



In attendance: Cathy Faber, Julie Barton, Bradey Thompson, Paul Mulloy, Kerry Martens, Tammy Watt, Scott Campbell, Carol Hayes, Janice Woodward, Tim Kitchen, Tracy Franks, Kate Schutz, Ross Jaques, Kevin Willms, Lisa Martens, Terry Rock, John Anderson, Kate Schutz, Katie Pearn

Regrets: Terri Franks, Jason Stroh, Jim Finkbeiner, Ann Calvert, Sarah Rusak, Sheldon Nadler, Marianne Elder, Chris Meaden, Ele Davis, Lorraine Fafard, Darryl Wernham, Leslie Robertson, Murray Ord, Darryl Wernham, Chris Herard

Absent: Jaundre Van den Berg, Suzyn Li

### Discussion Highlights and Decisions Made:

#### 1. Committee Members and Role

- There is great interest in fine arts education and in what the CBE is thinking in this regard. There is particular interest in how the competencies in Inspiring Education (pg. 6) will play out in arts education. RFPs for curriculum from Alberta Education will be coming by grade rather than by subject. This committee has to position the CBE and arts education in such a way that we can take up this work.
- How do we select membership at this FASC table? At our May meeting we will have a membership conversation for this committee for the fall.
  - Agreed to put this topic on the agenda for May's meeting
  - We will have some new work for next year and we have to frame membership around that
- For the rest of this year, CADA and CADME representatives will be invited to the FASC.

#### 2. SCA Subcommittee Report and Discussion

- Update:
  - Strides have been made in making procurement easier for both teachers and vendors and they will be mapped to standards in terms of musical instruments. The tree will point to the flexible ways that stay within the regulation. The vendor piece has not been started yet as most of the work has focused on the current state of the fleet of instruments.
  - Current fleet of instruments is about \$11 million with an additional \$2 million in percussion instruments. To bring it to the standard we'd like to see would take about \$17 million plus an additional \$2 million for percussion.
  - Procurement, management and inventory systems are being put in place (AR 7007) to change from centralized to decentralized. The challenge is the revenue stream that comes with the current situation.
  - What is the ongoing operational expectation to be able to continue having instruments at the board's standard (repairs, rental revenue gaps, set of assumptions)?
  - Over 90% of the inventory has been completed but the condition of those instruments has not yet been identified. It is hoped that this will be done by the end of June.
    - Multiple assessors make this challenging from a consistency perspective.
    - Life span is not the main factor when it comes to instruments, if they are maintained. Determining the condition of instruments really requires a background in assessing instruments.
    - Consideration has to be given to layered standards of instruments (beginning to more advanced, for example).
    - It took a lot of time to input the instruments and label them. It is another big step to assess their condition. Some communication could go out to

have that done over the summer when the instruments are being serviced.

- Concern about pianos being surplus in elementary schools and never being able to replace them down the road is another example of why this inventory is important so that decisions can be made from an informed basis and not ad hoc as in the past.
  - Decisions need to be made about students and instruments (such as students being required to have their own instruments) which may be different for different levels. There is an oversight aspect (knowledge and accountability) to all of this, including fees.
  - This is not about control but about support, to enable best learning for our students.
  - New schools do not have enough of a budget line for instruments. It is not realistic to run music programs if the CBE does not have instruments and is particularly prohibitive to low income families.
    - Commissioning dollars are negotiated with Alberta Education or make a case to Alberta Infrastructure to add commissioning dollars – they look at it from a financial perspective not from an education perspective.
  - SCA recommendations are due next month. Perhaps more time is needed before recommendations can be made. We have to figure this out and get it right as a system; it can't be left up to individual schools. If it will take more time to get it right, then maybe that's one recommendation.
    - Strategic procurement, transparent asset management strategy, flexibility and sense of ownership at both system and school levels and engaged parents in a meaningful conversation (their support vital) are all aspects on which the SCA is working.
  - The FASC is to create a vision and processes for CBE's support of arts education. CBE's own bureaucracy can be challenging (regulations) and some decisions need to be made about our values.
  - The Capital budget deadline was missed this year and must be to Supts' Team in November (for the following September). What is it we want to request in November 2013? It might take 3-4 years of investments to bring our instruments up to standard. Only one request can be put in for each category. What are the possibilities of doing this with operating budget rather than capital? The Operating budget doesn't come to the table until January. Requests of both are likely needed.
  - The work being done about musical instruments must then move to other fine arts materials (dance floors, stages, etc.) and this requires the development of the curriculum piece so that can drive out the requirements and needs.
  - Partners are critical in CBE being able to provide the learning opportunities for students and this can be a very good thing because of the expertise that partners bring.
3. BP Subcommittee Report and Discussion
- Update:
    - BP document is about how to interpret the AR about parent societies.
    - Committee members have met with various CBE staff to seek information and direction.
    - Some headway has been made on the issue of parent societies hiring assistants and on the issue of casinos (and who owns them).
    - The AR that was submitted by the FATF has seen some substantive changes. Five items need to be understood:
      - Logistics of societies making direct payments to vendors, especially in emergent situations
      - Practices that schools will be expected to follow to ensure transparency of use of funds raised by parent groups
      - How efforts of parent groups will be acknowledged by the CBE
      - The need for a dispute resolution mechanism be included in the AR

- How can the FASC ensure that the final wording of the AR captures the intent that developed from the work and when will the subcommittee see the revised AR?
    - Joy to set up a meeting with Cathy, Carol Murray and the BP subcommittee to provide and discuss the latest draft so that these items can be raised with her.
      - This AR will not be signed off until there is consensus
      - There is an urgency about this because the sooner it is signed off, the sooner the process of aligning practices in schools can begin
      - Big issues about the changes that have been made after huge work of the FATF without input and comment
      - There are many interests that have to be considered so it is important to stay open to some of the changes but also hold fast to beliefs and the work that was done
      - Why is this AR so big when school councils and parent societies are different?
      - The public is in this issue and the opportunity is here to demonstrate the importance of public engagement and input – much credibility has been lost in feeling blind-sided
      - How is it that the AR is up on Staff Insite and this committee didn't know? Why didn't it come back to the BP subcommittee? The AR committee has to seek input and Katie can look into their engagement plan. Cathy and Julie will work with Katie on this.
    - Action Item:
      - The draft of the Best Practices document should be ready to share at the next FASC meeting, April 19<sup>th</sup>.
4. AIS Subcommittee Report and Discussion
- Update:
    - Area Directors made a decision to hold off on communicating with their principals the agreements and the Artist Roster until May. After these have been communicated, there will be sessions provided to offer explanations of the new forms and the roster.
    - The Master Agreements are ready and starting to be used.
    - The Artist Roster is ready to go except for a glitch about advertising (not allowed to advertise within CBE). Trying to get a special dispensation for artists only and are very close to getting this sorted out. Can this be expanded to include arts organizations?
    - If committee members know artists who meet the requirements, the short contract can be used as a pilot – call Julie Barton or Nora Moughalian.
    - Insurance has been worked out so an inexpensive option is available to artists
      - A negative and significant impact on opportunities in school will occur because of this increased expense (passed on from artists to schools)
      - Workers' Compensation has not been required by artists in the past (covered by CBE) and these costs will be passed onto schools – is there more that can be done?
      - The intent here is to cover the majority and there are ongoing conversations about the situations that are on the edges and the Area Directors have agreed to take on those conversations in their Areas and to find a comfort level that works
      - CADME has insurance that covers clinicians – maybe CADME should become an umbrella for all artists
      - Issue with Revenue Canada determining whether a person is an employee or a contractor (% of your work is done directly with the organization but not clear trigger point; determined on a case-by-case basis) – this is an issue to do with the structure of the sector and CADA might be able to offer some support with this – there may be ways of dealing with those kinds of barriers as an arts sector

- This seems to be a risk assessment issue rather than a legal issue – Julie will bring Risk Management and Legal to the table
      - The purpose of this FASC is to find new and creative ways. We have the authority to go forward with some new steps so we have to figure out what they are and what we want.
5. CDD Subcommittee Report and Discussion
- Update:
    - The raw data from the CBE – CADA Mini Summit will be up on the FASC website after Spring Break
    - A Fine Arts Blueprint is being developed that will be brought to this table next meeting. Its purpose is to set direction for arts education in the CBE – to inform curriculum and to engage students. The FASC will work with this document and put it forward to Supts’ Team in May.
  - Action Item:
    - Fine Arts Blueprint will be presented at the next FASC meeting.
6. CADA Art Plan Themes
- Citizens identified arts education as top priority and yet CADA has had no inroads into education – very pleased that this connection with CBE has been made.
  - June 5<sup>th</sup> the Arts Plan will go to City Council not to do anything but to own it as part of it’s thinking. The hope is that many organizations, including the CBE would be a signatories to this plan.
  - The Arts Plan has four key areas: place making, arts participation and education, STEM to STEAM, arts training (most people in the world know Canada by its artists – Governor General’s awards).
  - The plan is not about resources so much as getting everyone on the same page and building networks to work together.
  - What are we going to do together next? – Get Supt’s Team to endorse the Fine Arts Blueprint and it can become part of CADA’s Art Plan.
  - The energy that wants to come together is there—we just need to remove the barriers.
7. CADME
- CADME was formed ten years ago to work at the ground level with the goal of enhancing arts education in schools by: putting artists in front of students, providing high level teacher training (can document the changes in instruction and enrollement in programs), initiating projects/opportunities and expand opportunities with artists already coming to the city, and raising money (casino, corporate and philanthropic backing).
  - CADME is a registered not-for-profit society and is pending charitable status. Music teachers have gotten together, representing all schools boards in and around the City of Calgary (nominal members’ fee to cover organization fees so that all the funds go back into arts education. CADME partners with many arts organizations and is in the process of rebranding so become more known.
  - CADME has a great communication system with music teachers in the city and would love to bring professionals in music education to all of these subcommittees since they are all about curriculum.
  - Need to do some serious rethinking of professional learning within the CBE – a shift to what students need rather than what teachers want. How can groups come together (such as art organizations which encounter teachers coming to them for professional learning)?
8. FASC Next Steps
- Next month each subcommittee to bring forward their written report (a template will be sent out) to present for information. It is expected that recommendations will be attached to each report. This table will receive the reports and ask for clarifications.

- At the May meeting (may be moved up) the FASC will identify which recommendations to move forward to Supts' Team by end of May. These will be put into one report and FASC members will have to work closely in getting to the final version. Supts' Team may approve or come back with recommendations of their own and that will set the stage for next year's work.
- Four subcommittee recommendations plus professional learning will make up the content of the report.
- This decision then rests with Supts' Team. They receive the report a week prior to their discussion to surface any issues. This report will be one "for decision" because it will mean changing ARs and professional learning. At Supts' Team, they approve, don't approve or table. We need to allow some time/space to come back in June.
- A small group will attend Supts' Team to present the report.
- All recommendations of the FATF were approved, indicating that there is a commitment from Superintendents towards fine arts education in the CBE.

