**Date**: February 20, 2018

**Meeting: CETSS PC4 (17/18)**

**Venue**: Blackrock Castle Observatory

**Attendees:** Siobhan Deeney, Louise Favier, Sue Fiessler, Jon Ishaque, Clair Mac Sweeney, Mary O’Leary, Maria O’Sullivan, Katarzyna Pyrz, Sheelagh Roseno, Mark Young

**Apologies:** Debbie Hegarty, Samantha Mullaney, Particia O’ Sullivan, Joe Feller



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| **Spring Fair Plan** | **Volunteers** | **Actions** | **Minutes 20.02.2018** |
| Book Hall | Jon I | The hall is provisionally booked. (80 euro) We are awaiting. | School paid PC insurance of 250 euro (forwarded sum to be returned) |
| Electronic flyer | Christine E |  | Done |
| Street Performance | Cormac & Francesca | Confirmed with 2 x 30 minute performances | The performers will specify the venue i.e. outdoors (in the park?) or indoors |
| Student music performance & use of PA | Colin (from school) | Colin is getting on with it | Schedule of the Fair i.e. where to put all the events will be made later |
| Raffle tickets | Francesca | Could make tickets | We can also print tickets if this is not possible |
| Raffle prizes | Two offers |  | **ACTION**: email parents asking for the prizes; also give a list of suggestions (e.g. wine, cakes, services, experiences e.g. kayaking, art etc.)  **ACTION:** find a volunteer to coordinate |
| Cakes/Cookies/Savouries | Christine E will coordinate | Has emailed Breda and looking at school for HE classes to do some things | Jon I – vegan chocolate cake  Sue – vegan chocolate mousse  Anne-Marie – Quiche and Gouerres  Barbara H – cake and savoury  Kasia – sandwiches  **ACTION:** ask Philippe, Sean’s dad, about crêpes |
| Pizza slices | Mark Y | Looking into an arrangement with work | Mark confirmed pizza will be delivered – to be confirmed which way (taxi?, delivery van?) |
| Free Teas and Coffees | Anne-Marie will volunteer on the day. | More help needed, shift work | Tea/Coffees to be available at small charge (e.g. 1 euro) instead |
| Things to get/buy  Tea/Coffee/Herbal teas  Drinks for kids?  Paper plates and cups (fully recyclable IMO)  Bin bags |  |  | Buckets/containers for cash (could make them)  **ACTION:** Louise F. will check fully compostable bin bags  Rico will cover coffees and tea. Will need piping in. See below about boiler. |
| Volunteers | Marie-Odile Wysocinsky | Will help on the day if needed | **ACTION:** call for more volunteers |
| Money process | Mark Y |  | Two people count the money on the day; then the sum is lodged into a bank asap |
| AOB |  |  | Students could volunteer  Students could show their work e.g. Raspberry Pi  Jon I. to check hot water and other facilities in the place (We will need to bring a boiler!)  Special diets and especially food allergies – cannot guarantee e.g. ‘nuts free’ cakes or environments; no labels claiming such  Some diets e.g. ‘gluten free’ could be labelled on cakes, sandwiches etc.  Fair to be aimed to all current families only  (to reduce numbers)  What are we fundraising for?   * decision to be made in conjunction with the school * **ACTION:** PC needs to develop Financial Regulations guidelines |

**AOB**

**Financial Problems.**

**What are we fund raising for: Should some of the raised money be put towards a Hardship fund?**

Some families experience continuous financial problems – holistic (i.e. involving all the school decision making bodies i.e. BOM, PC, Staff, Students) policies and structures needed to address this in a similar way other schools deal with students unable to buy all the necessary educational equipment (Note: for CETSS iPads are such ‘equipment’), or take part in trips or other activities.

**ACTION** – bring it to BOM’s attention (Sue F); question: are there any above structures or plans already in place? PC will operate within a BOM hardship frame work, rather than its own framework.

**ET Ethos & Technology**

Some parents feel technology is overtaking ET ethos, i.e equal access to all – iPads’ cost is prohibitive and may mean some families will not consider CETSS as an option for the financial reasons; as for textbooks, they can be bought second-hand, or shared between siblings etc.

How is the school community going to address these access barriers?

This was followed by a discussion raising the following points?

Plans for the Wriggle company to have a monopoly on provision of devices (i.e. no pre-owned iPads possible) and the content (i.e. locking down iPads bought by parents’ money to approved apps only) are controversial and will create more barriers i.e. financially disadvantaged families cannot afford additional devices on which they could access the blocked apps and facilities.

Why the monopoly?

Why iPads? Was any other option explored?

Why shutting down the system instead of finding a way of handling the arising problems (e.g. peer help with apps’ glitches)?

Bigger issues potentially at stake e.g. How will the restrictions affect them long-term (e.g. feeling disempowered)?

**PC a forum for ‘bigger issues’**

Topics of future meetings proposed:

* Feelings around the technology use (Wriggle and school to meet with parents – see above)
* Gaining insight into academic issues (subjects)
* Junior Cycle – some clarifications still needed