



RESOLUTION

In Support of Ethnic Studies, Asian American Studies, and Critical Pacific Islands and Oceania Studies

MADE [Month XX, 2022]

BY [Name of School District Governing Body]

WHEREAS, [Name of School District] has students from many ethnicities and a broad cross section of American heritages, including... [list relevant ethnicities and consider listing any other relevant demographic information];

WHEREAS, [Consider including your school district's statistics on school bullying incidents, which Stop AAPI Hate can provide];

WHEREAS, [Consider highlighting your school district's current ethnic studies initiatives and benefits already achieved, or lack thereof];

WHEREAS, ethnic studies is the interdisciplinary study of race and ethnicity that centers on the histories, voices, and issues of people and communities of color;

WHEREAS, our nation must recognize that the origins and history of the U.S. are inseparable from the history of ethnic minorities in the U.S. and appreciate the continued and growing presence of people of color in the American population;

our nation must reckon with its concurrent history of racism and injustice towards those same groups, including toward Asian American and Pacific Islander (AAPI) communities, such as the exclusion of AAPI peoples through targeted immigration policies, the forceful overthrow and eventual annexation of the Kingdom of Hawai'i, the depiction of Filipino Americans as savages by the media in the 19th century, the forced internment of Japanese Americans during World War II, the racial profiling of South Asian Americans after September 11, 2001, the perpetuation of the model minority stereotype, the pitting of AAPI students against other minority students in the effort to dismantle affirmative action, the deliberate scapegoating and rise in



violence during the COVID-19 pandemic; and

the failure to acknowledge this history continues to contribute to the collective racial trauma of ethnic minorities and people of color in the U.S.; and

to disparate treatment, opportunities, and outcomes;

WHEREAS, racism feeds on ignorance and stereotypes of ethnic groups and is perpetuated through inequitable practices, policies, and systems;

racism leads to increased incidents of hate and bullying against students;

WHEREAS, ethnic studies promotes not only the appreciation of racial identity, but an understanding and appreciation of students' multi-sectional identities;

WHEREAS, authentic appreciation of ethnic diversity and critical knowledge of social action to promote anti-racist social change constitute core competencies that every student should have in order to contribute constructively to an inclusive society;

WHEREAS, the purpose of ethnic studies is to educate *all* students, *not* to criticize, blame, or exclude any one group;

WHEREAS, currently, only one state requires ethnic studies as a high school graduation requirement^[1], and only two states mandate Asian American studies to be taught as a part of K-12 curricula^[2];

WHEREAS, [*Name of School District*] has a duty to educate K-12 students about the cultures, histories, and issues of ethnic minority communities in the U.S., in order to dismantle the prejudices and institutional racism that permeate society;

WHEREAS, [*Name of School District*] has a duty to ensure a safe learning environment for all students and protect students from bias-based bullying;

WHEREAS, ethnic studies courses teach critical thinking and communication skills while addressing historical, cultural, and class-based realities that have traditionally been ignored in K-12 curricula;

WHEREAS, the inclusion of ethnic studies in a school's curriculum has been found to foster respect and understanding among races and nationalities, while simultaneously reducing prejudice and discrimination, by promoting improved race relations through structured intergroup dialogue and enabling students to navigate racial conflicts through a greater perception of both commonalities and differences between and within groups^[3];



WHEREAS, ethnic studies courses may enhance public safety in schools through increased social and emotional learning of skills that reduce incidents of bullying;

WHEREAS, research has shown that ethnic studies has a positive impact on a student’s academic performance, engagement, and attendance^[4];

WHEREAS, studies have demonstrated that students who participate in ethnic studies have improved high school graduation rates and are more likely to enroll in college;

WHEREAS, ethnic studies provides students with the opportunity to see their increasingly diverse communities reflected in their school curriculum or learn about Americans who may not be represented in their school or communities.

NOW, THEREFORE, BE IT RESOLVED BY *[insert name of school district or relevant governmental body]*:

That this body will:

Establish, implement and maintain an ethnic studies program—which shall include Asian American studies and Pacific Islands and Oceania studies—and enact as a high school graduation requirement the completion of a *[enter time frame (e.g. yearlong, semester-long)]* ethnic studies course;

[Alternative to the above graduation requirement: Establish, implement and maintain an ethnic studies program—which shall include Asian American studies and Pacific Islands and Oceania studies—and afford every student the opportunity to enroll in an ethnic studies course by the end of 12th grade;]

Form a task force consisting of Board of Education members, administrators, teachers, staff, parents, and students, that will advise on the establishment and implementation of the ethnic studies program *[and graduation requirement]*;

Commit that the task force will prepare an action plan that builds the capacity of educators to implement an ethnic studies program (e.g., curricula, professional development, books, and other materials);

Further commit that the task force will present an action plan to the Board of Education for approval by *[the end of the 20XX school year]*;

Facilitate the development of the ethnic studies curricular content centered on the interdisciplinary study of race, ethnicity, indigeneity, and intersectionality in the United States, with a focus on the experiences and perspectives of people of color;

Facilitate the integration of ethnic studies principles and objectives into other general subject areas’ curricular content;



Provide teachers with professional development centered on teaching ethnic studies curricular content, and support them in integrating the principles of ethnic studies into the culture of the classroom;

Provide administrators, teachers, and staff with professional development centered on learning about ethnic studies, and support them in integrating the principles of ethnic studies into the culture and policies of the school;

Integrate ethnic studies' promotion of cultural awareness and affirmation of students' diverse backgrounds and experiences into [existing] anti-bullying programming;

Create and foster partnerships with local colleges, universities, other school districts, and members of the community to utilize their local expertise while developing the ethnic studies curricula;

Regularly evaluate the ethnic studies program and its curricula—taking into account feedback from educators, students, and members of the community—to ensure the program's quality and relevancy; and

Include funding in its annual budget for the establishment, implementation, and ongoing support of the ethnic studies program.

^[1] California. [California becomes first state to require ethnic studies in high school | EdSource](#)

^[2] Illinois, New Jersey. [New law requires N.J. schools to teach Asian American and Pacific Islander studies this fall | WBGO](#)

^[3] Gurin, P., & Nagda, B. (Ratnesh) A. (2006). *Getting to the What, How, and Why of Diversity on Campus*. *Educational Researcher*, 35(1), 20–24. doi:10.3102/0013189x035001020

^[4] California. [Ninth-grade ethnic studies helped students for years | Stanford](#)

