

Response to Systemic Racism June 2020

The leadership of the Association of State Supervisors of Mathematics (ASSM) affirms that systemic and individual racism has absolutely no place in our society or the educational arena. In line with ASSM's mission to increase the capacity of mathematics leaders to advance quality mathematics education, we believe that student engagement with mathematics should open the doors to multiple opportunities, and therefore, mathematics teachers and leaders must:

- Recognize how our system contributes to disparate experiences and outcomes of students;
- Enact policies and structures that are intentionally organized to help every student cultivate their talents, their character, and their aspirations;
- Ensure that each student engages with grade level content through empowering learning experiences; and
- Discontinue practices and beliefs that manifest in mathematics serving as a gatekeeper.

Now is the time for us to grow as a nation, as a school system, as individuals, and as an organization. Data on student achievement over the past few decades is a clear indication of the harmful impact of systemic racism on the educational experiences of Black, Indigenous, Latinx and students of color. We must take advantage of the window of opportunity that is before us to enact meaningful change that nurtures a learning environment in which every student, teacher, and mathematics leader thrives and is safe, valued, and empowered. ASSM commits to being an advocate for dismantling the systemic structures and confronting the individual beliefs and practices of educators that have allowed inequities to persist.

This is a call for ASSM as an organization and for each individual member to advocate for a more just and fair educational system. To ensure equity of opportunity for every student, ASSM commits to the following actions:

- Convene a collaborative working group to develop resources that will assist members to address policies and practices that create racial disparities;
- Champion anti-racist practices to confront systemic inequities;
- Develop and implement innovative courses and course pathways that provide an alternative to the traditional "pathway to calculus" model; and,
- Challenge inequitable practices and beliefs, including the tracking of students as well as the tracking of teachers.

ASSM will identify additional actions that must be taken and continue to engage members to support their capacity to promote change. ASSM is compelled to provide leadership that will empower educators to take immediate actions that will result in a future where mathematics opportunities are neither defined by nor limited by race.

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