



- In attendance: Cathy Faber, Julie Barton, Chris Meaden, Carmen Roman, Bradey Thompson, Paul Mulloy, Jason Stroh, Kerry Martens, Tammy Watt, Jim Finkbeiner, Scott Campbell, Lorraine Fafard, Lyle Bennett, Carol Hayes, Janice Woodward, Tim Kitchen, John Anderson, Jennifer Johnson, Ann Calvert, Sarah Rusak, Ross Jaques, Terry Rock, Lisa Martens, Kim Hackman, Jane Rogerson, Diane Nowlan, Jackie Seidel, Trish Savill, Jennifer Gray,
- Regrets: Leslie Robertson, Ele Davis, Jaundre Van den Berg, Tracy Franks, Katie Pearn, Sheldon Nadler, Vicki McLaughlin
- Absent: Suzyn Li, Marianne Elder, Kate Schutz

Discussion Highlights and Decisions Made:

Cathy read excerpts of an email from Sheldon Nadler (MRU) about recent decisions about the fine arts program cuts at MRU. Cathy will send a reply to him. That latest word is that MRU is taking a bit more time to make these decisions.

1. Supply Chain Analysis Subcommittee Report and Discussion
 - The subcommittee sees a need to expand the mandate to work with more fine arts teachers and a broader group so the recommendation is to continue the work into 2013-14.
 - About 96% of schools have responded in some way to the music instruments inventory process but we know that they are not all finished. There is more work to do to complete the inventory and then to look at the data. The inventory process has been successful in bringing understanding the number of instruments in the CBE. The information needs to be more robust to be most useful.
 - The five strategies in the report form the basis of the work that yet needs to be done by this subcommittee.
 - The list of assumptions will hopefully become next year's recommendations to Supts' Team. It is important that recommendations for Supts' Team are good ones based on accurate information.
 - Besides the inventory, we are also looking at the processes and how teachers know what are those processes.
 - The biggest piece that is yet to be realized is rewriting AR 7007 and attaching a strategy that will allow the ongoing evergreening of musical instruments for our schools.
 - Cathy struggled with the report in terms of identifying where decisions will be made. Is it the subcommittee's hope that they will bring back a strategy and process through their continued work? Purchasing piece seems to be well in hand. Evergreening as a construct for musical instruments (amortization plan for capital assets) is something that has never been recognized before and this is very significant. This work has been a big breakthrough in surfacing the issue of musical instruments as assets and the need to create an amortization plan for those assets. There is more work to be done do about what is that strategy and equity assurance. This report surfaces the issue of equity of

resources throughout the CBE – this can be added to the Issue section of the report.

- If you don't have an exact dollar amount in the Financial Impact section of the report, then no money will be given. Do we want a best guess or most accurate numbers? It is thought that an accurate dollar amount for a budget request in the next school year. Cathy suggested that this report could alert Supts' Team that a capitol budget request will be coming
- Cathy also suggested adding an FTE (1.0?) who would be identified to continue to build out the inventory, connect with vendors, work on a maintenance process and also work on an evergreening process.
- As the subcommittee develops an evergreening process, thoughts about the technology evergreening process can be shared. Issues such as what will happen with new purchases (not currently part of the existing evergreening process for technology) need to be considered. The beauty of an evergreening process is that minimum standards are identified and this would be great with regard to musical instruments.
 - The subcommittee has worked on three different scenarios to present to Supts' Team.
 - Some specialization will be needed to sort this out and to consider the change management processes and tools for users.
 - Concern raised about music teachers spending so much of their time doing this work – what does it mean to put students first. Support that evergreening process is the way to go.
- In other places, some of these pieces are being taken up by the community as a community responsibility and the community is realizing there is a part for them to play. Internal systems need to be connected to a larger, external system and this may be another way of addressing the equity issue.
- The Capital Budget request will bring forward the discussion of the first assumption. Supts' Team can't answer that question but let's get started and have the equity conversation as it unfolds.

2. Best Practices Subcommittee Report and Discussion

- This has been very, very complex work that the report does not capture.
- The wording from the June 2012 report to Supts' Team has been retained because of the collaborative work done on this AR.
- Note that the wording in the chart is user-friendly.
- Included in the appendices are questions to discuss at annual meetings as well as job descriptions for assistants. There is also a dispute mechanism outlined that is aligned with other CBE ARs. There is currently no alternative step for binding mediation/arbitration.
- In the subcommittee meetings, there was robust discussion about conflict resolution. There was an interesting is outlining a process that made it unpalatable for those in a school to not resolve a conflict themselves. A process such as binding arbitration would take the decision out of their hands.
 - In the past, the current process has not always worked and some conflicts have been left unresolved.
 - While the new AR will clarify some things, issues will still arise.
 - Some thought that this is a bigger issue that for this subcommittee so keep to what aligns with the other ARs at this point.
 - Some thought this was about change and was a good place to put forward a different process.



- Could one of the subcommittee's recommendations be to investigate adding to add to the conflict resolution part of this Best Practice Guide? Can we go forward with what is there and let it evolve and change over time? The recommendation could recognize that this is the current practice in the CBE but that this could be changed or additions made?
 - With the amount of service that parents bring to the CBE, there could be reason to include a different process for ARs that engage parents. Maybe there are some other ways to think about this interface.
 - The subcommittee will likely need Cathy's help to work this through. The subcommittee will relook at its recommendation so that this issue does not hold up the Best Practices Guide.
 - Supts' Team would not approve these recommendations but would receive them for information because best practices are guidelines, not regulations. A Best Practices Guide is a very important step to which we hold our principals. The conversation is different because it is about interpretation of the underlying values. Now we will be able to have conversations with principals and help them understand how to work with parent groups.
 - This guide will be helpful to principals in guiding their decisions about resources their schools.
 - Principals must consider all interests, not just those that are most outspoken so this guide will provide good information on that front.
 - Those principals with less experience will have somewhere to go for guidance.
 - At or near the beginning, could add clarification about the difference between a guideline and a regulation.
 - Recommend that this be reviewed on a yearly basis. People will only pay attention to it if it's measured so maybe put in some measurement for review (such as the number of disputes and how were they settled, what difference did the guide make). This review might be the work of the FASC. Perhaps principals could use Action Manager to report back. Perhaps a survey could be created to get feedback from teachers and parents.
 - One concern is item #3 because depending on the activity a school's business manager could be shut down for a week, whereas assistants could do this work.
 - A Pcard can be created that is a much simpler process. The subcommittee has worked with the Supply Chain group on this. Some more work needs to be done to explain this further and clearly.
 - A communication plan needs to be part of next steps; this needs to go out to principals and to parent associations.
 - Feedback is being sought from a small group of music teachers.
3. Artists in Schools Subcommittee Report and Discussion
- Schools depend on artists to support the curriculum and the personalization of learning for students.
 - There is currently no place for teachers and principals to go to find artists so principals and teachers have depended on personal contacts.
 - A template has been created for artists to complete and an artists' roster has been designed. Communications will work to create a space for this two-way communication to take place.
 - The subcommittee recommends that their work continue into 2013-14. There is work yet to be done with art organizations.

- While new processes and new agreements/documents will streamline and simplify the process of artists working in schools (e.g., Master Agreements), there is still work to be done for those who fall outside of the usual situations.
 - Area Directors will take this forward to principals.
 - While an insurance option is now offered through JLT, there are other opportunities that are important to check out for those artists for whom insurance is a barrier.
 - How do we get the action items moving forward (pg 3-4)? Recommend internal resources, external resources, pilot, implement... This needs to be action-oriented in ways that can be measured.
 - There are still insurance inconsistencies (CBE's checklist, insurance for volunteers, Risk Management, WCB, CADME) that this has to be an action item.
 - Why only 12 Master Agreements? Has the work this year actually made things harder?
 - In the Issues section of the report, highlight and surface the contradictions so we can figure it out rather than going round and round. That's why it has to be very action oriented.
 - Let's go big and go bold with this report.
 - Have to engage Risk Management in this discussion because the CBE is risk averse and it's time for us to look at this issue.
4. Curriculum Development & Design Subcommittee Report and Discussion
- The Fine Arts Blueprint will be used for two main purposes as outlined in section A. We need to engage our community and public in order to do what we want to do in arts education.
 - A Campus Calgary/Open Minds proposal is attached. A recommendation is to actively seek a venue and funder(s) for a fine arts site for the fall.
 - Staffing models and ideas are also attached.
 - Blueprint document: CBE can lead this work in Canada.
 - The CBE – CADA mini-summit produced some great information that affirms a world-wide movement towards and understanding of the importance of arts education as a way of learning.
 - Arts programs look expensive and don't seem to directly meet the job demands of employers so the arts will never win on economic grounds.
 - Position the 3YEP at the front of this document to strengthen it.
 - Cathy suggested moving the recommendations out of this document and putting them into the recommendation section of the FASC report to Supts' Team so that we are not asking Supts' Team to approve all or nothing. This would give them the option of dealing with the recommendations one at a time. The Blueprint, then, would become a document that can be shared differently with various communities and will help build a vision.
 - There is danger of putting the arts on its own that keeps it separate. The Inspiring Education document and provincial vision is looking at those who can create, invent and innovate. One of the things we need to do is move arts as the vehicle to rethink what we mean by teaching and learning; the way we teach.
 - We need to position this around that issue in the Issue section of the report and how this fits with the 3YEP and connectivity with the world-wide trends – integrative curriculum.

- Caution about losing the arts themselves in the process – that's where specialized and credentialed comes in.
- Need to actually study this Blueprint document.
- Do we really care about this? There's the arts as a vehicle and there's the arts as themselves. This Blueprint needs to be put forward to get feedback about how much do we care as an organization. We need to determine how arts education is going to be positioned in a child's education which includes exploratory, specialized and credentialed This Blueprint must inspire conversation.
- Turn this report into action and put some movement on it. Perhaps give examples of where this is being incubated. Maybe a recommendation is to build exemplars of what's happening and tie it into competencies.

5. FASC Next Steps

- The subcommittee chairs will now take what they've heard today and come up with a final draft. Joy will send them out as they come in. These reports will need a really hard read for May 3. At the May 3 meeting, decisions will need to be made about what what recommendations will go to Supts' Team. Diane will then use those final draft reports to write one FASC report to Supts' Team. That FASC report will be presented to Supts' Team on May 22. The subcommittee chairs will be invited to attend and present.
- Action is our overarching strategy in moving this forward.
- Cathy appreciated the work and thoughtfulness of everyone at this table and those on the subcommittees. A lot of work has been done and there's still lots to do.
- Continue to hold the FASC meeting date of May 24 meeting until we see what happens at Supts' Team on May 22.
- The system and schools are currently in the budget process for next year and making decisions about staffing and resources between now and May 6
- At our May meeting we will review the FASC Terms of Reference and discuss committee membership for next year.
- A Communications Plan needs to be created for all of this subcommittee work

