

Resources from Anti-Asian Sentiment in K-12 Education Panel

For K-12 Administrators and Educators:

- **Curriculum Improvement: Asian-American history and literature is missing in the current K12 curriculum**

Anti-Asian Violence: What Schools Should Start Doing About It

<https://www.edweek.org/leadership/anti-asian-violence-what-schools-should-start-doing-about-it/2021/03>

<https://www.learningforjustice.org/magazine/after-atlanta-teaching-about-asian-american-identity-and-history>

“Many Asian and Asian-American families arrived in the United States relatively recently. (Rates of Asian immigration to the United States increased after Congress’ 1965 reform of immigration policies, and were fueled by American involvement in two wars in East and Southeast Asia.) That means there can be cultural and language barriers for school and district leaders who are working to build relationships with newly arrived or first-generation students, parents, and kin.”

“Finally, the “model minority” myth perpetuates the idea that Asian-American students don’t need special help or attention.”

“There is no common basis of understanding among teachers or students about Asian Americans’ experiences in the United States. The community is often all but absent in curriculum, even from lessons about civil rights.” (Edweeks, 2021, March)

“The erasure of Asian Americans is likely a product of who’s working in K-12 schools—Asians are underrepresented among school and district leaders and among the overwhelmingly white teaching force. (Just 2 percent of teachers identify as Asian compared to 5 percent of K-12 students, according to federal data.” (EdWeeks)

More coverage about Asian History but little about Asian American History: “We might learn about the Opium Wars, but not about how they impacted the influx of Asians to the West Coast. Or the influx of Korean Americans during the Korean war,” she pointed out.”

Humanizing Asian Americans in the Classroom Through Children’s Literature

<https://www.learningforjustice.org/magazine/humanizing-asian-americans-in-the-classroom-through-childrens-literature>

The Asian American Book List that Went Viral

https://www.niahouse.org/blog-fulton/2021/3/26/the-asian-american-book-list-that-went-viral?fbclid=IwAR0uj11v4bBLKYtQ9v67Hy5qLmYbaVqa80fJeGuGx_KEj_tgL1NHcZu8bmg

Example Questions to survey students (LearningforJustice. org)

“I know the difference between the terms “Asian” and “Asian American.” (yes/no/maybe)

If you answered “yes,” please explain.

I am knowledgeable about Asian American history. (1-5 strongly disagree-strongly agree)

I know of and can name at least three Asian Americans, either from history or the present day. (yes/no/maybe)

What do you think you know about Asian American history, identities or experiences?

What questions do you have about Asian American history, identities or experiences?”

“Out of 52 sixth-grade students, 37—or 70%—disagreed or strongly disagreed with the statement, “I am knowledgeable about Asian American history.” Only four students said they could name at least three Asian Americans from history or the present day. To the question, “What do you think you know about Asian American history, identities or experiences?” 60% of my students replied, “I don’t know” or “nothing.”

● **Anti-bias Tools and Strategies**

A Guide for Responding to School-Based Bias Incidents

<https://www.adl.org/education/resources/tools-and-strategies/a-guide-for-responding-to-school-based-bias-incidents>

Anti-Bias Tools & Strategies

<https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies>

For schools: Bullying Prevention and Intervention Tips

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Bullying-Prevention-and-Intervention-Tips-for-Schools-Institutions.pdf>

- Schools Prevention for all general Bullying Incidents.
 - Assess Bullying at Your Institution: Administer anonymous surveys among youth, families and staff/faculty in order to gather information about the nature and extent of bullying in your community as well as perceptions about climate and safety. Use this information to inform curricular and programmatic approaches, focus your intervention strategies and measure progress over time.
 - Create a Team: Charge a committee with oversight of bullying-related matters.
 - Educate the Community: Provide ongoing professional development and family education for adults on bullying prevention and anti-bias education.
 - Establish Policies: Make sure your institution’s anti-bullying, harassment and non-discrimination policies are current, reflect district and state guidelines and include clear definitions and consequences.
 - Monitor “Hot Spots”: Ensure that typically unsupervised/unstructured areas (e.g., cafeteria, hallways, locker room, bus, schoolyard, etc.) are adequately monitored and that students are aware of behavioral expectations in these locations. Provide training to aides and support staff who oversee these areas so that they can respond effectively when bullying occurs.
 - Promote Online Safety: Increase awareness of Internet safety strategies among youth and their families by sending home resources and sponsoring community programs that provide practical information about how to respond to cyberbullying. Institute supervision and monitoring practices that keep relevant staff up-to-date and utilize appropriate blocking and filtering software.
 - Encourage Reporting: Establish safe and confidential reporting mechanisms for bullying incidents and clear procedures for investigation and response. Make youth aware of these procedures and encourage them to tell a trusted adult about threatening or harassing behavior that they experience or observe. Reinforce the difference between “tattling” and responsible reporting, and impress upon youth the destructive consequences of keeping silent about bullying and bias.
 - Set an Example: Model appropriate conduct on and offline by treating all people with respect; engaging in culturally responsive behavior; avoiding disciplinary responses that

- humiliate or denigrate youth; using technology in safe and appropriate ways; and intervening in incidents of name-calling and bullying consistently
- Be Vigilant: Look for warning signs that a young person in your care might be the aggressor or target of bullying. If you observe social withdrawal, truancy, depression, obsessive technology use, fear or avoidance of technology or other behaviors that concern you, talk with your supervisor or a mental health expert at your institution about how to intervene.
- School Intervention
 - Investigate and Respond: Interview the individuals involved in the incident as well as bystanders who may be able to provide information regarding the history and context related to the negative behavior. If the incident involves electronic communication, gather relevant evidence, including emails, texts, screenshots and images (but do not take possession of sexually explicit photos or videos). Determine appropriate consequences for the aggressors in accordance with your institution's policies and the seriousness of the infraction. If relevant, work with Internet service providers to remove offensive content
 - Consult Law Enforcement: If the incident involves harassment, stalking, physical or sexual assault, threats of violence, distribution of pornography or other behaviors that may amount to a criminal offense, contact your district counsel, school resource officer and/or local law enforcement liaison. If the incident took place away from school grounds, check with legal counsel regarding permissible disciplinary interventions
 - Follow Up with the Aggressor's Family: Discuss the incident with the aggressor's parents or guardians to establish ongoing communication and consistent expectations between home and your institution. Provide information and education as appropriate so that the aggressor's family understands how best to address the negative behavior and monitor their child's conduct moving forward
 - Provide Support: Assist the target and the target's family in coping with the impact of the bullying and building skills for dealing with such problems in the future. Make sure not to inadvertently make the target feel responsible for the bullying in any way, or to unintentionally punish the target by limiting access to activities or technology. If necessary, protect targets from further online victimization by helping them to block offenders, change phone numbers/email addresses/screen names, and file complaints with social networking/media sites and service providers.
 - Educate: Discuss strategies for responding to bullying and being an ally with all youth. Social cruelty and aggression affect the entire community, not just those who are directly involved in an incident. Broad-based education about responsible behavior and technology use can contribute to a climate that is welcoming and inclusive for all members of your institution.
 - Reach Out: Work with local schools, youth groups and community organizations to share information about ongoing problems with bullying (making sure to maintain confidentiality where necessary). Communicating with the different youth-oriented institutions can help to establish consistency with regard to the messages, support and consequences they receive.

For Parents:

Guidance for Parents on the Anti-Bullying Bill of Rights Act

<https://www.nj.gov/education/students/safety/behavior/hib/ParentGuide.pdf>

<https://www.state.nj.us/education/students/safety/behavior/hib/>

Talking about race with your children

<https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism>

With anti-Asian hate in the U.S. rising, parents grapple over whether to talk to their children:

<https://www.reuters.com/article/us-usa-race-the-talk/with-anti-asian-hate-in-u-s-rising-parents-grapple-over-whether-to-talk-to-their-children-idUSKBN2BI1BS>

Email Templates for Requesting Assistance in Addressing Racism Against Asian Americans

<https://docs.google.com/document/d/1sqTGKXAJpX4KPpERjh2hzyQrmSH3-pBaXlPvCbYltQI/edit#heading=h.n5b9chxdm3nh>

How should we respond if a child experiences any incidents such as name-calling, hitting, etc in school?

HIB definition (In NJ)

- The ABR defines harassment, intimidation and bullying (HIB) as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as:
- Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic; and that
- Takes place on school property, at any school-sponsored function, on a school bus, or • off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
- A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- Has the effect of insulting or demeaning any student or group of students; or
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student. (N.J.S.A. 18A:37-14)

The school must first conduct an investigation when bullying is reported. **A school must consider many different factors to decide whether a behavior is HIB as defined in the ABR.**

Conflicts vs. Bullying

Conflict = Mutual disagreements, arguments or fights

Bullying = Intent to emotionally or physically hurt a student; it is one-sided.

- **Child**
 - If they are a younger student they would tell the teacher and that teacher should escalate it to the HIB officer.
 - If it is an older child they can tell the HIB person directly, but it is always a good start to tell the closest adult so they can intervene immediately.
 - There is no "one-size-fits-all" response to all different incidents. Let the child study the resources and learn how to respond to incidents in all different scenarios.
 - The child may prepare a response in case an incident happens:

- For example, say “no”, stop it.” “it is not funny”, or “I have never been mean to you. Why are you so mean to me?” etc.
- Always remember, you do not have to fight back directly. You may choose to walk away and talk with an adult/teacher.

- **Parents**

- As there have been incidents of attacks against Asian people, parents may directly ask the child's teacher what the child should do in the case of name-calling, or hitting, etc. Talk with or send an email to the teacher of your child to share your concerns.
- Also, ask the school teacher what the parents can expect to be done once the child complained about an incident.
- Talk about race with your child. Prepare and guide your child to learn from resources.
- When an incident happens, the parents may choose to take a verbal HIB report to the principal the same day the incident occurs, for email, call or email the principal.
- In addition to reporting the incident to the school, there are other reporting options:

<https://www.nj.gov/education/students/safety/behavior/hib/ParentGuide.pdf>

- Filing a complaint with the New Jersey Division of Civil Rights or the Superior Court of New Jersey under the New Jersey Law Against Discrimination
- Contacting the County Office of Education – If at any time parents have reason to believe their child's school or school district is not handling a possible bullying incident in line with the ABR or the board of education's policies; they can contact the office of education in their county for assistance
- Contacting Law Enforcement Officials (the Police)

If the parent disagrees with the school investigation, parents have rights to appeal the School Investigation report

- Request a Board Hearing from the BOE
- Appeal to the Commissioner of Education (N.J.S.A. 18A:37-15(b)6(e)) – Parents may appeal to the Commissioner of Education within 90 days of the board's decision on the CSA's report.
- Appeal to the Appellate Division of the Superior Court of New Jersey

School Actions After Receiving a HIB Complaint

- The 10 Steps of the HIB Complaint and Investigation Process in NJ.

<https://www.nj.gov/education/students/safety/behavior/hib/ParentGuide.pdf>

Step 1: The Verbal Report – All reports of HIB acts must be reported to the principal **the same day** the incident occurs when a school staff member, a contractor or a volunteer: Personally witnesses an act of HIB; or Receives reliable information indicating that a HIB act occurred. Parents, students and others also may make verbal reports.

Step 2: Parent Notification – As soon as possible following any verbal report of HIB to the principal, the principal must inform the parents of all suspected student offenders and suspected student victims. Depending on the school's procedure and the facts of each incident, the principal might inform the parent by phone, letter or some other form of communication. If it is appropriate to the situation, the principal may discuss the availability of counseling and other intervention services.

Step 3: The Investigation – One school day after receiving the verbal report, the principal or the principal's designee must start an investigation of the act. The school anti-bullying specialist conducts the investigation, in coordination with the principal.

Step 4: The Written Report – Within two school days of the verbal report, the school employee, contractor or volunteer must also report the act of HIB to the principal, in writing. The written report requirement does not apply to parents.

Step 5: The Investigation Report – Within two school days of the completion of the investigation, the results of the investigation must be reported to the CSA.

Step 6: CSA Actions – Based on the investigation report, the CSA may choose to take any one of the following additional actions: Impose discipline; Provide intervention services; Create training programs to reduce HIB, improve school climate and make the school safer and more accepting of all students; Order counseling; or Take any other actions necessary to address the incident or reduce HIB in the schools.

Step 7: The CSA's Report to the Board of Education – The CSA must report the results of the investigation and any actions taken to the board of education by its next meeting following the completion of the investigation.

Step 8: Information to Parents – Within five school days after the results of the investigation are reported to the board of education, the school district must provide the parents with information about the investigation that is limited to the following: The type of investigation that was conducted; Whether or not the district found evidence of HIB, as defined in the ABR; and Whether or not discipline was imposed or services were provided to address the HIB.

Step 9: Optional Hearing or Appeal – After receiving the information on the investigation, parents have the right, but are not required, to request a hearing with the board of education, if they are unsatisfied with the investigation findings or any other actions taken by the school or school district. If the parent requests this hearing, it must be held within 10 days of the parents' request. Information on other reporting options can be found in the section of this guide titled Other Reporting Options (pages 19-20). More information on other appeal options is explained in the section of this guide titled Options for Appeals on pages 20-22. • **Step 10:** Board of Education Decision – At the board of education's next meeting following its receipt of the CSA's report (Step 7), the board must produce a decision, in writing. The decision must either uphold, reject or change the CSA's decision.

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Notes for Parents:

Recommendations from [Lee & Ku \(2020\)](#):

- A. It's never too early to have conversations about race and racism. Use open-ended questions to find out what students are hearing, seeing, and feeling.
 - a. Use developmentally appropriate language to make abstract concepts more concrete. For instance, even young children understand the concept of fairness.
 - b. Being honest about racism will build trust with your child, increasing the likelihood of them coming to you with their questions.
 - c. Make sure they have a clear understanding of COVID-19. Hopefully, more than a year into the pandemic, children know that Asians are not more likely to catch or spread the virus. However, these stereotypes may re-emerge as schools open.
 - d. Whenever possible, help children to describe and label the emotions they are feeling. I might say, "it sounds like you are feeling sad about what happened today."

- e. Help your child develop positive ethnic-racial-cultural identity by teaching them about their culture, history, and heritage.
 - f. If your child experiences anti-Asian racism at school, consider using the Acknowledge, Validate, and Reframe strategy: Acknowledge what happened; Validate their feelings, and Reframe the event to prevent your child from internalizing incorrect messages. Consider reporting the discrimination to Stop AAPI Hate: <https://stopaapihate.org/>
 - g. If your child experiences anti-Asian racism at school, teach them WITS: walk again, ignore the perpetrator, talk it out (if it is safe to do so), and seek help & support
 - h. Support your child to do things that make them feel strong and good about themselves. Understand the importance of playtime and downtime. When possible, relax with your child.
- B. **5 D's of Bystander intervention:** Learn how to use the 5 D's using a [free webinar](#) sponsored by the Asian Americans Advancing Justice+ Chicago
- a. Distract – ask someone who is being harassed a question not related to the event (directions, the time, drop something near them)
 - b. Delegate – get help from someone else. Find someone in a position of authority and ask them for help. Make sure the person being harassed is okay and ask if they want you to call the police.
 - c. Delay – when the incident is over, check in with the victim. “Can I sit with you? What do you need?”
 - d. Direct – speak up about the harassment. Be direct and clear. You can also ask the person being harassed what’s going on. Ask if they are okay, if they want you to get help, or if they want to leave with you.
 - e. Document – consider taking a video of the incident, though laws around videoing people vary by state. Keep a safe distance. Film street signs or landmarks to help identify the location. Say the day and time while recording. ALWAYS ask the person who was harassed what they want you to do with the footage. NEVER post it online or use it without their permission.
 - f. Adults (family members, care givers) need to make time for Self-Care: [Tips For Asian Americans Dealing With Racism Amid Coronavirus](#)
 - g. [Asian families are choosing remote over in-person learning](#). This may be due to fear of harassment and violence or because they work in the healthcare industry and cannot risk their child bringing the virus home from school.

Other Resources For Confronting and Combating Anti-Asian Violence:

Combating Anti-Asian Sentiment — A Practical Guide for Clinicians:

<https://www.nejm.org/doi/full/10.1056/NEJMp2102656>

What You Can Do About Anti-Asian Violence: ‘We Are Part of This Country,’ Activists Say:

<https://www.rollingstone.com/culture/culture-news/asian-american-racism-violence-1127876/>

Standing up to anti-Asian racism:

<https://www.afsc.org/blogs/news-and-commentary/standing-to-anti-asian-racism>

Be an Ally: How to Help Fight Anti-Asian Racism and Xenophobia:

<https://www.bu.edu/articles/2021/be-an-ally-how-to-help-fight-anti-asian-racism-and-xenophobia/>

How to address the surge of anti-Asian hate crime:

<https://www.pbs.org/newshour/nation/watch-live-how-to-address-the-surge-of-anti-asian-hate-crimes>

Fighting Xenophobia and Anti-Asian Racism:

<https://www.northwestern.edu/counseling/self-help-resources/fighting-xenophobia-and-anti-asian-racism.html>

How to support Asian American colleagues amid the recent wave of anti-Asian violence:

<https://www.cnbc.com/2021/02/19/how-to-support-asian-american-colleagues-amid-anti-asian-violence.html>

Harassment & Hate Towards Asians, Asian Americans, and Pacific Islanders during COVID-19

Resource & Support Page: <https://studentaffairs.stanford.edu/aapi-harassment>

Racism Against the Asian Community Has To Stop: Take Action Today:

<https://www.salesforce.com/blog/support-asian-community/>

Addressing Anti-Asian Scapegoating: <https://www.deanza.edu/asam/COVID.html>

How to help Asian Americans under attack:

<https://www.kmbc.com/article/how-to-help-asian-americans-under-attack-1/35900995#>

Reporting hate incidents

<https://stopaapihate.org/>