

## California Mathematics Project Statement on Racial Violence

Let us start by honoring George Floyd, Ahmaud Arbery, Breonna Taylor, Sean Reed, and the many others who lost their precious lives because of senseless acts of racial violence. We echo the voices of many in the education community condemning the violent acts of murder directed towards the Black community and the calls to action, inviting us to demand racial justice. Many of us are experiencing a wide range of emotions, and that is okay. We must remember that what we do matters, and how we bring our values to what we do matters. This means broadening participation and engagement of children in light of the varied cultural, linguistic, and mathematical competencies they bring to the classroom. We are clearly at a critical moment in history. We must address the ways that Black and Brown students have been invisibilized in our educational system. Seeing our students as human beings and valuing their identities and backgrounds to inform our mathematics teaching is one way. Another is working consciously and deliberately on changing the experiences of our Black students and fellow Black educators, and other students of color into positive ones. We must do this day by day, minute by minute.

Having conversations and listening to one another with compassion and empathy is a beginning. Saying how we feel about police officers killing unarmed Black people and why we feel that way is also essential, recognizing that these conversations are uncomfortable and necessary. Dismantling institutional racism will require interrogating its presence within our educational system and specifically within mathematics education. This work requires us to constantly, both individually and collectively, reflect on our values and take action within our spheres of influence. As a community, we commit to exploring ways to increase our support of mathematics teachers to become aware of racist policies and decisions, and develop antiracist practices so that all students can succeed in mathematics.

The **California Mathematics Project Core Values Statement** expresses our belief that:

All students must be provided with a mathematical education that allows them to make sense of the world quantitatively and to appreciate their own power to reason. This includes making sense of mathematics through active engagement in problem solving and grappling with increasingly challenging tasks in an interactive way, where challenging and critiquing the thinking of others is safe and valued.

Students of Color should be using mathematics to study and take action against the issues that are negatively impacting them on a daily basis.

We call for all of us in the mathematics education community to stand with Black communities, to join them in taking a stand against racism, and commit to:

- Examining our unconscious bias and the smog of racism that we are socialized to ignore.
- Recruiting and supporting teachers and leaders of color, particularly Black teachers and leaders.
- Collecting and using videos of black students demonstrating excellence in learning mathematics in professional learning offerings.

- Creating units of study on the mathematics of social justice.
- Recruiting Black students into STEM.
- Supporting systems in creating HS Mathematics Course Pathways that take into consideration students' interests, backgrounds, and choices.
- Sharing relevant stories that help us reflect on our own experiences and beliefs.
- Forming coalitions with students, families, communities, and colleagues across all racial and ethnic groups to collectively understand more deeply the realities of Black people.

We stand ready to support project leaders and teachers in any and all of these endeavors and intend to hold ourselves accountable for making them happen.

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