



In attendance: Chris Meaden, Julie Barton, Carmen Roman, Bradey Thompson, Kerry Martens, Tammy Watt, Jim Finkbeiner, Lorraine Fafard, Paul Mulloy, Ele Davis, Lyle Bennett, Carol Hayes, Janice Woodward, Tim Kitchen, Sarah Rusak, Ross Jaques, Terry Rock, Tracy Franks, Leslie Robertson, Vicki McLaughlin, Diane Nowlan

Regrets: Cathy Faber, Jason Stroh, Scott Campbell, Jennifer Johnson, Ann Calvert, Darryl Wernham, Katie Pearn, Marianne Elder, Kate Schutz

Absent: Suzyn Li, Lisa Martens, Sheldon Nadler, Jaundre Van den Berg

### Discussion Highlights and Decisions Made:

1. Review and Discuss FASC Report to Supts' Team
  - Theme throughout the report is that there is a lot of work to be done that needs more time
  - AIS
    - Still working out WCB due to different interpretations
    - Subcommittee has decided that we can't Supt's Team to approve any suggestion yet because there is no data to support one suggestion
    - Need to collect data intentionally and recommend something next year
    - For now, the subcommittee agrees that information about the WCB needs to be shared
    - People around the table agreed with the intent of the old Independent Contractor's Agreement rather than the new one-page agreement that says artists must have insurance and WCB
    - The new one-page agreement is taking us in the opposite direction from where this committee wants to go
    - The report needs to say that we want to make it easier for schools to access artists to provide opportunities for students and that HR/Legal/Risk Management are putting procedures in place that are making barriers to this goal
    - There are still questions that need to be answered (e.g., Is WCB payable on artists that are non-Canadian? What a group contract? Are artists in fact independent contractors when they are supervised by teachers? Why does payment to artists exclude them from being covered by CBE?
    - Prefer to use the old form where it doesn't cost artists or schools \$400 – how can we put off the use of the new form (or create a new one specifically for artists?) while collecting data?
    - Need Supts' Team's help to make this happen – frame from the perspective of the outcome that is trying to be achieved, name the two or three barriers in the way of accessing artists in schools, make a financial case/analysis that makes sense in addressing the barriers, recommend to go with a particular approach and continue to collect data
    - Re insurance, how vulnerable is the CBE? Risk very low? – need to work collaboratively with Risk Management, line up the barriers, look at options from cost and effectiveness perspectives
    - Can we ask Supt's Team for permission to spearhead the process of collaborating with Risk Management, insurance and FASC to come up

- with solution? Or, need Supt's Team to work with Risk Management and Legal and FASC to come up with a solution
- AIS recommendation 4) for information: added "insurance" and added "working through our concerns"
- AIS recommendations for approval: don't want to use the new short form but go back to the old form that right idea about WCB – is there a way that the new short form can be modified to reflect expectations of WCB and insurance that were in the old form? In report, highlight the problem/concern with the new form and suggest changes and continue to review, monitor and report feedback
- In report, describe the unique situation of needing artists in schools, tight budgets, (average income of independent artists in Calgary is \$20,000) and the need for standardized agreements with a customized approach
- Real goal is to stamp out barriers
- BP
  - Page 4 – subcommittee to be reconvened as required for further consultation and review – this will include a communication plan and review process – (don't want this report to sit on a shelf and needs a review process because this is an evolving document)
  - This is also about eliminating barriers, to parent groups – this should be stated in the recommendations for Supts' Team – need to identify the barriers
  - There are still groups that are concerned about this document but subcommittee sees this is a starting point (parent groups see this as a more important document than the AR)
  - Better communication is happening this year and want to ensure that the work will move forward – stay away from vagueness but allow latitude – the guide "should" be used, not "may" be used
  - Major area of concern is still dispute resolution process – very little faith that what is drafted here will make any difference – need to assess if this process is working – gather data
  - Dispute resolution process has been reworded:



### Contact School Principal

Consult with school principal to resolve conflict at the school level.

This is the preferred practice.

### Contact Area Office

If school principal is unable to resolve the issue, contact should be made with the Area Director. The Area Director will help facilitate the resolution of the conflict.

Contact information for CBE Area Directors can be found [here](#).

### Contact Chief Superintendent's office

If the Area Director is unable to resolve the conflict, contact should be made with the Chief Superintendent's office. After reviewing the issue there may be a mutually agreed upon independent mediator who arbitrates this dispute. \*\*The cost of the mediator is to be shared by all parties.

- Table agrees – mediator part is new and process is more clear for everybody – needed to identify someone other than an Area Director – needed to have some motivation for parties to resolve – cost part is being kept – second box – “Directors” spelling
- SCA
  - Framed around the music instrument fleet as a capital asset – knowing where the gaps are and developing an ever-greening strategy next year
  - Rewriting AR 7001
  - Asking for a .6 FTE to work on this
  - Simplifying the procurement processes for fine arts disciplines – streamlining to make it easier for schools – good to mention that this will expand to other equipment for fine arts and even beyond – no different from what is being done right now, just simplifies the directions
  - Same issue of removing barriers - finding a set of procedures that make it easy for teachers to meet the needs of the students as well as meet the corporate interests
  - Subcommittee will forward the processes for the Fine and Performing Arts web site
- CDD
  - CADME had concerns with the CDD document being a “blueprint” – have changed the title of the document to “Starting the Conversation for a Blueprint for the Future of Fine and Performing Art Education” with the goal of coming up with a blueprint – this is the research piece from which we will build strategies
  - Suggest a stronger teacher presence in this document
- FASC Report
  - Huge work has been done by all the subcommittees and it is a challenge to acknowledge all that work to Supts' Team



- Started with a structure on which you can hang your concerns – went through last year's Fine Arts Task Force report to Supts' Team and gave accountability for what the FASC committee has been doing – Table 1 connects this year's work with last year's report
- Still lots of discussion about the recommendation about WCB and insurance so will work more on that one
- All subcommittees are requesting more time; there is no timeline on the FASC so that doesn't go to Supts' Team
- No feedback was received on the Issues section except for the order
- Added a section, Highlights, so that Supts could see the great work that has been done – hopefully Cathy will approve of that addition
- Analysis – felt it was important to acknowledge the work of each subcommittee – aligned to the recommendations from last year's FATF report and included actions for next year – seems easy to follow across but the tricky part was aligning each recommendation with each subcommittee – added reference to each subcommittee and page number – will expand on the dispute mechanism piece and the ever-greening process
- Need to expand on Financial Impact section
- Communication Plan – already spoke to Katie about elevating the visibility of the Fine and Performing Arts site – next year, Katie will work with this group on a communication plan that works for all the pieces from the subcommittees
- The consistency of the order throughout the report should not matter since each section is organized differently
- Recommendations
  - 1 – Supts' Team won't approve the BP Guide but will receive for information
  - 2 – add teachers in the 2.2 recommendation and education into the community and vice versa – there was originally an action in 2.2; will go back to that and adjust it and add Supts' to support
  - 3 – Alternative staffing models – receive for information for ongoing work – add concerns about insurance and WCB
- Terry has some ideas about how to connect with the larger community focus – connections to the Art Plan – wide spread interest in art education – important to the community for the CBE and City of Calgary to work together
- Diane will send out final draft version of Supts' Team report to FASC members for final feedback and review prior to June 3

## 2. Announcements

- SOFA is organizing another rally to show the government how much support there is for arts education – June 12 – Lyle will send Joy the flyer so members can send it out to their contacts
- Tammy has a response from Minister of Education that she will send to Joy to send out for members' information
- On June 14 Julie is organizing a group of artists to come and learn about the internal roster