



In attendance: Julie Barton, Jeannie Everett, Paul Kerber, Elsie Pankratz, Stephan Wiebe, Mar'ce Merrell, Helen Moore-Parkhouse, Jennifer Walden, Chris Meaden, Teresa Martin, Collette Quinn-Hall, Susan Faulkner, Charlotte Nixon, Ross Jaques, Jim Finkbeiner, Paul Mulloy, Mary Ellen Dewar, Gina Cherkowski, Warren Johnson, Ele Davis, Brittany Harker Martin, Patti Jarvis, Tammy Watt, Danielle Booroff, Natalie Marsh, Christy Offer, Jane Rogerson,

Regrets: Patrick Finn, Wendy Bulbuck, Marianne Elder, Cathy Betz, Shaun Elder, Tracy Franks, John Anderson, Lisa Wickenheiser, Bruce Barton, Rita Egizii, Shannon Roy, Carol Hayes, Emily Forrest, Kate Love, Ralph Maier, Lorraine Fafard, Sheila McLeod,

Welcome and Introductions

We welcome new FAAC member:

- Gina Cherkowski, STEM Alberta/STEM Learning Labs

Arts within the Community & Update - Julie

- CBE Night with the Hitmen – Langevin performance link
- <https://app.wipster.io/Review/A--ZBQB8HhatJGeeB4FABoomlDDqT3jbHXCjpTy1YcUOzWwGwQ>
- Drama Festival – with us for over 50 years – struggling to continue – in recent years held at U of C – run workshops - and CBE/CCSD kids feature their own written work – its adjudicated, they have shows running every night. Any creative ideas for support?
- High Performance Rodeo
 - Haircuts for Kids – great for everyone to know the capacity of our grade 5 kids – Swizzlesticks worked with them – a really good entrepreneurial piece – kids doing everything from reception +, good for people to know the capacity of our kids
 - <http://www.cbe.ab.ca/news-centre/Pages/haircuts-by-children-requires-a-leap-of-faith.aspx>
- JUNOs and Listening to the City March 14 – official kickoff
 - Groups that have been the best of the best – lots of genres, it's a fundraiser for music foundations who school grants. It will be at the Bella– get your tickets <https://tickets.mru.ca/eventperformances.asp?evt=63> and get out in support of the 400 kids who will be performing that night
- How to Video - Playing the City March 12, 2:00pm @ Central Calgary Public Library and Genesis Centre – simultaneously <https://vimeo.com/154151944> videos due Mar 4th

Communications Subcommittee - Paul

Update

Communication Plan including:

Key Messages and Tactics

- 1) CBE is committed to helping students thrive and live a creative life
 - 2) FPA are essential for every child's education and development
 - 3) CBE easily provides accessible processes and supporting procedures in support of arts education
 - 4) There is a FAAC that supports FPA communication through a reciprocal relationship between the CBE and community
 - separate tab on School websites for fine arts under programs
 - The arts should be embedded in the work of all our schools
 - Not everyone is going to the website – we have a twitter account and those key fine arts messages could be tweeted
 - Fine arts are essential to student development
 - What are your audiences, how are they using it, and where are they coming from
 - External – how and why are we accessing it?
 - Internal – students and teachers looking for process and protocol
 - How can we draw this all together to the same location?
 - What is my intent in coming here and why would I return
 - We need the most editable resource with reliable links to up-to-date resources
 - Possibility for face to face meetings for the various disciplines? e.g. Feb. 5th there will be a music or art meeting in these four locations in the city
- **Corporate Site –**
 - Go to programs – program options:
 - fine arts presence only in 2 places
 - Arts Centred Learning - alternative program in 4 schools
 - Get Involved – currently called Artists in Residence (will be changed to Artists in Schools) it is intended to be information for people who want to get involved in volunteering or teaching in a school
 - Because it's the only presence of fine arts with the exception of arts centred learning other stuff gets dumped there as well – for example our committee right at the bottom with the link to our website.
 - Discussion ensued around what would be the ideal fine arts presence on the public CBE site?
 - Based on today's input, Paul will write up a proposal and submit it to Jeannie and Julie who will strategize the next step

Artists in Schools (internally/externally) – Stephan

Working Group Part 1

What can we learn from the people in this room to inform this work?

- Who are the artists in our schools - what roles are they playing coming into our schools or schools coming to you?
 - Capitol Hill – have an artist’s studio right in the school – giving students the opportunity to see process and exposure on an ongoing basis
 - Performing arts – people coming in – how do we represent our learning through the arts – clinicians, specialists, improv
 - The teachers, staff, parents and students are the artists in the school (Natalie)
 - Subject matter experts – paid or volunteer, professionals contracted by the schools, residencies, community organizations
- What work are they undertaking with teachers and students?
 - Artists coming in as clinicians, specialists, residencies, school-wide programs, one or two weeks, sometimes an hour, maybe PD for teachers, work with specific grades, e.g. an example of a project where we were integrated into the school’s development plan very early on in the process –speaking to the challenges of communications, that has helped us do something that’s more than just a canned program or a one-of, being responsive and going to the school over and over again, working with 3 different community organizations which brings us ideas, very cooperative learning in that practice.
 - Opportunities provided for students to develop relationships with the arts community to learn how people make a living and what they need to do to make a living, how they got to where they are, to be inspired by their work
 - Challenges when you have limited finances, sometimes you have a very specific need having someone come in when integrating arts with the curriculum – how do you find the right person? Would teachers be able to post on the roster a sharing of their experience with an artist?
- How does this impact teaching and learning?
 - To really meet the needs – teacher needs communication time with the artist
 - Professional development for teachers (Natalie)
 - What is the just right, magic number, time, program, style
 - A two week program could have as much impact as a yearlong program – we would like to know.
- What role should an artist roster play as part of a strategy for artists in schools?

Working Group Part 2

- How do they work with schools, teachers and students?
 - Julie – having us come to know our students more intimately and their capacities to contribute – a reciprocal relationship – it is helping us grow our relationship with artists – teachers/students can

