

Chenery PTO Meeting Minutes
Wednesday, May 30, 2018
6:30pm

Attendance: Approx. 15
Minutes taken by Deishin Lee

1) Belmont High School Building Committee Update: Superintendent John Phelan and Jamie Shea

- Design new high school to engage students to learn what they need for jobs in the future.
- Challenges with current building to accommodate learning goals.
- Features of new building to accommodate learning goals.

2) PTO Business

- Minutes from last meeting approved.
- Budget:
 - Budget surplus of about \$16,000 this year
 - Using the surplus to buy 2 carts of Chromebooks
 - Proposed budget for next year: Budget is approved
- Introduce executive committee (EC)
- New EC members approved:
 - Co-president: Barbara Bulfoni
 - Co-president: Nomita Ganguly
 - Treasurer: Deepak Garg
 - Assistant Treasurer: Priti Gaitonde
 - Secretary: Sunyoung Hong

3) Cultural Competencies: Principal McAllister and Chenery Teachers

- Teachers had a professional development day to learn about cultural competencies.
- We are entering the cultural proficiency era -- key movement in public education.
- Presentation 1:
 - Chenery teachers shared with each other their strategies and learnings for cultural competency.
 - Key finding is that there are opportunity gaps for students of color (i.e., opportunity gap is what is leading to achievement gap).
 - How can we provide opportunities for African American and Black students?
- Presentation 2: Tackling tough topics in class
 - How can we make classrooms safe place to have conversations about race?
 - Goal: Identify resources
 - Goal: Develop norms and instructional practices

- Met individually with African American and Black students to open discussion about the conversation on race.
- Establish protocols and norms in the classrooms to discuss race. Intent vs. Impact -- "Oops and Ouch".
- Provide students with anonymous outlet for reflection.
- Examples of difficult conversations in the classroom.
- Presentation 3: Learnings from 3 cultural proficiency books
 - Blind Spot: Everyone has implicit bias. If we become more aware of our blind spots, we can take actions to overcome our bias.
 - Whistling Vivaldi: Students' perceptions of others' perceptions can affect their performance.
 - Cultural Response Teaching and the Brain: What is the brain doing when student feels culturally threatened? Student's brain gets diverted from learning to focusing on the difficult cultural situation. What are strategies to avoid this?