



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

Discussion Highlights and Decisions Made:

1. Welcome and Introductions
 - Cathy introduced Darryl Wernham, CEO of Legacy Children's Foundation. The foundation provides instruments and private lessons to individual students throughout Alberta.
2. Supply Chain Analysis Subcommittee Report and Discussion
 - As more of inventory comes in, finer analysis becomes more revealing and this work needs to continue into the next school year. While 96% of schools have responded to inventory, a large number have only partially done their inventories. It is now estimated that there is \$11 million of instruments plus \$3.5 million in percussion.
 - We will go to capital budget table about evergreening instruments.
 - One recommendation is for a .5 FTE to work through the inventory, frame the procurement process and work with teachers and vendors. By the time we write a position description it may be a 1.0 FTE but going for 0.5 right now seems like a realistic and good idea.
 - There is a more realistic picture of the gap in musical instrument standards. That gap is about \$26.5 million. A huge amount of our inventory is not within the standard. We have to work with music teachers about this and about the standard.
 - Need some direction as we would like to send something out to schools to garner more information and to explain the supply and vendor process. The people who work with CBE are penalized because there are now extra steps involved on the CBE side so we have tried to simplify the instructions. We now have permission to call for supplies. We need to be able to bump the Pcard amount up to more than \$2000.
 - Supts' Team doesn't approve subcommittees but rather the work of the FASC. It is up to the FASC to determine HOW to do the work. Continuation of the subcommittees should not be a recommendation, rather the work that is continuing.
 - Four recommendations: streamlining the procurement processes, asset management and rewriting existing AR 7007, .5 FTE to facilitate work and support communication plan about procurement and asset management.

While this work is already mandated for the FASC, it was thought it would be completed so we need to state that this work is continuing.

- The gap between the inventory and the preferred standards is the Issue
- This conversation is forging a business process that is much bigger than musical instruments – an opportunity to start to work differently with outside groups about strategic use of assets.
- Diane to check that the proper OEs have been correctly identified for each report.

3. Best Practices Subcommittee Report and Discussion

- Met with variety of stakeholders and came up with better wording. We are confident about how the Best Practices Guide lines up with the AR.
- We took a second crack at a mediation process without negating the existing process – Chief Supt would then appoint a mediator – with hopes that any conflict will be worked out prior to that – meant as incentive to work out conflicts.
- In the document, changes are highlighted in yellow.
 - In the first section of BP Guide, principals didn't want to be tied to specific times so tried to find common ground.
 - Third point in BP Guide was the biggest issue with schools and groups. Tried to give leeway to practices that are working well now as well as other suggestions.
 - Must align with AGLC.
 - Seventh point is very clear about how the money would be spent – separate band accounts and monthly reporting.
 - At one school the GST isn't charged to the parent society and that seems to be an easier process for accounting and more transparent.
 - Fundraising can be targeted to something specific with principal's approval.
 - Tenth point, can't assume the teacher will represent the school. The principal has the ability to be there or appoint someone to be there. Teachers can't speak on behalf of the school without the principal's knowledge and agreement.
 - Archibus people need to be trained.
 - Still some concern that there is not a lot of teeth without the mediation process added.
 - No changes to the appendices.
- Donations can be made directly to a school or through Fine and Performing Arts Specialist and can receipt. Fine and Performing Arts Specialist works with Corporate Partnerships.
- CADME raised concerns:
 - BP Guide should define the difference between donation of "goods and services" and "funds"
 - It might be more practical for the society to hold onto the money until the school needs it. Also tightened up the wording as there's another place where the wording says to deposit the money immediately (previous version?)
 - Make sure dispute mechanism is clear
- Dispute mechanism:
 - Area Directors do not resolve issues between parties but help the parties resolve the issue – they facilitate resolution between the parties.



- “Independent mediator” is meant as someone outside of CBE. The cost and risk are meant to be deterrents to parties so that they will work it out at the school level.
- Current dispute resolution does allow the Chief Supt to oversee any dispute that can’t be resolved. This guide doesn’t have the weight of a regulation so might want to soften the language. By framing an independent mediator it might cause a conflict about who would resolve rather than the dispute itself. The BP Guide can’t become a focus of a dispute itself so we have to think about how hard to push this. CBE people with mediation skills can also be accessed. In the past, some Area Directors have been called in to help mediate disputes in other Areas. For some there is a giant leap between box 2 and box 3.
- This is a difficult issue because of situations that have arisen in recent years. VPAC was formed because of those issues. If the mediation process is removed then it is the same as what hasn’t always worked in the past. There has been a loss of trust because by the time others got involved it was too late as decisions had already been made at the school level. Parent groups have felt that CBE has supported its own and thus the need for the mediation process.
- Some feel that CBE is in a different place with school councils and parent groups, that there is now an attitude of wanting to listen to parents. As a principal, having an outside mediator does not sit well because we want to work with parents for the best things for students.
- Can this be softened a little? If Area Director can’t resolve then MAY appoint an agreed-upon independent mediator – can you live the word MAY? Want to emphasize what parent representatives said about the lack of trust and that this is a way to rebuild that trust trust. While it is not binding, parents would feel better that this is acknowledged. This is a trust-building exercise and want the document to show trust on both sides.
- Take out that costs would be shared between both parties – the point is to find a way to resolve before it gets to this step.
- Sometimes the timing is the sensitive issue and the purpose of the AR in its totality is to make the plan ahead of time. Schools and parent societies need to map out ahead of time before license applications are made. Not just about fundraising but also about activities/trips. There might be regulation changes that might prevent a principal from approving a trip and there might be changes in principals and their personal preferences/values.
- Concern that if this AR’s conflict resolution mechanism is different from what is in the guide, then that will also erode trust. The new ARs are being renovated and if this is accepted then it would maybe impact other or all ARs. It is important to communicate that the guide is best practices, not another AR.
- Ultimate concern is that student opportunities are not held up by disputes so have to bring some rigour to how disputes are resolved. This purpose is to cause sober second thoughts on all sides. That’s the value of the BP Guide, that it will cause reflective and proactive action, an inclusive strategy. That’s probably the best we can do.
- Everyone can live with those changes.
- The communication plan needs to articulate the proactive piece of adhering to the AR. Advocating is part of this as well.



- A tally of the value of volunteer contributions can also be a motivating factor in making things work. The dollar value of volunteers can stress that this is a big deal.
 - Communication plan can't be done until it is accepted. The goal was to send it out to music teachers and VPAC to get feedback. Where do we go with this? How do we get and monitor the feedback? Can we vet it to different groups but not public yet. Diane will wrestle with the overall communication plan for all of these reports.
4. Artists in Schools Subcommittee Report and Discussion
- Majority of subcommittee members agreed to add a clause in the agreements that artists under \$2000 are not required to carry WCB. Legal has not approved but suggested some rewording.
 - \$2000 per year? Per site? There are so many variables that don't get reported to CBE and aren't tracked between schools.
 - Pg 2, #1 instead of lack of access, access to a directory of individuals.
 - Pg 2, #2, "restrict access" – need to name those.
 - Pg 3, bottom, "large percentage" – need to reword reality without being vague – this is about a large group of people and also an issue beyond artists so actually huge.
 - No mention of Artists' Roster because already approved by Communications. Need to highlight because this is a breakthrough.
 - Another breakthrough is about Master Agreements – need some kind of measure about this.
 - Issues of WCB still has work to be done. Under \$2000 no WCB, reasonable insurance \$200 and WCB \$200. What about musicians being exempt? How does WCB apply to sports experts? What about umbrella organizations that subcontract? This is a city-wide issue and there is hope that collective action on situations in which artists find themselves. Perhaps costs can be lowered through some other means. The bigger picture issue is about working more broadly and about bringing organizations to work together. We need to commit to starting that work together.
 - Maybe one recommendation is to strengthen relationship with organizations such as CADA and work with them to create a one-stop shop with organizations as part of a team. This collective effort is not happening across the country – there is a different commitment here – let's keep working on removing the barriers.
 - Again, Supts' Team will support key directions or recommendations for change but how that work is structured is up to the FASC.
 - Cathy has said to Supts' Team that lots of good work has been done, that the lens stays focused on the students and not processes that are more compliance-based. These reports need to say what has been done, what has been accomplished – there has been tremendous movement and collaboration in all subcommittee work.
 - CADA has agreed to have an external roster of the 192 organizations with which they are connected. CBE's roster could also identify umbrella organizations. No longer an issue about advertising.
 - Want to trumpet these new relationships and highlight that a new community is being forged.



- Issue #3, there needs to be clarity in the agreements so there is no misunderstanding and that there is consistency. This may be a big issue for Supts' Team.
 - Recommendations: the roster/directory strategy, master agreements and WCB – want to position as a go-forward strategy (e.g., pilot master agreements to specific artists and umbrella organizations).
 - Suggest “streamlining form to get artists into schools” – don’t have to have the agreement here and ready.
5. Curriculum Development & Design Subcommittee Report and Discussion
- Blueprint is a good news story and positions us for a lot of future work. We are in a position to lead this kind of thinking in our system, in the province and in Canada.
 - Blueprint recommendations have been taken out and put into the table on pg 4-5. Rename these as “Actions for the Future” so as not to confuse with Recommendations in for Supts' Team.
 - Nervous about RFP so don’t want to hang ourselves on that issue – suggest we don’t set ourselves up in case it doesn’t come out – don’t want to be dependent on that.
 - LDC are costly to CBE so have to figure out what to do if AE doesn’t step up to the plate.
 - Someone seconded from CADA to work on curriculum so this could be an important outlet for the voice of this group’s work.
 - Hope to draw up a curriculum based on the blueprint. Who will write the curriculum? Need to find out where AE is on this as they hold the mandate for curriculum – see if there are announcements next week in education week.
 - Banff Centre working with Banff school board to develop curriculum for individualized program for each student.
 - Lots of actions can be done without new curriculum. If we moved forward on all of that we can make huge strides for students.
 - Recommendations: approval of blueprint, proposal for open minds, strategic alliance.
 - #1 subsume in “FASC takes leadership by” 2,3,4 follow or “take leadership role as outlined in the Blueprint.”
 - Campus Calgary/Open Minds proposal:
 - Necessary because purposeful and intentional
 - Concern that funders will not fund public education but will fund an organization working with public organization. It is the community organization that develops the program with the funder with CBE helping out. The model proposed here broadens to include umbrella groups and CBE would provide a different level/kind of support.
 - CBE to take a leadership role in pursuing fine arts sites. There are a variety of ways to organize and this proposal expands the ways we can be more creative in working with fine arts organizations. Communication needs to be cautious about the role of CBE with regard to the funder and organization.
 - Communication plan for the Blueprint can be about how we look at curriculum and programs of study, not a Program of Study.
6. FASC Report to Supts' Team

- More work needs to be done on these reports so we need a little more time. Diane will start to amalgamate these subcommittee reports.
 - The FASC report to Supts' Team will go on June 10. We will reconvene for our last meeting June 14 to see what Supts' Team said.
 - We will meet on May 24 to review and sign off on Diane's document.
 - Subcommittee chairs to get revisions to Diane ASAP.
7. FASC Next Steps
- Don't have to revisit the FASC Terms of Reference as the FASC will do that in the fall.
8. FASC Membership for 2013-14
- At the June 14 meeting we will discuss who (positions not people) should be members for next year.
 - We will also decide on a process for identifying new members.
 - Adding an Area Director to this committee is a recommendation. Bring your thoughts and suggestions to the June meeting.
 - Our focus goes beyond Supts' Team and this report. It's about the work we do everyday.

