey & O'Malley, 2005). To ensure consistency in decision-making, scoping review methods should develop inclusion and exclusion criteria based on the specific research question(s) at the start of the project (Levac et al., 2010). This will assist in ensuring that only relevant studies are included in the review. Criteria can include factors such as date of publication and language of publication. Copies of full articles should be obtained for the studies that appeared to be the most relevant to the research question (Arksey & O'Malley, 2005). Similarly, a deadline must be established as a scoping review can be quite extensive. When time is limited, it is good practice to indicate in an appendix any articles that have not been reviewed but may be of interest to other researchers (Arksey & O'Malley, 2005).

Inclusion and Exclusion Criteria

In keeping with Levac et al. (2010) it is advisable to establish inclusion and exclusion criteria at the beginning of an investigation to produce pertinent data and make the research concept clear. Therefore, at the onset of this review inclusion and exclusion criteria were established. These were modified over the life of the research to refine the search strategy. The literature selected for this review were chosen under the following inclusion and exclusion criteria as outlined in Table 1.0.

Table 1.0 Criteria for Inclusion and Exclusion

Criteria	Inclusion	Exclusion
Key Words	Key terms in title or abstract	No key term in title or abstract
Language	English	Any other than English
Location	Canada	Any country other than Canada
Publication date	After January 1 st , 2010	Before January 1 st , 2010
Black girls	Must be a variable	Black girls not a variable

Table 1.0 presents the inclusion and exclusion criteria for the literature reviewed in this scoping study. To be included, studies had to have the key terms identified in Appendix A either in their title or abstract. In addition, the studies must be written in English and conducted in Canada. Only studies published between 2010 and 2022 and including Black girls as part of their population sample are considered.

Framework Stage 4 – Charting the Data

According to Ritchie and Spencer (1994), charting data entails identifying and coding essential information from the primary research reports under review. Researchers chart qualitative data by synthesizing and interpreting the data under review by sifting, transferring, and classifying it using central issues and themes (Ritchie & Spencer, 1994). Arksey and O'Malley (2005) advise researchers to chart data to organize and categorize their findings into important themes and topics. In addition, they suggest combining basic information about the study and details about the research issue in data charts; consequently, the charting process (Ritchie & Spencer, 1994) used in this study synthesizes, interprets, and extracts data from 12 eligible articles thematically. Charting data by identifiable themes contextualize findings and makes them easier to comprehend (Arksey & O'Malley, 2005). Therefore, this review's organization of the primary research data in annotated bibliographies enables readers to improve their understanding of the subject matter and to interpret the findings easily.

Framework Stage 5 – Collating, Summarizing and Reporting the Results

The results of a scoping review are gathered, summarized, and reported at this stage (Arksey & O'Malley, 2005). Although a scoping review will need an analytical framework or thematic construction to offer a narrative account of the literature already in existence, no attempt is made to present a view regarding the weight of the evidence concerning specific treatments or policies (Arksey & O'Malley, 2005). This is because the scoping review does not aim to evaluate the quality of the evidence and, as a result, is unable to judge whether specific research provides reliable or generalizable findings (Arksey & O'Malley, 2005). However, the scoping study does require researchers to prioritize areas of the literature when creating a framework for compiling and summarizing results (Arksey & O'Malley, 2005). For the reader to identify any potential bias in the reporting or the recommendations, the scoping research technique must maintain clarity when reporting the results. As with any high-quality study, all perspectives or potential biases must be stated, and any potentially arbitrary data-analysis decisions must be explained (Arksey & O'Malley, 2005).

3.4 Ethical Considerations

There are no human research subjects in this study, therefore, it is not subject to ethical review by Mount Saint Vincent University's Ethics Committee. Additionally, since there is no reasonable expectation of privacy, this thesis, *Black Girls in Orange Jumpsuits: A Scoping Review of How School Pushout Leads to The Criminalization of Black Girls in Canadian Schools*, does not require ethical approval. Further, the data used in this scoping review is sourced from databases that the public can easily and readily access through print and electronic media.

Chapter Four: Charting the Data

4.1 Introduction

This research uses 12 sources to populate the data charts presented. According to Arksey and O'Malley (2005), when choosing studies for scoping reviews, possible studies are evaluated meticulously; and the selection criteria are updated as knowledge of the literature grows. The initial search for this review, based on combinations of the keywords in Appendix A, identified a potential 1404 sources. The researcher then applied the established inclusion and exclusion criteria in Table 1.0 to the search strategy to identify the studies closely related to the research question. The search strategy identified 198 sources that were duplicated. This means that of all the sources identified by the inclusion and exclusion criteria 99 articles were found at least twice on two or more of the databases searched. In following the inclusion and exclusion criteria and aims of the research, this reduced the number of eligible sources to 1206. Of these 1206, 849 sources were excluded because they were not exclusive to Canadian research and the experiences of Black girls in Canadian schools. 126 sources were also rejected because their publication date was before January 1, 2010. These were rejected as the intention of this scoping review is to identify the most current experiences of Black girls in Canada as it relates to school pushout. The inclusion and exclusion criteria further eliminated 197 sources based on the absence of keywords in their titles and abstracts. Another 22 sources did not directly focus on the Black girl as a variable in their sample population and had to be disregarded. This process, outlined in Appendix C, resulted in 12 sources meeting the aim of the research inquiry, thereby making them eligible for this scoping review.

Table 2.0 List of Authors Included in the Scoping Review

Clandfield, D., Curtis, B., Galabuzi, G., Gaymes San Vicente, A., Livingstone, D.W., Smaller, H. (2014). <i>Restacking the deck: streaming by class, race and gender in Ontario schools</i> . Canadian Centre for Policy Alternatives.
Diallo, H. (2021). <i>#BlackInSchool</i> . University of Regina Press.
Evans, K. (2019). The Invisibility of Black Girls in Education. <i>Relational Child & Youth Care Practice</i> , 32(1), 77–.
George, R. C. (2020). Holding It Down? The Silencing of Black Female Students in the Educational Discourses of the Greater Toronto Area. <i>Canadian Journal of Education/Revue Canadienne De l'éducation</i> , 43(1), 32–58. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/380 .
Howes, V. (2020, August 28). <i>Teens Give Advice on How Canadian Schools Can Fight Anti-Black Racism</i> . HuffPost.com. https://www.huffpost.com/archive/ca/entry/canadian-schools-anti-black-racism_ca_5f488bf2c5b697186e33c588 .
Katshunga, J., Massaquoi, N., & Wallace, J. (2020, February 20). <i>Black women in Canada</i> . Canadian Centre for Policy Alternatives. https://monitormag.ca/shorthand/black-women-in-canada-200221160623/index.html .
Litchmore, R. V. (2022). “She’s very known in the school”: Black girls, race, gender, and sexual violence in Ontario schools. <i>Qualitative Psychology</i> , 9(3), 232–250. https://doi.org/10.1037/qup0000221 .
Maynard, R. (2017). <i>The (Mis)Education of Black Youth: Anti-Blackness in the school system</i> . In Antony, J., Antony, W., & Samuelson, L. (7th Eds.). (2022). <i>Power and Resistance: Critical Thinking About Canadian Social Issues</i> . Fernwood Publishing.
McPherson, K. (2020). Black girls are not magic; they are human: Intersectionality and inequity in the Greater Toronto Area (GTA) schools. <i>Curriculum Inquiry</i> , 50(2), 149–167. https://doi.org/10.1080/03626784.2020.1729660 .
Neeganagwedgin, E. (2013). Narratives from Within: Black Women and Schooling in the Canadian Context. <i>Alberta Journal of Educational Research</i> , 59(2), 226–.
Shen, A. (2021, March 29). <i>The school to prison pipeline: An analysis on systemic racism with Ontario School Boards</i> . Kroeger Policy. https://www.kroegerpolicyreview.com/post/the-school-to-prison-pipeline-an-analysis-on-systemic-racism-with-ontario-school-boards .
Ward, M. O. (2020, January 1). <i>We matter too: Black women and their experiences due to applied streaming in the Ontario Secondary School System</i> . Figshare. https://rshare.library.ryerson.ca/articles/thesis/We_matter_too_Black_women_and_their_experiences_due_to_applied_streaming_in_the_Ontario_secondary_school_system/14658123/1 .

Table 2.0 presents a comprehensive list of the 12 authors and their respective works that have been incorporated in this scoping review.

All 12 sources are analyzed and summarized in-depth. In reviewing the 12 sources, the researcher appraised their applicability and relevance to the current research question and research aim. This information is presented below as annotated bibliographies. Each annotated bibliography contains a bibliographic citation and a comprehensive paragraph on the reviewed source. Using an annotated bibliography to chart this data has its strengths. There are only 12 sources; thus, annotative bibliographies are advantageous in that they are descriptive and emphasize the correctness, viewpoint, and quality of the reviewed sources.

4.2 Annotated Bibliographies

Bibliography Source #1

Clandfield, D., Curtis, B., Galabuzi, G., Gaymes San Vicente, A., Livingstone, D.W., Smaller, H. (2014). *Restacking the deck: streaming by class, race and gender in Ontario schools*. Canadian Centre for Policy Alternatives.

In this book, Clandfield et al. (2014) detail the widespread streaming that takes place in Canadian schools based on class, color, gender, and assumed special needs. Clandfield et al. (2014) assert that Black children of working-class and minority families are finishing high school and receiving admission offers to post-secondary institutions. However, these Black children continue to experience severe discrimination in primary and secondary schools, and their chances of gaining post-secondary education remain mediocre. Clandfield et al. (2014) use an extensive literature review to outline several ways that schools, programs, and classrooms deliberately situate Black children on the periphery and how Black children experience this discrimination. Clandfield et al. (2014) analyses use the class power theory, which they describe in great length. Clandfield et al. (2014) outline different perspectives from class leaders on educational disparities and show how systemic gaps in income and power cause the social violence known as “streaming” of Black children. Further, Clandfield et al. (2014) provide a myriad of justifications for why there should be an end to the streaming of Black children. Clandfield et al. (2014) cite recent empirical studies in Canada showing significant differences in educational attainment by family, race, and economic background and how this reinforces steaming Black children where they experience school differently than their white peers. The research in this book explains that there is a direct connection between the disproportionate discipline of Black girls in Canadian schools to systemic discrimination and teacher bias rather than genuine student behavior. The Canadian education system continues to create an impression that is false and contributes to the ongoing marginalization of young Black girls. This perception lowers graduation rates, restricts access to employment prospects in the future, and even pushes Black girls into the arms of the law.

Bibliography Source #2

Diallo, H. (2021). *#BlackInSchool*. University of Regina Press.

Diallo's (2021) high school journal-turned-book, *#BlackInSchool*, chronicles her experiences with systemic racism, microaggressions, stereotypes, and outright racism in Canada's educational system. It is a compilation of journal entries of her experiences as a Black girl attending school in Canada in Grades 11 and 12. The journal offers a firsthand perspective of the numerous racist encounters Black girls experience in the Canadian educational system. The journal entries primarily discuss Diallo's (2021) experiences but chronicle the observed reality of other Black students around her. In her journal, Diallo (2021) magnifies how Black students are othered in the Canadian classroom. Diallo (2021) highlights how the Black body is easily sexualized and adultified, leading to harsher treatment by adult staff members. Diallo (2021) writes from a first-person ethnographic perspective on how she dealt with these instances of microaggression and her resistance to becoming an invisible Black girl. The book demonstrates the reinforcement of systemic racism in Canadian high schools with police officers handcuffing and frisking Black students at school, curricula that portray Black people in a one-dimensional way, and a constant stream of overt racism from both students and staff. The journal chronicles institutional racism as it isolates Black teens and strives to undermine their sense of identity and testifies to how Canadian high schools aim to eliminate the individuality and lived realities of Black youth. The journal serves as a comprehension tool and a chance for teachers to understand the issues Black girls face in the classroom and how Black pupils differ from other students in their school experiences. Most importantly, it adds the voice of a Black girl calling for educational reform and equality for all Black youth.

Bibliography Source #3

Evans, K. (2019). The Invisibility of Black Girls in Education. *Relational Child & Youth Care Practice*, 32(1), 77–.

In this article, Evans (2019) emphasizes how racism and sexism affect the everyday educational experiences of the Black girl in Canadian schools. Evans (2019) also provides guidelines for how Child and Youth Care (CYC) professionals can become advocates in a system that excludes Black girls. Evans (2019) postulates that this research is necessary because the Black girls' entire academic experience and identity have suffered from the exclusion they face from school administrators within the Canadian educational system. Evans (2019) uses the theories of Critical Race Theory (CRT) and Black feminist theory to examine this unique phenomenon. Evans (2019) argues that Critical Race Theory (CRT) can help CYC practitioners refute the falsehoods and skepticism of the dominant White voice. One approach to applying CRT Evans (2019) uses is counter-storytelling. Counter-storytelling places Black girls in charge of their narrative. Correspondingly, the Black feminist theory provides a means of comprehending Black girls' unique experiences and how those experiences have affected their identities. Black Feminist Theory is productive in the analysis of Black girls experiences as it can help to reform perceptions and remove the harmful dominating conversations on

Black identity. According to Evans' (2019) research findings, achievement discrepancies cause Black students to reject education as a means of achieving social mobility and to see academic success as contrary to being a member of a minority. To fit in, Black girls practice silence to advance academically. Education professionals perceive this race-neutral persona as participation and compliance rather than as a reaction to the everyday microaggressions Black girls experience. Black girls, however, employ this identity as a self-defense strategy to resist and safeguard themselves against the damage brought on by how society perceives them.

Bibliography Source #4

George, R. C. (2020). Holding It Down? The Silencing of Black Female Students in the Educational Discourses of the Greater Toronto Area. *Canadian Journal of Education/Revue Canadienne De l'éducation*, 43(1), 32–58.
<https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3801>.

This article draws attention to how Black female students of all ages infrequently appear in contemporary educational discourses in the Greater Toronto Area (GTA). George (2020) uses intersectionality as a theoretical framework and employs content analysis and case study methodologies to clarify the mechanisms underlying the persistence of these absences and silences in the relevant national and provincial contexts. George (2020) justifies the use of the theory as the one that best addresses the misrepresentation of the experiences of Black girls in the GTA's educational discourses since the academic literature is adamant that it is normal to forget about Black girls and how their gender and race connect to produce experiences, oppressions, and consequences. The intersectionality theory allows George (2020) to critically examine the mechanisms by which Black girls are made invisible in GTA educational settings in favor of Black boys. The data reveals that Black boys are commonly the subject of research studies, but Black girls are rarely chosen as a sample population. The findings of George's (2020) research demonstrates a lack of research studies analyzing the experiences of Black girls concerning criminalization and discriminatory disciplinary actions in schools. However, there is evidence that various disciplinary policies in schools may result from the adultification of Black girls. Through adultification, Black girls are constantly marginalized and disproportionately disciplined in their schooling. Overall, the research findings indicate that the literature available is male-centric and problematically categorizes all Black students' experiences as the same.

Bibliography Source #5

Howes, V. (2020, August 28). *Teens Give Advice on How Canadian Schools Can Fight Anti-Black Racism*. HuffPost.com. https://www.huffpost.com/archive/ca/entry/canadian-schools-anti-black-racism_ca_5f488bf2c5b697186e33c588.

Howe's (2020) findings are relevant as it alleges that Black kids when compared to their non-Black counterparts, are twice as likely to be enrolled in applied courses as opposed to academic ones, and by the time they graduate from high school, 42% of Black students would have at least one suspension. The methodological approach saw Howe (2020) compiling media interviews of Black teenage students across Canada. Howe (2020) quotes the interviewed voices of four Black teens (two males and two females). The face-to-face interviews provide a firsthand perspective of the lived experiences of Black students and the racist microaggressions they face in Canadian high schools. Further, the interviews brought to light instances of these Black teens facing institutional racism and their opinions on what may be done by educators and policymakers to eradicate it. The incidents cited occurred in three provinces: Ontario, Quebec, and Manitoba, with Ontario leading in the number of reported incidents. The research suggests that numerous anti-black bullying and systemic racism cases are gaining the spotlight; however, school administrators and teachers are reluctant to acknowledge or address these issues. The incidents were not specific to secondary classrooms but to elementary schools, the sports field, and the schoolyard. Ignoring systemic racism has a detrimental and negative impact on Black students and their possibilities for higher education, careers, and even self-worth.

Bibliography Source #6

Katshunga, J., Massaquoi, N., & Wallace, J. (2020, February 20). *Black women in Canada*. Canadian Centre for Policy Alternatives. <https://monitormag.ca/shorthand/black-women-in-canada-200221160623/index.html>.

According to Katshunga et al. (2020) Black people in Canada still experience segregation in all facets of society, notwithstanding the 1834 abolition of slavery. This reality impacts the lives and possibilities of all Black people in Canada. Within this context, Katshunga et al. (2020) illuminate the current plight of high rates of violence, poor health, an inability to find decent jobs, unsuitable housing, and restricted access to public services that Black women and girls endure in Canada. Katshunga et al. (2020) conducted a content analysis as their methodologic approach. The foundation of the study is the United Nations Working Group of Experts on People of African Descent 2017 national report on Canada that acknowledges that the history of slavery, racial segregation, and marginalization are the underpinnings of anti-Black racism in Canada. These findings are advantageous as it confirms that the cornerstone of Canada's society is education; however, for numerous Black teens, educational institutions are sites where they experience injury, denigration, and psychological assault. The research also emphasizes that Black girls continue to be the targets of racial profiling at every level of Canadian society and are disproportionately and constantly at risk of imprisonment. The dominant concept of race neutrality or color blindness in Canada's educational system makes

Black students' experiences invisible. Similarly, the research on Black teens often ignores the viewpoints of Black girls, thus trivializing the numerous obstacles they face. Further, the data highlights the sexual stereotypes that Black girls deal with daily that oversexualize them in schools and society.

Bibliography Source #7

Litchmore, R. V. (2022). "She's very known in the school": Black girls, race, gender, and sexual violence in Ontario schools. *Qualitative Psychology*, 9(3), 232–250.
<https://doi.org/10.1037/qup0000221>.

This study addresses the issues of gender-based violence, Black girl identities, inclusive education and school pushout. Litchmore (2022) claims that the experiences of Black students and the steps necessary to assist their social and academic well-being are not understood when Black-Canadian girls' viewpoints are unheard. The article cites several recent studies on Black adolescent schooling experiences in which the portrayal of Black girls is that they are academically solid and performing well. However, a growing body of information contradicts this narrative as the evidence shows that exclusionary punishment systems disproportionately affect Black girls compared to White and Hispanic girls. Litchmore (2022) analyzes the lived experiences of three Black-Canadian girls in a Toronto high school through the lens of an ethnographic study. The ethnographic research utilizes individual participant-observation interviews, two one-on-one interviews with participants, and field notes. A combination of the theoretical frameworks of Black feminism and feminist poststructuralism are used to investigate the discursive environment that influenced these young women's narratives, particularly in connection to instances of gender-based violence. Litchmore (2022) also draws from critical discursive social psychology to demonstrate that standard sexist and racist discourses help to form an understanding of these instances. This study concludes that Black girls use various discursive techniques to avoid being perceived as victims while analyzing their experiences in schools. The findings highlight the need for educators and policymakers to address damaging school environments and the intersecting ways that race, gender, and sexual violence make Black girls vulnerable in North American schools.

Bibliography Source #8

Maynard, R. (2017). *The (Mis)Education of Black Youth: Anti-Blackness in the school system*. In Antony, J., Antony, W., & Samuelson, L. (7th Eds.). (2022). *Power and Resistance: Critical Thinking About Canadian Social Issues*. Fernwood Publishing.

This research seeks to draw attention to the reality that many African Canadian pupils receive a separate and inferior education when compared to their White Canadian peers. It emphasizes that Canadian schools view Black students as a threatening presence. Consequently, Black youth continue to be unwelcome and undesirable in many public schools, where their activities are constantly watched and subjected to punishment. The research data gathered through content analysis support Maynard's (2017) idea that the experiences of Black students at school, which they describe as a carceral setting, are marked by neglect, increased surveillance, and arbitrary and frequently severe punishment for any perceived disobedience. Black girls are not exempt from this practice; the research shows they are also affected by racist disciplinary policies such as over-sexualization and adultification. Maynard's (2017) research highlights that Canadian schools are frequently a source of denigration, injury, and psychological distress for Black youth. Many schools continue to use unofficial tactics to stream pupils based on race. Black teens are routed disproportionately into non-academic tracks because of the systematic and interpersonal bias they face daily. This article also highlights that beyond the rise in prison-like environments in many public schools suspension and expulsion policies directly contribute to the egregious, disproportionate contact that Black children have with the criminal justice system. Suspensions and expulsions can have a profoundly negative impact on the lives of Black youth because it increases their chances of going to prison. Consequently, numerous Black teens completely detach from school because of the process called pushout.

Bibliography Source #9

McPherson, K. (2020). Black girls are not magic; they are human: Intersectionality and inequity in the Greater Toronto Area (GTA) schools. *Curriculum Inquiry*, 50(2), 149–167. <https://doi.org/10.1080/03626784.2020.1729660>.

McPherson (2020) examines the social, pedagogical, and emotional experiences that affect the lived experience of Black female students in Greater Toronto Area schools. McPherson (2020) asserts that the academic success and general well-being of Black pupils in Ontario have been negatively impacted for many years by inequities. The sparse, segmented educational data that is available makes it difficult to spot and address disparities for Black girls. This essay places first-person descriptions of the educational experiences of 11 Black girls living in the Greater Toronto Area in the context of critical discourse analysis and Black feminist epistemologies. The qualitative data highlights the adverse learning environments that Black girls frequently encounter in GTA schools, such as persistent instructor microaggressions and practices of discriminatory treatment. The data reveals that despite efforts to provide fairer education for all children, Black girls in the GTA continue to experience isolation in classrooms, where teachers regularly stereotype and discriminate

against them. McPherson's (2020) research stresses that strategies and frameworks identified by school boards, administrators and educators to address problems children confront in schools do not consider Black girls' needs if the experiences of Black girls are undocumented. In the face of derogatory constructions and portrayals of Black female identity, Black girl magic, or #Blackgirlmagic, is a tool for empowerment that helps Black girls grow in their sense of self-worth and self-identification. Black girls have a right to adequate accommodation and representation within educational structures and practices. Hence, there is an urgent need for a theoretical framework to uncover, challenge, and remove injustice based on race, class, and gender in families, communities, and schools.

Bibliography Source #10

Neeganagwedgin, E. (2013). Narratives from Within: Black Women and Schooling in the Canadian Context. *Alberta Journal of Educational Research*, 59(2), 226–.

Neeganagwedgin's (2013) work focuses on the educational experiences and stories of fifteen women of African descent living in Canada. It raises questions about Black girls' lack of visibility in Canadian classrooms. The paper employs a Black Canadian feminist theoretical framework to analyze women's educational experiences. Black Canadian feminist theory is vital and pertinent to the distinct viewpoints of Black women in an educational system dominated by Eurocentric views because it investigates historical perspectives and their connections to modern everyday lives. The theory provides a tool to contextualize Black women's historical and contemporary experiences in their fight against structural oppression. Neeganagwedgin (2013) demonstrates that research on Black Canadian girls' educational experiences and the factors influencing them have rarely been the main subject of attention. Only a few studies concentrate on the alienation of Black students in the educational system, and even fewer specifically address Black girls and their experiences. The focus of earlier research has either been on the exclusion of Black boys or the academic achievements of students of African heritage when compared to students of Euro-Canadian descent. Neeganagwedgin's (2013) findings show that Black girls live within an intersecting matrix - a space where various oppressive institutions simultaneously corroborate and subjugate to conceal purposeful, marginalizing, ideological tactics that establish Otherness. Further, the findings highlight that Black girls are frequently ignored in educational environments, rendering them invisible. Thus, little about the educational experiences of Black girls is known, and even much less is known about the unique difficulties they confront because of their gender.

Bibliography Source #11

Shen, A. (2021, March 29). *The school to prison pipeline: An analysis on systemic racism with Ontario School Boards*. Kroeger Policy. Retrieved November 22, 2022, from <https://www.kroegerpolicyreview.com/post/the-school-to-prison-pipeline-an-analysis-on-systemic-racism-with-ontario-school-boards>.

In this article, Shen (2021) criticizes the Safe Schools Act implemented by the Ontario Education System, which established zero tolerance for inappropriate behavior and increased the authority of teachers and principals to suspend and expel pupils. The research alleges that the school-to-prison pipeline is exacerbated for Black students by the severe sanctions, like suspension and expulsion, arising from the use of the Act. Shen (2021) justifies his criticism with data from a 2017 Toronto District School Board (TDSB) study. The study found that although making up only 12% of the student body, 48% of the 307 kids expelled from Toronto public schools over five years were Black. Bill 212, the Education Amendment Act of 2007, was passed to offer a more compassionate method of handling problematic children. Bill 212 was a step toward resolving the issues the Safe Schools Act raised, but even though it shows a favorable shift in educational discipline, current data does not support the idea that the amended Act offers a lasting, workable solution. Contrarily, the Safe Schools Act places Black girls at as much risk as Black boys. According to a report from the 2017 Ontario Human Rights Commission (OHRC), Ontario school boards did not consider it crucial to compile data, so there are no verifiable statistics on how many Black students, specifically Black girls, have been negatively impacted by the Safe Schools Act. The belief is that the numbers are increasing instead of decreasing based on the number of Black students speaking about their encounters with teacher biases and microaggressions.

Bibliography Source #12

Ward, M. O. (2020, January 1). *We matter too: Black women and their experiences due to applied streaming in the Ontario Secondary School System*. Figshare. Retrieved November 26, 2022, from https://rshare.library.ryerson.ca/articles/thesis/We_matter_too_Black_women_and_their_experiences_due_to_applied_streaming_in_the_Ontario_secondary_school_system/14658123/1.

This study examines applied streaming in the Ontario secondary education system. According to Ward (2020), streaming is the process of placing students in classes according to their aptitude or inaptitude. If a student is declared incapable, she is unable to enroll in applied courses for college preparation, and if she is deemed capable, the option is available to enroll in academic courses for university preparation. This narrative and arts-based qualitative research study use an Anti-Black Racism (ABR) and a Black Canadian Feminism framework to analyze the lived experiences of Black women because of applied streaming in the Ontario secondary school system. The sample consists of two adult Black women from Toronto who had previously attended an Ontario high school that practiced streaming. Gaining a proper and thorough understanding of what Black women experiences look like was made possible by Anti-Black Racism (ABR) and Black Canadian Feminism. These theories made it possible for

Black women's stories to be heard and acknowledged. A line-by-line data analysis allowed the author to capture several themes from the narratives. Ward's (2020) work is critical as it reveals that Ontario schools stream Black students into applied courses that are typically below their skill level. This prominent display of low expectations from teachers, guidance counselors, and other school staff is another reason this practice thrives in the secondary school system in Ontario. The analysis also exposes the disregard for Black women's bodies while highlighting the fact that Black men received preferential treatment and greater attention than Black women in Ontario's classrooms.

4.3 Conclusion

The process of charting in this research project involves the examination of twelve research sources that are directly related to the research question and aim. The identification of these sources was made possible by the search strategy and the inclusion and exclusion criteria. Each source was critically analyzed, and annotated bibliographies were created to provide descriptive summaries of their contents. The annotated bibliographies include bibliographic information, an introduction, research significance, methodology, and results of each source. During the analysis of the articles, three core themes emerged and will form the basis of the in-depth discussion in Chapter Five. These core themes are systemic racism, static representations of Black girl identities, and zero-tolerance policies. Each core theme has several sub-themes that help to contextualize the findings. Chapter Five will provide a comprehensive analysis and discussion to establish if there is a relationship between school pushout and criminalization of the lived experiences of Black girls in Canadian schools. Additionally, it will highlight the advantages and disadvantages of conducting a scoping review on this topic. It will also examine the scope, diversity, and type of research data available on how pushout leads to the criminalization of Black girls in Canadian schools and identify gaps in the available research data. Chapter Six will then use this information to suggest recommendations for future educational policy and research on the topic in Canada.

Chapter Five: Collating, Summarizing and Reporting the Results

5.1 Introduction

In stage 5 of Arksey and O'Malley's (2005) scoping review framework, the focus is on collating, summarizing and presenting the findings of the review. The first part of the presentation is the descriptive results which is a numerical analysis of the studies included in the review. This analysis highlights the number, type, and distribution of the studies. The second part of the presentation is an in-depth exploration of the summary data presented in the annotated bibliographies which identify recurring research areas, problematic provinces, and identifiable gaps in the literature. These findings are thematically organized based on three main themes: systemic racism, static representations of Black girl identities, and zero-tolerance policies. The critical analysis of these themes from an intersectionality perspective is intended to highlight the impact of zero-tolerance policies, the static stereotypical representations of Black girls, and systemic racism on the lived experiences of school pushout Black girls face in Canadian schools. These themes provide a comprehensive understanding of the challenges that Black girls face with school pushout in Canada and the urgent need for action to address these issues.

5.2 Descriptive Numerical Summary

This scoping review include a total of 12 sources, including seven peer-reviewed academic papers, three books, one newspaper article, and one unpublished thesis. Most sources, five, were published in 2020, with two sources published in 2021 and one each in 2013, 2014, 2017, 2019, and 2022. The articles focused on research conducted mainly in Ontario, specifically the Greater Toronto Area (GTA). Halifax, Nova Scotia was the second most referenced city in the research data. Montreal, Winnipeg, and British Columbia were also cited as places of interest. The study population comprised of Black women, Black girls, and Black boys. Black

girls were the subject of analysis in five studies, while two studies focused on Black women. The remaining five studies investigated both Black girls and Black boys. This information is presented in the tables below.

Table 3.0 Number of Sources by Publication Type

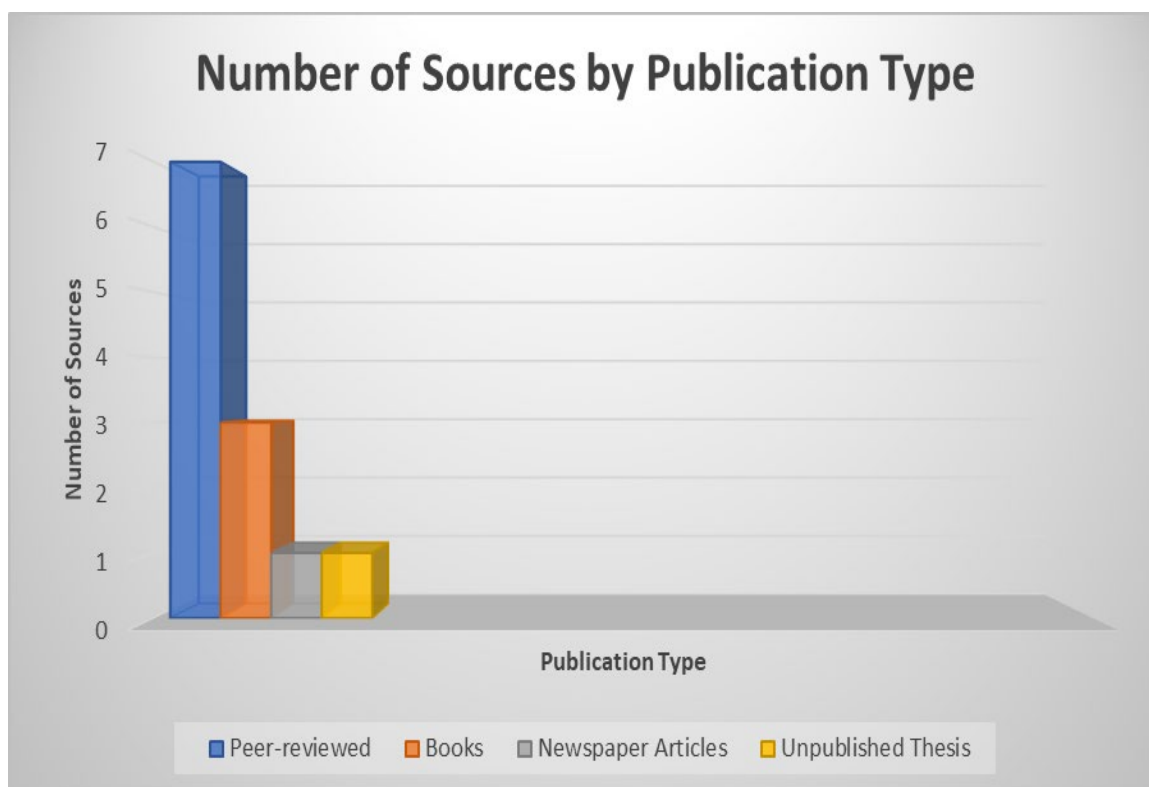


Table 3.0 presents the number of different types of literature used in this scoping review. The breakdown is as follows: seven peer-reviewed academic papers, three books, one newspaper article, and one unpublished thesis.

Table 4.0 Number of Sources by Publication Year

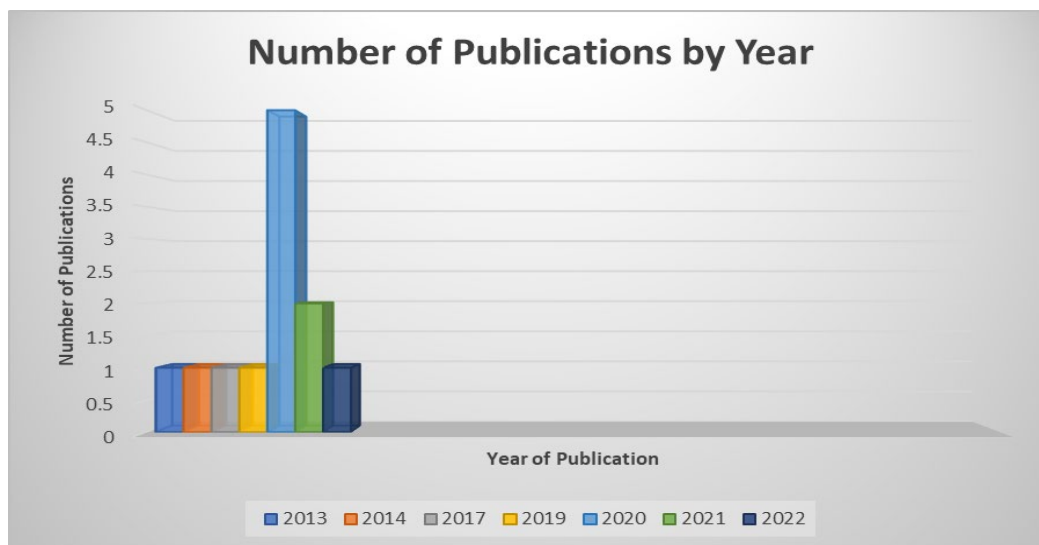


Table 4.0 displays the number of sources published by year. In 2020, most sources (five) were published, while two sources were published in 2021, and one each in 2013, 2014, 2017, 2019, and 2022.

Table 5.0 Sample Population by Size

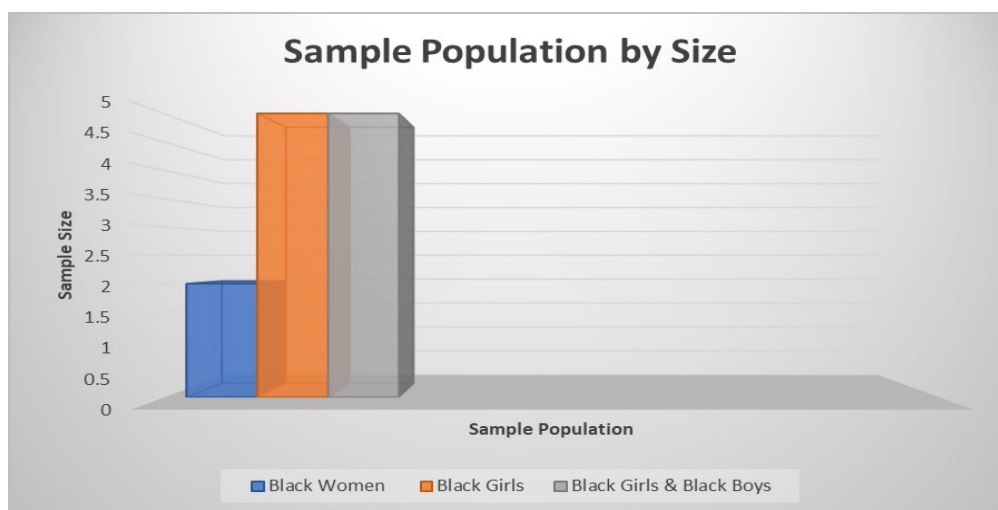


Table 5.0 presents the research population for this scoping review. Out of the twelve studies, five studies included Black girls as the sample population, two studies focused solely on Black women, and the remaining five studies examined both Black girls and Black boys.

5.3 Major Themes

This scoping review intends to determine the scope and depth of the literature describing the relationship between the lived experiences of school pushouts for Black girls in Canadian schools and the school-to-prison pipeline. During the charting process, several themes appeared consistently across the literature. These themes largely incorporate other subthemes that will be part of the discussion in this chapter. The three major themes are systemic racism, static representations of Black girl identities, and zero-tolerance policies in Canadian schools.

Table 6.0 Major Themes and Sub-themes

Major Themes			
	Systemic Racism	Static Representations of Black Girl Identities	Zero-tolerance Policies
Sub-themes	Streaming Anti-black racism Teacher microaggressions Curriculum marginalization Color blindness/colorless education	Sexualization/adultification Sapphire/Jezebel/Mammy The Invisible Black Girl The Angry Black Girl The Silent Black Girl The Loud Black Girl The Mule	School pushout Criminalization School-to-prison-pipeline

Table 6.0 highlights the three major themes and their corresponding subthemes that were identified in the literature. These themes and subthemes will form the basis for the discussion.

Table 7.0 Table of Themes and Sub-themes by Source Authors

Themes & Sub-themes	Source Authors
<p><i>Systemic Racism</i></p> <ul style="list-style-type: none"> • Streaming • Anti-black racism • Teacher microaggressions • Curriculum marginalization • Color blindness/colorless education 	Clandfield, 2014; Diallo, 2021; Evans, 2019; George, 2020; Howes, 2020; Katshunga et al., 2020; Litchmore, 2022; Maynard, 2017; McPherson, 2020; Neeganagwedgin, 2013; Shen, 2021; Ward, 2020.
<p><i>Static Representations of Black Girl Identities</i></p> <ul style="list-style-type: none"> • Sexualization/adultification • Sapphire/Jezebel/Mammy • The Invisible Black Girl • The Angry Black Girl • The Silent Black Girl • The Loud Black Girl • The Mule 	Clandfield, 2014; Diallo, 2021; Evans, 2019; George, 2020; Litchmore, 2022; McPherson, 2020; Neeganagwedgin, 2013.
<p><i>Zero-tolerance Polices</i></p> <ul style="list-style-type: none"> • School pushout • Criminalization • School-to-prison-pipeline 	Clandfield, 2014; Diallo, 2021; Evans, 2019; George, 2020; Howes, 2020; Katshunga et al., 2020; Litchmore, 2022; Maynard, 2017; McPherson, 2020; Neeganagwedgin, 2013; Shen, 2021; Ward, 2020.

Table 7.0 presents the themes and sub-themes that form the basis for the current discussion, as identified by source authors. The content of most of the literature overlaps as the issues that affect Black girls are interrelated and cannot be examined in isolation.

5.3 Discussion

Theme 1: Systemic Racism

This scoping review reveals three main themes related to the lived experiences of Black girls and school pushout in Canadian schools. The first theme, which emerges in this chapter, is the issue of systemic racism in Canadian schools and its impact on Black girls' experience with school pushout. According to McPherson (2020), systemic racism refers to the ways in which institutions and systems, such as schools, perpetuate and reinforce racial inequalities and

discrimination. It is a deeply embedded and structural issue that is not limited to individual acts of racism but includes the ways in which these acts are supported and maintained by larger systems and structures (McPherson, 2020). Systemic racism is characterized by unequal access to resources, opportunities, and representation, as well as the normalization and reinforcement of negative stereotypes and biases towards racialized groups (McPherson, 2020).

The Canadian education system is an example of a system entrenched with systemic racism (Litchmore, 2022). Despite Canadian schools being intended as institutions for learning and personal development, they are often oppressive for Black girls (Diallo, 2021). This paradox is highlighted in research by Clandfield et al. (2014) and Diallo (2021) who maintain that schools do not foster a sense of self or promote growth for Black girls as Canadian schools continually fail to consider the multiple identities of Black girls in the analysis of their lived schooling experiences. However, according to McPherson (2020), systemic racism can be deconstructed using intersectionality theory, which acknowledges that Black girls may experience various forms of oppression at the same time. Intersectionality theory acknowledges that race, gender, class, sexuality, and other identities intersect to create unique experiences of discrimination and marginalization (McPherson, 2020). For example, Black girls may face racism from their peers and teachers, sexism from their male counterparts, and poverty-related challenges that impact their academic success (McPherson, 2020). The lived experiences of Black girls in Canadian schools cannot be confined to a single category. Instead, their experiences require a critical analysis of how various factors intersect to push them out of the classroom and into the courtroom (McPherson, 2020).

Anti-Black racism and institutional discrimination are two interconnected factors that contribute to the marginalization and pushout of Black girls in Canadian schools (Maynard,

2017). Anti-Black racism refers to systemic and individual practices, policies, and attitudes that maintain a hierarchy where Black people have limited opportunities for advancement or mobility, including stereotyping, discrimination, and prejudice based on their perceived characteristics (Maynard, 2017). Additionally, institutional discrimination is the ways in which systems and structures create and perpetuate inequality and discrimination against groups of people, including Black people. (Maynard, 2017).

Black girls are affected by anti-Black racism and institutional discrimination in all areas of their lives, including education, employment, health, and justice (Maynard, 2017). According to Maynard (2017), the Canadian school system perpetuates high levels of anti-Black racism and institutional discrimination towards Black girls. The Canadian school system's reliance on a Eurocentric model disregards the knowledge and experiences of Black girls, such as sexual violence, bullying, unrealistic expectations, and excessive policing (McPherson, 2020), resulting in their marginalization and disempowerment (Maynard, 2017). According to Maynard (2017), because Black girls face systemic oppression in the Canadian education system, they are more likely to be tracked into lower-level courses, disciplined more harshly, and receive less support than their non-Black peers. This unequal treatment can lead to feelings of isolation, discouragement, and disengagement from school, ultimately resulting in underachievement, dropout, and/or expulsion (Maynard, 2017). Moreover, institutional discrimination can be seen in the implementation of zero-tolerance policies that punish minor infractions committed by Black girls with harsh disciplinary measures like suspension or expulsion thereby contributing to the school-to-prison pipeline (Shen, 2021). Shen (2021) alleges that Black girls face harsher disciplinary measures and are more likely to be suspended or expelled due to anti-Black attitudes, as they are disciplined for even subjective offenses such as defiance or disrespect.

Consequently, the unwelcoming and hostile environment created by anti-Black racism and institutional discrimination in schools can lead to school pushout and limited educational opportunities for Black girls (Shen, 2021).

In addition, Black girls in Canada struggle with the issue of color-blindness and colorless education as a part of the systemic racism they encounter during their academic journey (Neeganagwedgin, 2013). Color-blindness and colorless education in Canadian schools have significant negative effects on Black girls (Neeganagwedgin, 2013). Color-blindness refers to the perspective that race should not matter in any way, which is a common belief held by many in Canadian society, including educators (Neeganagwedgin, 2013). This perspective often results in the invisibility of Black girls in educational settings, as their unique experiences and challenges are not acknowledged or addressed (Evans, 2019). Neeganagwedgin (2013) argues that a colorless curriculum perpetuates systemic racism and erases the experiences of Black girls in Canada. This erasure contributes to the invisibility of Black girls and can lead to a lack of motivation and disengagement from school (Evans, 2019). This invisibility is a form of marginalization, as Black girls are denied the resources and support they need to thrive academically and socially (Evans, 2019). Resources such as incorporating diverse perspectives into the curriculum and creating safe and supportive learning environments (Evans, 2019). Moreover, research by Evans (2019) suggests that this invisibility manifests in various ways, including the underrepresentation of Black girls in leadership positions, limited access to academic and extracurricular opportunities, and the marginalization of Black voices and perspectives in classroom discussions. The invisibility of Black girls in educational discourses perpetuates a cycle of exclusion and marginalization that can lead to school pushout (George, 2020).

Equally important to the discussion of systemic racism and how it pushes Black girls out of Canadian schools is the issue of curriculum marginalization (Ward, 2020). Neeganagwedgin (2013) defines curriculum marginalization as the exclusion of marginalized students from access to curriculum content, materials, and activities that would prepare them for academic and life success. According to Neeganagwedgin (2013), Black girls in Canadian schools often experience marginalization through the omission of Black history, culture, and contributions from the curriculum. This omission creates an environment that is not only unwelcoming but also lacks cultural relevance and understanding of Black girls' experiences (Neeganagwedgin, 2013). As a result, Black girls may feel disengaged, alienated, and unsupported in the classroom (Neeganagwedgin, 2013). For example, Ward (2020) notes that applied courses in Ontario schools are often stigmatized and reserved for students who are perceived to be academically challenged or who have limited academic potential. This labeling results in Black girls being placed in these courses despite having high academic potential, thus limiting their access to advanced courses and educational opportunities (Ward, 2020). Additionally, Diallo (2021) emphasizes that the lack of diversity in teaching materials and resources also contributes to curriculum marginalization. The absence of role models and diverse perspectives can lead to feelings of inadequacy and lack of representation for Black girls in the classroom, further pushing them out of school (Diallo, 2021). The consequences of curriculum marginalization are severe and can lead to decreased academic achievement, low self-esteem, and feelings of disconnection from the school community (Ward, 2020).

Another form of systematic racism that pushes Black girls out of the classroom is teacher microaggressions (Neeganagwedgin, 2013). Black girls are particularly vulnerable to teacher microaggressions, which can be defined as subtle and often unintentional acts of discrimination

that communicate hostility or negative attitudes towards marginalized groups (Neeganagwedgin, 2013). Teacher microaggressions, such as racial slurs, stereotyping, and discrimination, are a pervasive issue for Black girls in Canadian schools (Litchmore, 2022). For instance, Litchmore (2022) reported that Black girls in Toronto experience racial slurs, microaggressions, and discriminatory treatment from teachers such as failing to pronounce their names correctly, making assumptions about their abilities, or dismissing their experiences of racism, which negatively impact their academic performance and mental health (Litchmore, 2022). In this way teacher microaggressions can contribute to school pushout (Neeganagwedgin, 2013). Research by Litchmore (2022) highlights more ways in which teacher microaggressions can contribute to the marginalization of Black girls in Ontario schools. For example, teachers may dismiss or trivialize the experiences of Black girls, contributing to a sense of invisibility and erasure. Additionally, teachers may engage in acts of sexual violence towards Black girls, such as inappropriate touching or comments, which can lead to trauma and disengagement from school (Litchmore, 2022).

Yet still, Black girls must deal with the pervasive systemic practice of streaming (Clandfield et al., 2014). Streaming, or the practice of sorting students into different educational tracks based on perceived academic ability, is a common practice in Canadian schools (Katshunga et al., 2020). Streaming has been shown to have a negative impact on the educational outcomes of Black girls in Canada (Clandfield et al., 2014). Unfortunately, this practice has been linked to school pushout, especially for Black girls (Clandfield et al., 2014). According to Maynard (2017), the school system is inherently anti-Black, and streaming exacerbates this issue by funneling Black girls into lower-level courses that offer fewer opportunities for advancement. Similarly, a report by Katshunga et al. (2020), posits that Black girls are often unfairly labeled as

having low academic abilities, and are therefore placed in lower academic streams, which limits their educational opportunities. So even though Black girls often have higher academic abilities than their assigned tracks suggest, they still are overlooked for more challenging courses that could better prepare them for post-secondary education (Katshunga et al., 2020). Streaming disproportionately affects Black girls, limiting their access to advanced courses and perpetuating a cycle of disadvantage that limits their future opportunities (Clandfield et al., 2014; Ward, 2020).

Maynard (2017) notes that the anti-Blackness in the Canadian school system leads to a “mis-education” of Black youth, including Black girls, who are denied access to higher academic streams and are therefore unable to access the same opportunities as their White peers (p. 215). To add to this, studies have shown that Black girls are placed at an even higher risk for school pushout and criminalization as they face the intersectionality of being streamed by class, race, and gender in Ontario schools (Clandfield et al., 2014). This practice has been identified as a form of systemic discrimination that perpetuates the marginalization of Black girls who are already poor, traumatized and invisible in Canadian schools (Clandfield et al., 2014). The negative impact of streaming on Black girls’ educational opportunities is further compounded by the fact that they also face other forms of discrimination, such as anti-Black racism and sexism (Ward, 2020). This can lead to high rates of early school pushout because Black girls feel unsupported and disconnected from their schools (Maynard, 2017).

Systemic racism in Canadian schools has resulted in significant policy gaps that negatively affect Black girls’ education and well-being (Shen, 2021). One of the most significant policy gaps is the lack of recognition of the intersectionality of race, class and gender (Litchmore, 2022). This is evident as existing policies do not address the specific needs and

experiences of Black girls, leading to their invisibility in the education system (Evans, 2019). Another policy gap is the overrepresentation of Black girls in disciplinary actions and exclusionary practices, such as suspensions and expulsions (Evans, 2019). This trend which leads to the school-to-prison pipeline, is the systematic criminalization of Black youth in schools (Shen, 2021). Streaming also negatively impact Black girls' educational experiences (Ward, 2020). According to Clandfield et al. (2014), streaming contributes to social inequality by segregating students based on their race, gender, and socioeconomic status. Black girls are often placed in lower-level streams, where they receive less rigorous education and fewer opportunities than their white peers. This can limit their post-secondary options and career prospects (Ward, 2020). Furthermore, policies addressing anti-Black racism in Canadian schools often focus on addressing individual acts of discrimination rather than addressing systemic racism (Ward, 2020). As a result, Black girls continue to experience systemic racism in their daily interactions with peers, teachers, and administrators, resulting in a hostile learning environment (McPherson, 2020). These policy gaps disproportionately affect Black girls' educational outcomes, with many dropping out of school altogether (Maynard, 2017).

To address these policy gaps, Canadian schools need to implement anti-racism policies and practices that center the experiences and needs of Black girls (Evans, 2019). For instance, schools should offer culturally responsive curricula that teach the histories and contributions of Black Canadians (Evans, 2019). Additionally, schools should provide professional development for teachers to address microaggressions and discrimination in the classroom (Evans, 2019). Moreover, schools need to adopt restorative justice practices that prioritize healing and rehabilitation rather than punishment for disciplinary infractions (Evans, 2019). As, addressing

these gaps through policy changes that are race-conscious, intersectional, and inclusive can create a more equitable learning environment for all students (Evans, 2019).

Theme 2: Static Representations of Black Girl Identities

The second theme emerging from this scoping review is the static representations of Black girl identities. Maynard (2017) asserts that the hierarchical division of race, gender, and socioeconomic levels forms the foundation for numerous oppressive and static stereotypes in Canadian institutions. These repressive institutions, such as schools, impose identities on Black girls that are one dimensional and limited (Evans, 2019). These limiting identities are static constructions and do not reflect the real Black girl. Instead, they serve to make Black girls the “Other” (Neeganagwedgin, 2013, p. 230). One example of othering is the expectation for Black girls to conform to Eurocentric beauty standards, which can lead to feelings of inadequacy and a lack of self-confidence in Black girls (Neeganagwedgin, 2013). According to Neeganagwedgin (2013), othering also extends to teachers overlooking or dismissing the contributions of Black girls in the classroom. This can lead to a lack of engagement in classroom activities and a sense of alienation from the educational process (Evans, 2019). Neeganagwedgin (2013) also argues that the omission of the contributions of Black women and girls to history and society in the Canadian curriculum is also an example of the othering of Black girls. This othering serves to contribute to a sense of erasure and invisibility for Black girls (Evans, 2019). The otherness of Black girls draws attention to how Whiteness achieves its invisibility by being pervasive and so established as to seem normal (Evans, 2019). Thus, the unmarked standard that other identities are measured and manifested against is Whiteness (Maynard, 2017). Therefore, to fully understand the relationship between pushout and the criminalization of Black girls in Canadian

schools, it is necessary to critically examine how society otherizes Black girls and how authorities punish them for these unfair static stereotypes (Evans, 2019; Neeganagwedgin, 2013).

Evans (2019) explores the static stereotypes of the Mammy, the Jezebel, and the Sapphire, and the perpetuation of these stereotypes in the Canadian education system. The Mammy stereotype portrays Black girls as nurturing and maternal, focusing on serving others, while the Jezebel stereotype portrays Black girls as hypersexual and promiscuous (Evans, 2019). The Sapphire stereotype, on the other hand, portrays Black girls as angry and aggressive (Evans, 2019). These stereotypes embedded in Canadian culture is reflected in how Black girls are treated in the education system (Evans, 2019). For example, Evans (2019) notes that the Mammy stereotype often leads to the expectation that Black girls will be compliant and obedient in the classroom. This can lead to a lack of recognition for the intellectual contributions of Black girls, and their academic achievements may be overlooked or undervalued (Evans, 2019). The Jezebel stereotype, on the other hand, can result in a hyper-sexualization of Black girls, which can lead to their exclusion from educational opportunities as they are considered too disruptive to the learning environment (Evans, 2019). Finally, the Sapphire stereotype can lead to a perception that Black girls are confrontational or aggressive, resulting in harsher disciplinary actions, such as suspension or expulsion (Evans, 2019).

According to Evans (2019) these stereotypes limit the opportunities and experiences of Black girls in education and have broader social implications. Evans (2019) notes that these stereotypes perpetuate a narrative of Black girl as inferior and unworthy of respect, which can contribute to the marginalization of Black girls in society. Evans (2019) argues that the static stereotypes of the Mammy, the Jezebel, and the Sapphire contribute to school pushout and the school-to-prison pipeline by creating negative and limiting perceptions of Black girls in

educational settings. These stereotypes contribute to school pushout and the school-to-prison pipeline by creating a culture of distrust and surveillance around Black girls in schools (Evans, 2019). They also limit the opportunities available to Black girls and can result in them being overlooked for academic and leadership roles schools (Evans, 2019). Additionally, these stereotypes can lead to harsher disciplinary actions being taken against Black girls, including suspensions and expulsions, which can put them at greater risk of involvement with the criminal justice system (Evans, 2019).

In her book *#BlackInSchool*, Diallo (2021) discusses the harmful static stereotype of the angry Black woman and its impact on Black girls in the education system. The stereotype portrays Black girls as aggressive and confrontational and can lead to Black girls being unfairly punished or disciplined for expressing their opinions or emotions (Diallo, 2021). This stereotype can also contribute to a lack of engagement in the classroom, as Black girls may feel discouraged from participating in discussions or activities out of fear of being perceived as angry or disruptive (Diallo, 2021). Diallo (2021) provides examples of how this stereotype is manifested in the education system. For instance, educators subject Black girls to harsher disciplinary actions than their White counterparts for the same behaviors. This can result in a disproportionate number of Black girls being suspended or expelled from school, which can have serious long-term consequences for their educational attainment and prospects (Diallo, 2021). Additionally, teachers and staff may dismiss or ignore Black girls when they express concerns or complaints, seeing their emotions as irrational or unwarranted due to the stereotype of the angry Black woman (Diallo, 2021).

According to Diallo (2021), the static stereotype of the angry Black woman contributes to school pushout and the school-to-prison pipeline by creating negative perceptions of Black girls

in schools. The stereotype of the angry Black woman portrays Black girls as aggressive, confrontational, and difficult to work with (Diallo, 2021). This stereotype can result in Black girls being punished more harshly than their non-Black peers for expressing their opinions or asserting their boundaries (Diallo, 2021). It can also lead to them being perceived as less competent and less deserving of academic and leadership opportunities (Diallo, 2021).

Furthermore, the stereotype of the angry Black woman can lead to a culture of distrust and surveillance around Black girls in schools (Diallo, 2021). Teachers and administrators may be more likely to view Black girls as threats or troublemakers, which can result in them being subject to harsher disciplinary measures (Diallo, 2021). Therefore, the probability of Black girls encountering school pushout and becoming entangled with the criminal justice system can escalate (Diallo, 2021).

McPherson (2020) outlines how the static stereotype of the strong Black woman affects Black girls in the education system. This stereotype portrays Black women as resilient and able to handle any challenge, leading to unrealistic expectations for Black girls when they face difficulties (McPherson, 2020). For instance, Black girls feel pressured to excel academically despite the daily obstacles they encounter in the oppressive environment at school. This pressure to succeed and excel in all areas can lead to burnout and an imbalanced life (McPherson, 2020). Furthermore, Black girls may not express their emotions or seek help for mental health problems because this could be considered a sign of weakness that goes against the stereotype of resilience (McPherson, 2020). Moreover, people perceive Black girls as strong and capable and expect them to endure racism and discrimination without complaint. Consequently, Black girls who need help may not receive adequate support and resources (McPherson, 2020). The resources Black girls need include promoting cultural sensitivity and understanding among teachers and

peers; while targeted support for Black girls, include mental health services and accommodations for disabilities (McPherson, 2020).

According to McPherson (2020), the static stereotype of the strong Black woman contributes to school pushout and the school-to-prison pipeline by placing unrealistic expectations on Black girls in educational settings. The stereotype of the strong Black woman portrays Black girls as independent, self-sufficient, and able to withstand any obstacle without showing vulnerability or weakness (McPherson, 2020). Teachers and administrators may assume that Black girls can handle any challenge without assistance, which can result in them not receiving the support and accommodations they need to succeed academically and emotionally (McPherson, 2020). This can also contribute to their increased likelihood of experiencing school pushout and involvement with the criminal justice system (McPherson, 2020).

McPherson (2020) claims the static stereotype of the invisible Black girl erases their unique experiences and needs in the education system. Experiences such as sexual violence, racialized bullying, unrealistic expectations, and over-policing (McPherson, 2020). Likewise, textbooks, classroom discussions, and school policies omit the experiences and perspectives of Black girls, which can lead to harsher punishments and the school-to-prison pipeline (McPherson, 2020). According to McPherson (2020), the stereotype of the invisible Black girl perpetuates systemic inequalities and reinforces the idea that Black girls are not a priority in the education system, leading to underrepresentation in leadership roles and advanced academic programs. McPherson (2020) claims the static stereotype of the invisible Black girl further contributes to school pushout and the school-to-prison pipeline by erasing the identities of Black girls (McPherson, 2020). The stereotype of the invisible Black girls portrays them as

insignificant, voiceless, and not worthy of attention or recognition. This stereotype can result in Black girls being overlooked and ignored in educational settings (McPherson, 2020).

The static stereotype of the silent Black girl as described by Clandfield et al. (2014), assumes that Black girls are passive, quiet, and unassertive in the classroom. This stereotype marginalizes Black girls and limits their academic and social success (Clandfield et al., 2014). Clandfield et al. (2014) argue that streaming and tracking practices in Canadian schools reinforce this stereotype as Black girls are often placed in lower-level classes and not given opportunities to excel, perpetuating their underrepresentation in advanced academic programs and leadership roles. Additionally, George (2020) argues that Black girls in the Greater Toronto Area (GTA) are silenced in educational discourses, reinforcing the stereotype of the silent Black girl. Black girls are often silenced in schools in several ways. One common form of silencing occurs when teachers do not provide Black girls with opportunities to express their thoughts or share their experiences, especially when the topics discussed are perceived as being outside of the Black girls' cultural knowledge or experience (George, 2020). Black girls may also be silenced through exclusionary disciplinary practices, such as suspensions or expulsions, which disproportionately affect Black girls (George, 2020). Finally, Black girls' voices may be silenced through the portrayal that Black girls are deficient in some way, such as being loud, aggressive, or academically unmotivated (George, 2020). Moreover, Black girls in the GTA face harsh disciplinary actions for their hair and clothing choices, which stifles their self-expression and reinforces the Silent Black girl stereotype (George, 2020). Therefore, recognizing and challenging this stereotype is crucial to ensuring that Black girls can reach their full potential in the education system (George, 2020).

According to Clandfield et al. (2014) and George (2020), the static stereotype of the silent Black girl contributes to school pushout and the school-to-prison pipeline by silencing the voices and experiences of Black girls. The stereotype of the silent Black girl portrays Black girls as passive, obedient, and lacking in agency or voice (George, 2020). This stereotype can lead to Black girls being overlooked and not taken seriously in educational settings, with their contributions and perspectives not being valued or acknowledged (Clandfield et al., 2014). Furthermore, the stereotype of the silent Black girl can lead to a lack of representation and inclusion of Black girls in educational materials and curriculum (Clandfield et al., 2014). This can result in their histories and experiences being erased and not reflected in the classroom, which can lead to feelings of disengagement and disconnection from the educational environment (George, 2020).

The static stereotype of the loud Black girl is another stereotype that affects the experiences of Black girls in the education system. Litchmore (2022) notes that Black girls are often stereotyped as loud, hypersexualized, and overly aggressive, leading to them being labeled as troublemakers and punished using exclusionary discipline by school authorities. This stereotype can contribute to the over-disciplining and policing of Black girls' bodies and behavior in schools (Litchmore, 2022). For instance, Litchmore (2022) cites examples of Black girls in Ontario schools disciplined for wearing clothing that was deemed inappropriate or for being assertive in class. Litchmore (2022) maintains that these experiences can cause Black girls to feel isolated and invisible in the classroom, as their voices are not heard or valued. Litchmore (2022) also argues that this stereotype may be amplified by intersections of gender and sexuality, as Black girls perceived as loud are also thought to be sexually deviant. Similarly, George (2020) contends that Black girls in the Greater Toronto Area (GTA) are often stereotyped as angry,

aggressive, and loud, leading to the disregard of their voices and perspectives in educational discourses. Moreover, Black girls who exhibit outspoken behavior may be labeled disruptive or aggressive and face disproportionate disciplinary actions, including suspensions and expulsions(Litchmore, 2022). According to George (2020), the loud Black girl identity reinforces negative stereotypes often attributed to Black girls and can result in their marginalization and exclusion from the learning environment. This can lead to a lack of engagement and disinterest in school, ultimately affecting their academic success (George, 2020).

Litchmore (2022) postulates that the loud Black girl stereotype contributes to school pushout and the school-to-prison pipeline by reinforcing harmful and biased perceptions of Black girls as aggressive, disruptive, and lacking in self-control. The stereotype of the loud Black girl portrays Black girls as inherently loud and confrontational and can lead to teachers and administrators viewing Black girls as troublemakers or threats to classroom order (George, 2020). This stereotype can result in Black girls being disproportionately punished for minor infractions, such as talking back or being disruptive, and can lead to their exclusion from the classroom and school environment through disciplinary action or suspension (Litchmore, 2022). Furthermore, the stereotype of the loud Black girl can lead to the criminalization and stigmatization of Black girls, with their behavior and actions being interpreted as evidence of deviance or criminality (Litchmore, 2022). This can contribute to the school-to-prison pipeline, as Black girls are more likely to be referred to law enforcement or the juvenile justice system for disciplinary infractions (Litchmore, 2022).

The static stereotypes of Black girls' identities is further compounded by two interrelated factors: the adultification and sexualization of Black girls (Diallo, 2021). According to George (2020), the adultification and sexualization of Black girls in schools are significant issues that

lead to their exclusion and marginalization, and ultimately, school pushout. Adultification refers to the societal perception of Black girls as being more mature and less innocent than their White peers, leading to harsher discipline and less protection from harmful situations (Diallo, 2021). For instance, a 2017 study found that Black girls are more likely to be punished for subjective offenses such as instances of disrespect or defiance (Maynard, 2017). On the other hand, sexualization refers to the objectification and hyper sexualization of Black girls, which can lead to their exclusion and marginalization in school (Maynard, 2017). For example, In Diallo's (2021) #BlackInSchool, she notes an example of how Black girls' bodies were sexualized when they performed a dance routine. She describes a situation where a group of Black girls were dancing during a school assembly and were told by a teacher to "tone it down" because their dance moves were too sexual (p. 20). The girls were wearing the same uniforms as their peers, but their bodies were being policed and sexualized in a way that their white peers were not (Diallo, 2021). This example illustrates how Black girls are often subjected to different standards of behavior and dress that reinforce harmful stereotypes about their bodies and sexuality that leave them feeling unappreciated and devalued (Diallo, 2021).

George (2020) theorizes that the lived experiences of adultification and sexualization in school can result in Black girls being pushed out of the education system, which has negative long-term consequences for their future opportunities and success George (2020). The adultification and sexualization of Black girls lead to school pushout because they reinforce stereotypes that Black girls are hypersexual and less innocent than their peers (Howes, 2020). These stereotypes can result in harsher disciplinary actions, including suspension and expulsion, which can lead to disengagement from school and eventual dropping out (Howes, 2020). Additionally, the hyper sexualization of Black girls can lead to them being objectified and

treated as sexual objects by their peers, which can make them feel unsafe and unwelcome in the school environment (Howes, 2020).

Another static stereotypical representation of Black girls is as a mule George (2020). This static stereotype characterizes Black girls as responsible for carrying the burden of their communities and families (George, 2020). According to George (2020) this stereotype can lead to Black girls feeling pressured to excel academically and succeed in all areas of their lives, even if it comes at the cost of their mental and emotional well-being. George (2020) argues that this stereotype contributes to erasing Black girls' experiences and perspectives in educational discourses, as they are simply representatives of the community rather than individuals with unique needs and desires. For example, George (2020) notes that Black girls in the Greater Toronto Area often face high expectations from their families and communities to succeed academically, leading to stress and burnout. Furthermore, this stereotype can contribute to the underdiagnosis and undertreatment of mental health issues among Black girls, as they may feel pressure to present themselves as strong and capable even when struggling (George, 2020). The stereotype of the Black girl as a mule who is expected to bear the burden of everyone's needs and problems, including those of her family, peers, and even teachers, contributes to school pushout and the school-to-prison pipeline (George, 2020). This stereotype often results in the over-policing and punishment of Black girls for minor infractions, leading to their exclusion from school and increased involvement in the criminal justice system (George, 2020).

The available research on Black girls indicates that they experience a variety of intersectional barriers regarding their identities that are inadequately addressed by current educational policies and practices (Clandfield et al., 2014; Diallo, 2021; Evans, 2019; George, 2020; Litchmore, 2022; McPherson, 2020; Neeganagwedgin, 2013). Practices such as the

Eurocentric curriculum failing to recognize the diverse perspectives and experiences of Black girls; or the lack of representation of Black women in leadership or teaching positions contribute to a lack of understanding of the distinct issues Black girls face (McPherson, 2020). This lack of diversity in the teaching profession may lead to a lack of cultural competency and understanding of the experiences of Black girls (Clandfield et al., 2014). Although Canada has laws against institutional discrimination, there is often a lack of enforcement and accountability for those who engage in discriminatory practices (Clandfield et al., 2014). Thus, the Canadian education system continues to subject Black girls to unnecessarily harsh exclusionary discipline due to implicit biases and systemic racism (McPherson, 2020). These bias practices disproportionately affect Black girls, as they are still more likely to be punished for subjective and minor infractions than their White peers (Clandfield et al., 2014). Consequently, the academic and social outcomes of Black girls are negatively impacted causing disengagement from school and involvement in the criminal justice system (Evans, 2019).

To combat this, there needs to be a focused effort to address the root causes of discrimination in Canadian classrooms, such as systemic racism and anti-Black and institutional discrimination to increase diversity in the teaching profession (McPherson, 2020). Targeted support for Black girls, such as mentoring programs and mental health services, such as counselling and therapy, is also necessary (Clandfield et al., 2014; Diallo, 2021; Evans, 2019; Litchmore, 2022; McPherson, 2020; Neeganagwedgin, 2013). Additionally, culturally inclusive and responsive learning environments that recognize and celebrate the diversity of all students is another aspect of Canadian education that needs addressing (Clandfield et al., 2014). This requires policies and practices that account for the intersectional identities of Black girls and validation of their experiences (Neeganagwedgin, 2013). To do this, it is crucial to offer cultural

competency and anti-racism professional development for educators, hire more Black women in teaching positions, and ensure that discipline policies are applied fairly and consistently across all students (Diallo, 2021). By actively challenging these static stereotypes and biases, Canada can create a more equitable and inclusive education system for Black girls (Clandfield et al., 2014; Diallo, 2021; Evans, 2019; George, 2020; Litchmore, 2022; McPherson, 2020; Neeaganagwedgin, 2013).

Theme 3: Zero-tolerance Policies

The third theme that this chapter will discuss is zero-tolerance policies in Canadian schools and their impact on Black girls' experiences with school pushout. Maynard (2017) defines zero tolerance policies as strict disciplinary measures that are applied uniformly to all students regardless of the nature or severity of their behavior (Maynard, 2017). These policies are typically implemented in response to specific incidents of misbehavior, such as drug use, bullying, or violence, and aim to create a safer and more orderly school environment. Zero-tolerance policies often involve the automatic suspension or expulsion of students who violate the rules, without any consideration of their individual circumstances or intent (Maynard, 2017). Critics argue that these policies are overly punitive and disproportionately affect marginalized students, such as Black students, who are more likely to be disciplined and suspended than their White peers (Maynard, 2017). The application of zero tolerance policies to Black youth often results in the criminalization of their behavior and the school-to-prison pipeline (Ward, 2020). This is because Black students are more likely to be suspended or expelled, which often lead to their disengagement from school and involvement in the criminal justice system (Shen, 2021). This is further compounded by the fact that zero-tolerance policies overlook the root causes of

Black youth behavioral problems, such as poverty, racism, and trauma, and fail to provide support and resources to address these issues (Neeaganagwedgin, 2013).

Zero-tolerance policies in Canadian schools have a detrimental effect on Black girls' educational experiences (Clandfield, 2014; Diallo, 2021; Evans, 2019; George, 2020; Howes, 2020; Katshunga et al., 2020; Litchmore, 2022; Maynard, 2017; McPherson, 2020; Neeaganagwedgin, 2013; Shen, 2021; Ward, 2020). These policies often result in the over-policing and criminalization of Black girls (Clandfield, 2014; Evans, 2019; Howes, 2020; George, 2020; 2020; Shen, 2021). Moreover, Black girls are more likely to receive harsh disciplinary punishment in the form of suspensions, expulsions, or criminal charges for minor infractions when compared to their White peers (Clandfield, 2014; Evans, 2019; Howes, 2020; Shen, 2021). These minor infractions include dress code violations and tardiness (Diallo, 2021). Other infractions include Black girls disciplined for wearing natural hairstyles, speaking out against racism, or simply existing in predominantly White spaces (Howes, 2020). Shen (2021) draws attention to two instances when exclusionary discipline resulted from minor infractions: the police handcuffed a 6-year-old after the child threw a tantrum in class, and the suspension of a 13-year-old Black girl for wearing a durag to protect her hair. Neeaganagwedgin (2013) provides two more situations illustrating the use of exclusionary discipline: the suspension of a Black girl for wearing a headscarf as part of her religious practice, and the suspension of a Black girl for bringing her lunch in a plastic bag instead of a paper bag. Furthermore, Ward (2020) highlights the cases of a Black girl who was suspended for talking back to her teacher and the Black girl who was suspended for having her cell phone out during class. Such hostile school environments can create an unwelcoming and intimidating atmosphere for Black girls, leading to

feelings of alienation, disengagement from school and even school pushout (Clandfield et al., 2014).

The implementation of zero tolerance policies in Canadian schools highlights the lack of cultural sensitivity towards Black girls (Shen, 2021). According to Neeganagwedgin (2013), the lack of cultural sensitivity among teachers and administrators may contribute to high rates of disproportionate disciplinary actions against Black girls. Neeganagwedgin (2013) cites several examples to illustrate the lack of cultural sensitivity among teachers and administrators towards Black girls in Canadian schools. For instance, one Black girl reported feeling ostracized by her teacher due to her natural hair texture, with the teacher reportedly stating, “Why don’t you do something with that hair?” (p. 231). Another Black girl reported feeling that her teachers’ expectations for her behavior were based on stereotypical assumptions about Black girls, with one teacher reportedly telling her, “You don’t have to act so tough all the time” (p. 230). These examples suggest that teachers and administrators in Canadian schools may not be adequately trained or equipped to understand and respond to the unique cultural backgrounds and experiences of Black girls, which can lead to marginalization, disengagement and eventually school dropout (Neeganagwedgin, 2013). These unique experiences include disproportionate discipline, particularly in the form of suspension and expulsion, compared to their non-Black peers (Maynard, 2017). Black girls also face racial, sexual and gender-based microaggressions from teachers, peers, and school staff, which can contribute to isolation, alienation, and low self-esteem (Neeganagwedgin, 2013). Additionally, Black girls may experience a lack of representation in the curriculum, with few positive examples of Black women and their contributions being highlighted (Litchmore, 2022). Shen (2021) believes that teachers and administrators need training to understand the experiences and needs of Black girls, and to

develop culturally responsive approaches to discipline. As without this training, Black girls may continue to experience discipline that is not appropriate for their cultural background and experiences (Shen, 2021).

Neeganagwedgin (2013) further highlights how zero-tolerance policies in Canadian schools fail to consider the intersecting experiences of Black girls, including poverty and trauma, which can impact their behavior. One example is that Black girls are more likely to live in poverty than their non-Black peers, which can lead to a lack of access to resources and support systems. According to McPherson (2020), to succeed academically and socially, Black girls need mentors or positive role models who can relate to and understand their unique experiences, culturally relevant curriculum, pedagogy reflective of their histories, and supportive and responsive mental health services free from biases. The lack of access to these resources and support systems, in turn, can lead to behavioral issues that are punished under zero-tolerance policies, without consideration for the root causes of the behavior (Neeganagwedgin, 2013). Additionally, Neeganagwedgin (2013) notes that Black girls may have experienced trauma, including racism, violence, and abuse, which can also impact their behavior in school. However, zero-tolerance policies do not consider the impact of trauma on behavior and often result in punishment rather than support (Neeganagwedgin, 2013). As a result, there is an immediate need for policies in Canadian schools that consider the intersecting experiences of Black girls and provide support rather than punishment for behavior that may be a result of poverty or trauma (Neeganagwedgin, 2013).

Zero-tolerance policies contribute to systemic racism in Canadian schools and emphasize the need for more equitable and inclusive disciplinary practices (Litchmore, 2022). Evans (2019) emphasizes the necessity for educational stakeholders to raise their own awareness of the

disparate practices used by schools to exclude Black girls before effective advocacy can begin. Research should focus on how racism impacts Black girls and how individuals in positions of power and privilege shape these students' experiences through classroom discourse and prejudice while considering Black girls' realities in Canadian schools (Howes, 2020). Additionally, an effort must be made to understand the complex realities that Black girls experience and emphasize their stories (Howes, 2020). It is essential to consider how society keeps these Black girls marginalized and how schools may increase their voices (Ward, 2020). This is necessary to combat oppressive practices that negatively affect Black girls' self-identity and academic success (McPherson, 2020). Teachers and school administrators have the power to use their privilege and authority within the educational system to empower Black girls, challenge the status quo, and become effective change agents by applying an intersectionality lens to their interactions with Black girls (Evans, 2019).

Zero-tolerance policies have a significant impact on school pushout in Canada, particularly for Black girls (Clandfield, 2014; Diallo, 2021; Evans, 2019; George, 2020; Howes, 2020; Katshunga et al., 2020; Litchmore, 2022; Maynard, 2017; McPherson, 2020; Neeganagwedgin, 2013; Shen, 2021; Ward, 2020). According to Shen (2021) despite the negative implications of zero-tolerance policies for Black girls there is a significant lack of data collection on race-based discipline. Canadian school boards do not consistently collect data on the race of students who are disciplined, which makes it difficult to identify and address disproportionate discipline of Black girls (Shen, 2021). Consequently, there is little data to accurately determine the number of Black girls displaced by zero-tolerance policies in Canadian schools (Shen, 2021). So, to create a fair and accepting learning environment for all students, it is essential to change Canadian school policies that negatively affect Black girls (Howes, 2020).

These policies not only hinder the academic achievement of Black girls but also foster a culture of discrimination and racism within Canadian schools (Diallo, 2021). Evans (2019) argues that anti-discrimination and anti-harassment policies fail to address the unique experiences of Black girls, and advocates for policies and practices that are more responsive to their needs. Likewise, George (2020) emphasizes the need for an inclusive approach to policy development that incorporates the voices and experiences of Black girls. Correspondingly, Howes (2020) asserts that because zero-tolerance policies have a detrimental effect on Black girls' educational experiences in Canada there is an urgent need for targeted support and resources for these girls.

To further combat the issues borne out of zero-tolerance policies it is recommended that schools utilize intersectionality theory and the framework it provides to understand the complex ways in which different forms of oppression intersect and impact Black girls and their lived experiences. By using this framework to examine zero tolerance policies in schools, educational stakeholders can work towards creating more equitable and inclusive educational environments for Black girls. Similarly, restorative justice practices that are less punitive should be implemented in all Canadian schools (Evans, 2019). In addition, anti-Black and anti-discrimination training and support for teachers and school administrators on how to address race and gender in the classroom should be provided (Neeganagwedgin, 2013; Shen 2021). Moreover, there should be a movement to increase the representation of Black girls in school decision-making processes (Shen 2021). As well as engaging Black girls and their communities in creating policies and practices tailored specifically to their needs and experiences thereby creating a more inclusive and culturally responsive environment (Diallo, 2021). In summary, recognizing and addressing systemic inequalities that negatively impact Black girls' educational experiences is crucial to creating a more equitable and inclusive learning environment in

Canadian schools (Clandfield, 2014; Diallo, 2021; Evans, 2019; George, 2020; Howes, 2020; Katshunga et al., 2020; Litchmore, 2022; Maynard, 2017; McPherson, 2020; Neeganagwedgin, 2013; Shen, 2021; Ward, 2020).

5.4 Strengths

This scoping review examines articles on Black girls to determine the relationship between the lived experiences of school pushout for Black girls in Canadian schools and the school-to-prison pipeline. A strength of this research is the use of the scoping review framework described by (Arksey & O'Malley, 2005) as the methodological approach. Romund (2017) asserts that the primary goals of scoping reviews are to find gaps in the existing body of knowledge, draw attention to areas that need more research, and evaluate the possible scope, size, and level of synthesis of the available literature. Another strength of this review is that it identifies the lack of dedicated research on Black girls and how they are affected by the pushout phenomena. Further, this review establishes an absence of academic research on Black girls as a population sample. In addition, this review pinpoints three dominant themes affecting Black girls across Canada and the lack of resources available to deal with the issues associated with these themes. Similarly, it establishes that there is a significant gap in the existing literature, and this finding should be used to inform future research in this under researched area.

5.5 Limitations

This scoping review is not without limitations. One limitation is that most research articles focused on schools or samples located in Toronto, Ontario, and Halifax, Nova Scotia. Thus, this review does not provide an overall reflection of the treatment of Black girls in all Canadian schools. This review also has limitations due to the selected language of the research - English. French is an official language of Canada, but this research consists only of sources

written in English. The possibility does exist that there might be French articles on the issue that falls outside the scope of this review. There is also a 10-year time span for source consideration, so no source published before 2010 is included. Similarly, since almost 50% of the research found is grey literature there is no guarantee of quality assessment as this was not a factor when designing the inclusion and exclusion criteria.

5.6 Gaps in Literature

The review identified several gaps. The most significant gap is that there is very little research on the lived experiences of Black girls in Canadian schools and the effects of school pushout and how it leads to criminalization. According to George (2020), researchers invariably overlook crucial information when they fail to account for Black girls in their studies. Further, this study has revealed extraordinarily little research on African Canadian girls in general. George (2020) postulates that this historical trend of disregarding the unique requirements of Black girls is a component of a broader one, and it can have unfavorable effects. Further, the literature reveals that most of the research published on Black youth reflects the situation of the Black boy whilst ignoring the situation of the Black girl. It is believed that the lived experiences of all Black people are the same. However, the lives of Black boys are distinctly different from that of the lived experiences of Black girls (Epstein et al., 2012). Additionally, the racial and gendered experiences of Black Canadian girls are rarely recognized in Canadian schools, but doing so misses the ways in which schools might be able to react to the unique experiences of Black girls. As a result, schools lose the ability to take comprehensive, effective, and targeted action to help this unique set of students (George, 2020). Thus, future researchers can gain valuable insights by including the unique perspective of Black girls, regarding their experiences with school pushout and the school-to-prison pipeline within Canadian schools, in their work.

5.7 Conclusion

Kirchwegar (2020) argues that race is not a social construct, but rather a tangible reality that is deeply rooted in the history and foundations of society and social systems. Thus, having a thorough awareness of the Black identity, and in this case, Black girls, may aid school boards in comprehending the complexities of race and how it can affect Black youth's educational experiences. Clearly, the prejudices that continue to shape the perception of Black girls today impact their experiences and treatment in educational spaces (Blackwell, 2010; Dumas, 2016). There is no denying that racism harms Black girls' self-confidence and mental health (Epstein et al., 2012; Wane, 2007). Yet, Canada's equity and diversity policies have not addressed the institutionalized and interpersonal marginalization of Black girls. The lack of action and the lack of focus on the intersectionality of race, class, ethnicity, age, sexuality and gender in policymaking have resulted in the ongoing marginalization of Black girls. Consequently, Black girls are still victims of systemic racism, static stereotypes and exclusionary and zero-tolerance policies in school that can lead to school pushout and criminalization.

Chapter Six: Recommendations for Education and Future Research

6.1 Introduction

Based on the findings presented in this scoping review, the Canadian education system should undergo changes to better serve Black girls. Further research is necessary to understand how the intersectionality of their lived experiences affects their social position. This paper proposes recommendations for improving education and conducting further research on the lived experiences of Black girls.

6.2 Recommendations for Education

1. To create safe spaces for multiple oppressed identities in Canadian schools, educators and legislators must address the intersection of racial and gender inequalities that put Black girls at risk. It is necessary to develop policies that specifically address the racial and gendered context of school violence and gender-based violence to address the unique experiences of Black girls.
2. A revised and improved EDI (equity, diversity, and inclusion) framework that considers the findings from this scoping review and similar works regarding Black girls in Canadian schools will benefit Black girls by creating a more equitable learning environment that supports the success and well-being of all students.
3. To prioritize and amplify the experiences, voices, and perspectives of Black girls in schools, it is crucial to use an intersecting lens that is anti-racist and anti-oppressive to create new anti-discriminatory policies. This means recognizing how systems and structures of oppression, such as racism, sexism, and classism, intersect and compound to create unique experiences for marginalized individuals such as Black girls.

4. The experiences of Black girls can benefit from the recognition of the importance of the engagement of Black communities in public education.
5. A collaborative effort between provincial and federal governments is required to implement a comprehensive national gender equality policy to address underlying causes of Black gender inequality, such as poverty, housing insecurity, and access to education.
6. Any framework that analyses the experiences of children of African descent must incorporate a Black female gender policy by engaging Black girls and women in the policy development process, as well as create opportunities for Black female leadership in the education system and conduct ongoing research and evaluation to ensure that policies and practices are equitable.
7. All Canadian school boards should collect disaggregate race and gender-based data.
8. By adopting an intersectional analysis structure, Canadian schools can help to address the systemic barriers that may prevent Black children from accessing academic opportunities and ensure that all students have an equal chance to succeed.
9. Remove police and school resource officers from Canadian schools and replace them with school-based mental health services, including counseling, restorative justice practices, and initiatives such as anti-bullying and anti-discrimination programs.
10. There is an urgent need for a theoretical framework that helps to uncover, confront, and abolish racism, class, and gender discrimination in Canadian families, communities, and schools.
11. School boards need to take comprehensive, effective, and targeted action to ensure that the racial and gendered experiences of African Canadian youth are understood and factored into policy and practice.

12. Pedagogical intervention such as the implementation of anti-oppressive policies and practices, and training for staff that cultivates an anti-oppressive educational environment for all students is needed in Canadian schools.
13. A collaborative effort between provincial and federal governments is needed to design and implement policies and solutions that promote Black women and girls in leadership positions.
14. A collaborative effort between provincial and federal governments is necessary to diversify the Canadian curriculum to include histories and experiences of diverse groups, including African Canadian people.

6.3 Recommendations for Research

1. Further research to understand how whiteness functions as a hegemonic force in the educational system to obstruct, exclude, and suppress the knowledge, experiences, and histories of Black girls is necessary.
2. There is a need for research on contemporary issues within educational settings and how they affect the lived experiences of girls of African descent.
3. The demographic sample of Black girls is understudied and requires more investigation.
4. When studying Black youths, Black girls should be examined separately from Black boys because their realities differ from those of Black boys.
5. Additional research on girlhood with an emphasis on the Black girl is required to promote an understanding of the distinctive experiences of Black girls in Canadian schools.
6. If black girls are to represent the population sample of further research studies, the methodology and design of these studies need to be diverse to fully capture the intersectionality of the lived realities of Black girls.

7. Further research on the issue of school pushout and its implication on the lives of Black girls is necessary to better understand the phenomenon.
8. Research should focus on how racism impacts Black girls and how individuals in positions of power and privilege shape these students' experiences through classroom discourse and prejudice.

6.4 Conclusion

In conclusion, this scoping review highlights the urgent need for changes in the Canadian education system to better support Black girls. The recommendations for education include implementing an updated and equitable EDI framework to incorporate the experiences of Black girls, using an anti-oppressive lens to design education policies, and collecting disaggregated data to address systemic racism and gender inequality. The recommendations for research underscore the need for a deeper understanding of the intersectionality of Black girls' lived experiences and the impact of these contemporary issues on their educational journey. The implementation of these recommendations will be a critical step towards creating a more equitable and inclusive education system that supports the success and well-being of Black girls in Canada.

References

- African Nova Scotian Affairs - Government of Nova Scotia. (2011). *African Nova Scotian Affairs*. <https://ansa.novascotia.ca/sites/default/files/inline/documents/ansa-stats-research-2014-11.pdf>.
- Anderson, J.D. (1988). *The education of Blacks in the South, 1860-1935*. Chapel Hill, NC: University of North Carolina Press.
- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>.
- Armstrong, R., Hall, B. J., Doyle, J., & Waters, E. (2011). “Scoping the scope” of a Cochrane Review. *Journal of Public Health*, 33(1), 147–150. <https://doi.org/10.1093/pubmed/fdr015>.
- Blackwell, D. M. (2010). Sidelines and separate spaces: Making education anti-racist for students of color. *Race Ethnicity and Education*, 13(4), 473-494. doi:10.1080/13613324.2010.492135.
- Brown, A., McIsaac, J.-L. D., Reddington, S., Hill, T., Brigham, S., Spencer, R., & Mandrona, A. (2020). Newcomer families’ experiences with programs and services to support early childhood development in Canada: A scoping review. *Journal of Childhood, Education & Society*, 1(2), 182–215. <https://doi.org/10.37291/2717638X.20201249>.
- Carbado, D. W., Crenshaw, K. W., Mays, V. M., & Tomlinson, B. (2013). Intersectionality: Mapping the Movements of a Theory. *Du Bois Review: Social Science Research on Race*. <https://pubmed.ncbi.nlm.nih.gov/25285150/>.
- Chiariello, E., Williamson, L. A., & Wolfram, W. (2013). *The school-to-prison pipeline*. <https://www.learningforjustice.org/magazine/spring-2013/the-school-to-prison-pipeline>.
- Clandfield, D., Curtis, B., Galabuzi, G., Gaymes San Vicente, A., Livingstone, D.W., & Smaller, H. (2014). *Restacking the deck: streaming by class, race and gender in Ontario schools*. Canadian Centre for Policy Alternatives.
- Collins, P. H. (2015). Intersectionality’s definitional dilemmas. *Annual Review of Sociology*, 41, 1-20. doi: 10.1146/annurev-soc-073014-112142.
- Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Polity Press.
- Crenshaw, K. (1989). *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine*. University of Chicago Legal Forum.139–168.

- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, Vol. 43, No.6, pp. 1241-1299. <https://doi.org/10.2307/1229039>.
- Crenshaw, K., Ocen, P., & Nanda, J. (2015). *Black girls matter: Pushed out, overpoliced and underprotected*. Center for Intersectionality and Social Policy Studies https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf.
- Diallo, H. (2021). *#BlackInSchool*. University of Regina Press.
- Diaz, J. (2019). *The school-to-prison pipeline is getting worse for black and Brown Girls*. The Guardian. <https://www.theguardian.com/commentisfree/2019/mar/14/black-brown-girls-school-prison-crime-jaquira-diaz>.
- Du Bois, W. E. B., & Eaton, I. (1995). *The Philadelphia Negro: A Social Study*. University of Pennsylvania Press. <http://www.jstor.org/stable/j.ctt3fhpfb>.
- Dumas, M. J. (2016). Against the dark: Anti-Blackness in education policy and discourse. *Theory into Practice*, 55(1), 11-19. doi:10.1080/00405841.2016.111652.
- Epstein, R., Blake, J., & González, T. (2012). *Girlhood interrupted: The erasure of black girls' childhood*. Georgetown Law Center on Poverty and Inequality. <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>.
- Evans, K. (2019). The Invisibility of Black Girls in Education. *Relational Child & Youth Care Practice*, 32(1), 77–.
- George, R. C. (2020). Holding It Down? The Silencing of Black Female Students in the Educational Discourses of the Greater Toronto Area. *Canadian Journal of Education/Revue Canadienne De l'éducation*, 43(1), 32–58. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3801>.
- Georgia, S. of. (n.d.). *Slave codes of the state of Georgia, 1848. Race, Racism and the Law*. <https://www.racism.org/index.php/articles/law-and-justice/citizenship-rights/118-slavery-to-reparations/slavery/laws-related-to-slavery/454-slavelaw>.
- Giroux, H. (2003). Racial injustice and disposable youth in the age of zero tolerance, *International Journal of Qualitative Studies in Education*, 16:4, 553-565, DOI: 10.1080/0951839032000099543.
- Giroux, H. A. (2015). *From school to the prison pipeline*. http://www.artsandopinion.com/2015_v14_n5/giroux-12schools.htm.

- Hines-Datiri, D., & Carter Andrews, D. J. (2017). The effects of zero tolerance policies on Black Girls: Using Critical Race Feminism and figured worlds to examine school discipline. *Urban Education*, 55(10), 1419–1440. <https://doi.org/10.1177/0042085917690204>.
- Hirschfield, P. J. (2018). *The role of schools in sustaining juvenile justice system inequality*. *Future of Children*. <https://eric.ed.gov/?id=EJ1179204>.
- Howes, V. (2020). *Teens Give Advice on How Canadian Schools Can Fight Anti-Black Racism*. HuffPost.com. https://www.huffpost.com/archive/ca/entry/canadian-schools-anti-black-racism_ca_5f488bf2c5b697186e33c588.
- Jacobsen, W. C., Pace, G. T., & Ramirez, N. G. (2019). Punishment and Inequality at an Early Age: Exclusionary Discipline in Elementary School. *Social forces; a scientific medium of social study and interpretation*, 97(3), 973–998. <https://doi.org/10.1093/sf/soy072>.
- Kallehauge, K. (2021). *How education sustains racial inequality and white supremacy*. <https://impakter.com/how-education-sustains-racial-inequality-and-white-supremacy/>.
- Katshunga, J., Massaquoi, N., & Wallace, J. (2020). *Black women in Canada*. Canadian Centre for Policy Alternatives. <https://monitormag.ca/shorthand/black-women-in-canada-200221160623/index.html>.
- Knuden, S. (2006). “Intersectionality” – A Theoretical Inspiration in the Analysis of Minority Cultures and Identities in Textbooks. www.caen.iufm.fr/colloque_iartem/pdf/knudsen.pdf.
- Levac, D., Colquhoun, H., & O'Brien, K. K. (2010). Scoping studies: Advancing the methodology. *Implementation Science*, 5(1). <https://doi.org/10.1186/1748-5908-5-69>.
- Litchmore, R. V. (2022). “She’s very known in the school”: Black girls, race, gender, and sexual violence in Ontario schools. *Qualitative Psychology*, 9(3), 232–250. <https://doi.org/10.1037/qup0000221>.
- Maynard, R. (2017). The (Mis)Education of Black Youth. In Antony, J., Antony, W., & Samuelson, L. (7th Eds.). (2022). *Power and Resistance: Critical Thinking About Canadian Social Issues*. Fernwood Publishing.
- Mays, N., Roberts, E. & Popay, J. (2001). *Synthesizing research evidence*. In N. Fulop, P. Allen, A. Clarke and N. Black (eds) *Studying the Organization and Delivery of Health Services: Research Methods* (London: Routledge), pp. 188-220.
- McPherson, K. (2020). Black girls are not magic; they are human: Intersectionality and inequity in the Greater Toronto Area (GTA) schools. *Curriculum Inquiry*, 50(2), 149–167. <https://doi.org/10.1080/03626784.2020.1729660>.

- Morris, M. W. (2013). Education and the caged bird: Black girls, school pushout and the juvenile court school. *Poverty and Race*, 22(6), 5–7. <https://www.prrac.org/newsletters/novdec2013.pdf>.
- Morris, M. W. (2015). *Pushout: The Criminalization of Black Girls in Schools*. New Press.
- Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). *Systematic Review or scoping review? guidance for authors when choosing between a systematic or scoping review approach - BMC Medical Research methodology. BioMed Central*. <https://doi.org/10.1186/s12874-018-0611-x>.
- Neeganagwedgin, E. (2013). Narratives from Within: Black Women and Schooling in the Canadian Context. *Alberta Journal of Educational Research*, 59(2), 226–.
- Nelson, L., & Lind, D. (2015). *The school-to-prison pipeline, explained*. Vox. <https://www.vox.com/2015/2/24/8101289/school-discipline-race>.
- Ontario Human Rights Commission. (2017). *Under Suspicion: Research and consultation report on racial profiling in Ontario*. http://www.ohrc.on.ca/sites/default/files/Under%20Suspicion%20Report_ENGLISH_accessible.pdf.
- Oxford Dictionaries. (n.d.). *Criminalization*. <https://www.oxfordlearnersdictionaries.com/definition/english/criminalization>.
- Peters, M. D. J., Godfrey, C. M., Khalil, H., McInerney, P., Parker, D., & Soares, C. B. (2015). Guidance for conducting systematic scoping reviews. *International Journal of Evidence-Based Healthcare*, 13(3), 141–146. <https://doi.org/10.1097/xeb.0000000000000050>.
- Proctor, S., Williams, B., Scherr, T., & Li, K. (2017). *Intersectionality and school psychology: Implications for practice*. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/intersectionality-and-school-psychology-implications-for-practice#:~:text=Intersectionality%20provides%20a%20lens%20through,because%20of%20their%20intersecting%20identities>.
- Richardson, A. (2020). *School pushout: What you need to know & how to combat it*. Girls Inc. <https://girlsinc.org/school-pushout-and-how-to-combat-it/>.
- Ritchie, J. & Spencer, L. (1994). *Qualitative Data Analysis for Applied Policy Research*. In Bryman, A. and Burgess, B., (eds), *Analyzing Qualitative Data*, (Routledge, London). <https://www.scirp.org/reference/ReferencesPapers.aspx?ReferenceID=1490575>.
- Roberts, D., & Jesudason, S. (2013). Movement intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies. *Du Bois Review*; Cambridge Vol. 10, Issue. 2: 313-328. DOI:10.1017/S1742058X13000210.

- Scott, T. M., & Barrett, S. B. (2021). *A Comprehensive Guide to Special Education Law: Over 400 Frequently Asked Questions and Answers Every Educator Needs to Know*. Jessica Kingsley Publishers.
- Shen, A. (2021). *The school to prison pipeline: An analysis on systemic racism with Ontario School Boards*. Kroeger Policy. <https://www.kroegerpolicyreview.com/post/the-school-to-prison-pipeline-an-analysis-on-systemic-racism-with-ontario-school-boards>.
- Simson, D. (2014). *Exclusion, Punishment, Racism and Our Schools: A Critical Race Theory Perspective on School Discipline*. <https://www.uclalawreview.org/pdf/61-2-5.pdf>.
- Skiba, R. (2000). *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice*, Indiana Education Policy Center, p. 3 (fn. 1). <http://www.indiana.edu/~safeschl/ztze.pdf>.
- Smith, J. (2020). The ongoing impact of slavery on education access for Black girls. *Journal of Educational Equity*, 4(2), 45-63.
- Smizer, C. (2021). *What is disproportionality and exclusionary discipline?* Illuminate Education. <https://www.illuminateed.com/blog/2021/02/disproportionality/>.
- Statistics Canada. (2019). Youth crime in Canada, 2018. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00018-eng.htm>.
- Thomas, V. G., & Jackson, J. A. (2007). The education of African American girls and women: Past to present. *Journal of Negro Education*, 76(3), 357–372.
- Wane, N. (2007). African women a Canadian history: Demanding our place in the curriculum. In N. Massaquoi & N. Wane (Eds.), *Theorizing empowerment Canadian perspectives on Black feminist thought* (pp. 129-154). Toronto: Inanna Publications and Education Inc.
- Ward, M. O. (2020). *We matter too: Black women and their experiences due to applied streaming in the Ontario Secondary School System*. Figshare https://rshare.library.ryerson.ca/articles/thesis/We_matter_too_Black_women_and_their_experiences_due_to_applied_streaming_in_the_Ontario_secondary_school_system/14658123/1.
- Welsh, R. O., & Little, S. (2018). The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches. *Review of Educational Research*, 88(5), 752–794. <http://www.jstor.org/stable/45277293>.

Appendices

Appendix A: Key Terminology

1. Black girls and school pushout
2. Criminalization of Black girls
3. Exclusionary discipline
4. School pushout
5. School-to-prison pipeline
6. Zero tolerance policy

Appendix B: Key Terminology using a combination of “AND” or “OR”

Search Terms		
School pushout	AND or OR	Canada
School-to-prison pipeline		Statistics
Black girls and school pushout		Education
Exclusionary discipline		Institutions
Zero tolerance policy		
Criminalization of Black girls		

Appendix C: Search Strategy

