

ÉSCH/CHHS School Council Minutes

Monday, December 16, 2024

School Cafeteria

In attendance: Mike Kukurudza, Jade Monette, Anthony Anderson, Scott Galloway, Pat Grisonich, Karen Saffran, Troy Hale, Jodie Colbe, Erin Vossler

1. Welcome and Call to Order by Karen at 6:35 pm

- a. Land Acknowledgement
- b. Welcome and introductions

- Three teachers joined us tonight to talk about CTS and Work Experience programs.

2. Review of Agenda

We decided to move the teachers' presentation to just after the principal's report to be respectful of time. Modified agenda was approved by consensus.

3. Approval of minutes from November 18, 2024

Jodie moved to approve minutes as written. Erin seconded. All in favour.

4. Reports and Information Items

a. Principal's Report (Mr. Kukurudza)

- Shonna Barth officially retires at the end of December but will be returning part-time in January to support academics. She'll then come back as acting Vice Principal in May and June to cover Amanda McGarry's maternity leave and participate in graduation.
- The Division has proposed two calendars for the 2025-2026 school year and has asked for input to help choose. The two are fairly similar, with differences in the opening and closing dates, November 10th being a holiday in one and a PD day in the other, and instructional days per semester of 90 and 92 for the first option (A), while divided evenly at 91 days each for the second option (B). Parents had no problem with either option, saying that the differences might be more impactful for teachers, so their thoughts might count more. However, option B, with equal instructional days, was seen as a plus.
- The calendar discussion ranged into some speculative musings about school day start and finish times, the possibility of longer school days, 4-day weeks, etc.

At this point, the special presentation "CTS: Career and Technology Studies Explained!" was delivered – see the end of these minutes for notes.

b. Trustee's Report (Mr. Grisonich)

- Tracy Hensel has been appointed as the new Superintendent after a thorough recruitment process. Tracy is known for her listening skills and dedication to MHPSD.

- A recent student leadership engagement session that mixed high school students with trustees and MHPSD administrators was a great success. The candid input from students was very valuable. A formal report will be forthcoming.

c. Wellness Champion Report (Jodie)

- Jodie presented information on various wellness programs happening in the school, including Spirit Week, open gym, and a variety of noon-hour activities. These programs are well-received by students and contribute to a positive school environment.

d. MHPSD Council of Councils Update (Karen)

- Troy and Karen attended the December 12 meeting, where they discussed division updates and potential guest speakers for future meetings and the school calendar drafts were reviewed.
- Kim Large has volunteered to speak about transgender parenting. This could occur at a school but might be better as a division-wide event.
- The HUB school is looking for a partner to bring in a speaker on sexual health, understanding, and safety with particular focus on vulnerable students. This might be something CHHS could help with and it would be an appropriate use of our \$500 ASCE Grant. Karen will contact Stephanie Williams.

5. Special Presentation – Career and Technology Studies

a. **CTS Overview** - Ms. Monette provided an overview of the CTS classes offered at the school and explained the structure and curriculum of the CTS program.

- **CTS Subjects:** The [various CTS subjects](#) offered at the high school level include anatomy, athletic performance, construction, cosmetology, creative writing, design studies, digital arts and media, esports, fabrication and welding, fashion studies, film studies, financial management, food forensics, leadership, legal studies, mechanics, outdoor education, psychology, sip and chat, and travel and tourism.
- **Program Structure:** CTS courses are options courses that are modular in nature. The program has its own curriculum. CTS course credits count towards graduation.
- **Teacher Qualifications:** CTS teachers are trained to teach a wide range of subjects within the CTS curriculum, even if they specialize in one area. This flexibility allows teachers to offer various courses based on their training and interests.
- **CTF Subjects:** In junior high, Grade 7 students rotate through 4 [Career and Technology Foundation Courses](#). The 4 “strands” are Construction, Fashion, Foods, and Digital Engineering. Grade 8 and 9 students can select from the strands as electives and also have access to mechanics, digital arts and media, and cosmetology (grade 9). High school CTS can be taken without having completed these courses.

b. **Sip and Chat Program:** Ms. Monette explained the Sip and Chat program, which combines food credits with business credits. Students run a coffee shop, earning credits

for customer service and retail operations. The program has evolved over the years and now includes barista skills training.

- **Program Evolution:** Ms. Monette described the evolution of the Sip and Chat program, which started as a basic coffee shop and has grown to include barista skills training, customer service, and retail operations. The program now features an espresso machine and teaches students barista skills that can be transferred to the workforce.
- **Student Responsibilities:** Students in the Sip and Chat program are responsible for running the coffee shop, including preparing and serving food and beverages, managing customer interactions, and maintaining the shop. They earn credits for their work and gain valuable experience in customer service and retail operations.
- **Program Schedule:** The program runs for one semester, with students working in the coffee shop for three weeks at a time. They work in the morning before school and during lunch, rotating every three weeks. This schedule allows students to balance their responsibilities with their other classes.
- **Financial Aspects:** The program generates some profit, which is used to cover costs and purchase new equipment. For example, the espresso machine was purchased with funds generated by the program. Students also learn about financial management and budgeting as part of their training.

c. **Construction Program:** Mr. Anderson shared details about the construction program, which includes both fine carpentry and trades construction. The program has evolved to include more hands-on projects and partnerships with local building associations.

- **Program Structure:** The construction program includes both fine carpentry and trades construction. Students start with introductory courses and can choose to specialize in either fine carpentry or trades construction as they progress through the program.
- **Hands-On Projects:** The program emphasizes hands-on projects, such as furniture building, framing, electrical work, plumbing, and concrete work. These projects help students develop practical skills and gain experience in various aspects of construction.
- **Student Engagement:** Mr. Anderson noted that students are generally very excited and engaged in the construction program. Many students who struggle in traditional academic subjects thrive in the hands-on learning environment of the construction program.
- **Partnerships:** The program has established partnerships with local building associations and companies, which provide students with opportunities for summer positions and potential career pathways. These partnerships help ensure that students are learning relevant skills that are in demand in the industry.

d. **Work Experience Program:** Mr. Galloway discussed the work experience program, which allows students to earn credits through working or volunteering. The program includes different levels and requires a work agreement and site inspection.

- **Program Levels:** The work experience program includes three levels: Work Experience 15, 25, and 35. Each level allows students to earn up to 10 credits,

with a maximum of 30 credits available through the program. Credits are earned based on the number of hours worked or volunteered.

- **Work Agreement:** Students must complete a work agreement, which includes signatures from the student, their supervisor, and a parent or guardian. The agreement ensures that the work environment is safe and appropriate for the student.
- **Site Inspections:** The program coordinator conducts site inspections to verify that the work environment is safe and meets the program's requirements. These inspections are done annually for each work site.
- **Summer Opportunities:** Grade 9 students can sign up for work experience during the summer before their Grade 10 year. This allows them to start earning credits and gaining work experience before the school year begins.

Thanks so much to Jade, Anthony, and Scott for preparing this presentation and answering our questions. It was really helpful for parents to hear directly about these important programs from the teachers who run them. We greatly appreciate your time.

6. Meeting adjourned at 7:55 pm

Next meeting: In-person (cafeteria) and On-line (Zoom) Monday, January 20 at 6:30. Special Topic will be Fine Arts Programming.