

Dear Superintendents, Educational Leaders, and Educators:

The California Department of Education hosted a virtual roundtable conversation about the rise of anti-AAPI hate crimes in collaboration with Stop AAPI Hate, Community Youth Center of San Francisco, and the California API Legislative Caucus. The conversation centered and elevated the voices of youth from the Stop AAPI Hate Youth Campaign, API Youth Leader Council, and GenUp. We are those youth, and we write to [draw your attention to that conversation](#) and to the urgent need for educational leaders to consider alternative measures for the protection of AAPI students from bullying and hate incidents.

The rhetoric used during the pandemic has spurred anti-Asian American hate that has resulted in [verbal harassment, physical assault, civil rights violations, and online harassment](#). Members of the AAPI community are more scared of being racially targeted than of COVID-19. Hesitant to venture outside, [AAPI students are fearful to return to the classroom](#) because of this surge of anti-AAPI hate.

Therefore, we write to request that you consider the recommendations and actionable steps presented during the April 21st, 2021, virtual roundtable, [“A Conversation with Youth and Community Leaders about the Rise of anti-AAPI Hate Crimes”](#) hosted by the California Department of Education. We believe that many of these recommendations could be integral components of the community schools and [Behavioral Health Initiative](#) developed by Governor Newsom.

Recommendations:

- **Be proactive about reaching out to families** regarding services and discussions around anti-AAPI hate and bullying, especially as students return to the classroom. Beyond providing resources and communications in different languages, schools should seek to proactively contact families in ways that are effective. This may vary depending on the school and community. Consider using Whatsapp, WeChat, and other platforms that are often utilized by AAPI communities.
- **Implement a school-based anonymous reporting system, as well as a transparent and clear protocol on bullying**, that will ensure the safety and security of victims who are being targeted in a school setting. Ensure that the anonymous reporting system is multilingual to eliminate language barriers. We recommend a website hub to submit anonymous reports in different languages. A staff member or liaison fluent in the

language should monitor the forms and be required to report on actions taken. The website should be accessible (508 compliant) and shared with students through the school wellness centers, bulletin boards, website, and flyers around campus.

- **Form racial affinity groups, such as Asian Student Unions, for students and teachers** to create a sense of community. Racial affinity groups are safe spaces for students and staff to share experiences. These groups allow individuals to meet others with similar backgrounds. Affinity groups can also host events that center their communities and promote racial unity.
- **Provide professional development for educators and staff.** Training should extend beyond diversity, equity, and inclusion and encompass Ethnic Studies, anti-racist and anti-bias practices. Schools should also incentivize and otherwise help prioritize implementation of these trainings.
- **Utilize restorative practices** to build relationships between students in cases of bullying. Encourage students to critically think about how their actions affect students around them rather than employing punitive measures. Restorative practices should also be utilized among school staff as well.
- **Provide mental health awareness and access to mental health services.** Mental health awareness is important for both physical and emotional well being. Without adequate space or acknowledgement, students' mental health impacts their day-to-day life, including their academics. Create a designated safe space for students to drop in throughout the school day. A guided counselor should be inside throughout the day for students to access. The space should be thought of and marketed as a wellness room to de-stigmatize access. Additional resources in that space should allow for students to de-stress and relax.
- **Be sure that all school communications are provided in a variety of languages.** Many students and families face obstacles accessing information because of language barriers. Have a central hub of communication that is accessible and understandable to all families and students so that students and families are more engaged.

Thank you for considering the recommendations made in this letter. There is so much that can be done in partnership and collaboration to counter and eradicate the hate, bias, and bullying. We

hope you will stand in solidarity with us and enact some measurable steps to support AAPI and all marginalized and racialized students at your schools.

Sincerely,

Alvin Lee, Mission San Jose High School 12th grade student, Executive Director of GENup

Evan Chen, APIYLC Peer Leader

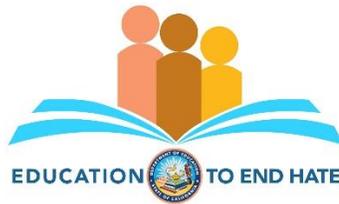
Megan Chan, Stop AAPI Hate Youth Campaign leader, High school junior

Sabrina Tang

Thomas Files, Stop AAPI Hate Youth Leader

Zoe Yee

This letter is endorsed by State Superintendent of Public Instruction Tony Thurmond and the California Department of Education



David Chiu

Assemblymember, District 17

A handwritten signature in blue ink that reads "David Chiu".

Dr. Richard Pan

State Senator, 6th District

Chair, Asian Pacific Islander Legislative Caucus

A handwritten signature in black ink that reads "Richard Pan".

API Legislative Caucus



STOP AAPI HATE and Stop AAPI Hate Youth Campaign

**STOP
AAPI
HATE**



Stop AAPI Hate Youth Campaign

Community Youth Center San Francisco



COMMUNITY YOUTH CENTER

GenUp

