



To our community of mathematics educators:

The deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery are tragic and horrific reminders of the systemic racism that exists in our society. All that we see, our children see as well. As educators, we carry a moral imperative to do whatever we can to educate ourselves and to educate future generations to be better than us, and ensure that the arc of the moral universe continues to bend towards equity and justice.

CMC believes in the mathematics potential of all students, but belief is not enough. As a community, we must actively engage in brave and courageous conversations about anti-racism and commit to anti-racist practices, pedagogies, and work. We need to deepen our awareness of students' experiences and leverage trauma-informed practices to support the complete development of each and every young person. In order for CMC to strive towards its mission, schools must be places that are safe for all students. This means rooting out all forms of institutional violence, particularly those policies that, whether by intent or practice, inflict disproportionate harm on any group.

As mathematics educators, we can:

- **Work on ourselves.** Engage in self-reflection about our beliefs, practices, and biases. Recognize that this is a growth area for all of us.
- **Listen empathetically.** Start conversations with others to deepen our understanding by learning about others' perspectives and experiences.
- **Support allyship.** For those who are allies, be prepared and educated to engage in and facilitate uncomfortable conversations about race and racism in classrooms, in workspaces, and in your social circles.
- **Know that each student has strengths.** Focus on highlighting the strengths each student comes to us with, while supporting new strengths to emerge.
- **Be an advocate.** Interrupt and disrupt situations that compromise the humanity of another person, especially students.
- **Empower students.** Use mathematics as a way to examine and bring light to inequities and empower students to be part of the discourse.
- **Remove barriers.** Ensure that the opportunities for all children are amplified, not diminished by school, and in particular, mathematics. Create safe and brave spaces where students can be their best selves.

Together, we can make a difference. To do so, we each need to consider the following questions: How will I engage in this work personally, in my classroom, in my community, and as a member of my school and district? How can I help CMC as an organization continue to grow?

CMC stands in solidarity with the Black community against all acts of racism, hatred, and prejudice. In addition, we offer the resources below for educators and families to seek a greater understanding of systemic racism and its impacts as well as ways to support students' responses to what they are witnessing.

Together in solidarity,  
The CMC State Board  
<https://bit.ly/CMCstatement>



We hope that you find these resources helpful and ask that you share additional resources with us on Twitter and Facebook using #cmcmath and @CAMathCouncil, or email [president@cmc-math.org](mailto:president@cmc-math.org).

- We would like to encourage you to purchase books from Black-owned bookstores, such as [Eso Won Books](#), [Ashay By the Bay](#), and [others](#).
- [“Teaching While Black in Grief and Rage”](#) by Paula White
- [Where Do We Go from Here: Chaos or Community?](#) by Dr. Martin Luther King Jr.
- Seattle Public Schools, [K-12 Math Ethnic Studies Framework](#)
- Courageous Conversation, <https://courageousconversation.com/>
- [bit.ly/ANTIRACISMRESOURCES](http://bit.ly/ANTIRACISMRESOURCES)
- [“How to Deconstruct Racism, One Headline at a Time”](#) by Baratunde Thurston
- <http://bit.ly/antiracistmath>
- [“Is Implicit Bias Racist? Three things every teacher should know about implicit bias and the brain.”](#) by Zaretta Hammond
- [The Global Math Department’s - Solidarity Statement](#)
- [Rehumanizing Mathematics for Black, Latinx, and Indigenous Students](#), NCTM Annual Perspectives 2018, Edited by Imani Goffney and Rochelle Gutiérrez
- [It Starts with ME](#), by Dr. Kristopher J. Childs
- How to be an Antiracist, <https://www.youtube.com/watch?v=TzuOlyyQlug>
- [How are you?](#) by Marian Dingle
- Black Lives Matter, <https://linktr.ee/kl3098>
- Bettina Love, <https://bettinalove.com/>
- [Blindspot: Hidden Biases of Good People](#) by Mahzarin Banaji and Anthony Greenwald
- [“How Does Race Affect a Student's Math Education?”](#) by Melinda D. Anderson
- ["Multiplication Is for White People: Raising Expectations for Other People’s Children](#) by Lisa Delpit
- [For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education](#) by Christopher Emdin
- [“Cultural Responsiveness Starts with Real Caring”](#) by Zaretta Hammond
- [Teaching Mathematics for Social Justice: Conversations with Educators](#), NCTM, Edited by Anita A. Wager and David W. Stinson