



In attendance: Julie Barton, Tammy Watt, Ross Jaques, Paul Kerber, Jim Finkbeiner, Helen Moore-Parkhouse, Gerry Fijal, Carol Hayes, Shaun Elder, Rita Egizii, Elsie Pankratz, Christy Offer, Tracy Franks, Emily Forrest, Shannon Roy, Jennifer Walden, Danielle Booroff, Lisa Wickenheiser, Stephan Wiebe, , Paul Mulloy, Patti Jarvis, Teresa Martin, Mary Ellen Dewar, Lorraine Fafard, Sheila McLeod

Regrets: Patrick Finn, Brittany Harker Martin, Jeannie Everett, Kevin Willms, Natalie Marsh, Wendy Bulbuck, Kate Love, Charlotte Nixon, Jane Rogerson, Warren Johnson, Marianne Elder, Bruce Barton, Cathy Betz, Ele Davis, Ralph Maier, John Anderson

Welcome and Introductions

We are currently at about 43 members (19 community arts partners) and now in our fifth year.

Overview of the history of the Fine Arts Task Force, the Fine Arts Standing Committee and the Fine Arts Advisory Council.

In 2011 the climate of concern about arts was infused into the parent society body within the city. A lot of work was being done, at first with the Task Force and then the Best Practices Subcommittee which led to creating the Best Practices guide so that there was a sense of trust and rebuilding of relationships between how parent societies operate as societies under the societies act under schools.

Alberta Ed curriculum redesign - building on Prototyping

ABEd asked us to imagine what arts education would look like if it was K-12 all day every day as a way of knowing and as CORE and that was quite different than our original thinking of just looking at arts curriculum. Boards were not to apply alone and to ensure there were rural, Francophone, First Nations and Inuit representation and business representation (120 community partners).

Curriculum Prototyping

At the College of Alberta School Superintendents fall conference:

- prototyping has taught them a number of things and one of the things of interest to us is that there is a desire for a common construct, a common designed curriculum
- curriculum design is more integration, a more wholesome view of curriculum
- we need to find some sort of common design and common way of looking at curriculum
- engaging a broad community in a discussion around not only what curriculum currently is but what it could be
- how is it living in the lives of our teachers and our schools right now and what are we learning from that to help us understand the next steps we take together? The reason I want to emphasize this, is that it is very important for us to know that the process we went through with our 16 partners is not wasted, whether it comes up with a document that ends up living as the curriculum for Alberta is not the point, the point was the engagement process, the point was how we learned through that process, the power of actually coming together.
- it is a process that will continue sort of generating our work around working together and collaborating around what's best for our kids and our schools and what really honours our profession as we know it.
- they believe that maybe it would be more manageable for them to kind of chunk this off in some way.
- They haven't identified what might be chunked
- In chunking the outcomes, what might come out of that chunking process might not live well together and I think we need to be conscious of that and attending to that notion.

- it sounds like it will be a phased approach once the decision is made around, say two curricular areas are going to be developed, it sounds like it will be a multi-year process to get it validated, refined, approved and then implemented

Booth Centre Redesign

- We have the opportunity to consider something new
- what would that "new" look like?
- That's what the program charrette was about. There are a number of things that we're trying to manage through this Booth Centre opportunity.
- One of these clearly is Chinook Learning, not currently as it exists but managing the programming for the needs of our students who are beyond our typical high school years is very important to consider.



- One of the other things we wanted to consider in that process is where the Booth Centre is located in the East Village surrounded by the creative arts industry and community partners invested in the arts, how would that potentially influence the programming in that space.
- Next step - we need a change in bylaws which is currently in process. Then followed by an RFP, plenty of opportunities for engagement.
- Jim suggesting our committee gets involved in it
- maybe there should be a subcommittee for this?
- we absolutely should be talking to Dianne about that.

Terms of Reference

- We take the approved items from our Superintendents' Report and put them in our new terms of reference.
- Communications has agreed to help us with a plan and have a template for us. We would like to have a subcommittee for that.
- a large portion of a lot of our work is that we continue to pursue local, national and global research that will inform arts education curriculum development and support success for each student.
- Signatory actions: Outcome 1 – a night for artist roster –Stephan can organize
- CBE onsite/offsite processes – we are getting close – post the onsite in the Principal's Handbook once the review process has been completed with all parties.

Long Term Expectations

Best Practices – recommended that we monitor the implementation and make sure it is in the handbook and available to people.

FAAC Subcommittees

- Artists in Schools
 - Committee to meet prior to including onsite paperwork in handbook ... needs to be reviewed first (this is for artists not on the roster)
 - Stephan, Tracy, Kim, Nora, Warren, Paul, CADA
 - invite Mark Bylsma to address offsite



- Communications
 - Paul Mulloy – chair, Carol Hayes, Lorraine Fafard, Cathy Betz - advisor to subcommittee.
- Infrastructure & Support
 - Ongoing standing request for capital funding - ongoing what we're up against here is the inventory system - asset tagging equipment – if we start working drama and art, etc. into Archibus, it takes some FTE to pull that off too. Perhaps we could use the Province's STEP program students again as they've brought the program back. Having an inventory of equipment really is the key to being able to make the business case around what you need, then the life cycle etc. of the asset management. We need some subject matter experts around the updates of the instrument standards piece which isn't huge but it is something that needs to happen. We've tried to organize the system around music instrument fleets for schools who have programs not who has the best parent council or society or neighbourhood...its bringing it up to some semblance of equity.
 - There is still more work to do in the junior high/middle schools around large instruments and we've begun with senior high
 - Elementary schools have not been addressed as yet; the asset inventory told us the most critical area was Jr/Middle. Elementary schools will probably be given an allocation into their music programs
 - Ross – chair, Tech-Council type committee: Jim, Murray and Lyle Bennett; we still need principals and other stakeholders as well.
- HR Subcommittee (as required)
- Research Subcommittee:

Julie, chair, Rita Egizii, Jane Rogerson, Helen Moore-Parkhouse, Brittany Harker Martin, Pat Kover, Mary Rozsa de Coquet, Lisa Wickenheiser (for assessment piece), Danielle Booroff, Warren Johnson, Emiko Muraki
- Best Practice (reconvened as required)
- Short Term Subcommittee:

Stephan, chair

 - General Standards of Musical Instrumentation
 - send agenda setting dates to new chairs.

Arts within the Community

Julie

- Making Treaty 7 - 3 Sold Out shows with 2,000 kids on the waiting list



