

WRAPSC MINUTES

April 3, 2018

The meeting began at 7pm.

There were 21 members representing 22 schools in attendance, with three guests.

The motion to accept the Feb Minutes: Mandi Bond, seconded by Michelle Heard. Motion carried.

I. Transforming polarized thinking – Betty Pries, Credence & Co.

A. Polarized thinking:

My idea	Their idea
US	THEM
Good	Bad

	US	THEM
Nice action	Reflects my character	Forced into it
Not -so-nice action	Forced into it	Reflects their character

School Councils can fall into the trap of being bound by tradition, “that is the way we have always done it”. You want differing opinions, it leads to new ideas. Once you fall into the trap of us vs them you lose productive conversation. It is important for people around the table to realize which of these three “Building blocks of dialogue” is the issue being discussed:

1. Substantive interests:
 - Nuts and Bolts, Data, Facts
 - Why we hold the perspective we hold
 - Typically, negotiable
 - If left unsolved will become procedural
2. Procedural interest
 - The process of decision-making past and present
3. Foundational human needs
 - Belonging, Recognition, Security. Autonomy, Meaning
 - Needs = Non- Negotiable
 - How to meet needs = Negotiable
 - Needs are associated with identity; when needs are not met, identity is threatened

Please note:

- a. People often think they are talking about Substantive Issues when really talking about Procedures or Needs
- b. Needs are vulnerable, so people avoid naming them. Often comes out awkwardly or in conflict.
- c. Procedures can be polarizing if not agreed upon. Ex: who gets to vote?

B. Two school council examples were discussed:

1. Members of an elementary school council disagreed over fundraising campaign using a magazine subscription. Some parents objected to the children selling the subscriptions and being encouraged by prize incentives. Others thought it would teach good business skills. Door to door sales were a particular sticking point.

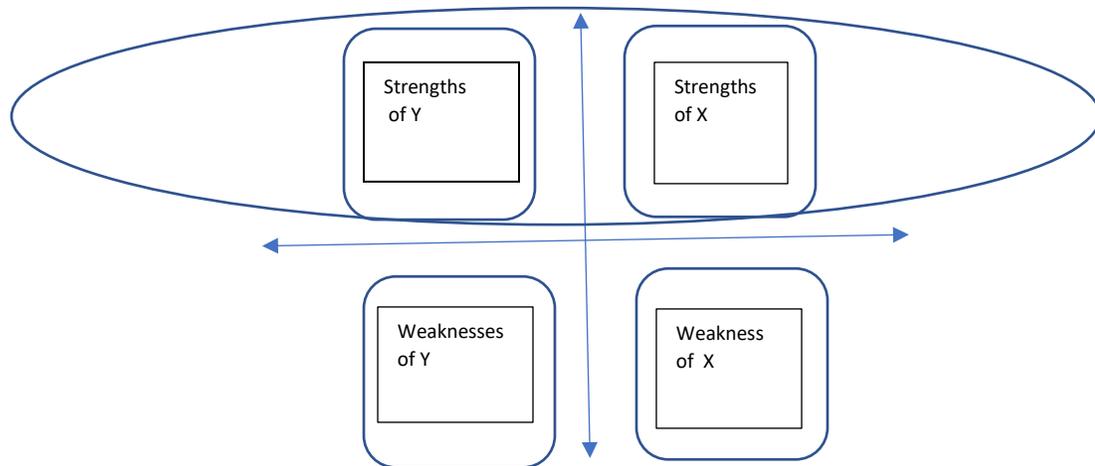
Perspective: One party values safety, another values skills. Neither is wrong.

Look for a solution that meets both needs, understand the cause of disagreement.

2. Members of an elementary school council were sharply criticized by an administrator because they wanted to continue the traditional Halloween parade.

Potential solution: Chair to meet with administrator privately to talk about how it makes council members feel when they are criticized with harsh words. Set an example by avoiding incendiary language.

C. Diagonal arguments



Either/or = diagonal argument

- Compare positive with positive or negative with negative (avoid diagonal arguments)
- Our differences make us smarter
- Our differences create opportunities to strengthen relationships

D. Tips for School Council Chairs

- Try to wear your facilitator hat when chairing meetings, not your parent hat. Be transparent to council when you are switching roles.

-Put hard conversations on paper first

1. What are we talking about?
2. Why are we talking about it?
3. What options are on the table already?

E. Conclusion:

A problem can be solved, a conflict can be resolved, a polarity can only be managed.

If you have any questions please email Betty Pries at www.credenceandco.com

- II. CPA: Financial Literacy for Children
Bryan Huck & Kai Schofield made a presentation describing workshops for children between Grades 4 and 11, as well as workshops that would be for parents and children. They are looking for schools to host. Brochure is attached. These are volunteers from the Chartered Professional Accountants Association, and there is no fee for the workshop.
Stephen Bednarski reminded WRAPSC members that Financial Literacy is also part of the Ontario Curriculum. <http://www.edu.gov.on.ca/eng/parents/financial.html>
- III. Laurie Tremble – PIC
Laurie reported that the PRO Grant application for next school year 2018-2019 is now open and due by June 5. She encouraged people to utilize the grant opportunity, also directing people to the website for the list of what types of applications would and would not qualify. Laurie also recommended asking for the maximum amount, as you just return the unused portion. She reminded members to make sure to design the event to focus on parent engagement, as that is what the grant is for, not student workshops. It was also stated that people should check with their school secretary, as that is the person who receives the instructions on how to do reimbursements for the grant, as there are different steps that need followed. She also reminded people that there is a follow up due upon completion of the event.
<http://www.edu.gov.on.ca/eng/parents/reaching.html>
Laurie stated the date, time and place once again of the PIC parent conference.
- IV. WRAPSC Terms of Reference
In order to align the WRAPSC Terms of Reference with the new PIC Terms of Reference, members of the steering committee revised the document. The changes to note are that the PIC committee will send 2 members to the WRAPSC Steering Committee, but they will not be one of the co-chairs. Revised document is attached.
Motion to accept the WRAPSC terms of reference: Kathryn Blair, seconded by Tavia Weber.
Motion carried.
- V. Meeting was adjourned at 9:05 pm
Next meeting May 1, 2018 at 7pm

21 April 2018/mj/mb/aa