



**DISTRICT EDUCATION COUNCIL
Superintendent Monitoring Report**

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| POLICY NAME | Academic Support for Students Involved in the Potato Harvest | | |
| POLICY NUMBER | ASD-W-ER7 | Number of Reports per year | 2 |
| Date of Report | April 28, 2016 | | |
| Date of Previous Report (s) This School Year | October 29, 2015 | | |
| Date of Future Report (s) This School Year | N/A | | |
| Report Filed by: | David McTimoney, Superintendent | | |
| Report Supported by: | Dianne Kay, Director of Curriculum and Instruction Jay Colpitts, Director of Schools – Woodstock Anne Senechal, Principal – Carleton North High School | | |

Current Situation

- **Policy states that the Anglophone West District Education Council (DEC) shall ensure the development of an academic support program for all students wishing to participate in the potato harvest. This “Potato Harvest Enhancement Plan” (PHEP) calls for a series of supports (Appendix A) to be addressed by the Superintendent and his team.**
- **The PHEP is designed to support students from the Carleton County area (grades 8-12) who wish to participate in the annual fall potato harvest during instructional time. Most of the students are of high school age and attend Carleton North High School. Parental permission is required for a student to participate.**
- **The PHEP is in its fourth year of existence and replaces the historic “Potato Break” that occurred for years (for all schools) in the Carleton County area. Twelve (12) days shall be granted to participating students who wish to be absent from school for working the harvest, with three (3) additional days to be granted in exceptional circumstances. There is an expectation that the students attend school on rainy days.**

POLICY NAME**Academic Support for Students Involved in the Potato Harvest**

- **82 students (approximately 17% of the student population) participated in the harvest in the fall of 2015, during instructional time. 69 students (13%) participated in 2014-15, 93 students participated in 2013-14 and 112 students participated in 2012-13. A number of students also worked after school and on weekends. A survey of farmers was distributed in November, 2015, following a "Thank You" luncheon hosted at Carleton North High School. 8 responses were received (Appendix B).**
- **The Principal has already begun planning of communication with students and parents in an effort to gauge the number of students who will participate in the PHEP in the Fall of 2016. Applications for the program are posted on the school's website. The Administrative Team at the school will work in late May and early June to identify the number of students who will be participating in the Fall harvest. The goal is to clarify the number of participants such that Guidance and Administration can meet with students to develop beneficial student course schedules. This will also allow for the school and district to plan for adequate resources.**
- **Teachers are committed and flexible in working with students to ensure they have an opportunity to keep up or catch up on their school work. For the 2015-16 Potato Harvest Enrichment Program, 25 release days (23 full + 4 half days) were provided to support teachers and the school administrative assistant.**
- **Teachers were provided with an opportunity to give anonymous feedback to school administration to assist in future planning and to identify ongoing supports for students and teachers. Feedback suggested a Parent Information Night as well as Professional Learning needs, scheduling ideas, and ideas for support for students upon their return from the harvest.**
- **The Director of Schools for the Woodstock Education Center and the Director of Curriculum and Instruction are the leads for this initiative, and represent the Superintendent. The Administration team at the school is instrumental in the process.**
- **The DEC established a sub-committee to engage the farmers in an opportunity to provide feedback regarding the PHEP. This committee is interested in ensuring the long-term sustainability of the program.**

Looking Ahead

- **A Parent/Student Information Session is scheduled for September 8, 2016 at Carleton North High School. Teachers will be invited to attend this information session.**
- **The DEC sub-committee will analyze the feedback gained from the farmers and report back to the Council as a whole.**
- **The DEC will examine and potentially approve recommendations made (by staff) to DEC regarding Policy ASD-W-ER7 to make it more current and in line with today's**

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- **The DEC will examine and potentially approve recommendations made (by staff) to DEC regarding Policy ASD-W-ER7 to make it more current and in line with today's circumstances.**
- **The District will continue to monitor the PHEP and work closely with the school and the farming community to ensure a successful opportunity for students.**

Challenges

- **It is critically important for students to remain focused on their academics as much as possible during their time of participating in the Harvest; encouragement is needed for a full commitment from students.**


Addressing the Challenges

- **As a district and school and in cooperation with the farmers, efforts need to be made to accommodate and support students who want to participate in this initiative.**
- **The DEC has taken a keen interest in the long term viability of the program and is collaborating with the farming community.**

Appendices

- **Appendix A – Governance Policy – Ends Results – Academic Support for Students (Grades 8-12) involved in the Potato Harvest (with parental permission) – Proposed Edits/Updates for Consideration**
- **Appendix B – Feedback from Farmers – District Process**

Superintendent's Signature: _____**DEC Chair Signature:** _____**Date:** _____

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|  Anglophone West School District | | GOVERNANCE POLICIES |
| Policy Type | Ends Results | |
| Policy Name | Academic Support for Students (Grades 8-12) Involved in Potato Harvest (with parental permission) | |
| Policy Number | ASD-W-ER7 EDITS / UPDATES FOR CONSIDERATION April 2016 (Previously submitted November 2015) | |
| Effective Date: September 20, 2012 | Revised: October 23, 2014, August 27, 2015 | |

Policy:

The District Education Council shall ensure the development of an academic support program for all students wishing to participate in the potato harvest. The program will ensure that all eight (8) bullets in the “Enhancement Plan” (see attached Appendix A) are addressed by the Superintendent, Director of Schools of the Woodstock Education Centre, and the education team of Subject Coordinators. **Suggestion for Consideration – last line – “are addressed by the Superintendent, Director of Schools of the Woodstock Education Centre, Director of Curriculum & Instruction for ASD-W, and Subject Coordinators, if applicable.**

MONITORING:

| Method(s) | Frequency | Month |
|---|--------------------|----------------------|
| • Superintendent Report | • 2 times per year | • October • April |
| Appendices | Letter | |
| Academic Support for Students (Grades 8-12) Involved in Potato Harvest (with parental permission) | A | |

Academic Support for Students (Grades 8-12) Involved in Potato Harvest (with parental permission)

Preface

Anglophone West School District is pleased to provide support for school students (Gr. 8-12) who have parental permission to participate in the fall harvest. Twelve (12) days shall be granted to these students to be absent from school, with the expectation that they attend on rainy days. (Three (3) additional days may be granted in exceptional circumstances.)

Support

1. Recognizing the importance of working with Potatoes NB; ensuring a collaborative consult process, a letter from the Superintendent indicating support of the student workers will be sent to farming families via the President of Potatoes NB.
2. Participating students will register with the school in June and early September. (Form will be sent home to parents with letter of support from the Superintendent.)
3. The Student Support Services Team will provide curriculum compacting support to teachers with harvest workers in their classes. (The registration form will flag these students and teachers for support.) **Suggestion for consideration of change:** The school administrative assistant will use the registration form to set alerts in PowerSchool. This will assist teachers and the school staff, including Education Support Services staff, in the monitoring of students participating in the potato harvest program. A special PHEP attendance code will also be used in PowerSchool to monitor, track attendance and generate reports.
4. Curriculum compacting and/or differentiated instruction will begin for these students the first week of school. The purpose is to ensure these students are “ahead” before they leave to work the harvest. **Suggestion for consideration of change:** Planning with school staff for the transition of registered students in the PHEP program, to and from the harvest, will occur as part of school-based meetings with staff under the direction of the School Principal. These meetings will occur in the Spring and Fall. Additional meetings would be scheduled, as required.
5. The Superintendent, Director of Schools of the Woodstock Education Centre, and Subject Coordinators will meet with the school administration to ensure this support is in place **before** students leave to work the harvest. **Suggestion for consideration of change:** The Director of Schools of the Woodstock Education Centre and Director of Curriculum & Instruction for ASD-W will meet minimally bi-annually with school administration to ensure support is in place for students participating in the PHEP program (pre- and post- harvest).
6. On rainy days, when student workers return, supply teachers will be called in to provide tutoring support in small groups or in classes. Tutoring support will remain in place for all student workers first semester. Any further support needed will be reviewed at that times, in collaboration with parents. **Suggestion for consideration of change:** On rainy days, when student workers return, supply teachers may be called in to provide support in small groups or in classes. Academic support will remain in place for all student workers first semester, as required. Additional support needed will be reviewed in collaboration with the Director of Schools of the Woodstock Education Centre, the Director of Curriculum & Instruction for ASD-W, and school administration.

7. With the recent changes to “High School Graduation Requirements” announced in the Legislature, students may be able to apply their harvest work toward a relevant dimension of this requirement. We do not yet know if this will be an actual “credit”. The requirement speaks to community volunteer work. Anglophone West School District will continue to encourage the Department of Education and Early Childhood Development to see this curriculum credit developed. **Suggestion for consideration of change: Not applicable at this time. There have not been any changes to the High School Graduation Requirements to date. If changes occur to High School Graduation Requirements they will be reviewed in light of this program.**
8. The District Education Council will provide support in future years for this initiative by ensuring the preface of this document becomes an Anglophone West School District “Ends Policy”. As such, it will require the Superintendent to monitor the enhancement provided to participating students. Monitoring reports are presented to the DEC on a regular basis ensuring there is compliance.

Potato Harvest 2015-2016 Feedback from Farmers

What are Positives?

- When we are short adult workers, it gives us a pool of employees to help get our harvest in, plus it gives kids a chance to experience hard work and maybe steer them in the right direction for a successful career down the road.
- Staff of Anglophone West are very supportive.
- Students learn a great deal about real life skills.
- Physical labour is good for their self-esteem. If they like it, they may continue in the workforce in the future. If not, it may encourage them to pursue future studies.
- Local economy benefits versus outsourcing of labour. Learning experience and skill development for young workers.
- My student worked 146.5 hours and grossed \$1,684.75. For a student that is quick cash for hopefully put to good use.

What are Challenges?

- Keeping the program alive.
- Need to have an attendance record supplied by the Potato Farm to the school.
- Weather will always be a challenge.
- Safety of students and the assurance to parents regarding safety.
- From personal experience (my child) was taking French in Grade 10. Part of the mark was oral participation. He missed 9 or 10 days that Fall and got a lower grade in French due to his absence and lack of oral participation.
- School budget concerns, both time and money.
- Children trying to maintain school achievement and work responsibilities.

Why Do You Think Participation Rates are Lowering?

- Some kids do not want to commit.
- Parents may not see the benefits to students working the potato harvest.
- Students may feel they do not need to work to earn money or gain work experience.
- Extra-curricular activities are concurrent with the potato harvest.
- I feel participation rates are lowering due to a concern of school grades. School instruction time is critical to learning.
- Peer pressure, stigma among students.
- Difficulty for students to stay current with school activities, both classroom and extra-curricular if they participate in the harvest.
- Maybe parents are concerned of their child getting behind especially if the student is not a quick learner.

How do we Increase Student Participation?

- Encourage job sharing.
- Promote the benefits to the students of working in the harvest, not only the financial aspect but the academic aspects as well.
- Students need to be aware that potato growers will accommodate schedules of students to put education first.
- Educate the parents, I have heard farmers say they would not let their kids participate especially in the Grade 12 year as to not jeopardize good marks for college.
- Maybe student participation would increase if students could receive some type of credit for their work on the harvest.
- Acknowledge the harvest with genuine action (i.e. co-operative school credits).