



**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 23, 2015 | | |
| Date of Previous Report (s) This School Year | October 23, 2014 | | |
| 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 Jason Smith, Acting Principal – Carleton North High School | | |

REPORT:

- **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 third year of existence and replaces the historic “Potato Break” that occurred for years (for all schools) in the Carleton County area. The PHEP allows for students to miss up to 15 days of school during the harvest, with the expectation that they attend on rainy days**
- **69 students participated in the harvest in the fall of 2014, during school time. 72 students had registered to do so. 93 students participated in 2013-14 and 112 students participated in 2012-13. A number of students also worked after school and on weekends. 52 students participated in a focus group where they provided feedback on the program. Teachers also provided feedback (Appendix B)**

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

- **The principal wrote to Potatoes NB in an effort to encourage an earlier hiring of students for the Fall Harvest. Potatoes NB circulated the letter to farmers (Appendix C)**
- **The principal has already begun communicating with students and parents in an effort to gauge the numbers who will participate next fall. Applications for the program were shared this week, with the hopes of the applications coming by May 22, 2015. The principal will follow up with students in late May and early June in an effort to clarify the number of participants. This will allow for the school and district to plan for adequate resources (human resources, technology resources)**
- **Teachers were committed and flexible in working with students to ensure they had an opportunity to keep up or catch up on their school work. The Virtual School has not been used as much as once thought it would be**
- **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. These educational leaders are supported by the Subject Coordinator for Technology and a Technology Lead. The Principal is instrumental in the process.**

Appendices:

- **A – Expected Supports from DEC Policy**
- **B – Carleton North High School Feedback Document**
- **C – April/15 Principal Letter to Farmers**

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

**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.)
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.
5. The Superintendent, Senior Education Officer 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.
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.
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.
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.

Focus Group Sessions

November 2014

Carleton North High School



Anglophone West School District
Woodstock Education Center

Carleton North PHEP

Focus Group Questions:

| Student | Days Out | Student | Days Out |
|------------|----------|------------|----------|
| Student 1 | 10 | Student 27 | 8 |
| Student 2 | 12 | Student 28 | 15 |
| Student 3 | 15 | Student 29 | 6 |
| Student 4 | 15 | Student 30 | 13 |
| Student 5 | 17 | Student 31 | 13 |
| Student 6 | 20 | Student 32 | 15 |
| Student 7 | 12 | Student 33 | 12 |
| Student 8 | 10 | Student 34 | 12 |
| Student 9 | 12 | Student 35 | 7 |
| Student 10 | 12 | Student 36 | 1 |
| Student 11 | 20 | Student 37 | 10 |
| Student 12 | 20 | Student 38 | 10 |
| Student 13 | 10 | Student 39 | 15 |
| Student 14 | 12 | Student 40 | 5 |
| Student 15 | 15 | Student 41 | 15 |
| Student 16 | 15 | Student 42 | 15 |
| Student 17 | 8 | Student 43 | 10 |
| Student 18 | 15 | Student 44 | 10 |
| Student 19 | 12 | Student 45 | 20 |
| Student 20 | 14 | Student 46 | 10 |
| Student 21 | 15 | Student 47 | 4 |
| Student 22 | 9 | Student 48 | 20 |
| Student 23 | 12 | Student 49 | 14 |
| Student 24 | 9 | Student 50 | 18 |
| Student 25 | 10 | Student 51 | 12 |
| Student 26 | 17 | Student 52 | 12 |

69 Students worked in the Harvest, during school time. There were a number that worked after school and weekends.

17 Students Registered and Worked but were absent the day of the Focus Group

3 Students Registered but did not Participate in Potato Harvest

650
 School Days were worked in total.
 Not reflective of students absent for Focus Group

Carleton North PHEP

Focus Group Questions:

- 1. What / Who did you find most useful to help prepare you for PHEP?**
- 2. Why might there be fewer students participating in PHEP?**
- 3. How have you used the notebook computer - before, during, after the harvest?**
- 4. Overall, how could the support /follow up after the Harvest be better?**

Carleton North PHEP

Focus Group Questions:

1. What / Who did you find most useful to help prepare you for PHEP?

- Teachers would give notes if you asked for them
- Teachers put notes on virtual school or even print the notes for us
- Study Hall
- Able to re-write tests, if not successful
- Principal talked to us about using computers and support that was needed
- Farmer allowed us to come to school once a week, to get caught up
- Teachers supported me in getting caught up
- Use of computers
- Used the computer when I got back to school
- Folder in class
- Teacher's Wiki space
- Notes before Harvest
- Teacher had a website
- Teacher gave textbook, and notes to support work
- Pulled out by PHE Teacher in English
- Support was given when got back
- Handouts given when they returned
- Achievement Period (AP) and after school
- Teachers told me I will get you caught when you get back
- Teachers told us when we could go out for work

Some comments were noted by multiple students

Carleton North PHEP

Focus Group Questions:

2. Why might there be fewer students participating in PHEP?

- Can't keep up with the work
- Maybe they were not allowed (from home/parents)
- Do not like to miss school
- Not willing to give up time after Harvest
- Do not like to use lunch / AP to catch up
- Lack of interest by students
- Grade 11 and 12 difficult academic years
- Concern they might fail
- Concern they might not get caught up
- Need every course to graduate – added to the stress
- Participation in sports during Harvest

Some comments were noted by multiple students

Carleton North PHEP

Focus Group Questions:

3. How have you used the notebook computer – before, during, after the Harvest?

- Several students did not use computer (did not want one / had one but didn't use it)
- Used it after for essays
- More teacher communication
- If teachers used the Virtual schools / on-line work
- Teachers emailed
- Access resources / information
- Projects at home
- Used it after coming home from Harvest
- Used it more last year, then this year
- No internet connection
- Couldn't figure out how to get onto the system for virtual
- Did not take computer this year as it didn't help much last year
- Some teachers did not use virtual classes / work not posted

Carleton North PHEP

Focus Group Questions:

4. Overall, how could the support / follow-up after the Harvest be better?

- Have teachers meet with students when they return from Harvest
- Scheduled help with teachers
- Give us paper work vs. computer work
- Provide support to help us be successful
- Help out with notes, provide them after Harvest
- Gradual re-entry back to classes / re-entry plans
- Would be better if we didn't have to miss school time
- Folders when students return
- Students need to be responsible – if they take initiative they can be successful with Harvest break
- Send school work ahead of time
- Support from teachers – stay after school
- Provide a system that makes it easier to catch up
- Schedule French courses (Maybe look at 2nd Semester schedule)
- Work in a separate location to get caught up
- Consider partial time with harvest
- Upon return, group students for support if several are taking the same subject
- Consistency of teachers using virtual school
- Period a week to support students upon return
- English and Chemistry hard to get caught up

Carleton North PHEP

Focus Group Questions:

Teacher Feedback

1. Why might there be fewer students participating in PHEP?

- Difficult to get caught up in 5 subjects - stressful
- Little academic work done while participating in Harvest
- Students need to be go getters
- Students did not access the virtual classes
- Some students have difficulty opening independent documents
- Students chose not to complete work until they get back
- Rainy days – students tired

2. How have you used the notebook computer – before, during, after the Harvest?

- Little use / interest by majority of students during Harvest
- No virtual work on line
- Little interest in using computers
- Greatest use of computer was after Harvest and upon return to school

Carleton North PHEP

Focus Group Questions:

3. Overall, how could the support / follow-up after the Harvest be better?

- Have common database for teachers to work together
- Teachers to work collaboratively together to prioritize assessments and assignments
- Have PHEP teachers available to cover certain courses/subjects
- Encourage teachers to take more advantage of PHEP teachers to support them upon student return
- Students – self-directed and take initiative
- Struggling students do not want to get caught up
- Kids want their teacher to support and help them
- Consider supply time instead of FTE to replace teachers to work with small groups of students
- PHEP and supervised classes when teachers would take students out to support
- Teachers have more opportunity to plan a few days in advance
- Motivation required for some students
- Reality is that students are working long hard days, and need additional support and processes for some
- Transition upon return
- Two people in the building to support: **Math / Science and Social Studies / English**
- **Power School – Grade Book** – add alert that student is participating in PHEP



Carleton North High School

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Mr. Jason Smith
Acting Principal

Mr. Chris Brown VP
Mr. Mitchell Hemphill Acting VP

Dear Growers & Employers:

On behalf of the students and staff at Carleton North High School I sincerely thank you each for the efforts you have made in safely employing student workers this past year as well as the efforts made in securing students as employees before the start of the 2014-2015 school year. Your efforts in honoring flexible work schedules, rain days and other aspects of the agreement with the school and district have been commendable.

As we are in the throw of spring and planning for next school year, I am in need of your support once again as we try to verify the number of students seeking employment for the fall season of 2015. As we work with supervisors at the Woodstock Education Center and Anglophone School District West, it is important for us to have as many students hired as possible in as much advance notice as we can so that the resources supplied by the district can be utilized at maximum potential, particular human resources that can be used supporting students in catching them up with school work upon return to school during and after harvest.

As acting Principal of the school I am tasked with providing students with the application form, meeting and planning with them and with you to insure we have an accurate count of students, as well employ the resources in an effort to yield maximum productivity. I will be meeting with students who have an interest next week, will be sending a voice mail to parents and posting pertinent information related to the employment process on the school website (<http://web1.nbed.nb.ca/sites/ASD-W/cnhs/Pages/default.aspx>). I have established the preliminary timeline for the processing of applications with students as May 22nd, 2015. This preliminary date is to provide the school and district with some much needed idea of the type and scope of support required to match student needs during the harvest. Last year, less than 20 applications were processed before the June deadline and this gave the school and district an inadequate idea of the level of support that would be needed. As of Wednesday next week, April 22nd, I will have met with students and shared this same message. As an educator I know that students tend to need lead time in securing employment, completing the application process and considerable prompting to meet deadlines. If you can assist us in making contact with these students, especially if you've employed them before and believe you will again, it would be advantageous for them, us and yourselves.

Thank you most sincerely for your support and efforts regarding student employment. The benefit to them and community is far beyond monetary value. I have a deep appreciation for the work you do providing for our community and keeping the traditional values of hard-work, honesty, integrity and love of the land as well as fresh, home-grown food. I look forward to working with you to enable this process to move forward successfully towards this fall's harvest season. May you have good weather and good fortune planting and growing this spring and summer. If you have any questions regarding this process, please feel free to contact me at the school via the number on the letter head or by e-mail, Jason.smith2@nbed.nb.ca.

Sincerely,
Jason J. Smith, Acting Principal
B.Sc., B.Ed., & M.Ed.
