



## **AGED 539 – Teacher Internship Report**

Audrey Westbrook

Farmersville High School

Agriculture Education Masters Program

California Polytechnic State University, San Luis Obispo

Spring 2015



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# TABLE OF CONTENTS

## **PART I-REFLECTION ON QUALITY CRITERIA STANDARDS**

QUALITY CRITERIA 1-CURRICULUM & INSTRUCTION	1
QUALITY CRITERIA 2-LEADERSHIP & CITIZENSHIP DEVELOPMENT	2
QUALITY CRITERIA 3-PRACTICAL APPLICATION OF AGRICULTURAL SKILLS	3
QUALITY CRITERIA 4-QUALIFIED & PROFESSIONAL PERSONNEL	4
QUALITY CRITERIA 5-FACILITIES, EQUIPMENT & MATERIALS	5
QUALITY CRITERIA 6-COMMUNITY, BUSINESS & INDUSTRY INVOLVEMENT	6
QUALITY CRITERIA 7- CAREER GUIDANCE	7
QUALITY CRITERIA 8- PROGRAM PROMOTION	8
QUALITY CRITERIA 9- PROGRAM ACCOUNTABILITY & PLANNING	9
QUALITY CRITERIA 10-CLASS SIZE	10
QUALITY CRITERIA 11-FULL YEAR EMPLOYMENT	11
QUALITY CRITERIA 12-PROGRAM ACHIEVEMENT	12

## **PART II-PROJECT REPORT**

## **PART III-SUPPORTING COMPLETION MATERIALS**

STUDENT DATA SHEETS	1
PERMANENT STUDENT FILE SYSTEM	2
COURSE OUTLINES	3
GRADEBOOK	4
SAE SUPERVISION FORMS	5
SCHOOL BOARD APPROVED POLICY (SAE)	6
SCHOOL BOARD APPROVED POLICY (FFA)	7
FFA PROGRAM OF ACTIVITIES	8
RECRUITMENT	9
FFA CHAPTER SCRAPBOOK	10
SUMMER ACTIVITIES CALENDAR	11
GRADUATE FOLLOW UP SURVEY	12
GRADUATE FOLLOW UP SURVEY RESULTS	13
COMPREHENSIVE PROGRAM PLAN	14
ADVISORY COMMITTEE MEETING AGENDAS	15
ADVISORY COMMITTEE MEETING MINUTES	16
ADVISORY COMMITTEE CONSTITUTION & BY-LAWS	17
PROFICIENCY STANDARDS	18
CREDENTIALS	19
CHAPTER ACTIVITIES CALENDAR	20
PROFESSIONAL GROWTH & DEVELOPMENT ACTIVITIES	21
R-2 REPORT	22
TRAVEL REQUEST	23
CATA MEMBERSHIP CARD	24
ADMINISTRATIVE REPORTS	25
FIVE YEAR ACQUISITION LIST	26
OPERATING BUDGET	27
DISTRICT & DEPARTMENT BUDGET PROCESS	28
DEPARTMENT CHAIR DUTIES	29
DEPARTMENT CHART OF RESPONSIBILITIES	30
SUBSTITUTE TEACHER PROCEDURES & PLANS	31
PROGRAM COMPLETER	32
2+2 AGREEMENTS	33
REIMBURSEMENT PROCESS	34



## **Quality Criteria Narrative**

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Agriculture Department

Quality Criteria Narrative 1 – Curriculum & Instruction

**1. Curriculum & Instruction**

**1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.**

Farmersville High School has diverse course offerings for students interested in almost all facets of agriculture. The following courses are being offered at Farmersville High School during the 2014-2015 school year: Introduction to Agriculture, Ag Biology, Animal Science 1 & 2, Floriculture, Ornamental Horticulture, Landscape Design, and Special Projects in Agriculture. Our hope as an Agriculture Department and site is to expand upon these course offerings next year by offering Ag. Government/Econ for seniors, Ag Earth Science for Freshmen, and an Ag. Communications class for our officers and more involved students.

All students in the Agriculture program are required to develop and maintain a current Supervised Agriculture Experience Project. Likewise, students' projects are to be documented in each students FFA iRecordbook. Every student enrolled in any agricultural class at Farmersville High School are members of the Farmersville FFA chapter and required to participate in a minimum of three FFA activities per semester. These activities are a variety of instructional activities that serve to help them develop into mature, well rounded, young adults as well as to help instill a passion and understanding for agriculture that will help them continue on in their future careers.

**1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.**

Upon arriving at Farmersville High School in November of 2013 it was apparent there really was no clear or written "pathway" and very little diversity within the program. It seemed a student could begin in any class and counselors really would put students almost anywhere at any time of the year. In January 2014 my teaching partner and I sat down with the counselors and explained our vision for a "pathway" and the sequence of our courses which needed to be followed. We needed more diversity for our pathways in order to follow and implement pathway standards. This is when I introduced the idea of offering a "Floriculture" class. I developed a Floral Design program for the 2014-2015 school year. Below is currently the sequence we are using.

**Animal Science**

Year 1: Intro to Ag.                      Year 2: Ag Biology                      Year 3: Animal Science 1    Year 4: Animal Science 2

**Horticulture**

Year 1: Intro to Ag.                      Year 2: Ag Biology                      Year 3:Ornamental Hort.    Year 4: Landscape Design

**Floral Design**

Year 1: Intro to Ag.                      Year 2: Ag Biology                      Year 3: Floral                      Year 4: Advanced Floral

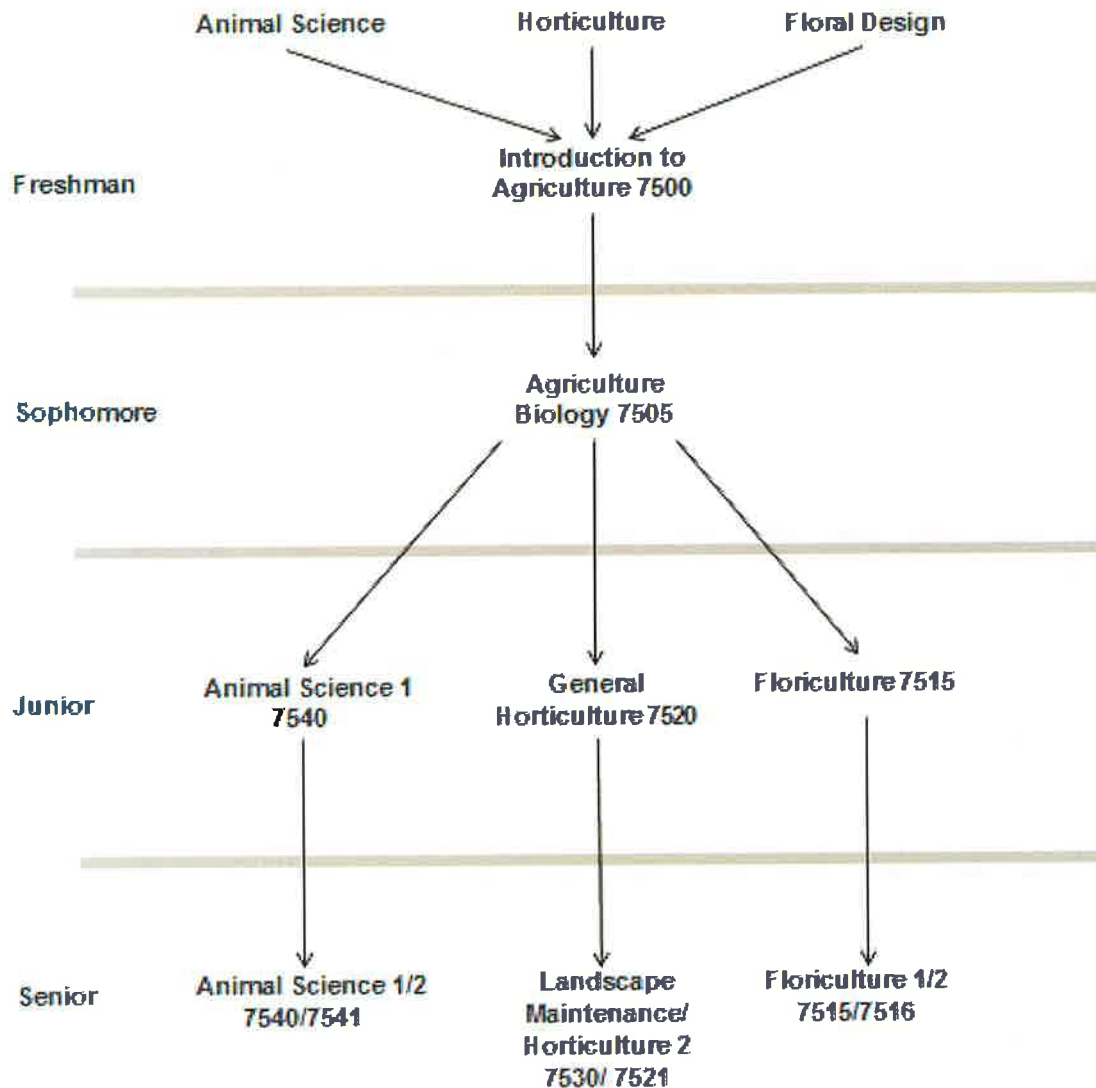
Now we have a better sequence students are following but it still isn't perfect in our eyes and we see areas for improvement and growth. We are hopeful that this growth will come with another agriculture teacher hopefully in the fall. Then we could offer Ag Earth science OR Intro to Agriculture as a Year 1 class. We could also hopefully offer Ag Gov/Econ as a Year 4 class for seniors and other classes such as agriculture communications for our officer team.

There was a bond passed this year to allow the construction of a vocational education building. This building would include an Ag Mechanics shop, which, it is our hopes would allow us to hire yet another agriculture teacher. This would also allow us to increase the number of program pathways to include an Ag Mechanics pathway. We are hopeful and look forward to this in the future to help our program grow and offer our students a wider variety of options and opportunities within agriculture education.

**1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)**

The following outline is for students who would like to graduate having a strong understanding of the agriculture field which makes them more employable directly out of high school OR attend a 2-4 year college immediately after graduating high school. Following these career paths students will have a broad understanding of the agriculture industry, specifically that in which career path chosen. It is desired that these students will then take the knowledge gain at FHS and use it to major in agriculture or go directly into the agriculture field to work.

**Agriculture Student Four Year Plan**



**1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).**

Every year FHS administration works with our department to create a master schedule that offers students the absolute greatest chance to succeed and be a part of the Agriculture Program. They try to build a schedule in which our advanced classes do not overlap. Also my Ag Biology classes are offered during the same periods as regular biology. Our students populations is very diverse and consists of students in honors and AP classes, AVID students, band and choir members, student athletes, English Language Learners, and Special Education students. Although this diversity makes us very proud to be reaching students from all walks of life, it brings about many challenges. Often times because we would



like our classes during certain periods, and prefer our preps in certain times it can make it more difficult for the counselors to make a master schedule and then even more difficult to schedule students and follow the sequences within our program. However, every year we are amazed at how well the counseling staff is able to accommodate students in our program, and all programs on campus, to help them thrive in their classes and have successful futures.

**2014-2015 FHS Ag Dept. Schedule**

Teacher	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period
<b>Audrey Westbrook</b>	Ag Biology	Floriculture	Prep	Prep	Ag Biology	Animal Science	Ag Biology
# of Students	28	17	0	0	28	14	28
<b>John Akin</b>	General Horticulture	Intro to Agriculture	General Horticulture	Intro to Agriculture	Prep	Intro to Agriculture	Intro to Agriculture
# of Students	14	23	20	23	0	26	28
Total	42	40	20	23	28	40	56
					<b>Grand Total:</b>		249

**1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)**

Each class in the Agriculture Department includes Career Awareness aspects, whether it is taught as a single unit or is taught throughout the year within different aspects of the curriculum. Depending on the course and the grade level of the students, the career unit is changed to fit what curriculum is taught. Ag career awareness and readiness is a goal the FHS Ag Department shares, and being from a strong agricultural community it is our hope many of our graduates will continue on after high school to pursue a career in the agriculture field.

Just a few of the ways our students are introduced with different college and career options within the agricultural field are: industry guest speakers, current college students (past FHS graduates), field trips, portfolios, etc. This year alone we had multiple professionals come in as guest speakers to our classes from different facets of the agriculture industry. We also had past FHS graduates from two different universities, enrolled in different Agriculture majors, come to talk to our students. This year we unfortunately were not able to get to as many places to visit for field trips in our classes, but that is a goal of ours for next year. Students who we did take to the World Ag Expo were tasked with meeting many professionals in different areas of agriculture and documenting that. My Floriculture and Animal Science classes are also given a unit in the spring where we specifically go over writing resumes and cover letters, professional dress, interviews, and other things that can help them in the future when looking for a job.

**1F. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)**

A weakness our program is suffering from is a lack of technology for student use. The campus has a computer lab with 29 student computers, the library with 25 student computers, and a laptop cart with 28 student laptops. Many of these computers are often broken, being used for testing, etc. The computers are on a first come, first serve sign up basis that must be done ahead of time as these are the only devices available for all teachers/classes. These facilities are often signed up to be used by many of the other departments on campus and therefore our agriculture classes are not getting enough time to access it. It is very hard to get to use these facilities on the date you need it and if you need it for multiple days in a row, this is near impossible. This is clearly not an ideal situation for us. We are looking into possibly investing in a laptop cart in the future.

**1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)**

- **Computerized Record Book**
- **Agriculture Term Paper**
- **Job Resume**
- **Portfolio Letter of Introduction**
- **Agriscience Fair Report**
- **Agriculture/FFA Speech Manuscript**
- **Job Cover Letter**
- **Other Agriculture Related Project**

At Farmersville High School, every course utilizes technology for at least one type of project, but often used as regularly as possible based on what is available. Projects in which computers are used can include, but are not limited to: research papers, iRecordbooks, Resume/Cover letters, Plant/Floral ID, Pest ID, Tool ID, prepared speeches, presentations, various applications, proficiency applications, etc. Projects are really dependent on what course the student is taking is. Upper classmen and senior students may use computers more for scholarship applications. Freshmen may use computers more for basic research projects in whatever unit they are studying. Sophomores in my Ag Bio class are required to do a research project and presentation on genetic disorders. In my Floriculture class students are required to put together a list of floral "ID's" to help them memorize these commonly used plants and flowers. Similarly students in my Animal Science class are required to be able to know breeds, certain parasites, different types of tools, and so they may use computers to help them put together flash cards, a prezi, or powerpoint presentation to help them memorize these things. Students on a Career Development Event team may use computers to study for their specific CDE team – for example in Citrus students may use computers to research and memorize specific pests and mechanical damage that can occur. Many students who apply for FFA State degree award must put together their application on a computer. Likewise, students who fill out proficiency applications, like one student who filled out two this year must use a computer to do so.

**1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (close out) either an actual SAE Project or Mock Problem (FS 10.3, 11.0)**

For every agriculture class that is offered at Farmersville High School, there is a mandatory recordkeeping component that is graded based on the records the student keeps in their FFA iRecordbook. Students begin as freshmen with a paper book to fill out in class, but quickly are transitioned to iRecordbooks. Because each student has their own unique login id and password the need for keeping large quantities of paper books is eliminated. Students must update their books on a monthly basis in order to keep up with grades.

**1I. Record books of all students are maintained in the Department files until one year following graduation.**

The past year and a half have been a challenge as I struggle with students I do not know, are no longer at the school, or no longer in the Ag program. I do my best to work with the teacher I replaced, and my teaching partner to create some sort of “system” to store books in. I personally have found the best system for me, the classes I have, and the students I know, is to store them by class in filing cabinets. For now this works, and fortunately the number of paper books is dwindling as I transition almost every student to the iRecordbooks. Those paper books that we do have, include the student data sheets, home visit forms, and past applications or degrees. When students graduate if they do have a paper book still we move them to the “graduate” file and store them by first name. We store by first name because so many of our students have multiple last names, or go by another name other than what is in our schools system.

**1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.**

All agriculture classes at Farmersville High School meet graduation requirements. It has been my goal since first getting Floriculture A-G approved at the end of last year to get more of our classes A-G approved. Since then I have added 5 more classes to our A-G approved list including: Ag Earth Science, Ag Government, Ag Economics, Animal Anatomy and Physiology, and Veterinary Science. My goal is to also get Ag Chemistry, Ag Communications and possibly an Ag Mechanics added to that list by the end of this year.

<b>Agriculture Class:</b>	<b>Requirement Met:</b>
Ag Science	A-G and Graduation Approved Elective
Animal Science 1	A-G and Graduation Approved Elective
Animal Science 2	A-G and Graduation Approved Elective
Ag Biology	A-G Approved Lab Science; Grad. Life Science
<b>Floriculture (NEW - 2014-2015 School Year)</b>	<b>A-G and Grad. approved Visual &amp; Performing Arts</b>
Plant Science 1	A-G and Graduation Approved Elective
Plant Science 2	A-G and Graduation Approved Elective
Ornamental Horticulture	A-G and Graduation Approved Elective
Ag Earth Science ( <b>NEW: 2015-2016 School Year</b> )	A-G Approved Elective; Grad. Physical Science
Ag Government( <b>NEW: 2015-2016 School Year</b> )	A-G & Grad Approved History/Social Science
Ag Economics( <b>NEW – 2015-2016 School Year</b> )	A-G & Grad Approved History/Social Science
Animal Anatomy/Physiology ( <b>NEW: 2015-2016 School Year</b> )	A-G and Graduation Approved Elective
Veterinary Science ( <b>NEW: 2015-2016 School Year</b> )	A-G and Graduation Approved Elective
Ag Communications ( <b>NEW/Pending: 2015-2016 Year</b> )	A-G and Graduation Approved Elective
Ag Chemistry ( <b>NEW/Pending: 2015-2016 Year</b> )	A-G Approved Lab Science; Grad. Physical Science
Ag Mechanics ( <b>NEW/Pending: 2015-2016 Year</b> )	A-G and Graduation Approved Elective



Agriculture Department

Quality Criteria Narrative 2 – Leadership & Citizenship Development

## 2. Leadership & Citizenship Development

### 2A. An FFA Chapter has been chartered by the State Association or has been applied for.

The Farmersville FFA was established on January 29, 1998, with the chapter number as 491. The location of the original official charter is unknown. But we do have a letter from Mr. Charles Parker with the California Association of FFA, stating approval and official chapter name and number.

### 2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15<sup>th</sup>.

Upon arriving at Farmersville High School in November of 2013, I found that many items I need to submit for the Ag Incentive Grant are either way outdated or missing, one of these things included the Program of Work. This past year and a half I have been working on redrafting almost everything. This is a long, tedious, and lengthy task and likely I will always continue to make small changes and edits to most of these documents. My plan is this year to have more student input on the documents by sitting down with our new officers in early June to have them share the things they would like to see. In my office I have a copy of the most current 2014 Program of Work. Everything I submit to the regional supervisor, Mr. Charles Parker is sent in electronically every fall. Because most everything I have is new that I have created, most all of what is submitted is digital already. Some stuff I do have to scan into a PDF or Fax over to him.

### 2C. Every student is given a grade based upon participation in leadership activities.

As can be seen in our board approved course outlines, every class offered in the FHS agriculture department includes a grade based on FFA participation. For each course, 10% of the grade is based on the student's involvement in the various (FFA) leadership activities put on by the chapter, section, region, or state. In order to earn the full 10%, students must participate in 3 activities per semester. In my class if they participate in more than those 3 activities they can earn extra credit. Participation in activities only count towards the semester in which they were attended. FFA activities are announced in each Agriculture class, announced on the campus bulletin, spread by word of mouth of our officers, and can be seen on flyers or posters around campus and in classrooms. Next year we will also be utilizing the "remind" app, and social media including Facebook and Instagram more to announce events. Most of our students have no problem with attending their 3 activities and enjoy being involved. However, some of our students fail to see the benefits FFA offers them and fail to meet the requirement. My syllabus also has a "parent/student signature page" in which the student and parent are both required to sign stating they understand the grading policy. I make this the first assignment so students sign and return it to me in a timely manner for their first 10 points.

### 2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in an Agriculture class at Farmersville High School is enrolled in the California State FFA Association. All students in our classes are listed on the R-2 data report, which is filled out and submitted annually electronically. The students are not required to pay the dues; instead,

the chapter pays for each member for their tenure in the FHS agriculture program. Our department is considering investing into “membership cards” for students to carry. These cards would not only show membership which the students could be proud of, but we are also contemplating ways to use them for our monthly chapter meetings. Our R-2 roster has to be updated usually at least twice after the original submission in the fall to account for students who have added or dropped classes.

**2E. Based on previous year’s records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.**

For the 2013-2014 school year our department failed to get students to a minimum of 12 activities. We did have students attending at least 10 of the activities listed on the “FFA activities check sheet”. The teacher I replaced left mid-year and I came in mid-year, this was a very tough transition not only for myself, but also for my students and the department in general. We were unable to attend the Greenhand conference and Opening Closing competition for various reasons, which was very unfortunate as those are valuable to student leadership development and growth. There was a lot of unknown that happened last year, but I am glad to say most all of it has been worked out. Our program is looking up and improving every year. This year we are already at 12 activities and looking to exceed that 12 if possible this year, but our goal is at least 5 more activities next year.

**2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the intra-curricular activities of Quality Criteria 2F: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)**

FHS FFA members participate in a variety of activities throughout the year at a chapter, section, region, and state level. Usually we have 80% or above of our students meet the required 3 activities per semester, as is outlined in our course syllabus. Attendance of students at these activities is in a binder in my office. My hope is to by next year create a digital form that can be saved to our department share or on google docs. This document would be viewable and editable by both myself and my teaching partner to input our own students attendance. This would help keep me from having to enter his students attendance in like I currently do. Next year we plan to have a point awards trip that the attendance and participation in these activities would count towards, hopefully motivating students to become more involved.



Agriculture Department

Quality Criteria Narrative 3 – Practical Application of Agricultural Skills



### 3. Practical Application of Agricultural Skills

#### 3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)

As stated in every FHS Agriculture course outline, every member of the Farmersville FFA is required to start, maintain, and keep records in their iRecordbook on a specific Supervised Agricultural Experience of their choosing. This is in the syllabus in which the parent and student both reviewed and submitted a signature page stating their understanding that this is 10% of the student's grade. The most common types of SAE projects at our site are Tulare County Fair (livestock, indoor exhibits, and plant/floriculture) projects and work experience projects usually including working as field laborers. Students usually are very wary and often drag their feet to find and initiate a project, but usually most students become appreciative of this requirement and realize its value in their lives.

#### 3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)

First year students become acquainted with SAE projects in Mr. Akin's Introduction to Agriculture classes. They have the option of jumping right in and raising a livestock project or they can use their work experience or choose a horticulture project. Many of our freshmen usually go with horticulture projects, but there are many that also choose to show livestock at the Tulare County Fair also. Regardless of size or scope of project, all of our first year students have projects and are given a grade based on that project.

#### 3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)

At FHS at least 80% of our continuing students all have a SAE project. This minimum percentage can be verified by looking at our students iRecordbooks where students update their progress on their projects and activities on a monthly basis. The quality of projects and records kept on those projects varies from student to student but as a department we strive to make sure each student has a project even if we have to help them figure out what that project will be.

#### 3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.

Project visits are not a huge strength of our department. Most of the students' projects are housed or done on campus and those we do visit regularly. However, for those students who have projects off campus we are not visiting them nearly enough. It has been a priority for me this year to find/create a form that will help me document these "project visits". These forms then can go into a student's permanent folder. Even more of a weakness in our department is home visits. As a department we have set a goal to increase the amount of home visits we make each year, especially for our freshman or first year students.

**3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.**

We do not have a vehicle for each agriculture teacher at FHS. Our agriculture department currently only has one Ford truck that seats 1 driver and 5 passengers. If we need additional seats for students we can request to use a district van. The district only has two district vans in operation and often times we are unable to get one or two due to sports conflicts. This causes a huge limitation for us on the number of students we can take different events. Personal vehicles are rarely used, and only would be used if taken to a conference. When and if they are, reimbursement of fuel and or mileage is permitted with prior approval.



Agriculture Department

Quality Criteria Narrative 4 – Qualified & Professional Personnel

**4. Qualified & Professional Personnel**

**4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.**

Each agriculture teacher at Farmersville High School holds a clear Single-Subject Teaching Credential. I, Audrey Westbrook also hold an Agriculture Specialist Credential. John Akin also holds a Career Technical Education Teaching Credential. I graduated and earned credentials from Cal Poly, San Luis Obispo and have taught for the past year and a half at Farmersville High School, with another year and a half at Granite Hills High School in Porterville prior to relocating.

<b>Teacher:</b>	<b>Credential:</b>	<b>Subjects Assigned:</b>
<b>Audrey Westbrook</b>	(1)Clear Specialist Instruction Credential; Agriculture (2)Clear Single Subject Teaching Credential; Agriculture, Biological Science	Ag Biology, Animal Science, Floriculture
<b>John Akin</b>	(1)Clear Career Technical Education Credential; Agriculture (3)Clear Single Subject Teaching Credential; Social Science, Introductory Science, Introductory Agriculture	Intro to Ag Science, Ornamental Horticulture

**4B. Based on the previous year’s records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.**

In the 2013-2014 school year, each teacher taught full time agriculture classes. Both teachers attended multiple professional development events throughout the year. In the area of agriculture-based professional development both teachers attended each of the Section CATA meetings, the regional roadshow, the Fall and Spring CATA meetings, and the summer CATA conference. I also attended the New Professionals Conference in 2013 and 2014.

ACTIVITIES	TEACHERS NAMES							
	John Akin	Audrey Collar						
Fall Region Meeting	X	X						
Region In-service Day	X	X						
Spring Region Meeting	X	X						
Section In-service*	X	X						
Section In-service*	X	X						
Section In-service*	X	X						
Section In-service*								
Summer Conference	X	X						
University AgEd Skills Week								
Professional Development **		X						

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 New Professionals Conference\*\*
- 2 Sectional Interviews Host\*
- 3 Sectional Record Book Scoring\*
- 4 School Wide Monthly Staff Meetings\*
- 5

**4C. The agriculture staff meets a minimum of twice a month.**

John and I are constantly meeting and discussing things like budget, upcoming events, and departmental issues/info, and many other topics. We work fairly well together and have pretty open communication. We are able to solve many issues and plan successful events. We do not have a set day/time to have meetings or keep a written record of minutes for each meeting we hold. I think that is a weakness of ours that I plan to hopefully change. We simply meet to talk about things as needed or when we happen to be in the same place at the same time. I think not having a set date and time for meetings leads to some frustration with paperwork and planning in some areas, which is why I hope to change that next year. We do have a set time and day to meet with our officer team – every Tuesday at lunchtime and if needed one extra day per week.

**4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.**

We do not have a written record of minutes for each time we meet. Usually I may just jot things down on a notepad and put them on my to do list, John's to do list, or the officers to do list. Next year I hope to take minutes in the meeting as they occur on my laptop and save them on the Ag department drive so that they are viewable by not only John and myself, but also our administration. I also would like for our secretary to take minutes at each of the officer team meetings on lap top and save each of those on our department drive also.

**4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.**

When traveling to conferences or other events where John or I may need to take our personal vehicles or spend our own money, if necessary paperwork is submitted and approved in advance we can be reimbursed for mileage, gas, and other necessary expenses as long as all receipts are turned in. For professional developments like the summer CATA conference we will fill out this paperwork, but for the most part we both try to use only school vehicles or the school Visa card if necessary and if approved in advance.



Agriculture Department

Quality Criteria Narrative 5 – Facilities, Equipment & Materials

**5. Facilities, Equipment & Materials****5A. Modifications of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.**

FHS is and likely always will be a work in progress. We are continuously looking for ways to improve and expand upon our program. Therefore, modifications, and additions are constantly being made to improve and update facilities and equipment to help enhance the learning environment for our students. Some major modifications we have made in the past two years include building a lambing barn, farrowing barn, chicken coop, constructing a shade house, and steer pen. For just the upcoming year alone we have many more plans to make renovations, and modifications to our facilities including a new swine facility, goat grazing pasture, a pole barn for hay, and another lambing barn.

**5B. There is adequate storage space for materials, records, equipment and supplies.**

Currently there are two classrooms in the Farmersville Ag Department. Each classroom also has an adjoining office with built in cabinets. The classrooms do not have much built in cabinet space, but we have portable shelving and cabinets we have moved in the classrooms to store needed items. Unfortunately this creates a tighter classroom with less space to move around the perimeter. On our farm the horticulture unit has a greenhouse, shade house, soil bins, a hydroponics system in a shed to grow fodder, and two tool sheds. We also have one caged area behind my classroom to contain our recycling, our freezer, and other various items. We will have by the end of the year a shed to contain all our floral and FFA materials to get most of those off the perimeter of my classroom and help free up some space. Also there has been a bond approved to build a vocational building on the undeveloped part of our school farm that will include an Ag Mechanics shop, and two classrooms. Construction is scheduled to begin this summer.

**5C. At least one of the below is listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):**

- School Farm Laboratory
- Growing Area
- Greenhouse
- Agriculture Shop

Our school farm learning laboratory is located on campus and is a fully enclosed acre area that includes a greenhouse, 6 raised beds, growing area, hay storage area, soil storage bins, two tool sheds, shade house, fodder system shed, two stall farrowing crate barn, chicken coop, lambing barn, 3 large pastures, 4 smaller pastures, 16 livestock pens, and a small orchard and vineyard. Students who do not have room for their SAE project at their home, can have either a livestock or horticulture project housed on the farm.

**5D. The Agriculture Department has E-Mail capabilities.**

Each Agriculture teacher has a school email address and access to that account on either a school laptop or desktop computer. I have also set up my account so that my email may also be checked



on my phone when I am away from my desk, off campus, or on the farm. I check my email regularly throughout each day.

**5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean and orderly.**

Each agriculture classroom is maintained by its respective teacher to the best of their ability and cleaned by custodial staff on a daily basis. The farm is maintained by John and I both. However, John tends to run the maintenance and more of the construction and repair. We both make sure the watering of pastures is done, animals rotated and maintained. John's classes do the repairs to pens, water lines and sprinkler systems. John's horticulture classes are also charged with any weeding, pruning, thinning of fruit etc. to the rose bushes, grape vines, fruit trees, and various places around the farm. Currently we do not have an agriculture mechanics program. However, we are blessed to have a building trades class on campus taught by a carpenter who does lots of work with them to build or repair structures and hay feeders for us. We have our fair share of challenges with a year round functioning school farm, but in the end as an Ag Department we feel it is worth the time, effort, and possibly sacrifices we might have to make to have it for our students to gain real hands on experiences.

**5F. Facilities and equipment are regularly maintained, repaired or replaced.**

Facilities and equipment are regularly maintained, repaired, and/or replaced when necessary. Most repairs are done by John Akin, my teaching partner or Dennis Clark, the building trades construction class teacher, and their students. However sometimes assistance is needed from the district maintenance department. We can request their help by filling out a Maintenance request form and turning it in to our principal to be signed. Larger facility requests are usually done during the summer or winter break months, while smaller jobs, like sprinkler repair, are usually incorporated into intra-curricular classroom activities. Having a school farm and these activities and experiences give our students the hands on learning and experiences they need to be successful. Facility repairs that can pose a threat to student safety, are always done by district staff as student safety is a top priority for us.



Agriculture Department

Quality Criteria Narrative 6 – Community, Business & Industry Involvement

## 6. Community, Business and Industry Involvement

### 6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".

Upon my arrival in November 2013 at Farmersville High School it was questionable what was really happening with the Ag Advisory Committee. There were no records of minutes, not really a written roster of who actually made up the committee or anything to show that they even existed. The only way I knew there was a "committee" was because it was one of my first questions of my teaching partner – "do we have a committee, who are its members, when did they last meet and when is the soonest we can have another meeting?" Immediately I scheduled a meeting, and met all the members. I soon found out that the members we had included:

Donnie Mason- A school board member, local business owner and huge FHS Agriculture supporter.

Gary Colburn- A local tree and row crop grower with tons of greenhouse experience, whose family also owns and operates Colburn Cattle Company.

Theresa Polich- A local Dorset sheep breeder and pharmaceutical representative.

Justin Matthews- An actively involved parent and employee at a local Ag construction business.

Alex Reyes- A past school board member, and employee at a local car dealership.

Christine Gonzalez- An actively involved parent, active PTO member, and a real estate agent.

Fernando Fernandes- College of the Sequoias horticulture instructor.

Since then we have continued to meet fairly regularly 3-4 times per year. Currently we have a functioning Ag Advisory Committee, which although not yet board approved will hopefully be by the end of this year. As of this year we have written up by-laws, appointed members to "offices" and plan to go before the board within the next month to get their approval.

### 6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)

This year so far we have had 2 meetings and plan to have at least one more. We had a meeting 3/10/15, and another on 4/9/15. Minutes were taken at each of these meetings and were sent digitally to each member after the meeting. We regret that due to scheduling conflicts, busy schedules, etc we were unable to have a meeting in the fall this year, but in the future plan to have at least two fall meetings and two spring meetings.

**6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes.**

- Job Market Description
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 Year Facility & Equipment Acquisition
- Graduate Follow Up
- Targeted Occupations
- Program Description – Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active Placement Sites

Our Agricultural Advisory Committee has been instrumental in helping us with our program completion standards, program goals and objectives, and helping us with budget items by getting things donated. Our committee members give us a good idea of what they would like to see our students be prepared to do upon graduation and completion of our program. With these expectations we update or alter our program completion standards. We also take their expectation of our graduates to help us evaluate our goals as a department. Our goals as a department tend to align with the goals and objectives of our committee. Our committee members have been instrumental in helping us get soil for our horticulture program donated, meat donated for fundraiser and banquets, and much more.

**6D. The contact information of the Advisory Committee Chair has been provided on the cover of the Quality Criteria checklist.**

Our committee chair is Gary Colburn and his contact information can be found on the cover of the Quality Criteria checklist I sent digitally to our regional supervisor, Mr. Charles Parker, in the fall.



Agriculture Department

Quality Criteria Narrative 7 – Career Guidance

**7. Career Guidance****7A. Students are counseled regarding: (FS 3.0)**

- **Career Opportunities in Agriculture and Agribusiness**
- **Agriculture and academic courses necessary to complete career pathway offerings**
- **Post-secondary education and training options.**

Every agriculture class at Farmersville High School incorporates an Agriculture careers unit that highlights careers that either directly relate to the unit or the course. Often time the careers will be covered in each individual unit to create connection to everyday life. For example when teaching a unit on soil science I may also cover careers that are related to soil science, what they do, what kind of training or education they require, and usually roughly what the salary might be. From day one as a freshmen in Intro to Agriculture and throughout their time in every ag class our department offers we cover the courses students can take in the agriculture department during their tenure as a FHS student and what the sequence of courses are. John and I try to make sure we counsel students about the agriculture classes available to them before the students meet with their counselors to enroll in classes for the upcoming school year, as sometimes those counselors might not think to put them in agriculture classes unless they ask to be put in them. We regularly talk about “what’s next” for students upon graduation from FHS. We discuss four and two year college programs they can go into, trade schools, and even potential work opportunities straight out of high school. Our department strives to make students college and or career ready upon graduation. Because we are also in a shortage of agriculture educators I also try to do special lessons for each of my classes to celebrate national Teach Ag Day every year, especially encouraging students who I see as higher level to think about it.

**7B. All students have completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)**

At the beginning of the school year, usually in late September after students have either added or dropped our Agriculture courses and schedules are solidified; in class each teacher helps every student complete a student data sheet. Returning students receive a copy of their prior years data sheet and ask these returning students to think about what they learned last year and use that knowledge to help them revise their data sheet. New students fill out a sheet also, but often need more help and guidance. These data sheets are added to their permanent folder as well as kept in a binder in my office.

**7C. Efforts have been made, or completed to articulate with Community Colleges and/or Universities (i.e. 2+2+2 articulation agreements).**

Currently there are no articulation agreements with community colleges or universities. One of my goals for next year is to gain an articulation for our Ornamental Horticulture and hopefully our animal science or veterinary science courses.



Agriculture Department

Quality Criteria Narrative 8 – Program Promotion

**8. Program Promotion****8A. An Agricultural Education program recruitment brochure or similar document is used to promote the program.**

Within my first month at Farmersville High School, I created a program brochure that highlights our plant and animal science courses, as well as SAE and FFA activities and events. The brochure was first created for our Back to School night and Open house for parents. I think this brochure needs to be more fine tuned for sure and it is an item I am positive I will continually update.

One of many goals of mine for the coming years is to have a FHS FFA officer team newsletter created each month. This newsletter would be created by the officer team monthly to highlight student achievements and give updates regarding the FHS FFA and Agriculture program to students, staff, parents, and the community. It could be printed and sent out to parents and put out in local businesses. My ultimate goal for it is that it would be created in an Agriculture Communication class and those students could also seek out sponsors for the Ag Dept. and those sponsors names would also be printed in the newsletter.

Seeing as the majority of our student population and their families are Hispanic and many do not speak English, I believe that another way to increase the efficiency of our brochures, flyers, and handouts would be to create Spanish versions. In order to accomplish this, I would need to work closely with one of our Spanish teachers, counselors or Vice Principal. However, with modern technology I feel that students are better recruited with the use of social media, apps, slideshows and videos, and websites.

Next year I plan to incorporate the use of the "Remind" app to help keep students updated, but also parents as to what is happening in class, with SAE projects, announce and remind about meetings, test, etc. It has been an ongoing goal of mine to better incorporate the use of social media like Facebook, Instagram and soon Twitter and Snapchat to help with recruitment and retention of current students. Currently our site has a Facebook and Instagram account that I created, but are not used enough. Next year we have three students elected specifically to be our social media commissioners and will update the social media accounts regularly and work closely with our chapter reporter and myself. Also we hope to have a Farmersville FFA/Ag Department website created by the beginning of next year as well.

**8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)**

Farmersville High School is in the heart of Farmersville – a rural community where nearly all of the population is living below the poverty line. Throughout the year, nearly every activity our students can participate in is a no cost event for them. Because our school is a Title 1 School, students are not limited by their socioeconomic status. Student participation is not limited or curbed by conference fees or cost of official FFA dress. Our students are all treated as equals and given the same opportunities to participate. Many FHS FFA students are extremely grateful and hardworking within the Ag. Department



because it gives them a place to feel like a part of something – a family and chance to forget about their underprivileged home life. These students come to school early to not only stay warm, but to get breakfast, a meal they might not have at home. Likewise, students stay late, to get an after school snack but also just to stay away from home. The things my students see, hear, encounter, worry about and just have to face on a daily basis going home or down the street are far greater than I know I will ever face in my lifetime. Because of this I feel it is my duty to go the extra mile, and occasionally pay the extra dollar out of my own pocket for little things to build their confidence and self-esteem.

All of our chapter FFA meetings are free to students and usually always provide students with some sort of meal or snack. The chapter pays for Freshmen students to attend the Greenhand conference. And likewise the chapter pays for sophomore, junior and senior students to attend the Made for Excellence, Advanced Leadership, and State Leadership Conferences.

If a student wishes to participate in an SAE that requires significant funds, there are loan programs sponsored by Rabobank and Bank of the Sierra. The students may also choose to get sponsors or donations to help offset their costs, or students can come together and put on a fundraiser like a carwash, etc. We are also very fortunate to have supportive local organizations that will help students with some financial barriers. This year students filled out livestock project grant applications in the hopes of earning one of eight grants in the county provided by the Tulare/Kings California Women in Agriculture chapter. There is also a program called the Blue Jacket Bonanza hosted by the Tulare County Farm Bureau that allows students who are unable to purchase their own FFA jacket to fill out an application, interview and potentially earn their very own FFA jacket.

The Farmersville High School Ag. Department understands most of our students will not be able to purchase their own FFA jacket, and until I started in November 2013 there were no students my teaching partner could recall still in the program who had purchased their own jacket. Upon my placement at FHS within two months I had two students purchase their own jackets, and by the end of the year another six had purchased their jackets. However, most of our students never will purchase their own jacket. Because of this the department has purchased jackets specifically to loan out to students who need them. This year we invested in twelve more department jackets, as we needed a larger variety of sizes, a greater number of jackets, and because some of the other jackets we had were starting to fade. We also invested in a large, rolling, double coat rack and cover to help us keep all of the jackets on in one place. Next year it is our hope to get a program in place where graduates of our program and community members know to donate either their old jackets, scarves, and ties back to the program, or donate white pants, black slacks, black skirts, and black shoes. This way we can build up our own closets for students to pick from for their official FFA dress and show needs. I also usually always stop by local thrift stores to pick up any clothes in different sizes I can there at low cost.

### **8C. The Agriculture Department conducts recruitment activities with local feeder schools.**

The FHS Agriculture Department participates in multiple recruitment activities with local feeder schools. We actually host elementary students multiple times throughout the year to come out to our school farm for a variety of educational presentations our students put on for them. Students tour the

farm, learn a little about each animal, pet our baby goats, lambs, and chickens, and plant a tomato or pepper plant they get to take home. FHS is limited to one Jr. High and three very tiny elementary feeder schools. Because of this we try our best to expose students in schools outside our district to our phenomenal program at events like the Tulare County Fair and other field days in which we can put together demonstrations. Next year we plan to target 8<sup>th</sup> graders at the Jr. High and take our officer team to do a presentation for them in their classes.



Agriculture Department

Quality Criteria Narrative 9 – Program Accountability & Planning

**9. Program Accountability & Planning**

**9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.**

There is not a current comprehensive program plan on file with the Regional Supervisor. The last plan on file is probably well over five years old. Along with completing my Master’s project, I have compiled , updated, and created a new comprehensive program plan that is going to put on file with Mr. Parker beginning next year and will be stored in my office. The majority of the documents for the program plan were not up to date or missing, but they were all in a binder in my office.

**9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15<sup>th</sup>. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.**

Although a complete Comprehensive Program Plan is not on file with our Regional Supervisor we still ensured that our information for the other areas were updated and on file with Mr. Parker. Below is a Word document sent out by Mr. Parker on November 20, 2014 which shows all of our updates which were met. The Five Year Acquisition Schedule is neat to look at in the fall of each year and see what we actually accomplished in the previous year and then begin to plan for continued growth and future goals. The Staff Chart of Responsibilities usually stays relatively consistent with a few fluctuations. This upcoming year I would however like to reevaluate our staff duties and make sure we are taking them on equally as a team, planning out for the year ahead of time with our duties in mind. The Advisory Committee Roster did change a bit this year and for that we are grateful. Those changes come with the comings and goings of advisory committee members. The Advisory Committee Meeting Minutes were also submitted to our Regional Supervisor. Finally the FFA Program of Work, is a document that is ever changing and evolving and needs to be revised by the officer team and FHS Ag. Department staff each year.

San Joaquin Region  
 2014 Summary

Updated 11/20/14

School	13-14 Grant	14-15 Grant	AIG Exp Rept	R-2	FFA Rostr	Grad Fol-Up	AIG Chkd	5 Year Schkd	Staff Resp	FFA POW	Adv Corn Rost	Adv Corn Min	FFA Chk	In-Srv Chkt	13-14 FFA #	14-15 FFA #	Var
Arvin	26,057		X	X	X	X		X	X	X		X	X	X	219	203	
Avenal	8,136		X	X	X	X	X								142	210	10
Bakersfield	15,610		X	X	X	X		X	X	X	X	X	X	X	453	355	4
Bakersfield Christ	0	0	N/A	X	X	X	X								131	123	
Bishop	6,178		X	X	X	X									104	107	
Caruthers	13,882		X	X	X	X	X	X	X	X	X		X	X	288	304	
Central West	34,530		X	X	X	X	X	X	X	X	X	X	X	X	760	707	
Chowchilla	21,636		X	X	X	X		X	X	X	X				446	355	
Clovis East	27,785		X	X	X	X	X	X	X	X	X	X	X	X	599	496	
Coalinga	7,938		X	X	X	X	X	X	X	X	X		X	X	163	166	6
Corcoran	16,045		X	X	X	X	X	X	X	X	X	X	X	X	184	233	10
Delano	9,400		X	X	X	X									138	186	
Dinuba	18,223		X	X	X	X	X	X	X		X	X	X	X	342	359	
Duncan Poly	6,192	Expend	X	X	X	X	X	X	X			X		X	96	92	
El Diamante	9,608		X	X	X	X		X	X	X	X	X	X	X	306	309	
Exeter	18,367		X	X	X	X									383	468	
Farmersville	14,490		X	X	X	X	X	X	X	X	X	X	X	X	247	286	
Firebaugh	27,926		X	X	X	X									609	579	

**9C. A follow-up system is used which gathers the following information from the program:**

- Status of employment or school enrolled within
- Opinion regarding the value and relevance of the agriculture program
- Suggestions for improving the agriculture program

Currently seniors in the Agriculture Department at Farmersville High School are required to fill out a preliminary survey of plans upon graduation. This survey is done in conjunction with the survey given to seniors for the Carl Perkins grant. However, there are still some seniors that manage to fall through the cracks and not take the survey. I am currently working on an online survey we can email out to our recent graduates that help gather information in all necessary areas. I hope to be able to launch this online survey with my 2016 graduates. I still think it will be important to use the paper pencil survey at school because until our site goes completely digital with 1:1 devices some students may not be able to take an online survey due to the low socioeconomic status of most of our students.

**9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data and Entry by October 15.**

All of the data gathered from the recent graduates in the graduate follow up surveys, I compile and it is uploaded into the online R2/FFA Roster Data System by the October 15<sup>th</sup> deadline.

**9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.**

The student enrollment number in the FHS Agriculture program has steadily been increasing since I joined the staff in November 2013. Likewise, our student retention numbers have also been increasing, which is quite an accomplishment for us given the many limitations including being a small school with only two Agriculture teachers. We recognize the best thing to help us with retention would be to get another Agriculture teacher so that we can offer a wider variety of courses including Ag Gov/Econ for seniors which is when we tend to lose our students. One of the main efforts that have been made includes broadening the scope of A-G approved Agriculture courses offered. Also our department is revisiting the idea of awarding program completers with a special FFA sash or cord to wear at graduation. This is something our department used to do, but due to the cost, and lack of student involvement in fundraisers it was no longer done. Another thing we are looking into is giving program completers who earn their state degree an academic FFA letter or patch for student letterman jackets. We also look at our graduate follow up survey each year to get feedback from those students to see what could be done to improve the program and its numbers.

**9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15<sup>th</sup>.**

Being the Department Chair, I am charged with the preparation of the R2 Report and all Incentive Grant requirements. I have worked on and submitted all of the above documents to my Regional Supervisor, Mr. Charles Parker on or before the October 15<sup>th</sup> deadline.



Agriculture Department

Quality Criteria Narrative 10 – Class Size

**10. Student Teacher Enrollment Ratio**

**10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.**

In the 2014-2015 school year, the only classes that met the Student to Teacher Enrollment Ratio guidelines were Animal Science, Floral Design, And General Horticulture. My Ag Biology and Johns Intro to Agriculture class both were over with up to twenty-eight in some classes. These classes are both capped at twenty-eight being the max allowed. John and I work diligently every year to make sure counselors are aware of those caps on our classes.

**Data for Year: 2014-2015**

**School:**

# CA0415 Farmersville  
 Farmersville HS  
 631 E. Walnut Ave.  
 Farmersville, CA 93223  
 Get Map  
 Web Site

**Teachers: 2**

**Courses Offered:**

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Agriscience I	Intro to Ag Science	28	Not Entered	
Agriscience I	Intro to Ag Science	26	Not Entered	
Agriscience I	Intro to Ag Science	23	Not Entered	
Agriscience I	Intro to Ag Science	23	Not Entered	
Animal Science	Animal Science	14		Other
O.H./Floral	Floral Design	17		Fine Arts
O.H./Floral	General Horticulture	20	Not Entered	
O.H./Floral	General Horticulture	14	Not Entered	
	TOTAL	249		
	Average Class Size	22.6		

**10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)**

Based on our R2 Data, we have 289 students on our roster for the 2014-2015 school year at Farmersville High School. This roster includes graduates and students we did not take off in hopes they come back next year to pursue higher degrees. We have 137 freshmen and first year students counting as .5, making that number roughly 69. There are 145 second, third and fourth year students enrolled. 145 second, third, and fourth year students +69 first year students =214 students. 214 students divided by 2 teachers equals 107 students per teacher. We are way over the limit of 75 students per teacher.



Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	83	30	6	18	0	0	0	0	137
2	0	67	28	9	0	0	0	0	104
3	0	0	19	6	0	0	0	0	25
4	0	0	0	16	1	1	0	0	18
5	0	0	0	0	5	0	0	0	5
Total	83	97	53	49	6	1	0	0	289
Total 9-12									282



Agriculture Department

Quality Criteria Narrative 11 – Full Year Employment

**11. Full Year Employment**

**11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.**

At FHS two full-time teachers are employed on a ten year contract. We have an extended year contract for farm management purposes but every year those hours are exceeded. This past year we were given an extra fifteen days, which now puts us to an extra thirty-five days total on our extended contract. We also both receive a FFA stipend. I am our designated Agriculture department head, however, I am not paid a departmental chair stipend at our site. For your subject to be considered its own department in our district/site and to be paid as a department head the department must have at least 4 staff members.

**11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.**

During the school year, one teaching period for Supervision is not assigned to each agriculture teacher. Only I have an SAE prep period, my teaching partner John does not. We are content with this because it gives him one more period to offer to students. At least until our department grows with more teachers, we are satisfied where we are.



Agriculture Department

Quality Criteria Narrative 12 – Program Achievement

**12. Program Achievement**

**12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)**

Based on the Criteria 12 Checklist below, we do not meet 12 F. The number of program completers we anticipate will increase with the way we are trying to restructure the program and work with the counselors to keep students in our program. We hope that by offering a better capstone class for seniors, such as Ag. Gov/Econ next year our seniors will not be lost to us their last year. Also we now have over 6 courses UC approved (12 A), with more in the works to be approved.

**AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT**

**QUALITY CRITERIA 12**

249 Number of Students on Last Year's R-2 Form

**12A. Curriculum and Instruction**

2 Number of UC Approved Agriculture Courses (must be at least one)

**12B. Leadership and Citizenship Development**

12 Number of activities on the approved FFA activity list which the local chapter participated in (must participate in at least 80% of the activities).

**12C Practical Application of Occupational Skills**

13 Number of students who received the State FFA Degree (must be at least 5% of the R-2 number)

**12D Qualified and Professional Activities**

2 Number of teachers who attended a minimum of 5 professional inservice activities (must attach approved Inservice Activities Verification Page)

**12E Community, Business and Industry Involvement**

4 Number of meetings held by the local Agriculture Advisory Committee (must meet at least 3 times with minutes attached)

Name of Agriculture Advisory Committee Chair **Gary Colburn**

Phone Number of Ag. Advisory Committee Chair **559-679-6632**

**12F Retention**

13 Number of students who were in their 3rd and 4th year of agriculture instruction (must be at least 25% of the R-2 number)

**12G Graduate Follow-Up**

13 Number of program completers graduating last year.

13 Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75% of the program completers) Attach graduate follow-up report.



**AGED 539 - Project Report**  
**Floral Design Course Approval**

Audrey Westbrook

Farmersville High School

Agriculture Education Masters Program

California Polytechnic State University, San Luis Obispo

Spring 2015

Name: Audrey (Collar) Westbrook  
Address: 16242 Rd. 208  
City, State, Zip: Porterville, CA 93257  
Phone: 559-904-6797  
E-mail: audreycollar@gmail.com

## Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 1J

Goal or Purpose of the Project: To get the Floral Design Course at Farmersville High School A-G approved by the University of California. By getting the course approved as an "F" students who take the class will be completing their UC "F" art requirement.

Specific Objectives to Accomplish (Be as detailed as possible):

Write up an application and other necessary documents to get the Floral Design Course at Farmersville High School A-G approved by the University of California.

Estimated number of hours on this project: 36

Estimated expenditures (\$) on this project (your costs) : \$0

Proposed timeline for completion of the project:

April-May the planning process began. May-June the first draft was submitted to the University of California for approval. June 10, I received an email stating the submission was NOT approved but that I had two more chances to revise and submit for approval. July-September revision of the work took place and on Tuesday 9/9/14 the second submission of the application was sent in. On Wednesday 9/10/14 I received email stating the course had indeed been approved!

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will report to Cal Poly faculty regularly via email and phone.

**For Office Use Only:**

Project Approved By: T. B. Keller

Date of Approval: 10/6/14

Quarter student will enroll in AGED 539: Winter or Spring 2015

**Background:**

Upon my arrival to begin work at Farmersville High School I was told that I would need to “start a floral program.” Initially I had no idea what this meant, or really where the school was in terms of what was already in place, and what I would actually have to do. Day one I realize nothing was in place, nothing had been started, yet there was loads of potential to start an amazing floral program. My first and main goal was always to get the floral course A-G approved so that students could get art credit while in my class. This I hoped would help me draw students in with the idea that they could stay in an Ag class, while still getting more than just elective credit and completing their art without having to take guitar, photography, or ceramics.

**Goal/Purpose of Project:**

To get the Floral Design Course at Farmersville High School A-G approved by the University of California. By getting the course approved as an “F” students who take the class will be completing their UC “F” art requirement.

**Quality Criteria Addressed in Project:**

Area #1- Curriculum and Instruction, very specifically 1J. “Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.”

**Objective:**

Write up and submit an application and other necessary documents to get the Floral Design Course at Farmersville High School A-G approved by the University of California.

**Time Invested/Action Taken:**

Roughly 25-30 hours between the months of late April 2014 and Mid-September 2014. My original submission was submitted on May 16, 2014. The course submission was returned to me with recommendations to elaborate more on how Visual Art Standards were being met.

I highlighted how the class covers and integrates the five different art standards into its course content. I included my course outline including CA standards addressed during each unit and highlighted those art standards. I also included the activities, assessment methods and assignments used to achieve these standards. Finally I included a section on each one of the five standards talking about how the course satisfies each standard individually.

The first being “Artistic Perception: Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to the Visual Arts.” Artistic Perception includes the development of perceptual skills and visual arts vocabulary, analyzing art elements and principles of design, and the impact of media choice. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.



The Second Art Standard is “Creative Expression: Creating, Performing, and Participating in the Visual Arts.” Creative Expression includes the use and understanding of the different skills, processes, materials, and tools. It also includes communication and expression through original works of art. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

The Third Art Standard is “Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.” Historical and Cultural Context show the roles and development as well as the diversity of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

The Fourth Art Standard is “Aesthetic Valuing: Responding to, analyzing, and making judgements about works in the visual arts.” Students analyze, assess and derive meaning from works of art, including their own, according to the elements of art, principles of design and aesthetic qualities.

The Fifth and final Art Standard is “Connections, Relationships, and Applications: Connecting and Applying what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Once all of these things were added, the course was resubmitted on 9/9/14. It was approved just days later.

### **Conclusion:**

Although my original goal was to achieve A-G approval only for Floral Design, I have gone above and beyond that goal. Since submitting my project proposal, not only has the Floral Design course received A-G approval, but I have also submitted for and received confirmation of approval on Agriculture Government, Agriculture Economics, Agriculture Earth Science, Veterinary Science, and Animal Anatomy & Physiology. I have also just submitted for A-G approval of Agriculture Communication, and Agriculture Chemistry, and hope to hear positive results back soon. I feel that submitting these courses for approval builds a solid foundation for not only our Agriculture Program in the coming years, but also gives our students a better chance at being successful in their future endeavors. I am so proud of everything that I have accomplished in just the short time I have been here at FHS. However, I still have so many goals, plans, projects and ideas for the future of our program and know that little by little they will be accomplished.



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Cover Page - SUMMARY

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Course Title: The Art and History of Floral Design

Teacher Contact

\* First Name: Audrey

\* Last Name: Collar

\* Position/Title: Teacher

Phone Number: (559)594-4567 Ext. 5001

\* E-mail: acollar@farmersville.k12.ca.us

\* Was this course Previously Approved by UC? No

\* Course Title: The Art and History of Floral Design

* Transcript Title /Abbreviation:	<b>Transcript Title /Abbreviation: Course Code</b>
Floriculture	7570

\* Seeking "Honors" Distinction: No

\* Subject Area: Visual & Performing Arts

\* Category: Visual Arts (Intro)

\* Grade Level for which this course has been designed:  9  10  11  12

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#### Cover Page - SUMMARY

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**This is a resubmission for the course The Art and History of Floral Design**

#### Teacher Contact

\* **First Name:** Audrey

\* **Last Name:** Collar

\* **Position / Title:** Teacher

**Phone Number:** (559)594-4567 Ext. 5001

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\* **E-mail:** acollar@farmersville.k12.ca.us

\* **Course Title:** The Art and History of Floral Design

\* **Transcript Title / Abbreviation:** Course Code  
Floriculture 7570

\* **Seeking "Honors" Distinction:** No

\* **Subject Area:** Visual & Performing Arts

\* **Category:** Visual Arts (Intro)

\* **Grade Level for which this course has been designed:**  9  10  11  12

\* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

\* **Is this course, or any separate section of this course, taught in an online learning environment:**

\* **Is this course classified as a Career Technical Education:** Yes

Name of Industry Sector: Agriculture and Natural Resources

Name of Career Pathway: Ornamental Horticulture

\* **Brief Course Description**

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

### **Pre-Requisites**

Intro to Ag Science or Ag Biology - Recommended

### **Co-Requisites**

#### **\* Context for Course**

**Course Goals and/or Major Student Outcomes** Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and

functions of art Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

#### \* **History of Course Development**

In developing this course, I have consulted course requirements from another high school in the area and from college programs, which both I found on the a-g approved course list.

I also have followed courses of study as outlined in several books on floral design and knowledge written by experts in their fields.

#### **Textbooks**

##### **TEXTBOOK 1**

* <b>Title:</b>	The Art of Floral Design
* <b>Edition:</b>	3
* <b>Publication Date:</b>	2013
* <b>Publisher:</b>	Delmar, Cengage Learning
* <b>Author (s):</b>	Norah T. Hunter
<b>URL Resource:</b>	

**TEXTBOOK 1****\* Usage:**

Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials**

Art Talk, by Rosalind Ragans; pub Glencoe & McGraw-Hill Art Fundamentals, by Otto Ocvirk; pub McGraw Hill Discovering Art History, by Gerald F. Bromer; pub Davis Exploring Visual Design: The Elements & Principles; pub Davis The Visual Experience; pub Delmar Essential Impressionist; pub Parragon The Natural Way to Draw, by Kimon Nicolaides Elements of Design (video); pub Crystal Productions

**\* Course Purpose**

Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects. Students are also introduced to elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects. This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. Various assignments based on abstract designs, historical theory and culture, color theory, and analytical critiques of floral work using design vocabulary. In addition, the inter-curricular FFA program supports

and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

**\* Course Outline**

PART A ~ Lecture Component - Theory and Knowledge of Floral Design:

- newly added items



# Farmersville High School Agriculture Department Floral Design Course Outline 2014-2015

Instructor: Mrs. Westbrook

Textbook: Hunter, Nora T. The Art of Floral Design, 2nd Ed. Delmar Thompson Learning, 2000.

Note: Order of instruction subject to change. Topics will overlap at times.

## Course Purpose:

Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects. Students are also introduced to elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects. This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. Various assignments based on abstract designs, historical theory and culture, color theory, and analytical critiques of floral work using design vocabulary. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

## PART A ~ Lecture Component - Theory and Knowledge of Floral Design:

Unit	Time Frame	Theory & Activities	Ch(s).	CA Standards Addressed
Orientation	3 Days	<ul style="list-style-type: none"> <li>o Syllabus</li> <li>o Course Outline</li> <li>o Classroom Procedures</li> <li>o Floral Rules and Expectations</li> <li>o Notebook Set-up (Floral Portfolio)</li> <li>o Floral Design Delivery Rules</li> </ul>	~	AG Foundation – Resp./Flex.: 7.0 AG OH – F 11.0
CA Agriculture	5 Days	<ul style="list-style-type: none"> <li>o CA Ag Statistics</li> <li>o CA Cut Flower Commodity Statistics/Industry/Production</li> <li>o Napa Valley Ag Production Statistics</li> <li>o Importing and Exporting Commodities</li> <li>o JTV Webisode “CA Cut Flower Commission”</li> <li>o CA Ag Quiz</li> </ul>	~	AG SCI – C 1.1-1, 1.2, 1.3, 1.4, 1.5, 1.6 AG BUS - A 2.0, A 6.0, A 9.0
Floral Shop Safety	3 Days	<ul style="list-style-type: none"> <li>o Floral Shop Safety Rules</li> <li>o Floral Hand Tool Safety</li> <li>o Safety with Glue Guns, Solvents, Aerosols, Helium Tank, Floral Refrigerator, Wire, Pins, Buckets, etc.</li> <li>o Demonstration of Proper Use of Tools</li> <li>o Shop Safety Test</li> </ul>	8	AG Foundation – Health & Safety: 6.1, 6.2, 6.4, 6.5, 6.6 Tech. Skills: 10.0, 11.0 AG OH – F 11.1
Floral Tools, Supplies, and Mechanics	12 days	<ul style="list-style-type: none"> <li>o Using Floral Tape</li> <li>o Wiring and Taping Uses &amp; Practice</li> <li>o Types of Wiring (Stitch, Hairpin, Pierce, Hook, Insertion, Wraparound)</li> <li>o Hand Tool ID</li> <li>o Supply &amp; Materials ID</li> <li>o ID Bingo and miscellaneous other ID review games</li> <li>o Tool Uses Quiz</li> <li>o Ribbon Uses, Sizes, and ID</li> <li>o How to Make a Floral Bow</li> <li>o History, Uses, and Types of Balloons</li> <li>o Use of Vases in Floral Design</li> </ul>	8	AG Foundation – Technology 4.0 Health & Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1

		<ul style="list-style-type: none"> <li>o Use of Baskets in Floral Design</li> </ul>	3, 6, 7	AG OH – F.11.0 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 History/Culture: 3.2, 3.3, 3.4 Connect/Apply: 5.4
<b>Elements of Design</b>	6 days	<p>Art Elements of Floral Design – Students will discover elements of design including lines, shapes/forms, colors, textures, value, space and depth. Shape topics will be covered as students make arrangements using oval, round, vertical, horizontal, crescent, triangular, and curved forms. Students will research the origin of colors, analyze color harmony, and discover color schemes and apply this knowledge. Students will create designs and projects in floral art with different textures. Students will select containers, materials, flowers, and foliage to create a floral design. Students will compare light and dark values of works of art in floral art. Students will select colors for designs. Students will analyze space and depth in 2 and 3 dimension designs. Students will distinguish the significance of size and color of media in floral art.</p> <p>A. Lines</p> <ol style="list-style-type: none"> <li>1. Implied and expressive use of line in visual works of art</li> <li>2. Vertical, horizontal, and diagonal use of line in works of floral art</li> </ol> <p>B. Shapes and Forms</p> <ol style="list-style-type: none"> <li>1. Shape and form in visual art works</li> <li>2. Shape and form visual art elements in design</li> </ol> <p>C. Colors</p> <ol style="list-style-type: none"> <li>1. The origin of color through visual art</li> <li>2. Color harmony in works of art</li> <li>3. Color schemes – monochromatic, analogous, complementary, and triadic</li> </ol> <p>D. Textures</p> <ol style="list-style-type: none"> <li>1. Visual and tactile components in floral art with fine, medium, and coarse textured media</li> <li>2. Container and material components of floral art</li> <li>3. Flower and foliage use in floral arrangements</li> </ol> <p>E. Value</p> <ol style="list-style-type: none"> <li>1. Light and dark in art designs</li> <li>2. Light and dark change in floral design</li> </ol> <p>F. Space and Depth</p> <ol style="list-style-type: none"> <li>1. Space and depth in 2 and 3 dimensional designs</li> <li>2. Interpret space in our environment</li> <li>3. Use of space in floral designs</li> <li>4. Significance of size and color of media in floral design</li> </ol> <ul style="list-style-type: none"> <li>o Overview of Elements of Design-Lecture w/ Powerpoint Presentation, and student note worksheets.</li> <li>o Ch 6 Line, Form, Space, and Depth Worksheet</li> <li>o Color Wheel Drawing Activity</li> <li>o Playdough Color Wheel</li> <li>o Color Schemes</li> <li>o Color Schemes Boutonniere Worksheet</li> <li>o Tint, Tone, and Shade Jigsaw Activity</li> <li>o Ch 3 Color Review</li> <li>o Ch 7 Texture and Fragrance Worksheet</li> <li>o Elements of Design Quiz</li> </ul>	4, 5	AG OH: F.11.0 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 Aesthetic Val.: 4.4
<b>Principles of Design</b>	4 days	Principles of Design – Students will discover the art principles of design including balance, scale, emphasis, harmony, unity, placement, transition, proximity, and contrast. Students will compare and create symmetrical, asymmetrical, radial and open balance floral arrangements. Students will examine proportion and scale using flower to container, flower to flower, fl_ to foliage and	4, 5	AG OH: F.11.0 VA – Artistic Percept.: 1.1, 1.2, 1.4, 1.5 Creative Exp.: 2.1, 2.2, 2.6 Aesthetic Val.: 4.4

		<p>arrangement to environment techniques. Students create arrangements using focal points and proper placement of focal points and emphasis using an understanding of location, size, pattern, framing, and isolation. Student will create rhythm through repetition and eye movement in arrangements. Students will create harmony and unity in designs through the application of color combinations, placements, and transitions. Students will examine color schemes in floral design using a variety of media.</p> <p>A. Balance</p> <ol style="list-style-type: none"> <li>1. Symmetrical and asymmetrical balance in floral art and through developing floral art works</li> <li>2. Radial and open balance in art designs</li> </ol> <p>B. Proportion and Scale</p> <ol style="list-style-type: none"> <li>1. Proportion and scale through application of floral art designs</li> <li>2. Geometrical techniques in floral design</li> </ol> <p>C. Emphasis</p> <ol style="list-style-type: none"> <li>1. Visual floral works of art</li> <li>2. Other visual works of art</li> <li>3. Emphasis in floral design using lines and directional facing</li> </ol> <p>D. Rhythm</p> <ol style="list-style-type: none"> <li>1. Floral arrangements using repetition and eye movement</li> <li>2. Transitions and radiating lines in floral art</li> </ol> <p>E. Harmony and Unity</p> <ol style="list-style-type: none"> <li>1. Harmony and unity through application of color combinations</li> <li>2. Placement, transitions, and proximity in floral designs</li> </ol> <p>F. Contrast</p> <ol style="list-style-type: none"> <li>1. Color schemes in floral art with various media</li> </ol> <ul style="list-style-type: none"> <li>o Overview of Principles of Design -</li> <li>o Ch 4 Balance, Proportion, Scale Worksheet</li> <li>o Balance and Proportion Visuals</li> <li>o Ch 5 Focal Point and Rhythm Worksheet</li> </ul>		
<p><b>Flowers to Wear</b></p>	<p>15 days</p>	<p>Creative Expression Through Application of Artistic Processes and Skills to Original Works</p> <p>Students will design two-dimensional works through drawings and layouts. Students will apply painting techniques through creation of a color wheel. Students will use mosaic design for floral art using paper and pressed flowers, photographs, and computer art. Students will create three-dimensional floral works using flower and foliage techniques for specific floral art. Students will discover the proper use of floral mechanics, materials, and media. Students will research and apply artist styles and techniques.</p> <p>A. Two-dimensional Media</p> <ol style="list-style-type: none"> <li>1. Basic drawings and layouts</li> <li>2. Painting techniques for floral art through creating a color wheel</li> <li>3. Mosaic design</li> <li>4. Printmaking with pressed flowers</li> <li>5. Graphic design through computer art</li> </ol> <p>B. Three-dimensional Works</p> <ol style="list-style-type: none"> <li>1. Display flower and foliage techniques for specific floral art</li> <li>2. Mechanics, materials, and media through proper care and use of equipment and media</li> <li>3. Specific artist styles and techniques</li> <li>4. Evaluation and refining floral projects</li> </ol> <ul style="list-style-type: none"> <li>o Boutonnieres Worksheet</li> </ul>	<p>14</p>	<p>AG Foundation – History/Soc. 1-3  AG OH – F 11.0  AG AGB – A 7-4, 7-5, 7-6, 8-1, 8-2, 8-3  VA – Artistic Perc.: 1.1, 1.2, 1.4, 1.5  Creative Exp.: 2.2, 2.6  History/Culture: 3-1, 3-4</p>

		<ul style="list-style-type: none"> <li>o Steps to Making a Boutonniere and a Corsage</li> <li>o Using Ribbons and Accessories in Personal Work</li> <li>o Types of Corsages</li> <li>o Making Glued Corsages</li> <li>o JTV Webisode "How to Glue Corsages for Prom or Homecoming"</li> <li>o Other Flowers to Wear (hair, hats, crowns, necklaces, etc)</li> <li>o Marketing and Sales for Dances</li> <li>o Lei traditions, Uses, and How-To</li> <li>o Ch 14 Personal Flowers Review</li> </ul>			<p>AG OH – F 8-1, 8-2, 8-3, 8-4, 9-3, 11-3</p>
<b>Flower Care and Handling</b>	5 days	<ul style="list-style-type: none"> <li>o General Guidelines to Care and Handling</li> <li>o Care and Handling Terms</li> <li>o Chain of Life in Floral Design</li> <li>o Proper Processing Procedures</li> <li>o Storing Procedures for Special Flowers</li> <li>o Shop Clean Up Duties and Proper Sanitizing Procedures</li> </ul> <p>Aesthetic Valuing and judgments of individual works of art Students will analyze and critique work and aesthetic value in terms of art elements and design principles using visual art vocabulary. Students will apply sensory qualities to works of floral art and explore various styles and periods. Students will evaluate and critique art elements and principles in their own and their peers' work.</p>	10		<p>AG OH – F 11.0 VA – Artistic Perc.: 1-4, 1-5 Creative Exp: 2.1 History/Culture: 3-3, 3-4 Connect Apply : 5-4</p>
<b>Shapes of Floral Arrangements</b>	4 days	<p>A. Works of Art and Aesthetic Values</p> <ol style="list-style-type: none"> <li>1. Critique works of art using appropriate visual art vocabulary</li> <li>2. Analyze works of art in terms of design principle and art elements</li> <li>3. Apply sensory qualities to floral art</li> <li>4. Explore periods and styles of art</li> <li>5. Evaluate and critique their and their peer's work in terms on design principles and art elements</li> </ol> <ul style="list-style-type: none"> <li>o Shapes of Floral Arrangements Notes</li> <li>o Triangular, Circular, Vertical, and Horizontal Designs</li> <li>o Western Design</li> <li>o Guest Presenter – Creative Vase Arrangement Display</li> </ul>	8, 12		<p>Ag Foundation – History/Soc.: 1-3 (1.2.2, 2.5, 6, 7, 10) AG OH – F 11.0 VA – Artistic Perc.: 1.5 Creative Exp.: 2.6 Aesthetic Val.: 4.1 Connect Apply: 5.2 History/Culture: 3.1, 3.3, 3-4</p>
<b>Holiday, Seasonal, and Occasional Designs</b>	12 days	<ul style="list-style-type: none"> <li>o Seasons of Design Chart (Seasonal Themes and Floral Holidays)</li> <li>o History of Holidays</li> <li>o Fall Holiday Notes &amp; Questions (Halloween/Thanksgiving)</li> <li>o New Year's Holiday Notes &amp; Questions</li> <li>o Valentines Day Notes &amp; Questions</li> <li>o Patriotic Holidays (Veteran's Day, Labor Day, Memorial Day, Armed Forces Day, Flag Day, Independence Day, Patriots Day)</li> <li>o Religious Holidays (Easter, Christmas, &amp; Other Religious Feasts and Festivals)</li> <li>o St. Patrick's Day Notes &amp; Questions</li> <li>o Theme Designs for Special Occasions, Hospital Designs, &amp; Novelty Designs</li> <li>o Family Holidays (Mother's/Father's Day)</li> <li>o Wreath Designs</li> </ul>	13		<p>AG OH – F 1.2, 1.3, 1-4, 2.2, 2.4, 2.6, 3-1, 3-2, 3-3, 8-1, 8-2, 8-3, 8-4, 9-3, 11.0</p>
<b>Nomenclature &amp; Plant Physiology</b>	8 days	<ul style="list-style-type: none"> <li>o Flower and Foliage ID</li> <li>o Nomenclature</li> <li>o Anatomy of a flower</li> <li>o Leaf Structures</li> <li>o Collaborative Flower and Foliage ID Book Project</li> <li>o Bee Movie</li> </ul>	9, App. A, App. B		<p>AG OH – F 1.2, 1.3, 1-4, 2.2, 2.4, 2.6, 3-1, 3-2, 3-3, 8-1, 8-2, 8-3, 8-4, 9-3, 11.0</p>
<b>Floral History</b>	5 days	<p>History of Floral Design – Students will interpret the meaning of art and explore the elements of art history. Students will research current floral visual art styles</p>	1, 16,		<p>AG Foundation – Comm. 2-2, 2-4</p>

	<p>and their origination. Students will research the influences of floral artists of the 20<sup>th</sup> and 21<sup>st</sup> century including styles and techniques, artistic inspirations, visual themes used in various cultures, artistic components of various time period and cultures, time periods in floral art history, and design alternatives.</p> <p>A. Interpretation</p> <ol style="list-style-type: none"> <li>1. The Meaning of Art</li> <li>2. Elements of Art History</li> </ol> <p>B. History of Floral Art</p> <ol style="list-style-type: none"> <li>1. Floral Art Designs of Ancient Civilizations</li> <li>2. Origination of floral art visual designs</li> </ol> <p>C. Influence of Floral Artists on the 20<sup>th</sup> and 21<sup>st</sup> Centuries</p> <ol style="list-style-type: none"> <li>1. Styles &amp; techniques</li> <li>2. Artistic inspirations</li> <li>3. Themes used in cultures</li> <li>4. Artistic components of time periods and cultures</li> <li>5. Time periods in floral art history</li> <li>6. Historical style and periods</li> <li>7. Floral art design: culture, time periods, and media</li> <li>8. Cultural themes – religious, holiday, funeral, wedding</li> <li>9. Cultural Design</li> <li>10. Design alternatives</li> </ol>	17	<p>AG OH – F 11.0  VA – Artistic Perc.: 1.5  Creative Exp.: 2.2, 2.6  History/Culture: 3.1, 3.2, 3.3, 3.4  Aesthetic Val.: 4.1, 4.5  Connect Apply: 5.2, 5.4</p>
<p><b>Flower &amp; Foliage Forms</b></p>	<ul style="list-style-type: none"> <li>o Historical Periods in Art History (Ancient Civilizations, European Periods, Oriental Influence, American Styles, Modern Styles)</li> <li>o Class Timeline of Art Periods</li> <li>o Ch 1 History Review</li> <li>o Ikebana History and Designs</li> <li>o Form, Line, Mass, and Filler Notes</li> <li>o Forms Collage Posters</li> </ul>	11	<p>AG OH – F 11.0  VA – Artistic Perc.: 1.1, 1.2  AG OH – F 8.2, 8.3, 8.4, 9.1, 9.3, 11.1</p>
<p><b>Ornamental Horticulture</b></p>	<ul style="list-style-type: none"> <li>o Succulent Designs and Succulent Care</li> <li>o Color Bowls</li> <li>o Care and Handling of Potted Plants</li> <li>o Potted Plant ID</li> <li>o Floral Judging Contest</li> <li>o Guest Presenter – Succulent Designs</li> <li>o Field Study – Local Nursery Tour</li> <li>o Tours @ SF Botanical Gardens/Conservatory of Flowers</li> </ul> <p>Connections, Relationships, and Applications  Students will connect art relationships to other disciplines. Students will compare principles in floral design to other visual art forms. Students will identify and explain careers and subjects related to floral and visual art industries.</p>	7	<p>AG Foundation – History/ Soc.: 1.3  (12.2.3, 6, 7, 10)  AG OH – F 11.4  AG SCI – C 3.1  VA – Connect/Apply: 5.4</p>
<p><b>Facets of the Floral Industry</b></p>	<ul style="list-style-type: none"> <li>o Harvest and Distribution of Cut Flowers</li> <li>o Flower Markets, Wholesalers, Retailers</li> <li>o Retail Flower Shop</li> <li>o Visit to Local Flower Shops</li> <li>o Visit San Francisco Flower Market</li> <li>o Careers and Education in the Floral Industry</li> </ul>	20, 21, 22	

		<ul style="list-style-type: none"> <li>o JTV Webisode "San Francisco Flower Market" - Event Planning Company</li> <li>o Guest Presenter - Event Planning Company</li> </ul>	<ul style="list-style-type: none"> <li>o other similar</li> </ul>		<p>AG OH – F 11.0  VA – Art. Perc.: 1.1, 1.2, 1.4, Creative Exp.: 2.1  History/Culture: 3.1, 3.2, 3.3, 3.4  Aesthetic Val.: 4.1  Connect/Apply: 5.4</p>
<b>Art Basics and Art Appreciation</b>	5 days	<p>Unit I: Introduction to Art  In this unit, students will be introduced to the variety of art through artistic perception. Students will be able to assess what makes art by analysis of the philosophy of arts, aesthetic value of objects, artistic inspirations, art appreciation, and art in the world. Students will identify the symbolism of flowers and foliage in historical and modern works of art, cultural art, and Ikebana designs.</p> <p>A. The Variety of Art  1. Artistic Perception</p> <p>B. When is Art?  1. Philosophies of Art  2. Aesthetic Value of Objects  3. Artistic Inspirations  4. Art Appreciation  5. The Art World</p> <p>C. Floral Symbolism  1. Historical and Modern Works of Art  2. Cultural  3. Design  4. Ikebana</p> <ul style="list-style-type: none"> <li>o Artist Research Project</li> <li>o Impressionism Notes</li> <li>o De Young Museum – Bouquets to Art Field Trip</li> <li>o Art Terms</li> </ul>		1, 2, 3, 4, 5, 6, 7	
<b>Wedding and Sympathy Work</b>	5 days	<ul style="list-style-type: none"> <li>o Personal Wedding Work (Flowers to Wear/Hold)</li> <li>o Wedding Traditions</li> <li>o Funeral Traditions</li> <li>o Wedding Ceremony Flowers</li> <li>o Wedding Reception Flowers</li> <li>o Wedding Cost Analysis</li> <li>o Sample Wedding Proposal and Mock Consultation With Bride</li> <li>o Guest Presenter – Wedding Coordinator/Planner</li> </ul>		18, 19	<p>Ag Foundation – Math 1.0 (1.3.0) History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7)  AG OH – F 11.0  VA – Artistic Perc.: 1.4, 1.5  Creative Exp.: 2.1, 2.6  History/Culture: 3.1, 3.3, 3.4  Aesthetic Val.: 4.4, 4.5</p>
<b>Floral Portfolio</b>	Ongoing	<ul style="list-style-type: none"> <li>o Floral Portfolio - Notebook with work samples of their 3D designs, pictures of their designs showing refined craftsmanship and technical skills learned, and theory compiled throughout entire course</li> </ul>		(Student Notebook)	<p>AG Foundation – Communications: 2.0 (2.1, 1.6, 2.5, 2.6) 2.5 (2.5.a,b)  VA – Creative Exp.: 2.2</p>
<b>FFA &amp; Supervised Agriculture Experience</b>	Ongoing	<ul style="list-style-type: none"> <li>o Leadership and Team Building Development - Students will give oral presentations and complete critical thinking exercises. Students will explore the Floriculture Career Development Event through the FFA.</li> <li>o FFA Organization FAQ's</li> <li>o Proficiency Awards and FFA Degrees</li> <li>o Plan and Market Floral Design Sales</li> <li>o Record Keeping</li> <li>o Leadership Development</li> </ul>		(FFA Manual and Record Book)	<p>Ag Foundation – Tech. Knowl./Skills 10.0  AG AGB – A 7.4, 7.7, 7.6, 8.1, 8.2, 8.3  AG OH – F 11.0</p>

**PART B ~ Lab Component - Practical Application of Floral Design Skills:**

Month	Apx # of Lab Days	Major US Holidays	FFA or School Events	Floral Labs
<b>August</b>	1 Day		8/15 1 <sup>st</sup> Day of School	<ul style="list-style-type: none"> <li>➤ Staff Appreciation Delivery</li> </ul>
<b>September</b>	6 Days	9/1 Labor Day	<ul style="list-style-type: none"> <li>Back to School Night</li> <li>9/17 <b>Chapter Meeting</b>-Welcome BBQ</li> <li>Sequoia Section Adventure Park Activity</li> <li>Strathmore Sect. Opening/Closing Contest</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summer Cheer Bud Vase Take-Home</li> <li>➤ Flower Pens</li> <li>➤ Crepe Paper Flowers</li> <li>➤ Boutonnieres Take-Home</li> </ul>
<b>October</b>	8 Days	Columbus Day 10/31 Halloween	<ul style="list-style-type: none"> <li>Greenhand Conf. (Visalia)</li> <li><b>Chapter Meeting</b></li> <li>Homecoming Week</li> <li>Sequoia Sect. Corn Maze Activity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bow Construction</li> <li>➤ Glued Corsages Take-Home</li> <li>➤ Mini Presentation Bouquets Take-Home</li> <li>➤ Chaplet Sales (Homecoming)</li> <li>➤ Balloon Bouquets or Arch Construction</li> <li>➤ Homecoming Court Flowers to Wear &amp; Presentation Bouquets</li> <li>➤ Spooky Halloween Arrangement Take-Home</li> </ul>
<b>November</b>	7 Days	Dia de los Muertos Election Day Veteran's Day Thanksgiving	<ul style="list-style-type: none"> <li><b>Chapter Meeting</b></li> <li>Sequoia Section Fun Night</li> <li>Fresno State Football Ag Fest Night</li> </ul>	<ul style="list-style-type: none"> <li>➤ Patriotic Arrangement Delivery</li> <li>➤ Fall Garlands</li> <li>➤ Fall Round Centerpiece Take-Home</li> <li>➤ Thanksgiving Centerpiece Sales</li> </ul>
<b>December</b>	7 Days	Hannakuh 12/25 <b>Christmas</b> 12/26 Kwanzaa 12/31 New Year's Eve	<ul style="list-style-type: none"> <li>Winter Break</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wreath and Holiday Centerpiece Sales</li> <li>➤ Mini Evergreen Wreaths</li> <li>➤ Large Evergreen Wreaths</li> <li>➤ Candy-Cane Take-Home</li> <li>➤ Winter Oblong Centerpieces</li> </ul>
<b>January</b>	5 Days	1/1 New Year's Day MLK	<b>Degree &amp; Proficiency Award Ceremony</b>	<ul style="list-style-type: none"> <li>➤ Winter White Take-Home</li> <li>➤ Creative Uses with Vases Display</li> </ul>
<b>February</b>	6 Days	Chinese New Year 2/14 <b>Valentine's Day</b> President's Day	<ul style="list-style-type: none"> <li>TBA Winter Ball</li> <li>2/6 <b>Chapter Meeting</b></li> <li>Sect Speaking Contest</li> <li>MFE/ALA Conferences (Visalia)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Winter Formal Sales</li> <li>➤ Valentine's Take-Home</li> <li>➤ Valentine's Day Rose Sales</li> <li>➤ Topiary Take-Home</li> </ul>
<b>March</b>	6 Days	St. Patrick's Day <b>Easter</b>	<ul style="list-style-type: none"> <li>UC Davis Field Day (Floral Judging)</li> <li>Chico State Field Day (Floral Judging)</li> <li><b>Chapter Meeting</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ St. Patrick's Day "L" Shaped Arrangement Take-Home</li> <li>➤ Succulent Pot Take-Home</li> <li>➤ Rib Feed Centerpieces</li> <li>➤ Playdough Color Wheel</li> </ul>
<b>April</b>	6 Days	Earth Day	<ul style="list-style-type: none"> <li>Spring Break</li> <li><b>Chapter Meeting</b></li> <li>Fresno State Field Day (Floral Judging)</li> <li>FFA State Conference (Fresno)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Easter Tree Ornaments</li> <li>➤ Easter Basket Take-Home</li> <li>➤ Bubble Bowl Arrangement Take-Home</li> <li>➤ Ikebana Arrangement Display</li> </ul>
<b>May</b>	8 Days	5/5 Cinco de Mayo <b>Mother's Day</b> Memorial Day	<ul style="list-style-type: none"> <li>State Judging Finals, Cal Poly (Floral Judging)</li> <li><b>Chapter Meeting</b></li> <li>Prom</li> <li><b>FFA Awards Banquet</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Mother's Day Mug Arrangement Take-Home</li> <li>➤ Prom Sales</li> <li>➤ Sympathy Arrangement Demonstration</li> <li>➤ Bridal Nosegays Take-Home</li> <li>➤ Floral Halo Take-Home</li> <li>➤ FFA Banquet Centerpieces</li> <li>➤ Various SHHS End of Year Event Arrangements</li> </ul>
<b>June</b>	3 Days	Father's Day	<ul style="list-style-type: none"> <li>Graduation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leis Take-Home</li> <li>➤ Father's Day Planting</li> </ul>

## Key assignments:

For each unit, part or all of corresponding chapters will be read and questions answered.

Students will have floral notebooks containing notes, worksheets, vocabulary, handouts, identification sheets, pricing sheets, and arrangement outlines.

Student Portfolios to show student development and learning. They will include arrangement and project pictures, drawings, collages, and other art made, reflections, and critiques as well as a professional cover letter and resume. This will show art that the student can create as well as their ability to reflect, evaluate, and reflect on their work.

Intro to Art:

Students will write an art evaluation on one of the following:

Ikebana, Van Gogh, Picasso, Monet, Wagner, Lersch, Els and Hazenberg, O'Keeffe, Renoir, Cassatt, Hassam, Cezanne, Griffel, Gaugin, Westcott, Manet, Bremer, Martin, Le Sidaner, Pissarro, Cailleboite

Students will research and write a description of the historical symbolism of specific flowers and foliage. Students become familiar with the language of flowers and the symbolism of specific flowers and foliage.

Students will choose a flower or foliage, find the symbolism and from it create a floral design. By choosing a palate of flowers and foliage, students will create a symbolically significant design demonstrating learned knowledge of floral symbolism by material selection and placement.

History and Culture:

Students will research historical periods in floral design, create an arrangement to represent a historical period, and create a visual and oral presentation of their historical period choice and arrangement.

Students will complete a project in floral art history and specific art periods including European Period, Impressionistic Era, Oriental Influence, and American Styles

Students will develop a scaled timeline of floral design historical periods from the Egyptian period to current floral art. They will divide their timeline into 13 labeled segments denoting era, time elapsed and a sketch representing a notable contribution of that historical period.

Students will create a two and three dimensional visual display of floral art from one of the following time periods: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media. They will then follow-up with a completed floral design arrangement using media and mechanics authentic to that period.

Aesthetic Valuing:

Students will complete a floral art three dimensional critique sheet for historical periods.

Students will create a floral design arrangement with emphasis on elements and principles of design, including: balance, proportion, scale, focal point, rhythm, harmony & unity.

Students will create verbal and written reflections for floral design project utilizing students' Interactive Notebook

Students will analyze and interpret student and others' work through critiques and rubrics.

In partners, students will conduct wedding and funeral consultations and create a complete event flower order and design plan, with the results being presented in a 1-3 page typed, double spaced, 12 point font, paper, a completed order form using the appropriate wedding or funeral form and a detailed poster board or power point presentation to display pictures detailing their "planned" event for use as a visual aid for the presentation.

Elements of Design:

Complete worksheet for elements and principles of design

Students will create a reference guide that compares color and its influence on emotion



Students will complete a Shape Scavenger Hunt by locating examples of floral shapes in florist magazines during the remainder of the year as a visual aid and resource guide.

Students will create a color wheel and color scheme templates to be displayed on a poster board and hung on the wall to be used as a reference tool.

Students will create a design with pulp paper and pressed flowers using different textures within the design.

Students will create an abstract design using the tint, tone, and shade of a color.

Principals of Design:

Students will complete the elements and principles of design worksheet

Students will add balance, proportion, and scale notes in their Interactive Notebook. They will engage in discerning between visual weight between mediums.

Students will create a balance project with shapes of paper representing different types of flowers, fillers, and foliage. Shapes are assembled to represent the four types of balance.

Students will add Focal Point/Emphasis Notes in their Interactive Notebook.

Students will sketch still life designs of floral and fruit media and circle focal points. Given a set of 1 and 2 dimensional images and 3 dimensional art pieces, students will sketch and provide special emphasis of the focal points in each design by circling them.

Students will create a classroom color display board in groups. Students will build color displays and represent these colors through moving from hue tints to shades. Given analogous, monochromatic, complementary and split complementary color schemes, students will incorporate a color wheel diagramming all primary, secondary and tertiary colors.

**Creative Expression:**

Students will create a thematic multi art display with cultural, holiday and event themes. Given a list of holidays, cultural celebrations or special events, students will work in teams to develop a thematic approach to express the event's meaning. Steps to include planning, construction, implementation and review.

Students will create mosaic art designs for floral art using paper, tile and acrylics.

Students will create and display flower and foliage media techniques for specific floral art: Mass, filler, line, form, fresh, dry and silk flower and foliage. Given the floral materials, students will construct the following designs to a high degree as per the design rubric: Horizontal, Vertical, Hogarth Curve, Inverted T, Symmetrical, Right Angle, Asymmetrical and Oval. Upon completion of four arrangements-Line, Mass, Form and Filler-students will engage in group critiques of their finished products.

Students will create a floral project applying mechanics, materials and media through an introduction to proper care, proper usage, equipment and media. Following, will be an equipment, flower, and plant identification test.

**Connections, Relations & Applications:**

Students will create a floral project displaying specific artists' styles and techniques using Oriental, European and Exhibition Styles.

Students will create floral arrangements appropriate for each season and holiday.

Students will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others.

Students will design a floral advertisement using art elements, principles and techniques to display student's work at an art exhibition.

Students will design a floral design shop. Including letterhead, advertisements, and overall concept of shop and message to the public on the types of designs that are created within the shop. An overview is presented and graded by peers.

Students will develop an awareness of careers in American life and industry by researching those occupations in the floral industry that make use of arts experiences and listing career and technical possibilities with training in the arts.

### Instructional Methods and/or Strategies:

- Explicit Direct Instruction Strategies
- Teacher Lecture/Notes using PPT
- Vocabulary Lessons and Graphic Organizers
- Art Critique Components
- Plant Identification Practice
- Reading Assignments
- Research through reading, internet, and interviews
- Teacher/Internet/DVD Demonstrations
- Hands on completion of tasks and projects individually and in partners/groups
- Project Based Learning
- Creative Expression through flowers and other media
- Portfolio Development
- Peer Presentations
- Peer and Teacher Critiques and Evaluations
- Guest Speakers

### Assessments Including Methods and/or Tools:

- Worksheet and text questions, vocabulary quizzes
- Quizzes within units, tests at conclusion of units
- Notebook checks
- Practicum Presentations
- Papers graded by rubric
- Lab Write-ups and Reflections
- Designs graded by rubric
- Design Portfolio
- Professional Portfolio
- History Timeline Project graded by rubric
- Timeline Presentation
- Cultural Research project graded by rubric
- Reflective Papers graded by rubric
- Color Wheel Project graded by rubric
- Arrangements graded by rubrics
- Job Presentation and PowerPoint graded by rubric
- Teacher Observation

### Artistic Perception:

This course satisfies the Artistic Perception requirement through students perceiving their surroundings and demonstrating relationships between visual, tactile and aural art. In Unit 1, students will develop perceptual skills and visual arts vocabulary through reading, viewing art images, discussion, and written and oral analysis.

Students will analyze the materials used by an artist and how its use impacts the meaning of the work. In Unit II, students will do in-depth research on the style and history of chosen artists using texts, museum resources and the Internet to complete written and oral assignments. In Unit IV and V, students will learn the Elements of Art and The Principles of Design, traditional and contemporary art materials and methods. They will analyze and describe how a work of art is affected by a particular principle of design. Throughout the course, students will create arrangements that illustrate their knowledge of the principles and elements of design as well as their observation and perceptions of visual art characteristics. Students will develop, comprehend and apply an extensive terminology base to the visual and floral arts. Students will discern amongst various floral designs, materials and purposes to identify commonalities and differences. Students will create and analyze aesthetic qualities of their own/peers' arrangements in order to refine their own works.

### **Creative Expression:**

This course satisfies the Creative Expression requirement through students creating works of floral art that demonstrate knowledge of the power of the principles and elements of design. In Unit II, students will create two and three dimensional visual displays of floral art related to historic ideas and trends: Freeform, Expression, Geometric Mass, Art Deco, Art Nouveau and Modern Contemporary through the use of various art media. In Units III and V, students will create art projects based on the Elements of Art and the Principles of Design. Throughout all units, students will continue to develop a portfolio to include two and three dimensional projects in drawing, painting, flowers, tile, mixed media, and non-traditional materials. Students will develop skills in drawing, painting, floral arranging, and digital imagery. Students will create non-objective images exploring patterns in nature and the use of dominant and subordinate elements. Students will create unique arrangements utilizing a variety of media while applying arrangement techniques to communicate effectiveness. Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional media through applying their knowledge of the technical skills of the principles and elements of design and blend them in new and original ways to create a personal statement. Students will express their ideas and thoughts through a wide variety of floral media, techniques and processes. Students will select specific media and develop a personal study of images that contain and express different meanings. Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others. Students will analyze and discuss their own work and others work and use of media to translate ideas, feelings into visual statements of aesthetic merit.

### **Historical and Cultural Context:**

This course satisfies the Historical and Cultural Context requirement through students identifying and discussing variations in stylistic periods and artistic expressions from different historical eras. In Unit II, students will read, complete research and written assignments, view slides, and participate in lectures as a survey of art history from ancient to modern times. Students will recognize specific characteristics distinguishing art periods and movements and organize images and relevant historical information using a timeline. Students will evaluate and analyze work based on historical and cultural expression and purpose. Students will identify and describe trends in visual art, the use of two dimensional flowers, three-dimensional arrangements, fresh and dry flower designs, and container arrangements and discuss how issues of time, place, and cultural influence are reflected in given works of art and media. Students will describe distinguishable characteristics, identifying elements and styles of the visual and floral arts. Students will compare and contrast differences in the expression of common themes and in the use of visual elements, technical processes and stylistic elements in the floral arts of various cultures. Students will demonstrate knowledge and uses of floral arts from a variety of diverse cultures by describing roles and arranging specific floral designs. Students will interpret specific themes and ideas through analyzing a variety of cultural and contemporary arrangements. Students will analyze floral works understanding the artist's reflection of the ideas and values of their own cultures.

### **Aesthetic Valuing:**

This course satisfies the Aesthetic Valuing requirement through students conducting research and being engaged in direct instruction, discussion and application whereby they will derive the meaning of specific works in the way in which these works are related to historical, cultural and contemporary context. Students will participate in portfolio presentations, classroom discussions, written responses examining the purpose of art objects or images. Students will make informed judgments about art objects using the conventions of art criticism. Students will create, revise, and make choices about the success of their studio projects. Students will view art objects within a cultural context and relate them conceptually to personal experience in journal entries and studio projects. Students will evaluate a floral art project and support a position regarding the aesthetic value of the project and either change or defend their position after considering the views of others. Students will respond to floral artworks by evaluating and discussing their own interpretations, ideas, attitudes, views and interactions with the visual arts. Students will become more sensitized to art resulting in a greater appreciation of floral art works. Students will use analysis, interpretation and judgment about visual relationships based on learned aesthetic values to improve floral art production. Students will analyze aesthetic similarities and differences. Students will heighten their aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.

## Connections, Relationships, and Applications:

This course satisfies the Connections, Relationships, and Applications requirement through students comparing principles of floral art design between other visual art forms through the comparing and contrasting of a spectrum of art forms. At the conclusion of Unit III, students will create a piece of floral art that communicates a cross-cultural or universal theme taken from history. In Unit VII, students will design a floral advertisement using art elements, principles, and techniques to display student work at an art exhibition. Students will investigate art careers of: Art Historian, Museum Curator, Artist, Florist, Craftsperson, Architect, Art Appraiser, in class, reading, internet searches, and guest speakers. Students will read and compare published critiques of an art exhibit of their choosing. Students will identify and explain careers and subjects related to the floral and visual arts industries. Students will complete a survey of a community building, a mall or another public site observing and recording the use of visual arts including flowers and ornamental plants in their design scheme and will be able to recognize the function of visual floral arts in a community. Students will recognize the floral designer's role. The Elements and Principles of Floral Design is centered around an extensive visual arts component as well as incorporating agriculture and other curricular areas including reading, writing and oral reporting as well as technological applications.

### Course Purpose:

Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects. Students are also introduced to elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects. This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. Various assignments based on abstract designs, historical theory and culture, color theory, and analytical critiques of floral work using design vocabulary. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

### Course Outline:

#### Unit I: Introduction to Art

In this unit, students will be introduced to the variety of art through artistic perception. Students will be able to assess what makes art by analysis of the philosophy of arts, aesthetic value of objects, artistic inspirations, art appreciation, and art in the world. Students will identify the symbolism of flowers and foliage in historical and modern works of art, cultural art, and Ikebana designs.

- A. The Variety of Art
  - 1. Artistic Perception
- B. When is Art?
  - 1. Philosophies of Art
  - 2. Aesthetic Value of Objects
  - 3. Artistic Inspirations
  - 4. Art Appreciation
  - 5. The Art World
- C. Floral Symbolism
  - 1. Historical and Modern Works of Art
  - 2. Cultural
  - 3. Design
  - 4. Ikebana

#### The Art of Floral Design CH 19 & 20

#### Unit II: Historical Contributions and Cultural Dimensions

Students will interpret the meaning of art and explore the elements of art history. Students will research current floral visual art styles and their origination. Students will research the influences of floral artists of the 20th and 21st Century including styles and techniques, artistic inspirations, visual themes used in various cultures, artistic components of various time period and cultures, time periods in floral art history, and design alternatives.

- A. Interpretation
  - 1. The Meaning of Art
  - 2. Elements of Art History
- B. History of Floral Art
  - 1. Floral Art Designs of Ancient Civilizations
  - 2. Origination of floral art visual designs
- C. Influence of Floral Artists on the 20<sup>th</sup> and 21<sup>st</sup> Centuries
  - 1. Styles & techniques
  - 2. Artistic inspirations
  - 3. Themes used in cultures
  - 4. Artistic components of time periods and cultures
  - 5. Time periods in floral art history

6. Historical style and periods
7. Floral art design: culture, time periods, and media
8. Cultural themes – religious, holiday, funeral, wedding
9. Cultural Design
10. Design alternatives

#### The Art of Floral Design Chapters 19 & 20

##### Unit III: Aesthetic Valuing and judgements of individual works of art

Students will analyze and critique work and aesthetic value in terms of art elements and design principles using visual art vocabulary. Students will apply sensory qualities to works of floral art and explore various styles and periods. Students will evaluate and critique art elements and principles in their own and their peers' work.

##### A. Works of Art and Aesthetic Values

1. Critique works of art using appropriate visual art vocabulary
2. Analyze works of art in terms of design principle and art elements
3. Apply sensory qualities to floral art
4. Explore periods and styles of art
5. Evaluate and critique their and their peer's work in terms on design principles and art elements

#### The Art of Floral Design CH 19 & 20, CH 4

##### Unit IV: Art Elements of Design

Students will discover elements of design including lines, shapes/forms, colors, textures, value, and space and depth. Shape topics will be covered as students make arrangements using oval, round, vertical, horizontal, crescent, triangular, and curved forms. Students will research the origin of colors, analyze color harmony, and discover color schemes and apply this knowledge. Students will create designs and projects in floral art with different textures. Students will select containers, materials, flowers, and foliage to create a floral design. Students will compare light and dark values of works of art in floral art. Students will select colors for designs. Students will analyze space and depth in 2 and 3 dimension designs. Students will distinguish the significance of size and color of media in floral art.

##### A. Lines

1. Implied and expressive use of line in visual works of art
2. Vertical, horizontal, and diagonal use of line in works of floral art

##### B. Shapes and Forms

1. Shape and form in visual art works
2. Shape and form visual art elements in design

##### C. Colors

1. The origin of color through visual art
2. Color harmony in works of art
3. Color schemes – monochromic, analogous, complementary, and triadic

##### D. Textures

1. Visual and tactile components in floral art with fine, medium, and coarse textured media
2. Container and material components of floral art
3. Flower and foliage use in floral arrangements

##### E. Value

1. Light and dark in art designs
2. Light and dark change in floral design

##### F. Space and Depth

1. Space and depth in 2 and 3 dimensional designs
2. Interpret space in our environment
3. Use of space in floral designs
4. Significance of size and color of media in floral design

#### The Art of Floral Design CH 8, 11 & 12

#### Unit V: Principles of Design

Students will discover the art principles of design including balance, scale, emphasis, harmony, unity, placement, transition, proximity and contrast. Students will compare and create symmetrical, asymmetrical, radial and open balance floral arrangements. Students will examine proportion and scale using flower to container, flower to flower, flower to foliage and arrangement to environment techniques. Students will create arrangements using focal points and proper placement of focal point and emphasis using an understanding of location, size, pattern, framing, and isolation. Students will create rhythm through repetition and eye movement in arrangements. Students will create harmony and unity in designs through the application of color combinations, placements, and transitions. Students will examine color schemes in floral design using a variety of media.

- A. Balance
  - 1. Symmetrical and asymmetrical balance in floral art and through developing floral art works
  - 2. Radial and open balance in art designs
- B. Proportion and Scale
  - 1. Proportion and scale through application of floral art designs
  - 2. Geometrical techniques in floral design
- C. Emphasis
  - 1. Visual floral works of art
  - 2. Other visual works of art
  - 3. Emphasis in floral design using lines and directional facing
- D. Rhythm
  - 1. Floral arrangements using repetition and eye movement
  - 2. Transitions and radiating lines in floral art
- E. Harmony and Unity
  - 1. Harmony and unity through application of color combinations
  - 2. Placement, transitions, and proximity in floral designs
- F. Contrast
  - 1. Color schemes in floral art with various media

#### The Art of Floral Design Ch 7, 9 & 10

##### Unit VI: Creative Expression Through Application of Artistic Processes and Skills to Original Works

Students will design two-dimensional works through drawings and layouts. Students will apply painting techniques through creation of a color wheel. Students will use mosaic design for floral art using paper and pressed flowers, photographs, and computer art. Students will create three-dimensional floral works using flower and foliage techniques for specific floral art. Students will discover the proper use of floral mechanics, materials, and media. Students will research and apply artist styles and techniques.

- A. Two-dimensional Media
  - 1. Basic drawings and layouts
  - 2. Painting techniques for floral art through creating a color wheel
  - 3. Mosaic design
  - 4. Printmaking with pressed flowers
  - 5. Graphic design through computer art
- B. Three-dimensional Works
  - 1. Display flower and foliage techniques for specific floral art
  - 2. Mechanics, materials, and media through proper care and use of equipment and media
  - 3. Specific artist styles and techniques
  - 4. Evaluation and refining floral projects

#### The Art of Floral Design Ch 6, 7, 13, 14 & 15

##### Unit VII: Connections, Relationships, and Applications

Students will connect art relationships to other disciplines. Students will compare principles in floral design to other visual art forms. Students will identify and explain careers and subjects related to floral and visual art industries.

- A. Relationships to Other Disciplines
  - 1. Compare and contrast works of art to other areas
- B. Business Skills, Pricing, and Marketing
- C. Career Exploration

#### Unit VIII: Leadership and Team Building Development

Students will give oral presentations and complete critical thinking exercises. Students will explore the Floriculture Career Development Event through the FFA.

#### **Key Assignments:**

For each unit, part or all of corresponding chapters will be read and questions answered.

Students will have floral notebooks containing notes, worksheets, vocabulary, handouts, identification sheets, pricing sheets, and arrangement outlines.

Student Portfolios to show student development and learning. They will include arrangement and project pictures, drawings, collages, and other art made, reflections, and critiques as well as a professional cover letter and resume. This will show art that the student can create as well as their ability to reflect, evaluate, and reflect on their work.

#### Intro to Art:

Students will write an art evaluation on one of the following:

Ikebana, Van Gogh, Picasso, Monet, Wagner, Lersch, Els and Hazenberg, O'Keeffe, Renoir, Cassatt, Hassam, Cezanne, Griffel, Gaugin, Westcott, Manet, Bremer, Martin, Le Sidaner, Pissarro, Caillebotte

Students will research and write a description of the historical symbolism of specific flowers and foliage. Students become familiar with the language of flowers and the symbolism of specific flowers and foliage.

Students will choose a flower or foliage, find the symbolism and from it create a floral design. By choosing a palate of flowers and foliage, students will create a symbolically significant design demonstrating learned knowledge of floral symbolism by material selection and placement.

#### History and Culture:

Students will research historical periods in floral design, create an arrangement to represent a historical period, and create a visual and oral presentation of their historical period choice and arrangement.

Students will complete a project in floral art history and specific art periods including European Period, Impressionistic Era, Oriental Influence, and American Styles

Students will develop a scaled timeline of floral design historical periods from the Egyptian period to current floral art. They will divide their timeline into 13 labeled segments denoting era, time elapsed and a sketch representing a notable contribution of that historical period.

Students will create a two and three dimensional visual display of floral art from one of the following time periods: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media. They will then follow-up with a completed floral design arrangement using media and mechanics authentic to that period.

#### Aesthetic Valuing:

Students will complete a floral art three dimensional critique sheet for historical periods.

Students will create a floral design arrangement with emphasis on elements and principles of design, including: balance, proportion, scale, focal point, rhythm, harmony & unity.

Students will create verbal and written reflections for floral design project utilizing students' Interactive Notebook

Students will analyze and interpret student and others' work through critiques and rubrics.



In partners, students will conduct wedding and funeral consultations and create a complete event flower order and design plan, with the results being presented in a 1-3 page typed, double spaced, 12 point font, paper, a completed order form using the appropriate wedding or funeral form and a detailed poster board or power point presentation to display pictures detailing their "planned" event for use as a visual aid for the presentation.

#### Elements of Design:

Complete worksheet for elements and principles of design

Students will create a reference guide that compares color and its influence on emotion

Students will complete a Shape Scavenger Hunt by locating examples of floral shapes in floriculture industry and retail magazines and assembling a reference guide to be displayed in the class during the remainder of the year as a visual aid and resource guide.

Students will create a color wheel and color scheme templates to be displayed on a poster board and hung on the wall to be used as a reference tool.

Students will create a design with pulp paper and pressed flowers using different textures within the design.

Students will create an abstract design using the tint, tone, and shade of a color.

#### Principals of Design:

Students will complete the elements and principles of design worksheet

Students will add balance, proportion, and scale notes in their Interactive Notebook. They will engage in discerning between visual weight between mediums.

Students will create a balance project with shapes of paper representing different types of flowers, fillers, and foliage. Shapes are assembled to represent the four types of balance.

Students will add Focal Point/Emphasis Notes in their Interactive Notebook.

Students will sketch still life designs of floral and fruit media and circle focal points. Given a set of 1 and 2 dimensional images and 3 dimensional art pieces, students will sketch and provide special emphasis of the focal points in each design by circling them.

Students will create a classroom color display board in groups. Students will build color displays and represent these colors through moving from hue tints to shades. Given analogous, monochromatic, complementary and split complementary color schemes, students will incorporate a color wheel diagramming all primary, secondary and tertiary colors.

#### Creative Expression:

Students will create a thematic multi art display with cultural, holiday and event themes. Given a list of holidays, cultural celebrations or special events, students will work in teams to develop a thematic approach to express the event's meaning. Steps to include planning, construction, implementation and review.

Students will create mosaic art designs for floral art using paper, tile and acrylics.

Students will create and display flower and foliage media techniques for specific floral art: Mass, filler, line, form, fresh, dry and silk flower and foliage. Given the floral materials, students will construct the following designs to a high degree as per the design rubric: Horizontal, Vertical, Hogarth Curve, Inverted T, Symmetrical, Right Angle, Asymmetrical and Oval. Upon completion of four arrangements-Line, Mass, Form and Filler-students will engage in group critiques of their finished products.

Students will create a floral project applying mechanics, materials and media through an introduction to proper care, proper usage, equipment and media. Following, will be an equipment, flower, and plant identification test.

#### Connections, Relations & Applications:

Students will create a floral project displaying specific artists' styles and techniques using Oriental, European and Exhibition Styles.

Students will create floral arrangements appropriate for each season and holiday.

Students will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others.

Students will design a floral advertisement using art elements, principles and techniques to display student's work at an art exhibition.

Students will design a floral design shop. Including letterhead, advertisements, and overall concept of shop and message to the public on the types of designs that are created within the shop. An overview is presented and graded by peers.

Students will develop an awareness of careers in American life and industry by researching those occupations in the floral industry that make use of arts experiences and listing career and technical possibilities with training in the arts.

#### Leadership & Critical Thinking Activities

#### **Instructional Methods and/or Strategies:**

- Explicit Direct Instruction Strategies
- Teacher Lecture/Notes using PPT
- Vocabulary Lessons and Graphic Organizers
- Art Critique Components
- Plant Identification Practice
- Reading Assignments
- Research through reading, internet, and interviews
- Teacher/Internet/DVD Demonstrations
- Hands on completion of tasks and projects individually and in partners/groups
- Project Based Learning
- Creative Expression through flowers and other media
- Portfolio Development
- Peer Presentations
- Peer and Teacher Critiques and Evaluations
- Guest Speakers

#### **Assessments Including Methods and/or Tools:**

- Worksheet and text questions, vocabulary quizzes
- Quizzes within units, tests at conclusion of units
- Notebook checks
- Practicum Presentations
- Papers graded by rubric
- Lab Write-ups and Reflections
- Designs graded by rubric
- Design Portfolio
- Professional Portfolio
- History Timeline Project graded by rubric
- Timeline Presentation
- Cultural Research project graded by rubric
- Reflective Papers graded by rubric
- Color Wheel Project graded by rubric
- Arrangements graded by rubrics
- Job Presentation and PowerPoint graded by rubric
- Teacher Observation

### **Artistic Perception:**

This course satisfies the Artistic Perception requirement through students perceiving their surroundings and demonstrating relationships between visual, tactile and aromatic senses to arrange original floral art. In Unit 1, students will develop perceptual skills and visual arts vocabulary through reading, viewing art images, discussion, and written and oral analysis. Students will analyze the materials used by an artist and how its use impacts the meaning of the work. In Unit II, students will do in-depth research on the style and history of chosen artists using texts, museum resources and the Internet to complete written and oral assignments. In Unit IV and V, students will learn the Elements of Art and The Principals of Design, traditional and contemporary art materials and methods. They will analyze and describe how a work of art is affected by a particular principle of design. Throughout the course, students will create arrangements that illustrate their knowledge of the principles and elements of design as well as their observation and perceptions of visual art characteristics. Students will develop, comprehend and apply an extensive terminology base to the visual and floral arts. Students will discern amongst various floral designs, materials and purposes to identify commonalities and differences. Students will create and analyze aesthetic qualities of their own/peers' arrangements in order to refine their own works.

### **Creative Expression:**

This course satisfies the Creative Expression requirement through students creating works of floral art that demonstrate knowledge of the power of the principles and elements of design. In Unit II, students will create two and three dimensional visual displays of floral art related to historic ideas and trends: Freeform, Expression, Geometric Mass, Art Deco, Art Nouveau and Modern Contemporary through the use of various art media. In Units III and V, students will create art projects based on the Elements of Art and the Principles of Design. Throughout all units, students will continue to develop a portfolio to include two and three dimensional projects in drawing, painting, flowers, tile, mixed media, and non-traditional materials. Students will develop skills in drawing, painting, floral arranging, and digital imagery. Students will create non-objective images exploring patterns in nature and the use of dominant and subordinate elements. Students will create unique arrangements utilizing a variety of media while applying arrangement techniques to communicate effectiveness. Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional media through applying their knowledge of the technical skills of the principles and elements of design and blend them in new and original ways to create a personal statement. Students will express their ideas and thoughts through a wide variety of floral media, techniques and processes. Students will select specific media and develop a personal study of images that contain and express different meanings. Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others. Students will analyze and discuss their own work and others work and use of media to translate ideas, feelings into visual statements of aesthetic merit.

### **Historical and Cultural Context:**

This course satisfies the Historical and Cultural Context requirement through students identifying and discussing variations in stylistic periods and artistic expressions from different historical eras. In Unit II, students will read; complete research and written assignments, view slides, and participate in lectures as a survey of art history from ancient to modern times. Students will recognize specific characteristics distinguishing art periods and movements and organize images and relevant historical information using a timeline. Students will evaluate and analyze work based on historical and cultural expression and purpose. Students will identify and describe trends in visual art, the use of two dimensional flowers, three-dimensional arrangements, fresh and dry flower designs, and container arrangements and discuss how issues of time, place, and cultural influence are reflected in given works of art and media. Students will describe distinguishable characteristics, identifying elements and styles of the visual and floral arts. Students will compare and contrast differences in the expression of common themes and in the use of visual elements, technical processes and stylistic elements in the floral arts of various cultures. Students will demonstrate knowledge and uses of floral arts from a variety of diverse cultures by describing roles and arranging specific floral designs. Students will interpret specific themes and ideas through analyzing a variety of cultural and contemporary arrangements. Students will analyze floral works understanding the artist's reflection of the ideas and values of their own cultures.

### **Aesthetic Valuing:**

This course satisfies the Aesthetic Valuing requirement through students conducting research and being engaged in direct instruction, discussion and application whereby they will derive the meaning of specific works in the way in which these works are related to historical, cultural and contemporary context. Students will participate in portfolio presentations, classroom discussions, written responses examining the purpose of art objects or images. Students will make informed judgments about art objects using the conventions of art criticism. Students will create, revise, and make choices about the success of their studio projects. Students will view art objects within a cultural context and relate them conceptually to personal experience in journal entries and studio projects. Students will evaluate a floral art project and support a position regarding the aesthetic value of the

project and either change or defend their position after considering the views of others. Students will respond to floral artworks by evaluating and discussing their own interpretations, ideas, attitudes, views and interactions with the visual arts. Students will become more sensitized to art resulting in a greater appreciation of floral art works. Students will use analysis, interpretation and judgment about visual relationships based on learned aesthetic values to improve floral art production. Students will analyze aesthetic similarities and differences. Students will heighten their aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.

### **Connections, Relationships, and Applications:**

This course satisfies the Connections, Relationships, and Applications requirement through students comparing principles of floral art design between other visual art forms through the comparing and contrasting of a spectrum of art forms. At the conclusion of Unit III, students will create a piece of floral art that communicates a cross-cultural or universal theme taken from history. In Unit VII, students will design a floral advertisement using art elements, principles, and techniques to display student work at an art exhibition. Students will investigate art careers of: Art Historian, Museum Curator, Artist, Florist, Craftsperson, Architect, Art Appraiser, in class, reading, internet searches, and guest speakers. Students will read and compare published critiques of an art exhibit of their choosing. Students will identify and explain careers and subjects related to the floral and visual arts industries. Students will complete a survey of a community building, a mall or another public site observing and recording the use of visual arts including flowers and ornamental plants in their design scheme and will be able to recognize the function of visual floral arts in a community. Students will recognize the floral designer's role. The Elements and Principles of Floral Design is centered around an extensive visual arts component as well as incorporating agriculture and other curricular areas including reading, writing and oral reporting as well as technological applications.



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Floral Design and Management**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook

E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

### A. Course Description:

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

### B. Topics of Instruction: (See Course Outline for specific units, activities, and state standards.)

1. Introduction to Floral Design
2. Elements and Principals of Design
3. History of Floral Design
4. Flowers to Wear
5. Floral and Foliage Crop Identification
6. Holiday work in Floral Design
7. Floral Industry Careers & Retail Flower Shop
8. Trends in Production, Facets of the Industry, and World Flower Market
9. Weddings and Sympathy Work
10. Floral Portfolio (Notebook)
11. FFA & Supervised Agriculture Experience

### Examples of Hands-On Projects and Labs:

- Wiring and Taping
- Flower Pens
- Tissue Paper Flowers
- Hershey Kiss Roses
- Bow Construction
- Boutonnieres and Corsages
- Floral History Posters and Presentations
- Thanksgiving Arrangements and Sales
- Winter Wreaths
- Valentine's Day Arrangement
- Valentine's Day Rose Sale
- Spring Arrangement
- Mother's Day Arrangement
- FFA Banquet Centerpieces
- Etc.

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. (A classroom set of the text will be provided for in-class assignments.)

### D. Fees and Supplies:

**Supply/Material Fee:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they will be able to take home if purchased. Due to the cost of fresh flowers and supplies, students will not be allowed to take home every design for free.

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs) for their Floral Portfolio. This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**Floral Supplies:** Students will be provided with floral shears, scissors, colored pencils, glue, and floral tape etc. These supplies are for school use only and are to remain at school and neat during the year.

### E. Grading Policy:

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**\*Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the "Out" box for any handouts, and if there are any questions or needs from the instructor, it is the student's responsibility to see me *outside of class time* on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**\*Late Work:** No Late work will be accepted for credit, unless students come in on their own time to complete it. I strongly encourage all students to complete all work even if it's late so that you have study resources for tests/finals. If you are absent, work is due immediately on the day of your return. Projects or assignments with a "Firm Due Date" will not be accepted late for credit.

## F. Expectations and Class Rules:

1. All FHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.
4. **WORKPLACE RULES:**
  - A. **Act like an adult**
  - B. **Follow directions**
5. Be courteous, cooperative, and respect the rights and property of others.
6. Be in class on time and prepared to work. Always have notebook and floral kit available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention will be issued. (Report to Rm. 401)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
8. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
9. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
10. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.
11. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
12. No hats or sunglasses will be worn in class.
13. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
14. Class will end when the instructor has dismissed you.

***Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polite***

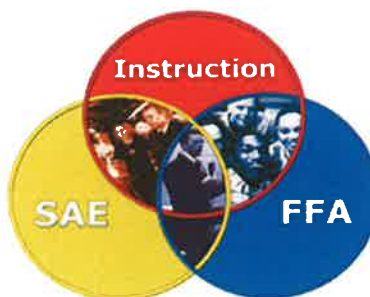
## G. FFA Participation and Supervised Agricultural Experience (SAE):

Agriculture education programs are considered intra-curricular, meaning students participate in curricular activities both inside and outside of the regular school day. Students participation outside of the classroom factored into their overall grade. All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 3 activities by the end of each semester. Activity points will not roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your class Activities Sheet.

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June. SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you MUST keep a current Official FFA E-Record Book. Your book must be kept up to date and must not leave the Ag Department! Students will work together with their FFA advisor to develop and approve an appropriate project, of which a student must complete at least 10 hours per semester. Common projects include, but are not limited to: raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, selling flowers, and presentations. If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Granite Hills High School Agriculture Dept.

**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.





## **Supporting Completion Materials**

Audrey Westbrook

Farmersville High School

Agriculture Education Masters Program

California Polytechnic State University, San Luis Obispo

Spring 2015



# 1. Student Data Sheets

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1.10

A. Name: [Redacted] Last Name: Cristian First Name, MI: [Redacted]

B. Gender: Male  Female

C. Ethnicity/Race: [Redacted] Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

<input type="checkbox"/>	American Indian or Alaskan Native
<input type="checkbox"/>	Asian Indian
<input type="checkbox"/>	Cambodian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Hmong
<input type="checkbox"/>	Japanese
<input type="checkbox"/>	Korean
<input type="checkbox"/>	Laotian
<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Black or African American
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Guamanian
<input type="checkbox"/>	Samoan
<input type="checkbox"/>	Tahitian
<input type="checkbox"/>	White

H. Date: 10/11/2014

I. Locator Data: [Redacted]  
 Street Address: [Redacted]  
 City, Zip: [Redacted]  
 Phone Number: [Redacted]  
 Email: [Redacted]  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. [Redacted]  
 Miss/Mrs./Ms. [Redacted]

J. Program of Instruction Being Pursued: (Select Only One)

<input type="checkbox"/>	Plant & Soil Science (4010)
<input checked="" type="checkbox"/>	Animal Science (4020)
<input type="checkbox"/>	Agricultural Mechanics (4030)
<input type="checkbox"/>	Agricultural Business (4040)
<input type="checkbox"/>	Ornamental Horticulture (4050)
<input type="checkbox"/>	Forestry & Natural Resources (4060)
<input type="checkbox"/>	Agriscience (4070)

D. Year in Agriculture Program: 4  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12  
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

<input checked="" type="checkbox"/>	I plan a career in agriculture
<input type="checkbox"/>	Not a career, just an interest in agriculture.
<input type="checkbox"/>	Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

I want to become an Agriculture Teacher.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time	<u>[Redacted]</u>
No Further Education	<u>[Redacted]</u>
Some College Later	<u>[Redacted]</u>
2. Go to College	<u>[Redacted]</u>
Community College	<u>[Redacted]</u>
Four Year College	<u>[Redacted]</u> <input checked="" type="checkbox"/>
Full-Time Student	<u>[Redacted]</u> <input checked="" type="checkbox"/>
Part-Time Student	<u>[Redacted]</u>
Agriculture Major	<u>[Redacted]</u> <input checked="" type="checkbox"/>
Non-Agriculture Major	<u>[Redacted]</u>
3. Go Into Military Service	<u>[Redacted]</u>

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year 2011-2012	SOPHOMORE YEAR School Year 2012-2013	JUNIOR YEAR School Year 2013-2014	SENIOR YEAR School Year 2014-2015
Course	Course	Course	Course
Intro to Ag	Ag Bio	Animal Science	Ag Special Projects

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Plant Sales	Work Experience	Hog	Hog

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1.10

A. Name: [REDACTED] Last Name: **Jonathan** First Name, MI: [REDACTED]  
 B. Gender: Male  Female   
 C. Ethnicity/Race: [REDACTED] Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

<input type="checkbox"/>	American Indian or Alaskan Native
<input type="checkbox"/>	Asian Indian
<input type="checkbox"/>	Cambodian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Hmong
<input type="checkbox"/>	Japanese
<input type="checkbox"/>	Korean
<input type="checkbox"/>	Laotian
<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Black or African American
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Guamanian
<input type="checkbox"/>	Samoan
<input type="checkbox"/>	Tahitian
<input type="checkbox"/>	White

H. Date: 10/11/2014  
 I. Locator Data: [REDACTED]  
 Street Address: [REDACTED]  
 City, Zip: [REDACTED]  
 Phone Number: [REDACTED]  
 Email: [REDACTED]  
 Parent/Guardian Name (Print Full Name For Each): [REDACTED]  
 Mr. [REDACTED]  
 Miss/Mrs./Ms. [REDACTED]

J. Program of Instruction Being Pursued: (Select Only One)

<input type="checkbox"/>	Plant & Soil Science (4010)
<input type="checkbox"/>	Animal Science (4020)
<input type="checkbox"/>	Agricultural Mechanics (4030)
<input type="checkbox"/>	Agricultural Business (4040)
<input checked="" type="checkbox"/>	Ornamental Horticulture (4050)
<input type="checkbox"/>	Forestry & Natural Resources (4060)
<input type="checkbox"/>	Agriscience (4070)

D. Year in Agriculture Program: 4 (1st, 2nd, 3rd, 4th)  
 E. Grade Level in School: 12 (9, 10, 11, 12)  
 F. I Am Taking This Course Because: (Select One)

<input checked="" type="checkbox"/>	I plan a career in agriculture
<input type="checkbox"/>	Not a career, just an interest in agriculture.
<input type="checkbox"/>	Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.  
 I want to become an Agriculture Teacher.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time	<input type="checkbox"/>
No Further Education	<input type="checkbox"/>
Some College Later	<input type="checkbox"/>
2. Go to College	<input type="checkbox"/>
Community College	<input type="checkbox"/>
Four Year College	<input checked="" type="checkbox"/>
Full-Time Student	<input type="checkbox"/>
Part-Time Student	<input checked="" type="checkbox"/>
Agriculture Major	<input type="checkbox"/>
Non-Agriculture Major	<input checked="" type="checkbox"/>
3. Go Into Military Service	<input type="checkbox"/>

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year 2011-2012		SOPHOMORE YEAR School Year 2012-2013		JUNIOR YEAR School Year 2013-2014		SENIOR YEAR School Year 2014-2015	
Course		Course		Course		Course	
Intro to Ag		Ag Bio		Ornamental Horticulture		Ag Special Projects	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
	Hog		Lamb		Lamb		Lamb

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7...10

A. Name: [Redacted] Natalie  
 Last Name, MI  
 B. Gender: Male  Female   
 C. Ethnicity/Race:  Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

H. Date: 10/11/2014  
 I. Locator Data: [Redacted]  
 Street Address: [Redacted]  
 City, Zip: [Redacted]  
 Phone Number: [Redacted]  
 Email: [Redacted]  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. [Redacted]  
 Miss/Mrs./Ms. [Redacted]

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

D. Year in Agriculture Program: 2  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11  
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

I want to become a large animal vet. [Redacted]

1. Go to Work Full - Time [Redacted]  
 No Further Education [Redacted]  
 Some College Later [Redacted]

2. Go to College [Redacted]  
 Community College [Redacted]  
 Four Year College [Redacted]  
 Full-Time Student [Redacted]  
 Part-Time Student [Redacted]  
 Agriculture Major [Redacted]  
 Non-Agriculture Major [Redacted]

3. Go Into Military Service [Redacted]

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
School Year	School Year	School Year	School Year
Course	Course	Course	Course
Ag Bio	Ag Bio	Animal Science	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		Lamb		Lamb			

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.13.10

A. Name: [Redacted] Last Name: Itzel First Name, MI: [Redacted]  
 B. Gender: Male  Female   
 C. Ethnicity/Race: [Redacted]  
 Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

H. Date: 10/11/2014  
 I. Locator Data: [Redacted]  
 Street Address: [Redacted]  
 City, Zip: [Redacted]  
 Phone Number: [Redacted]  
 Email: [Redacted]  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. [Redacted]  
 Miss/Mrs./Ms. [Redacted]

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

D. Year in Agriculture Program: 3  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11  
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

<input checked="" type="checkbox"/> I plan a career in agriculture	<u>[Redacted]</u>
<input type="checkbox"/> Not a career, just an interest in agriculture.	<u>[Redacted]</u>
<input type="checkbox"/> Not interested, placed in class.	<u>[Redacted]</u>

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

I want to work with animals. [Redacted]

1. Go to Work Full - Time [Redacted]  
 No Further Education [Redacted]  
 Some College Later [Redacted]

2. Go to College [Redacted]  
 Community College [Redacted]  
 Four Year College [Redacted]  
 Full-Time Student [Redacted]  
 Part-Time Student [Redacted]  
 Agriculture Major [Redacted]  
 Non-Agriculture Major [Redacted]

3. Go Into Military Service [Redacted]



## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR 2012-2013		SOPHOMORE YEAR 2013-2014		JUNIOR YEAR 2014-2015		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Intro to Ag		Ag Bio		Animal Science		

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Lamb		Lamb		Lamb		Lamb	

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1.10.10

A. Name: Last Name [REDACTED] First Name, MI Sabrina  
 B. Gender: Male  Female   
 C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

H. Date: 10/11/2014  
 I. Locator Data  
 Street Address: [REDACTED]  
 City, Zip: [REDACTED]  
 Phone Number: [REDACTED]  
 Email: [REDACTED]  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. [REDACTED]  
 Miss/Mrs./Ms. [REDACTED]

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time [REDACTED]  
 No Further Education [REDACTED]  
 Some College Later [REDACTED]  
 2. Go to College [REDACTED]  
 Community College [REDACTED]  
 Four Year College [REDACTED]  
 Full-Time Student [REDACTED]  
 Part-Time Student [REDACTED]  
 Agriculture Major [REDACTED]  
 Non-Agriculture Major [REDACTED]  
 3. Go Into Military Service [REDACTED]

D. Year in Agriculture Program: 2  
(1st, 2nd, 3rd, 4th)  
 E. Grade Level in School: 10  
(9, 10, 11, 12)  
 F. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.  
 I want to be a veterinary technician.

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year 2013-2014	SOPHOMORE YEAR School Year 2014-2015	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Intro to Ag	Ag Bio		

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Lamb	Lamb		

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1.10

A. Name: Last Name [REDACTED] First Name, MI Carla  
 B. Gender: Male  Female   
 C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

<input type="checkbox"/>	American Indian or Alaskan Native
<input type="checkbox"/>	Asian Indian
<input type="checkbox"/>	Cambodian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Hmong
<input type="checkbox"/>	Japanese
<input type="checkbox"/>	Korean
<input type="checkbox"/>	Laotian
<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Black or African American
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Guamanian
<input type="checkbox"/>	Samoan
<input type="checkbox"/>	Tahitian
<input type="checkbox"/>	White

H. Date: 10/11/2014  
 I. Locator Data: Street Address: [REDACTED]  
 City, Zip: [REDACTED]  
 Phone Number: [REDACTED]  
 Email: [REDACTED]  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. [REDACTED]  
 Miss/Mrs./Ms. [REDACTED]

J. Program of Instruction Being Pursued: (Select Only One)

<input type="checkbox"/>	Plant & Soil Science (4010)
<input type="checkbox"/>	Animal Science (4020)
<input type="checkbox"/>	Agricultural Mechanics (4030)
<input type="checkbox"/>	Agricultural Business (4040)
<input type="checkbox"/>	Ornamental Horticulture (4050)
<input type="checkbox"/>	Forestry & Natural Resources (4060)
<input checked="" type="checkbox"/>	Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

D. Year in Agriculture Program:	<u>2</u> <small>(1st, 2nd, 3rd, 4th)</small>
E. Grade Level in School:	<u>10</u> <small>(9, 10, 11, 12)</small>
F. I Am Taking This Course Because: (Select One)	<input checked="" type="checkbox"/> I plan a career in agriculture <input type="checkbox"/> Not a career, just an interest in agriculture. <input type="checkbox"/> Not interested, placed in class.
G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.	I don't know what I want to do.
1. Go to Work Full - Time	<input type="checkbox"/>
No Further Education Some College Later	<input type="checkbox"/>
2. Go to College	<input type="checkbox"/>
Community College	<input type="checkbox"/>
Four Year College	<input checked="" type="checkbox"/>
Full-Time Student	<input checked="" type="checkbox"/>
Part-Time Student	<input type="checkbox"/>
Agriculture Major	<input checked="" type="checkbox"/>
Non-Agriculture Major	<input type="checkbox"/>
3. Go Into Military Service	<input type="checkbox"/>

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year 2013-2014	SOPHOMORE YEAR School Year 2014-2015	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Intro to Ag	Ag Bio		

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Lamb		Lamb					

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.1.10

A. Name Desmond H. Date: 10/11/2014

I. Locator Data  
Street Address: [REDACTED]

City, Zip: [REDACTED]

Phone Number: [REDACTED]

Email: [REDACTED]

Parent/Guardian Name (Print Full Name For Each):

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

J. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing. I don't know what I want to do.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR 2013-2014		SOPHOMORE YEAR 2014-2015		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Intro to Ag		Ag Bio				

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Lamb		Lamb					

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.13.10

A. Name: [REDACTED] First Name, MI: Uriel  
 Last Name: [REDACTED]  
 B. Gender: Male  Female   
 C. Ethnicity/Race:  Yes  No

H. Date: 10/11/2014  
 I. Locator Data: [REDACTED]  
 Street Address: [REDACTED]  
 City, Zip: [REDACTED]  
 Phone Number: [REDACTED]  
 Email: [REDACTED]  
 Parent/Guardian Name (Print Full Name For Each): [REDACTED]  
 Mr. [REDACTED]  
 Miss/Mrs./Ms. [REDACTED]

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

Are you Hispanic or Latino? (Check one): Yes  No   
 American Indian or Alaskan Native   
 Asian Indian   
 Cambodian   
 Chinese   
 Hmong   
 Japanese   
 Korean   
 Laotian   
 Vietnamese   
 Black or African American   
 Filipino   
 Guamanian   
 Samoan   
 Tahitian   
 White

J. Program of Instruction Being Pursued: (Select Only One)

<input type="checkbox"/>	Plant & Soil Science (4010)
<input type="checkbox"/>	Animal Science (4020)
<input type="checkbox"/>	Agricultural Mechanics (4030)
<input type="checkbox"/>	Agricultural Business (4040)
<input type="checkbox"/>	Ornamental Horticulture (4050)
<input type="checkbox"/>	Forestry & Natural Resources (4060)
<input checked="" type="checkbox"/>	Agriscience (4070)

D. Year in Agriculture Program: 4  
(1st, 2nd, 3rd, 4th)  
 E. Grade Level in School: 12  
(9, 10, 11, 12)  
 F. I Am Taking This Course Because: (Select One)

I plan a career in agriculture  
 Not a career, just an interest in agriculture.  
 Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.  
 I want to be a forest ranger.

K. Please indicate below your plans after graduation from high school:

- Go to Work Full - Time   
 No Further Education   
 Some College Later
- Go to College   
 Community College   
 Four Year College   
 Full-Time Student   
 Part-Time Student   
 Agriculture Major   
 Non-Agriculture Major
- Go Into Military Service



## STUDENT PROGRA PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year 2011-2012	SOPHOMORE YEAR School Year 2012-2013	JUNIOR YEAR School Year 2013-2014	SENIOR YEAR School Year 2014-2015
Course Intro to Ag	Course Ag Bio	Course Animal Science	Course Floriculture

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
	Lamb	Lamb	Roses
			Steer

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7...10

A. Name [Redacted] First Name, MI Monica  
Last Name [Redacted]  
B. Gender: Male  Female   
C. Ethnicity/Race: [Redacted] Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

D. Year in Agriculture Program: 3  
(1st, 2nd, 3rd, 4th)  
E. Grade Level in School: 11  
(9, 10, 11, 12)  
F. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.  
I want to work at a bank.

H. Date: 10/11/2014  
I. Locator Data  
Street Address: [Redacted]  
City, Zip: [Redacted]  
Phone Number: [Redacted]  
Email: [Redacted]  
Parent/Guardian Name (Print Full Name For Each):  
Mr. [Redacted]  
Miss/Mrs./Ms. [Redacted]

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time	<input type="checkbox"/>
No Further Education	<input type="checkbox"/>
Some College Later	<input type="checkbox"/>
2. Go to College	<input type="checkbox"/>
Community College	<input checked="" type="checkbox"/>
Four Year College	<input type="checkbox"/>
Full-Time Student	<input checked="" type="checkbox"/>
Part-Time Student	<input type="checkbox"/>
Agriculture Major	<input type="checkbox"/>
Non-Agriculture Major	<input checked="" type="checkbox"/>
3. Go Into Military Service	<input type="checkbox"/>

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year 2012-2013	SOPHOMORE YEAR School Year 2013-2014	JUNIOR YEAR School Year 2014-2015	SENIOR YEAR School Year
Course	Course	Course	Course
Intro to Ag	Ag Bio	Floriculture	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Rabbits	Hog	Rose Sale	

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7. . . .10

A. Name: Last Name                      First Name, MI Araceli  
 B. Gender: Male  Female   
 C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes  No

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

H. Date: 10/11/2014  
 I. Locator Data:                       
 Street Address:                       
 City, Zip:                       
 Phone Number:                       
 Email:                       
 Parent/Guardian Name (Print Full Name For Each):  
 Mr.                       
 Miss/Mrs./Ms.                     

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

D. Year in Agriculture Program: 3  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11  
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

<input checked="" type="checkbox"/>	I plan a career in agriculture	<u>                    </u>
<input checked="" type="checkbox"/>	Not a career, just an interest in agriculture.	<u>                    </u>
<input type="checkbox"/>	Not interested, placed in class.	<u>                    </u>

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

<u>                    </u>	<u>                    </u>
<u>                    </u>	<u>                    </u>
<u>                    </u>	<u>                    </u>

1. Go to Work Full - Time                     

No Further Education                     

Some College Later                     

2. Go to College                     

Community College	<u>                    </u>
Four Year College	<u>                    </u>
Full-Time Student	<u>                    </u>
Part-Time Student	<u>                    </u>
Agriculture Major	<u>                    </u>
Non-Agriculture Major	<u>                    </u>

3. Go Into Military Service                     

I want to go into Ag Law.

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Ag Bio	Floriculture		

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Hog		Rose Sale	

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

## 2. Permanent Student File System

## Agriculture Student Files

Permanent Farmersville High School Agriculture student files, including paper record books for those students who are older and weren't transitioned to ebook or iRecordbook, and documents are stored in a filing cabinet in my classroom. My teaching partner has a different system than I do, he keeps the paper books in boxes by period. Sometimes we have student in both of our classes which makes things a little complicated at times but usually they just store their books and documents in my room. I keep my students documents in a filing cabinet in my room. Old paper books as well as student data sheets, recordbook check off sheets, and often their SAE visit sheets are kept in each students folder alphabetically. I like to organize students files alphabetically by first name because most of my students are Hispanic and many have two last names. Sometimes students even go by a different last name other than what is on the attendance sheet, so it is usually more efficient just to use their first name.

I keep graduate files also, but store them separately. I also keep state degree recipients separate. Each year I go through the roster and pull students who potentially may qualify for their state degree for that year so that I have them separate to start working with them early on their applications. I also hold student files that are still currently Farmersville High School students but not currently enrolled in an Agriculture class. We have quite a few students who may take an Ag class one year, not in one the next year, then come back into an Ag class again, so we hold their file for when they come back.



# 3. Course Outlines



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Ag Biology**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    Email: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Ecology
- Genetics - DNA/RNA
- Evolution
- Plant/Animal Anatomy and Physiology
- Animal Nutrition
- Animal Health/Diseases
- Ag Bio Research Project
- Parliamentary Procedure
- FFA, SAE, Record Keeping
- Cell Structure and Functions



**B. Supplies:**

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs). This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**C. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**\*Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the "Out" box for any handouts, and if there are any questions or needs from the instructor, it is the student's responsibility to see me *outside of class time* on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**\*Late Work:** No Late work will be accepted for credit, unless students come in on their own time to complete it. I strongly encourage all students to complete all work even if it's late so that you have study resources for tests/finals. If you are absent, work is due immediately on the day of your return. Projects or assignments with a "Firm Due Date" will not be accepted late for credit.

**\*Extra Credit:** Extra credit may be offered throughout the year by the teacher at the teachers discretion.

**D. Expectations and Class Rules:**

1. All FHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.

4. **WORKPLACE RULES:**

**A. Act like an adult**

**B. Follow directions**

5. Be courteous, cooperative, and respect the rights and property of others. NO horseplay, unsafe, irresponsible, destructive, disrespectful behavior will be tolerated at any time! Absolutely NO vandalism will be tolerated at any time!
6. Be in class on time and prepared to work. Always have notebook available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention will be issued. (Report to Rm. 401)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
8. Wear appropriate clothing for the class situation. You should be prepared to work with livestock, plants, in dirt, etc. YOU WILL GET DIRTY! If you decide, you may bring a change of clothes/shoes to leave in the classroom to change into.
9. Animal Welfare is Important to us. Students are not allowed to ride, taunt, or otherwise cause distress or harm to animals.
10. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
11. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done. Your mother doesn't live in Ms. Collar's classroom, pick up after yourself!
12. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
13. No hats or sunglasses will be worn in class.
14. Keep out of the office and away from teachers desk!
15. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
16. Class will end when the instructor has dismissed you.

***Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polite***

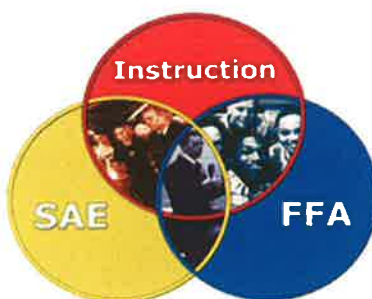
## G. FFA Participation and Supervised Agricultural Experience (SAE):

Agriculture education programs are considered intra-curricular, meaning students participate in curricular activities both inside and outside of the regular school day. Students participation outside of the classroom factored into their overall grade. All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 3 activities by the end of each semester. Activity points will not roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your class Activities Sheet.

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June. SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you MUST keep a current Official FFA E-Record Book. Your book must be kept up to date and must not leave the Ag Department! Students will work together with their FFA advisor to develop and approve an appropriate project, of which a student must complete at least 10 hours per semester. Common projects include, but are not limited to: raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, selling flowers, and presentations. If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Farmersville High School Agriculture Dept.

**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Animal Science**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Animal Selection & Exhibition
- FFA
- Animal Waste
- Small Animal Breeds and Production
- Animal Health and Diseases
- Animal Nutrition
- Parliamentary Procedure
- Agricultural Careers
- Leadership Development
- Record Keeping
- Animal Reproduction
- Careers
- Animal Welfare
- Animal By-Products
- Agriculture Environmental Challenges



**B. Supplies:**

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs). This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**C. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
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**\*Extra Credit:** Extra credit may be offered throughout the year by the teacher at the teachers discretion.

## D. Expectations and Class Rules:

1. All FHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
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4. **WORKPLACE RULES:**
  - A. **Act like an adult**
  - B. **Follow directions**
5. Be courteous, cooperative, and respect the rights and property of others. NO horseplay, unsafe, irresponsible, destructive, disrespectful behavior will be tolerated at any time! Absolutely NO vandalism will be tolerated at any time!
6. Be in class on time and prepared to work. Always have notebook available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention will be issued. (Report to Rm. 606)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
8. Wear appropriate clothing for the class situation. I will try to let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared. You should be prepared to work with livestock, plants, in dirt, etc. YOU WILL GET DIRTY! If you decide, you may bring a change of clothes/shoes to leave in the classroom to change into.
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10. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
11. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done. Your mother doesn't live in Ms. Collar's classroom, pick up after yourself!
12. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
13. No hats or sunglasses will be worn in class.
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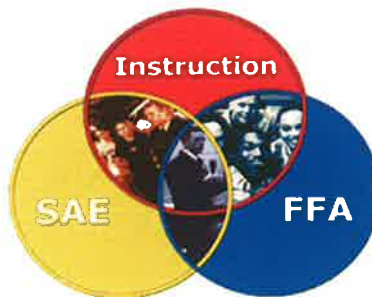
## G. FFA Participation and Supervised Agricultural Experience (SAE):

Agriculture education programs are considered intra-curricular, meaning students participate in curricular activities both inside and outside of the regular school day. Students participation outside of the classroom factored into their overall grade. All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 3 activities by the end of each semester. Activity points will not roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your class Activities Sheet.

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June. SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you MUST keep a current Official FFA E-Record Book. Your book must be kept up to date and must not leave the Ag Department! Students will work together with their FFA advisor to develop and approve an appropriate project, of which a student must complete at least 10 hours per semester. Common projects include, but are not limited to: raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, selling flowers, and presentations. If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Farmersville High School Agriculture Dept.

**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.





Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Floral Design and Management**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook

E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Course Description:**

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

**B. Topics of Instruction:** (See Course Outline for specific units, activities, and state standards.)

1. Introduction to Floral Design
2. Elements and Principals of Design
3. History of Floral Design
4. Flowers to Wear
5. Floral and Foliage Crop Identification
6. Holiday work in Floral Design
7. Floral Industry Careers & Retail Flower Shop
8. Trends in Production, Facets of the Industry, and World Flower Market
9. Weddings and Sympathy Work
10. Floral Portfolio (Notebook)
11. FFA & Supervised Agriculture Experience

**Examples of Hands-On Projects and Labs:**

- Wiring and Taping
- Flower Pens
- Tissue Paper Flowers
- Hershey Kiss Roses
- Bow Construction
- Boutonnieres and Corsages
- Floral History Posters and Presentations
- Thanksgiving Arrangements and Sales
- Winter Wreaths
- Valentine's Day Arrangement
- Valentine's Day Rose Sale
- Spring Arrangement
- Mother's Day Arrangement
- FFA Banquet Centerpieces
- Etc.

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. (A classroom set of the text will be provided for in-class assignments.)

**D. Fees and Supplies:**

**Supply/Material Fee:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they will be able to take home if purchased. Due to the cost of fresh flowers and supplies, students will not be allowed to take home every design for free.

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs) for their Floral Portfolio. This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**Floral Supplies:** Students will be provided with floral shears, scissors, colored pencils, glue, and floral tape etc. These supplies are for school use only and are to remain at school and neat during the year.

**E. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

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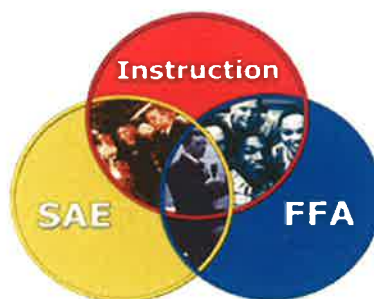
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**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.




# 4. Grade Book

Page Timeout:  
19:42

# Aeries Gradebook - Assignment Types

**Choose a Gradebook**  
 2- Floriculture - S ▼  
[Change Gradebook](#)  
[Print Preview](#)

**Forms**  
[Scores by Class](#)  
[Scores by Student](#)  
[Scores by Assignment](#)  
[Quick Data Entry](#)  
[Edit Assignments](#)

**Edit Assignment Types**   
[Options](#)  
[TA Mode](#)  
[Access Log](#)  
[Gradebook Maintenance](#)  
[Trends](#)

**Reports**  
[Assignments by Student](#)  
[Gradebook Roster](#)  
[Gradebook Summary](#)  
[Assignment Analysis](#)  
[Final Mark Analysis](#)  
[Progress By Student](#)

**Other**  
[Main Menu](#)  
[Logout](#)

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**Assignment Types for (Collar A)**

Code	Description <small>(Blank to Delete record)</small>	% of Grade
1	FFA Participation/SAE	10
2	HW, Class Assignements, Quiz	90
▼		0

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**Gradebook Summary**

**1 - Ag Biology - S**

**Collar  
A**

Student Name	Grd	23	24	26	27	28	29	30	31	32	33	34	35	36	37	38	Perc
<b>Max Points:</b>		<b>50</b>	<b>40</b>	<b>200</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>310</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>50</b>	<b>20</b>	<b>70</b>	<b>10</b>	
<b>**Grading Completed:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>16 Assmnts</b>
	10	50	30	190	19	40	20	300	8	21	25	50	20	70	10		<b>85.08</b>
	11	50	30	150	16	30	14	310	5	17	30	35	20	70	10		<b>77.40</b>
	10	50	20	200		40	20	310	8	18	20	30	40	20	60	10	<b>89.19</b>
	10	50	10	100	20	25				0	10	30	50	20	45		<b>37.75</b>
	10	50	30	115	20	25	20	255	20	2	30	35	20	70			<b>69.24</b>
	10	50	30	200		29	10	300	10	14	20	30	35	20	70		<b>86.63</b>
	10	50	40	130	19	40	15	310	8	17	20	25	40	20	70	10	<b>86.14</b>
	10		20	75	10	21	14	310	8	13	28			70	10		<b>58.13</b>
	10		20	0						6	28				0	10	<b>6.29</b>
	10	50		100						20					70		<b>24.88</b>
	10	50	40	200	20	40	20	310	20	21	50	30	50	20	70	10	<b>106.76</b>
	10	50	40	185	20	34	16	310	10	20	20	30	50	20	70	10	<b>93.12</b>
	10		20	180	19	29	5	310		18	20	25			70	10	<b>75.42</b>
	11	50	40	160		15	14	310	5	14	20	30	35	15	70	10	<b>82.20</b>
	10	50		200				310		9	20	30	40	10	65	10	<b>79.25</b>
	10	50	40	200	20	40	20	310	20	20	50	30	50	20	70		<b>104.20</b>
	10	50	40	200	20	40	15	310	10	13	50	30	50	20	70	10	<b>104.30</b>
	10	50	35	200	20	40	20	295		18	50	30	40	10	70	10	<b>100.37</b>
	10	50	40	190	20	40	15	310		10	28	50	20	70	15		<b>85.77</b>
	10	50	10	200	20	39	20	310	10	12	30			70	10		<b>78.19</b>
	10	50	40	125	20	34		210	10	10	10	30	0	20	70	10	<b>66.38</b>
	10	50	40	200	20	40	20	295	24	21	50	30	50	20	70	10	<b>105.68</b>
	10	50	10	200	10	33	10	300		15	20	28	35	20	0		<b>77.97</b>
	10	50	20	150		20	14	310	6	18	25	35	15	70	10		<b>73.08</b>
	10	50	20						4	4	10	25			7		<b>15.53</b>
	10	50	40	200	20	40	20	295	8	21	50	30	50	10	70	10	<b>103.12</b>
	10	50	40	190	20	35	15	310	20	21	20	30	50	20	70	10	<b>94.69</b>
<b>Student Name</b>	<b>Grd</b>	<b>23</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>Perc</b>

**Scores Based Upon Graded Assignments 1 - 999**

**\* Indicates Max Values of 0 (zero). \*\* Assignments are not counted until graded.**

**Gradebook Summary****1 - Ag Biology - S****Collar  
A**

#	Type	Description	Assigned	Due Date
23	HW, Class Assignments, Quiz	NAME DNA Strand	1/13/2015	1/19/2015
24	HW, Class Assignments, Quiz	Bio Bit 1-4	1/13/2015	2/9/2015
26	HW, Class Assignments, Quiz	DNA Video Worksheet	2/3/2015	2/4/2015
27	HW, Class Assignments, Quiz	DNA Replication/Protein Synthesis	2/20/2015	2/23/2015
28	HW, Class Assignments, Quiz	DNA Codon Packet	2/20/2015	2/23/2015
29	HW, Class Assignments, Quiz	DNA and the Cell Worksheet	2/20/2015	2/23/2015
30	HW, Class Assignments, Quiz	Genetic Disorder Poster and Presentation Poster/PPT-200 pts Presentation-100 pts Evaluation Sheet-10 pts	2/17/2015	2/24/2015
31	HW, Class Assignments, Quiz	DNA/Protein Synthesis Quiz Review Sheet	2/20/2015	2/25/2015
32	HW, Class Assignments, Quiz	DNA Replication and Protein Synthesis Quiz	2/26/2015	2/26/2015
33	FFA Participation/SAE	FFA Participation - Spring Semester	3/13/2015	6/5/2015
34	HW, Class Assignments, Quiz	Baby Lab	3/13/2015	3/16/2015
35	HW, Class Assignments, Quiz	Notebook Check	3/6/2015	3/9/2015
36	HW, Class Assignments, Quiz	Notebook Check	3/13/2015	3/16/2015
37	HW, Class Assignments, Quiz	Two Notebook Checks	3/27/2015	4/10/2015
38	HW, Class Assignments, Quiz	Heart Poster	4/17/2015	4/20/2015
39	HW, Class Assignments, Quiz	Genetic Engineering Quiz	4/17/2015	4/20/2015

**Gradebook Summary**

**5 - Ag Biology - S**

**Collar  
A**

Student Name	Grd	23	24	26	27	28	29	30	31	32	33	34	35	36	37	38	Perc
<b>Max Points:</b>		<b>50</b>	<b>40</b>	<b>200</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>310</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>50</b>	<b>20</b>	<b>70</b>	<b>10</b>	
<b>**Grading Completed:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>16 Assmnts</b>
	10	50	40	185	20	40	20	266	19	20	10	30	50	20	70	10	<b>86.84</b>
	10	50	10	185	20	38	19	270	20	18		30	40	20	15	10	<b>74.55</b>
	10	50	40	125	20	37	18	295	25	17		30	50	20	70	10	<b>80.85</b>
	10	50	40	*NA	20	40	18	260	23	15	20	30	50	20	70	10	<b>89.86</b>
	10	50	10	190	20			300	19	5		30	50		60	10	<b>73.47</b>
	10	50			20	15	17	260		2			0	20	10	5	<b>40.32</b>
	12	50	30	*NA	20	40	10	305	25	22					40	5	<b>70.36</b>
	10	50	10	95		38	17	265		16		30	0	20	20	10	<b>57.44</b>
	10	50	35	200	20	35	18	290	18	20			30	20	45	10	<b>78.78</b>
	10	50	20	195	20	39	18	290	18	20		30	50	20	65	10	<b>84.39</b>
	10	50	40	100	20	30	5	265	20	16		30			50	5	<b>62.06</b>
	10	50	10	*NA		31	10	305		16					40	5	<b>60.16</b>
	10	50				18	290		2	10		30	0	20	10		<b>44.64</b>
	10	50			20	23	5	265		0			20	20	20	10	<b>43.08</b>
	10	50		185	*NA			260	10	16		30	40	20	45	10	<b>66.97</b>
	10	50	40	185	20	40	19	260	19	14		30	40	20	70		<b>79.37</b>
	10	50	40	200	20	40	17	295	19	20		30	50	20	70	10	<b>86.65</b>
	10	50	20	195	19	40	20	265	20	19	20	30	50	20	65	10	<b>88.69</b>
	10	50	40	200	9	37	19	295	25	17		30	60	20	70	10	<b>88.03</b>
	10	50		180	18	15	10	265	19	9		30	20	0	15	10	<b>64.03</b>
	10	50		*NA	20	35	17	300		13		30	20	20	20	10	<b>68.72</b>
	10	50			20			260		2		30			0	5	<b>36.09</b>
	12	50	40	200	20	40	20	310	20	20	30	30	50	20	70	10	<b>100.00</b>
	10	50	40	190	20	40	20	310	20	20		25	60	20	70		<b>88.52</b>
	10	50	10	95	20	40	20	266	18	20	20	30	45	20	70	10	<b>78.37</b>
	10	50		*NA				305							10	5	<b>46.57</b>
	10	50	20	185	20	22	19	300	18	4	20	30	30	0	35	10	<b>81.12</b>
Student Name	Grd	23	24	26	27	28	29	30	31	32	33	34	35	36	37	38	Perc

**Scores Based Upon Graded Assignments 1 - 999**

**\* Indicates Max Values of 0 (zero). \*\* Assignments are not counted until graded.**

**Gradebook Summary****5 - Ag Biology - S****Collar  
A**

<b>#</b>	<b>Type</b>	<b>Description</b>	<b>Assigned</b>	<b>Due Date</b>
23	HW, Class Assignments, Quiz	NAME DNA Strand	1/13/2015	1/19/2015
24	HW, Class Assignments, Quiz	Bio Bit 1-4	1/13/2015	2/9/2015
26	HW, Class Assignments, Quiz	DNA Video Worksheet	2/3/2015	2/4/2015
27	HW, Class Assignments, Quiz	DNA Replication/Protein Synthesis	2/20/2015	2/23/2015
28	HW, Class Assignments, Quiz	DNA Codon Packet	2/20/2015	2/23/2015
29	HW, Class Assignments, Quiz	DNA and the Cell Worksheet	2/20/2015	2/23/2015
30	HW, Class Assignments, Quiz	Genetic Disorder Poster and Presentation Poster/PPT-200 pts Presentation-100 pts Evaluation Sheet-10 pts	2/17/2015	2/24/2015
31	HW, Class Assignments, Quiz	DNA/Protein Synthesis Quiz Review Sheet	2/20/2015	2/25/2015
32	HW, Class Assignments, Quiz	DNA Replication and Protein Synthesis Quiz	2/26/2015	2/26/2015
33	FFA Participation/SAE	FFA Participation - Spring Semester	3/13/2015	6/5/2015
34	HW, Class Assignments, Quiz	Baby Lab	3/13/2015	3/16/2015
35	HW, Class Assignments, Quiz	Notebook Check	3/6/2015	3/9/2015
36	HW, Class Assignments, Quiz	Notebook Check	3/13/2015	3/16/2015
37	HW, Class Assignments, Quiz	Two Notebook Checks	3/27/2015	4/10/2015
38	HW, Class Assignments, Quiz	Heart Poster	4/17/2015	4/20/2015
39	HW, Class Assignments, Quiz	Genetic Engineering Quiz	4/17/2015	4/20/2015

**Gradebook Summary**

**7 - Ag Biology - S**

**Collar  
A**

Student Name	Grd	23	24	26	27	28	29	30	31	32	33	34	35	36	37	38	Perc
<b>Max Points:</b>		<b>50</b>	<b>40</b>	<b>200</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>310</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>50</b>	<b>20</b>	<b>70</b>	<b>10</b>	
<b>**Grading Completed:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>16 Assmnts</b>
	10	50	40		20	13	20	310	11	20		25	45	20	60		<b>63.83</b>
	10	50	10	150	20	35		310	18	19	30	30			70		<b>80.03</b>
	10	50	30	25				250		14		26	0	0	0	10	<b>39.83</b>
	10	50	10	150	20	30		250		15		28	50	20	70	5	<b>68.65</b>
	10	50				8	17	310		16	10	20	50	20	70		<b>59.89</b>
	10	50	40	205	20	40	20	310	15	19		30	50	20	80		<b>89.90</b>
	10							300					0	0	20	10	<b>32.45</b>
	10	50	40	203	20	40	20	310	5	18		30	45	20	70		<b>87.04</b>
	10	50	40	190	20	38	18	310	20	20		30	50	20	70	5	<b>87.83</b>
	10	50	40	250	4	35	20	290	23	12			45	20	80		<b>86.36</b>
	10	50	10	25	8		20	310	15	17	20	40	45	20	50	7	<b>67.35</b>
	10							300		4			0	0	5	10	<b>31.37</b>
	10		40										0	0	5		<b>4.42</b>
	10	50	40	170		28	17	310		16	20	30	50	20	70	5	<b>87.02</b>
	10	50	40	150	20	40	20	300	20	20	40	30	50	20	70		<b>94.97</b>
	10	50	10			37		310		20		25			30		<b>48.39</b>
	10	50	40			40	20	310		15		28	40	20	50	8	<b>61.08</b>
	10	50	40	200	20	40	20	*NA	20	*NA	30	30	40	15	60		<b>92.30</b>
	10		150					310	15	10		28	25	10	20	6	<b>57.44</b>
	10	50	10	200		29		290	5						70		<b>65.31</b>
	11	50	40	200	20	40	20	310	20	20		30	50	20	70	10	<b>90.00</b>
	10	50	40	200	20	40		290	5	10			50	10	70		<b>78.39</b>
	10	50	10	170		39		300		10			35	0	30	10	<b>65.50</b>
	10	50											0	0	10		<b>5.90</b>
	10	50	10							4			0	0	0	10	<b>7.77</b>
	10	50	10	*NA	20	37	19	310		13		28	45	20	70	8	<b>81.06</b>
	10	50	40	170		40	20	310		2	10	30			70	8	<b>77.30</b>
<b>Student Name</b>	<b>Grd</b>	<b>23</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>Perc</b>

Scores Based Upon Graded Assignments 1 - 999

\* Indicates Max Values of 0 (zero). \*\* Assignments are not counted until graded.



**Gradebook Summary****7 - Ag Biology - S****Collar  
A**

#	Type	Description	Assigned	Due Date
23	HW, Class Assignments, Quiz	NAME DNA Strand	1/13/2015	1/19/2015
24	HW, Class Assignments, Quiz	Bio Bit 1-4	1/13/2015	2/9/2015
26	HW, Class Assignments, Quiz	DNA Video Worksheet	2/3/2015	2/4/2015
27	HW, Class Assignments, Quiz	DNA Replication/Protein Synthesis	2/20/2015	2/23/2015
28	HW, Class Assignments, Quiz	DNA Codon Packet	2/20/2015	2/23/2015
29	HW, Class Assignments, Quiz	DNA and the Cell Worksheet	2/20/2015	2/23/2015
30	HW, Class Assignments, Quiz	Genetic Disorder Poster and Presentation Poster/PPT-200 pts Presentation-100 pts Evaluation Sheet-10 pts	2/17/2015	2/24/2015
31	HW, Class Assignments, Quiz	DNA/Protein Synthesis Quiz Review Sheet	2/20/2015	2/25/2015
32	HW, Class Assignments, Quiz	DNA Replication and Protein Synthesis Quiz	2/26/2015	2/26/2015
33	FFA Participation/SAE	FFA Participation - Spring Semester	3/13/2015	6/5/2015
34	HW, Class Assignments, Quiz	Baby Lab	3/13/2015	3/16/2015
35	HW, Class Assignments, Quiz	Notebook Check	3/6/2015	3/9/2015
36	HW, Class Assignments, Quiz	Notebook Check	3/13/2015	3/16/2015
37	HW, Class Assignments, Quiz	Two Notebook Checks	3/27/2015	4/10/2015
38	HW, Class Assignments, Quiz	Heart Poster	4/17/2015	4/20/2015
39	HW, Class Assignments, Quiz	Genetic Engineering Quiz	4/17/2015	4/20/2015

**Gradebook Summary**

**2 - Floriculture - S**

**Collar  
A**

Student Name	Grd	1	2	3	4	5	6	7	Perc
<b>Max Points:</b>		<b>10</b>	<b>165</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>50</b>	<b>50</b>	
<b>**Grading Completed:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>7 Assmnts</b>
[REDACTED]	12	10	145	100	40	30	50	50	<b>95.66</b>
[REDACTED]	11	10	145	100	40	30	50	50	<b>95.66</b>
[REDACTED]	12	10	165	100	40	30	50	50	<b>100.00</b>
[REDACTED]	12	10	135	100	35	10	50	50	<b>85.74</b>
[REDACTED]	12	10	135	100	40	30	50	50	<b>93.49</b>
[REDACTED]	12	10	160	100		30	50	50	<b>90.24</b>
[REDACTED]	11	10	145	100	40	10	50	50	<b>88.99</b>
[REDACTED]	11	10	145	100	40	30	50	50	<b>95.66</b>
[REDACTED]	11	10	145	100		10	50	50	<b>80.32</b>
[REDACTED]	12	10	160	100		10	50	50	<b>83.57</b>
[REDACTED]	12	10	145	100	20	10	50	50	<b>84.65</b>
[REDACTED]	10	*NA	*NA	85			50	40	<b>65.62</b>
[REDACTED]	12	10	160	70	37		50	40	<b>79.59</b>
[REDACTED]	11	10	145	100	35	10	50	50	<b>87.91</b>
[REDACTED]	11	*NA	*NA	*NA	*NA	10	50	50	<b>93.33</b>
[REDACTED]	12	10	165	100	35	30	50	50	<b>98.91</b>
[REDACTED]	12	10	145	100	30	20	50	50	<b>90.16</b>
[REDACTED]	11	10	145	100	40	30	50	50	<b>95.66</b>
Student Name	Grd	1	2	3	4	5	6	7	Perc

**Scores Based Upon Graded Assignments 1 - 999**

**\* Indicates Max Values of 0 (zero). \*\* Assignments are not counted until graded.**

**Gradebook Summary**

**2 - Floriculture - S**

**Collar  
A**

#	Type	Description	Assigned	Due Date
1	HW, Class Assignments, Quiz	Valentines Day Worksheet	2/3/2015	2/4/2015
2	HW, Class Assignments, Quiz	Valentines Advertising Poster	2/3/2015	2/4/2015
3	HW, Class Assignments, Quiz	Participation January/February	2/20/2015	2/23/2015
4	HW, Class Assignments, Quiz	Chapter 13 Note Packet	2/23/2015	2/24/2015
5	FFA Participation/SAE	Spring FFA Participation	3/23/2015	3/24/2015
6	HW, Class Assignments, Quiz	January-February Participation	3/23/2015	3/24/2015
7	HW, Class Assignments, Quiz	March and April participation	3/2/2015	4/17/2015

**Gradebook Summary**  
**6 - Animal Sci 1 - S**

**Collar  
A**

Student Name	Grd	1	2	3	Perc
<b>Max Points:</b>		<b>30</b>	<b>50</b>	<b>50</b>	
<b>**Grading Completed:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3 Assmnts</b>
[REDACTED]	12	30	45	50	<b>95.50</b>
[REDACTED]	11	30	50	50	<b>100.00</b>
[REDACTED]	11	30	50	50	<b>100.00</b>
[REDACTED]	11	30	50	50	<b>100.00</b>
[REDACTED]	10	30	45	50	<b>95.50</b>
[REDACTED]	10	30	50	50	<b>100.00</b>
[REDACTED]	12		50	50	<b>90.00</b>
[REDACTED]	11	30	45	50	<b>95.50</b>
[REDACTED]	12	10	45	50	<b>88.83</b>
[REDACTED]	11	30	50	50	<b>100.00</b>
[REDACTED]	11	20	40	50	<b>87.66</b>
Student Name	Grd	1	2	3	Perc

**Scores Based Upon Graded Assignments 1 - 999**

\* Indicates Max Values of 0 (zero). \*\* Assignments are not counted until graded.

**Gradebook Summary**  
**6 - Animal Sci 2 - S**

**Collar  
A**

Student Name	Grd	1	2	3	Perc
<b>Max Points:</b>		<b>30</b>	<b>50</b>	<b>50</b>	
<b>**Grading Completed:</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3 Assmnts</b>
[REDACTED]	12	30	50	50	<b>100.00</b>
[REDACTED]	12	30	50	50	<b>100.00</b>
Student Name	Grd	1	2	3	Perc

**Scores Based Upon Graded Assignments 1 - 999**

\* Indicates Max Values of 0 (zero). \*\* Assignments are not counted until graded.

**Gradebook Summary**  
**6 - Animal Sci 2 - S**

**Collar  
A**

#	Type	Description	Assigned	Due Date
1	FFA Participation/SAE	Spring FFA Participation	3/23/2015	3/24/2015
2	HW, Class Assignments, Quiz	Participation Jan-February	3/23/2015	3/24/2015
3	HW, Class Assignments, Quiz	March and April participation	3/2/2015	4/17/2015

# 5. SAE Supervision Forms

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Sabrina [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Market Lamb  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Feeding/buying own feed.  
Not fed in school group. ∴ Start running +  
bracing lamb ASAP!

6. Suggestions: Change feed to high noon, lamb slam, or sun glo.

Advisor's Signature [Signature]

Students Signature Sabrina [REDACTED]

Date 5/1/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Henry [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Silage / crop ~~can~~ Harvest / Handling  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Keep better income / expense records!

6. Suggestions: Keep on list for American Degree!

Advisor's Signature [Signature]

Students Signature [Signature] [REDACTED]

Date 4/7/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Michelle [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Market Lamb  
B. Market Goat  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Finalizing lamb project, starting goat project.

6. Suggestions: Student is on track to earn State Degree next year. Should also apply for proficiency.

Advisor's Signature [Signature]

Students Signature Michelle [REDACTED]

Date 5/4/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Uriel [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Rose Production + Sales  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Buy rooting hormone +  
better potting soil.

6. Suggestions: Apply for proficiency. Keep on list for  
American Degree.

Advisor's Signature [Signature]

Students Signature Uriel [REDACTED]

Date 2/20/15



# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Cristian [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Farm labor + construction  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Update record book + keep better records of income + expenses.

6. Suggestions: Keep on list for American Degree.

Advisor's Signature [Signature]

Students Signature Cristian [REDACTED]

Date 3/2/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Jonathan [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Barn roofing/construction  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Update record book + keep better records of income + expenses.

6. Suggestions: Keep on list for American Degree -

Advisor's Signature [Signature]

Students Signature [Signature] [REDACTED]

Date 1/7/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Alex [redacted]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Farm labor + construction  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Update record book + keep  
better records of income + expenses.

6. Suggestions: Keep on list for State/American Degree.

Advisor's Signature [Signature]

Students Signature Alex [redacted]

Date 4/6/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Natalie [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Market Lamb  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Student needs to practice  
bracing lamb more.

6. Suggestions: Shear lamb + clip feet regularly this  
year. On track to apply for state degree next  
year.

Advisor's Signature [Signature]

Students Signature Natalie [REDACTED]

Date 5/6/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Jennifer [REDACTED]

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_

3. Project: A. Love Bird Breeding, Marketing, + Sales  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Student should track records  
+ marketing more accurately.

6. Suggestions: Applied for proficiency + state degree. Keep  
on American degree list.

Advisor's Signature [Signature]

Students Signature Jennifer [REDACTED]

Date 1/7/15

# SAE Supervision Forms

(Supervised Agricultural Experience program)

1. Student Name: Carolina 

2. Visitation Site:  School  
 School Farm  
 Student Residence  
 Other \_\_\_\_\_


3. Project: A. Market Lamb  
B. Market Goat  
C. \_\_\_\_\_  
D. \_\_\_\_\_

4. Record Book Current & Correct:  YES  NO

5. General Project Comments: Finalizing lamb project, starting goat project.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Suggestions: Student is on track to earn State Degree.  
Should apply for proficiency next year.  
\_\_\_\_\_  
\_\_\_\_\_

Advisor's Signature 

Students Signature 

Date 5/1/15

**6. School Board  
Approved Policy  
(SAE)**

Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Ag Biology**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    Email: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Ecology
- Genetics - DNA/RNA
- Evolution
- Plant/Animal Anatomy and Physiology
- Animal Nutrition
- Animal Health/Diseases
- Ag Bio Research Project
- Parliamentary Procedure
- FFA, SAE, Record Keeping
- Cell Structure and Functions



**B. Supplies:**

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs). This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**C. Grading Policy:**

Grades will be based on the following:

90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, etc.

10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

90-100% = A

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60-69% = D

0-59% = F

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**\*Late Work:** No Late work will be accepted for credit, unless students come in on their own time to complete it. I strongly encourage all students to complete all work even if it's late so that you have study resources for tests/finals. If you are absent, work is due immediately on the day of your return. Projects or assignments with a "Firm Due Date" will not be accepted late for credit.

**\*Extra Credit:** Extra credit may be offered throughout the year by the teacher at the teachers discretion.

**D. Expectations and Class Rules:**

1. All FHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.



4. **WORKPLACE RULES:**

**A. Act like an adult**

**B. Follow directions**

5. Be courteous, cooperative, and respect the rights and property of others. NO horseplay, unsafe, irresponsible, destructive, disrespectful behavior will be tolerated at any time! Absolutely NO vandalism will be tolerated at any time!
6. Be in class on time and prepared to work. Always have notebook available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention will be issued. (Report to Rm. 401)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
8. Wear appropriate clothing for the class situation. You should be prepared to work with livestock, plants, in dirt, etc. **YOU WILL GET DIRTY!** If you decide, you may bring a change of clothes/shoes to leave in the classroom to change into.
9. Animal Welfare is Important to us. Students are not allowed to ride, taunt, or otherwise cause distress or harm to animals.
10. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
11. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done. Your mother doesn't live in Ms. Collar's classroom, pick up after yourself!
12. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
13. No hats or sunglasses will be worn in class.
14. Keep out of the office and away from teachers desk!
15. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
16. Class will end when the instructor has dismissed you.

***Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polite***

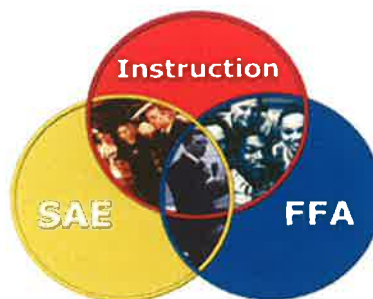
## G. FFA Participation and Supervised Agricultural Experience (SAE):

Agriculture education programs are considered intra-curricular, meaning students participate in curricular activities both inside and outside of the regular school day. Students participation outside of the classroom factored into their overall grade. All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 3 activities by the end of each semester. Activity points will not roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your class Activities Sheet.

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June. SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you MUST keep a current Official FFA E-Record Book. Your book must be kept up to date and must not leave the Ag Department! Students will work together with their FFA advisor to develop and approve an appropriate project, of which a student must complete at least 10 hours per semester. Common projects include, but are not limited to: raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, selling flowers, and presentations. If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Farmersville High School Agriculture Dept.

**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Animal Science**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Animal Selection & Exhibition
- FFA
- Animal Waste
- Small Animal Breeds and Production
- Animal Health and Diseases
- Animal Nutrition
- Parliamentary Procedure
- Agricultural Careers
- Leadership Development
- Record Keeping
- Animal Reproduction
- Careers
- Animal Welfare
- Animal By-Products
- Agriculture Environmental Challenges



**B. Supplies:**

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs). This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**C. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, etc.

10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
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## D. Expectations and Class Rules:

1. All FHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
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8. Wear appropriate clothing for the class situation. I will try to let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared. You should be prepared to work with livestock, plants, in dirt, etc. YOU WILL GET DIRTY! If you decide, you may bring a change of clothes/shoes to leave in the classroom to change into.
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**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June. SAE projects help students to apply their agriculture knowledge, while hopefully earning them a bit of money! Students experiences with their projects will help prepare them for future careers and may be valuable assets to their resume upon entering the workforce. As part of the SAE component you MUST keep a current Official FFA E-Record Book. Your book must be kept up to date and must not leave the Ag Department! Students will work together with their FFA advisor to develop and approve an appropriate project, of which a student must complete at least 10 hours per semester. Common projects include, but are not limited to: raising animals, working for agriculture related businesses, lawn/garden maintenance, research projects, selling flowers, and presentations. If you have an SAE (Supervised Agricultural Experience) Project housed on the farm, and it's been abandoned for more than 30 days, the project becomes property of the Farmersville High School Agriculture Dept.

**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.





Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Floral Design and Management**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook

E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

### A. Course Description:

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

### B. Topics of Instruction: (See Course Outline for specific units, activities, and state standards.)

1. Introduction to Floral Design
2. Elements and Principals of Design
3. History of Floral Design
4. Flowers to Wear
5. Floral and Foliage Crop Identification
6. Holiday work in Floral Design
7. Floral Industry Careers & Retail Flower Shop
8. Trends in Production, Facets of the Industry, and World Flower Market
9. Weddings and Sympathy Work
10. Floral Portfolio (Notebook)
11. FFA & Supervised Agriculture Experience

### Examples of Hands-On Projects and Labs:

- Wiring and Taping
- Flower Pens
- Tissue Paper Flowers
- Hershey Kiss Roses
- Bow Construction
- Boutonnieres and Corsages
- Floral History Posters and Presentations
- Thanksgiving Arrangements and Sales
- Winter Wreaths
- Valentine's Day Arrangement
- Valentine's Day Rose Sale
- Spring Arrangement
- Mother's Day Arrangement
- FFA Banquet Centerpieces
- Etc.

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. (A classroom set of the text will be provided for in-class assignments.)

### D. Fees and Supplies:

**Supply/Material Fee:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they will be able to take home if purchased. Due to the cost of fresh flowers and supplies, students will not be allowed to take home every design for free.

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs) for their Floral Portfolio. This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**Floral Supplies:** Students will be provided with floral shears, scissors, colored pencils, glue, and floral tape etc. These supplies are for school use only and are to remain at school and neat during the year.

### E. Grading Policy:

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

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- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**\*Absences:** It is the *student's responsibility* to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the "Out" box for any handouts, and if there are any questions or needs from the instructor, it is the student's responsibility to see me *outside of class time* on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

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## F. Expectations and Class Rules:

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7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
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## G. FFA Participation and Supervised Agricultural Experience (SAE):

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**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.





**7. School Board  
Approved Policy  
(FFA)**

Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Ag Biology**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    Email: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Ecology
- Genetics - DNA/RNA
- Evolution
- Plant/Animal Anatomy and Physiology
- Animal Nutrition
- Animal Health/Diseases
- Ag Bio Research Project
- Parliamentary Procedure
- FFA, SAE, Record Keeping
- Cell Structure and Functions



**B. Supplies:**

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  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.

4. **WORKPLACE RULES:**

**A. Act like an adult**

**B. Follow directions**

5. Be courteous, cooperative, and respect the rights and property of others. NO horseplay, unsafe, irresponsible, destructive, disrespectful behavior will be tolerated at any time! Absolutely NO vandalism will be tolerated at any time!
6. Be in class on time and prepared to work. Always have notebook available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention will be issued. (Report to Rm. 401)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
8. Wear appropriate clothing for the class situation. You should be prepared to work with livestock, plants, in dirt, etc. **YOU WILL GET DIRTY!** If you decide, you may bring a change of clothes/shoes to leave in the classroom to change into.
9. Animal Welfare is Important to us. Students are not allowed to ride, taunt, or otherwise cause distress or harm to animals.
10. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
11. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done. Your mother doesn't live in Ms. Collar's classroom, pick up after yourself!
12. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
13. No hats or sunglasses will be worn in class.
14. Keep out of the office and away from teachers desk!
15. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
16. Class will end when the instructor has dismissed you.

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## G. FFA Participation and Supervised Agricultural Experience (SAE):

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**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Animal Science**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Animal Selection & Exhibition
- FFA
- Animal Waste
- Small Animal Breeds and Production
- Animal Health and Diseases
- Animal Nutrition
- Parliamentary Procedure
- Agricultural Careers
- Leadership Development
- Record Keeping
- Animal Reproduction
- Careers
- Animal Welfare
- Animal By-Products
- Agriculture Environmental Challenges



**B. Supplies:**

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs). This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**C. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
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## D. Expectations and Class Rules:

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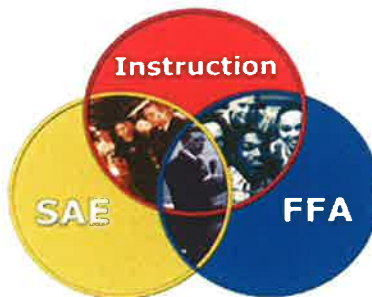
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**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 3 activities by the end of each semester. Activity points will not roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your class Activities Sheet.

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**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.





Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Floral Design and Management**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook

E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Course Description:**

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

**B. Topics of Instruction:** (See Course Outline for specific units, activities, and state standards.)

1. Introduction to Floral Design
2. Elements and Principals of Design
3. History of Floral Design
4. Flowers to Wear
5. Floral and Foliage Crop Identification
6. Holiday work in Floral Design
7. Floral Industry Careers & Retail Flower Shop
8. Trends in Production, Facets of the Industry, and World Flower Market
9. Weddings and Sympathy Work
10. Floral Portfolio (Notebook)
11. FFA & Supervised Agriculture Experience

**Examples of Hands-On Projects and Labs:**

- Wiring and Taping
- Flower Pens
- Tissue Paper Flowers
- Hershey Kiss Roses
- Bow Construction
- Boutonnieres and Corsages
- Floral History Posters and Presentations
- Thanksgiving Arrangements and Sales
- Winter Wreaths
- Valentine's Day Arrangement
- Valentine's Day Rose Sale
- Spring Arrangement
- Mother's Day Arrangement
- FFA Banquet Centerpieces
- Etc.

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. (A classroom set of the text will be provided for in-class assignments.)

**D. Fees and Supplies:**

**Supply/Material Fee:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they will be able to take home if purchased. Due to the cost of fresh flowers and supplies, students will not be allowed to take home every design for free.

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs) for their Floral Portfolio. This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**Floral Supplies:** Students will be provided with floral shears, scissors, colored pencils, glue, and floral tape etc. These supplies are for school use only and are to remain at school and neat during the year.

**E. Grading Policy:**

Grades will be based on the following:

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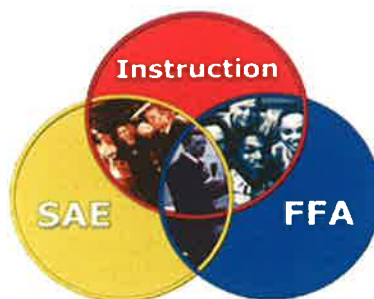
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**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.



# 8. FFA Program of Activities

### **FFA Program of Activities:**

The FHS Program of Activities is a huge work in progress and is nowhere near complete. Being new to the FHS Ag Department and not being able to find any copies of previous years POA's I had to come up with something completely on my own. There are a great many things that I would like to add to it, as well as reformat most of it to make it look more streamlined, professional, and complete. Some of the many things I would like to add to it is our FFA chapter goals which the officer team comes up with each year, a department outline, the FHS FFA chapter budget for the year, the calendar of activities, FFA degrees, point awards trip explanation, FHS Ag Department Pathways, FHS offered Ag classes, CA leadership map, proficiencies, CDE opportunities, proper use of the FFA jacket, examples of official FFA dress and how to order your own FFA jacket.

# Farmersville FFA



2014-2015

Program of Work

# Foreword

We, the Future Farmers of America have assembled this Program of Work in order to:

Set up definite goals for our chapter to work towards in the hope that we will be able to progress into greater prominence this school year;

Promote a spirit of helpfulness and cooperation in our community;

Acquaint the membership more thoroughly with the work and accomplishments of our organization;

Acquaint the school administration, school board and school patrons with aims, purposes and activities of the FFA program at Farmersville High school and in the community.

Since the primary aim of the National FFA is the development of agricultural leadership, cooperation, and citizenship, the FFA Motto appropriately reads:

*Learning to do*

*Doing to learn*

*Earning to live*

*Living to serve*

---

## Do You Just Belong?

Are you an active member, the kind that would be missed?  
Or are you just contented, that your name is on the list?

Do you attend the meetings, and mingle with the flock,  
Or do you meet in private, and criticize and knock?

Do you take an active part, to help the work along?  
Or are you satisfied to be, the kind who just belongs?

Do you work on committees, to this there is no trick?  
Or leave the work to just a few, and talk about the clique?

So come to meetings often, and help with hand and heart.  
Don't just be a member, but take an active part.

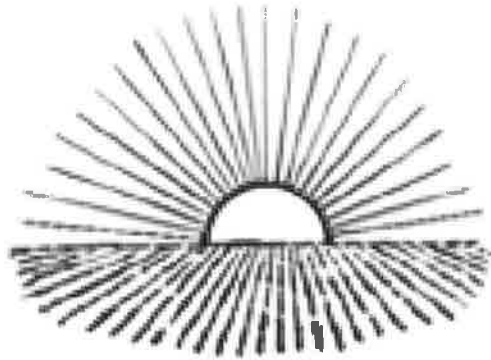
Think this over colleagues; you know what's right from wrong.  
Are you a valued member, or do you just belong?

# Farmersville FFA 2014-2015 Chapter Program of Work:

<u>Table of Contents</u>	<u>Page</u>
<u>Cover</u>	<u>1</u>
<u>Foreword</u>	<u>2</u>
<u>Table of Contents</u>	<u>3</u>
<u>President's Welcome</u>	<u>4</u>
<u>Advisor's Welcome</u>	<u>5</u>
<u>Chapter Officer Team</u>	<u>6</u>
<u>Chapter Officer Duties page 1</u>	<u>7</u>
<u>Chapter Officer Duties page 2</u>	<u>8</u>
<u>The FFA Creed and the FFA Motto</u>	<u>9</u>
<u>The FFA Colors</u>	<u>10</u>
<u>Programs and Activities in the FFA</u>	<u>10</u>
<u>The FFA Emblem and the Three Circles</u>	<u>11</u>
<u>Farmersville FFA Career Develop Events/ Judging Contests</u>	<u>12</u>
<u>Supervised Agricultural Experience Program (SAEP)</u>	<u>12</u>
<u>Proficiency Award Areas</u>	<u>13-14</u>
<u>Fundraisers, Community Service, and Conferences</u>	<u>15</u>
<u>Money – Scholarships</u>	<u>15</u>
<u>Constitution and Bylaws</u>	<u>16-37</u>

## President's Welcome:

Every FFA member is truly fortunate to be able to take part in such an extraordinary experience. The year ahead is sure to be an eventful one, leading all of us into the new millennium. The Farmersville FFA Chapter officer team is fortunate to serve its member and hopes to make it a memorable year. Hopefully the team will inspire all to strive for their goals, for all are unique in a different way and will succeed with persistence, determination, and a drive deep within. On behalf of the Farmersville FFA Officer team, I wish you all the best for the upcoming year. May it be a productive and successful one!



Sincerely,  
Your 2014-2015 Chapter President

Jonathan Rodarte



## Advisors Welcome:

Welcome to a new and exciting year at the Farmersville High School Agriculture Department. I look forward to continuing the long tradition of success and hope that each and every one of you will become an involved member of our exciting program!

My curriculum is purely educational and the facilities here are both extraordinary, ones I believe compliment our successful FFA Chapter. It is my hope to offer curriculum to my students that will provide them the opportunity to learn more about agriculture and science technologies while receiving credits to graduate, get into college or get a successful job.

The officer team has set up goals for this year, one goal including the advertisement of our program. As an advisor, I agree that individual student growth, both personally and professionally, is the number one most important element my department can offer each member. In order for this growth to occur I will provide many different opportunities for student involvement throughout the year. The Program of Activities can be used as a guide, outlining the variety of opportunities students can become involved with in our outstanding FFA chapter. Student involvement is the key to success for a powerful Agriculture program. The success of your Agriculture department is almost entirely dependent upon your involvement and your desire to do the very best you can do.

Sincerely,

Audrey Westbrook  
Farmersville Chapter Advisor

# Chapter Officers

Chapter officers serve a vital function in FFA. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

- A genuine desire to be a part of a leadership team.
- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

## 2012-2013 Chapter Officers:

President – Jonathan Rodarte

Vice President – Itzel Cervantes

2<sup>nd</sup> Vice President-Monica Villalpando

Secretary – Ashley Rivera

Reporter – Daisy Barajas

Treasurer – Araceli Jimenez

Sentinel – Carolina Hernandez

## President: Stationed by the rising sun

"The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation."

- Preside over meetings according to accepted rules of parliamentary procedure.
- Appoint committees and serve on them as an ex-officio (non-voting) member.
- Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
- Represent the chapter in public relations and official functions.

## Vice President: Stationed by the plow

"The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun."

- Assume all duties of the president if necessary.
- Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
- Coordinate all committee work.
- Work closely with the president and advisor to assess progress toward meeting chapter goals.
- Establish and maintain a chapter resource file.

## Secretary: Stationed by the ear of corn.

"I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet."

- Prepare and post the agenda for each chapter meeting.
- Prepare and present the minutes of each chapter meeting.
- Place all committee reports in the designated area
- Be responsible for chapter correspondence.
- Maintain member attendance and activity records and issue membership cards.
- Keep the Program of Activities wall chart up-to-date.
- Have on hand for each meeting:
  - Official FFA Chapter Secretary's Book including minutes of the previous meeting.
  - Copy of the Program of Activities including all standing and special committees.
  - Official FFA Manual and the National FFA Student Handbook.
  - Copies of the chapter constitution and bylaws

## Treasurer: Stationed at the emblem of Washington.

"I keep a record of receipts and disbursements just as Washington kept his farm accounts-carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent."

- Receive, record and deposit FFA funds and issue receipts.
- Present monthly treasurer's reports at chapter meetings.
- Collect dues and special assessments.
- Maintain a neat and accurate FFA Chapter Handbook: Secretary, Treasurer & Program of Activities Workbook or the computer software.
- Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
- Serve as chairperson of the earnings and savings committee.

## Reporter: Stationed by the flag.

"As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii."

- Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
- Release news and information to local and regional news media.
- Publish a chapter newsletter.
- Prepare and maintain a chapter scrapbook.
- Send local stories to area, district and state reporters.
- Send articles and photographs to FFA New Horizons and other national and/or regional publications.
- Work with local media on radio and television appearances and FFA news.
- Serve as the chapter photographer.

## Sentinel: Stationed by the door

"Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order."

- Assist the president in maintaining order.
- Keep the meeting room, chapter equipment and supplies in proper condition.
- Welcome guests and visitors.
- Keep the meeting room comfortable.
- Take charge of candidates for degree ceremonies.
- Assist with special features and refreshments.

# FFA Creed

I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

# FFA Motto

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

# FFA Colors

Corn Yellow

National Blue

## Programs and Activities in the FFA

- Monthly FFA Meetings
- Greenhand Conference
- Chapter Meetings
- Community service
- Made for excellence Conference
- Advanced Leadership Conference
- Sacramento Leadership
- Career Development Events
- Public Speaking Events
- Parliamentary Procedures
- Project Competition
- Scholarships
- Proficiency Awards
- State Convention
- National Convention
- Washington Leadership Experience
- Year End Point Award Trip
- Tulare County Fair

# The FFA Emblem



The National FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance.

## Three Circles

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components:

- 1) Classroom/laboratory instruction (contextual learning)
- 2) Supervised agricultural experience programs (work-based learning)
- 3) Student leadership organizations (National FFA Organization, National Young Farmer Educational Association, and National Postsecondary Agricultural Student Organization).

**Team Ag Ed is a united effort in promoting local program success and includes the following organizations and groups.**

Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education first became a part of the public education system in 1917 when the U.S. Congress passed the Smith-Hughes Act. Today, over 800,000 students participate in formal agricultural education instructional programs offered in grades seven-adult throughout the 50 states and three U. S. territories.

## Farmersville FFA Career Develop Events/ Judging Contests

- Computers
- Citrus
- Poultry
- Floral
- Dairy
- Dairy Products
- Specialty Animals
- Vine Pruning

## Supervised Agricultural Experience Program

An agricultural education program is made up of three integrated parts: Classroom instruction, FFA and Supervised Agricultural Experience (SAE).

Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:

- Entrepreneurship

Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

- Placement

Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

- Research and Experimentation

Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

- Exploratory

Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian.



## Proficiency Award Areas

### **National Chapter**

The National Chapter Award program recognizes FFA chapters that successfully complete an annual Program of Activities (POA) which includes a series of activities designed to encourage its members to grow as individuals, to work as part of a team, and to serve others.

### **Honorary Awards**

The National FFA Organization relies on the support of exceptional teachers, individuals and companies to provide life-changing experiences for its members. Each year, at the National FFA Convention, we honor those who have made outstanding contributions to FFA with Distinguished Service Citation, VIP award or Honorary American FFA Degree.

### **Agriscience Fair**

The National FFA Agriscience Fair is a competition for FFA members who are interested in the science and technology of agriculture. It is held each year,

during the National FFA Convention.

Students can compete in the national agriscience fair in one of five categories: Botany, Engineering, Environmental Sciences, Zoology, Biochemistry/ Microbiology/ Food Science.

## **Agriscience Teacher of the Year**

The National FFA Agriscience Teacher of the Year award recognizes teachers who have inspired and enlightens his or her students through engaging and interactive lessons in the science of agriculture.

### **Career Development Events**

Career opportunities abound within today's agriculture industry. Career Development Events (CDEs) help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.

### **Proficiencies**

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers.

Students can compete for awards in 47 areas\* covering everything from Agricultural Communications to Wildlife Management. Each award area also has two categories, placement and entrepreneurship.

### **American Star Awards**

The American Star Awards represent the best of the best among thousands of American FFA Degree recipients. Finalists for the award have mastered skills in production, finance, management and/or research.

# Fundraisers

- Popcornopolis
- Baked Potatoes sale
- Hotdogs sale
- Poinsettia Sale
- Egg Sales
- Sausage Sales
- Beef Raffle
- Car Wash

# Community Services

- Special Needs Prom
- Cemetery Clean Up
- Stuff the Sleigh
- Canned Food Drive
- Gift Wrap

# Conferences

- Made for Excellence Conference
- Advanced Leadership Conference
- Greenhand Conference
- State Conference
- National Conference

# Money- Scholarships

In 2013, the National FFA Organization is offering \$2.1 million in scholarships designed to fit the diversity of our applicants. Scholarships are sponsored by businesses and individuals through the National FFA Foundation and are given for a wide variety of experiences, career goals and higher education plans. The selection process takes into account the whole student - FFA involvement, work experience, Supervised Agricultural Experience (SAE), community service, leadership skills and academics.

## **NATIONAL FFA ORGANIZATION**

### **PREMIER LEADERSHIP, PERSONALGROWTH, CAREER SUCCESS**

National FFA Organization

Official Constitution

#### **Article I. Name**

The Future Farmers of America organization shall be known and shall do business as the National FFA Organization. Recognized units of the organization may officially use the letters “FFA” and/or the words “Future Farmers of America” to designate the organization, its units and/or members.

#### **Article II. Objectives of the Organization**

The objectives of the organization shall be consistent with Section 3 of the organization’s federal charter, Public Law 105-225 (formerly Public Law 81-740). The organization shall cooperate with national and state government agencies and officials in vocational education to accomplish the following objectives:

1. To be an integral part of the organized instructional programs in agricultural education which prepare students for a wide range of careers in agriculture, agribusiness and other agriculture-related occupations.
2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of their time; by learning to assume responsibility; and by developing competencies in communications, human relations and other social abilities leading to the intelligent choice of a career and successful employment or entrepreneurship in the industry of agriculture.
3. To provide agriculture-related programs and activities which will develop

pride, responsibility, leadership, character, scholarship, citizenship, patriotism and thrift; and which will improve the economic, environmental, recreational and human resources of the community.

4. To encourage and recognize achievement in supervised agricultural experience programs, scholarship, leadership and other individual and group activities by providing awards to deserving members and chapters.

### **Article III. Organization**

#### Section A

The National FFA Organization is the organization of, by and for students enrolled in agricultural education programs. It shall consist of chartered state associations composed of not less than four chapters chartered by a state association and having a total active<sup>2</sup> Ratified 2/23/2012 membership of not less than 125 members. In the event a state association falls below the 125 members and four chapters, it shall remain as a chartered state association of the National FFA Organization. More than one chapter may be chartered in a school when deemed appropriate by the state governing body.

#### Section B

Chapters of the National FFA Organization shall be chartered only in such schools where recognized systematic instruction in agricultural education is offered under the provisions of federal vocational education legislation. Such chapters shall operate as an integral part of the instructional program of agricultural education.

Schools with large enrollments and/or multiple programs in agricultural education may establish subsidiary chapters of the parent chapter. Each subsidiary chapter shall be organized and operated in accordance with all the provisions of the national, state and local constitutions. Subsidiary chapters shall be coordinated by the officers and advisors of the parent chapter.

### Section C

Students enrolled in agricultural education may meet in state convention, adopt a constitution which shall not conflict with that of the national organization, elect officers, develop a Program of Activities and apply to the national organization for a state association charter. Upon receipt of a charter from the national organization, the state association shall be part of the National FFA Organization and shall be empowered to charter local chapters.

### Section D

Collegiate chapters may be chartered by the state association in two- or four-year postsecondary institutions where agricultural courses are taught.

Each chartered collegiate chapter may adopt a constitution which shall not conflict with that of the national organization or the respective state association. They may also elect officers and establish a Program of Activities.

Collegiate chapter members shall pay National FFA Organization dues.

## **Article IV. Procedures for Determining Standing of State Associations and Chapters**

### Section A

A state FFA association shall be in good standing with the National FFA Organization when the following conditions are met:<sup>3</sup> Ratified 2/23/2012

1. All annual national dues have been paid to the National FFA Organization or shown by postmark or other reliable evidence to have been mailed to the national FFA treasurer on or before May 15.
2. All reports have been submitted to the national organization as requested by the National FFA Board of Directors.
3. Provisions of the state FFA constitution do not conflict with the National FFA Constitution and association activities are in harmony with the ideals

and purposes of the National FFA Organization.

The National FFA Board of Directors shall have the power to suspend the charter of any state association which violates the National FFA Constitution and Bylaws. A report of all suspensions shall be presented by the Board to the delegates at the next succeeding national convention. In the event a state association is not in good standing at the time of the opening of a national convention, the delegates in session at that national convention shall have the power, upon recommendation of the National FFA Board of Directors, to withdraw the charter and refuse such association official representation at the annual national convention. When such action is taken, the association in question and the chapters and members thereof shall be denied the privileges of membership in the organization. Upon meeting the requirements for good standing, a state association may be reinstated by action of the National FFA Board of Directors.

#### Section B

A chapter shall be in good standing with the state association when the following conditions are met:

1. All annual, state and national dues have been paid by the date determined by the state association.
2. All reports have been submitted as requested by the state association.
3. Provisions of the chapter constitution do not conflict with the State or National FFA Constitutions and chapter activities are in harmony with the ideals and purposes of the National FFA Organization.

The governing body of the state association shall have the power to suspend the charter of any chapter which violates the state or National FFA Constitution and Bylaws. A report on all suspensions shall be presented to the delegates at the next succeeding state convention. In the event a chapter is not in good standing with the state association at the

time of the opening of a state convention, the delegates in session at that state convention shall have the power, upon recommendation of the state association governing body, to withdraw the charter and refuse such chapter official representation at the state convention. When such action is taken, the chapter in question and members thereof shall be denied the privileges of membership in the state association. Upon meeting the requirements for good standing, a chapter may be reinstated by action of the state association governing body.

In the event a local department of agricultural education is discontinued, its chartered FFA chapter may officially operate for a period not to exceed three years (36 months) from the date of discontinuance, provided proper supervision is given by a person having the approval of the local school administrator and the state FFA advisor. The chapter's4 Ratified 2/23/2012 charter must be surrendered to the state advisor at the end of the three-year period if a local department of agricultural education is not in operation in the school at that time.

## **Article V. Membership**

### Section A

Membership in the National FFA Organization shall be of four kinds: active, alumni, collegiate and honorary.

### Section B

Active Membership - To be eligible for active membership in a chartered FFA chapter, a student must be enrolled in a secondary agricultural education program. State associations may consider "secondary agricultural education programs" to be grades seven-12.

To become an active member and retain membership, a student must:

1. While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of



which is preparation for an agricultural career.

2. Show an interest in the affairs of the organization by attending meetings, striving for degrees of membership and participating in other organized activities of the chapter.

3. Pay all current state and national dues by the date determined by the chapter.

4. Display conduct consistent with the ideals and purposes of the National FFA Organization.

A member may retain active membership until November 30, following the fourth National FFA Convention after graduation from high school.

A member in good standing at the time of induction into the armed forces of the United States of America or into the FFA international program shall be in good standing during the period of active service without further payment of dues or attendance at meetings.

Time spent in the armed forces or FFA international program shall not be considered as elapsed time in determining the maximum period of four conventions following

graduation from high school or leaving high school. Members using this waiver of service time for the purpose of maintaining active membership for application for advanced degrees of membership must resume active participation within six months after having been honorably discharged from military service or completing their FFA international program and indicate such a desire by paying dues and attending meetings.

Members participating in a six-month armed services program or participating in the FFA international program for six months shall be eligible for one full year of extended membership. No individual may retain active membership beyond his or her 23rd birthday.<sup>5</sup> Ratified 2/23/2012

### Section C

Alumni Membership - Membership shall be open to former active members, collegiate

and honorary members, present and former professional agricultural educators, parents of FFA members and others interested in and supportive of FFA.

#### Section D

Collegiate Membership - Collegiate membership shall be open to students who are enrolled in agricultural courses or who are pursuing career objectives in the industry of agriculture or have an interest in the future welfare of the industry of agriculture at a two- or four-year postsecondary institution having a collegiate FFA chapter.

#### Section E

Honorary Membership - Farmers, school superintendents, principals, members of boards of education, chapter advisors, teachers, staff members in agricultural education, business people and others who are helping to advance agricultural education and FFA and who have rendered outstanding service, may be elected to honorary membership by a majority vote of the members present at any regular meeting or convention.

Honorary membership shall be limited to the Honorary Chapter FFA Degree in the local chapter, Honorary State FFA Degree in the state association and the Honorary American FFA Degree in the national organization.

### **Article VI. Degrees and Privileges of Active Membership**

#### Section A

There shall be five degrees of active membership based on individual achievement. These are the Discovery FFA Degree, Greenhand FFA Degree, the Chapter FFA Degree, the State FFA Degree and the American FFA Degree. The national organization shall set the minimum qualifications for each degree. The Discovery FFA Degree is intended for use in state associations and local chapters where middle school membership is offered. Receipt of this degree is not necessary in order to obtain the Greenhand FFA Degree or subsequent degrees.

## Section B

Discovery FFA Degree - To be eligible to receive the Discovery FFA Degree from a chapter, the member must meet the following minimum requirements:

1. Be enrolled in agricultural education class for at least a portion of the school year while in grades seventh - eighth.
2. Have become a dues paying member of FFA at local, state and national levels.<sup>6</sup> Ratified 2/23/2012
3. Participate in at least one local FFA chapter activity outside of scheduled class time.
4. Have knowledge of agriculturally related career, ownership and entrepreneurial opportunities.
5. Be familiar with the local FFA chapter program of activities.
6. Submit written application for the degree.

## Section C

Greenhand FFA Degree - To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, motto, salute and FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.

6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.

7. Submit written application for the Greenhand FFA Degree.

#### Section D

Chapter FFA Degree - To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least \$150 by the member's own efforts or worked at least 45 hours in excess of scheduled class time or a combination thereof and have developed plans for continued growth and improvement in a supervised agricultural experience program.

The following amendment will replace Section D item 4 effective January 1, 2015

4. A student after entering agricultural education must have:
  - a. earned and productively invested at least \$150 by the member's own efforts; or
  - b. worked at least 45 hours in excess of scheduled class time; or<sup>7</sup> Ratified 2/23/2012
  - c. a combination thereof and have developed plans for continued growth and improvement in a supervised agricultural experience program.

5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in FFA award programs.
8. Have a satisfactory scholastic record.
9. Have participated in at least 10 hours of community service activities.

These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

10. Submit a written application for the Chapter FFA Degree.

Other requirements may be established by the chapter and/or the state FFA association.

#### Section E

State FFA Degree - To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program.
4. Have earned and productively invested at least \$1,000 or worked at least 300 hours in excess of scheduled class time or a combination thereof, in a supervised agricultural experience program.

The following amendment will replace Section E item 4 effective January 1, 2015

4. A student after entering agricultural education must have:
  - a. earned and productively invested at least \$1,000; or

- b. worked at least 300 hours in excess of scheduled class time; or
- c. a combination thereof, in a supervised agricultural experience program.

5. Demonstrate leadership ability by:

- a. Performing 10 procedures of parliamentary law.
- b. Giving a six-minute speech on a topic relating to agriculture or FFA.
- c. Serving as an officer, committee chairperson or participating member of a chapter committee.

6. Have a satisfactory scholastic record as certified by the local agricultural education instructor and the principal or superintendent.

7. Have participated in the planning and completion of the chapter Program of Activities.<sup>8</sup> Ratified 2/23/2012

8. Have participated in at least five different FFA activities above the chapter level.

9. Have participated in at least 25 hours of community service, within at least two different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

The percentage of the total state membership which may receive the State FFA Degree and other requirements may be established by the state FFA association.

Written records of achievement of all requirements, verified by the chapter FFA advisor, shall be submitted to the state association at least one month prior to the state FFA convention at which the State FFA Degree is to be received. The state advisor shall provide for review of the records and submit a recommendation to the state association governing body, which shall nominate at the state FFA convention the candidates who

have been found worthy to receive the honor. The State FFA Degree will be conferred upon the candidates subject to approval by the delegates at the state convention.

#### Section F

American FFA Degree - To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state levels.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or to have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural program or have completed the program of agricultural education offered in the secondary school last attended.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least \$7,500 or have earned and productively invested at least \$1,500 and worked 2,250 hours in excess of scheduled class time. Any combination of hours times a factor of 3.33 plus

dollars must be equal to or greater than the number 9,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.<sup>9</sup> Ratified 2/23/2012

The following amendment will replace Section F item 5 effective January 1, 2015. Those members applying for their American Degree after January 1, 2015 must meet this requirement.

5. A student after entering agricultural education must have:

a. earned at least \$10,000 and productively invested at least \$7,500; or

b. earned and productively invested \$2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.

7. Have participated in at least 50 hours of community service, within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

#### **Article VII. Procedure for Selecting American FFA Degree Recipients**



### Section A

Applications for the degree must be approved by the state advisor or representative(s) thereof and be received by the national organization not later than midnight of June 30 or show by postmark or other reliable evidence to have been mailed to the national organization on or before June 15, prior to the national convention at which the degree is to be received.

### Section B

Applications must be submitted on the official form provided by the National FFA Organization.

### Section C

The National FFA Board of Directors shall review the American FFA Degree applications and recommend those candidates meeting the minimum qualifications. Final approval of the candidates shall be given by the delegates present at the national FFA convention.

## **Article VIII. Emblem**

### Section A10 Ratified 2/23/2012

The official emblem of the National FFA Organization shall include five symbols, namely: the plow, representing labor and tillage of the soil; the owl, representing wisdom; the rising sun, representing progress; a cross-section of an ear of corn, representing common agricultural interests; and an American eagle surmounting the cross-section of the ear of corn, representing the national scope of the organization. The emblem shall also include the letters "FFA" and the words "Agricultural Education."

### Section B

The emblem shall be uniform in all state associations and recognized units thereof. All members shall be entitled to display the emblem.

### Section C

Greenhand FFA Degree recipients shall be entitled to wear the official bronze emblem pin; Chapter FFA Degree recipients shall be entitled to wear the official silver emblem pin; State FFA Degree recipients shall be entitled to wear the official gold emblem charm; and American FFA Degree recipients shall be entitled to wear the official gold emblem key.

### Section D

Honorary Chapter FFA Degree recipients shall be entitled to wear either the official silver or gold emblem pin; Honorary State FFA Degree recipients shall be entitled to wear the official gold emblem charm; and Honorary American FFA Degree recipients shall be entitled to wear the official gold emblem key.

### Section E

Collegiate FFA chapter members and FFA advisors shall be entitled to wear the official gold owl pin.

## **Article IX. National Officers and Procedures for Election**

### Section A

The elected officers of the National FFA Organization shall be a president, four vice presidents (one from each of four regions of the United States established in the bylaws) and a secretary.

### Section B

The elected officers shall constitute the board of student officers. It shall be the duty of this board to advise and make recommendations to the National FFA Board of Directors with respect to the activities and business of the organization.

### Section C11

Ratified 2/23/2012

A state FFA association may recommend one candidate for national office each year.

The state's candidate shall be approved by the state advisor on a nomination form submitted to the national executive secretary on or before August 1. All candidates shall be notified as to their eligibility on or before August 15. Those declared ineligible may file an appeal with the national advisor not later than September 1. The FFA Governing Committee shall vote on any appeal and formally notify the candidate of their decision no later than September 15.

#### Section D

The national officers shall hold the American FFA Degree at the time of their election and must be active members for the duration of their term in office. They shall be elected annually by a majority vote of the delegates assembled at the national convention. A member cannot hold a national office and a state office at the same time.

#### Section E

A nominating committee consisting of nine official national convention delegates—one chairperson selected at large and two from each of the four regions—shall study and review the qualifications of each eligible candidate. This committee shall submit its nominations to the delegates assembled at the national convention.

#### Section F

The president and the secretary shall be elected from the candidates at large. The position of the vice presidents shall follow a four-year rotational cycle. The region from which the second vice president is elected during the current year shall be entitled to the first vice president the next succeeding year and so on for the other offices.

#### Section G

National FFA officers shall serve from one national convention through the next succeeding national convention and shall not be re-elected, nor eligible for election to

another national office. In the event a national convention is not held in any given year, the National FFA Board of Directors shall make provisions for the appointment of national officers for the next succeeding year. The National FFA Board of Directors shall have the power to appoint a qualified member to fill any office which becomes vacant between national conventions.

#### **Article X. The National Advisor, Executive Secretary and Treasurer**

The national advisor shall be the senior program specialist for agriculture, agribusiness and natural resources, United States Department of Education, successor in office to the chief of the Agricultural Education Service. The executive secretary shall be a member of the agricultural education staff at the United States Department of Education. The national treasurer shall be an employee or member of a state agency that directs or supervises a state program of agricultural education under the provisions of federal vocational education legislation and shall be designated by the National FFA Board of 12 Ratified Directors.

#### **Article XI. State and Chapter Officers**

##### Section A

The officers of the state FFA associations shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the state advisor and/or state FFA governing body. The state supervisor of agricultural education shall be the state FFA advisor. An executive secretary, executive treasurer, executive secretary-treasurer and/or other state FFA officials may be named by the state advisor subject to the approval of the state FFA governing body. All state FFA officers shall be elected annually by a majority vote of the delegates present at any regular convention of the state association.

### Section B

The officers of an FFA chapter shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the local advisor and/or governing body. The teacher(s) of agricultural education shall be the FFA advisor(s). Chapter officers shall be elected annually or semi-annually by the members present at any regular meeting of the chapter.

### Section C

If a state association has been chartered for two years or more, all state officers shall have attained the State FFA Degree. If a chapter has been chartered for two years or more, all chapter officers shall have attained the Chapter FFA Degree.

## **Article XII. Meetings and Conventions**

### Section A

Except in case of an extreme emergency declared by the National FFA Board of Directors, a convention of the National FFA Organization shall be held annually. The purpose of the national convention shall be to conduct the business of the national organization and to recognize outstanding achievements of FFA members and chapters. The time and place of the convention shall be determined by the National FFA Board of Directors.

### Section B

At the national convention an official delegate assembly limited to 475 delegates will convene. This delegate body will consist of two official delegates from each state association to be designated as chair and vice chair of the state delegation, plus additional official delegates based on the individual state association's percentage of national FFA membership. The delegates shall be selected by the state FFA association. A quorum

shall exist when both the following conditions are met at the time business is conducted:13 Ratified  
2/23/2012

a majority of the official delegates registered at the national convention are present and at least 26 state associations are represented by official delegates. Business items shall only be considered when approved by a delegate committee or by a two-thirds vote of the delegate body, except for proposed amendments to the constitution and bylaws meeting the requirements outlined in Article XVII.

### Section C

Except in case of extreme emergency, a convention of the state FFA association shall be held annually prior to the national convention at a time and place to be determined by the governing body of the state FFA association. The state association shall determine the number and method of selection of delegates to the state convention.

### **Article XIII. Committees**

The president of the National FFA Organization shall appoint three regular committees annually: the Nominating Committee, which shall place in nomination the candidates for the board of student officers; the Auditing Committee, which shall review the auditors' report(s) on all FFA financial accounts; and the National Program of Activities Committee, which shall establish the annual goals and objectives of the national organization. Other committees may be appointed as deemed necessary.

### **Article XIV. National Board of Directors**

#### Section A

##### Governing Body

1. The governing body of the organization shall be the National FFA Board of Directors, which shall consist of: the national FFA advisor, who shall serve as chairperson; four state supervisors of agricultural education; and four

staff members of the United States Department of Education with expertise and job duties in agricultural education. The national FFA executive secretary and treasurer shall serve as ex-officio members of the National FFA Board of Directors.

2. The terms of office of members of the National FFA Board of Directors and the method of selection of such members, other than the ex-officio members, shall be prescribed in the bylaws.

3. The National FFA Board of Directors shall meet at least once each year at such time and place as may be prescribed by the board and shall present an annual report.

#### Section B

##### Governing Committee

The chairperson and two members of the National FFA Board of Directors shall be designated by the board to serve as the Governing Committee and shall have the power to deal with items of business of the national organization. All official actions of the Governing Committee shall be reported to the National FFA Board of Directors.

#### **Article XV. Dues**

##### Section A

Annual membership dues of the National FFA Organization shall be established by a majority vote of the delegates at the national convention. In the event the annual national convention is not held and/or the official delegates fail to set dues, the annual membership dues of the national organization will remain the same as the previous year. The National FFA Board of Directors shall submit its recommendation concerning dues to each state association at least 45 days prior to the National FFA

Convention.

Section B

The membership year of the National FFA Organization shall be from September 1 to August 31.

Section C

Annual membership dues of a state FFA association shall be established by a majority vote of the delegates present at the state FFA convention.

Section D

The annual membership dues of a chapter shall be established by a majority vote of the members at a regular chapter meeting.

**Article XVI. Parliamentary Authority**

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern the National FFA Organization in all cases to which they are applicable and in which they are not inconsistent with this constitution and bylaws, any special rules of order the National FFA Organization may adopt and any statutes applicable to this organization that do not authorize the provisions of this constitution and bylaws to take precedence.

**Article XVII. Amendments**

Section A

Proposed amendments to the National FFA Constitution and Bylaws may be submitted by a state FFA association, the board of student officers or the National FFA Board of Directors. Proposed amendments from a state FFA association must be submitted in writing to the national organization by January 1 for review by the National FFA Board  
15 Ratified  
2/23/2012  
of Directors. All proposed amendments to the National FFA Constitution and Bylaws



must be submitted by the national advisor to the state FFA associations by March 1. The board of student officers shall present their recommendations concerning each amendment to the delegates at the national convention.

#### Section B

An amendment to the National FFA Constitution may be adopted by a two-thirds vote of the official delegates at the national FFA convention. An amendment to the bylaws shall require a majority vote of the official delegates at the national FFA convention.

#### Section C

Amendments to the bylaws must not conflict with the National FFA Constitution.

# 9. Recruitment

**Recruitment Program:**

I created an Agriculture Education program recruitment brochure to help promote the program. However, in today's age students are more likely to pay attention to things online or using some sort of technology. Brochures often get overlooked and end up being a waste of a lot of paper. Usually the parents appreciate the brochures more so than the students. For this reason we still print brochures and have available especially for back to school night or parent events. I would say that better tools for us to use for increased retention is social media and apps. We are currently on Facebook and Instagram. We hope to have a twitter account next year and our very own website. The Remind app is used to help update students and give reminders. We also use flyers throughout the year for various activities. Next year I hope to have an officer written, monthly newsletter printed and also available online for students, parents and community members to view.

In addition we also use PowerPoints and slideshows with lots of pictures and popular music to draw student's attention. We have students from our feeder schools come out to the farm and we tour them around and have them engaged in different activities on our farm. Next year we hope to also do some more presentations on their campus with our officer team when the high school counselors go to talk to 8<sup>th</sup> graders about registering for classes.

## Career Development Events

Career Development Events (CDE's) are competitions held at Colleges and Universities throughout the state and nation. Students compete as an individual and team in an agriculturally based leadership event. Common sites include CSU Chico, Fresno, Cal Poly San Luis Obispo, UC Davis, Merced College, Modesto Junior College, Reedley College and more.

### CDE's Offered:

- Best Informed Greenhand
- Poultry Judging
- Citrus Judging
- Floral Design
- Creed Speaking
- Extemporaneous Speaking
- Farm Records
- Job Interview
- Livestock Judging
- Milk Judging
- Opening Closing Ceremonies
- Ornamental Horticulture
- Parliamentary Procedure
- Vine and Tree Pruning

The list goes on and on...

## A Typical Agriculture Class

Students who take an Agriculture Class at FHS find them exciting, interactive, and hands-on.

They will receive state-of-the-art instruction that is current and relevant from an enthusiastic teacher who attends workshops throughout the state in order to bring innovation, academically challenging, and entertaining lessons to the students. Students also enjoy participating in Supervised Agriculture Experience that let's them earn money, skills, and expand on lessons learned in class.

### Facilities:

- ✓ Floral Classroom
- ✓ Outdoor Lab
- ✓ Farm
- ✓ Greenhouse
- ✓ Shade House



Teachers:

Mrs. Audrey Westbrook  
Mr. John Akin

# Farmersville High School



# FFA



Farmersville High School  
Agriculture Department  
Telephone: (559) 592-4567

# Classroom

## Freshman/Sophomore Classes:

- Intro to Agriculture
- Agriculture Biology

## Sophomore, Junior, & Senior Classes:

- Ornamental Horticulture/Plant Science
- Greenhouse Management
- Nursery Practice
- Floral Design and Management
- Veterinary Science
- Animal Science



# SAE

An SAE is a requirement in agriculture courses and offers students the chance to gain realistic, hands-on experience by running and managing their own business or project. This is done outside of class with the direction of an advisor. A few common SAE's are listed below, however the list goes on and on:

### Animal Science

- Market Beef Project
- Market Goat Project
- Market Hog Project
- Market Lamb Project
- Replacement Heifer Project
- Poultry
- Rabbit Production
- Laying Hen Production
- Dairy Goat Production

### Horticulture

- Greenhouse Management
- Plant Production and Propagation
- Floral

# FFA

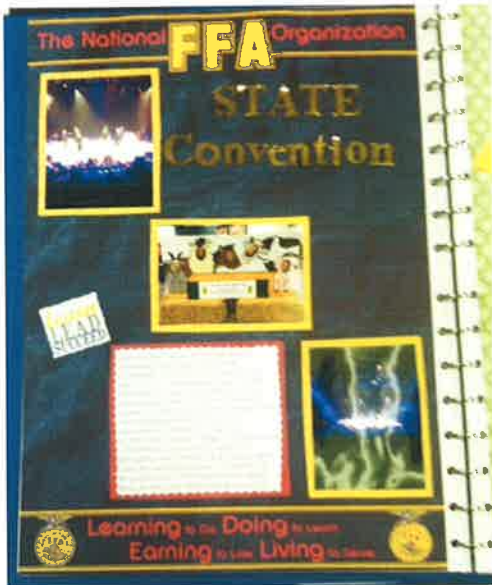
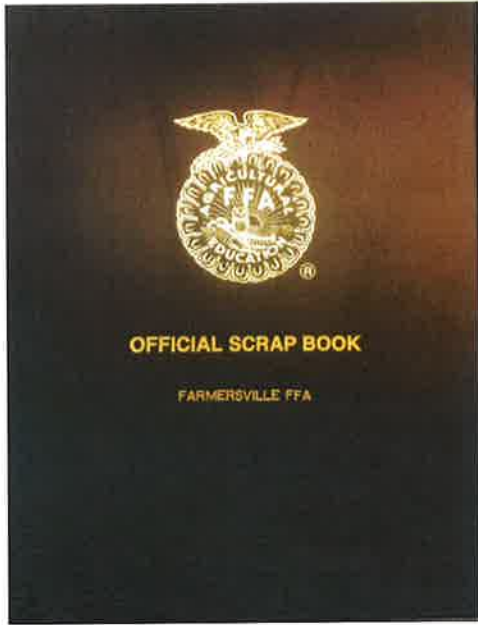
## Farmersville FFA Activities:

- Monthly FFA Meetings
- Greenhand Conference
- Chapter Meetings
- Community Service
- Made for Excellence Conference
- Advanced Leadership Conference
- Sacramento Leadership
- Career Development Events
- Public Speaking Events
- Parliamentary Procedures
- Project Competition
- Scholarships
- Proficiency Awards
- State Convention
- National Convention
- Washington Leadership Experience
- Year End Point Award Trip
- Tulare County Fair



# 10. FFA Chapter Scrapbook

FHS FFA Scrapbook



# 11. Summer Activities Calendar



# May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16 Goats in
17	18	19 Lambs in	20	21	22	23
24	25	26	27 Pigs in	28 Scholars Night	29	30
31	May 10: Mother's Day May 25: Memorial Day					

# July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Livestock Mtg	8	9	10	11
12	13	14	15	16	17	18
19	20	21 Livestock Mtg	22	23	24 Officer Retreat	25 Officer Retreat
26	27	28	29	30	31	
Jul 04: Independence Day						

# June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 Grad night	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 CATA Conf.	22 CATA Conf.	23 CATA Conf.	24 CATA Conf.	25 CATA Conf.	26	27
28	29	30 Livestock Mtg.				
Jun 21: Father's Day						

# August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Livestock Mtg	5	6	7	8
9	10	11	12 1 <sup>st</sup> Day School	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 FHS Farm Fair	29
30	31					

2015

2015

# **12. Graduate Follow Up Surveys**

### **Graduate Follow Up Surveys:**

Currently seniors in the Agriculture Department at Farmersville High School are required to fill out a preliminary survey of plans upon graduation. This survey is done in conjunction with the survey given to seniors for the Carl Perkins grant. However, there are still some seniors that manage to fall through the cracks and not take the survey. I am currently working on an online survey we can email out to our recent graduates that help gather information in all necessary areas. I hope to be able to launch this online survey with my 2016 graduates. I still think it will be important to use the paper pencil survey at school because until our site goes completely digital with 1:1 devices some students may not be able to take an online survey due to the low socioeconomic status of most of our students.

In this binder I have included the Agriculture Graduate Follow Up survey I created this year and will administer for the first time for the 2015 graduates. The results I have in this binder reflect the survey taken by seniors on the "Post Graduate Plans Worksheet" (behind the new survey I created). This survey is given to all seniors and wasn't specific enough to help the Agriculture Department collect any usable data.

Farmersville High School Agriculture Department  
Graduate Follow-Up Survey

Name \_\_\_\_\_

Address \_\_\_\_\_

Cell Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

**Part One:**

1. What are you doing at the present time?

\_\_\_\_\_ Attending School

\_\_\_\_\_ Working

\_\_\_\_\_ Full-Time

\_\_\_\_\_ Full-Time

\_\_\_\_\_ Part-Time

\_\_\_\_\_ Part-Time

\_\_\_\_\_ In the Military

\_\_\_\_\_ Not Working

\_\_\_\_\_ Looking for work

\_\_\_\_\_ Homemaker

\_\_\_\_\_ Not looking for work

Other \_\_\_\_\_

2. In what type of business or industry are you employed?

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_ I am using most of the skills I learned in the ag program at FHS

\_\_\_\_\_ I am using some of the skills I learned in the ag program at FHS

\_\_\_\_\_ I am not using any of the skills I learned in the ag program at FHS

5. How many years were you enrolled in the Agriculture Class? \_\_\_\_\_

6. What Ag classes did you take at FHS?

\_\_\_\_\_ Ag. Bio

\_\_\_\_\_ Floral Design

\_\_\_\_\_ Work Exp.

\_\_\_\_\_ Ag. Science

\_\_\_\_\_ Plant Science

\_\_\_\_\_ Animal Science

\_\_\_\_\_ Ag. Leadership



\_\_\_\_\_ Adequate space provided      \_\_\_\_\_ Adequate amount of equipment for all students in class  
Other-please describe \_\_\_\_\_

Floral Design Equipment:      \_\_\_\_\_ Unorganized  
   \_\_\_\_\_ Modern      \_\_\_\_\_ Out-of-date  
   \_\_\_\_\_ Well-maintained      \_\_\_\_\_ Poorly maintained  
\_\_\_\_\_ Adequate amount of equipment for all students in class  
Other-please describe \_\_\_\_\_

4. How would you overall rate the quality of teaching in the FHS Animal Science program?

\_\_\_\_\_ Excellent      \_\_\_\_\_ Good      \_\_\_\_\_ Fair      \_\_\_\_\_ Poor      \_\_\_\_\_ NA

5. How would you rate the overall quality of teaching in the FHS Plant Science/Floral Design Program?

\_\_\_\_\_ Excellent      \_\_\_\_\_ Good      \_\_\_\_\_ Fair      \_\_\_\_\_ Poor      \_\_\_\_\_ NA

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school, farm, etc; FFA; SAE(supervised projects); teaching methods used; facilities/equipment.

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## Post Graduate Plans Worksheet

Name: \_\_\_\_\_ Lunch ID \_\_\_\_\_

What are your plans for next year?

Planned Major: \_\_\_\_\_

Please check only one.

Attend a community College

Name of College: \_\_\_\_\_

Attend a Vocational College

Name of Vocational College: \_\_\_\_\_

Attend a CSU

Name of CSU: \_\_\_\_\_

Attend a UC

Name of UC: \_\_\_\_\_

Attend a Private College/University

Name of Private College: \_\_\_\_\_

Join a Military Branch

Name of Military Branch: \_\_\_\_\_

Other: My plans after high School are: \_\_\_\_\_

Please send my official transcript to:

\_\_\_\_\_

# 13. Graduate Follow Up Survey Results



### **Graduate Follow Up Survey Results:**

In this binder I have included the Agriculture Graduate Follow Up survey I created this year and will administer for the first time for the 2015 graduates. The results I have in this binder reflect the survey taken by seniors on the "Post Graduate Plans Worksheet" (behind the new survey I created). This survey is given to all seniors and wasn't specific enough to help the Agriculture Department collect any usable data.

I hope to have data from the survey analyzed and ready to use by the beginning of the 2015-2016 school year. This data will help us structure our program so that it better fits the needs of our students and community. We hope this data will also be useful in showing the need for another agriculture teacher in our department.



# Farmersville High School

5/18/2015

2013-2014

Carl Perkins Report - CDE 101-E-2

Page 2

## 4021 - Introduction to Animal Science

Race/Ethnicity	Total G12 Concentrators			Active Military			Further Education or Training						Employed FT or PT			Total G12 Concentrators Responding						
	DST	ROCP	ROCP	DST	ROCP	ROCP	Related Program		Unrelated Program		In Related Occupation		In Non-Related Occupation		DST	ROCP	DST	ROCP	DST	ROCP		
							DST	ROCP	DST	ROCP	DST	ROCP	DST	ROCP							DST	ROCP
American Indian																						
Asian																						
African American																						
Hispanic			1																			
Pacific Islander			10						5											5		10
White																						
Other			2						1											1		2
<b>TOTALS:</b>			<b>13</b>						<b>6</b>										<b>6</b>			<b>12</b>
Special Populations	Total G12 Concentrators			Active Military			Further Education or Training						Employed FT or PT			Total G12 Concentrators Responding						
	DST	ROCP	ROCP	DST	ROCP	ROCP	Related Program		Unrelated Program		In Related Occupation		In Non-Related Occupation		DST	ROCP	DST	ROCP	DST	ROCP	DST	ROCP
							DST	ROCP	DST	ROCP	DST	ROCP	DST	ROCP								
Economically Disadvantaged			1																			
Individuals w/Disabilities			6						1											5		6
Single Parents			1						1													1
Limited English Proficient																						
Migrant			3						2											1		3
<b>TOTALS:</b>			<b>16</b>						<b>6</b>										<b>8</b>			<b>14</b>

# 14. Comprehensive Program Plan

### **Program Plan:**

The FHS Agriculture Department's Comprehensive Program Plan is a huge work in progress and is nowhere near being complete. Being new to the FHS Ag Department and not being able to find any copies of previous years Program Plans I had to come up with something completely on my own. There are a great many things that I would like to add to it. I would like to edit and add to the existing Program introduction/history and job market/targeted occupations sections. I would also make significant changes and mostly additions to the FFA program of activities. I would also like to see more department policies added besides those included for livestock projects. The officer team, my teaching partner and I need to do a better job of budgeting ahead of time for the year. Especially when it comes to what is spent out of the ASB account on FFA meetings and activities. This would then need to be added to the program plan. I am currently working on getting articulation with COS for some of our courses. Once that occurs then we could put our articulation into the program plan. I would also like to see different sources of media used to recruit and retain students. Copies of these should be made and put into the program plan for our records. Also, my teaching partner and I need to get better about actually sitting down and having department meetings, record what is talked about, and then save those documents. Finally, my teaching partner and I need to take better inventory each year of all our items, supplies and equipment and then log that into the program plan. This would help with budgeting money and ordering supplies for the following year.



**Farmersville Agriculture Department**

**Program Plan**

**2014-2015**

# TABLE OF CONTENTS

## COMPREHENSIVE PROGRAM PLAN

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INTRODUCTION AND PROGRAM HISTORY	1
TARGETED OCCUPATIONS	2
ACTIVE WORK EXPERIENCE PLACEMENT SITES	3
FHS AGRICULTURE PROGRAM OBJECTIVES & GOALS	4
FHS AGRICULTURE COURSE OUTLINES	5
FHS RECRUITMENT FLYER	6
FHS AGRICULTURE COURSE/PROGRAM COMPLETION STANDARDS	7
FHS AGRICULTURE PROGRAM SEQUENCE	8
FHS AGRICULTURE FACILITY & EQUIPMENT DEVELOPMENT PLAN	9
FHS AGRICULTURE STAFF ASSIGNMENTS/RESPONSIBILITIES	10
FHS FFA LIVESTOCK SAE ELIGIBILITY CONTRACT	11
FHS FFA MARKET LAMB/GOAT SAE MANUAL	12
FHS FFA MARKET SWINE SAE MANUAL	13



## **Introduction and Program History**



### **Introduction and Program History:**

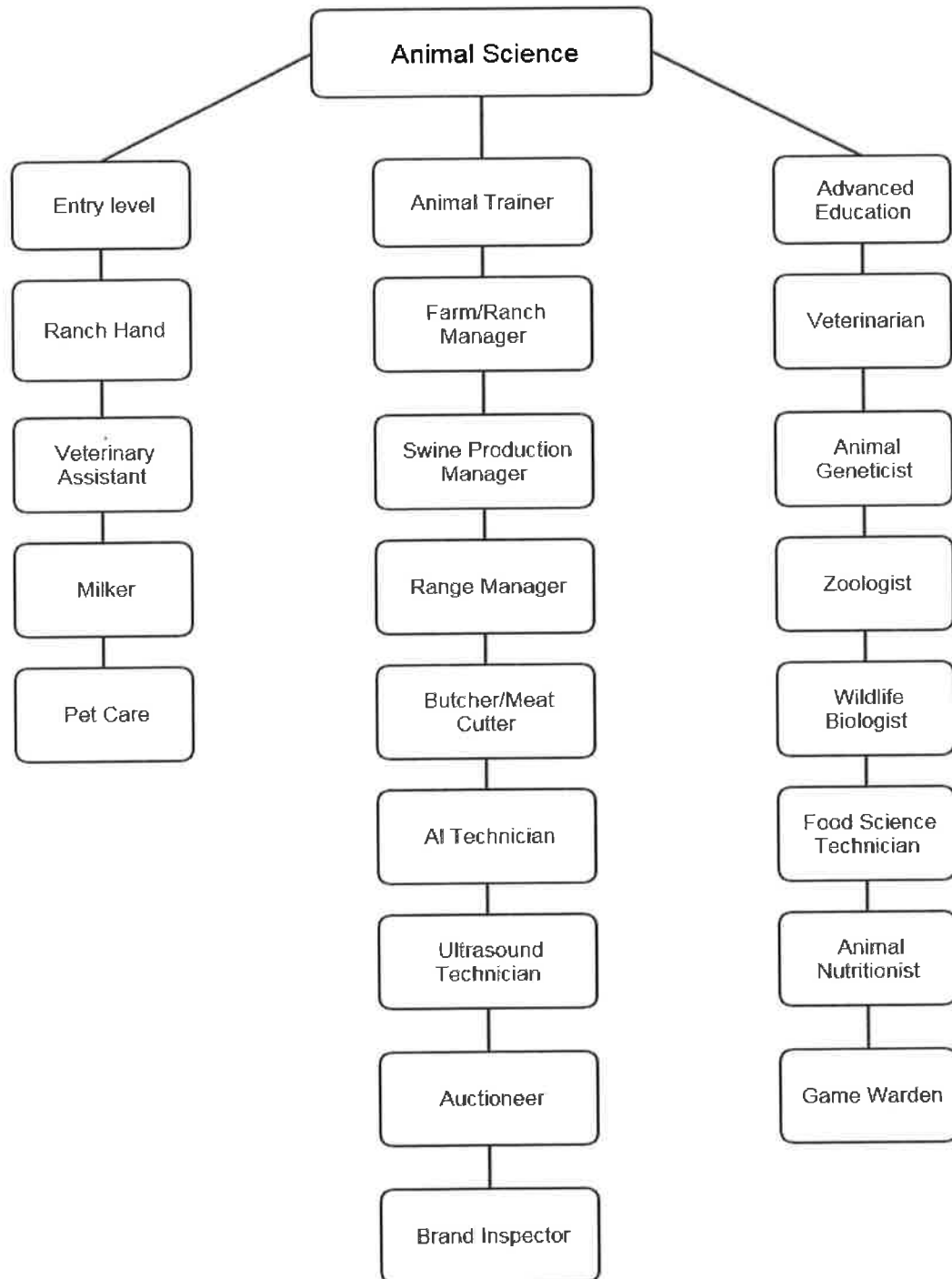
The town of Farmersville, CA is located in Tulare County. It lies just East of Visalia and West of Exeter. The total area is just under 2.5 square miles. Farmersville is located near the foothills and its population mostly consists of Hispanic farm laborers. Farmersville is a relatively new high school being less than 20 years old. Almost half of the schools population is involved in the FFA program and involved in an Ag Class. As the school and city grow, so does the agriculture program. We strive to run our department with the FFA Motto in mind: "Learning to do, Doing to Learn, Earning to Live, and Living to Serve".



**Targeted Occupations**  
**(Animal Science/Horticulture)**

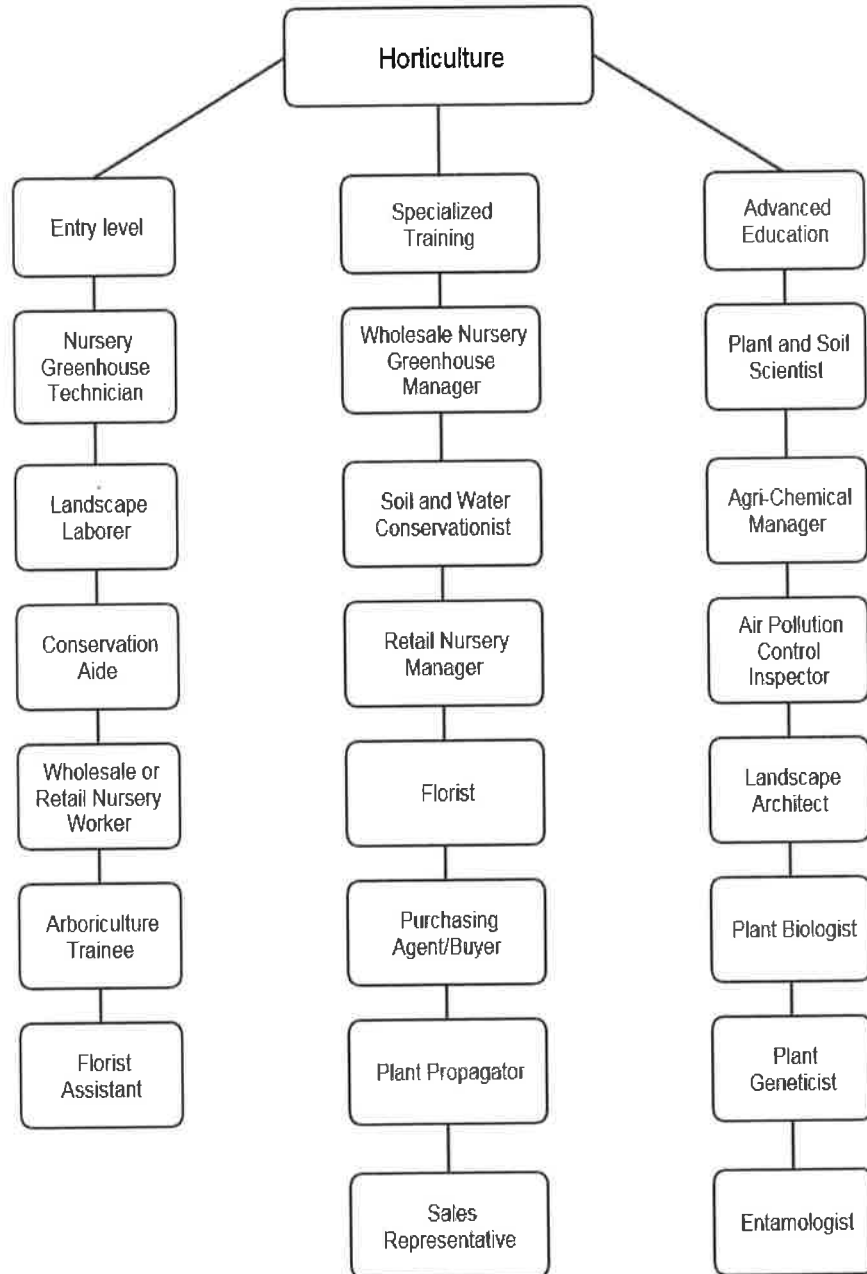
## Targeted Animal Science Occupations

In the Animal Science Career Pathway, students study a large, small, and specialty animals. Students explore necessary elements such as diet, genetics, habitat, and behavior to create humane, ecologically and economically sustainable animal production systems.



## Targeted Horticulture Occupations

The Horticulture Career Pathway at FHS prepares students for careers in the nursery, landscaping and floral industries. Students learn basic horticulture plant structures and functions, propagation methods, growing media and fertilizers, landscaping pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. The development of leadership and employability skills for target occupations and emphasized throughout the course.





**Active Work Experience Placement Sites**

**2014-2015**





## **FHS Agriculture Program Objectives and Goals**

## **Program Objectives**

### **Classroom**

- Create an awareness of the critical role that agriculture plays on a manifold of levels; including local, state, national, and international stages
- Engage students in hands-on agricultural activities that foster individual student interests in agriculture
- Expose students to a multitude of agricultural career opportunities
- Implement Career Technical Education to train students for targeted agricultural occupations
- Uncover the complex, highly scientific, and technological aspects of today's progressive agricultural industry
- Increase attention to higher education opportunities in agriculture, including scholarship and internship availability
- Produce young adults who can communicate the importance of sustainable agriculture to the general public, regardless of their intended career choice

### **FFA**

- Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth and career success through agricultural education (FFA Mission Statement)
- Develop effective communicators through participation in public speaking events
- Promote self-worth, confidence, and governance through FFA leadership roles
- Instill pride in home and community through service projects
- Encourage involvement in agricultural production through project competition and proficiency applications
- Develop character by educating students regarding behavior, conduct, and manners in professional settings and otherwise
- Establish a historical appreciation for progressive agriculture and advocate for agriculture in the future

### **SAE**

- Apply science-based principles through experiential learning relating to agriculture
- Provide students with guidance in choosing an SAE from the following areas:
  - Entrepreneurship
    - Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales)
  - Placement
    - Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory
  - Research and Experimentation
    - Plan and conduct a scientific experiment (e.g. Determine whether the phases of the moon affect plant growth or test and determine the efficacy of different welding methods.)
  - Exploratory



- Explore careers in agriculture by attending an agricultural career fair, or creating a report or documentary on the work of a veterinarian

### **Program Goals**

- **Enhance rigor of agriculture course selections to meet growing demands for students pursuing higher education at the UC/CSU level**
  - Expand the depth of career pathways through the addition of courses such as Agricultural Leadership/Communication, Ag Gov/Econ, Ag Mech, Ag Earth Science, Ag Chemistry, Vet Science and Work Experience internships
  - Expand Dual Enrollment opportunities with local community colleges
- **Promote a positive public image of the Farmersville FFA**
  - Continue the FFA update insert for monthly school board meetings
  - Increase involvement with local media; through monthly publications submitted to local radio, newspaper, TV stations, and/ or social media
  - Provide more community service opportunities to the members
  - Design and construct a town sign in cooperation with the Kiwanis Club
  - Create an FHS FFA website to increase student draw
  - Participate in the sectional/regional Project Competition using advanced multimedia presentations
  - Design and distribution of FHS Fair Show Team shirts
- **Boost members pride in Farmersville FFA**
  - Continue to heighten enthusiasm of members by providing new, fun, and exciting activities; including Glow-in-the-Dark Dodgeball, Farm Olympics, Obstacle Farm Run, Battle of the Sexes, etc.
  - Provide members with opportunities to showcase their skills
  - Create Officer Team shirts to wear at sectional activities
  - Create FFA sweatshirts to sell as a winter/spring promotion
  - Sell FFA cords for Graduation
  - Sell FFA patches for lettermens jackets
- **Increase effectiveness of chapter meetings and activities**
  - Publicize meetings and activities to all members through the use of poster, daily school bulletins, social media, and announcements in each agriculture class
  - Distribute speaker cards well in advance, prior to chapter meetings
  - Involve new members through nominations to speak about events at monthly meetings
  - Expand leadership opportunities through participation in sectional and regional activities
  - Create a "Chapter Meeting Evaluation" form to distribute after chapter meetings to promote member feedback
  - Hand out tickets to students who come on time and stay til the end of the meeting/activity for a chance to win some "Ag Swag" or gift cards.

- **Improve recruitment and retention strategies**

- Increase the junior and senior enrollment in agriculture classes by expanding and promoting the Job Interview contest and offering Ag Gov/Econ
- Continue to expand outreach to feeder schools through activities such as our farm days
- Redraft the Graduate Follow-Up Survey to include more detail for program improvement
- Create a Cash for Corduroy fundraiser to allow 9th grade freshman to earn their FFA Jacket through participation in the Chapter Creed Contest
- Conduct intra-district leadership outreach to Snowden, Hester, and Freedom Elementary Schools and Farmersville Junior High lead by the FFA Officers



## **FHS Agriculture Course Outlines**



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Floral Design and Management**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook

E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Course Description:**

Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

**B. Topics of Instruction:** (See Course Outline for specific units, activities, and state standards.)

1. Introduction to Floral Design
2. Elements and Principals of Design
3. History of Floral Design
4. Flowers to Wear
5. Floral and Foliage Crop Identification
6. Holiday work in Floral Design
7. Floral Industry Careers & Retail Flower Shop
8. Trends in Production, Facets of the Industry, and World Flower Market
9. Weddings and Sympathy Work
10. Floral Portfolio (Notebook)
11. FFA & Supervised Agriculture Experience

**Examples of Hands-On Projects and Labs:**

- Wiring and Taping
- Flower Pens
- Tissue Paper Flowers
- Hershey Kiss Roses
- Bow Construction
- Boutonnieres and Corsages
- Floral History Posters and Presentations
- Thanksgiving Arrangements and Sales
- Winter Wreaths
- Valentine's Day Arrangement
- Valentine's Day Rose Sale
- Spring Arrangement
- Mother's Day Arrangement
- FFA Banquet Centerpieces
- Etc.

**C. Textbook:** The Art of Floral Design, Second Edition, Delmar Thompson Learning. (A classroom set of the text will be provided for in-class assignments.)

**D. Fees and Supplies:**

**Supply/Material Fee:** This class is project-based and designed to provide a hands-on experience in the area of floral design. Class members will construct numerous projects during the semester in which they will be able to take home if purchased. Due to the cost of fresh flowers and supplies, students will not be allowed to take home every design for free.

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs) for their Floral Portfolio. This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**Floral Supplies:** Students will be provided with floral shears, scissors, colored pencils, glue, and floral tape etc. These supplies are for school use only and are to remain at school and neat during the year.

**E. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
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**\*Late Work:** No Late work will be accepted for credit, unless students come in on their own time to complete it. I strongly encourage all students to complete all work even if it's late so that you have study resources for tests/finals. If you are absent, work is due immediately on the day of your return. Projects or assignments with a "Firm Due Date" will not be accepted late for credit.

## F. Expectations and Class Rules:

1. All FHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
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  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.
4. **WORKPLACE RULES:**
  - A. **Act like an adult**
  - B. **Follow directions**
5. Be courteous, cooperative, and respect the rights and property of others.
6. Be in class on time and prepared to work. Always have notebook and floral kit available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention will be issued. (Report to Rm. 401)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Office.*
8. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
9. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
10. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.
11. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
12. No hats or sunglasses will be worn in class.
13. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
14. Class will end when the instructor has dismissed you.

**Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polite**

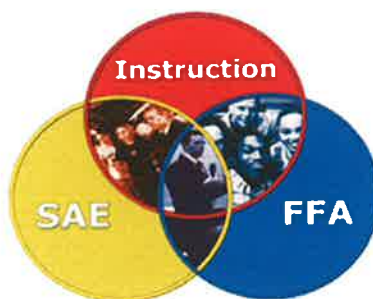
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**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 3 activities by the end of each semester. Activity points will not roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your class Activities Sheet.

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**Classroom:** Knowledge and understanding of each unit will be assessed through daily assignments, oral reports, notebook checks, unit tests, quizzes, projects, and any other work that may apply to the curricula.



Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Ag Biology**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    Email: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Ecology
- Genetics - DNA/RNA
- Evolution
- Plant/Animal Anatomy and Physiology
- Animal Nutrition
- Animal Health/Diseases
- Ag Bio Research Project
- Parliamentary Procedure
- FFA, SAE, Record Keeping
- Cell Structure and Functions



**B. Supplies:**

**Notebook:** Students will need a college ruled, 11"x9" spiral notebook (100 min -150 max pgs). This needs to be in class each day with you. Portfolios will be graded before the last day of each quarter. Your portfolio is expected to be on track by page #, neat, organized, and complete at all times throughout the year. Students are also expected to bring pencils and pens with them everyday to class.

**C. Grading Policy:**

Grades will be based on the following:

- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:

- 90-100% = A
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**\*Extra Credit:** Extra credit may be offered throughout the year by the teacher at the teachers discretion.

**D. Expectations and Class Rules:**

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4. **WORKPLACE RULES:**

**A. Act like an adult**

**B. Follow directions**

5. Be courteous, cooperative, and respect the rights and property of others. NO horseplay, unsafe, irresponsible, destructive, disrespectful behavior will be tolerated at any time! Absolutely NO vandalism will be tolerated at any time!
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8. Wear appropriate clothing for the class situation. You should be prepared to work with livestock, plants, in dirt, etc. YOU WILL GET DIRTY! If you decide, you may bring a change of clothes/shoes to leave in the classroom to change into.
9. Animal Welfare is Important to us. Students are not allowed to ride, taunt, or otherwise cause distress or harm to animals.
10. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
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Name: \_\_\_\_\_

**Farmersville High School Agriculture Department**  
**Animal Science**  
**Course Syllabus 2014-2015**

Instructor: Mrs. Westbrook    E-mail: [acollar@farmersville.k12.ca.us](mailto:acollar@farmersville.k12.ca.us)

Location: Rm.401

**A. Units of Instruction:**

- Animal Selection & Exhibition
- FFA
- Animal Waste
- Small Animal Breeds and Production
- Animal Health and Diseases
- Animal Nutrition
- Parliamentary Procedure
- Agricultural Careers
- Leadership Development
- Record Keeping
- Animal Reproduction
- Careers
- Animal Welfare
- Animal By-Products
- Agriculture Environmental Challenges



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## **FHS Agriculture Recruitment Flyer**

## Career Development Events

Career Development Events (CDE's) are competitions held at Colleges and Universities throughout the state and nation. Students compete as an individual and team in an agriculturally based leadership event.

Common sites include CSU Chico, Fresno, Cal Poly San Luis Obispo, UC Davis, Merced College, Modesto Junior College, Reedley College and more.

### CDE's Offered:

- Best Informed Greenhand
- Poultry Judging
- Citrus Judging
- Floral Design
- Creed Speaking
- Extemporaneous Speaking
- Farm Records
- Job Interview
- Livestock Judging
- Milk Judging
- Opening Closing Ceremonies
- Ornamental Horticulture
- Parliamentary Procedure
- Vine and Tree Pruning

The list goes on and on...

## A Typical Agriculture Class

Students who take an Agriculture Class at FHS find them exciting, interactive, and hands-on.

They will receive state-of-the-art instruction that is current and relevant from an enthusiastic teacher who attends workshops throughout the state in order to bring innovation, academically challenging, and entertaining lessons to the students. Students also enjoy participating in Supervised Agriculture Experience that let's them earn money, skills, and expand on lessons learned in class.

### Facilities:

- ✓ Floral Classroom
- ✓ Outdoor Lab
- ✓ Farm
- ✓ Greenhouse
- ✓ Shade House



Teachers:

Mrs. Audrey Westbrook  
Mr. John Akin

# Farmersville High School



# FFA



Farmersville High School  
Agriculture Department  
Telephone: (559) 592-4567

# Classroom

## Freshman/Sophomore Classes:

- Intro to Agriculture
- Agriculture Biology

## Sophomore, Junior, & Senior Classes:

- Ornamental Horticulture/Plant Science
- Greenhouse Management
- Nursery Practice
- Floral Design and Management
- Veterinary Science
- Animal Science



# SAE

An SAE is a requirement in agriculture courses and offers students the chance to gain realistic, hands-on experience by running and managing their own business or project. This is done outside of class with the direction of an advisor. A few common SAE's are listed below, however the list goes on and on:

## Animal Science

- Market Beef Project
- Market Goat Project
- Market Hog Project
- Market Lamb Project
- Replacement Heifer Project
- Poultry
- Rabbit Production
- Laying Hen Production
- Dairy Goat Production

## Horticulture

- Greenhouse Management
- Plant Production and Propagation
- Floral

# FFA

## Farmersville FFA Activities:

- Monthly FFA Meetings
- Greenhand Conference
- Chapter Meetings
- Community Service
- Made for Excellence Conference
- Advanced Leadership Conference
- Sacramento Leadership
- Career Development Events
- Public Speaking Events
- Parliamentary Procedures
- Project Competition
- Scholarships
- Proficiency Awards
- State Convention
- National Convention
- Washington Leadership Experience
- Year End Point Award Trip
- Tulare County Fair





**FHS Agriculture**

**Course/Program Completion Standards**



Farmersville High School  
Agriculture Department  
Course Completion Standards

**Agriculture Biology**

\_\_\_\_\_ has completed the course of study and practice in Agriculture Biology and has attained the following competency levels as certified by the instructor.

**(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent**

**Areas of Competency**

- |                                   |                               |
|-----------------------------------|-------------------------------|
| ___ Cell Structure                | ___ Base Pairing Rule         |
| ___ Cell Function                 | ___ Biodiversity & Ecosystems |
| ___ Enzymes                       | ___ Ecological Populations    |
| ___ Prokaryotic cells             | ___ The Carbon Cycle          |
| ___ Eukaryotic Cells              | ___ Energy Pyramids           |
| ___ Viruses                       | ___ Natural Selection         |
| ___ Bacteria                      | ___ Genetic Drift             |
| ___ Transcription                 | ___ Geographic Isolation      |
| ___ Translation                   | ___ Major Organ Systems       |
| ___ DNA                           | ___ Neurons                   |
| ___ RNA                           | ___ Nonspecific Defenses      |
| ___ Photosynthesis                | ___ AIDS                      |
| ___ Respiration                   | ___ Investigation             |
| ___ Mitosis                       | ___ Experimentation           |
| ___ Chromosomes                   | ___ FFA                       |
| ___ Genetic Mutations & Variation | ___ SAE                       |
| ___ Phenotype vs. Genotype        |                               |
| ___ Mendel's Law                  |                               |

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

Farmersville High School  
Agriculture Department  
Course Completion Standards

**Animal Science**

\_\_\_\_\_ has completed the course of study and practice in Animal Science and has attained the following competency levels as certified by the instructor.

**(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent**

Areas of Competency

- \_\_\_ Basic Animal Science
- \_\_\_ Anatomy/Physiology of Livestock
- \_\_\_ Livestock Breeding and Genetics
- \_\_\_ Handling Livestock
- \_\_\_ Livestock Nutrition and Feeds
- \_\_\_ Animal Health
- \_\_\_ Beef Cattle
- \_\_\_ Swine
- \_\_\_ Sheep
- \_\_\_ Goats
- \_\_\_ Poultry
- \_\_\_ Animal Husbandry
- \_\_\_ Livestock Evaluation and Selection
- \_\_\_ Livestock Products and By-Products
- \_\_\_ Experimentation
- \_\_\_ Specialty Animals
- \_\_\_ FFA
- \_\_\_ SAE

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

Farmersville High School  
Agriculture Department  
Course Completion Standards  
**Floral Design**

\_\_\_\_\_ has completed the course of study and practice in floral design and has attained the following competency levels as certified by the instructor.

**(n/a) not applicable , (o) does not meet basic standards, (1) basic, (2) good, (3) excellent**

**Areas of competency**

- \_\_\_\_\_ Floral Tool ID & Safety
- \_\_\_\_\_ Flower Identification
- \_\_\_\_\_ Cut Flower and Foliage Handling
- \_\_\_\_\_ Wiring Technique
- \_\_\_\_\_ Taping Technique
- \_\_\_\_\_ Corsage Construction
- \_\_\_\_\_ Boutonniere Construction
- \_\_\_\_\_ Vase Arrangement
- \_\_\_\_\_ Centerpiece Construction
- \_\_\_\_\_ Wreath Construction
- \_\_\_\_\_ Pricing & Marketing
- \_\_\_\_\_ Wedding Planning
- \_\_\_\_\_ Holiday & Seasonal Planning
- \_\_\_\_\_ Silk Floral Design
- \_\_\_\_\_ Floral Design History
- \_\_\_\_\_ Flower & Foliage production
- \_\_\_\_\_ Judging Flowers
- \_\_\_\_\_ Judging Foliage & House Plants

- \_\_\_\_\_ Portfolio Write Ups
- \_\_\_\_\_ Color & Color Schemes
- \_\_\_\_\_ Line
- \_\_\_\_\_ Shape & Form
- \_\_\_\_\_ Space and Depth
- \_\_\_\_\_ Texture
- \_\_\_\_\_ Harmony and Unity
- \_\_\_\_\_ Balance
- \_\_\_\_\_ Scale & proportion
- \_\_\_\_\_ Focal Point
- \_\_\_\_\_ Rhythm
- \_\_\_\_\_ Wholesale Flower Industry
- \_\_\_\_\_ Retail Flower Industry
- \_\_\_\_\_ Career In Floral Design
- \_\_\_\_\_ California Flowers
- \_\_\_\_\_ Public Speaking & presentation

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

# Agriculture Program Completers

\_\_\_\_\_, has the followed courses of study and practice in Agriculture and has attained the following competency levels in the following areas:

(n/a) not applicable

(1) does not meet basic standards

(2) basic

(3) good

(4) excellent

## **ANIMAL SCIENCE**

- \_\_\_\_ Basic Animal Science
- \_\_\_\_ Farm Animal Anatomy and Physiology
- \_\_\_\_ Livestock Breeding and Genetics
- \_\_\_\_ Handling Livestock
- \_\_\_\_ Livestock Nutrition and Feeds
- \_\_\_\_ Animal Health
- \_\_\_\_ Beef & Dairy Cattle
- \_\_\_\_ Swine
- \_\_\_\_ Sheep
- \_\_\_\_ Livestock Evaluation and Selection
- \_\_\_\_ Poultry

## **AGRICULTURE BUSINESS/TECHNOLOGY**

- \_\_\_\_ Computers & Technology
- \_\_\_\_ Public Speaking/Communication
- \_\_\_\_ Agricultural Production Records

## **HORTICULTURE**

- \_\_\_\_ Basic Plant Science
- \_\_\_\_ Plant Taxonomy
- \_\_\_\_ Species Identification
- \_\_\_\_ Propagation Methods
- \_\_\_\_ Disease & Pests
- \_\_\_\_ Nursery Management
- \_\_\_\_ Soils & Fertilizers
- \_\_\_\_ Irrigation and Drainage

## **FLORAL DESIGN**

- \_\_\_\_ Wiring & Taping Techniques
- \_\_\_\_ Cut Flower & Foliage Handling
- \_\_\_\_ Wedding/Holiday/Themed Retail Arrangement Construction
- \_\_\_\_ Boutonniere/Corsage Construction
- \_\_\_\_ Floral Design Judging
- \_\_\_\_ Flower Identification
- \_\_\_\_ House Plant Identification

Total Score: \_\_\_\_\_

Date: \_\_\_\_\_

Certifying Instructor: \_\_\_\_\_

## **Agriculture Department Program Completion Standards**

To be considered a "Program Completer" a student must meet or exceed the following expectations set forth by the Agriculture Department.

1) Agriculture Course Enrollment:

- a. Have been an enrolled in an Agriculture course for at least four years prior to graduation (one or more schools is acceptable)

2) State FFA Degree Recipient:

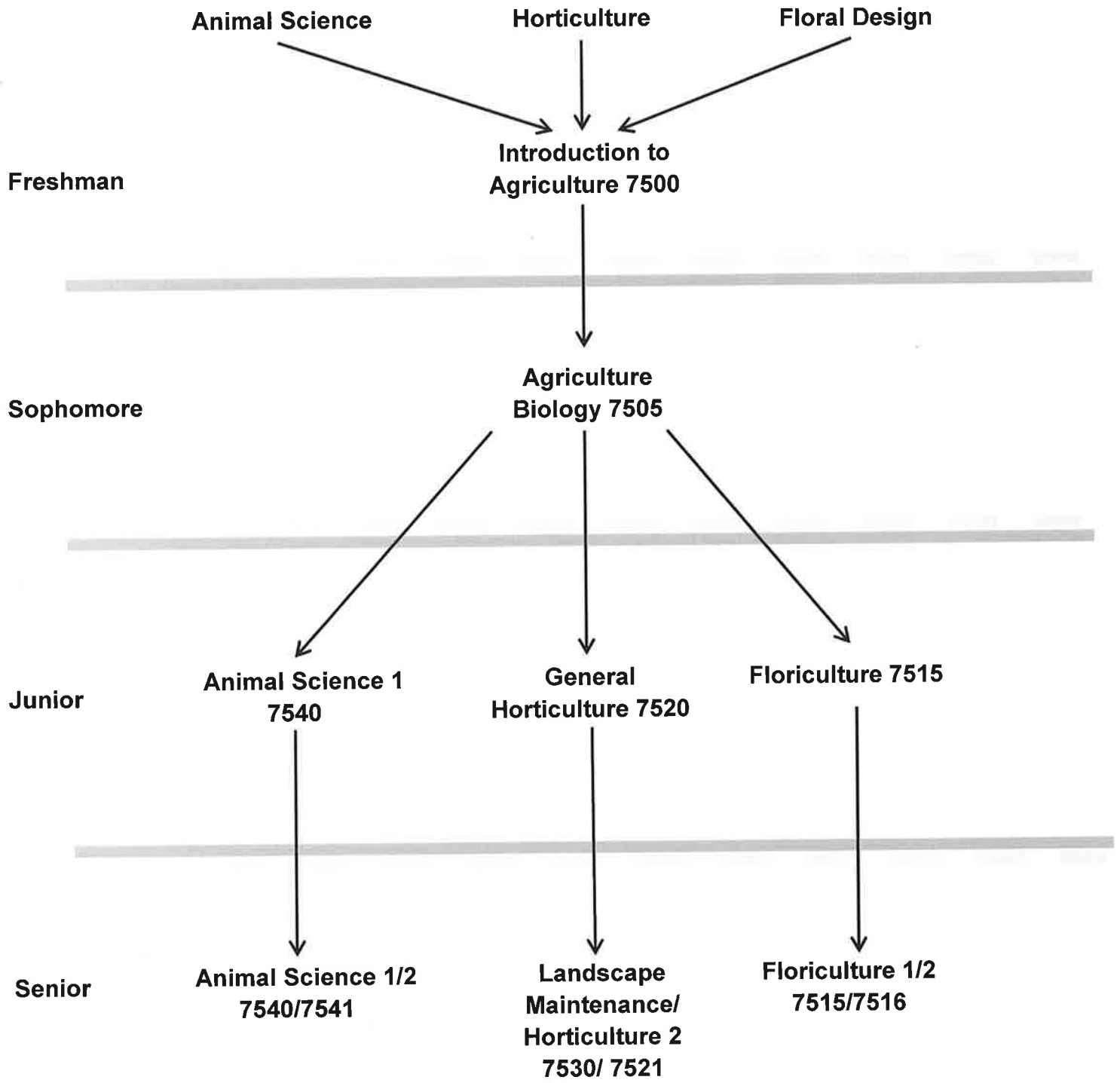
- a. Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at above the ninth grade level, which includes an SAE.
- b. Have earned and productively invested at least \$1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- c. Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- d. Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent. GPA: 2.5 or higher.
- e. Participated in planning and implementation of the chapter's Program of Activities.
- f. Participated in at least five different FFA activities above the chapter level.
- g. Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

3) Meet or Exceed Agriculture Program Competency Levels



**FHS Agriculture  
Program Sequence**

# Agriculture Student Four Year Plan





**FHS Agriculture**

**Facility & Equipment Development Plan**



**Farmersville High School  
Agriculture Department  
Five Year Plan**

**Year 1: 2015-2016**

1. Buy lab equipment for Floral and Animal Science classes.
2. Start permanent structure for Market/Farm Animals.
3. Purchase air stopper for under greenhouse door.
4. Get new wheelbarrows.
5. Build cool pad cover.
6. Purchase more trash cans
7. Build/Buy a storage facility for all plant pots and accessories

**Year 2: 2016-2017**

1. Add on to permanent structure for Market/Farm Animals
2. Add a practice show ring and wash rack for market animals
3. New Computer in the greenhouse
4. Update rabbit cages and purchase meat breeds for production
5. Build/Enhance brooding facility

**Year 3: 2017-2018**

1. Purchase/build storage area for truck, tractor, trailer and supplies
2. Build feed bunks
3. Replace half of Horticulture equipment as needed
4. Purchase fertilizer injector and lighting for greenhouse
5. Install security cameras around the farm
6. Install outdoor lighting systems

**Year 4: 2018-2019**

1. Replace textbooks as needed
  2. Replace cool pads
  3. Build Hay Barn
  4. Repair/Replace any hydroponics system damages
  5. Repair/Replace any damaged feeders or Animal Science type equipment
  6. Pave road to facilities and gravel high traffic areas

**Year 5: 2019-2020**

1. Add/replace lab equipment
2. Add additional Market Animal pens
3. Add breeding animals to the Farm
4. Start building another hydroponics system
5. Build an area for Ag Mech/Construction
6. Repair/Replace fencing and facilities
7. Evaluate truck, trailer, and other equipment for part replacements or maintenance



**FHS Agriculture Staff  
Assignments/Responsibilities**

**Farmersville High School**  
**Agriculture Chart of Responsibility**  
**2014-2015**

**Category: Departmental/Program Responsibilities**

<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Department Head	X	
Develop & Update Program of Activities	X	
Present POA to Board of Trustees	X	
Coordinate FFA Activities/Student Attendance with Registrar	X	
Develop Ag. Advisory Committee	X	X
Schedule Ag. Advisory Committee Meetings	X	X
Type Agenda for Ag. Advisory Committee Meetings	X	
Hold Ag. Advisory Committee Meetings (3 per yr. Min)	X	X
CATA Conference Registration	X	
Apply for and Monitor Grants (Ag. Incentive and Perkins)	X	
Work with Finance Office on Claim of Expenditures of Ag. Incentive and Perkins	X	
Complete all Purchase Requisitions	X	
Receive/Track/Deposit Money for all Activities and Departments	X	
Align Curriculum with State Standards	X	X
Assess Curricular needs in Advanced cluster areas to meet the needs of the community	X	X
Expand curriculum and course offerings to meet more UC/CSU Entrance requirements	X	
Develop recruitment flyers for program	X	
Develop Program Completion Standards for Advanced cluster areas	X	
Develop program completion certificates	X	
Conduct field trips to enhance advanced cluster areas	X	X
Coordinate Guest Speakers for classroom presentations	X	X
Order Educational Supplies	X	
Meet with regional supervisor for program review	X	X
Conduct program review with advisory committee annually	X	X
Update and register new members on the State FFA roster	X	
Revise and Send in the required R-2 annually	X	
Submit the 5 yr. facility and equipment acquisition schedule	X	
Maintain graduate follow up system to enter data for AIG	X	
Maintain Description of facilities and major equipment	X	
Maintain Department Inventory	X	
Complete all transportation requests for student leadership and field trips; coordinate with head of transportation	X	
Attend CATA sectional, regional, and state professional development activities	X	X
Attend IEP/SS meetings	X	X
Attend School and District Staff Development Meetings	X	X
Purchase and Maintenance of power equipment tools	X	X

**Farmersville High School**  
**Agriculture Chart of Responsibility**  
**2014-2015**

Visit feeder schools with students for program recruitment	X	X
Articulate Courses with local community colleges	X	
<b>Category: School Farm/Facility</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Farm Manager		X
Oversee maintenance of school farm, fences, water system, and other equipment	X	X
Oversee development and maintenance of greenhouse		X
Oversee maintenance of School truck oil changes, tire rotation, and routine maintenance issues		X
Oversee maintenance of trailer, tractor and other equipment		X
Develop feeding and breeding programs for all school livestock	X	X
Be available for Birthing/Doctoring Livestock at all times of the day or night	X	X
Train 1-3 Students per year as farm managers	X	X
Train 1-3 Students per year as greenhouse managers		X
Make arrangements for farm coverage if farm managers are not available		X
Check animals daily to insure student responsibility and animal health, includes non-attend days.	X	X
Purchase medical supplies for animals, develop de-worming schedule	X	X
Manage Pasture rotation and irrigation		X
Pick up all feed necessary	X	X
Purchase/pickup supplies needed/Meet with necessary vendors to arrange or facilitate maintenance improvements		X
Repairs and emergency operations during non-attendance days		X
Respond to night and weekend calls	X	X
Capture and return escaped animals	X	X
Acquire mother stock plants for propagation purposes	X	X
Conduct plant sales for student education	X	X
<b>Category: FFA Responsibilities</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
FFA Advisor	X	
Budget for supervised officer retreat	X	
Develop officer retreat agenda and officer binders	X	
Complete transportation request, requisitions, and Permission Slips for supervised officer retreat	X	
Meet with officers to schedule calendar of events	X	
Develop a Program Plan with FFA officer team	X	
Schedule/Take Officer portraits and include team picture in POA & media	X	

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Conduct and supervise FFA officer meetings every Tuesday @ Lunch	X	X
Supervise officer planning of FFA monthly Chapter meetings	X	
Attend FFA monthly Chapter meetings	X	X
August	X	X
September	X	
October	X	
November		X
December		X
January	X	X
February	X	
March		X
April	X	
May	X	
Register Students for Conferences (Greenhand, MFE/ALA, SLC, WLC, National Convention, COLC, SOLC)	X	
Chaperone Students for Greenhand Conference	X	X
Chaperone Students for MFE/ALA Conference	X	X
Chaperone Students for WLC	X	
Chaperone Students for National Convention	X	
Chaperone Students for State Leadership Conference	X	X
Chaperone Students for COLC	X	
Teach FFA in classes	X	X
Teach and oversee student FFA recordbooks	X	X
Plan and Conduct Chapter End of Year Awards Banquet	X	
Schedule and attend officer rehearsals for awards banquet	X	
Order FFA Pins, Medals, and awards	X	
Print FFA certificates	X	
Plan/Conduct Fall Awards Ceremony-Greenhand Banquet	X	X
Applications for State Degrees	X	
Applications for Proficiency Awards	X	
Applications for National FFA Degrees	X	
Supervise Student record books	X	X
Supervise chapter/sectional/regional/state officer applications	X	
Maintain a chapter website for state competition	X	
Promote National FFA week with school-wide activities	X	X
Order FFA jackets	X	
Maintain a chapter set of official dress for students to borrow	X	
Monitor Treasurers deposits and check requests in FFA ASB Account	X	
Organize Chapter level Job Interview Contest	X	
Organize Chapter level Creed Contest	X	
Attend Public Speaking Contests	X	

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Coach Judging Teams in preparation for State Finals	X	
Coach Judging Teams in preparation for Fresno State Field Day	X	
Coach Extemporaneous Public Speaking Contestants	X	
Coach Creed Speakers	X	
Coach Job Interview Contestants	X	
Coach Prepared Public Speaking Contestants	X	
Coach Best Informed Greenhand Team	X	
Coach Citrus Judging Team	X	X
Coach Vine Pruning Team		X
Coach Tree Pruning Team		X
Coach Floral Team	X	
Coach Vet Science Team	X	
<b>Category: SAE Responsibilities</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Develop a contract for student accountability for projects housed at school farm and greenhouse	X	
Oversee Beef Projects	X	
Oversee Swine Projects	X	X
Oversee Sheep Projects	X	X
Oversee Goat Projects	X	
Oversee Poultry Projects	X	X
Oversee Rabbit Projects	X	
Oversee Horticulture Projects		X
Oversee Floral Projects	X	
Oversee Work Experience Projects	X	
Arrange Market Animal Processing	X	
Haul animals to Sales Yard or Processing Facility when necessary	X	
Conduct Project Visits and Weigh animals every two weeks, logging student contact and suggestions	X	X
Properly insure student livestock fair projects (Swine required)	X	
Help students acquire financing for fair projects	X	X
Disposal of Mortalities at school farm when needed		X
Organize/Conduct FHS Farm Fair	X	
Plan and Hold Fair Exhibitor/Parent Meeting, Students/Parent sign exhibitors contract	X	
Hold a Fair Entry Form Meeting	X	

**R2 Teacher Information**  
**Farmersville HS, Farmersville**  
**Year: 2014**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Akin	John		Male	White	5	Other	71501	8520	2489	0	N
Audrey	Westbrook	J	Female	White	3	Agriculture Specialist	53332	8520	2489	0	Y

Akin, John						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	8:00	General Horticulture	14	O.H./Floral	
1	2	8:58	Intro to Ag Science	23	Agriscience I	
1	3	10:09	General Horticulture	20	O.H./Floral	
1	4	11:02	Intro to Ag Science	23	Agriscience I	
1	5	11:55	Prep	0	Prep	
1	6	1:18	Intro to Ag Science	26	Agriscience I	
1	7	2:10	Intro to Ag Science	28	Agriscience I	

Audrey, Westbrook						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	8:00	Ag Biology	28	Ag Biology	
1	2	8:58	Floral Design	17	O.H./Floral	
1	3	10:05	Prep	0	Prep	
1	4	10:57	SAE Prep	0	SAE	
1	5	11:55	Ag Biology	28	Ag Biology	
1	6	1:18	Animal Science	14	Animal Science	
1	7	2:10	Ag Biology	28	Ag Biology	

Select a school:  
**Data for Year: 2014-2015****School:**

# CA0415 Farmersville  
 Farmersville HS  
 631 E. Walnut Ave.  
 Farmersville, CA 93223  
[Get Map](#)  
[Web Site](#)

**Teachers: 2****Courses Offered:**

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Agriscience I	Intro to Ag Science	28	Not Entered	
Agriscience I	Intro to Ag Science	26	Not Entered	
Agriscience I	Intro to Ag Science	23	Not Entered	
Agriscience I	Intro to Ag Science	23	Not Entered	
Animal Science	Animal Science	14	Other	
O.H./Floral	Floral Design	17	Fine Arts	
O.H./Floral	General Horticulture	20	Not Entered	
O.H./Floral	General Horticulture	14	Not Entered	
	TOTAL	249		
	Average Class Size	22.6		

**FFA Students by Pathway:**

<u>Pathway</u>	<u>Count</u>
Ag Mech.	2
Agriscience	253
O.H.	34
	289

**FFA Students by Grade Level:**

<u>Grade Level</u>	<u>Count</u>
9	83
10	97
11	53
12	49
13	6
14	1
Total	289



**FFA Students by Years in Ag:**

<u>Years in Ag</u>	<u>Count</u>
1	137
2	104
3	25
4	18
5	5
Total	289
Average Years	1.8

**Freshman Persistence:**

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	23	36%
2	18	28%
3	6	9%
4	17	27%
Freshman Cohort Students	64	
Average Years Completed	2.3	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Congressional District 22  
 Assembly District 26  
 State Senate District 14  
 County Tulare  
 County-District-School Code 54753255430210

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Site developed and maintained by the California FFA Association.



**FHS FFA Livestock SAE Eligibility Contract**

# Farmersville FFA Livestock SAE Eligibility Contract



Academic success should be a top priority for students, thus the FHS Agriculture Department has set livestock SAE eligibility requirements. Below are the guidelines for eligibility as they pertain to a **Tulare County Fair Livestock Project or housing any livestock project on the FHS farm.**

**Eligibility Requirements:** based upon most recent 6 week grading period or semester grade, whichever is most current. **Teacher grade checks are not an acceptable substitute for 6 week grading period grades.**

1. Enrolled in an agriculture class at Farmersville High School
2. Must be in grade 9-12 and in the FFA
3. 2.0 GPA or above
4. Maximum of one D
5. No F's

## Tulare Fair Projects

1. Starting a project: Must be eligible at the most recent six week grading period.
2. Exhibiting at the fair:
  - o Must be eligible at the conclusion of the **spring semester**. Fair entries for hogs, lambs, small animals, and breeding stock will not be signed if a student is ineligible at semester. Market steer and dairy entries will be scratched.
  - o Students must submit a grade check before the fair as requested by their species Advisor. Entries for all species will be pulled by an advisor if the student is ineligible. Student will not be eligible to participate as an exhibitor or as part of a FHS livestock show team.

## All Other Livestock Projects including Birds

1. Starting a project: Must be eligible at the most recent six week grading period, or semester grades, whichever is most recent.
2. Must remain eligible at **all grading periods** (6 week and semester included).

## Ineligibility:

1. If the project is housed on the school farm the student will have **10 days to move their project off the premises**. If the animal is not removed within the 10 days, starting on the 11<sup>th</sup> day the animal will become property of Farmersville High School Agricultural Department.
2. Grades will be reviewed again at the next grading period. If the student has become eligible and wishes to move their animal back to the farm they may.

---

I have read and acknowledge the requirements and expectations for eligibility to participate in a livestock SAE for Farmersville FFA.

Student Name \_\_\_\_\_ Date: \_\_\_\_\_ Parent Name \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

# Farmersville FFA Livestock Project Agreement

## Students Must Initial Each Statement

- \_\_\_\_\_ I understand raising a project at the school farm is a privilege that may be revoked if my grades do not meet eligibility requirements as listed on the contract. Additionally, I realize failure to adhere to the eligibility contract may result in not being able to show at the fair, regardless of where the project is housed.
- \_\_\_\_\_ I acknowledge this is a tremendous time commitment, and I am willing to put forth the necessary effort to have a successful project. If I fail to complete hours as outlined, attend meetings, complete barn duties, etcetera, I may be subject to consequences. Furthermore, I understand I'm part of a team and am willing to take my fair share of morning, weekend, and holiday duties.
- \_\_\_\_\_ I understand that under the **THREE STRIKES Rule**, if I neglect my project (miss feeding, do not attend practices or meetings, etc) three times then I will be unable to show and sell my project at the fair. This responsibility for a living creature depending on you for survival will aid you greatly in life.
- \_\_\_\_\_ I understand the expectations about behavior, and am willing to accept the consequences of the step system, and of school policy if I fail to adhere to the guidelines.
- \_\_\_\_\_ I understand my project is my financial responsibility. I agree to accept all profit or loss on the project. I also understand my fair check will not be released until I have paid all debts, completed my FFA Record Book, and submitted acceptable unsealed thank you notes for each buyer and add on donor, and completed any other tasks deemed appropriate by the project Advisor. It's my sole responsibility to find a buyer for my project, and to participate in the buyer solicitation process as outlined by my Advisor.
- \_\_\_\_\_ I will respect fellow teammates, advisors, parents, the farm, animals and work to make this project a successful experience for everyone, failure to do so can result in consequences including but not limited to termination of the project, removal from the sale (at students expense), and additional duties.
- \_\_\_\_\_ I understand there are **NO guarantees!!** Things happen, animals get sick or die, they injure themselves, grade issues arise, and any myriad of things can happen that may prevent a student from being able to show or sell at the fair. It is strongly encouraged that insurance be taken out for all animal projects, if the animal is housed at the school farm insurance is required. Remember going the extra mile will help you avoid catastrophes. **For Example: If your animal dies over the summer, you are still responsible for all charges.**
- \_\_\_\_\_ The project Advisor reserves to the right to make changes to the project expectations and rules as needed.
- \_\_\_\_\_ I understand that by adhering to all of the above it is more likely that my project will be a success. I will be smarter, more responsible, and have a better appreciation for agriculture. I will make my teammates, family, advisors, school and community proud.

**After weighing the risks and benefits, I am willing to accept the challenge and take this opportunity to raise a livestock project. I have read and fully understand and agree to all rules, guidelines, and expectations set forth by the advisors.**

Student Name Printed \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name Printed \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



## Financial Agreement

I, \_\_\_\_\_, agree to pay the following monies to the Farmersville FFA for the purpose of raising a market project for the Tulare County Fair.

### Cost Break Down

Animal	_____
Feed	_____
Medicine	_____
Shavings	_____ 20
Supplies	_____
Misc.	_____
Entry Fee	_____ 50
Insurance	_____
Deposits	_____
Payments	_____
Donations	_____

Date \_\_\_\_\_

To whom it may concern,

I, \_\_\_\_\_, give my ag teachers, Mrs. Audrey Westbrook &/or Mr. John Akin permission to pick up my check from the Tulare County Fair.

Thank you,

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

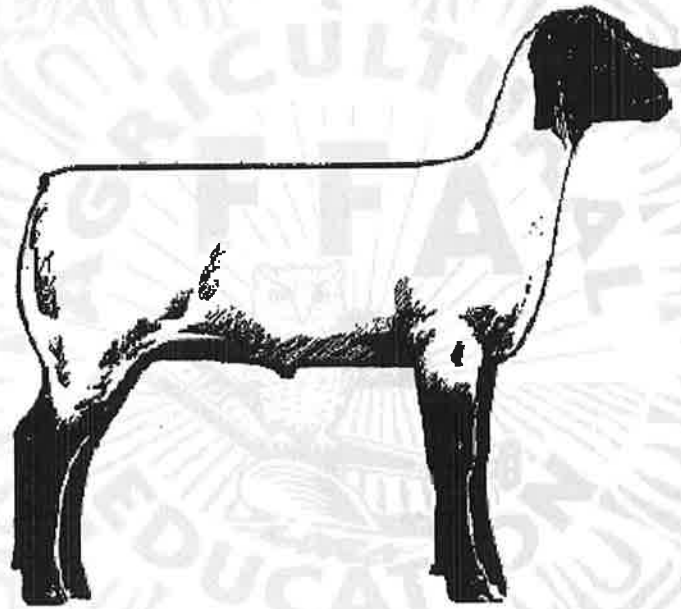


**FHS FFA Market Lamb/Goat**

**SAE Manual**

# Farmersville

## FFA



# Market Lamb & Goat SAE Manual

*Valid for 2014 Tulare Fair Sheep and Goat Projects*

*Created by: Audrey Westbrook*

*Revised March 2015*



# **Commitment**

**Commitment is what transforms a promise into reality.**

**It is the words that speak boldly of your intentions. And the actions which speak louder than the words.**

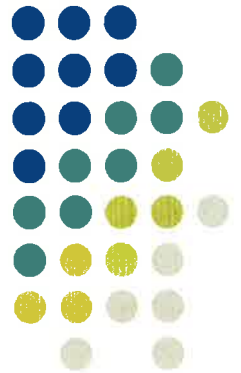
**It is making the time when there is none.**

**Coming through time after time after time, year after year after year.**

**Commitment is the stuff character is made of; the power to change the face of things.**

**It is the daily triumph of integrity over skepticism.**

**-Anonymous**



# Table of Contents

<b>Section 1: Overview</b> .....	<b>4-5</b>
General Information	
Livestock Eligibility Contract	
<b>Section 2: Time Commitment</b> .....	<b>6</b>
Meetings	
Care and Management	
<b>Section 3: Financial Commitment</b> .....	<b>7</b>
<b>Section 4: Accountability</b> .....	<b>8</b>
<b>Section 5: Getting Started</b> .....	<b>9-10</b>
Buying an Animal	
Entry Forms	
Ear Tagging	
Completing the Project	
<b>Section 6: Daily Care &amp; Management</b> .....	<b>11-16</b>
Farm Facility	
Sick Animals/Dead Animal Disposal	
Proper Weight	
Feed and Feeding	
Lambs Raised at Home	
Barn Duty	
Farm Facility & Equipment	
<b>Section 7: Marketing the Project</b> .....	<b>17-21</b>
Creating a Buyer List	
Buyer & Donor Options	
Buyers Letter Evaluation Form	
Buyer Solicitation Considerations	
Sample Buyer Letter	
<b>Section 8: Fair Preparation-The Days and Weeks Before</b> .....	<b>22</b>
Farm Fair	
Missing School	
Shearing	
Fair Set Up	
Uniform	
Transportation to the Fair	
<b>Section 9: Fair</b> .....	<b>23-31</b>
Section 9.1 Fair: Day 1	
Section 9.2 Fair: Daily Expectations & Requirements	
Section 9.3 Fair: Show Day	
Official Show Uniform	
Section 9.4 Fair: Sale Day	
Section 9.5 Fair: Sunday	
Section 9.6 Fair Checks	
<b>Section 10: Thank You Notes</b> .....	<b>32</b>
<b>Section 11 Project Agreement</b> .....	<b>33</b>

## Section 1

# Overview

### 1. General Information

The market lamb project is designed for students interested in raising, showing and selling their market lamb at the Tulare County Fair. Projects will begin roughly in May, and will conclude with the Tulare County Fair in September. Students will participate in their projects daily feed and care, and therefore is a time commitment they must be willing to make. Breeding sheep and goats projects are designed with careful consideration of the advisor, student, and parent, and typically last several years. Goat projects may be ongoing depending on their intended purpose.

The term “lamb” generally refers to a sheep that is less than one year of age. Ewes are female sheep, rams or bucks are male sheep. Castrated male lambs are called wethers, all male sheep shown for market will be wethers. Lambs will typically be around 50-60 pounds at the time of purchase, and will be sold at the fair at around 115-150 pounds.

Also, if you are part of a FFA project, you will get the chance to meet a lot of new and interesting people. Going to the fair is also fun—not only do you get to meet lots of other students who have raised lambs, but also you get the opportunity to share information about sheep with the many people who walk through the barns.

### 2. Objectives

Encourage integrity, sportsmanship, cooperation and an ability to communicate through activities such as demonstrations, talks, judging events, tours and exhibits. The market lamb project is extremely rewarding for students. Not only does it teach students about sheep production, but also it teaches them many important lessons that build personal character and life skills. Don't expect to make a big profit on your project. Your profit or loss will depend on the cost of the lamb when you start the project, the cost of the feed used, other costs (such as veterinarian and equipment bills), and the price you receive for your lamb when you sell.

### 3. Which students Participate:

Hard working, committed, students who are interested in gaining a priceless and sometimes profitable experience.

### 4. Eligibility

Students must meet Livestock Eligibility Requirements outlined on SAE Eligibility Contract and be enrolled in an agriculture course. Also, as FFA is a school activity, students must meet qualifications listed in the student hand book.

*Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal. - VINCE LOMBARDI*

# Livestock SAE Eligibility Contract



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---

I have read and acknowledge the requirements and expectations for eligibility to participate in a livestock SAE for Farmersville FFA.

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Revised March 2014

## *Section 2*

# *Time Commitment*

### **1. Meetings**

During meetings we will discuss management issues with the lambs including feed, care, and anything else that arises. Typically all lambs will be weighed during the meeting. It also serves as an opportunity for students to practice showmanship and also to learn more about lambs and the sheep industry, which will benefit them during showmanship at the fair. Record books may also be updated at the meetings. Students will also construct a display for the fair. Project participants must attend all meetings. Students should plan on arriving on time and staying the whole time. Meetings range between 1-2 hours. If students must miss a meeting they must notify the advisor at least one day in advance, failure to do so can result in a strike. No student may miss more than three meetings, even if advanced notice is given. Doing so can result in students removal from the fair project, and removal of animal from the school farm. Students that house their project at home must bring their project to the meeting.

### **2. Care and Management:**

The more students work with their lambs and goats the more stress free fair will be for the students and for the animals. Mistreatment of animals will not be tolerated. Daily care for the animal including exercise, showmanship practice, and occasional bathing them helps to train them and ensure the success of the project.

Students must make entries in the FFA iRecord book at least once per week.

### **On Farm Projects**

Hours Requirement: Students must complete at least three (3) hours of work on the sheep unit each week. This time may include barn duty, time spent working with project, cleaning and upkeep on the unit, etcetera. Exceptions can be made for students whom will be out of the area for a short period of time. Students must clear activity ahead of time and have a plan to make up missing hours. The following will apply to students whom fail to meet the weekly requirement without prior approval.

#### Documentation

- Students must sign in and out with the finger print scanner. No finger print=no credit
- The advisor reserves the right to add additional sign in protocol as deemed appropriate.

## Section 3

# Financial Commitment

The purpose of the budget is to expose students to their potential profit or loss. In a budget we always estimate our expenses high, and our income low.

Students should expect to spend at least this amount, possibly more if feed costs rise, or there are any veterinary expenses. It is encouraged that students take a loan, for two reasons, it builds their credit, and also it doesn't place a financial burden on family members or the student.

It is of the utmost importance to the Advisors that we keep costs for students as low as possible to prevent any additional out of pocket expense between now and the fair, however there are on occasion additional expenses including but not limited to additional feed costs, veterinary care, and entry fees.

<b>Estimated Expenses:</b>		<b>Due Dates:</b>
<i>Initial Cost</i>		
Cost of Animal (FHS Lambs) .....	\$ 250	May 1, 2015
(can be higher or lower if non FHS lambs)		
Feed.....	\$ 200	May 1, 2015
Insurance (recommended if raised on farm) .....	\$ 15	May 1, 2015
Misc. (wormer, meds, etc) .....	\$ 5	August 17, 2015
Show Supplies (Soap, clipper blades, etc.) .....	\$ 15	August 17, 2015
Bedding for Fair .....	\$ 20	April 2, 2015
<i>Total for FHS purchased lamb.....</i>	<i>\$ 505</i>	
 <i>Additional Expenses</i>		
Fair Entry Fees .....	\$ 50	
Total Estimated Expenses .....	\$ 555	
 <b>Estimated Receipts:</b>		
Sale of Animal.....	\$ 585**	
<i>(Need a buyer at \$4.50 for a 130 lb animal)</i>		
Subtract 6% sales commission .....	\$ 35	
Total Estimated Receipts .....	\$ 520	
<hr/>		
<b>Estimated Net Profit.....</b>	<b>\$ - 55</b>	

**\*\*Students must find a buyer in advance!** By securing a buyer in advance a student ensures they will make a profit for their hard work. Also, add-ons are a way for people to support the student in increments of their choice without having to purchase the lamb. For example someone might donate \$25 or \$50. Students can make well over \$1,000 profit if they work hard on marketing their project. See Section 7: Marketing the Project.

# Section 4 Accountability

## Failure to Meet Expectations and Follow Guidelines

The Farmersville FFA Advisors strive to ensure that students have a positive learning experience when raising livestock projects. For this reasons we will maintain a safe farm for students, parents, teachers, visitors, and animals.

Animal welfare is important. Advisors have the right to ask anyone whom is abusing an animal to leave the premises immediately. Instances of animal abuse will be reported to the Farmersville Police Department and any other appropriate agency. Instances can constitute immediate termination of the project and disciplinary action through the school.

### Offences which may warrant a strike:

- ❖ Failure to complete weekly hour's requirement.
- ❖ Failure to report a missed barn duty or Failure to complete an assigned barn duty.
- ❖ Missing a meeting without specified notice to the Advisor.
- ❖ Student on farm more than 30 minutes after dark or 30 prior to morning light without parent or advisor supervision or approval.
- ❖ Failure to report animal sickness, farm emergency, etc.
- ❖ Any other action or inaction deemed inappropriate by the advisor.

### Each student is allowed three strikes.

- ❖ **Strike 1:** Warning, Advisor & Student Meeting
- ❖ **Strike 2:** Advisor, Parent, & Student Meeting
- ❖ **Strike 3:** Advisor, Parent, Principal, & Student Meeting  
Students will have one week to remove animal from the farm. See the SAE Eligibility agreement for protocol on abandoned projects.

---

❖ **Strike 1**  
Date \_\_\_\_\_  
Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Student Signature \_\_\_\_\_

❖ **Strike 2**  
Date \_\_\_\_\_  
Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Student Signature \_\_\_\_\_

❖ **Strike 3**  
Date \_\_\_\_\_  
Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Method of Parent Contact \_\_\_\_\_

Project will be moved to: \_\_\_\_\_  
Project will be removed by \_\_\_\_\_ (date)  
Project is to be transported by \_\_\_\_\_ (person)  
Student Signature \_\_\_\_\_  
Parent Signature \_\_\_\_\_

## Section 5

# Getting Started

### 1. Buying an Animal

Students interested in participating in livestock projects must attend the mandatory informational meetings. First time FFA showman must bring a parent. If a conflict with attending the meeting arises the student is to notify the Advisor before the meeting and make arrangements for an alternate meeting date. Failure to attend the mandatory meeting or to arrange for an alternative meeting prior to the mandatory meeting may prevent students from participating in the project, regardless of grade or project experience. At the mandatory meeting students will be provided with information regarding the project and additional timelines as appropriate to the species and the how the project is conducted. Meeting dates will be posted in classrooms on the FHS farm, and will also be announced in the school bulletin.

If you choose to find your own animal you need to be choosy!! The Advisor will assist in matching students with reputable breeders who raise healthy, high quality lambs that will most likely make for a successful project. The process of purchasing animals will begin sometime in May or June. If students are planning on raising lambs on the farm, their animals' breeder must be cleared in advance.

FHS has the privilege of raising show quality market. The breeding stock comes from reputable well respected breeders, as a benefit of purchasing lambs from the farm is that they can be offered to students at substantial discount versus the price of lambs purchased from a show lamb breeder. The utmost care is taken in raising each lamb, with great attention to health. Often times these lambs are calmer than those purchased from breeders because of their exposure to humans through the FHS Ag classes.

Lambs purchased from FHS Farm will be chosen based on the order in which students submit all required contracts and payment within the given window.

### 2. Entry Forms

Entry forms will be provided by the advisor, its imperative they are completed as specified and returned on time. Failure to return entry forms on time will prevent a student from exhibiting at the fair. The fair is NOT flexible on this rule.

The forms will need a few signatures, so be sure to plan ahead.

### 3. Ear Tagging

Ear tags are the fairs way of identifying a student's animal. These tags will be inserted in the lambs' ear at a designated tagging. The fair is allowing advisors and parents to tag animals and submit a photo (on the back side of their entry form) of both sides of the lamb with the student and the ear tag showing. Ear tags must remain in the animal through the duration of the project; they are not to be removed by students at any time even after the



livestock auction at the fair. Sheep and market goats must also have the scapie tag. These tags must be provided by the breeder.

#### **4. Completing the Project**

Tulare Fair projects will be marketed at the Tulare County Fair. Any projects returning from the fair must be cleared with the advisor in advance. Projects returning from the fair are the sole responsibility of the student in terms of feed costs, purchases and management. Students will be responsible for feeding and cleaning their pen once each day, there is no barn duty after the fair.

## *Section 6*

# *Daily Care & Management*

### **1. Farm Facility**

Although students may raise projects at home, many may opt to raise them at the school farm. The farm is provided for students who might not have resources to do so at home. Students should work to keep the farm and clean and safe environment for animals and other students. We ask a few things:

- Students are prohibited from being on the farm after dark.
- The back gate must be locked at all times!! This means when you drive in, then you get out of the car and you shut it behind you, same process when you leave.
- Missing and broken equipment must be reported to an advisor immediately.
- Student misconduct must be reported immediately.
- All school rules apply, even when school is not in session.
- Visitors/students/parents who drive must remain under 5mph on the dirt drive on and off the farm.

**If you make a mess, clean it up!! If you open a gate, close it behind you!!**

### **2. Sick Animals**

It is important to maintain the health of your lamb. The first 2 or 3 weeks are critical, so you should check your lambs several times each day during this period. Healthy lambs are active and alert.

A lamb will give you many clues when it isn't feeling well. Some of the clues are poor appetite, excessive coughing, runny nose, diarrhea, inactivity and lameness (limping). If you have any concerns about the health of your lamb please contact the advisor or a veterinarian immediately.

A common problem with lambs is stress. Hauling, vaccinating, introducing it to strange surroundings and strange lambs can stress a sheep. When a lamb is stressed, it will be more susceptible to disease. It may eat less feed and grow slower. It is important to minimize stress, especially when you first get your lamb home. Lambs are also susceptible to fungus and ring worm. If you notice your lamb losing wool or their wool is crusty or flaky notify and advisor immediately. Sheep may also be susceptible to worms, and can be treated with an oral drench or injectable medication. There are many medications that are very effective in treating sheep ailments, but you have to start early in the illness. The best measure is preventative medicines versus after the animal gets sick.

It's the students' responsibility to notify the advisor if their animal is sick. The farm has some pharmaceuticals on hand however, the advisor is not a vet or pharmaceutical vendor, and in some instances a veterinarian will need to be contacted. Veterinary care will be the financial responsibility of the student.

### 3. Dead Animal Disposal

The teaching staff at the Farmersville High School Ag Department will always work with students and families to ensure livestock projects offer maximum educational value, leadership potential and are economically viable and ethical. In the instance of unexpected animal death, the species advisor will work with the student to find the best carcass disposal solution. This will always be in accordance with applicable laws, approved industry standards, and will be at the student's expense.

The student will, under no circumstances, bury an animal at the school farm site, nor will they dispose of animals in school trash cans or any other dumpster in the city of Farmersville.

Any work by a student against this policy will result in strong disciplinary action by the Ag Department Staff, the Principal or Administrative Team at Farmersville High School.

### 4. Proper Weight

You will want a lamb that has the proper amount of finish (fat cover) by fair time. Your lamb should weigh between 110 and 130 pounds. Healthy lambs will gain from .5 to 1 pound per day if fed properly, with .75 or 3 pounds per week, being a more average gain. Fat cover on lambs can be felt on their side behind their shoulder.

If your lamb is to be marketed at your county fair, you will need to consider the date of this event in selecting your lamb. For example, if you have 106 days to feed your lamb, you will need to start your project with a feeder lamb that weighs at least 50 pounds. For our fair lambs should be born in January or February.

$$\begin{aligned} 106 \text{ days} \times .75 \text{ pounds per day} &= 80 \text{ pound gain} \\ 50 \text{ pounds} + 80 \text{ pounds gain} &= 130 \text{ pound market lamb} \end{aligned}$$

If your lamb gains more weight per day, for example 1 pound per day, it will end a bit heavier but still within the acceptable range. We tend to get the lambs on the heavier side since the lambs are raised during the hottest months of the year, thus they tend to slow down their consumption of food allowing them to gain slower.

### 5. Feed and Feeding

Lambs are ruminant animals, which means they have a four chambered stomach. This type of digestive system has the ability to convert low quality feeds like hay into weight gain. These animals can be fed a diet of grain to assist them in efficiency depositing fat, which translates to meat flavor after the animal is harvested. Because lambs are ruminant you must continue to feed at least a small amount of hay to keep the microbial action inside the rumen functioning. Failing to feed hay can create rumen acidosis, which is essentially stomach upset. Frequently these animals will go off feed, and may become bloated and/or have diarrhea. If this happens contact your advisor immediately, in severe cases this condition may result in death.

Commercial lamb feeds use grains as a source of energy. Corn is an excellent energy feed, and is ideal for finishing feed because it is high in digestible carbohydrates, low in fiber, and is very tasty to lambs! But corn alone will not keep lambs growing and healthy. Corn along with other commodities such as soybean, wheat, barley etc. must be supplemented with

minerals and vitamins to keep lamb healthy. Students will feed an approved ration, formulated by a trained animal nutritionist. A four way grain is NOT an appropriate ration for a show lamb.

A lamb's ration of feed will be determined by the combination of their body weight, finish (fat cover), and their body structure. It's important that lambs are weighed on a regular basis. This assists in keeping lambs feed consumption to the suggested rate of 3% of their body weight. For example lambs weighing 80 pounds should be eating around 2.5 pounds of feed per day between their grain and hay. This amount will be divided into two feedings. It's important to feed animals at about the same time each day. It has been scientifically proven time and time again that it assists in optimizing weight gain. Weighing animals on a regular basis also assist in identifying other problems like illness. As fair approaches there may be addition of feed additives to lamb rations to best prepare them for show.

Water is the most important part of a lamb's diet. One-half to two-thirds of a lamb's body is made up of water. Lambs should be supplied with as much clean, fresh water as they will drink. During the hot summer automatic waters should be checked twice per day, lambs will not last long in the summer heat.

## **6. Lambs Raised at Home**

You will need to consider three things when designing housing for your lamb. First, lambs need a clean, dry, draft-free covered area. Second, lambs have specific space requirements that vary according to their weight. Lambs—like people—have an ideal temperature at which they are most comfortable. If the temperature falls below this ideal zone some types of bedding, such as wood shavings, should be used to keep the sleeping area warm. When the temperature rises well above 90° F, large fans are effective at cooling lambs during the hottest part of the day. Be sure to turn fans off as the evening cools down to reduce the chance of sickness. Shade should also be provided, lambs like to lay down and rest throughout the day.

Essential equipment includes:

- Covered Sleeping/Shade Area
- Clean/dry Soil
- A Lamb Feeder
- Water Bucket

## **7. Barn Duty**

Students with lambs being raised on the FHS farm will be required to complete barn duty shifts as assigned at the meetings. Depending on the time of day, different tasks will need to be completed to ensure the health and safety of everyone's project.

It is imperative animals stay cool, clean, and fed according to the feed schedule. It's important that lambs remain in the assigned pens because the feed schedule is designed based on pen arrangements. When the feed schedule is not adhered to lambs may be gaining too little or too much weight, or can be susceptible to stomach upset.

Each shift has a specific time associated with it. Students need to ensure they are completing their barn duty during the proper time frame, failing to do so may leave lambs hot, sick, or hungry.

Specific duties for each barn duty shift can be reviewed in the following page. Additional duties may be assigned as needed. Typically we will discuss any changes at our meetings. Failure to complete an assigned barn duty can result in discipline action. See Discipline Procedures for further information.

Although there is someone assigned to feed, clean, ect. each student needs to make an effort to be involved with their project on a daily basis. This means exercising the lamb and practicing showmanship five days a week. Practicing showmanship is almost as much practice for the lamb as it is for you. Showing a lamb is physically demanding.

# Sheep/Goat Unit Barn Duty



## **Morning (6am-8:30am)**

- ✓ Feed According to Feed Schedule all animals on the show barn and pastures.
- ✓ Check Automatic waters to ensure they're working.
- ✓ Remove Feeders From Pens if lambs are done eating
- ✓ Check all lambs/ewes/rams for abnormalities-EVERY animal in EVERY pen!
- ✓ **Special Duties:**

## **Mid Day (10am-11am)**

- ✓ Check all lambs/ewes/rams for abnormalities-EVERY animal in EVERY pen!
- ✓ Check Automatic waters, make sure the bowls are clean and that they will fill when water is swished out. Any water troughs should be full and free of debris.
- ✓ Clean lamb pens. Dump Wheelbarrow in Spreader.
- ✓ Organize tack areas
- ✓ Make sure all feeders, shovels, rakes, brooms, trash, ect. are put in the appropriate area in the sheep tack room.
- ✓ Put tools back in tack room
- ✓ **Turn on the fans if its over 90 degrees**
- ✓ **Special Duties:**

## **Afternoon (6-8 pm)**

- ✓ Feed According to Feed Schedule all animals in the show barn and pastures.
- ✓ Check Automatic waters to ensure they're working.
- ✓ Put tools back in tack room
- ✓ Check all lambs/ewes/rams for abnormalities-EVERY animal in EVERY pen!
- ✓ Remove Feeders From Pens
- ✓ **Turn off fans!!**
- ✓ **Special Duties:**

## **It's Everyone's responsibility**

- ✓ Exercise/practice Showmanship
- ✓ Secure a Buyer
- ✓ Report any Problems with Animals
- ✓ Report any Farm Issues

Other duties may be assigned as needed.

***Sign In and Sign Out on scanner-EVERY Time  
ALWAYS keep gate LOCKED!!***

## 8. Farm Facility, Equipment and Supplies

Students who take on these projects must expect that some, if not all, of the equipment necessary for the completion of a project will be purchased by them, and not supplied by the Ag Department. Examples of such items that may need to be provided by the students are show supplies, halters, lead ropes, shampoo, medicines, bedding, heat lamps, extension cords, waterers, blow dryers, tack boxes, feed bins, tarpaulins, blocking stands and other implements of husbandry. The student will need to consider these purchases prior to taking on an animal project, and not assume that any piece of equipment or supplies will be provided for them. Of course, on some occasions, these items may be available from the school farm site and be able to be used by the students. Any item used should be returned in like condition, **if not, it will be the responsibility of the student to replace that item in a timely fashion.** Any equipment item purchased by a student should be clearly marked and removed at the end of the project. Farmersville High School **will not** be responsible for lost, stolen or abandoned **(30 days)** equipment or supplies.

The FHS farm facility is heavily used and from time to time, repairs need to be made. Every effort is made to make these adjustments during our regular staff hours, but sometimes parents or community members will perform some work in accordance with the long term goals of the staff. Any work performed must be approved by the department head and the species advisor. Any work done on the farm should be considered a donation of time and permanent improvements made to the facility may not be undone, taken down or removed without prior consent from the department head and the species advisor.

Tasks that initially seem simple, such as screwing in a piece of shade cloth to the facilities can, over time, lead to real wear on the building.

Not all student livestock project plans can be approved, and your species advisor will work with you to plan a project of a proper scope. Considerations such as pen, barn and pasture space, water, electrical, and sewer capacity and general safety shall all be weighed.

Per school district rules, visitors to the farm will need to check in with the High School front office for a visitor's pass. If the office is closed or the visit is taking place during the summer months, please check with your species advisor prior to the visit. Visitors and children should not enter animal pens; **FHS is a tobacco free site.**

## Section 7

# Marketing the Project

A fair typically signals the culmination of a market livestock project. Marketing may be the most important element of the SAE project. Without proper marketing the project may not turn a profit, leaving your hard work unrewarded. Soliciting donations in ADVANCE will also help to increase your profit.

Saturday of the fair is sale day, when the student's lot number is called they will walk across the auction block and their lamb will be sold in a live auction. Having a buyer secured ahead of time will ensure the student makes a profit on the project. Waiting until the fair, or all together failing to secure a buyer is risky, as often times these lambs will sell far below average and will make it hard for the student to make a profit or break even.

**Be proactive, make a timeline and set goals for yourself. Know when you want to meet with buyers and when you need to have your letters ready to be mailed.**

- Students will be required to submit a rough draft of their buyer's letter.
- Students will be required to submit a list of at least 20 names and addresses of persons to send their buyers letters to.
- Students will also be required to submit at least 20 stamped and addressed buyers letters for mailing by the project Advisors.

Two keys will assist in a successful fair and project, these are visiting potential buyers and writing buyers letters.

### 1. Creating a buyer list

After you understand the process the next step is to generate a list of potential buyers and donors. The list may include family, friends, and local businesses you or your parents are customers of. Politicians, doctors, and anyone that you think might be interested in donating to, or purchasing your project may also be approached. Keep in mind that people may be willing to donate in the form of an add-on, but don't want to take ownership of the project, therefore it is important to approach as many potential buyers or donors as possible.

### 2. Buyer & Donor Options

A buyer is someone whom will take ownership of the project at the time of sale. There are four options for a buyer, see Section 9.4 on How to Buy an Animal.

Add-ons are a way for individuals to contribute to your project without having to take ownership of a live animal or meat. It's simply a donation. These donations can be made directly to the student or through the Tulare County Fair.

**Students showing for FHS FFA will follow project marketing protocol as outlined by their project advisor.**

**For More Information on the Auction see Sale Day Section 9.4**



# Buyers Letters Evaluation Form

The advisor will use the following form to evaluate letters that students submit. Understanding what the expectations are ahead of time will assist in ensuring a stress free and speedy buyer solicitation process.

1. \_\_\_\_\_ **Fix spelling and/or grammar.** Typing your letter will help, but it's a good idea to have a few people look over it for typos and grammar issues.
2. \_\_\_\_\_ **Include Letterhead.** This has your name, address, phone number, and email. That way they can get a hold of you if they need to. Plus it's something you can use on a resume and cover letter so it's a good idea to have one anyway. You will put this at the very top of your page; it can be centered, justified left, or justified right. See example below.

**Mrs. Audrey Westbrook**  
631 E. Walnut Ave.  
Farmersville, CA 93223  
559-594-4567 office  
acollar@farmersville.k12.ca.us

3. \_\_\_\_\_ **Invite them to the fair.** Pigs show on Wednesday, September 10<sup>th</sup> starting at 8am, and sheep show on Thursday, September 11<sup>th</sup> starting at 8am. The Junior Livestock Auction is on Saturday, September 13<sup>th</sup> starting at 9am. Even if they don't come they will get an idea of the timeline for your project.
4. \_\_\_\_\_ **Help the Buyer get to Know You.** Include information about why you started the project, your goals, things you're involved in at FHS and outside of school. This is your chance to convince them that giving you money or purchasing your animal would be a good investment in your future. If you plan to go to college or trade school, or already have a career picked out, it's nice to include that as well.
5. \_\_\_\_\_ **Explain What you Want from Them.** There are several ways a person can help you including purchasing your animal (*they can pick it up live or they can have it processed*), purchasing and reselling your animal (*they pay only the difference between fair market price and the auction price, but you receive the auction price*), donating your animal to the pork or lamb feed (*they will receive 20 tickets or so to the event for their donation*), or giving you an add on (*free money*). If you have questions on how these work please ask me.
6. \_\_\_\_\_ **Tell Them how You Will Contact Them.** The most important part of this process is the follow up to the letter you're mailing. Let them know if you plan to call them, or would like to set a time to come by to meet with them.
7. \_\_\_\_\_ **Leave a place for your Signature.** After your closing, for example "Sincerely," leave 4 spaces, and then type your name. Once you print the letter, you sign above your typed name.
8. \_\_\_\_\_ **Include a Picture.** *This one is totally optional.* (make sure it is an appropriate picture) This is fun if you have a picture of yourself or of you and your animal. If you're including a picture of your animal make sure the background of the picture is clean, and that your animal itself is very clean. Look like you care and that you have pride in your animal and the barn or area it lives in.

9. \_\_\_\_\_ **Include a Self Addressed Envelope.** The easier you can make it for people the better chance you have of them helping you out. If you include an envelope made out to you (your name and address in the center of the envelope all they have to do is put a stamp on it and send a check. (If you want to make it even easier address the envelope to yourself AND put a stamp on it)
10. \_\_\_\_\_ **Include a Buyer Interest Form.** This is a spot where you can further explain their options. Remember if the Add on is going to be tax deductible it must be made out to the Tulare County Fair. Your form might look something like this but of course you can make it personal to you:

*Yes!*

*I will do my part in supporting your project.*

- \_\_\_\_\_ \$500 "You're crazy, but so am I!"
- \_\_\_\_\_ \$200 "GO! GO! GO!"
- \_\_\_\_\_ \$100 "Awesome, Good luck at Fairs!"
- \_\_\_\_\_ \$ 50 "I can't believe your raising a \_\_\_\_\_!"
- \_\_\_\_\_ \$ 25 "Weird, but I'm impressed. I want to help."
- \_\_\_\_\_ \$ OTHER "Any amount you send will be greatly appreciated!"
- \_\_\_\_\_ *Monmon. I'm hungry. Please contact me because I'm interested in purchasing your tasty project.*

Name \_\_\_\_\_

Phone Number \_\_\_\_\_

*Thank you! Please make your check payable to Tulare County Fair and mail it back to me with this form by (date) \_\_\_\_\_ OR donations can be made in my name through the Tulare County Fair Office or at the Junior Livestock Auction. Donations made through the Tulare County Fair are tax deductible, but must be a minimum of \$25.*

*The enclosed self-addressed envelope is for your convenience.*

11. \_\_\_\_\_ **Address Your Envelope Correctly.** When you send a letter the information for the person you're sending it to goes in the center. Their name and address is typically listed on three lines (see the example below). The sender of the letter puts their name and return address in the top left corner on three lines (see the example below). If you're including a "self addressed" envelope for them to send something to you, you need to write your name and address in the center.

Your Name Street Number and Street Name City, CA Zip Code	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">           US            Postage            Stamp         </div>
<b>Helpful Tips for Finding a Buyer</b>	
Buyer/Donors Name Street Number and Street Name City, CA Zip Code	

## *Buyer Solicitation Considerations*

1. Consider handwriting some of your letters
  - a. Buyers know that typed letters are easily mass produced. Handwritten letters can show a buyer you have taken the time to personalize their letter.
    - i. Don't write a letter over 1 page. No one has time or the desire to read your life story.
    - ii. Be sure to include information on how you can be contacted.
  - b. Typed letters can show professionalism, and can allow for many letters to be sent. The down side is that some older people in the livestock world believe that letters should be more personal.
  - c. Students may consider doing some hand written letters and some typed. Depending on the person the letters are being sent to, students may want to personalize their message. For example a letter to grandma may look very different than one sent to Save Mart.
2. Follow up with another letter or phone call if you don't get a response after the first contact.
3. Send letters to everybody. Especially business owners your family deals with. The more people you send letters the greater the changes of finding a buyer or getting add-ons. Students are required to submit a minimum number to be mailed by the Advisor, however they can mail as many additional letters as they like. They may also hand deliver as many as they choose, however they will still need to submit at least the minimum to mail to the advisor.
4. Keep a list of addresses. Hopefully you'll need to send them a thank you note for add-ons or supporting as a buyer.
5. Hand-deliver some of the letters. Wear your FFA uniform if possible.
6. As Add-Ons
  - a. Checks made out to the student directly: The upside for the student is there is no 6% commission taken; the downside is the donor gets no tax deduction. If they choose to write a student a check directly, the student needs to send them a thank you note, and then cash the check.
  - b. Checks made out to the Tulare County Fair: We will turn these into the fair, but we need to ensure they correct form is also submitted with the check. The fair will include these add-ons on the students check once the fair has processed everything from the sale. Be aware that the student's animal must go through the sale to be able to get these add-ons.

## Sample Buyer Letter

July 1, 2014

John Anderson  
1234 Rodeo Drive  
Central, CA 93000

Dear Mr. Anderson,

My name is Jane Smith; I'm a junior at Farmersville High School. I have been a member of the Farmersville High School FFA Chapter for two years. This year I will be exhibiting my lamb project at the Tulare County Fair. This is the second market lamb that I have raised; I have now been caring for it for three months.

I'm extremely involved in sports, in addition to holding the position of Chapter FFA Secretary. After I graduate I plan to attend Big Valley University, with an Ag Business major. I plan to use the profit from my lamb project this year to invest in future FFA projects, which will ultimately help to offset the cost of college.

I will be in your area to visit with you about my lamb project in the week of July 12th through July 16th. There are several ways you can assist me with my lamb project. Enclosed is a buyer interests form that explains your options.

I would like to invite you to attend the Tulare County Fair Lamb Show on Wednesday, August 16th at 8:00am, as well as the Junior Livestock Auction at 8:00am on Saturday, August 19th. If you are interested in meeting with me, and seeing my project at the fair I will be stalled with the Farmersville High School Lamb Project.

Please come and enjoy the great fun, food, and events of the Tulare County Fair!

Respectfully,

*Jane Smith*  
Jane Smith  
Farmersville FFA Chapter

## Section 8

# Fair Preparation-The Weeks & Days Before

### 1. Farm Fair

Farm fair is a mandatory for students attending the fair. Students will show in their respective showmanship classes, where they will showcase their best lamb showing skills for the judge.

Uniform: is a white shirt, blue jeans, and boots (not rubber boots).

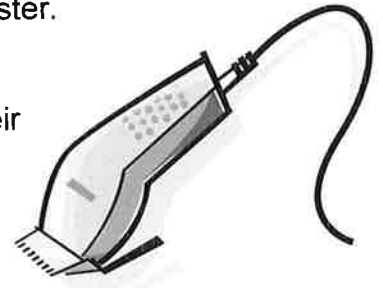
**If students don't show at farm fair, they may not show at the fair.**

### 2. Missing School

It's a good idea for students to let their teacher know they will be missing somewhere between 1-2 days during the fair. Most teachers are happy to give students work ahead of time. Fair week is going to be long and grueling, the last thing a student needs to do is get behind in their class work. Graduates whom are attending college should discuss their participation in the Tulare Fair with their instructor early in the semester.

### 3. Shearing:

In the week before the fair students will sign up for time to shear their lamb. This is the sole responsibility of the student! Any lambs left unshorn the day lambs are loaded for fair will not be loaded. The fair mandates that no lamb with more than 10 days worth of wool may be weighed in.



### 4. Fair Set Up:

The day before the lambs go into the fair students will meet in Tulare to work together to set up the display and bed stalls.

### 5. Uniform

**Review the required uniform and plan ahead, some of these items may be tough to find on short notice. See Section on Show Day**

### 6. Transportation to the fair:

Students will be transported to the fair and back by advisors only. Students will only be transported to the fair and back only on those days they weigh in, show, sell, load out, or have barn duty. Every student does NOT miss school and go to the fair EVERY DAY.

**Plan ahead. Sports or other activities are not an excuse to miss or be tardy to any meetings Lamb Team Meetings.**

## Section 9

# Fair-Introduction

**Fair is not for the faint of heart! You will be tired!! There are lots of early mornings and late nights. You will work hard, you will get dirty, but you can also have lots of fun, make new friends, and make memories that last a lifetime.**

### 1. Fair Attitude:

Fair IS a school activity, and ALL school rules apply. Fighting, tobacco or alcohol use and other offences can result in disciplinary action as decided by FHS administration. Disrespect to parents, advisors, other exhibitors will not be tolerated, and may result in a student being removed from the sale, and show privileges for future years revoked.

### 2. Transportation to the fair:

Students will be transported to the fair and back by advisors only. Students will only be transported to the fair and back only on those days they weigh in, show, sell, load out, or have barn duty. Every student does NOT miss school and go to the fair EVERY DAY.

**Plan ahead. Sports or other activities are not an excuse to miss or be tardy to any meetings Lamb Team Meetings.**

### 3. School Attendance:

Students are only excused for their barn duty times and their show day. **Students must attend all classes during fair week. Parent excused illness is not an excuse to miss class during fair week, and may result in the removal of the animal from the sale, and may prevent the student from showing with Farmersville FFA in the future.** Also, all other activity rules apply as outlined in the school handbook. There will be a show team member on barn duty from 8am to 8pm each day, lambs will be well cared for, and therefore is unnecessary for students to spend days outside of barn duty or show day at the fair. **Don't schedule medical appointments during fair week.**

### 4. Concerts and Fair Fun

Yes the fair is supposed to be fun, however you need to use caution when choosing the activities you will take part in. Your animal has needs, and so do you. You are going to be tired already, and staying out late will only make the issue worse. Not only do you need to care for your animal at the fair, but you also need to remember you are a student, and your school work still needs to get done.

**Attending a concert the night before show day is a horrible idea.**

*Section 9.1*  
***Fair-Day 1***

**1. Load Out-Getting the Lambs to the Fair**

Lambs will leave for the fair grounds on weigh day. A limited number of students will be needed to assist in loading at the farm and unloading at the fair. Students who are not assisting with this process will have alternate responsibilities outlined by the advisor. Any lambs unshorn at that time will not be loaded.

**2. Weigh In**

All members must be present to weigh their lamb in. The market classes students will show in will first be determined by breed, then by their lamb's weight. Later in the day, or the next morning a list of classes will be posted. Depending on the weight and appearance of the students lamb there may be special feeding instructions prior to weigh in and after weigh in.

## Section 9.2

# Fair Daily Expectations & Requirements

### 1. Feeding

Since most of our animals are raised together and are on the same feed ration, we will feed them all at one time as a group. Feeding will typically take place during stall mucking, and after the daily meeting, we will do this as a group, in the most time and resource efficient manner. If your lamb was raised at home on a special ration or has special needs plan on being there during feedings times to ensure they get fed accordingly.

### 2. Stall Mucking: Stalls will be spot cleaned everyday. Plan on arriving at 5:59am on most days, excluding show day.

- a. First time late or missing a scheduled meeting: Warning
- b. Second time late: Animal may be pulled from the sale and/or show day.

### 3. Exhibitor Meetings: Meetings allow for all students to receive valuable information about and feeding, care, schedule, ect. After these meetings all lambs will be fed at one time. **Failure to attend meeting times may result in removal from the sale!**

### 4. Barn Duty: Barn duty helps ensure the health, safety, and comfort of the lamb projects while at the fair, and also cleanliness of the exhibit. A barn duty schedule will be created prior to the fair. There are shifts during school, as well as outside of school depending on students' academic needs.

- a. Students on barn duty are required to remain in the FHS lamb exhibit during the entire shift, with the exception of two 10 minute breaks, in which both students may not leave at the same time. During a shift students will keep the aisles swept at all times, they will water lambs as instructed, keep the area free of trash, keep the tack area clean, and perform any other duties as assigned.
- b. **Failure to follow barn duty guidelines may result in removal from the sale!**
- c. **Its important to take the job seriously, other students are counting on you to ensure their lamb stays cool, and healthy. You are also serving as an ambassador to Farmerville FFA. You need to be ready to answer questions from spectators or barn duty judges.**



## Section 9.3

# Show Day

**Everyone stays till the last person has shown! We are a team, we work together and we support each other.**



### 1. What you should bring

- A Good Attitude!!!!
- Show Uniform
- Drinks or snacks (optional)
- Camp Chair (for use outside of the lamb barn ONLY)

### 2. Leaving the Fair Grounds

Though it may be tempting to run to Taco Bell, it is not a good idea. The fair will typically take a lunch break, which would be an appropriate time to leave for a quick bite to eat. Be careful though, if you miss your class you cannot sell in the sale. Additionally, your assistance is needed in assisting all team members in getting prepped for show and moved to the show ring.

3. **You show your own animal! No exceptions!!** There may be occasion that another chapter member has two animals in one class, in which case it's permissible to assist the other exhibitor, otherwise you will show only your own animal. Students are required to show in their respective showmanship class.

4. **Nothing in the aisle way!!** Students are going to be rushing to get their animal to the ring, the fair does not allow anyone to set up camp in the aisle way. It may be wise to set up chairs early around the ring or on the outside of the barn.

### 5. Time the Student will Show

Sadly, no one knows what time you will show, so don't ask. It is the students' responsibility to make sure they make it to their class on time. A list will be posted for the order of the day and individuals' class numbers, students will need to check this list for their class numbers.

6. **Uniform is mandatory**-See next page for full description

### 7. Everyone Helps Everyone

The advisor may or may not be in the barn to assist students; they may be watching the show and assisting students at ringside. Lamb team members will need to work together to ensure everyone gets to where they need to be in a timely manner.

## 8. How the Day Runs-3 Sections

Show day schedules change from year to year, however the general classes remain the same.

- a. Market: Based on the lambs breed, and then grouped by their weight. It is an evaluation of the lambs confirmation and carcass merit. A students' class number will typically be posted the morning of the show.
- b. Showmanship: Grouped by the students grade. The class is an evaluation of the students' ability to work with their lamb, and may also be based on questions the judge will ask. Students who have never shown any animal before will show in the novice class. Typically these classes are large, the classes will be broken into heats, the judge will select exhibitors from each heat to return for the final round, typically referred to as "making the cut."
- c. Chapter Group: Will happen at the conclusion of the market show. It is an evaluation of the Chapter as a whole; it's sort of like declaring a school a winner in a track meet. The group will select five of the most uniform, well placing lambs to be an example of the Farmersville Show Team. All students will participate in uniform.

# You Gotta look like a Winner to BE a Winner

## White Button Up Shirt

Long Enough to Tuck In Completely  
No Embroidery, printing or designs...JUST White  
Short Sleeve is best for the fair; it's been known to get hot!!



## White Jeans

Long enough to cover your skin when you bend over.  
No Embroidery, printing or designs...JUST White  
Tapered leg is a bad idea, they don't fit well over boots.  
Avoid overspending, these will likely be ruined during the fair.



## Boots or Heavy Leather Shoes

NO rubber boots or tennis shoes!! The don't provide any protection from livestock or fair injuries, and they look funny with your show pants.



## Belt

Plain brown or black, anything else distracts from your ability as an amazing showman.



## FFA Scarf or Tie

Ladies wear a scarf, men wear a tie.  
Same rules apply to scarf and tie as those listed under FFA jacket.



## FFA Jacket

You may purchase one (contact Ms. Collar to Purchase), or borrow one from another member not on your show team or borrow one from the chapter. Caution: we have very few and you most likely will not get one that fits if you borrow one from the chapter.



## Section 9.4 Sale Day

### 1. Fair Sale Day:

Everyone sells their own animal. Lot numbers will typically be posted the day before, and will give the order in which the sale will run. After selling their animal students will need to serve as a runner, failing to do so may result in the fair docking a premium from their check. If a student is in the last 15 lots of the sale they will be asked to serve as a runner at the beginning of the sale.



- a. **Buyers:** A buyer is someone (or a group of people) is/are purchasing the lamb. The buyer doesn't necessarily need to be at the sale to purchase, however if they're not they need to fill out a buyers proxy so someone can bid for them. See Marketing Section
- b. **Add-Ons:** May be added on at the fair, or can be written directly to the student. However, if you do the latter it can't be used as a tax deduction.

### 2. How to Buy an Animal

- a. Register at the Buyer's Table and receive your Buyer's Number.
- b. The auctioneer will ask for bids in dollars and cents per pound. The bidding will continue until the highest bid is reached. The highest bidder gets the animal. If you need help bidding, please ask one of the ring men for assistance. Whether or not you buy an animal, just by bidding you help the auctioneer in selling the animal.
- c. After the auctioneer cries "SOLD" a runner will present the buyer with a Sales Invoice for a signature and for the buyer to disclose their wishes for disposal of the animal. Options are as follows:
  - Process: The animal will be picked up and processed by the locker the buyer designates. A kill, cut and wrap fee will be charged by each individual locker. A 130 pound lamb will make about 65 pounds of meat.
  - Live Pick-Up: The animal will be available for live pick up sometime on Sunday or Monday.
  - Resale: if you wish to support the sale but are not interested in having the live animal or the meat. The buyer will pay the difference between their bid and the posted resale value, which is determined the day of the auction. In 2008 it was \$.50/pound.
  - Lamb Feed: Donate the lamb to the organization and receive 20 tickets to their dinner. This may be a good option for businesses because they can give tickets to their customers. Buyers can donate to Lamb Feed the day of the sale, or they can complete a form ahead of time.
- d. Payment is expected on sale day; corporate buyers will be billed with payments due 10 days after receipt of the invoice.
- e. Make Checks Payable to: Tulare County Fair

*Section 9.5*  
*Sunday of Fair*

3. **Animals Returning From Fair:** No animal shall return to the farm without prior consent of the project Advisor. Tulare Fair projects will be marketed at the Tulare County Fair. Any projects returning from the fair must be cleared with the advisor at least one month in advance. Projects returning from the fair are the sole responsibility of the student in terms of feed costs and management. Students will be responsible for feeding and cleaning their pen each day, there is no barn duty after the fair.
- **Last Muck:** Sunday morning we will muck out all pens that don't have lambs left in them, and also tear down the display.
  - **Fair Breakfast: ALL STUDENTS SHOWING ATTEND!!** We take a group picture of everyone who showed at the fair after the breakfast. If students are receiving an award they dress in their show uniform.

## Section 9.6 Fair Checks

**Checks:** Generally, checks will be ready within a few weeks. The fair will only release the check if all buyers and add-ons checks have cleared, therefore students checks may be ready at varying times. Students will need to sign for a teacher to pick them up. Several items must be completed before a student can attain their check.

### **iRecord Book**

- Updated with all information that applies to the project including an agreement, budget, calendar, journal, and activities pages (Tulare Fair is an above the Chapter Level Activity).

### **Thank You Notes**

- Any person who has given an-add on, or who has bought lamb will need a thank you note, regardless of how well you know the person or even if you gave them a gift. Buyers are more likely to support you in the future if they know they're appreciated.
- A list of addresses will be provided with the students check, however if buyers are known in advance then thank you notes can be written ahead of time.
- The notes must be submitted in an unsealed, addressed, and stamped envelope for approval. Advisors will ensure they get mailed.

### **All debts to Farmersville FFA must be Paid**



## Section 10

# Thank You Notes

Sincerity is of the utmost importance in writing a thank you note. Many businesses may like to display your note and picture. If you have poor hand writing you should type your letter. Typed letters should be at least ½ page long, handwritten letters or notes should be one full page.

Your buyer wants to know they made in investment in your future. You should tell them how you are going to use your profit to help create more opportunities for your future. *Buying an iPod or xBox is NOT what they want to hear.*

- Tell them what your plans are for the future.
- Will you raise another project?
- Will you go to college?
- What did you learn from the project?

Write a rough draft and have an advisor or English teacher proof read it. Be sure to write neatly if you print. Your small investment in a nice note card/picture, and the time it takes to write it, will be greatly appreciated by your buyers and donors. You may also consider a small gift as a token of you appreciation.

### Sample Thank You Note

Dear Mr. Anderson,

Thank you for supporting the Junior Livestock Auction at the Tulare County Fair. By purchasing my swine project through the action you have helped me immensely.

The profit that I make on this project will be reinvested in future livestock projects, that I may be able to fund my college education. College is extremely important to me, and I'm doing everything that I can to make sure that I can achieve my goal of graduating. I'm very grateful that you have recognized my hard work. I plan on attending Big Valley University, and majoring in Animal Science. My career goal is to be an artificial insemination technician.

Your generosity is greatly appreciated. Like you, I to plan to one day contribute to Junior Livestock Actions after I finish my education and I am a successful professional.

Thank you,

*Jane Smith*

Jane Smith  
Farmersville FFA

Section 11

# Fair Lamb Project Agreement

## Students Must Initial Each Statement

\_\_\_\_\_ I understand raising a project at the school farm is a privilege that may be revoked if my grades do not meet eligibility requirements as listed on the contract. Additionally, I realize failure to adhere to the eligibility contract will result in not being able to show at the fair, regardless of where the project is housed.

\_\_\_\_\_ I acknowledge this is a tremendous time commitment, and I am willing to put forth the necessary effort to have a successful project. If I fail to complete hours as outlined, attend meetings, complete barn duties, etc, I will be subject to consequences. Furthermore, I understand I'm part of a team and am willing to take my fair share of morning, weekend, and holiday duties.

\_\_\_\_\_ I understand the expectations about behavior, and am willing to accept the consequences of the accountability system, and of school policy if I fail to adhere to the guidelines.

\_\_\_\_\_ I understand my project is my financial responsibility. I agree to accept all profit or loss on the project. I also understand my fair check will not be released until I have paid all debts, completed my FFA iRecord Book, and submitted acceptable unsealed thank you notes for each buyer and add on donor. It's my sole responsibility to find a buyer for my project, and to participate in the buyer solicitation process as outlined by my Advisor.

\_\_\_\_\_ I will respect fellow teammates, advisors, parents, the farm, animals and work to make this project a successful experience for everyone.

\_\_\_\_\_ I understand there are **NO guarantees!!** Things happen, animals get sick or die, they injure themselves, grade issues arise, and any myriad of things can happen that may prevent a student from being able to show or sell at the fair. Animals housed on the farm are recommended to carry insurance.

**After weighing the risks and benefits, I am willing to accept the challenge. I have read and fully understand the information contained in the Farmersville FFA Lamb SAE Manual. I agree to all rules, guidelines, ect.**

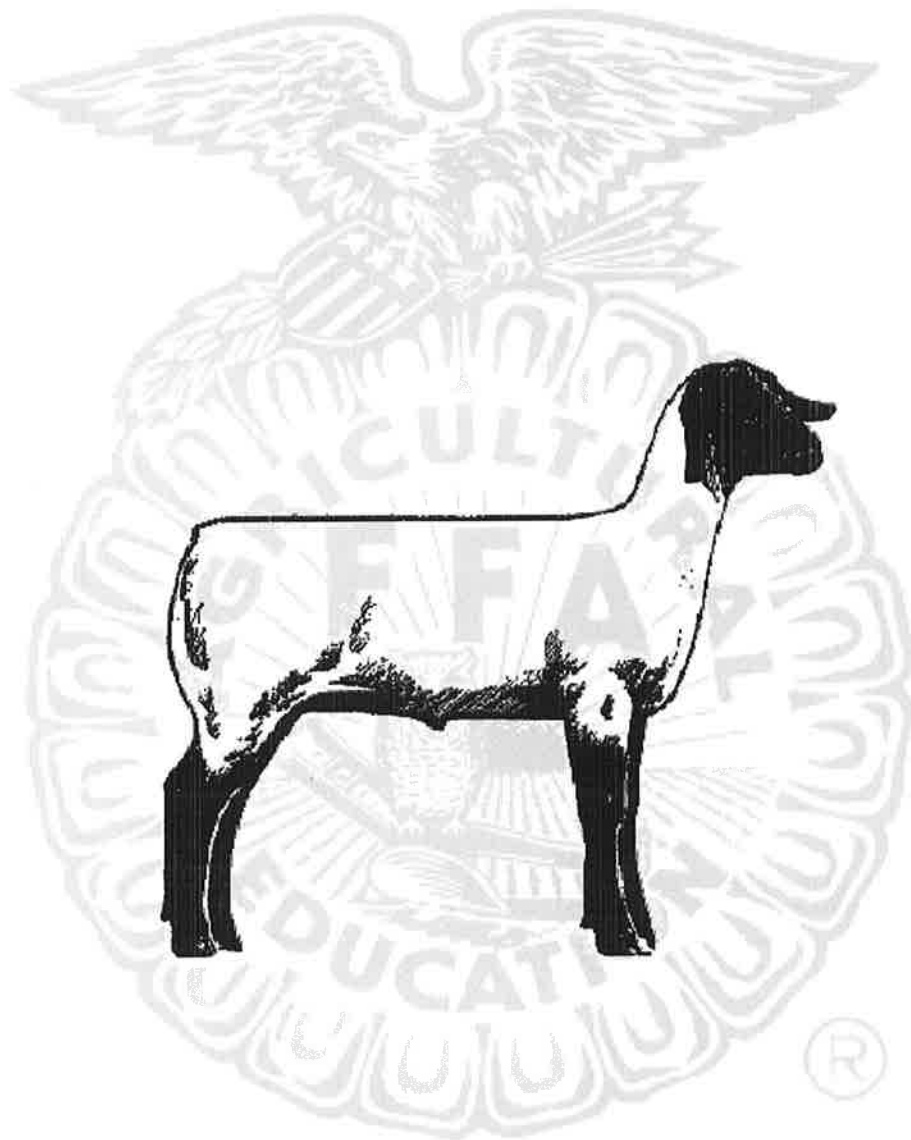
Student Name Printed \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name Printed \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_





# Farmersville FFA

# Lamb Showmanship Study Guide

## Gestation & Parturition

1. What is lambing?
  - a. Act of giving birth in lambs
2. How long is the gestation period for a ewe?
  - a. 5 Months
3. How long is the estrous cycle in ewes?
  - a. days
4. How many lambs can a ewe have in a year?
  - a. Typically 2, as many as 3, and sometimes 1.
5. When will your animal reach sexual maturity?
  - a. months
6. What is a lambing jug?
  - a. A small pen where ewes are put to lamb
7. What are progeny?
  - a. Offspring
8. What is an EPD?
  - a. Expected Progeny Differences. They are used in determining the best possible mating, to maximize desirable characteristics.

## Lamb Care

1. Why do most lambs receive a Selenium shot?
  - a. Sheep are susceptible to white muscle disease. A Selenium shot within the first few weeks of life will assist in the prevention of the disease.
2. What is the average birth weight of a Lamb?
  - a.
3. Why are lambs tails docked?
  - a. Keeps the rear of the animal cleaner and freer of potential pests
4. What is a lamb creep?
  - a. A pen or feeder designed to administer additional feed to lambs. Ewes are not able to access this space.



**FHS FFA Market Swine**

**SAE Manual**

# Farmersville FFA



## Swine SAE Manual

*Created by: Audrey Westbrook  
Updated March 2015*

# Commitment

**Commitment is what transforms a promise into reality.**

**It is the words that speak boldly of your intentions. And the actions which speak louder than the words.**

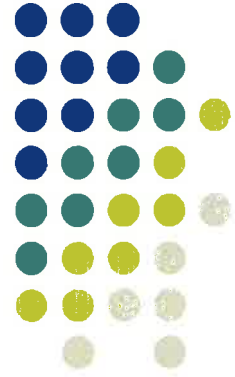
**It is making the time when there is none.**

**Coming through time after time after time, year after year after year.**

**Commitment is the stuff character is made of; the power to change the face of things.**

**It is the daily triumph of integrity over skepticism.**

**-anonymous**



# Table of Contents

<b>Section 1: Overview.....</b>	<b>4-5</b>
<b>Livestock Eligibility Contract</b>	
<b>Section 2: Time Commitment .....</b>	<b>6-7</b>
<b>Section 3: Financial Commitment .....</b>	<b>8</b>
<b>Section 4: Accountability .....</b>	<b>9</b>
<b>Section 5: Getting Started.....</b>	<b>10-11</b>
<b>Section 6: Daily Care &amp; Management.....</b>	<b>12-16</b>
<b>Barn Duty Chore List</b>	
<b>Section 7: Marketing the Project .....</b>	<b>17-21</b>
<b>Helpful Tips for Finding a Buyer</b>	
<b>Sample Buyer Letter</b>	
<b>Sample Buyer Interest Form</b>	
<b>How to Buy an Animal</b>	
<b>Section 8: Fair Preparation-The Days and Weeks Before .....</b>	<b>22</b>
<b>Section 9: Fair .....</b>	<b>23</b>
<b>Section 9.1 Fair: Day 1 .....</b>	<b>23</b>
<b>Section 9.2 Fair: Daily Expectations &amp; Requirements.....</b>	<b>24</b>
<b>Section 9.3 Fair: Show Day.....</b>	<b>25-26</b>
<b>Official Show Uniform</b>	
<b>Section 9.4 Fair: Sale Day .....</b>	<b>27</b>
<b>Section 9.5 Fair: Sunday .....</b>	<b>27</b>
<b>Section 9.6 Fair Checks .....</b>	<b>28</b>
<b>Section 10: Thank You Notes .....</b>	<b>29</b>
<b>Section 11 Project Agreement Student Copies.....</b>	<b>30-32</b>
<b>Fair Time Projects</b>	
<b>Non Fair Time Projects</b>	

# Section 1

## Overview

### 1. General Information

Pigs are probably one of the most common FFA livestock projects. It doesn't require a large amount of money or expensive buildings and equipment and it can be completed in about four months.

The swine project is designed for students interested in raising and selling their market hog at the Tulare County Fair or to a private buyer. Fair projects will begin roughly in May, and will conclude with the Tulare County Fair in September. Students will participate in their projects daily feed and care, and therefore is a time commitment they must be willing to make. If you have the opportunity to raise a pig, you will soon find out that a pig's personality is quite unlike any other farm animal. It has been scientifically proven and documented that a pig has the learning capacity of man's best friend- dogs.

Also, if you are part of an FFA project, you will get the chance to meet a lot of new and interesting people. Going to the fair is also fun—not only do you get to meet lots of other kids who have raised pigs, but also you get the opportunity to share information about pigs with the many people who walk through the barns.

### 2. Objectives

Encourage integrity, sportsmanship, cooperation and an ability to communicate through activities such as demonstrations, talks, judging events, tours and exhibits. The market hog project is extremely rewarding for students. Not only does it teach students about swine production, but also it teaches them many important lessons that build personal character and life skills. Don't expect to make a big profit on your project unless you are willing to work hard on marketing it.

### 3. Which Students Participate?

Hard working, committed, students who are interested in gaining a priceless experience. Students who raise hog projects are also often involved in other commitments on campus, such as football, volleyball, cheer, wrestling, soccer, softball, choir, band and much more. The Agriculture Department makes every effort to include students whom are involved in extra curricular activities the opportunity to participate in the swine project as well.

### 4. Eligibility

Students must meet Livestock Eligibility Requirements outlined on SAE Eligibility Contract. Also, as FFA is a school activity students must meet any qualifications listed in the student hand book.

*Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.*

**-VINCE LOMBARDI**

# Livestock SAE Eligibility Contract



Academic success should be a top priority for students, thus the FHS Agriculture Department has set livestock SAE eligibility requirements. Below are the guidelines for eligibility as they pertain to a **Tulare County Fair Livestock Project** or **housing any livestock project on the FHS farm.**

**Eligibility Requirements:** based upon most recent 6 week grading period or semester grade, whichever is most current. **Teacher grade checks are not an acceptable substitute for 6 week grading period grades.**

1. Enrolled in an agriculture class at Farmersville High School
2. Must be in grade 9-12 in the FFA
3. 2.0 GPA or above
4. Maximum of one D
5. No F's

## Tulare Fair Projects

1. Starting a project: Must be eligible at the most recent six week grading period.
2. Exhibiting at the fair:
  - o Must be eligible at the conclusion of the **spring semester**. Fair entries for hogs, lambs, small animals, and breeding stock will not be signed if a student is ineligible at semester. Market steer and dairy entries will be scratched.
  - o Students must submit a grade check before the fair as requested by their species Advisor. Entries for all species will be pulled by an advisor if the student is ineligible. Student will not be eligible to participate as an exhibitor or as part of a FHS livestock show team.

## All Other Livestock Projects including Birds

1. Starting a project: Must be eligible at the most recent six week grading period, or semester grades, whichever is most recent.
2. Must remain eligible at **all grading periods** (6 week and semester included).

## Ineligibility:

1. If the project is housed on the school farm the student will have **10 days to move their project off the premises**. If the animal is not removed within the 10 days it will become property of the

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Farmersville High School Agricultural Department. Grades will be reviewed again at the next grading period. If the student has become eligible and wishes to move their animal back to the farm they may.

I have read and acknowledge the requirements and expectations for eligibility to participate in a livestock SAE for Farmersville FFA.

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Revised March 2014



## Section 2

# Time Commitment

### 1. Project Meetings

During meetings we will discuss management issues with the hogs including feed, care, marketing and anything else that arises. Pigs may be weighed during the meeting. It also can serve as an opportunity for students to practice showmanship and also to learn more about hogs and the swine industry. Record books may also be updated at the meetings. Parents are always welcome to assist and attend, but are not a substitute for a student's absence.

- *On Farm Projects:* If hogs are housed on the farm it's mandatory for students to attend all project meetings. A schedule will be provided by the project Advisor. Students need to arrive on time and stay the whole time. Meetings range between 1-2 hours. If students must miss a meeting they must notify the advisor at least one day in advance, failure to do so may result in a strike. No student may miss more than three meetings, even if advanced notice is given. Exceptions may be made at the discretion of the advisor in the event of, but not limited to students participating in school sponsored sports games. *Swine and sheep projects have shared barn duty schedules. Students must be willing to take their fair share of morning, weekend, and holiday duties.*
- *Off Farm Projects:* See the schedule provided by the project Advisor.

### 2. Non Fair Projects

Students involved in swine production projects outside of those for the Tulare fair may opt to house such projects on the farm if they are approved by the advisor. See the section listed as Farm Facilities, Equipment and Supplies for more information. These projects must not interfere with fair projects, and therefore may only be housed on the farm during the times outlined by the project Advisor. If more than one student is to raise a hog project during this time, they must come from a single breeder approved by the project advisor.

Non fair projects are the student's sole responsibility. There are no shared barn duties and or feeding schedules. These student(s) must be present to clean the pen at least twice per day, and if not using free feed feeders must feed at least twice per day for feeder size hogs. Feeding, cleaning and caring for the project must be maintained by the student (not parent or other party) 95% of the time failure to do so will result in the use of the strike system. If feed pans are used they must be removed and cleaned at the conclusion of each feeding. Students who house their project on the swine unit during non fair times are responsible for upkeep of the unit including, but not limited to keeping the aisles, wash pen, and tack area clean. Missed feedings, and cleanings will result in strikes, as well as other actions or inactions deemed appropriate by the advisor. At no time will animal cruelty be tolerated. Students must maintain an official FFA record book and be available to project meetings with the advisor as arranged. Hogs must be exercised at least three times per week. Students with non fair time projects will follow the same protocol for attendance as those for fair projects.

An exception for shared duties can be made if more than 2 students are raising a group of hogs at one time. In this event students will be required to attend meetings as outlined by the advisor, and will be responsible for completing barn duties as assigned. Failure to do so will result in the use of the strike system. Students may miss no more than 2 meetings, after the third missed meeting students must move their project immediately.

Hogs left on the farm after the deadline will be taken to the next public auction available. Students are responsible for all losses associated with the project.

*Swine and sheep projects have shared barn duty schedules. Students must be willing to take their fair share of morning, weekend, and holiday duties.*

### **3. Care and Management:**

Although there is a shared duty schedule on the farm it is ultimately the individual students' responsibility to care for their project. Students with farm projects should plan on visiting the farm several times per week for several reasons. The first reason is every pig has it's own "normal," although the farm duty person is supposed to check for illnesses, it is more likely that the pigs owner is going to be able to identify the early signs of illness in their pig because they know how their pig normally acts. The second reason students need to work with their animal is the more students work with their pigs the more stress free the project will be. Teaching your pig to walk using a swine show cane will assist in more stress free daily care of the animal. It also assists when it comes time to weigh or load the animal into a trailer. Mistreatment of animals will not be tolerated.

#### **Off Farm Fair Projects**

Projects housed off the farm will need to be weighed and monitored by the advisor on a regular basis. Students must be available to assist in weighing hogs housed off the farm every other week. Students will also be required to attend meetings as required on the established schedule.

#### **On Farm Fair Projects**

Hours Requirement: Students must complete at least three (3) hours of work on the swine unit each week. These are not record book hours, where ten minutes becomes rounded to an hour, these are REAL hours. In order for hours to count you must be at the farm for a minimum of 30 minutes at a time and sign in with the finger print scanner. This time may include barn duty, time spent working with project, cleaning and upkeep on the unit, etc. The more students work with their project the better experience they will have.

#### Documentation

- Students must sign in and out with the finger print scanner.
- The project advisor reserves the right to implement additional or alternative documentation methods.

Section 3

# Financial Commitment for Fair Projects

The purpose of the budget is to expose students to their potential profit or loss. In a budget we always estimate our expenses high, and our income low.

Students should expect to spend at least this amount, possibly more if feed costs rise, or there are any unforeseen veterinary expenses. It is encouraged that students take a loan, for two reasons, it builds their credit, and also it doesn't place a financial burden on family members or the student.

In an effort to prevent any additional out of pocket expense between now and the fair, the budget is evaluated each year in an effort the closest match to actual costs. Note that feed costs fluctuate with the cost of fuel, and therefore there have been years where students have had to pay an additional amount to cover the added feed costs.

**2015 Estimated Expenses:**

Initial Cost

Cost of Animal .....	\$ 300	May 1, 2015
Feed .....	\$ 250	May 1, 2015
Insurance (required if raised on farm).....	\$15	May 1, 2015
Misc. (wormer & meds).....	\$5	May 1, 2015
Consumable Supplies (Soap, shavings).....	\$15	August 17, 2015
Shavings .....	\$20	August 17, 2015

Total for Projects Housed on Farm.....\$ 605

Additional Expenses

Fair Entry Fees .....\$ 50                      April 2, 2015

*Total Estimated Expenses.....\$ 655*

**2015 Estimated Receipts:**

Sale of Animal at Fair Auction.....\$ 720\*\*  
*(Need a buyer at \$3.00 for a 240 lb animal)*

Subtract 6% sales commission .....\$ 44

*Total Estimated Receipts.....\$ 676*

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**2013 Estimated Net Profit..... \$ 21**

**\*\*Students must find a buyer in advance! By securing a buyer in advance a student ensures they will make a profit for their hard work. Also, add-ons are a way for people to support the student in increments of their choice without having to purchase the hog. For example someone might donate \$25 or \$50. Students can make well over \$1,000 profit if they work hard on marketing their project. See Section 7: Marketing the Project.**

*Section 4*  
**Accountability**  
*Failure to Meet Expectations and Follow Guidelines*

The Farmersville FFA Advisors strive to ensure that students have a positive learning experience when raising livestock projects both on and off the farm. For this reasons we will maintain a safe farm for students, parents, teachers, visitors, and animals. **Extreme cases of student misconduct may constitute immediate termination of their project without the utilization of the strike system.**

Animal welfare is important. Advisors have the right to ask anyone whom is abusing an animal or otherwise causing disturbance to leave the premises immediately. Instances of animal abuse will be reported to the Farmersville Police Department and any other appropriate agency. Instances can constitute immediate termination of the project and disciplinary action.

**Offences that may warrant a strike:**

- ❖ Failure to complete weekly hour's requirement.
- ❖ Failure to report a missed barn duty or failure to complete an assigned barn duty.
- ❖ Missing a project meeting without specified notice to the Advisor.
- ❖ Student on farm more than 30 minutes after dark or 30 prior to morning light without parent or advisor supervision or approval.
- ❖ Failure to report animal sickness, farm emergency, ect.
- ❖ Any other action or inaction deemed inappropriate by the advisor.

**Each student is allowed three strikes.**

- ❖ **Strike 1:** Warning – Student /Advisor Meeting
- ❖ **Strike 2:** Advisor, Student, & Parent Meeting
- ❖ **Strike 3:** Advisor, Student, Parent, & Principal Meeting  
Students will have one week to remove animal from the farm. See the SAE Eligibility agreement for protocol on abandoned projects.

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❖ **Strike 1**  
Date \_\_\_\_\_  
Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Student Signature* \_\_\_\_\_

❖ **Strike 2**  
Date \_\_\_\_\_  
Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Student Signature* \_\_\_\_\_

❖ **Strike 3**  
Date \_\_\_\_\_  
Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Student Signature* \_\_\_\_\_  
*Parent Signature* \_\_\_\_\_

Project will be moved to: \_\_\_\_\_  
Project will be removed by \_\_\_\_\_ (date)  
Project is to be transported by \_\_\_\_\_ (person)  
*Student Signature* \_\_\_\_\_  
*Parent Signature* \_\_\_\_\_

## Section 5

# Getting Started

### 1. Time Line for Starting a Project

Students interested in participating in livestock projects must attend the mandatory informational meetings. First time FFA showman must bring a parent. If a conflict with attending the meeting arises the student is to notify the Advisor before the meeting and make arrangements for an alternate meeting date. Failure to attend the mandatory meeting or to arrange for an alternative meeting prior to the mandatory meeting may prevent students from participating in the project, regardless of grade or project experience. At the mandatory meeting students will be provided with information regarding the project and additional timelines as appropriate to the species and the how the project is conducted. Meeting dates will be posted in classrooms on the FHS farm, and will also be announced in the school bulletin.

### 2. Buying a Fair Animal

If you choose to find your own animal you need to be choosy!! The Advisor will assist in matching students with reputable breeders who raise healthy, high quality pigs that will most likely make for a successful project. The process of purchasing animals will begin sometime in May for fair projects. If students are planning on raising hogs on the farm, they will need to follow the protocol outlined by the project advisor in regards to where the animals are purchased from.

### 3. Buying a Non Fair Animal

Non fair time animals need to follow the same guidelines as outlined in number one of this section.

### 4. Selecting a Pig

What makes a good pig? When evaluating pigs, two major areas must be considered: body composition and structural design.

Body composition refers to the degree of muscling and the "finish." When viewed from the behind, the muscles of the ham region should be wide and dimensional, with the thickest point through the stifle (interior leg). There should be a good deal of width between the hind legs, indicating ham muscling. Finish refers to the amount of fat over the muscles of a mature (125 - 250 lb.) pig. Fat translates to flavor. By the time your pig goes to the fair it will have somewhere around 7/10 of an inch of back fat. When selecting pigs you want a pig that's trim around his face a looks lean. All pigs will put on fat, if you start with a fat one, it will only get fatter, and in this case too much of a good thing is bad.

Design refers to the frame size of the hog, including length. The larger and more skeletally extended the hog, the more likely they will be to carry a higher fair weight while still maintaining a balance of muscle and leanness. Hogs should be able to move about the pen freely, shy away from animals that are too straight in their hock (leg joints) or have difficulty walking.

### 5. Fair Entry Forms

Entry forms will be provided by the advisor, its imperative they are completed as specified and returned on time. Failure to return entry forms on time will prevent a student from exhibiting at the fair. The fair is NOT flexible on this rule. The forms will need a few signatures, so be sure to plan ahead.

### 6. Fair Rules

We follow these. Failure to do so can result in termination of the project, and potential livestock projects with or without FFA for the future.

### 7. Ear Tagging for Fair

Ear tags are the fairs way of identifying a student's animal. These tags will be inserted in the hogs' ear at a designated fair tagging. Over the past few years there has been a contagious swine disease; in order to avoid exposure the fair has allowed advisors to tag student projects on their own site. Due to this issue the fair has required a photo of both sides of the hog with the ear tag showing. Ear tags may not be removed without advisor

approval before, during or after the fair, and if ear tags are lost students follow the fair protocol. Additional ear tags may be utilized as an on farm identification.

**8. Completing a Fair Project**

Tulare Fair projects will be marketed at the Tulare County Fair. Any projects returning from the fair must be cleared with the advisor in advance. Projects returning from the fair are the sole responsibility of the student in terms of feed costs and management. Students will be responsible for feeding and cleaning their pen each day. Missed feedings, and cleanings can result in strikes, as well as other actions or inactions deemed appropriate by the advisor. No fair project shall remain on the farm past October 15<sup>th</sup> or reach over 280 pounds. Animals over the weight limit will have one week to move off farm; if animal is not removed it will become property of the high school.

## Section 6

# Daily Care & Management

### 1. Farm Facility

Students should work to keep the farm a clean and safe environment for animals and other students. Please adhere to the following:

- ✓ Students are prohibited from being on the farm after dark, unless accompanied by a parent, or approved by an FFA Advisor.
- ✓ The back gate must be locked at all times!! When you're on the farm the gate must be pulled closed.
- ✓ Missing and broken equipment must be reported to an advisor immediately.
- ✓ Student misconduct must be reported immediately.
- ✓ All school rules apply, even when school is not in session.
- ✓ Students, parents, and guests who drive must remain under 5mph.
- ✓ Parents and visitors must report to the front office during school hours before entering the school farm.
- ✓ **If you make a mess, clean it up!! If you open a gate, close it behind you!!**

### 2. Sick Animals

It is important to maintain the health of your pig. The first 2 or 3 weeks are critical, so you should check your pigs several times each day during this period. Healthy pigs are active and alert.

A pig will give you many clues when it isn't feeling well. Some of the clues are poor appetite, rough hair coat, excessive coughing, diarrhea, inactivity and lameness (difficulty walking). If you have any concerns please contact the advisor or a veterinarian immediately.

A common problem with pigs is stress. Hauling, vaccinating, introducing it to strange surroundings and strange pigs can stress a pig. When a pig is stressed, it will be more susceptible to disease. It may eat less feed and grow slower. It is important to minimize stress, especially when you first get your pig home. Swine can also have external parasites, such as lice and mange mites, and internal parasites which live inside the pig's body. There are many medications that are very effective in treating swine ailments, but you have to start early in the illness.

It's the students' responsibility to notify the Advisor if their animal is sick. Veterinary care will be the financial responsibility of the student, unless otherwise arranged by the project advisor.

### 3. Dead Animal Disposal

The teaching staff at the Farmersville High School Ag Department will work with students and families to ensure livestock projects offer maximum educational value, leadership potential and are economically viable and ethical. In the instance of unexpected animal death, the species advisor will work with the student to find the best carcass disposal solution. This will always be in accordance with applicable laws, approved industry standards, and will be at the student's expense.

The student will, under no circumstances, bury an animal at the school farm site, nor will they dispose of animals in school trash cans or any other dumpster in the city of Farmersville.

Any work by a student against this policy will result in strong disciplinary action by the Ag Department Staff, the Principal or Administrative Team at Farmersville High School.

### 4. Proper Weight

You will want a pig that has the proper amount of finish (fat cover) the time you market your project. Your pig should weigh between 200 and 260 pounds when marketed. Healthy pigs will gain from 1.5 to 2.5 pounds per day if fed properly, with 1.5, being a more average gain. Ideally, your hog will have around seven-tenths of back fat when measured at the 13<sup>th</sup> rib.

If your pig is to be marketed at your county fair, you may need to consider the date of this event in selecting your pig. For example, if you have 106 days to feed your pig, you will need to start your project with a feeder pig that weighs at least 50 pounds

106 days x 1.6 pounds per day = 170 pound gain  
50 pounds + 170 pounds gain = 220 pound market hog

If your pig gains more weight per day, for example 1.7 pounds per day, it will end a bit heavier but still within the acceptable range. We tend to get the hogs on the heavier side since the pigs are raised during the hottest months of the year, thus they tend to slow down their consumption of food allowing them to gain slower. Tulare Fair has implemented a top weight of 280 lbs. Pigs weighing over 280 pounds can be shown, but are not able to sell in the auction, which means it would be the students responsibility to find an outside buyer. If this were to happen the pig may have to return home or to the farm until arrangements are made for processing.

## 5. Feed

Pigs have a monogastric digestive system, which means a single stomach much like humans. To grow rapidly and efficiently, swine need a high energy, concentrated grain diet that is low in fiber (cellulose) and is supplemented with adequate protein. It is not permissible to feed your hogs meat products.

Farm grains are the most common and best source of energy feeds for swine. Corn is an excellent energy feed, and is ideal for finishing feed because it is high in digestible carbohydrates, low in fiber, and is very tasty to pigs! Corn alone will not keep pigs growing and healthy, other commodities such as soybean, wheat, barley etc. must be supplemented with minerals and vitamins to keep pigs healthy. Students will feed an approved ration, formulated by a trained animal nutritionist.

Pigs should be on free feed (given all the feed they will eat) until they begin putting on too much fat or reach a projected weight that exceeds the fair maximum. As fair time approaches it is important to observe your pigs' condition. For example a smaller frame pig will look better going into the ring at about 200-225 pounds, where as a larger frame pig can carry more weight as be able to look good at 250-275. An important element in getting your hog to look its best at fair time is to know what and how much to feed it as the show day approaches. In the event that a pig has nutritional needs that are very different or unique than that of other students it may become necessary for the student to feed that animal as directed by the Advisor on an individual basis.

Water is the most important part of a pig's diet. One-half to two-thirds of a pig's body is made up of water. Pigs should be supplied with as much clean, fresh water as they will drink. During the hot summer automatic waters should be checked twice per day, pigs will not last long in the summer heat.

## 6. Pigs Raised at Home

You will need to consider three things when designing housing for your pigs. First, pigs need a clean, dry, draft-free covered area. Second, pigs have specific space requirements that vary according to their weight. If pigs are crowded, they will be stressed, resulting in decreased growth rates. Finally, pigs—like people—have an ideal temperature at which they are most comfortable. The ideal temperature for a growing pig is around 70° F. If the temperature falls below this ideal zone some types of bedding, such as wood shavings may become necessary to keep the sleeping area warm. When the temperature rises well above 90° F, water misters are effective to cool pigs during the hottest part of the day. Be sure to turn misters off as the evening cools down to reduce the chance of sickness. Shade should also be provided, just as humans are susceptible to sun burn, so are pigs. A sunburned hog may have their growth severely stunted.

Essential equipment includes:

- Covered Sleeping/Shade Area
- Clean Soil
- A Hog Feeder
- Lixet- or other automatic type waterer



## **7. Supervision**

Your student may be working on the farm or at the fair inside or outside of school hours, and may or may not be supervised by a project Advisor. It's the students' responsibility to ensure they're following the project and school rules, failure to do so may result in disciplinary action. Parents are always welcome to assist, but are not a substitute for a student's absence.

## **8. Fair Project Barn Duty**

Students with hogs being raised on the FHS farm will be required to complete barn duty shifts as assigned at the project meetings. Depending on the time of day, different tasks will need to be completed to ensure the health and safety of everyone's project.

It is imperative animals stay cool, clean, and well fed. Most often hogs will remain on full feed during the duration of the project. When feeders are empty, pigs are not gaining weight, which means less dollars in the students' pockets. Additionally, students will make an effort to reduce feed waste in order to keep feed costs as low as possible. As a team students will work together to ensure all the animals' needs are met. Depending on hogs frame size and weight diet plans may be created by the Advisor to assist in preparing the pig in the best way for show.

Each shift has a specific time associated with it. Students need to ensure they are completing their barn duty during the proper time frame, failing to do so may leave hogs hot, cold, sick, hungry, and dirty, which can often create a serious fly issue.

Specific duties for each barn duty shift can be reviewed on the following page. Additional duties may be assigned as needed. Typically we will discuss any changes at our project meetings, although students may be notified about changes between meetings through the use of the message system, or announcements posted on the sign in for farm projects.

It's imperative that sickness or other issues are reported to the proper person in a timely manner.

Failure to complete an assigned barn duty may result in discipline action. Likewise failing to report a missed barn duty may result in disciplinary action. See Discipline Procedures for further information.

Although there is someone assigned to feed, clean, etc. each student needs to make an effort to be involved with their project on a daily basis.

# Swine Unit Summer Barn Duty

## **Morning (6am-8:30am)**

- ✓ Clean pens of any manure.
- ✓ Check Feeders for Feed-Add feed if less than 1/2 full, unless other feeding instructions are given.
- ✓ Put tools back in tack room.
- ✓ Check Lixits to guarantee they are working with cold water. Make sure they're on.
- ✓ Medicate sick pigs if needed
- ✓ Check all pigs for abnormalities-EVERY pig in EVERY pen!

## **Mid Day (11pm-12pm)**

- ✓ Clean pens of any manure.
- ✓ Check feeders for mold, dirt, or caked food. Remove if necessary
- ✓ Check lixits to guarantee they are working with cold water. Make sure they're on.
- ✓ Medicate sick pigs if needed
- ✓ Check all pigs for abnormalities-EVERY pig in EVERY pen!



## **Afternoon (6-8pm)**

- ✓ Clean pens of any manure.
- ✓ Check Feeders for Feed-Add feed if less than 1/2 full, unless other feeding instructions are given.
- ✓ Sweep aisles-Put tools back in tack room.
- ✓ Make sure all feed pans, shovels, rakes, brooms, trash, hog boards, ect. are put in the appropriate area in the swine tack room
- ✓ Check Lixits to guarantee they are working with cold water. Make sure they're on.
- ✓ Organize tack area
- ✓ Medicate sick pigs if needed
- ✓ Check all pigs for abnormalities-EVERY pig in EVERY pen!

## **It's Everyone's responsibility**

- ✓ Walk/practice Showmanship
- ✓ Rinse if the weather is above 75 degrees
- ✓ Secure a Buyer
- ✓ Report any Problems with Animals
- ✓ Report any Farm Issues
- ✓ CLEAN up any messes you make!

***Sign In and Sign Out on scanner-EVERY Time  
ALWAYS keep gate LOCKED!!***

## 9. Farm Facility, Equipment and Supplies

Students who take on these projects must expect that some, if not all, of the equipment necessary for the completion of a project will be purchased by them, and not supplied by the Agriculture Department. Examples of such items that may need to be provided by the students are show supplies, shampoo, medicines, bedding, etc. The student will need to consider these purchases prior to taking on an animal project, and not assume that any piece of equipment or supplies will be provided for them. Of course, on some occasions, these items may be available from the school farm site and be able to be used by the students. Any item used should be returned in like condition, **if not, it will be the responsibility of the student to replace that item in a timely fashion.** Any equipment item purchased by a student should be clearly marked and removed at the end of the project. Farmersville High School **will not** be responsible for lost, stolen or abandoned **(30 days)** equipment or supplies.

The FHS farm facility is heavily used and from time to time, repairs need to be made. Every effort is made to make these adjustments during our regular staff hours, but sometimes parents or community members will perform some work in accordance with the long term goals of the staff. Any work performed must be approved by the department head and the species advisor. Any work done on the farm should be considered a donation of time and permanent improvements made to the facility may not be undone, taken down or removed without prior consent from the department head and the species advisor.

Tasks that initially seem simple, such as screwing in a piece of shade cloth to the facilities, over time, can lead to real wear on the building.

Not all student livestock project plans can be approved, and your species advisor will work with you to plan a project of a proper scope. Considerations such as pen, barn and pasture space, water, electrical, and sewer capacity and general safety shall all be weighed.

Per school district rules, visitors to the farm will need to check in with the High School front office for a visitor's pass. If the office is closed or the visit is taking place during the summer months, please check with your species advisor prior to the visit. Visitors and children should not enter animal pens; **FHS is a tobacco free site.**

## Section 7

# Marketing a Fair Project

Fair typically signals the culmination of a market livestock project. Marketing may be the most important element of the SAE project. Without proper marketing the project may not turn a profit, leaving your hard work unrewarded. Securing a buyer before fair time will help to ensure that you will be rewarded for your work. Soliciting donations will also help to increase your profit.

Saturday of the fair is sale day, when the student's lot number is called they will walk across the auction block and their hog will be sold in a live auction. Having a buyer secured ahead of time will ensure the student makes a profit on the project. Waiting until the fair, or all together failing to secure a buyer is risky, as often times these hogs will sell far below average and will make it hard for the student to make a profit. Soliciting buyers on Craig's List is not permitted.

Two keys will assist in a successful fair and project, these are visiting potential buyers and writing buyers letters.

### 1. Creating a buyer list

After you understand the process the next step is to generate a list of potential buyers and donors. The list may include family, friends, and local businesses you or your parents are customers of. Politicians, doctors, and anyone that you think might be interested in donating to, or purchasing your project may also be approached. Keep in mind that people may be willing to donate in the form of an add-on, but don't want to take ownership of the project, therefore it is important to approach as many potential buyers or donors as possible.

### 2. Buyer & Donor Options

A buyer is someone whom will take ownership of the project at the time of sale. There are four options for a buyer, see Section 9.4 on How to Buy an Animal.

Add-ons are a way for individuals to contribute to your project without having to take ownership of a live animal or meat. It's simply a donation. These donations can be made directly to the student or through the Tulare County Fair.

**Students showing for FHS FFA will follow project marketing protocol as outlined by their project advisor.**

**For More Information on the Auction see Sale Day Section 9.4**

### Helpful Tips for Finding a Buyer

1. Don't Procrastinate!! Starting early may help ensure you are the first person to approach the individual. See the provided project meeting agenda for more information on due dates.
2. Handwrite your letters if it's someone you know, otherwise do a nice typed professional style letter.
3. Follow up with another letter or phone call if you don't get a response after the first contact.
4. Send letters to everybody. Especially business owners your family deals with. The more people you send letters the greater the chances of finding a buyer or getting add-ons.
5. Keep a list of addresses. Hopefully you'll need to send them a thank you note for add-ons or supporting as a buyer.
6. Hand deliver and or make a follow up to a letter via a personal visit or phone call. The project Advisor will mail at least 20 letters for all students, so if students plan on hand delivering some letters then they need to ensure that at least 20 are submitted for mailing.
7. Keep your parents and your advisor informed on what your status is in finding a buyer.

## Writing a Quality Buyer Letter

Below you will find a list of potential issues or suggestions for your letter. The advisor will use this form to evaluate your rough draft. It's important that you put some time into writing a quality letter. These people are going to be potentially supporting your project. Please give them the time and effort they deserve by correcting any issues.

1. \_\_\_\_\_ **Fix spelling and/or grammar.** Typing your letter will help, but it's a good idea to have a few people look over it for typos and grammar issues.
2. \_\_\_\_\_ **Include Letterhead for typed letters.** This has your name, address, phone number, and email. That way they can get in contact with you if they need to. Plus, it's something you can use on a resume and cover letter in the future. You will put this at the very top of your page, it can be centered, justified left, or justified right. See example below. If you choose to hand write your letters to family this isn't necessary in this format, but you do need to include contact information.

**Mrs. Audrey Westbrook**  
631 E. Walnut Ave.  
Farmersville, CA 93223  
559-594-4567 office  
acollar@farmersville.k12.ca.us
3. \_\_\_\_\_ **Invite them to the fair.** Pigs show on Wednesday, September 10<sup>th</sup> starting at 8am, and sheep show on Thursday, September 11<sup>th</sup> starting at 8am. The Junior Livestock Auction is on Saturday, September 13<sup>th</sup> starting at 9:30am. Even if they don't come they will get an idea of the timeline for your project.
4. \_\_\_\_\_ **Help the Buyer get to Know You.** Include information about why you started the project, your goals, things you're involved in at FHS and outside of school. This is your chance to convince them that giving you money or purchasing your animal would be a good investment in your future. If you plan to go to college or trade school, or already have a career picked out, it's nice to include that as well.
5. \_\_\_\_\_ **Explain What you Want from Them.** There are several ways a person can help you including purchasing your animal (*they can pick it up live or they can have it processed*), purchasing and reselling your animal (*they pay only the difference between fair market price and the auction price, but you receive the auction price*), donating your animal to the pork or lamb feed (*they will receive 20 tickets or so to the event for their donation*), or giving you an add on (*free money*). If you have questions on how these work please ask me.
6. \_\_\_\_\_ **Tell Them how You Will Contact Them.** The most important part of this process is the follow up to the letter you're mailing. Let them know if you plan to call them, or would like to set a time to come by to meet with them.
7. \_\_\_\_\_ **Leave a place for your Signature.** After your closing, for example "Sincerely," leave 4-5 spaces, and then type your name. Once you print the letter, you sign above your typed name.
8. \_\_\_\_\_ **Include a Picture.** *This one is totally optional.* This is fun if you have a picture of yourself or of you and your animal. If you're including a picture of your animal make sure the background of the picture is clean, and that your animal itself is very clean. Look like you care and that you have pride in your animal and the barn or area it lives in.
9. \_\_\_\_\_ **Include a Self Addressed Envelope.** The easier you can make it for people the better chance you have of them helping you out. If you include an envelope made out to you (your name and address in the center of the

envelope all they have to do is put a stamp on it and send a check. (If you want to make it even easier address the envelope to yourself AND put a stamp on it)

10. \_\_\_\_\_ **Include a Buyer Interest Form.** This is a spot where you can further explain their options, it may be part of your letter, or maybe even a half sheet on colored paper. Remember if the Add on is going to be tax deductible it must be made out to the Tulare County Fair. Your form might look something like this but of course you can make it personal to you:

**Yes!**

I will do my part in supporting your project.

- \_\_\_\_\_ \$500 "You're crazy, but so am I!"
- \_\_\_\_\_ \$200 "GO! GO! GO!"
- \_\_\_\_\_ \$100 "Awesome, Good Luck at Fair!"
- \_\_\_\_\_ \$ 50 "I can't believe your raising a \_\_\_\_\_!"
- \_\_\_\_\_ \$ 25 " Weird, but I'm impressed. I want to help."
- \_\_\_\_\_ \$ 15 "I'll purchase a bag of feed for your little \_\_\_\_\_!"
- \_\_\_\_\_ \$ OTHER "Any amount you send will be **greatly** appreciated!"
- \_\_\_\_\_ **Mmmmm. I'm hungry. Please contact me because I'm interested in purchasing your tasty project.**

Name \_\_\_\_\_  
Phone Number \_\_\_\_\_

Thank you! Please make your check payable to Tulare County Fair and mail it back to me *with this form* by (date) \_\_\_\_\_ OR donations can be made in my name through the Tulare County Fair Office or at the Junior Livestock Auction. Donations made through the Tulare County Fair are tax deductible, but must be a minimum of \$25.

The enclosed self- addressed envelope is for your convenience.

11. \_\_\_\_\_ **Address Your Envelope Correctly.** When you send a letter the information for the person you're sending it to goes in the center. Their name and address is typically listed on three lines (see the example below). The sender of the letter puts their name and return address is in the top left corner on three lines (see the example below). If you're including a "self addressed" envelope for them to send something to you, you need to write your name and address in the center.

Your Name Street Number and Street Name City, CA Zip Code	US Postage Stamp
Buyer/Donors Name Street Number and Street Name City, CA Zip Code	

## Sample Buyer Letter

Jane Smith

123 Memory Lane • Exeter, CA 93221 • 559.592.2449 • janesmith@gmail.com

July 1, 20XX

John Anderson  
1234 Rodeo Drive  
Central, CA 93000

Dear Mr. Anderson,

My name is Jane Smith, I'm a Junior at Farmersville High School. I have been a member of the Farmersville High School FFA Chapter for two years. This year I will be exhibiting my swine project at the Tulare County Fair. This is the second market hog that I have raised. I have been caring for my Hampshire gilt for three months.

I'm extremely involved in sports, in addition to holding the position of Chapter FFA Secretary. After I graduate I plan to attend Big Valley University, with an Ag Business major. I plan to use the profit from my swine project this year to invest in future FFA projects, which will ultimately help to offset the cost of college .

I would like to invite you to attend the Tulare County Fair Swine Show on Wednesday, September XXth at 8:00am, as well as the Junior Livestock Auction at 9:30am on Saturday, September XXth. If you are interested in meeting with me, and seeing my project at the fair I will be stalled with the Farmersville High School Swine Project.

There are several ways you can assist me in meeting my goals on this project. One of the most important components of the project is marketing.

1. Purchase the hog-These options would include you purchasing the hog. You don't need to be present to do so. I can provide you with a form to authorize a designated person to bid for you. Below are a few options if you choose to purchase my hog.
  - a. Custom Process-The animal will be cut and wrapped at the locker of your choosing at your expense, a kill cost is also added.
  - b. Live Pick-Up-If you would like to take this animal home live. Animals will be released for your pick up after 7:00pm on Sunday.
  - c. Resale: If you wish to support the sale but are not interested in having the live animal or meat, select this option. You will pay the difference between your bid and the posted Resale Price. Resale prices fluctuate each year, however you could assume around \$0.50 per pound. If you bought my pig for \$2.50 per pound I would receive the full amount, however you would pay only \$2.00 per pound as a donation and receive no meat or animal.
  - d. Kiwanis Pork Boosters-In this option you could donate the hog to the Kiwanis BBQ. For your donation you would receive 20 tickets to their dinner. This may be a good option for businesses because they can give tickets to their customers. Buyers can donate to Pork Boosters the day of the sale, or they can complete a form ahead of time.
2. Add On-This is simply a donation to my project. They can be given directly to me, or checks can be made out directly to the Tulare County Fair.

I will be in your area to visit with you about my swine project in the week of July 12th through July 16th.

Please come and enjoy the great fun, food, and events of the Tulare County Fair!

Respectfully,

*Jane Smith*  
Jane Smith  
Farmersville FFA Chapter

## How to Buy an Animal Tulare Fair Livestock Auction Sale Day Guidelines

The sale catalog lists each animal, its weight and his/her club or chapter. Simply select the animal you wish to bid on and wait for those lots to enter the sale ring. But first you must:

1. Register at the Buyer's Table and receive your Buyer's Number.
2. The auctioneer will ask for bids in dollars and cents per pound. The bidding will continue until the highest bid is reached. The highest bidder gets the animal. If you need help bidding, please ask one of the ring men for assistance. Whether or not you buy an animal, just by bidding you help the auctioneer in selling the animal.
3. After the auctioneer cries "SOLD" a runner will present you with a Sales Invoice for your signature and disposition of the animal. Your choices of disposition are...
  - a. Process-the animal will be picked up and processed by the locker you designate. Please designate which locker plant you wish to cut and wrap your purchase on Sales Invoice. A kill, cut and wrap fee will be charged by each individual locker. Please designate the locker of your choice.
  - b. Live Pick-Up-If you wish to take the animal home (live) mark this box on the Sales Invoice. Animals will be released for your pick up after 7:00pm on Sunday.
  - c. Resale: If you wish to support the sale but are not interested in having the live animal or meat, select this option. You will pay the difference between your bid and the posted Resale Price.
  - d. PPAV: Mark this if you want to donate the LAMB to PPAV BBQ.
  - e. Kiwanis Pork Boosters-Mark this if you want to donate the HOG to the Kiwanis BBQ. Donate the hog to the organization and receive 20 tickets to their dinner. This may be a good option for businesses because they can give tickets to their customers. Buyers can donate to Pork Boosters the day of the sale, or they can complete a form ahead of time.
  - f. Top Pay to Sale Weights: Hogs 270lbs, Lambs 140lbs, Beef 1350lbs, and goats 120lbs.

Payment is expected on day of sale; corporate buyers will be billed with payment due in 10 days after receipt of invoice.

**Slow Pay Policy:** Any individual or business having an outstanding balance for a Junior Livestock Purchase as of December 31<sup>st</sup> shall be barred from bidding or purchasing at subsequent Tulare County Fair Junior Livestock Auctions until the debt is satisfied in full and for a minimum of two consecutive years after the debt is satisfied (including NSF check charges and/or interest charges).



## Section 8

# Fair Preparation-The Weeks & Days Before

### 1. Farm Fair

Farm fair is a mandatory activity for students attending the fair. Students will show in their respective showmanship classes, where they will showcase their best hog showing skills for the judge.

Uniform: is a white shirt, blue jeans, and boots (not rubber boots).

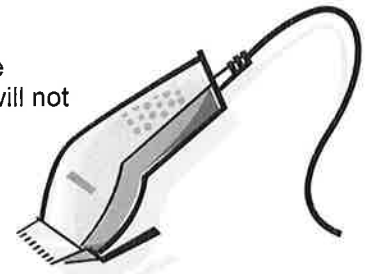
**If students don't show at farm fair, they will not show at the fair.**

### 2. Missing School

It's a good idea for students to let their teacher know they will be missing somewhere between 1-2 days during the fair. Most teachers are happy to give students work ahead of time. Fair week is going to be long and grueling, the last thing a student needs to do is get behind in their class work.

### 3. Clipping:

In the week before the fair students will sign up for time to clip their pig. This is the sole responsibility of the student! Any hogs left unclipped the day hogs are loaded for fair will not be loaded; there will be no clipping at the fair.



### 4. Fair Set Up:

The display and stalls will be set up prior to the hogs arriving. The fair schedule will be generated by the project Advisor at a project meeting.

### 5. Uniform

Review the required uniform and plan ahead, some of these items may be tough to find on short notice. See Section on Show Day

### 6. Transportation to the fair:

Students will be transported to the fair and back by advisors only. Students will only be transported to the fair and back only on those days they weigh in, show, sell, load out, or have barn duty. Every student does NOT miss school and go to the fair EVERY DAY.

Plan ahead. Other activities are not an excuse to miss or be tardy to any Swine Team Meetings. Exceptions may be made for students involved in sports and other school sanctioned events. Each incidence will be discussed in advance on a case by case basis, and arrangements for make up times may be made as deemed necessary by the project advisor at the discretion of the project Advisor.

## Section 9

# Fair-Introduction

**Fair is busy! You will be tired!! There are lots of early mornings and late nights. You will work hard, you will get dirty, but you can also have lots of fun, make new friends, and make memories that last a lifetime.**

### 10. Fair Attitude:

Fair IS a school activity, and ALL school rules apply. Fighting, tobacco or alcohol use and other offences can result in disciplinary action. Disrespect to parents, advisors, other exhibitors is not acceptable, and may result in a student being removed from the sale at the student's expense, show privileges for future years revoked.

### 11. Transportation to the fair:

Students will be transported to the fair and back by advisors only. Students will only be transported to the fair and back only on those days they weigh in, show, sell, load out, or have barn duty. Every student does NOT miss school and go to the fair EVERY DAY.

### 12. School Attendance:

Students are only excused for their barn duty times and their show day. **Students must attend classes during fair week, or animals may be removed from the sale. Parent excused illness is not an excuse to miss class during fair week.** Also, all other activity rules apply as outlined in the school handbook.

### 13. Concerts and Fair Fun

Yes the fair is supposed to be fun, however you need to use caution when choosing the activities you will take part in. Your animal has needs, and so do you. You are going to be tired already, and staying out late will only make the issue worse. Not only do you need to care for your animal at the fair, but you also need to remember you are a student, and your school work still needs to get done. **Attending a concert the night before show day is a horrible idea.**

## Section 9.1

# Fair-Day 1

### 1. Load Out-Getting the Pigs to the Fair

Hogs will leave for the fair grounds very early in the morning. In the past a limited number of students will be needed to assist in loading at the farm and unloading at the fair. Any hogs unclipped at that time will not be loaded.

### 2. Weigh In

All members must be present to weigh their hog in. The market classes students will show in will first be determined by breed, then the hog's weight. The next morning a list of classes will be posted. Depending on the weight and appearance of the students hog there may be special feeding instructions prior to weigh in and after weigh in.

## Section 9.2

# Fair Daily Expectations & Requirements

1. **Feeding & Duty times:** Since most of our animals are raised together and are on the same feed ration, we will feed them all at one time as a group. Feeding times will be determined by the project Advisor. Stalls will be cleaned everyday, see the schedule for individual student responsibilities. Plan on arriving on time for any assigned duties. Failure to arrive on time may result in additional duties or other disciplinary action being taken, likewise for failure to attend or refusal to complete a feeding/cleaning duty. Volunteering for additional duties does not exempt students from the required responsibilities. Parents are always welcome to assist, but are not a substitute for a students attendance.
2. **Stall Mucking:** Stalls will be spot cleaned everyday. Plan on arriving at 5:59am on most days, excluding show day.
  - a. First time late or missing a scheduled meeting: Warning
  - b. Second time late: Animal may be pulled from the sale and/or show day.
3. **Exhibitor Meetings:** Meetings allow for all students to receive valuable information about and feeding, care, schedule, ect. **Failure to attend meeting times can result in removal from the sale and assignment to additional duties as deemed appropriate by the Advisor.**
4. **Barn Duty:** Barn duty helps ensure the health, safety, and comfort of the hog projects while at the fair, and also cleanliness of the exhibit. A barn duty schedule will be created prior to the fair. There are shifts during school, as well as outside of school depending on students' academic needs.
  - a. Students on barn duty are required to remain in the FHS hog exhibit during the entire shift, with the exception of two 10 minute breaks, in which both students may not leave at the same time. During a shift students will keep the aisles swept at all times, they will water hogs as instructed, keep the area free of trash, keep the tack area clean, and perform any other duties as assigned.
  - b. **Failure to follow barn duty guidelines or to attend can result in removal from the sale!**
  - c. The Advisor will provide students with the expectation of duties during their shift.
  - d. Its important to take the job seriously, other students are counting on you to ensure their hog stays cool, and healthy. You are also serving as an ambassador to Farmersville FFA. You need to be ready to answer questions from spectators or barn duty judges.

## Section 9.3 Show Day



Everyone stays till the last person has shown! We are a team, we work together and we support each other.

### 1. What you should bring

- A Good Attitude!!!!
- Show Uniform
- Drinks or snacks (optional)
- Camp Chair (for use outside of the swine barn ONLY)
- Water

### 2. Leaving the Fair Grounds

Though it may be tempting to run to Taco Bell, it is not a good idea. The fair will typically take a lunch break, which would be an appropriate time to leave for a quick bite to eat. Be careful though, if you miss your class you cannot sell in the sale. Additionally, your assistance is needed in assisting all team members in getting prepped for show and moved to the show ring.

### 3. You show your own animal!

There may be occasion that another chapter member has two animals in one class, in which case it's permissible to assist the other exhibitor, otherwise you will show only your own animal.

### 4. Nothing in the aisle way!!

Students are going to be rushing to get their animal to the ring, the fair does not allow anyone to set up camp in the aisle way. It may be wise to set up chairs early around the ring or on the outside of the barn.

### 5. Time the Student will Show

Sadly, no one knows what time you will show. It is the students' responsibility to make sure they make it to their class on time. A list will be posted for the order of the day and individuals' class numbers, students will need to check this list for their class numbers.

### 6. Uniform is mandatory-See shopping list on following pages.

### 7. Everyone Helps Everyone

The project Advisor may not be in the barn to assist students at all times. Swine team members will need to work together to ensure everyone gets to where they need to be in a timely manner.

### 8. How the Day Runs-3 Sections

Show day schedules change from year to year, however the general classes remain the same.

- Market:** Based on the hogs breed, and then grouped by their weight. It is an evaluation of the hogs confirmation and carcass merit. A students' class number will typically be posted the morning of the show.
- Showmanship:** Grouped by the students grade. The class is an evaluation of the students' ability to work with their hog, and may also be based on questions the judge will ask. Students who have never shown any animal before will show in the novice class. Typically these classes are large, the classes will be broken into heats, the judge will select exhibitors from each heat to return for the final round, typically referred to as "making the cut."
- Chapter Group:** Will happen at the conclusion of the market show. It is an evaluation of the Chapter as a whole; it's sort of like declaring a school a winner in a track meet. The group will select five of the most uniform, well placing hogs to be an example of the Farmersville Show Team. All students will participate in uniform.

# You Gotta look like a Winner to BE a Winner

## White Button Up Shirt

No POLO shirts!  
Long Enough to tuck in completely  
No Embroidery, printing or designs...JUST White  
Short Sleeve is best for the fair; it's been known to get hot!!



## White Jeans

Long enough to cover your skin when you bend over.  
No Embroidery, printing or designs...JUST White  
Tapered leg is a bad idea, they don't fit well over boots.



## Boots or Heavy Leather Shoes

NO rubber boots or tennis shoes!! The don't provide any protection from livestock or fair injuries, and they look funny with your show pants.



## Belt

Plain brown or black, anything else distracts from your ability as an amazing showman.



## FFA Scarf or Tie

Ladies wear a scarf, men wear a tie.  
Same rules apply to scarf and tie as those listed under FFA jacket.



## FFA Jacket

You may purchase one (contact Ms. Collar to Purchase), or borrow one from another member not on your show team or borrow one from the chapter. Caution: we have very few and you most likely will not get one that fits if you borrow one from the chapter.



## Section 9.4 Sale Day



### 1. Fair Sale Day:

Everyone sells their own animal. Lot numbers will typically be posted the day before, and will give the order in which the sale will run. After selling their animal students will need to serve as a runner, failing to do so may result in the fair docking a premium from their check. If a student is in the last 15 lots of the sale they will be asked to serve as a runner at the beginning of the sale.

- a. Buyers: A buyer is someone (or a group of people) is/are purchasing the hog. The buyer doesn't necessarily need to be at the sale to purchase, however if they're not they need to fill out a buyers proxy so someone can bid for them. See Marketing Section
- b. Add-Ons: May be added on at the fair, or can be written directly to the student. However, if you do the latter it can't be used as a tax deduction.

### 2. How to Buy an Animal

- a. See page 21-How to buy an animal.

## Section 9.5 Sunday of Fair

3. **Animals Returning From Fair:** No animal shall return to the farm without prior consent of the project Advisor. Tulare Fair projects will be marketed at the Tulare County Fair. Any projects returning from the fair must be cleared with the advisor at least one month in advance. Projects returning from the fair are the sole responsibility of the student in terms of feed costs and management. Students will be responsible for feeding and cleaning their pen each day, there is no barn duty after the fair.

- **Last Muck:** Sunday morning we will muck out all pens that don't have lambs left in them, and also tear down the display.
- **Fair Breakfast: ALL STUDENTS SHOWING ATTEND!!** We take a group picture of everyone who showed at the fair after the breakfast. If students are receiving an award they dress in their show uniform.

## Section 9.6

# Fair Checks

**Checks:** Generally, checks will be ready within a few weeks, however we are at the fair's mercy on this. Students are required to sign for the checks to be released to a project Advisor. The fair has a policy of not releasing checks until all buyer and add-ons have been paid for the student.

Several items must be completed before a student can attain their check.

**Record Book**

- Updated with all information that applies to the project including an agreement, budget, calendar, journal, and activities pages (Tulare Fair is an above the Chapter Level Activity), and community service page. Books must be completed to the standards of the project Advisor.

**Thank You Notes**

- Any person who has given an-add on, or who has bought pig will need a thank you note, regardless of how well you know the person or even if you gave them a gift. Buyers are more likely to support you in the future if they know they're appreciated.
- A list of addresses will be provided with the students check, however if buyers are known in advance then thank you notes can be written ahead of time.
- The notes must be submitted in an unsealed, addressed, and stamped envelope for approval. The project advisor will ensure they get mailed.

**All debts to Farmersville FFA must be Paid**

**Any additional duties as assigned by the Advisor.**



## Section 10

# Thank You Notes

Sincerity is of the utmost importance in writing a thank you note. Many businesses may like to display your note and picture. If you have poor hand writing you should type your letter. Typed letters should be at least ½ page long, handwritten letters or notes should be one full page or a nice photo type card may also be acceptable.

Your buyer wants to know they made in investment in your future. You should tell them how you are going to use your profit to help create more opportunities for your future. *Buying an iPod or xBox is NOT what they want to hear.*

- Tell them what your plans are for the future.
- Will you raise another project?
- Will you go to college?
- What did you learn from the project?
- Did you have a good experience?

Write a rough draft and have an advisor or English teacher proof read it. Be sure to write neatly if you print. Your small investment in a nice note card/picture, and the time it takes to write it, will be greatly appreciated by your buyers and donors. You may also consider a small gift as a token of you appreciation.

### Sample Thank You Note

Dear Mr. Anderson,

Thank you for supporting the Junior Livestock Auction at the Tulare County Fair. By purchasing my swine project through the action you have helped me immensely.

The profit that I make on this project will be reinvested in future livestock projects, that I may be able to fund my college education. College is extremely important to me, and I'm doing everything that I can to make sure that I can achieve my goal of graduating. I'm very grateful that you have recognized my hard work. I plan on attending Big Valley University, and majoring in Animal Science. My career goal is to be an artificial insemination technician.

Your generosity is greatly appreciated. Like you, I plan to one day contribute to Junior Livestock Actions after I finish my education and I am a successful professional.

Thank you,

*Jane Smith*  
Jane Smith  
Farmersville FFA



Section 11

# Swine Tulare Fair Project Agreement

## Students Must Initial Each Statement

- \_\_\_\_\_ I understand raising a project at the school farm is a privilege that may be revoked if my grades do not meet eligibility requirements as listed on the contract. Additionally, I realize failure to adhere to the eligibility contract may result in not being able to show at the fair, regardless of where the project is housed.
- \_\_\_\_\_ I acknowledge this is a tremendous time commitment, and I am willing to put forth the necessary effort to have a successful project. If I fail to complete hours as outlined, attend meetings, complete barn duties, etcetera, I may be subject to consequences. Furthermore, I understand I'm part of a team and am willing to take my fair share of morning, weekend, and holiday duties.
- \_\_\_\_\_ I understand the expectations about behavior, and am willing to accept the consequences of the accountability system, and of school policy if I fail to adhere to the guidelines.
- \_\_\_\_\_ I understand my project is my financial responsibility. I agree to accept all profit or loss on the project. I also understand my fair check will not be released until I have paid all debts, completed my FFA iRecord Book, and submitted acceptable unsealed thank you notes for each buyer and add on donor, and completed any other tasks deemed appropriate by the project Advisor. It's my sole responsibility to find a buyer for my project, and to participate in the buyer solicitation process as outlined by my Advisor.
- \_\_\_\_\_ I will respect fellow teammates, advisors, parents, the farm, animals and work to make this project a successful experience for everyone, failure to do so can result in consequences including but not limited to termination of the project, removal from the sale (at students expense), and additional duties.
- \_\_\_\_\_ I understand there are **NO guarantees!!** Things happen, animals get sick or die, they injure themselves, grade issues arise, and any myriad of things can happen that may prevent a student from being able to show or sell at the fair. Animals housed on the farm will be required to carry insurance.
- \_\_\_\_\_ The project Advisor reserves to the right to make changes to the project expectations and rules as needed.

**After weighing the risks and benefits, I am willing to accept the challenge. I have read and fully understand the information contained in the Farmersville FFA Swine SAE Manual. I agree to all rules, guidelines, ect.**

Student Name Printed \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name Printed \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Phone \_\_\_\_\_ Parent Email \_\_\_\_\_

## Fair Policy Statements

When single animals are purchased by more than three (3) buyers: It shall be the responsibility of the agent whose signature appears on the Sales Invoice to collect all monies from the listed buyers and submit to the 24<sup>th</sup> DAA. Any invoice not paid in full within thirty (30) days of sale shall become due and payable by the agent. Applicable service charges shall be applied. A credit card or signed check will be held for each buyer number issued, in case of non-payment within sixty (60) days the check or credit card will be charged for purchases.

Any individual, business, exhibitor, or exhibitor with a family member \* having an outstanding debt to the 24<sup>th</sup> D.A.A. Tulare County Fair, (including collection accounts) shall be barred from exhibiting or participating in the Great Western Livestock Show or Tulare County Fair until the debt is satisfied in full (including N.S.F. check charges and/or interest charges).

***\*defined as: parents, siblings, step-parents, step-siblings, and/or individuals residing in the same household.***

Outstanding sale invoices: A Service Charge of 2% per month shall be charged on all invoices not paid within sixty (60) days of invoice date.

**The following lockers will assist you in cutting, wrapping, and quick-freezing your purchases:**

### **Tulare Locker Service**

1531 E. Bardsley  
Tulare, CA 93274  
688-2047

### **Westside Locker Plant**

307 South H  
Tulare, CA 93274  
686-4676

### **Exeter Meats & Processing**

140 E. Palm  
Exeter, CA 93221  
592-5881

### **PPAV**

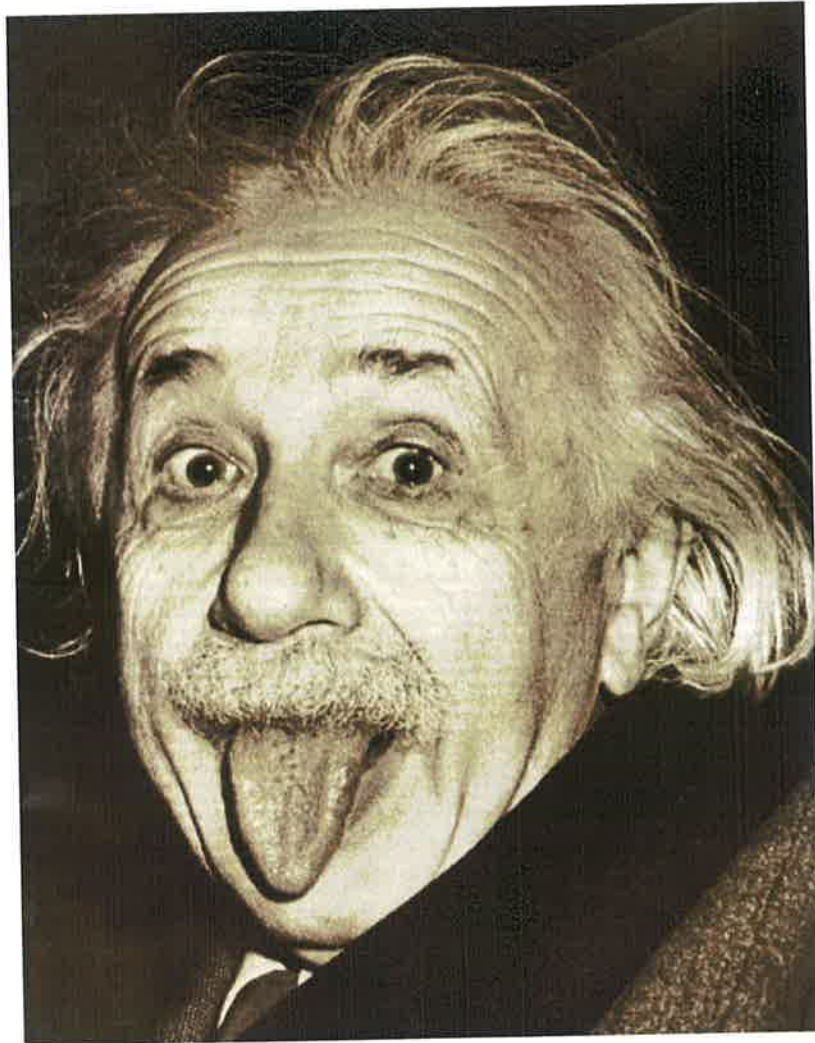
c/o Don Holstead

### **Kiwani's**

Tulare County Pork Boosters  
Donnie Pacheco  
901-3864

All animals consigned for Custom Process will be slaughtered by a State of California inspected processing facility and the carcasses will be delivered back to the Cut & Wrap facility of your choice listed above. A surcharge of the initial slaughter will be as follows: Lambs, Goats, & Hogs \$65, Steers \$95.

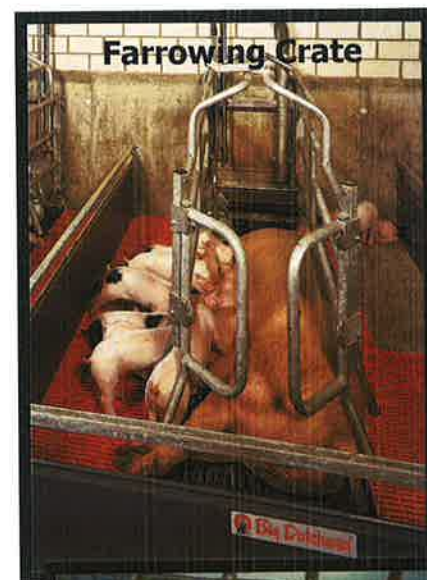
# EINSWINE!!



## Farmersville FFA Swine Showmanship Study Guide

## Gestation & Parturition

1. What is farrowing?
  - a. Act of giving birth in swine
2. How long is the gestation period for a hog?
  - a. 3 Months, 3 weeks, 3 days or 114 days
3. How long is the estrous cycle in hogs?
  - a. 2-3 days
4. How many litters can a sow have a year?
  - a. 2.5 litters per year
5. What does standing heat mean?
  - a. Receptive to the male, she will lock when pressure is applied to her back
6. When will your animal reach sexual maturity?
  - a. 4-7 months
7. What is the national average of piglets born per litter?
  - a. According to a USDA study average born is 10.8, average born alive is 9.9
8. What is a farrowing crate?
  - a. A place sows are put to farrow, it protects the piglets from being laid on by the sow.
9. What are progeny?
  - a. Offspring
10. What factors should be considered when deciding to keep a breeding gilt?
  - a. 12 or more teats, born of a litter of 8 or more, born of litter free of genetic defects, large 21 day weight
  - b. Body Condition
  - c. Structural Soundness (Ability to walk)
11. What is an EPD?
  - a. Expected Progeny Differences. They are used in determining the best possible mating, to maximize desirable characteristics. For example NBA stands for Number Born Alive, the larger the number the better, more pigs born alive will hopefully mean more money for the producer.





United States  
Department of  
Agriculture

Animal and  
Plant Health  
Inspection  
Service

Veterinary  
Services

## Sow Productivity National Swine Survey

Swine producers with a herd average of 10.8 piglets born per litter and 9.9 born alive are scoring within the average of fellow producers. That's according to a recent National Animal Health Monitoring System (NAHMS) study involving 21,712 litters.

The .9 piglet difference can be attributed to stillbirths, 6.8 percent, and mummies, 1.3 percent.

"Nearly two-thirds of the litters studied had at least one death," pointed out Dr. Joe Connor, chairman of the NAHMS committee for the American Association of Swine Practitioners.

The NAHMS survey, which studied sows by parity (number of times sow has farrowed), discovered that stillbirths increased steadily by .1 from the second through sixth parity (Figure 1). Sows farrowing for the first time or second time averaged .6 stillborn piglets per litter while sows in sixth parity averaged a high of 1.0 stillborn piglet.

Percentage-wise, the number of stillbirths increased sharply after the third litter and again after the fifth litter: from 6.2 percent to 7.4 percent and from 7.8 percent to 9.1 percent respectively.

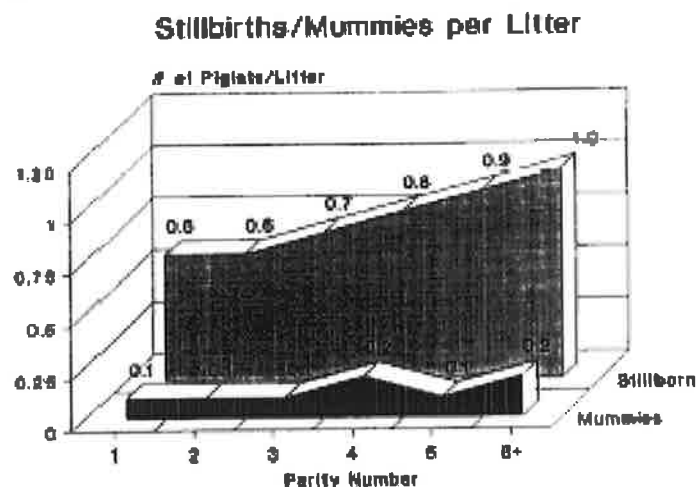
The number of farrowings, however, did not seem to play a role in the

incidences of mummies. Percentage of mummies per litter ranged from a low of 1.2 percent for Parity 2 and 5 to a high of 1.7 percent for Parity 6 and above.

According to the survey, the average swine producer can expect the number of piglets born and the number born alive per litter to increase through the fifth parity. This increase may continue through the sixth parity, but data were combined for parities six and above.

The survey shows that first-time mothers average 9.9 piglets, with 9.2 born alive. By second parity, sows average 10.4 piglets, 9.7 alive; third parity, 11.2 born, 10.4 alive; fourth parity, 11.3 born, 10.4 alive; and fifth parity, 11.7 born, 10.7 alive. By the time a sow farrows

Figure 1.



March 1992

more than five times, the number born drops to 11.4, with 10.2 alive (see Figure 2).

"At first glance, the numbers might not seem significantly different," Connor interjects. "But when you pencil it out, averaging 10.7 piglets per litter versus 9.2, and talking dollars and cents, it all adds up.

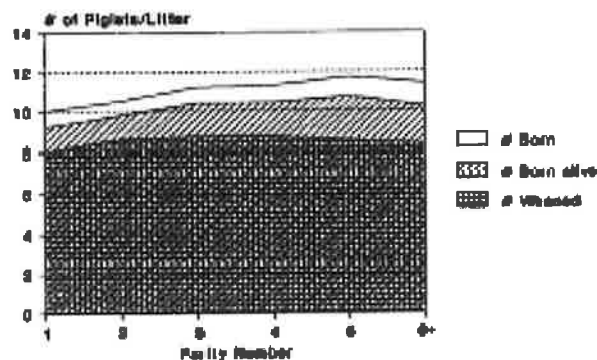
"In gross dollars, we're talking \$150 per sow per farrowing. In weaned pigs, at a \$25 price, this difference will pencil out to \$37.50. Now take that times say 50 sows and you're talking quite a few dollars."

Although the number of piglets born per litter increases through the fifth parity, the number born alive does not increase at the same rate. (See Figure 2.) The percentage of piglets born alive declines slightly after the second parity, and the percentage weaned also falls after the second litter.

No, not all piglets born alive make it to weaning. NAHMS statistics show that 15

Figure 2.

Number of Piglets per Litter by Parity



percent will die before weaning. Second-litter females scored the lowest percentage of preweaning deaths, 13.7, while fifth-litter females had the highest, 17 percent. Prewearing mortality by parity: 14.7 percent, first parity; 13.7 percent, second parity; 15.5 percent, third parity; 15.4 percent, fourth parity; 17.0 percent, fifth parity; and 15.2 percent after the fifth parity.

The National Swine Survey was a cooperative effort of State agricultural departments, universities, and the following USDA agencies: Extension Service (ES), National Agricultural Statistics Service (NASS), and Animal and Plant Health Inspection Service (APHIS). The study of swine health and productivity was conducted from December 1989 through January 1991. The objectives were to provide information on the production and health levels of the United States' swine herd, and to suggest factors that may affect preweaning morbidity and mortality.

A statistical sample of producers from 18 States was selected to provide inferences about the nation's hog population. The resulting estimates represent 95 percent of the United States' swine population.

The National Agricultural Statistics Service (NASS) selected the sample and collected retrospective data on

swine health and management practices from 1,661 farms.

Seven hundred and twelve (712) producers agreed to continue providing data to State and federal Veterinary Medical Officers (VMO's). Each farm was visited a total of four times over a 90- to 120-day period. Data collection instruments such as diary cards were implemented to collect prospective data on the farrowing to weaning stage of swine production. The producers recorded observations of clinical signs associated with illness and death in sows, gilts, and preweaning piglets.

**National Animal Health Monitoring System**  
**USDA:APHIS:VS**  
**555 South Howes, Suite 200**  
**Fort Collins, Colorado 80521**  
**(303) 490-7800**

N940192

# The Costs of Switching from Sow Stalls to Group Housing

Feb 15, 2009 12:00 PM, By Brian Buhr University of Minnesota St. Paul, MN

Study estimates the cost of transitioning the U.S. breeding herd from widely used gestation stalls to group housing.

Voters and government are increasingly placing restrictions on methods of pork production, including laws to reduce or eliminate the use of individual stalls for housing sows and gilts in the breeding herd.

The European Union plans to phase out individual sow stalls by 2013. Legislation in Florida, Arizona, Oregon and Colorado has banned or will ban gestation stalls in the coming years.

In November 2008, California voters approved Proposition 2, which restricts the use of sow gestation stalls; other states may follow.

Relatively little analysis has been done on the economic impacts of transitioning from stalls to pens. So in an effort to examine the economic costs of transitioning the breeding sector of the U.S. pork industry from gestation stall facilities to group housing, a comparative study was requested by the Joint Sow Housing Task Force of the National Pork Board and the National Pork Producers Council.

## ***Are Pens Really Better?***

A primary objective of voters, as well as some producers favoring these policies, is improved sow welfare. Regardless of economic considerations, it is not yet clear that the elimination of stalls achieves that objective.

A review of prior research on sow productivity and welfare suggests that the type of system does not necessarily determine sow welfare. For example, stalls allow for individual sow management and remove the potential for sow aggression and injury, but sows are incapable of full movement. Pens allow for greater mobility, but also allow sow aggression that can result in injury and also extreme variation in body condition between aggressive and submissive sows.

Prior research has also found no significant productivity differences between housing sows in stalls vs. pens. When asked in a survey if pen housing affected the level of productivity in a commercial setting, producers with both systems said they found no consistent differences. However, respondents indicated several key issues would affect group housing productivity:

1. Producers must learn to manage sow group dynamics.
2. Some stall use must be available after breeding for proper embryo implantation.
3. Stalls are needed to isolate sows when they are injured, in poor condition or otherwise fall out of groups.
4. Feeding for management of body condition variation is critical.
5. Space allocation per sow relative to pen size is critical.
6. The potential for catastrophic productivity losses are greater with pens.

In summary, the surveyed producers suggested there are significant risks posed by transitioning the industry from stalls to pens in a short time frame due to variation in management and husbandry skills, which are more important to success with pen systems.

The following economic analysis is based on the economic impact of transitioning from existing gestation stall housing to group pen housing under a regulatory mandate.

Major cost categories are analyzed:

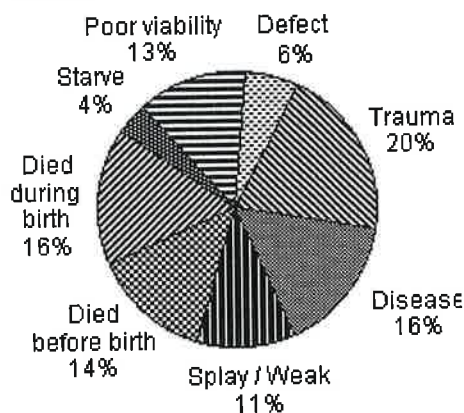
1. The capital costs associated with investing in refurbished or new buildings and equipment, including the opportunity cost of refurbishing a building that has not reached the end of its useful life; and
2. The potential differences in sow and pig productivity during the transition.



## Piglet Care

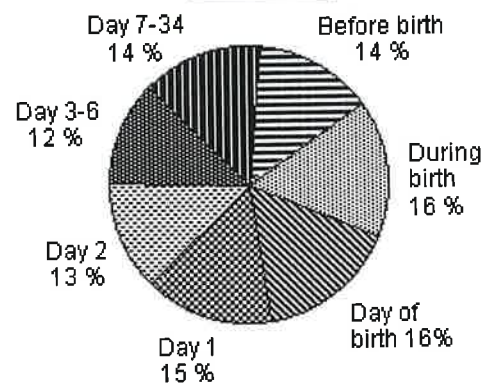
1. Why do most piglets receive an iron shot?
  - a. Born iron deficient. Iron is required to carry oxygen through body. Pigs on dirt are less susceptible.
2. What is the average birth weight of a piglet?
  - a.
3. What are two different ways to introduce iron?
  - a. Oral
  - b. Injectable
4. What teeth are clipped on a newborn piglet to prevent injury?
  - a. Needle teeth
5. What is a swine creep diet?
  - a. Feed fed to piglets while still in the farrowing crate. The sow doesn't have access to the feed.
6. What does processing piglets mean?
  - a. Ear notching, cutting tail & needle teeth
7. What element is every piglet born deficient of?
  - a. Iron

### TOTAL PIGLET MORTALITY



(Fig.8-7)

### THE TIME PERIOD WHEN PIGS DIE



(Fig.8-8)



## Feeding & Nutrition

1. How many pounds of feed does it take for a hog to gain one pound?
  - a. 2.4-3 lbs of feed to 1 lb of gain
2. What does the protein in feed do for the animal?
  - a.
3. What benefits might you gain from feeding your animal paylean?
  - a. Increased muscle mass
4. Why is paylean not acceptable to be feed to other species of animals?
  - a. It's only labeled for swine.
5. How much water should a pig drink after consuming 1 pound of feed?
  - a.
6. What does ADG stand for?
  - a. Average daily gain, should average between 1.5-2 lbs per day
7. Young pigs are fed a diet that consists of what % protein?
  - a.

## Production

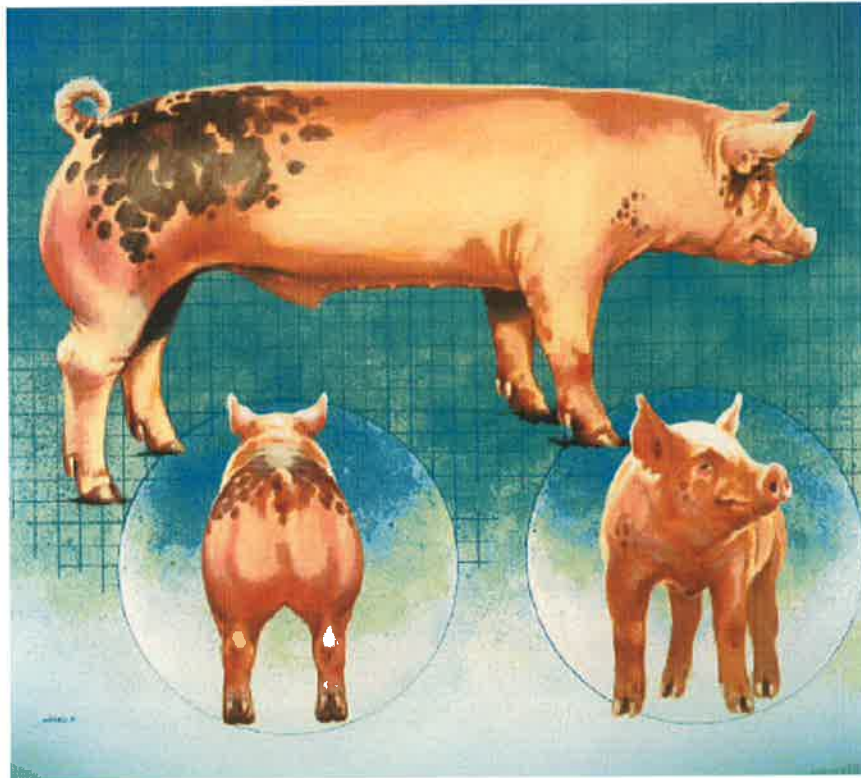
1. How many days should it take to get a pig to market weight?
  - a. 156 days barrows, 164 days for gilts
2. What are two symptoms of overcrowding?
  - a. Tail biting

## Industry

1. Which state has the highest population of swine operations?
  - a. Iowa
2. What are the major categories swine operations fall into
  - a. Feeder pig-Producer farrows sows and sells pigs at a light weight
  - b. Finishing purchased feeder hogs-Producer purchases hogs at a light weight and feeds them to market weight.
  - c. Farrow to finish-Producer farrows sows and raises piglets to market weight.
  - d. Purebred or Seedstock-Producer does not practice crossbreeding.
3. What is vertical integration?
  - a. Incorporating all portions of a business, for example not just raising the pigs but also owning the trucks that take them to market, growing the feed they eat, ect.
4. What is a current controversial issue in the swine industry?
  - a. Gestation Crates
  - b. Farrowing Crates
  - c. COOL (Country of Origin Labeling)
5. What is crossbreeding?
  - a. Breeding system in which outstanding traits of two or more breeds are combined and heterosis increases the pounds of market pigs sold per litter.
6. What breed do most commercial operations use?
  - a. Cross, crosses create hybrid vigor and combine the most desirable market traits.
7. When it comes to meat consumption in the world, where does pork rank on consumption?
  - a.
8. What is the pork check-off?
  - a. National Law that allows for 40 cents of every \$100 sold by producers to go to the CheckOff fund, it generates nearly \$50 million per year. The money is used to assist the producers in communicating with the consumers, via magazines, radio, TV, newsletters, and the Internet.
9. What is a seedstock producer?
  - a. A breeder whom works to improve economically important traits through genetics using only one breed.
10. What is a commercial producer?
  - a. A breeder whom works to improve economically important traits through genetics using two or more breeds. Hybrid vigor or heterosis are benefits of this practice.
11. What is PQA? Explain what it is.
  - a. Pork Quality Assurance
12. What does NSR stand for?
  - a. National Swine Registry
13. What does it mean to be all-in-all-out?
  - a. All animals enter the facility at one time, and they all leave the facility at one time. This may lower the incident of disease, as bringing new animals into the herd may introduce disease a disease that was not existing.
14. Terminal Cross
  - a. Pigs bred for the purpose of human consumption, little or no emphasis is placed on reproductive traits of offspring.

## Symbol III

1. Describe the ideal market hog.
  - a. Symbol III
  - b. Free of Internal & External Parasites
  - c. Weighs 270 lbs
  - d. Approx 156-164 days of age
  - e. Produced under Pork Quality Assurance (PQA) guidelines
  - f. Free of Stress Gene
  - g. Structurally Correct
  - h. Free of abscesses, injection site blemishes, arthritis, bruises
  - i. 10<sup>th</sup> rib backfat 7 tenths of an inch
  - j. Free of drug residue
2. Can you describe Symbol III for me?
  - a. Correct Structure, production, performance, healthy, quality product
3. What is the industries ideal weight for a market hog?
  - a. Symbol III is 270lbs



## Genetics

1. Tell me about the stress gene in market hogs.
  - a. Pigs are extremely lean with high muscle, referred to as PSE

## Health

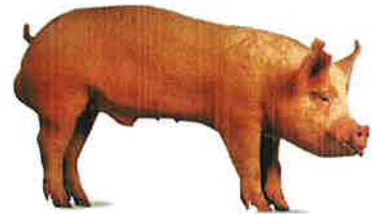
1. What is a hogs normal body temperature?
  - a.
2. What vaccinations has your animal had?
  - a.
3. What are some symptoms of external parasites?
  - a. Irritated Skin and Itching
- 4.
5. What is a disease that causes poor conception rates in sows?
  - a. Leptospirosis causes abortion and loss of long term reproductive efficiency. Spread animal to animal by infected urine. Prevention: Vaccination prior to breeding.

## Breeds

1. What characteristics can you use to identify a breed?
  - a. Hair color, color pattern, and erect or drooping ears.
2. What is hybrid vigor?
  - a. Added performance and growth from crossing two breeds.
3. What is a maternal breed of pig?
  - a. Yorkshire
4. What is a terminal breed of pig?
  - a. Hampshire
  - b. Crossbred
5. What breed of swine is most common?
  - a. Yorkshire
6. Can you name 6 different breeds of pigs?
  - a. Yorkshire, Hampshire, Duroc, Spot, Landrace, Poland China, Berkshire, Chester

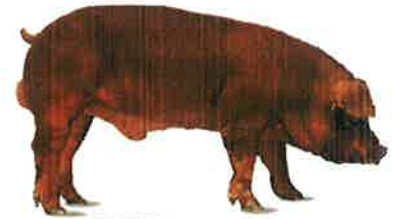
7. Yorkshires "The Mother Breed"

- a. White with erect ears
- b. Most recorded breeds in U.S. and Canada
- c. Developed in England in the county of York
- d. Known for excellent maternal characteristics.
- e. Lean meat, low backfat and very sound on feet and legs



8. Duroc

- a. Red with droopy ears
- b. Second most recorded breed
- c. Color ranges from light gold to a very dark red
- d. High Litter weight and high weight per day of age (Rapid Growth)
- e. Advantage in Muscle
- f. Quality Terminal Sire



9. Hampshire

- a. Black with white belt across the shoulders covering front legs
- b. Erect ears
- c. Third most recorded breed
- d. Leaders in carcass quality- Heavily muscled with minimal backfat
- e. Excellent terminal sires



10. Landrace

- a. White with long droopy ears
- b. Known for maternal abilities
- c. Large litters, durable sows, soundness
- d. Low backfat, average muscling
- e. Known for extended length of body

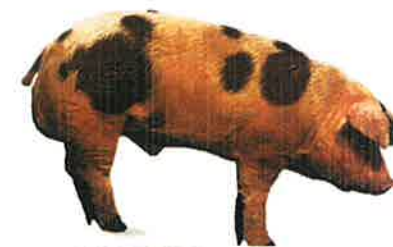


11. Chester White

- a. White with small droopy ears
- b. Excellent maternal characteristics
- c. Mothering ability, durability and soundness
- d. Average muscling and backfat

12. Spot

- a. White bodied pigs with black spots
- b. Medium-size droopy ears
- c. Traced back to a Poland China
- d. Terminal Sires
- e. Transmit fast gaining, feed efficient, meat qualities to their offspring



13. Berkshire

- a. Black Bodies with 6 white points
- b. (nose, tail, & feet)
- c. Erect short ears & dished snouts
- d. Known for excellent hams & bacon
- e. Strong terminal traits
- f. Fast, efficient growth and quality carcasses



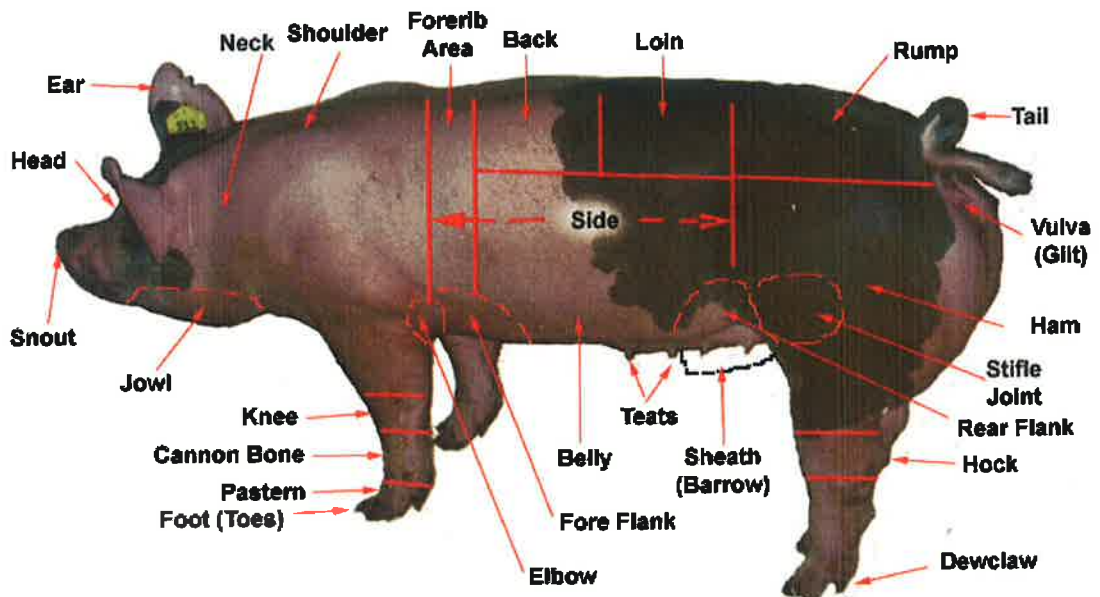
14. Poland China

- a. Black with a white nose tail and feet
- b. Have medium size droopy ears
- c. Breed registry has noted them as the "Embodiment of Perfection"
- d. Average in both Maternal and Terminal traits.



## Anatomy

1. How many teeth do swine have?
  - a. Adults have 44, piglets are born with 8
2. Are pigs monogastrics or ruminants?
  - a. Monogastrics, like humans
3. Where is the (body part) on your hog?

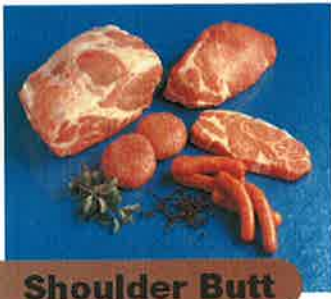


## Live Animal Evaluation

1. What is the most important trait when evaluating hogs prior to harvest?
  - a. Muscle
2. What is the most important view of a market hog?
  - a. Rear, from the rear you are able to evaluate the width and muscle expression of the top (back), loin, and also the hip and ham.
3. Picture in your mind the average market hog today. How could the average market hog today be made better?
  - a. Ideal Market hog is Symbol III. Most market hogs could be heavier muscled and leaner in their design.
4. Why is it important that a pig be sound on its feet and legs?
  - a. Must be able to move freely in order to attain feed and water, and also free from pain. Must be able to walk onto the harvesting facility.
5. What cut of meat would come from where I'm touching your hog right now?
6. Muscle
  - a. Loin: Should have a thick (wide) top, ideally it has a groove, and there is a dimple over the tail head
  - b. Ham: Should be wide and dimensional with shape.
7. Leanness: Amount of finish (fat). Ideally a hog should have around seven tenths of back fat when measured at the 13<sup>th</sup> rib.
  - a. Shoulder blades: Should be able to see the blades work (moving when in motion)
  - b. Seam of ham: Should be well defined.
8. Design
  - a. Should be skeletally extended (longer bodied)
  - b. Should be heavy boned as determined by the bone thickness in leg
9. Structure
  - a. Should move freely and have flex to the hock

# Pork Basics

The Other  
White Meat  
Don't be blah.



**Shoulder Butt**

**Upper row (l-r):**  
Bone-In Blade Roast,  
Boneless Blade Roast  
**Lower row (l-r):**  
Ground Pork (The Other Burger\*),  
Sausage, Blade Steak

**Cooking Methods**  
Blade Roast/Boston butt –  
roast, indirect heat on grill,  
braise, slow cooker  
Blade Steak –  
braise, broil, grill  
Ground Pork –  
broil, grill, roast (bake)



**Picnic Shoulder**

**Upper row (l-r):**  
Smoked Picnic,  
Arm Picnic Roast  
**Lower row:**  
Smoked Hocks

**Cooking Methods**  
Smoked Picnic Roast –  
roast, braise  
Arm Picnic Roast –  
roast, braise, slow cooker  
Smoked Hocks –  
braise, stew



**Side**

**Top:**  
Spareribs  
**Bottom:**  
Slab Bacon, Sliced Bacon

**Cooking Methods**  
Spareribs –  
roast, indirect heat on  
grill, braise, slow cooker  
Bacon –  
broil, roast (bake),  
microwave



**Leg**

**Upper row (l-r):**  
Bone-in Fresh Ham,  
Smoked Ham  
**Lower row (l-r):**  
Leg Cutlets,  
Fresh Boneless Ham Roast

**Cooking Methods**  
Fresh Leg of Pork –  
roast, indirect heat on grill,  
slow cooker  
Smoked Ham –  
roast, indirect heat on grill  
Ham Steak –  
broil, roast

## Loin

### Chops



**Upper row (l-r):**  
Sirloin Chop, Rib Chop, Loin Chop  
**Lower row (l-r):**  
Boneless Rib End Chop, Chef's Prime Filet™ –  
Boneless Center Loin Chop, America's Cut™ –  
Butterfly Chop

**Cooking Methods**  
Cutlets (¼ to ¾ inch) – sauté  
Thin (½ to ¾ inch thick) – grill, broil,  
Thick (1¼ to 1½ inch thick) – grill, broil, roast

### Roasts



**Upper row (l-r):**  
Center Rib Roast (Rack of Pork),  
Bone-in Sirloin Roast  
**Middle:**  
Boneless Center Loin Roast  
**Lower row (l-r):**  
Boneless Rib End Roast,  
Chef's Prime™ – Boneless Sirloin Roast

**Cooking Methods**  
roast, indirect heat on grill, slow cooker



**Tenderloin &  
Canadian-Style Bacon**

**Left:** Tenderloin **Right:** Canadian-Style Bacon

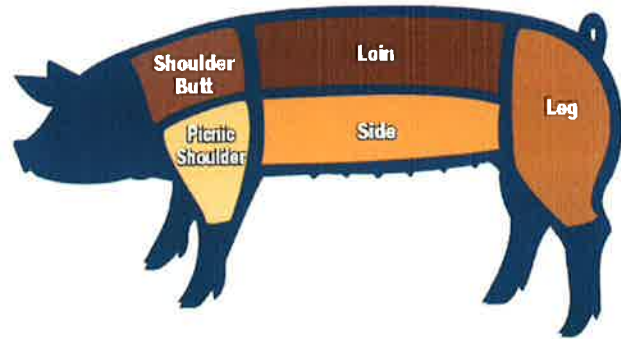
**Cooking Methods**  
Tenderloin – roast, grill, pan broil  
Canadian-Style bacon – roast, broil, sauté



**Ribs**

**Left:** Country-Style Ribs **Right:** Back Ribs

**Cooking Methods**  
roast, indirect heat on grill, braise, slow cooker



**Roasts**  
No-fuss family dinner or holiday favorite



## THE MANY SHAPES OF PORK Cut Loose!

When shopping for pork,  
consider cutting traditional  
roasts into a variety of  
different shapes

**Chops**  
Dinner, backyard  
barbecue or  
gourmet entree



**Cubes**  
Great for kabobs,  
stew and chili  
grill, stew, braise, broil



**Strips**  
Super stir fry,  
tortas and salads  
grill, sauté, stir fry



**Cutlets**  
Delicious breakfast  
chops and  
quick sandwiches  
1/8 to 3/8 inch thick –  
sauté, grill



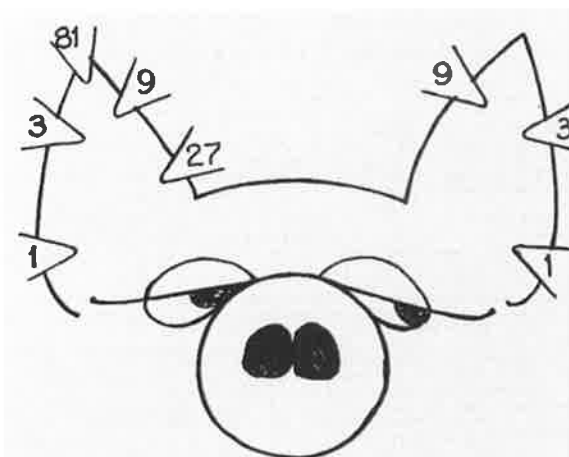
## Carcass

1. What is PSE?
  - a. Pale Soft and Exuvative, otherwise known as stress syndrome. Genetic condition related to extreme muscling
2. What is the highest valued product on a hog?
  - a. Loin-Pork Chop
3. How much backfat would you estimate your market animal has on it at this time?
  - a. Average Six tenths to Seven tenths
4. What cut of meat is bacon made out of?
  - a. Side
5. What are the dimensions of a pork loin?
  - a. 5.0in<sup>2</sup>
6. What does yield grade determine?
  - a.
7. What is the carcass yield percent?
  - a. Amount of salable meat product after organs, bone and fat is trimmed
8. What is the typical carcass weight of a market hog on the rail?
  - a. Symbol III 205lb carcass
9. What does on the rail mean?
  - a. When animals are harvested they hang the carcass on a rail
10. What does LEA mean and what size LEA does your pig have?
  - a. Loin Eye Area, desirable 5.0 in<sup>2</sup>
11. Can you name a by-product of swine?
  - a.
12. Why are boars castrated?
  - a. Reduces aggressive behavior, eliminates hormones which give meat an undesirable flavor, and promote more rapid weight gain.

## Animal Identification

1. Can you tell me what your ear notches represent on your animal?

### Universal Ear Notching System



Right Ear Litter Notch

Left Ear Individual Notch



*Dr. Jodi Sterle  
Assistant Professor and State Extension Swine Specialist  
Texas A&M University*

Do you know why we pick heavily muscled hogs to win in the showing? Where bacon comes from? Why it is important not to inject a pig in the ham, or rear area? Many of reasons why we do certain things in regards to showpigs relate to the end product that we are producing; not the 255 pound animal, but the meat from that animal that is going to be eaten by someone, maybe even yourself.

The dressing percent of a hog is approximately 72%. This means that after the viscera, or intestines, heart, lungs, trachea, etc. are removed, the remaining organs, muscle and bone accounts for 72% of the carcass. Hogs have a higher dressing percentage than the other red meat species because their skin is left on (they are dehaired only), they have a larger amount of subcutaneous fat (underneath the skin) than cattle or sheep and they are monogastrics (simple stomached, like humans, while cattle and sheep are ruminants and the four-compartment stomach makes up a larger proportion of their body weight). The higher the dressing percentage, the more valuable the carcass. Although literally every part of the hog carcass is used in some fashion (from insulin for diabetics to skin for tanning into leather to edible organs, or "everything but the oink!"), the most valuable part of the carcass is included in the 72% that is left.

The hog carcass is divided into four lean cuts. These include the ham (butt area, which makes up ~22% of the carcass), the loin (commonly referred to as the "top"), the Boston butt (which is actually the top of the shoulder) and the picnic shoulder (the lower portion of the shoulder). These cuts are the heaviest muscled and we harvest products such as hams, chops, roasts and more from these four cuts. The other cuts include the jowl and the hock where some stew meat and other smaller pieces of lean can be harvested; and the side, or belly, where we get bacon. Obviously, the more muscular the hog, the more product that we can harvest from the animal. Many slaughter plants will pay producers based on the average amount of muscle in a group of hogs, instead of just on liveweight, giving a definite advantage to those producers who are supplying heavily muscled, lean hogs.

Although the amount of product that we can harvest from an animal is important, the quality counts too. A number of things can affect pork quality. How we handle the animals prior to slaughter can have a great affect on the quality of the meat. Stress, both from transport and rough handling as well as from the stress gene, can cause the meat to be pale, soft and exudative (watery). More water is lost out of the muscles during storage, and therefore, the meat will dry out during cooking. During a recent trip to the grocery store, I found a number of packages of pork chops that had exuded water into the bottom of the styrofoam tray that they were in. Had I purchased these and cooked them as I normally do, I would not have been satisfied with the product, and may not buy it again. It is our responsibility to produce a product that the consumer will be happy with. The ideal color for pork is grayish pink. Flecks of intramuscular fat, or marbling, add flavor and juiciness when the fat cooks out. As consumers, we tend to avoid intramuscular fat for "health" reasons, but in reality, it is that marbling that gives meat its palatability. Ironically, the marbling is the last type of fat to be deposited in the body, meaning that an animal will fatten around its organs, in between muscles, and underneath the skin before it adds marbling. This is an important thing to consider as we send these show pigs to market. Other things that detract from the quality of the pork include bruises and abscesses (either from rough handling or from improper use of injection needles), foreign objects (such as broken off needles), improper use and/or timing of animal health products (drugs) that can cause residues of those drugs to be left in the meat and severe stress during the slaughter process.

The next time you get ready to walk into the showing or sell a hog off of your place, ask yourself some questions: What is the quality of the meat will be produced from this hog? Have I done anything to jeopardize the safety or quality of this product? Am I producing a product that I would eat? If not, then what am I contributing to the swine industry? As consumers become more and more concerned about the safety and the wholesomeness of the food that they are consuming, we must take the proper steps to ensure both the quality and the safety of our product. This process begins with you, the producer.

## Terminology

1. Barrow- castrated male pig called
2. Boar-Mature Male Pig
3. Cryptorchid- Male with one or both retained testicles that failed to descend and are housed in the abdomen.
4. Estrus Cycle-time between estrus periods, 21 days
5. Estrus Period-time animal can conceive (become pregnant), 2-3 days
6. Farrow-Act of giving birth to swine
7. Feed conversion ratio-amount of feed needed to make one pound of gain
8. Feeder pig 40-120 lbs
9. Finish-amount of fat
10. Gestation- time of pregnancy, 3 months/3 weeks/3 days or 114 days
11. Gilt-Immature female pig who has not farrowed
12. Hybrid Vigor/Heterosis-crossing two or more breeds causes a genetic improvement of economically important traits.  
Sow-Mature Female Pig
13. Intramuscular-Injection given in the muscle
14. Lactation-period of milk production
15. Litter-group of baby pigs
16. Market Pig 120-250
17. Parturition-act of giving birth
18. Piglet-newborn pig
19. Porcine- genus of domesticated pigs
20. Sub-Cutaneous- Injection given just under skin
21. Swine-species of domesticated swine

## Unique to Your Project

### Beginning Level

1. What product did you deworm your hog with?
  - o Atguard
2. Where did your hog originate from?
3. Who was your pigs breeder?
4. What breed is your pig?
5. How much does your animal weigh? (use fair weight)
6. What's your ear tag number?
7. What's your ear notch?
8. Can you read someone else's ear notch?
9. What feed are you feeding?
10. What might you tell another young person considering having a 4-H or FFA livestock project?

### Advanced Level

1. If you could change anything about your animal what would it be?
2. What is hogs best feature?
3. What is in your feed ration?
4. What percent of protein do you feed your market project?
5. Please describe the pros/ cons of another person's animal in the show ring.

## Pig Humor



- Why didn't the piglets listen to their teacher?
  - Because he was such a boar!
- Why did the piglet confess to eating all the cookies?
  - Because she felt guilty!
- What does the little pig get every morning from his parents?
  - Hogs and kisses!
- What does a pig use to write his term papers with?
  - Pen and Oink!

# Pig Facts/Trivia

- Hogs are a source of nearly 40 drugs and pharmaceuticals on the market.
- Pork is the world's most widely eaten meat
- Pig skin is used to treat massive burns in humans due to its similarity to human skin
- The pig is rated the fourth most intelligent animal.
- There are more than 180 species of pigs, found on every continent except Antarctica.
- Pigs are often thought to be dirty, but actually keep themselves cleaner than most pets. They are seen laying in mud because they do not have sweat glands and constantly need water or mud to cool off.
- In the old days, sea captains kept pigs on board because they believed, should they be shipwrecked, pigs always swam toward the nearest shore.
- To stop free-roaming pigs rampaging through their grain fields, Manhattan Island residents built a long wall on the northern edge of what is now Lower Manhattan. The street that came to board the wall was named... Wall Street.
- Different cultures have varying attitudes toward eating pig meat. Judaism and Islam forbid eating pork. A standard Caribbean dish is Pig Knuckles and Rice. In China, sliced pig ears are served alongside duck intestine as an appetizer.
- Swine research led to the development of the CAT scan, a technology for examining internal organs without surgery.
- A pig's most acute sense is smell.
- Litter size: Depends upon the breed; a good sow will consistently wean 10 pigs/litter or better.
- Pigs are omnivores. They will eat anything humans eat and more, a lot more in fact.
- Pigs gain weight very quickly. If they eat about 3 pounds of feed, they will gain 1 pound of body weight. Compare this to chickens or turkeys where about 2 pounds of feed produces 1 pound of body weight. And in steers, about 7 pounds of feed produces 1 pound of body weight. In the industry this statistic is called "feed conversion," or "conversion rate"
- When hogs go to market, they are sold by the pound. Historically hogs are worth 35 to 55 cents per pound at market size. This means a butcher or packing plant pays between \$90 to \$140 for each pig.
- The main ingredient in pig feed is corn. Other ingredients often include soybean meal, barley, wheat, hay, fat/oils, and lots of minerals and vitamins.
- Domestic hogs are rarely aggressive. The only exceptions are sows with a young litter and boars if provoked.
- A sow can have a litter of piglets every 5 to 6 months.
- Pigs are much more tolerant of cold than heat. In other words, they'd rather play in the snow than go sunbathing.
- If kept indefinitely and permitted to eat without restriction, most hogs have the potential to weigh 800 pounds or more!
- Some pigs are really BIG! The largest was a 2, 552 pound porker named Big Bill, who stood 5' 9" at the shoulder.
- A mature hog has 44 teeth.
- It is very difficult to sneak upon a pig. A hogs field of vision is exceptional. This is because their eyes are on the sides of the head.
- Famous pigs: Miss Piggy, The three little pigs, Piglet (from Winnie the Pooh), Porky Pig, Arnold Ziffle (green Acres), Babe, Old Major (Animal Farm) and Remington!
- The 'Piggy Bank' came about because the smallholder always invested his wealth in the family pig. It gave him pork, bacon, sausage and also acted as a refuse bin eating all the scraps. When asked if he had any money the smallholder would reply...'No. All my money's in the pig'. When people stopped keeping pigs they made a replica pig to 'put their money in'. Hence the practice of saving money in a pig and the arrival of the 'Piggy Bank'."

## Spotlight

**15. Advisory  
Committee Meeting  
Agendas**

## Farmersville High School Ag Advisory Committee Meeting Agenda

3/10/15

1. Call to Order
2. Introductions-(Akin)
3. Farm Update -(Akin)
4. 2015-2016 Course Offerings-(Westbrook)
  - Need Another Ag Teacher
  - Ag Department as a department
5. Ag Advisory Committee Needs – (Westbrook)
  - Board Approved
  - By-Laws
6. Buyers for Fair -(Akin)
7. Booster Club-(Akin)
8. Industry Outreach – (Westbrook)
  - Ideas for industry partners?
9. Fundraisers-(Westbrook)
10. Banquet-(Akin)

## Farmersville High School Ag Advisory Committee Meeting Agenda

4/9/15

1. Call to Order
2. 2015-2016 Course Offerings-(Westbrook)
  - Need** Another Ag Teacher
  - Ag Department as a department
3. Ag Advisory Committee Needs – (Westbrook)
  - Board Approved
  - By-Laws (what is your input, who are the “officers”)
4. Banquet 4/29/15
5. Elections
  - Packets available next week, elections to follow.
6. Booster Club
  - Who do we ask to join?
7. Industry Outreach
  - Ideas for industry partners? (who brought back ideas?)
8. Fundraisers

**16. Advisory  
Committee Meeting  
Minutes**



Farmersville High School  
Ag Advisory Committee Meeting Minutes

**Date:** 3/10/15

**Place:** Rm 407

**Committee Members Present:**

Gary Colburn

Don Mason

Alex Reyes

Justin Matthews

Forrest Jones

**Guests Present:**

None

**Advisors Present:**

John Akin

Audrey Westbrook

**Committee Members Absent:**

Tina Gonzalez

Call to Order: 5:55pm by John Akin.

Members were welcomed and introductions were made. Subway sandwiches were served to members in attendance.

John Akin reviewed old business and began with new business by giving a Farm Update.

Audrey Westbrook continued new business by discussing potential 2015-2016 FHS Ag Course Offerings. She explained that based on the student numbers the FHS Ag program currently has and with the continual growth shown, the department really needs another ag teacher to help expand the offerings of courses the program is able to offer the students. In addition she informed members of the courses she had submitted for A-G approval so that our ag classes are not just "another elective" and give the courses more value when viewed on a transcript. It was also discussed that the FHS "Ag Department" really isn't viewed as a "department" by the site or district. They are not recognized as their own department and instead are "lumped" into the "department of everything else" or "science". The group discussed their feelings for this and that this wasn't proper representation of the program and that it needs to come before the board to be discussed further.

Audrey Westbrook brought forward the fact that our "Ag Advisory Committee" has no by-laws or functions written anywhere. It was discussed that members would review samples and give input on what they think needs to be written up and taken to the board to have "board approved".

John Akin continued the talk and brainstorming of ideas for fair buyers and "partners or sponsors". Different ideas were given, but ultimately it was decided that it was something everyone would talk to industry partners to see what we could come up with as a group. John Akin also continued the talk of potentially starting a FHS Ag Booster program. We need to seek out members, write up by-laws and a constitution and get it going.

Finally Audrey Westbrook brought up the need the program has for productive fundraisers. Tri-Tip BBQ's were discussed

Farmersville High School  
Ag Advisory Committee Meeting Minutes

**Date:** 4/9/15

**Place:** Rm 407

**Committee Members Present:**

Don Mason  
Alex Reyes  
Forrest Jones  
Justin Matthews

**Guests Present:**

None

**Advisors Present:**

John Akin  
Audrey Westbrook

**Committee Members Absent:**

Tina Gonzalez  
Gary Colburn

Call to Order: 6:00pm by John Akin.

Alex Reyes motioned to approve minutes, Don Mason seconded.

John Akin reviewed old business and began with new business by giving a Farm Update.

Audrey Westbrook continued new business by discussing potential 2015-2016 FHS Ag Course Offerings and updating the committee on what the status was on the courses she submitted for a-g approval.. She explained that the department really needs another ag teacher to help expand the offerings of courses the program is able to offer the students, but that we do not think we will be getting one next year. The group agreed we really need to seek board approval for Ag to be their own department. It was discussed to try to get on the board agenda in May.

Audrey Westbrook asked for input on the sample by-laws/functions that she had presented at the last meeting. Forrest brought his input and a new printed copy of his changes. Members discussed and agreed that his changes were the best fit and it was voted on that these be presented to the board for approval.

John Akin informed the committee that Gary Colburn had asked to be the President/chairman. Justin Matthews made a motion to make G. Colburn President/chairman, Don Mason seconded. Justin Matthews made a motion to make Forrest Jones vice chair, Don Mason seconded. John Akin made a motion to make Audrey Westbrook secretary, Justin Matthews seconded.

Fundraisers were discussed and it was decided that Justin Matthews and Gary Colburn would help with Deep Pit or BBQ at football games.

Organizing an Ag Boosters group was discussed and Justin Matthews expressed interest.

Meeting was adjourned at 6:57pm by John Akin.

# **17. Advisory Committee**

## **Constitution & By-Laws**

**Farmersville High School**  
**Agriculture Advisory Committee**  
**By-Laws**

**1) Committee Operation**

- a. Meetings will be held quarterly at the board members discretion, typically on the first thursday of the quarter at 6 p.m. Adjusted times to be set two weeks prior.
- b. At least four (4) meetings will be held annually additional meetings to be determined by the needs of the Farmersville High School Agriculture Department.
- c. The agenda for the meeting will be developed by the department and approved by the board.
- d. Meeting sessions should be held to 2 hours unless circumstances warrant extension.
- e. Open discussion to foster consensus and understanding will be the prevailing procedure at general meetings.
- f. Parliamentary procedure, as defined by the 'Roberts Rule of Order' will be used when any formal voting is needed, or when a more formal setting is deemed necessary by the chair.
- g. A quorum will consist of a simple majority of the appointed board members.
- h. Meeting minutes will be recorded for each meeting. They will be distributed to and approved by the board prior to release. All minutes, unless in closed session, will be approved and distributed no later than 30 days from the meeting.

**2) Subcommittees**

- a. Standing subcommittees can be established as advisory or leadership components as needed. Typical committees will be of two or more members. Any suggestions will be presented to the quorum of the board in session for vote on any needed decision. Subcommittees will abide by the decisions of the board as a whole.

**3) Officers**

- a. Officers will be elected from the group at the first meeting after the commencement of the school year.
- b. Officers will include a chair, vice-chair, and secretary. Needed officers can be chosen for limited time periods as needed.
- c. Officers will serve a single year term and can be re-elected to the same position up to 3 years with no break. A term as a general board member or other officer position of 1 year will be needed after any three years of service as an officer of the board.

**4) Member Responsibilities**

- a. Each member is expected to attend a majority of meetings and participate in committee activities.
- b. Each member will contribute and be informed on topics of the committee.

**Farmersville High School**  
**Ag Advisory Committee**  
**Functions and Duties**

- 1) Help to determine and direct type and approach of Agriculture Education program offered.
- 2) Assist the faculty in finding suitable learning and working locations (i.e. Internships, work study programs, cooperative learning opportunities, etc) in Agriculture and Related industries.
- 3) Help faculty establish a “Learn by doing” curriculum based around choices made from a holistic approach to Agriculture that looks at all options and determines steps that meet goals, regardless of popularity.
- 4) Help the faculty and industry associates attract capable students into the agriculture program.
- 5) Help in specifically recruiting and providing opportunities for special-needs individuals.
- 6) Help provide guidelines and evaluate the effectiveness of the Agriculture program. These should be developed with the school board, and other vested groups.
- 7) Currently, the function of gaining support for legislation and appropriations beyond the district level will be outside the scope of this committee and the committee will rely on the school board and other elected political members to pursue needed items. If needed, the advisory committee would act as a sounding board or resource for these other groups.
- 8) Continue to assist faculty in development of a list of individuals who can act as judges or speakers for class and non-class activities.
- 9) Help in directing faculty to obtain sponsors for any number of items. This will be secondary to assisting to build a self-funding and sustaining program.
- 10) Continue to assist faculty in the development of a sustainable Agriculture program that understands the needs and desires of many different groups and businesses associated or affected by Agriculture today.
- 11) Assist faculty in having industry determine needed skill development and other items needed for entry into different sectors of Agriculture, including but not limited to technical and professional skills.
- 12) When appropriate, serve as a resource person to the faculty. This can take many forms, including visiting work sites, participating in classroom and other activities etc.
- 13) Study and make recommendations for the school board as requested.
- 14) Provide the faculty with technical assistance and connections to keep them aware of new developments in the Agriculture industry.
- 15) Serve as speakers to support the faculty, at the faculties request in any number of situations.
- 16) Identify industry leaders to help determine current standards for new equipment.
- 17) Change and modify by-laws and functions and duties as needed by majority board vote.
- 18) Expand board when deemed necessary.

**FHS Agriculture Department**  
**Advisory Board Committee Roster**

**Gary Colburn-(Committee Chair)**

3651 W. Sunnyview Ave. Visalia, CA 93391  
559-679-6632  
G.colburn10@gmail.com

**Don Mason-**

1376 N. Farmersville Blvd. Farmersville, CA 93223  
559-747-0223

**Tina Gonzalez-**

398 W. Walnut Ave. Apt. 12 Farmersville, CA 93223  
559-799-7677  
christine.gonzalez@century21.com

**Justin Matthews-**

3837 E. Villoy Ct. Visalia, CA 93292  
559-816-2954  
Buckkensington@yahoo.com

**Alex Reyes-**

559-679-9642  
79JReyes@gmail.com

**Forrest Jones-**

559-786-4405  
forrestpjones@yahoo.com

# 18. Proficiency Standards

Farmersville High School  
Agriculture Department  
Course Completion Standards

**Agriculture Biology**

\_\_\_\_\_ has completed the course of study and practice in Agriculture Biology and has attained the following competency levels as certified by the instructor.

**(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent**

Areas of Competency

- |  |  |
|--|--|
| <input type="checkbox"/> Cell Structure                | <input type="checkbox"/> Base Pairing Rule         |
| <input type="checkbox"/> Cell Function                 | <input type="checkbox"/> Biodiversity & Ecosystems |
| <input type="checkbox"/> Enzymes                       | <input type="checkbox"/> Ecological Populations    |
| <input type="checkbox"/> Prokaryotic cells             | <input type="checkbox"/> The Carbon Cycle          |
| <input type="checkbox"/> Eukaryotic Cells              | <input type="checkbox"/> Energy Pyramids           |
| <input type="checkbox"/> Viruses                       | <input type="checkbox"/> Natural Selection         |
| <input type="checkbox"/> Bacteria                      | <input type="checkbox"/> Genetic Drift             |
| <input type="checkbox"/> Transcription                 | <input type="checkbox"/> Geographic Isolation      |
| <input type="checkbox"/> Translation                   | <input type="checkbox"/> Major Organ Systems       |
| <input type="checkbox"/> DNA                           | <input type="checkbox"/> Neurons                   |
| <input type="checkbox"/> RNA                           | <input type="checkbox"/> Nonspecific Defenses      |
| <input type="checkbox"/> Photosynthesis                | <input type="checkbox"/> AIDS                      |
| <input type="checkbox"/> Respiration                   | <input type="checkbox"/> Investigation             |
| <input type="checkbox"/> Mitosis                       | <input type="checkbox"/> Experimentation           |
| <input type="checkbox"/> Chromosomes                   | <input type="checkbox"/> FFA                       |
| <input type="checkbox"/> Genetic Mutations & Variation | <input type="checkbox"/> SAE                       |
| <input type="checkbox"/> Phenotype vs. Genotype        |  |
| <input type="checkbox"/> Mendel's Law                  |  |

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date



Farmersville High School  
Agriculture Department  
Course Completion Standards

**Animal Science**

\_\_\_\_\_ has completed the course of study and practice in Animal Science and has attained the following competency levels as certified by the instructor.

**(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent**

Areas of Competency

- \_\_\_ Basic Animal Science
- \_\_\_ Anatomy/Physiology of Livestock
- \_\_\_ Livestock Breeding and Genetics
- \_\_\_ Handling Livestock
- \_\_\_ Livestock Nutrition and Feeds
- \_\_\_ Animal Health
- \_\_\_ Beef Cattle
- \_\_\_ Swine
- \_\_\_ Sheep
- \_\_\_ Goats
- \_\_\_ Poultry
- \_\_\_ Animal Husbandry
- \_\_\_ Livestock Evaluation and Selection
- \_\_\_ Livestock Products and By-Products
- \_\_\_ Experimentation
- \_\_\_ Specialty Animals
- \_\_\_ FFA
- \_\_\_ SAE

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

Farmersville High School  
Agriculture Department  
Course Completion Standards  
**Floral Design**

\_\_\_\_\_ has completed the course of study and practice in floral design and has attained the following competency levels as certified by the instructor.

**(n/a) not applicable , (o) does not meet basic standards, (1) basic, (2) good, (3) excellent**

**Areas of competency**

- \_\_\_\_\_ Floral Tool ID & Safety
- \_\_\_\_\_ Flower Identification
- \_\_\_\_\_ Cut Flower and Foliage Handling
- \_\_\_\_\_ Wiring Technique
- \_\_\_\_\_ Taping Technique
- \_\_\_\_\_ Corsage Construction
- \_\_\_\_\_ Boutonniere Construction
- \_\_\_\_\_ Vase Arrangement
- \_\_\_\_\_ Centerpiece Construction
- \_\_\_\_\_ Wreath Construction
- \_\_\_\_\_ Pricing & Marketing
- \_\_\_\_\_ Wedding Planning
- \_\_\_\_\_ Holiday & Seasonal Planning
- \_\_\_\_\_ Silk Floral Design
- \_\_\_\_\_ Floral Design History
- \_\_\_\_\_ Flower & Foliage production
- \_\_\_\_\_ Judging Flowers
- \_\_\_\_\_ Judging Foliage & House Plants

- \_\_\_\_\_ Portfolio Write Ups
- \_\_\_\_\_ Color & Color Schemes
- \_\_\_\_\_ Line
- \_\_\_\_\_ Shape & Form
- \_\_\_\_\_ Space and Depth
- \_\_\_\_\_ Texture
- \_\_\_\_\_ Harmony and Unity
- \_\_\_\_\_ Balance
- \_\_\_\_\_ Scale & proportion
- \_\_\_\_\_ Focal Point
- \_\_\_\_\_ Rhythm
- \_\_\_\_\_ Wholesale Flower Industry
- \_\_\_\_\_ Retail Flower Industry
- \_\_\_\_\_ Career In Floral Design
- \_\_\_\_\_ California Flowers
- \_\_\_\_\_ Public Speaking & presentation

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

# 19. Credentials

COLLAR, AUDREY > Document:

**New Search**

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission cont:

**Last Name:** COLLAR  
**First Name:** AUDREY  
**Middle Name:** JEAN

**Last Known County of Employment:** TULARE COUNTY OFFICE OF EDUCATION

Note: Please verify County of Employment is current  
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Adverse and Commission Actions Indicator:**

**Current Document** | [All Documents](#) | [Adverse and Commission Actions](#)

◀ 1 - 4 of 4 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 140146991	Single Subject Teaching Credential	Clear	Valid	7/1/2014	8/1/2019	6/25/2012		
> 120560854	Single Subject Teaching Credential	Preliminary	Valid	6/25/2012	7/1/2017	6/25/2012		
> 120560752	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/25/2012	7/1/2017			
> 110063139	Certificate of Clearance		Valid	4/7/2011	5/1/2016			

**Authorization/Subjects**

◀ 1 - 3 of 3 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SBSX	Science: Biological Sciences (Examination)	MAJ	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

◀ No Records ▶

AKIN, JOHN > Document:

**New Search** Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission cont

**Last Name:** AKIN **Last Known County of Employment:** Note: Please verify County of Employment is current  
**First Name:** JOHN **Adverse and Commission Actions Indicator:** If flag displayed, click the Adverse and Commission Actions  
**Middle Name:** EDWIN tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Current Document** | [All Documents](#) | [Adverse and Commission Actions](#)

◀ 1 - 3 of 3 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 130089486	Career Technical Education Teaching Credential	Clear	Valid	4/1/2013	5/1/2018	3/4/2010		
> 110097583	Single Subject Teaching Credential	Clear	Valid	7/1/2011	7/1/2016	6/6/2001		
> 070273110	Crosscultural, Language and Academic Development Certificate	Clear	Valid	4/30/2007		4/30/2007		

**Authorization/Subjects**

◀ 1 - 2 of 2 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R4T	This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.	ANR	Agriculture and Natural Resources	MAJ	
S17C	This document authorizes the holder to provide services to English learners in specially designed content instruction delivered in English in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirer

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

**Employment Restrictions**

◀ No Records ▶

# 20. Chapter Activities

## Calendar

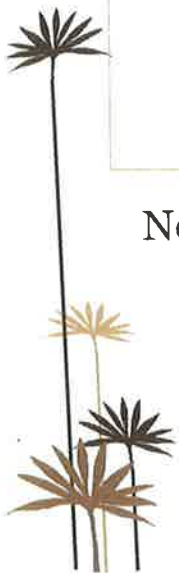
# August

# 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13 First Day of School!	14	15 SJR Boot Camp	16 session 1 session 2
17 session two	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Notes:





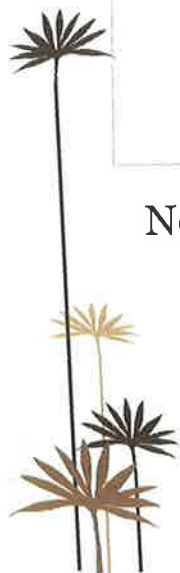
# September

# 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 No School	2	3 FHS Back 2 School night	4	5	6
7 Tulare County Fair	8	9	10	11	12	13 TCF - Jr. Livestock Auction
14	15	16	17	18 Sequoia Sectional Activity - Adventure Park 4:30 PM	19	20
21	22	23	24	25 National Teach Ag Day!	26 TK/SEQ. COLC- Scicon	27
28	29 Strathmore O/C-5pm  Homecoming Week	30	1	2	3	4
5	6	7	8	9	10	11

Notes:



# October

# 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29 Homecoming Week	30	1 FHS FFA Chapter Mtg. - Dodgeball	2	3	4
5	6	7 GHC-Visalia	8 Tulare O/C-5pm	9	10 FHS FFA Football Concessions	11
12	13	14 Regional Supervisor Visit-1pm	15	16	17	18
19	20	21	22 Sequoia Sectional Activity-Corn Maze 4:30 PM	23	24	25
26	27	28	29 Ag Advisory Board Mtg 6pm	30	31 HALLOWEEN! FHS FFA Football Concessions	1
2	3	4	5	6	7	8

Notes:



# November

# 2014



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10 Veterans Day – No School	11 Sequoia Section FFA Community Service Event  No School	12	13	14 San Joaquin Region Road Show/CATA mtg @Tenaya Lodge	15
16	17 CA State FFA Officers Visit	18	19 New Professionals @Picadilly Inn, Fresno	20	21 Minimum Day	22
23	24 No School	25 No School	26 No School	27 Thanksgiving No School	28 No School	29
30	1	2	3	4	5	6

Notes:

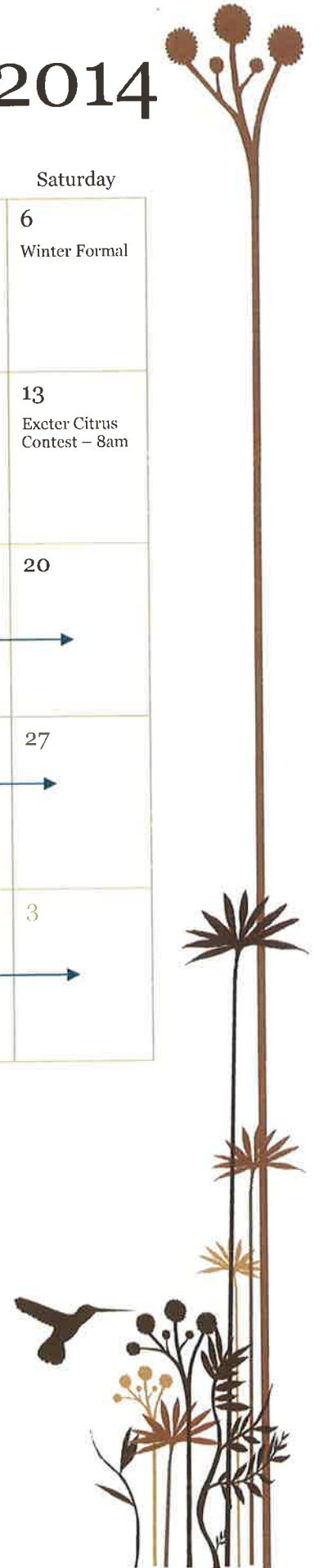


# December

# 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3	4	5	6 Winter Formal
7	8	9	10 Ag Advisory Board Mtg. 6pm	11	12	13 Excter Citrus Contest - 8am
14	15	16	17	18 FINALS →	19 Minimum Day Holiday Break Begins →	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Notes:



# January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Winter Break New Year's Day	2	3
4 Winter Break	5	6	7	8	9	10 Fowler Vine Pruning 9am
11	12 Staff Development - No School	13 Spring Semester Begins	14	15	16	17 Dinuba Vine Pruning 8am
18	19 Martin Luther King, Jr. Day - No School	20	21	22	23 SJR FFA Officer Apps Due Sequoia Manuscripts Due	24 Hanford Citrus 8am
25	26	27	28	29	30	31 Tulare Citrus 8am

# February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Groundhog Day	3 Sequoia Speaking Contests-Tulare	4 Ag Advisory Board Mtg. 6pm	5 Seq/TK Record Book Scoring-Mt. Whitney 5pm	6	7 Winter State Finals-Fresno State
8	9 No School	10 World Ag Expo	11	12 Lincoln's Birthday	13 MFE/ALA-Visalia	14 St. Valentine's Day
15	16 President's Day No School	17	18 Ash Wednesday	19 Chinese New Year	20	21
22	23	24 SEQ/TK BIG/COOP-COS 5pm	25 Sequoia FFA - Dodgeball Activity PHS Collegial Day	26	27	28 SJR FFA/CATA Mtg-TBD

# March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Purim	5	6	7 -Western Dairy Classic -UC Davis Field Day -West Hills College Spring Field Day
8 Daylight Savings Begins	9	10 <i>Ag Advisory Mtg.</i>	11	12	13	14 Chico State Field Day
15	16	17 St. Patrick's Day	18	19	20 Spring Begins	21 -Merced College Field Day -Dinuba Vet Sci Contest
22	23	24	25	26	27 SJR Speaking-COS Speaking Contests Minimum Day	28 -MJC Field Day
29 Palm Sunday	30 Spring Break	31				

# April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 April Fool's Day Spring Break	2	3 Passover	4
5 Easter Sunday	6	7	8 Ag Advisory Board Mtg. 6pm	9 Sequoia State Degree Banquet - Ag Expo Sequoia Officer Apps Due	10	11 Cal Poly Pomona FD Reedley College FD
12	13	14	15 Open House	16	17	18 Fresno State Field Day FFA State Conference
19 FFA State Conference	20	21	22 Earth Day	23	24	25 Madera Floral 8am Hanford Field Day
26	27	28 Sequoia FFA Activity McDermott Field House - 4:30pm	29	30 Sequoia Officer Interviews- Farmersville HS 4:30pm		



# May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 May Day	2 State Finals Cal Poly
3	4 Sequoia CATA Planning Mtg - Visalia 5pm	5 Cinco de Mayo	6 Sequoia Officer Elections - 5pm FFA Banquet	7	8	9
10 Mother's Day	11	12	13	14	15 Minimum Day Prom	16 Armed Forces Day
17	18 Victoria Day	19	20 Collegial Day	21	22 8 <sup>th</sup> Grade Invasion	23
24	25 Memorial Day No School	26	27 Senior Scholarship Night	28	29	30
	31					

# June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 Last day of School Graduation!	6
7	8	9	10	11	12	13
14 Flag Day	15	16	17	18	19	20
21 Father's Day Summer Begins	22	23	24	25	26	27
28	29	30				

# **21. Professional Growth & Development Activities**

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**      School Year 2014-15      School Farmersville      -

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	John Akin	Audrey Collar		
Fall Region Meeting	X	X		
Region In-service Day	X	X		
Spring Region Meeting	X	X		
Section In-service*	X	X		
Section In-service*	X	X		
Section In-service*	X	X		
Section In-service*				
Summer Conference	X	X		
University AgEd Skills Week				
Professional Development **		X		

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 CUE conference
- 2 New Professionals Conference
- 3 Illuminate Training
- 4
- 5

## 22. R-2 Report

**R2 Teacher Information  
Farmersville HS, Farmersville  
Year: 2014**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Akin	John		Male	White	5	Other	71501	8520	2489	0	N
Audrey	Westbrook	J	Female	White	3	Agriculture Specialist	53332	8520	2489	0	Y

Akin, John					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	General Horticulture	14	O.H./Floral
1	2	8:58	Intro to Ag Science	23	Agriscience I
1	3	10:09	General Horticulture	20	O.H./Floral
1	4	11:02	Intro to Ag Science	23	Agriscience I
1	5	11:55	Prep	0	Prep
1	6	1:18	Intro to Ag Science	26	Agriscience I
1	7	2:10	Intro to Ag Science	28	Agriscience I

Audrey, Westbrook					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Biology	28	Ag Biology
1	2	8:58	Floral Design	17	O.H./Floral
1	3	10:05	Prep	0	Prep
1	4	10:57	SAE Prep	0	SAE
1	5	11:55	Ag Biology	28	Ag Biology
1	6	1:18	Animal Science	14	Animal Science
1	7	2:10	Ag Biology	28	Ag Biology

Select a school:  
**Data for Year: 2014-2015****School:**

# CA0415 Farmersville  
 Farmersville HS  
 631 E. Walnut Ave.  
 Farmersville, CA 93223  
[Get Map](#)  
[Web Site](#)

**Teachers: 2****Courses Offered:**

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Agriscience I	Intro to Ag Science	28	Not Entered	
Agriscience I	Intro to Ag Science	26	Not Entered	
Agriscience I	Intro to Ag Science	23	Not Entered	
Agriscience I	Intro to Ag Science	23	Not Entered	
Animal Science	Animal Science	14	Other	
O.H./Floral	Floral Design	17	Fine Arts	
O.H./Floral	General Horticulture	20	Not Entered	
O.H./Floral	General Horticulture	14	Not Entered	
	TOTAL	249		
	Average Class Size	22.6		

**FFA Students by Pathway:**

<u>Pathway</u>	<u>Count</u>
Ag Mech.	2
Agriscience	253
O.H.	34
	289

**FFA Students by Grade Level:**

<u>Grade Level</u>	<u>Count</u>
9	83
10	97
11	53
12	49
13	6
14	1
Total	289

**FFA Students by Years in Ag:**

<u>Years in Ag</u>	<u>Count</u>
1	137
2	104
3	25
4	18
5	5
Total	289
Average Years	1.8

**Freshman Persistence:**

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	23	36%
2	18	28%
3	6	9%
4	17	27%
Freshman Cohort Students	64	
Average Years Completed	2.3	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Congressional District 22  
 Assembly District 26  
 State Senate District 14  
 County Tulare  
 County-District-School Code 54753255430210

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Site developed and maintained by the California FFA Association.



## 23. Travel Request

**FARMERSVILLE UNIFIED SCHOOL DISTRICT  
FIELD TRIP REQUEST FORM**

- District Bus** (Request must be submitted 2 weeks prior to departure date)
- Charter Bus** (Request must be submitted 3 months prior to departure date)
- 1 Van** (Request must be submitted 2 weeks prior to departure date)
- 2 Vans** (Request must be submitted 2 weeks prior to departure date)

All stops must be included on this request (i.e., lunch, dinner). Please make prior arrangements, if possible. The driver does not have the authority to change a route.

Purpose of Trip: Chapter Officer Leadership Conference - FFA COLC

Specific Destination/s: SCICON - 41569 Bear Creek Dr, Springville, CA 93265

Lunch  Dinner Time: \_\_\_\_\_ City/Place Springville, CA

Date(s) of Trip: Sept. 26-27, 2014

Departure Time: 9/26/14 2:30pm Return Time: 9/27/14 4:00pm

Person/s in Charge: Audrey Westbrook Cell Phone # 559-904-6797

Number of Students: 10 Number of Adults: 2 Total: 12

**CHECK PERTINENT POINTS:**


**School Site:**  Hester  Snowden  Freedom Elementary  Jr. High  High School  Deep Creek

- Cafeteria notified
- One day, school day
- One day, non-school day (Accident insurance necessary)
- Overnight trip of 1 nights (Board approval required & accident insurance necessary)\*
- Out-of-State trip (Board approval required & accident insurance necessary)\*
- Trip to Foreign Country (Board approval required & accident insurance necessary)\*

*I have read and will abide by the board policy and administrative rules pertaining to field trips.*

Person in Charge:  Date 8/14/14

Approved by:  
Director of M.O.T. \_\_\_\_\_ Date \_\_\_\_\_

Principal:  Date 8/18/14  
Board of Trustees (if necessary): \_\_\_\_\_

\_\_\_\_\_  
Clerk/Secretary Date of Meeting

\* Submit to Board one month prior to date of trip  
Account # 010-70100-0-11302-10000-57103-005-05

White - MOT Director                      Canary - Business Office                      Pink - Teacher

# 24. CATA Membership Card

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION



Date: 11/19/14 Receipt Number: 14-367  
Name: WestDork Anderson Last First Middle Initial  
Region: SJ Section:

Purchase Order No: \_\_\_\_\_  Conference Fee: \_\_\_\_\_  
 MasterCard/VISA No: \_\_\_\_\_  Dues 1400 Card No: 6020  
Expiration Date: \_\_\_\_\_  Other \_\_\_\_\_  
 Check Number: 228 Gross Received ..... \$ \_\_\_\_\_  
 Cash Refund ..... \$ \_\_\_\_\_  
Signed: Dury NET RECEIVED ..... \$ 140.00

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION  
*Dury*  
SERVING AGRICULTURE BY TEACHING  
2014/2015 ACTIVE MEMBER

# 25. Administrative Reports

To: Lisa Whitworth

From: Audrey Westbrook, Agriculture Teacher

Subject: Professional Development Report, CUE Conference Palm Springs

Date: 3/25/15

CC: Ofelia Ceja-Lariviere, Superintendent

Lisa,

I would like to begin by thanking you for approving my travel request to attend the CUE Conference in Palm Springs on March 19-21. I attended presentations, listened to guest speakers, and visited the exhibit hall where I got to see and try out cutting edge technology and products I hope to in the near future bring into my classroom. I wanted to briefly share with you the wonderful experiences I had while there.

Registration began at 8am Thursday March 19 followed at 9am by the rotation of presentations from industry professionals. The first session entitled "Remixing the Do Now and Exit Slip in a 1:1 Classroom" taught me about how to maximize student learning during the first and last five minutes of class in a 1:1 classroom. The session included lots of tips and tricks to using technology for quick assessments.

Some other sessions I attended that were my favorite include: "30 free Microsoft Tools in 60 minutes", "Collaboration via Pinboards: Using Pinterest in Education", and "QRazy codes". In the Microsoft session I learned about 30 free tools Microsoft offers to help educators. Almost all I realized instantly would fit perfectly in my classes. In the Pinterest session I learned about how to not reinvent the wheel and share ideas with others, as well as borrow ideas. As a newer teacher this really resonated with me. Finally in the QR code session I learned about QR codes and how they can be integrated into education and I thought of multiple ways to use them for SAE projects, and in FFA.

I truly appreciate the opportunity to meet with these national symposium presenters and listen to the amazing and awe-inspiring presenters. I took notes and pictures and hope to bring back many of the skills I learned and ideas I got while there to Farmersville High School so I can help bring all of our staff up to date on these practices. Thank you again for the opportunity to attend this conference.

Sincerely,

Audrey Westbrook

# 26. Five-Year Acquisition List

**Farmersville High School  
Agriculture Department  
Five Year Plan**

**Year 1: 2015-2016**

1. Buy lab equipment for Floral and Animal Science classes.
2. Start permanent structure for Market/Farm Animals.
3. Purchase air stopper for under greenhouse door.
4. Get new wheelbarrows.
5. Build cool pad cover.
6. Purchase more trash cans
7. Build/Buy a storage facility for all plant pots and accessories

**Year 2: 2016-2017**

1. Add on to permanent structure for Market/Farm Animals
2. Add a practice show ring and wash rack for market animals
3. New Computer in the greenhouse
4. Update rabbit cages and purchase meat breeds for production
5. Build/Enhance brooding facility

**Year 3: 2017-2018**

1. Purchase/build storage area for truck, tractor, trailer and supplies
2. Build feed bunks
3. Replace half of Horticulture equipment as needed
4. Purchase fertilizer injector and lighting for greenhouse
5. Install security cameras around the farm
6. Install outdoor lighting systems

**Year 4: 2018-2019**

1. Replace textbooks as needed
  2. Replace cool pads
  3. Build Hay Barn
  4. Repair/Replace any hydroponics system damages
  5. Repair/Replace any damaged feeders or Animal Science type equipment
  6. Pave road to facilities and gravel high traffic areas

**Year 5: 2019-2020**

1. Add/replace lab equipment
2. Add additional Market Animal pens
3. Add breeding animals to the Farm
4. Start building another hydroponics system
5. Build an area for Ag Mech/Construction
6. Repair/Replace fencing and facilities
7. Evaluate truck, trailer, and other equipment for part replacements or maintenance



# 27. Operating Budget

**BUDGET REPORT**

BDG113 5/26/2015 P 1 of 2

F.Y. 2015

11:14:37AM

FROM: 7/1/2014 TO 6/30/2015

*Ag Incentive \$*

Fund: 010 - General Fund

FD RE PY GO FN OB SI MG	Working	Current	Year To Date	%	Encumbered	UNENCUMBERED			
						Balance	%		
<b>All Other State Revenue</b>									
010-70100-0-00000-00000-85900-000-00	14,842.00	14,842.00	14,842.00	100.00	0.00	0.00	0.00	0.00	
010-70100-0-00000-00000-85900-005-64	1,904.00	1,903.96	1,903.96	100.00	0.00	0.04	0.00	0.00	
TOTAL: 85900	16,746.00	16,745.96	16,745.96	100.00	0.00	0.04	0.00	0.00	
TOTAL: 80000	16,746.00	16,745.96	16,745.96	100.00	0.00	0.04	0.00	0.00	
<b>TOTAL INCOME:</b>								0.04	0.00
<b>Materials and Supplies</b>									
010-70100-0-38002-10000-43000-005-05	13,405.00	10,613.10	10,613.10	79.20	2,791.54	0.36	0.00	0.00	
TOTAL: 43000	13,405.00	10,613.10	10,613.10	79.17	2,791.54	0.36	0.00	0.00	
TOTAL: 40000	13,405.00	10,613.10	10,613.10	79.17	2,791.54	0.36	0.00	0.00	
<b>Travel and Conferences</b>									
010-70100-0-38002-10000-52000-005-05	2,412.00	2,411.59	2,411.59	100.00	0.00	0.41	0.02	0.02	
TOTAL: 52000	2,412.00	2,411.59	2,411.59	99.98	0.00	0.41	0.02	0.02	
<b>Transfers of Direct Costs - Transportation</b>									
010-70100-0-38002-10000-57103-005-05	429.00	428.19	428.19	99.80	0.00	0.81	0.19	0.19	
TOTAL: 57103	429.00	428.19	428.19	99.81	0.00	0.81	0.19	0.19	
<b>Professional/Consulting Services and Operating Expenditures</b>									
010-70100-0-38002-10000-58000-005-05	500.00	500.00	500.00	100.00	0.00	0.00	0.00	0.00	
TOTAL: 58000	500.00	500.00	500.00	100.00	0.00	0.00	0.00	0.00	
TOTAL: 50000	3,341.00	3,339.78	3,339.78	99.96	0.00	1.22	0.04	0.04	
<b>TOTAL EXPENSES:</b>								1.58	0.01

**BUDGET REPORT**

BDG113 5/26/2015 P: 2 of 2

F.Y. 2015

11:14:37AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

UNENCUMBERED

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%
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**SUMMARY FOR 010 - GENERAL FUND**

								16,746.00	16,745.96	100.00		0.00	0.04	0.00
<b>TOTAL: INCOME</b>								16,746.00	13,952.88	83.32		2,791.54	1.58	0.01
<b>TOTAL: 1000-5000</b>								16,746.00	13,952.88	83.32		2,791.54	1.58	0.01
<b>TOTAL: EXPENSES</b>								16,746.00	13,952.88	83.32		2,791.54	1.58	0.01

**BUDGET REPORT**

BDG113

5/26/2015

P: 1 of 3

*Carl Perkins #*

F.Y. 2015

11:19:18AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

UNENCUMBERED

FD RE PY GO FN OB SI MG	Working	Current	Year To Date	%	Encumbered	Balance	%
<b>All Other Federal Revenue</b>							
010-35500-0-00000-00000-82900-000-00	46,273.00	21,179.51	21,179.51	45.80	0.00	25,093.49	54.23
TOTAL: 82900	46,273.00	21,179.51	21,179.51	45.77	0.00	25,093.49	54.23
TOTAL: 80000	46,273.00	21,179.51	21,179.51	45.77	0.00	25,093.49	54.23
<b>TOTAL INCOME:</b>							
	46,273.00	21,179.51	21,179.51	45.77	0.00	25,093.49	54.23
<b>Certificated Teachers` Salaries</b>							
010-35500-0-38002-41000-11000-005-05	2,440.00	2,240.10	2,240.10	91.80	0.00	199.90	8.19
TOTAL: 11000	2,440.00	2,240.10	2,240.10	91.81	0.00	199.90	8.19
TOTAL: 10000	2,440.00	2,240.10	2,240.10	91.81	0.00	199.90	8.19
<b>State Teachers` Retirement System, certificated positions</b>							
010-35500-0-38002-41000-31010-005-05	201.00	198.90	198.90	99.00	0.00	2.10	1.04
TOTAL: 31010	201.00	198.90	198.90	98.96	0.00	2.10	1.04
<b>Medicare, Certificated Positions</b>							
010-35500-0-38002-41000-33013-005-05	35.00	32.48	32.48	92.80	0.00	2.52	7.20
TOTAL: 33013	35.00	32.48	32.48	92.80	0.00	2.52	7.20
<b>State Unemployment Insurance, certificated positions</b>							
010-35500-0-38002-41000-35010-005-05	14.00	1.08	1.08	7.70	0.00	12.92	92.29
TOTAL: 35010	14.00	1.08	1.08	7.71	0.00	12.92	92.29
<b>Worker`s Compensation Insurance, certificated positions</b>							
010-35500-0-38002-41000-36010-005-05	65.00	54.27	54.27	83.50	0.00	10.73	16.51
TOTAL: 36010	65.00	54.27	54.27	83.49	0.00	10.73	16.51
<b>OPEB, Allocated, certificated positions</b>							
010-35500-0-38002-41000-37010-005-05	14.00	13.22	13.22	94.40	0.00	0.78	5.57
TOTAL: 37010	14.00	13.22	13.22	94.43	0.00	0.78	5.57
TOTAL: 30000	329.00	299.95	299.95	91.17	0.00	29.05	8.83
<b>Materials and Supplies</b>							
010-35500-0-38000-10000-43000-005-05	5,133.00	5,133.00	5,133.00	100.00	0.00	0.00	0.00
010-35500-0-38001-10000-43000-005-05	1,633.00	1,587.00	1,587.00	97.20	0.00	46.00	2.82
010-35500-0-38003-10000-43000-005-05	4,700.00	4,734.24	4,734.24	100.70	5.91	(40.15)	0.00
010-35500-0-38004-10000-43000-005-05	4,011.00	4,082.50	4,082.50	101.80	16.73	(88.23)	0.00
TOTAL: 43000	15,477.00	15,536.74	15,536.74	100.39	22.64	(82.38)	0.00

**BUDGET REPORT**

BDG113 5/26/2015 P 2 of 3

11:19:18AM

F.Y. 2015

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%
UNENCUMBERED														
<b>Non-Capitalized Equipment</b>														
								8,300.00	8,207.49	8,207.49	98.90	0.00	92.51	1.11
								8,710.00	8,692.23	8,692.23	99.80	0.00	17.77	0.20
								17,010.00	16,899.72	16,899.72	99.35	0.00	110.28	0.65
								<b>TOTAL: 44000</b>						
								32,487.00	32,436.46	32,436.46	99.84	22.64	27.90	0.09
<b>Rentals, Leases, Repairs and Non-Capitalized Improvements</b>														
								590.00	313.84	313.84	53.20	256.16	20.00	3.39
								1,000.00	439.25	439.25	43.90	543.99	16.76	1.68
								1,590.00	753.09	753.09	47.36	800.15	36.76	2.31
								<b>TOTAL: 56000</b>						
								1,590.00	753.09	753.09	47.36	800.15	36.76	2.31
<b>Equipment</b>														
								7,477.00	7,476.07	7,476.07	100.00	0.00	0.93	0.01
								7,477.00	7,476.07	7,476.07	99.99	0.00	0.93	0.01
								7,477.00	7,476.07	7,476.07	99.99	0.00	0.93	0.01
								<b>TOTAL: 64000</b>						
								7,477.00	7,476.07	7,476.07	99.99	0.00	0.93	0.01
<b>Transfers of Indirect Costs</b>														
								1,950.00	0.00	0.00	0.00	0.00	1,950.00	100.00
								1,950.00	0.00	0.00	0.00	0.00	1,950.00	100.00
								1,950.00	0.00	0.00	0.00	0.00	1,950.00	100.00
								<b>TOTAL: 73100</b>						
								1,950.00	0.00	0.00	0.00	0.00	1,950.00	100.00
								<b>TOTAL: 70000</b>						
								46,273.00	43,205.67	43,205.67	93.37	822.79	2,244.54	4.85
								<b>TOTAL EXPENSES:</b>						

**BUDGET REPORT**

BDG113 5/26/2015

P: 3 of 3

F.Y. 2015

11:19:18AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

UNENCUMBERED

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%
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**SUMMARY FOR 010 - GENERAL FUND**

								46,273.00	21,179.51	21,179.51	45.77	0.00	25,093.49	54.23
<b>TOTAL: INCOME</b>								36,846.00	35,729.60	35,729.60	96.97	822.79	293.61	0.80
<b>TOTAL: 1000-5000</b>								44,323.00	43,205.67	43,205.67	97.48	822.79	294.54	0.66
<b>TOTAL: 1000-6000</b>								46,273.00	43,205.67	43,205.67	93.37	822.79	2,244.54	4.85
<b>TOTAL: EXPENSES</b>														

**BUDGET REPORT**

BDG113 5/26/2015 P 1 of 5

F.Y. 2015

11:17:04AM

FROM: 7/1/2014 TO 6/30/2015

TCOVE \$

Fund: 010 - General Fund

										UNENCUMBERED				
FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%
<b>Certificated Teachers` Salaries</b>														
010-00000-0-61113-10000-11000-005-05								10,728.00	9,834.36	9,834.36	91.70	0.00	893.64	8.33
010-00000-0-61120-10000-11000-005-05							8,002.00	7,335.38	7,335.38	7,335.38	91.70	0.00	666.62	8.33
010-00000-0-61134-10000-11000-005-05							6,858.00	6,291.03	6,291.03	6,291.03	91.70	0.00	566.97	8.27
010-00000-0-61147-10000-11000-005-05							9,288.00	8,401.99	8,401.99	8,401.99	90.50	0.00	886.01	9.54
010-00000-0-61154-10000-11000-005-05							10,728.00	9,832.56	9,832.56	9,832.56	91.70	0.00	895.44	8.35
010-00000-0-61155-10000-11000-005-05							6,858.00	6,286.55	6,286.55	6,286.55	91.70	0.00	571.45	8.33
010-00000-0-61160-10000-11000-005-05							22,488.00	20,614.33	20,614.33	20,614.33	91.70	0.00	1,873.67	8.33
010-00000-0-61164-10000-11000-005-05							8,002.00	7,335.46	7,335.46	7,335.46	91.70	0.00	666.54	8.33
							82,952.00	75,931.66	75,931.66	75,931.66	91.54	0.00	7,020.34	8.46
TOTAL: 11000														
<b>Substitute Teachers</b>														
010-00000-0-61113-10000-11002-005-05							179.00	250.05	250.05	250.05	139.70	0.00	(71.05)	0.00
010-00000-0-61120-10000-11002-005-05							179.00	250.07	250.07	250.07	139.70	0.00	(71.07)	0.00
010-00000-0-61134-10000-11002-005-05							179.00	89.30	89.30	89.30	49.90	0.00	89.70	50.11
010-00000-0-61147-10000-11002-005-05							179.00	196.47	196.47	196.47	109.80	0.00	(17.47)	0.00
010-00000-0-61154-10000-11002-005-05							179.00	357.15	357.15	357.15	199.50	0.00	(178.15)	0.00
010-00000-0-61155-10000-11002-005-05							179.00	89.25	89.25	89.25	49.90	0.00	89.75	50.14
010-00000-0-61160-10000-11002-005-05							357.00	357.12	357.12	357.12	100.00	0.00	(0.12)	0.00
010-00000-0-61164-10000-11002-005-05							179.00	160.76	160.76	160.76	89.80	0.00	18.24	10.19
							1,610.00	1,750.17	1,750.17	1,750.17	108.71	0.00	(140.17)	0.00
							84,562.00	77,681.83	77,681.83	77,681.83	91.86	0.00	6,880.17	8.14
TOTAL: 11002														
TOTAL: 10000														
<b>State Teachers` Retirement System, certificated positions</b>														
010-00000-0-61113-10000-31010-005-05							969.00	879.65	879.65	879.65	90.80	0.00	89.35	9.22
010-00000-0-61120-10000-31010-005-05							711.00	657.77	657.77	657.77	92.50	0.00	53.23	7.49
010-00000-0-61134-10000-31010-005-05							625.00	563.43	563.43	563.43	90.10	0.00	61.57	9.85
010-00000-0-61147-10000-31010-005-05							841.00	749.30	749.30	749.30	89.10	0.00	91.70	10.90
010-00000-0-61154-10000-31010-005-05							969.00	881.08	881.08	881.08	90.90	0.00	87.92	9.07
010-00000-0-61155-10000-31010-005-05							625.00	562.98	562.98	562.98	90.10	0.00	62.02	9.92
010-00000-0-61160-10000-31010-005-05							2,029.00	1,830.54	1,830.54	1,830.54	90.20	0.00	198.46	9.78
010-00000-0-61164-10000-31010-005-05							727.00	657.77	657.77	657.77	90.50	0.00	69.23	9.52
							7,496.00	6,782.52	6,782.52	6,782.52	90.48	0.00	713.48	9.52
TOTAL: 31010														
<b>OASDI, Certificated Positions</b>														
010-00000-0-61113-10000-33012-005-05							0.00	11.09	11.09	11.09	0.00	0.00	(11.09)	0.00
010-00000-0-61120-10000-33012-005-05							0.00	5.55	5.55	5.55	0.00	0.00	(5.55)	0.00
010-00000-0-61147-10000-33012-005-05							0.00	9.98	9.98	9.98	0.00	0.00	(9.98)	0.00
010-00000-0-61154-10000-33012-005-05							16.00	16.62	16.62	16.62	103.90	0.00	(0.62)	0.00

**BUDGET REPORT**

11:17:04AM

F.Y. 2015

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%	
UNENCUMBERED															
010-00000-0-61160-10000-33012-005-05								0.00	4.42	4.42	0.00	0.00	(4.42)	0.00	
010-00000-0-61164-10000-33012-005-05								0.00	5.55	5.55	0.00	0.00	(5.55)	0.00	
								16.00	53.21	53.21	332.56	0.00	(37.21)	0.00	
TOTAL: 33012															
Medicare, Certificated Positions															
010-00000-0-61113-10000-33013-005-05								158.00	146.26	146.26	92.60	0.00	11.74	7.43	
010-00000-0-61120-10000-33013-005-05								116.00	110.00	110.00	94.80	0.00	6.00	5.17	
010-00000-0-61134-10000-33013-005-05								102.00	92.54	92.54	90.70	0.00	9.46	9.27	
010-00000-0-61147-10000-33013-005-05								137.00	124.68	124.68	91.00	0.00	12.32	8.99	
010-00000-0-61154-10000-33013-005-05								158.00	147.76	147.76	93.50	0.00	10.24	6.48	
010-00000-0-61155-10000-33013-005-05								102.00	92.44	92.44	90.60	0.00	9.56	9.37	
010-00000-0-61160-10000-33013-005-05								331.00	304.05	304.05	91.90	0.00	26.95	8.14	
010-00000-0-61164-10000-33013-005-05								119.00	108.68	108.68	91.30	0.00	10.32	8.67	
TOTAL: 33013								1,223.00	1,126.41	1,126.41	92.10	0.00	96.59	7.90	
Health & Welfare Benefits, certificated positions															
010-00000-0-61113-10000-34010-005-05								1,931.00	1,768.32	1,768.32	91.60	0.00	162.68	8.42	
010-00000-0-61120-10000-34010-005-05								1,931.00	1,767.38	1,767.38	91.50	0.00	163.62	8.47	
010-00000-0-61134-10000-34010-005-05								1,929.00	1,722.83	1,722.83	89.30	47.00	159.17	8.25	
010-00000-0-61147-10000-34010-005-05								1,929.00	1,722.83	1,722.83	89.30	50.00	156.17	8.10	
010-00000-0-61154-10000-34010-005-05								1,931.00	1,767.99	1,767.99	91.60	0.00	163.01	8.44	
010-00000-0-61155-10000-34010-005-05								1,929.00	1,721.51	1,721.51	89.20	47.00	160.49	8.32	
010-00000-0-61160-10000-34010-005-05								3,860.00	3,444.34	3,444.34	89.20	95.00	320.66	8.31	
010-00000-0-61164-10000-34010-005-05								1,931.00	1,767.45	1,767.45	91.50	0.00	163.55	8.47	
TOTAL: 34010								17,371.00	15,682.65	15,682.65	90.28	239.00	1,449.35	8.34	
State Unemployment Insurance, certificated positions															
010-00000-0-61113-10000-35010-005-05								5.00	5.09	5.09	101.80	0.00	(0.09)	0.00	
010-00000-0-61120-10000-35010-005-05								4.00	3.82	3.82	95.50	0.00	0.18	4.50	
010-00000-0-61134-10000-35010-005-05								4.00	3.18	3.18	79.50	0.00	0.82	20.50	
010-00000-0-61147-10000-35010-005-05								5.00	4.26	4.26	85.20	0.00	0.74	14.80	
010-00000-0-61154-10000-35010-005-05								5.00	5.12	5.12	102.40	0.00	(0.12)	0.00	
010-00000-0-61155-10000-35010-005-05								4.00	3.18	3.18	79.50	0.00	0.82	20.50	
010-00000-0-61160-10000-35010-005-05								11.00	10.46	10.46	95.10	0.00	0.54	4.91	
010-00000-0-61164-10000-35010-005-05								4.00	3.78	3.78	94.50	0.00	0.22	5.50	
TOTAL: 35010								42.00	38.89	38.89	92.60	0.00	3.11	7.40	
Worker's Compensation Insurance, certificated positions															
010-00000-0-61113-10000-36010-005-05								289.00	244.08	244.08	84.50	0.00	44.92	15.54	
010-00000-0-61120-10000-36010-005-05								212.00	183.68	183.68	86.60	0.00	28.32	13.36	
010-00000-0-61164-10000-36010-005-05								186.00	154.49	154.49	83.10	0.00	1.51	16.94	



**BUDGET REPORT**

BDG113

5/26/2015

P- 3 of 5

F.Y. 2015

11:17:04AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%	
UNENCUMBERED															
010-00000-0-61147-10000-36010-005-05								250.00	208.13	208.13	83.30	0.00	41.87	16.75	
010-00000-0-61154-10000-36010-005-05								289.00	246.64	246.64	85.30	0.00	42.36	14.66	
010-00000-0-61155-10000-36010-005-05								186.00	154.38	154.38	83.00	0.00	31.62	17.00	
010-00000-0-61160-10000-36010-005-05								604.00	507.76	507.76	84.10	0.00	96.24	15.93	
010-00000-0-61164-10000-36010-005-05								217.00	181.52	181.52	83.60	0.00	35.48	16.35	
								2,233.00	1,880.68	1,880.68	84.22	0.00	352.32	15.78	
TOTAL: 36010															
OPEB, Allocated, certificated positions															
010-00000-0-61113-10000-37010-005-05								68.00	59.50	59.50	87.50	0.00	8.50	12.50	
010-00000-0-61120-10000-37010-005-05								50.00	44.78	44.78	89.60	0.00	5.22	10.44	
010-00000-0-61134-10000-37010-005-05								44.00	37.60	37.60	85.50	0.00	6.40	14.55	
010-00000-0-61147-10000-37010-005-05								59.00	50.71	50.71	85.90	0.00	8.29	14.05	
010-00000-0-61154-10000-37010-005-05								68.00	60.12	60.12	88.40	0.00	7.88	11.59	
010-00000-0-61155-10000-37010-005-05								44.00	37.63	37.63	85.50	0.00	6.37	14.48	
010-00000-0-61160-10000-37010-005-05								142.00	123.74	123.74	87.10	0.00	18.26	12.86	
010-00000-0-61164-10000-37010-005-05								51.00	44.21	44.21	86.70	0.00	6.79	13.31	
								526.00	458.29	458.29	87.13	0.00	67.71	12.87	
TOTAL: 37010															
OPEB, Active Employees, certificated Positions															
010-00000-0-61113-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
010-00000-0-61120-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
010-00000-0-61134-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
010-00000-0-61147-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
010-00000-0-61154-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
010-00000-0-61155-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
010-00000-0-61160-10000-37510-005-05								125.00	90.20	90.20	72.20	0.00	34.80	27.84	
010-00000-0-61164-10000-37510-005-05								63.00	45.10	45.10	71.60	0.00	17.90	28.41	
								566.00	405.90	405.90	71.71	0.00	160.10	28.29	
TOTAL: 37510															
TOTAL: 30000								29,473.00	26,428.55	26,428.55	89.67	239.00	2,805.45	9.52	
Materials and Supplies															
010-00000-0-61117-10000-43000-005-06								10,073.00	7,842.08	7,842.08	77.90	1,903.20	327.72	3.25	
010-00000-0-61120-10000-43000-005-05								3,115.00	2,995.83	2,995.83	96.20	119.24	(0.07)	0.00	
010-00000-0-61164-10000-43000-005-05								859.00	858.98	858.98	100.00	0.00	0.02	0.00	
								14,047.00	11,696.89	11,696.89	83.27	2,022.44	327.67	2.33	
TOTAL: 43000															
TOTAL: 40000								14,047.00	11,696.89	11,696.89	83.27	2,022.44	327.67	2.33	
Travel and Conferences															
010-00000-0-61117-10000-52000-005-06								2,350.00	2,348.61	2,348.61	99.90	0.00	1.39	0.06	

**BUDGET REPORT**

BDG113 5/26/2015

P 4 of 5

F.Y. 2015

11:17:04AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%	
TOTAL: 52000								2,350.00	2,348.61	2,348.61	99.94	0.00	1.39	0.06	
<b>Dues and Memberships</b>															
010-00000-0-61117-10000-53000-005-06								9.00	8.50	8.50	94.40	0.00	0.50	5.56	
TOTAL: 53000								9.00	8.50	8.50	94.44	0.00	0.50	5.56	
<b>Professional/Consulting Services and Operating Expenditures</b>															
010-00000-0-61117-10000-58000-005-05								533.00	533.00	533.00	100.00	0.00	0.00	0.00	
010-00000-0-61117-10000-58000-005-06								22,000.00	0.00	0.00	0.00	22,000.00	0.00	0.00	
TOTAL: 58000								22,533.00	533.00	533.00	2.37	22,000.00	0.00	0.00	
TOTAL: 50000								24,892.00	2,890.11	2,890.11	11.61	22,000.00	1.89	0.01	
<b>TOTAL EXPENSES:</b>								152,974.00	118,697.38	118,697.38	77.59	24,261.44	10,015.18	6.55	

**BUDGET REPORT**

BDG113

5/26/2015

Page 5 of 5

FY. 2015

11:17:04AM

FROM: 7/1/2014 TO 6/30/2015

UNENCUMBERED

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%
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**SUMMARY FOR 010 - GENERAL FUND**

								0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL: INCOME</b>								152,974.00	118,697.38	118,697.38	77.59	24,261.44	10,015.18	6.55
<b>TOTAL: 1000-5000</b>								152,974.00	118,697.38	118,697.38	77.59	24,261.44	10,015.18	6.55
<b>TOTAL: 1000-6000</b>								152,974.00	118,697.38	118,697.38	77.59	24,261.44	10,015.18	6.55
<b>TOTAL: EXPENSES</b>								152,974.00	118,697.38	118,697.38	77.59	24,261.44	10,015.18	6.55

# General Fund \$

F.Y. 2015

11:15:21AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	UNENCUMBERED		
													Balance	%	
Certificated Teachers' Salaries															
010-00000-0-38002-41000-11000-005-06								10,786.00	2,240.10	2,240.10	20.80	0.00	8,545.90	79.23	
								TOTAL: 11000	2,240.10	2,240.10	20.77	0.00	8,545.90	79.23	
								TOTAL: 10000	2,240.10	2,240.10	20.77	0.00	8,545.90	79.23	
State Teachers' Retirement System, certificated positions															
010-00000-0-38002-41000-31010-005-06								890.00	198.90	198.90	22.30	0.00	691.10	77.65	
								TOTAL: 31010	198.90	198.90	22.35	0.00	691.10	77.65	
Medicare, Certificated Positions															
010-00000-0-38002-41000-33013-005-06								156.00	32.50	32.50	20.80	0.00	123.50	79.17	
								TOTAL: 33013	32.50	32.50	20.83	0.00	123.50	79.17	
State Unemployment Insurance, certificated positions															
010-00000-0-38002-41000-35010-005-06								5.00	1.08	1.08	21.60	0.00	3.92	78.40	
								TOTAL: 35010	1.08	1.08	21.60	0.00	3.92	78.40	
Worker's Compensation Insurance, certificated positions															
010-00000-0-38002-41000-36010-005-06								285.00	54.27	54.27	19.00	0.00	230.73	80.96	
								TOTAL: 36010	54.27	54.27	19.04	0.00	230.73	80.96	
OPEB, Allocated, certificated positions															
010-00000-0-38002-41000-37010-005-06								64.00	13.25	13.25	20.70	0.00	50.75	79.30	
								TOTAL: 37010	13.25	13.25	20.70	0.00	50.75	79.30	
								TOTAL: 30000	300.00	300.00	21.43	0.00	1,100.00	78.57	
Materials and Supplies															
010-00000-0-38002-10000-43000-005-05								7,547.00	7,334.69	7,334.69	97.20	292.50	(80.19)	0.00	
								TOTAL: 43000	7,334.69	7,334.69	97.19	292.50	(80.19)	0.00	
								TOTAL: 40000	7,334.69	7,334.69	97.19	292.50	(80.19)	0.00	
Transfers of Direct Costs - Transportation															
010-00000-0-38002-10000-57103-005-06								56.00	55.21	55.21	98.60	0.00	0.79	1.41	
								TOTAL: 57103	55.21	55.21	98.59	0.00	0.79	1.41	
Professional/Consulting Services and Operating Expenditures															
010-00000-0-38002-10000-58000-005-05								982.00	982.00	982.00	100.00	0.00	0.00	0.00	
								TOTAL: 58000	982.00	982.00	100.00	0.00	0.00	0.00	
								TOTAL: 50000	1,037.21	1,037.21	99.92	0.00	0.79	0.08	

**BUDGET REPORT**

BDG113

5/26/2015

P 2 of 3

F.Y. 2015

11:15:21AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	MG	Working	Current	Year To Date	%	Encumbered	Balance	%	
UNENCUMBERED															
								20,771.00	10,912.00	10,912.00	52.53	292.50	9,566.50	46.06	
<b>TOTAL EXPENSES:</b>															

**BUDGET REPORT**

BDG113

5/26/2015

P 3 of 3

F.Y. 2015

11:15:21AM

FROM: 7/1/2014 TO 6/30/2015

Fund: 010 - General Fund

UNENCUMBERED

FD RE PY GO FN OB SI MG Working Current Year To Date % Encumbered Balance %

**SUMMARY FOR 010 - GENERAL FUND**

	Working	Current	Year To Date	%	Encumbered	Balance	%
<b>TOTAL: INCOME</b>		0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL: 1000-5000</b>	20,771.00	10,912.00	10,912.00	52.53	292.50	9,566.50	46.06
<b>TOTAL: 1000-6000</b>	20,771.00	10,912.00	10,912.00	52.53	292.50	9,566.50	46.06
<b>TOTAL: EXPENSES</b>	20,771.00	10,912.00	10,912.00	52.53	292.50	9,566.50	46.06

# 28. District & Department Budget Process

### **District/Department Budget Process:**

The Farmersville High School Agriculture Department operating budget is set at the beginning of each fiscal year and is controlled by the CFO at the District Office, the Vocational Education Coordinator, and myself. I submit all necessary paperwork to apply for the Carl Perkins and Ag Incentive grants. I maintain a report of expenditures, submit all purchase requisitions, and am charged with making sure all monies are spent like we originally planned at the beginning of the year. Unfortunately before this year there had been some unplanned staffing changes and the administration of the Agriculture program's budget had suffered. This year I established budgets, and got all record keeping up to standards and put the Agriculture program back to the high level of administration it required.

For District and Department budgeting, a large portion of our budget goes to consumable materials and supplies, including feed for our working farm, but we also have monies set aside for other projects. In order to purchase something we must first have a Purchase Order. Purchase Orders are converted from the Purchase Requisitions I put in on the district website. My Purchase Requisitions must first be approved by the principal and then by the district before they can be converted to a P.O. If it is denied because of an incorrect budget line or any other reason the Purchase requisition is sent back to me as the submitting teacher.

When I first started dealing with our budget at the beginning of this year I realized I knew very little about the actual workings of dealing with money within the school system. I also didn't seem to know much about the money we receive for Perkins and Ag Incentive Grant. Now I realize how much work it is to manage the money properly and ensure funds are used properly.



# **29. Department Chair Duties**

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

*Department  
Chair  
Responsibilities*

**Category: Departmental/Program Responsibilities**

<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Department Head	X	
Develop & Update Program of Activities	X	
Present POA to Board of Trustees	X	
Coordinate FFA Activities/Student Attendance with Registrar	X	
Develop Ag. Advisory Committee	X	X
Schedule Ag. Advisory Committee Meetings	X	X
Type Agenda for Ag. Advisory Committee Meetings	X	
Hold Ag. Advisory Committee Meetings (3 per yr. Min)	X	X
CATA Conference Registration	X	
Apply for and Monitor Grants (Ag. Incentive and Perkins)	X	
Work with Finance Office on Claim of Expenditures of Ag. Incentive and Perkins	X	
Complete all Purchase Requisitions	X	
Receive/Track/Deposit Money for all Activities and Departments	X	
Align Curriculum with State Standards	X	X
Assess Curricular needs in Advanced cluster areas to meet the needs of the community	X	X
Expand curriculum and course offerings to meet more UC/CSU Entrance requirements	X	
Develop recruitment flyers for program	X	
Develop Program Completion Standards for Advanced cluster areas	X	
Develop program completion certificates	X	
Conduct field trips to enhance advanced cluster areas	X	X
Coordinate Guest Speakers for classroom presentations	X	X
Order Educational Supplies	X	
Meet with regional supervisor for program review	X	X
Conduct program review with advisory committee annually	X	X
Update and register new members on the State FFA roster	X	
Revise and Send in the required R-2 annually	X	
Submit the 5 yr. facility and equipment acquisition schedule	X	
Maintain graduate follow up system to enter data for AIG	X	
Maintain Description of facilities and major equipment	X	
Maintain Department Inventory	X	
Complete all transportation requests for student leadership and field trips; coordinate with head of transportation	X	
Attend CATA sectional, regional, and state professional development activities	X	X
Attend IEP/SS meetings	X	X
Attend School and District Staff Development Meetings	X	X
Purchase and Maintenance of power equipment tools	X	X

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Visit feeder schools with students for program recruitment	X	X
Articulate Courses with local community colleges	X	
<b>Category: School Farm/Facility</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Farm Manager		X
Oversee maintenance of school farm, fences, water system, and other equipment	X	X
Oversee development and maintenance of greenhouse		X
Oversee maintenance of School truck oil changes, tire rotation, and routine maintenance issues		X
Oversee maintenance of trailer, tractor and other equipment		X
Develop feeding and breeding programs for all school livestock	X	X
Be available for Birthing/Doctoring Livestock at all times of the day or night	X	X
Train 1-3 Students per year as farm managers	X	X
Train 1-3 Students per year as greenhouse managers		X
Make arrangements for farm coverage if farm managers are not available		X
Check animals daily to insure student responsibility and animal health, includes non-attend days.	X	X
Purchase medical supplies for animals, develop de-worming schedule	X	X
Manage Pasture rotation and irrigation		X
Pick up all feed necessary	X	X
Purchase/pickup supplies needed/Meet with necessary vendors to arrange or facilitate maintenance improvements		X
Repairs and emergency operations during non-attendance days		X
Respond to night and weekend calls	X	X
Capture and return escaped animals	X	X
Acquire mother stock plants for propagation purposes	X	X
Conduct plant sales for student education	X	X
<b>Category: FFA Responsibilities</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
FFA Advisor	X	
Budget for supervised officer retreat	X	
Develop officer retreat agenda and officer binders	X	
Complete transportation request, requisitions, and Permission Slips for supervised officer retreat	X	
Meet with officers to schedule calendar of events	X	
Develop a Program Plan with FFA officer team	X	
Schedule/Take Officer portraits and include team picture in POA & media	X	

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Conduct and supervise FFA officer meetings every Tuesday @ Lunch	X	X
Supervise officer planning of FFA monthly Chapter meetings	X	
Attend FFA monthly Chapter meetings	X	X
August	X	X
September	X	
October	X	
November		X
December		X
January	X	X
February	X	
March		X
April	X	
May	X	
Register Students for Conferences (Greenhand, MFE/ALA, SLC, WLC, National Convention, COLC, SOLC)	X	
Chaperone Students for Greenhand Conference	X	X
Chaperone Students for MFE/ALA Conference	X	X
Chaperone Students for WLC	X	
Chaperone Students for National Convention	X	
Chaperone Students for State Leadership Conference	X	X
Chaperone Students for COLC	X	
Teach FFA in classes	X	X
Teach and oversee student FFA recordbooks	X	X
Plan and Conduct Chapter End of Year Awards Banquet	X	
Schedule and attend officer rehearsals for awards banquet	X	
Order FFA Pins, Medals, and awards	X	
Print FFA certificates	X	
Plan/Conduct Fall Awards Ceremony-Greenhand Banquet	X	X
Applications for State Degrees	X	
Applications for Proficiency Awards	X	
Applications for National FFA Degrees	X	
Supervise Student record books	X	X
Supervise chapter/sectional/regional/state officer applications	X	
Maintain a chapter website for state competition	X	
Promote National FFA week with school-wide activities	X	X
Order FFA jackets	X	
Maintain a chapter set of official dress for students to borrow	X	
Monitor Treasurers deposits and check requests in FFA ASB Account	X	
Organize Chapter level Job Interview Contest	X	
Organize Chapter level Creed Contest	X	
Attend Public Speaking Contests	X	

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Coach Judging Teams in preparation for State Finals	X	
Coach Judging Teams in preparation for Fresno State Field Day	X	
Coach Extemporaneous Public Speaking Contestants	X	
Coach Creed Speakers	X	
Coach Job Interview Contestants	X	
Coach Prepared Public Speaking Contestants	X	
Coach Best Informed Greenhand Team	X	
Coach Citrus Judging Team	X	X
Coach Vine Pruning Team		X
Coach Tree Pruning Team		X
Coach Floral Team	X	
Coach Vet Science Team	X	
<b>Category: SAE Responsibilities</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Develop a contract for student accountability for projects housed at school farm and greenhouse	X	
Oversee Beef Projects	X	
Oversee Swine Projects	X	X
Oversee Sheep Projects	X	X
Oversee Goat Projects	X	
Oversee Poultry Projects	X	X
Oversee Rabbit Projects	X	
Oversee Horticulture Projects		X
Oversee Floral Projects	X	
Oversee Work Experience Projects	X	
Arrange Market Animal Processing	X	
Haul animals to Sales Yard or Processing Facility when necessary	X	
Conduct Project Visits and Weigh animals every two weeks, logging student contact and suggestions	X	X
Properly insure student livestock fair projects (Swine required)	X	
Help students acquire financing for fair projects	X	X
Disposal of Mortalities at school farm when needed		X
Organize/Conduct FHS Farm Fair	X	
Plan and Hold Fair Exhibitor/Parent Meeting, Students/Parent sign exhibitors contract	X	
Hold a Fair Entry Form Meeting	X	

# 30. Department Chart Of Responsibilities

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

**Category: Departmental/Program Responsibilities**

<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Department Head	X	
Develop & Update Program of Activities	X	
Present POA to Board of Trustees	X	
Coordinate FFA Activities/Student Attendance with Registrar	X	
Develop Ag. Advisory Committee	X	X
Schedule Ag. Advisory Committee Meetings	X	X
Type Agenda for Ag. Advisory Committee Meetings	X	
Hold Ag. Advisory Committee Meetings (3 per yr. Min)	X	X
CATA Conference Registration	X	
Apply for and Monitor Grants (Ag. Incentive and Perkins)	X	
Work with Finance Office on Claim of Expenditures of Ag. Incentive and Perkins	X	
Complete all Purchase Requisitions	X	
Receive/Track/Deposit Money for all Activities and Departments	X	
Align Curriculum with State Standards	X	X
Assess Curricular needs in Advanced cluster areas to meet the needs of the community	X	X
Expand curriculum and course offerings to meet more UC/CSU Entrance requirements	X	
Develop recruitment flyers for program	X	
Develop Program Completion Standards for Advanced cluster areas	X	
Develop program completion certificates	X	
Conduct field trips to enhance advanced cluster areas	X	X
Coordinate Guest Speakers for classroom presentations	X	X
Order Educational Supplies	X	
Meet with regional supervisor for program review	X	X
Conduct program review with advisory committee annually	X	X
Update and register new members on the State FFA roster	X	
Revise and Send in the required R-2 annually	X	
Submit the 5 yr. facility and equipment acquisition schedule	X	
Maintain graduate follow up system to enter data for AIG	X	
Maintain Description of facilities and major equipment	X	
Maintain Department Inventory	X	
Complete all transportation requests for student leadership and field trips; coordinate with head of transportation	X	
Attend CATA sectional, regional, and state professional development activities	X	X
Attend IEP/SS meetings	X	X
Attend School and District Staff Development Meetings	X	X
Purchase and Maintenance of power equipment tools	X	X

**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Visit feeder schools with students for program recruitment	X	X
Articulate Courses with local community colleges	X	
<b>Category: School Farm/Facility</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Farm Manager		X
Oversee maintenance of school farm, fences, water system, and other equipment	X	X
Oversee development and maintenance of greenhouse		X
Oversee maintenance of School truck oil changes, tire rotation, and routine maintenance issues		X
Oversee maintenance of trailer, tractor and other equipment		X
Develop feeding and breeding programs for all school livestock	X	X
Be available for Birthing/Doctoring Livestock at all times of the day or night	X	X
Train 1-3 Students per year as farm managers	X	X
Train 1-3 Students per year as greenhouse managers		X
Make arrangements for farm coverage if farm managers are not available		X
Check animals daily to insure student responsibility and animal health, includes non-attend days.	X	X
Purchase medical supplies for animals, develop de-worming schedule	X	X
Manage Pasture rotation and irrigation		X
Pick up all feed necessary	X	X
Purchase/pickup supplies needed/Meet with necessary vendors to arrange or facilitate maintenance improvements		X
Repairs and emergency operations during non-attendance days		X
Respond to night and weekend calls	X	X
Capture and return escaped animals	X	X
Acquire mother stock plants for propagation purposes	X	X
Conduct plant sales for student education	X	X
<b>Category: FFA Responsibilities</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
FFA Advisor	X	
Budget for supervised officer retreat	X	
Develop officer retreat agenda and officer binders	X	
Complete transportation request, requisitions, and Permission Slips for supervised officer retreat	X	
Meet with officers to schedule calendar of events	X	
Develop a Program Plan with FFA officer team	X	
Schedule/Take Officer portraits and include team picture in POA & media	X	



**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Conduct and supervise FFA officer meetings every Tuesday @ Lunch	X	X
Supervise officer planning of FFA monthly Chapter meetings	X	
Attend FFA monthly Chapter meetings	X	X
August	X	X
September	X	
October	X	
November		X
December		X
January	X	X
February	X	
March		X
April	X	
May	X	
Register Students for Conferences (Greenhand, MFE/ALA, SLC, WLC, National Convention, COLC, SOLC)	X	
Chaperone Students for Greenhand Conference	X	X
Chaperone Students for MFE/ALA Conference	X	X
Chaperone Students for WLC	X	
Chaperone Students for National Convention	X	
Chaperone Students for State Leadership Conference	X	X
Chaperone Students for COLC	X	
Teach FFA in classes	X	X
Teach and oversee student FFA recordbooks	X	X
Plan and Conduct Chapter End of Year Awards Banquet	X	
Schedule and attend officer rehearsals for awards banquet	X	
Order FFA Pins, Medals, and awards	X	
Print FFA certificates	X	
Plan/Conduct Fall Awards Ceremony-Greenhand Banquet	X	X
Applications for State Degrees	X	
Applications for Proficiency Awards	X	
Applications for National FFA Degrees	X	
Supervise Student record books	X	X
Supervise chapter/sectional/regional/state officer applications	X	
Maintain a chapter website for state competition	X	
Promote National FFA week with school-wide activities	X	X
Order FFA jackets	X	
Maintain a chapter set of official dress for students to borrow	X	
Monitor Treasurers deposits and check requests in FFA ASB Account	X	
Organize Chapter level Job Interview Contest	X	
Organize Chapter level Creed Contest	X	
Attend Public Speaking Contests	X	

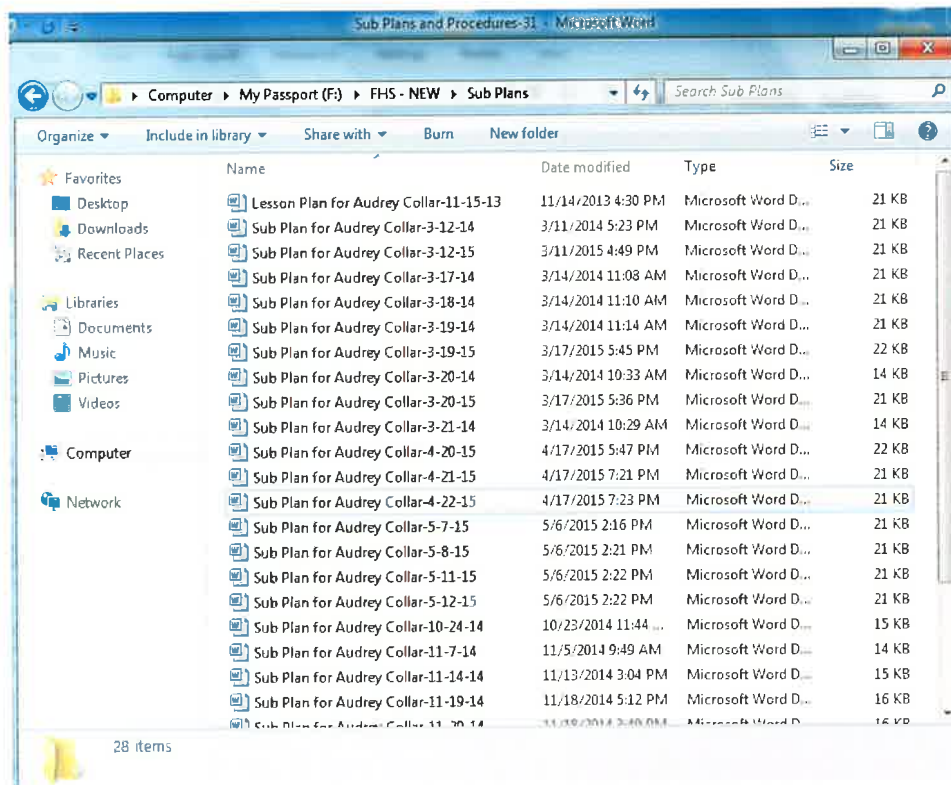
**Farmersville High School  
Agriculture Chart of Responsibility  
2014-2015**

Coach Judging Teams in preparation for State Finals	X	
Coach Judging Teams in preparation for Fresno State Field Day	X	
Coach Extemporaneous Public Speaking Contestants	X	
Coach Creed Speakers	X	
Coach Job Interview Contestants	X	
Coach Prepared Public Speaking Contestants	X	
Coach Best Informed Greenhand Team	X	
Coach Citrus Judging Team	X	X
Coach Vine Pruning Team		X
Coach Tree Pruning Team		X
Coach Floral Team	X	
Coach Vet Science Team	X	
<b>Category: SAE Responsibilities</b>		
<b>Responsibility:</b>	<b>Audrey</b>	<b>John</b>
Develop a contract for student accountability for projects housed at school farm and greenhouse	X	
Oversee Beef Projects	X	
Oversee Swine Projects	X	X
Oversee Sheep Projects	X	X
Oversee Goat Projects	X	
Oversee Poultry Projects	X	X
Oversee Rabbit Projects	X	
Oversee Horticulture Projects		X
Oversee Floral Projects	X	
Oversee Work Experience Projects	X	
Arrange Market Animal Processing	X	
Haul animals to Sales Yard or Processing Facility when necessary	X	
Conduct Project Visits and Weigh animals every two weeks, logging student contact and suggestions	X	X
Properly insure student livestock fair projects (Swine required)	X	
Help students acquire financing for fair projects	X	X
Disposal of Mortalities at school farm when needed		X
Organize/Conduct FHS Farm Fair	X	
Plan and Hold Fair Exhibitor/Parent Meeting, Students/Parent sign exhibitors contract	X	
Hold a Fair Entry Form Meeting	X	

# **31. Substitute Teacher Procedures & Plans**

## Sub Plans and Procedures:

When I have to be absent for any reason from school I must call into the Employee Absence line before that day at 6am. This helps ensure I will have a sub. On the message system I state my name, why I will be absent, and date I will be absent. I print out my sub plans and put them on a binder on my desk that has a referral sheet, seating chart, and a print out for the sub to fill out that lets me know how well my classes did and behaved for him/her. I try to save all of my sub plans in one folder so I can go back to them for reference. For example I know that every year I will be out for one week during fair. If possible I can go back to those lessons and reuse them so that I am not re-creating new sub plans each year. I also send a copy to the school secretary who ultimately is the one who sees my sub each morning and afternoon and gets them their keys into my room.



## **Lesson Plan for Mrs. Audrey Westbrook/Collar**

**Farmersville High School**

**Thursday, May 7, 2015**

**Room 401**

### **Periods 1, 5, 7–Ag Biology**

- Students are to take out a notebook and get a biology book. Turn to pg. 279-280. They are to read, take notes, do vocab word, and then answer questions 1-4.

### **Period-2 Floral**

- Hand out the Chapter 15 Sympathy Flowers packets. Students are to individually read these packets and take notes. Tell them they should focus on the objectives that are on the front of the packet when taking notes. They should also define the key terms using the reading. They will continue working on this next week. All students are to hang on to these packets and bring them next week. If they lose them they will get a zero on the assignment.

### **Period 3/4- Prep**

### **Period-6 Animal Science1/2**

- Pass out the Chapter 3 Packets to students. They will read, and take notes. They should also define the words “zoonotic disease, flight zone, biosecurity, agrosecurity, bioterrorism, and agroterrorism. Students are to keep these packets and bring them next week to continue work on. If they lose their packet they will get a zero.

**Students should not be allowed to go to the restroom/get water unless they are finished with their work. If you have any problems, write their name down and what the problem was. Do not let them go early or line-up by the door. They need to stay in their seat until the bell rings. Enjoy and thank you!**

**Audrey Westbrook/Collar**

# Class Behavior Report

Dear Substitute,

Please fill out the following behavior report for each class period. I would like to know how my students behaved for you. Thank you for taking the time to complete this.

Thank you! -Mrs. Westbrook

<b>Substitute's Name:</b>	<b>Date:</b>
---------------------------	--------------

<b>Period 1: Ag Biology</b>	<b>Please Circle</b>
-----------------------------	----------------------

<b>Class Behavior Grade</b>	A+ A A- B+ B B- C+ C C- D+ D D- F
<b>Student(s) that were helpful and made your day easier:</b>	
<b>Student(s) that were disrespectful or off task:</b>	
<b>General Comments</b>	

<b>Period 2: Floral Design</b>	<b>Please Circle</b>
--------------------------------	----------------------

<b>Class Behavior Grade</b>	A+ A A- B+ B B- C+ C C- D+ D D- F
<b>Student(s) that were helpful and made your day easier:</b>	
<b>Student(s) that were disrespectful or off task:</b>	
<b>General Comments</b>	

**Period 5: Ag Biology****Please Circle**

<b>Class Behavior Grade</b>	<b>A+ A A- B+ B B- C+ C C- D+ D D- F</b>
<b>Student(s) that were helpful and made your day easier:</b>	
<b>Student(s) that were disrespectful or off task:</b>	
<b>General Comments</b>	

**Period 6: Animal Science****Please Circle**

<b>Class Behavior Grade</b>	<b>A+ A A- B+ B B- C+ C C- D+ D D- F</b>
<b>Student(s) that were helpful and made your day easier:</b>	
<b>Student(s) that were disrespectful or off task:</b>	
<b>General Comments</b>	

## 32. Program Completer



**Program Completer:**

The FHS Ag Department considers a program completer to be a student who had been part of the Farmersville High School Agriculture Program for all four years of their high school career. Because our department was lacking any real pathway or structure in the way the students were put into classes any Agriculture class the students were in counted towards their four years. Now that we have our counselors on board, our students must complete classes following our four year plan document. Students start in Mr. Akin's Intro to Agriculture class as freshmen. Then students come to me as sophomores for Ag Biology. Their junior year students can choose which electives they want to take and what specific pathway they want to take (Animal Science, Horticulture, or Floral Design). Depending on their specific pathway choice students would then choose either Floral Design, Animal Science, or Ornamental Horticulture. Ideally as seniors would take the advanced level of that class, however, we also would accept a student as a completer who took floral their junior year and then animal science their senior year. We hope to offer students more choices and refine our pathways as we add more classes to our program. This year I have gotten the following course approved and we have students signatures who want to take the courses: Ag Earth Science, Ag Gov/Econ, Veterinary Science, Animal Anatomy/Physiology, Ag Communication, and Ag Chemistry. In order to offer these classes, and make these pathways work though we will need more teachers.

# Agriculture Program Completers

\_\_\_\_\_, has the followed courses of study and practice in Agriculture and has attained the following competency levels in the following areas:

(n/a) not applicable

(1) does not meet basic standards

(2) basic

(3) good

(4) excellent

## **ANIMAL SCIENCE**

- \_\_\_\_ Basic Animal Science
- \_\_\_\_ Farm Animal Anatomy and Physiology
- \_\_\_\_ Livestock Breeding and Genetics
- \_\_\_\_ Handling Livestock
- \_\_\_\_ Livestock Nutrition and Feeds
- \_\_\_\_ Animal Health
- \_\_\_\_ Beef & Dairy Cattle
- \_\_\_\_ Swine
- \_\_\_\_ Sheep
- \_\_\_\_ Livestock Evaluation and Selection
- \_\_\_\_ Poultry

## **AGRICULTURE BUSINESS/TECHNOLOGY**

- \_\_\_\_ Computers & Technology
- \_\_\_\_ Public Speaking/Communication
- \_\_\_\_ Agricultural Production Records

## **HORTICULTURE**

- \_\_\_\_ Basic Plant Science
- \_\_\_\_ Plant Taxonomy
- \_\_\_\_ Species Identification
- \_\_\_\_ Propagation Methods
- \_\_\_\_ Disease & Pests
- \_\_\_\_ Nursery Management
- \_\_\_\_ Soils & Fertilizers
- \_\_\_\_ Irrigation and Drainage

## **FLORAL DESIGN**

- \_\_\_\_ Wiring & Taping Techniques
- \_\_\_\_ Cut Flower & Foliage Handling
- \_\_\_\_ Wedding/Holiday/Themed Retail Arrangement Construction
- \_\_\_\_ Boutonniere/Corsage Construction
- \_\_\_\_ Floral Design Judging
- \_\_\_\_ Flower Identification
- \_\_\_\_ House Plant Identification

Total Score: \_\_\_\_\_

Date: \_\_\_\_\_

Certifying Instructor: \_\_\_\_\_

## **Agriculture Department Program Completion Standards**

To be considered a "Program Completer" a student must meet or exceed the following expectations set forth by the Agriculture Department.

1) Agriculture Course Enrollment:

- a. Have been an enrolled in an Agriculture course for at least four years prior to graduation (one or more schools is acceptable)

2) State FFA Degree Recipient:

- a. Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at above the ninth grade level, which includes an SAE.
- b. Have earned and productively invested at least \$1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- c. Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- d. Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent. GPA: 2.5 or higher.
- e. Participated in planning and implementation of the chapter's Program of Activities.
- f. Participated in at least five different FFA activities above the chapter level.
- g. Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

3) Meet or Exceed Agriculture Program Competency Levels

# 33. 2+2 Agreements

**2+2 Agreements:**

Unfortunately none of our courses are currently articulated with any community colleges. In my time at FHS I have not been able to find any record of our courses ever being articulated with a community college. It is my hope, and a goal of mine, that in the next year or so I will be able to get my animal science, and Johns Ornamental Horticulture classes articulated with the College of the Sequoias in Visalia. Their accreditation had been in question the past two years and therefore getting our classes accredited with them at that time was somewhat pointless. Now that they are fully accredited I will begin the process of articulation.

# 34. Reimbursement Process

### **Reimbursement Process:**

The school district will only reimburse you for expenses incurred while participating in an activity if it has been board approved, and only if the proper paperwork has been filled out ahead of time. In order to be reimbursed by our district you must submit your receipts to the secretary along with a sheet signed by you, and to be signed by the principal. You also must include proof of registration for the conference and usually a conference agenda. The paperwork you fill out ahead of time can include things like mileage/gas, lodging, conference registration costs, meals, etc.

If a teacher purchases things for FFA or school related items, the teacher can be reimbursed by taking receipts to our ASB accountant or by making a requisition to pay themselves. Sometimes things need to be purchased immediately and prior planning is not made, but usually the best thing to do is either let the ASB accountant know that you may be purchasing items for this event. Or if you know you will be purchasing school items all year long you can estimate the amount you will spend and create an open purchase requisition to get reimbursed after submitting receipts to the District office. I try to stay away from both of these, I like to use our school credit card when possible. The only time I make purchases and have to be reimbursed for is in extreme emergencies.





**+DHS LOUNGE+**  
 10805 Palm Drive  
 Desert Hot Springs, CA. 92240  
 760.329.6000

188 Crystal

Chk 7139 Mar 18 '15 09:16PM 3st 0

**Bar**  
 1 Mollibdo Combo 6.95  
 1 Fish & Chips 9.95  
 1 Coke 2.45

Subtotal 19.35  
 Tax 1.35  
 09:53PM Total Due **20.70**

For your convenience we are providing the following gratuity calculations:

15% is \$3.11  
 18% is \$3.73  
 20% is \$4.14

TIPS \_\_\_\_\_ TOTAL \_\_\_\_\_

ROOM # \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_  
 \*\*SEE SERVER FOR SPECIALS\*\*

**CAPRI RESTAURANT**  
 10625 Palm Drive  
 Desert Hot Springs, CA. 92240  
 760.251.6000

304 Jody D

Chk 960 BAR 3 Mar 20 '15 06:34PM Gst 1

**Bar**  
 1 Sprite 2.45  
 1 Coc Shrimp App 8.95

Subtotal 11.40  
 Tax 0.91  
 06:50PM Total Due **12.31**

For your convenience we are providing the following gratuity calculations:

15% is \$1.85  
 18% is \$2.22  
 20% is \$2.46

TIPS 2.00 TOTAL 14.31

ROOM # \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_  
 \*\*SEE SERVER FOR SPECIALS\*\*

Noah's New York Bagels  
 Store # 2211  
 25910 The Old Road  
 Suite 01  
 661-254-9474

**UDY**

Host: Order 03/21/2015  
 Cashier: UDY 7:22 AM  
 UDY 30003

Order Type: TOGO  
 Tuscan Pesto Bagel 3.39  
 Plain Shmear  
 Sourdough Bagel 1.25  
 Strawberry Banana Smoothie 3.79  
 Subtotal 8.43

**TOGO Total 8.43**

MC #XXXXXXXXXXXX5557 8.43  
 Auth: 048066

SIGNATURE : \_\_\_\_\_

Want a FREE Bagel & Shmear? Sign up for our eclub at Noahs.com to get a Free bagel & shmear with purchase Thank you for your visit!

--- Check Closed ---

SAVOURYS CATERING AT  
PALM SPRINGS  
CONVENTION CENTER  
760-322-8433

REG 03-19-2015 13:27

000329

1 ENCHILADAS \$8.00  
1 SODA \$3.00  
TL \$ 1 1 . 00  
CASH \$11.00

\*\*\*\*\*

For a Chance to WIN

See Back of Receipt

Survey Code: 5053-5026-1988-0511  
(Diganos en Espanol)

\*\*\*\*\*

Taco Bell 005685

24712 W Pico Canyon Rd  
Newhall, CA 91321  
(661)254-0651

3/18/2015  
Order 222080

3:59:49 PM  
Cashier: JAMAL L

1 Pinto & Chz 1.19  
Add Onion 0.00  
1 Crunchy Taco 1.29  
Fresco 0.00  
No Cheese 0.00  
1 Chz Ques 2.29  
1 HH Beverage 1.00  
Reg B1st/Strbrst 0.00  
  
SubTotal 5.77  
Tax 0.52  
Total 6.29  
Cash 7.00  
Change 0.71

TO GO

Thank you for visiting!  
Your Order Number is

280



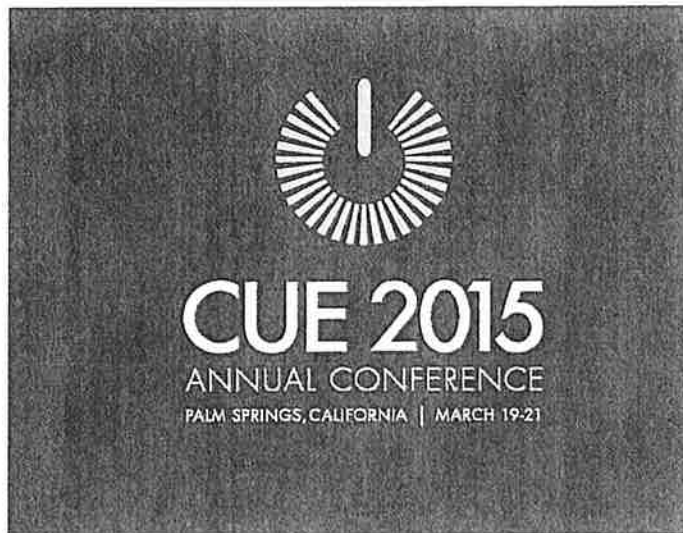
**MOBILE  
ORDERING**

IS HERE

DOWNLOAD THE APP

WAT UN BAKN | \$500 CASH GIVEAWAY ON BACK | \$500 CASH GIVEAWAY ON BACK | \$500 CASH GIVEAWAY ON BACK | \$500 CASH GIVEAWAY ON BACK | \$500 CASH GIVEAWAY ON BACK |

# ANNUAL CUE CONFERENCE



**CUE 2015 Annual Conference is March 19-21, 2015  
in Palm Springs, California**

[Palm Springs Convention Center](#)

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The **CUE Conference** is the largest and oldest education technology conference in California, and among the largest in the United States. For 30 years, it has been the best value.

## **Who Should Attend?**

Educators, technology coordinators, administrators and those who are looking to see how technology can support student achievement. Many sessions and exhibits will be of special value to those involved in Title I, School Improvement Program, Eisenhower Program, Data and Assessment, Enhancing Education Through Technology (EETT), English Language Development (ELD), Special Needs, and GATE.

Thousands of teachers, administrators, students and parents, and other professionals will attend the three-day conference which includes:

### **Concurrent Sessions**

Concurrent sessions are one-hour, lecture-style presentations that address all areas of the curriculum and appeal to a variety of teachers. Sessions may be given by a single speaker, team or panel who can address the needs of the novice user of educational technology as well as the more experienced professional. Full list of concurrent sessions will be available via CUE Guide in January 2015.

### **Poster Sessions**

A Poster Session advertises your research. CUE will simultaneously offer 9 two-hour poster sessions during each of the poster session timeslots throughout the conference. All poster stations will include access to power and Internet connectivity. They will also include a counter-height presentation table and a free-standing bulletin board. Presenters are asked to provide a sign with their name and presentation title- any size and format is acceptable. Full list of poster sessions will be available via CUE Guide in January 2015.

### **Concurrent Session Panels**

Panel proposals are submitted and accepted in the same manner as concurrent session proposals.

### **CUE Tips**

These quick, 20-minute presentations focus on emerging and existing innovations to enhance learning, productivity, or understanding. They should be noncommercial, brief, and focus on one or two tips, techniques, or resources. Full list of CUE Tips will be available via CUE Guide in January 2015.

### **Corporate Sessions**

JE provides spaces for selected vendors to present sessions. Full list of corporate sessions will be available via CUE Guide in January 2015.

### **Featured Speakers**

Keynote and Spotlight speakers are sought from both inside and outside California and bring a national perspective to CUE. Full list of featured speakers session will be available via CUE Guide in January 2015.

### **Exhibit Hall**

Nearly 200 vendor displays featuring the latest in education technology resources. The Exhibit Hall is open Thursday, Friday and Saturday. Exhibits are open to all attendees and do not require an additional fee. Exhibit Hall Only passes available. Children under 16 are not allowed in the hall. [Click here](#) for information on [exhibiting at the CUE 2015 Conference](#).

### **Academies / Workshops**

For an additional fee, you may attend one of our Academies / Workshops held throughout the three-day conference. Academies hold 20-30 registrants. Academies / Workshops are a full day or three hours of hands-on training to compliment your regular conference registration. Sign up early! A full list of workshops will be available after Sept 1.

**Good news!** The CUE Conference is an approved Professional Development provider for the [Ed Tech 180 Summer program](#) in California. Use vouchers to reimburse your registration and workshop fees!

Students over the age of 16 are welcome to register. Children not meeting the age requirement will not be allowed to attend or accompany parents or teachers into sessions or exhibits.

### **Future CUE Conferences in Palm Springs:**

March 17-19, 2016

March 16-18, 2017

# REGISTRATION FORM | CUE 2015 CONFERENCE | PALM SPRINGS | MARCH 19-21

**SORRY, NO PURCHASE ORDERS ACCEPTED**

**MUST PROVIDE:** Attendee E-mail Address acollana@farmersville.k12.ca.us

name Audrey Westbrook

Position (Choose one only):  Teacher  Administrator  Retired  Classified  TOSA/Tech Coord.  
 Parent  Student  Higher Education Faculty  IT Professional  Director  Librarian  Other

Home  Work Address  Check this box if you do not want your mailing address and/or email provided to conference vendors.  
 Check this box if you do not wish to be informed of third party discount opportunities.

Street 16242 Rd. 208

City Porterville State CA Zip 93257

Home Phone 559-904-6797 Work Phone 559-594-4567

District/Organization Farmersville Unified

School Site Farmersville High School Title Ag Teacher

Twitter account: \_\_\_\_\_ ORGANIZATION TYPE (Choose one only):  Elementary School  
 Middle School  High School  Nonprofit  
 Community College  University  Business Sector  
 Government  District/COE  Other \_\_\_\_\_

CUE Affiliate \_\_\_\_\_ Learning Network Selection(s) \_\_\_\_\_

*For Affiliate and Learning Network selections, refer to back cover. This benefit is available only to current or new/renewing members. You are automatically affiliated according to your zip code. If you wish NOT to be in an affiliate, you must write "None."*

## A. FEES - EARLY BIRD & PRE-REGISTRATION

### Choose Only ONE

**EARLY BIRD**  
 (Deadline Dec. 1, 2014) Full  
 current member (as of 3/31/15)  \$180  
 new/renewing member  \$220  
 member  \$250

**PRE-REGISTRATION**  
 (Rates after Dec. 1, 2014) Full Saturday  
 current member (as of 3/31/15)  \$230  \$130  
 new/renewing member  \$270  \$170  
 non-member  \$300  \$200  
 \*On-site pricing available at cue2015.org

## B. DISCOUNTS Taken at time of purchase only

New Student or Renewing Student Member (-\$30)  
 Current Student Member (as of 3/31/15) (-\$20\*)  
 \*Membership already discounted by \$10

**(For All Student Discounts: Must be 16 or older. Students must attach a copy of a current class schedule to verify full-time status of 6 semester or 9 quarter units. No exceptions.)**

Group Discount 10-24 (-\$10)  
 Group Discount 25-49 (-\$15)  
 Group Discount 50-99 (-\$20)  
 Group Discount 100+ (-\$30)  
 (Student and Group discounts not available online)

Main Presenter Comp  
 (Discount not available to co-presenters)

5 Teachers Registered, Administrator or School Board Member Free! Not available online and must be mailed or faxed together to receive discount. Not available with group discounts.

### Photo Release

Attendee grants permission to CUE, Inc. to utilize attendee's image or likeness in any still photography, live or recorded video display or other transmission or reproduction (including audio) in whole or in part of the Event for any purpose.

## C. ADDITIONAL ITEMS

### WORKSHOPS NO REFUNDS. ALL SALES FINAL.

Enter code numbers for selections.  
 Details at www.cue2015.org

1. \_\_\_\_\_ \$ \_\_\_\_\_  
 Alternate codes: \_\_\_\_\_  
 (if selection is unavailable)

2. \_\_\_\_\_ \$ \_\_\_\_\_  
 Alternate codes: \_\_\_\_\_  
 (if selection is unavailable)

3. \_\_\_\_\_ \$ \_\_\_\_\_  
 Alternate codes: \_\_\_\_\_  
 (if selection is unavailable)

### No Additional Charge I will attend

General Session  Closing Session  
 Kickoff Keynote  Diverse Learners Symposium

## PAYMENT INFORMATION

Total from Pre Reg (A) \$ \_\_\_\_\_  
 Subtract Discounts (B) - \$ \_\_\_\_\_  
 Additional Items (C) + \$ \_\_\_\_\_

Total Registration Fee

Check (payable to CUE)  Visa  Mastercard  
**(SORRY, NO AMEX, NO DISCOVER)**

CC Acct. # \_\_\_\_\_  
 Exp Date (MM/YY) \_\_\_\_\_  
 Print name \_\_\_\_\_  
 Signature \_\_\_\_\_

Please automatically renew my CUE membership next year.

If credit card is declined or incomplete, form will be returned.

## HOW DID YOU HEAR ABOUT CUE 2015?

School/Co-worker  
 CUE Affiliate Event  
 OnCUE Journal  CUE website  
 Other educational conferences  
 CUE Conference publication  
 Advertisement  TechEd  
 DEN Communication  
 Twitter  Other

### PLEASE SELECT ONE:

K-12 Public  
 K-12 Independent Schools  
 Higher Education

### SOURCE OF FUNDING:

Ed Tech K12 Vouchers  
 Title I  Other

### IMPORTANT

- Read instructions carefully.
- No phone/email orders.
- Include your payment. Registrations received without payment will be returned. Please pay by check, money order or credit card. No purchase orders accepted.
- An emailed confirmation will be sent to you after your registration has been processed. If you do not receive email by Feb. 27 please contact CUE, Inc.
- Deadlines Early Bird: Dec. 1, 2014; Pre-Reg: Feb 20, 2015 (postmarked); Feb 27, 2015 (fax/online, credit card only)
- After Feb. 27, on-site pricing is available
- For more information call (925) 478-3460; email: cueinc@cue.org, or visit: www.cue.org.
- Refund request in writing by Dec. 1, 2014; \$50 processing fee. Dec. 2, 2014 - Feb 27, 2015; \$75 processing fee.
- No refunds after Feb. 27, 2015

### MAIL TO:

**CUE CONFERENCE REGISTRATION**  
**877 YGNACIO VALLEY ROAD, SUITE 200**  
**WALNUT CREEK, CA 94596**

**FAX TO: (925) 934-6799**

### FOR OFFICE USE ONLY

ST \_\_\_\_\_  
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 AP \_\_\_\_\_  
 OS/Ref/BD \_\_\_\_\_  
 C# \_\_\_\_\_  
 Init. \_\_\_\_\_

## BOARD TRANSMITTAL FORM

**Date:** February 10, 2015

**To:** School Board Members

**Prepared by:** Lisa Whitworth

**Agenda Subject:** CUE Conference

**Agenda Section:** HIGH SCHOOL ISSUES

Action       Discussion       Consent  
 Reports       Information only       Closed Session

**Background/Summary:** The **CUE Conference** is the largest and oldest education technology conference in California, and among the largest in the United States. CUE provides training to foster innovative learning, personalized learning, and infusing technology to support student achievement.

**To:** CUE Conference

**When:** March 19, 20, 21

**Where:** Palm Springs, Palm Springs Convention Center

**Who:** Jaison Norton, Rachel Chapman, Audrey Collar Westbrook,  
Lisa Whitworth

**Recommendation:** Approve FHS staff to attend CUE conference.

**Fiscal Impact:** LCAP/TITLE I Site Funds  
Hotel: \$180.00 per night x 3 = \$540.00 x 3 rooms = \$1,620.00  
Registration: \$300.00 x 4 = \$1,200.00  
Transportation: 584 miles x .55¢ = \$321.20  
Food: Projected \$61.00 x 3 days = \$183. X 4 = \$732.00  
Substitutes: \$100.00 per day x 3 days = \$300. X 3 = \$900.00  
**Total Projected Cost per person: \$1,193.30**

**TOTAL PROJECTED COST OF CONFERENCE \$4,773.20**

Approved by:

  
Principal

Approved by:

Ofelia Ceja-Lariviere, Superintendent

# Farmersville Unified School District Requisition

Requisition Only - This is not a Purchase Order

Requisition No: **151359**

**District No:** 16

**Vendor No:** 18523

**Fiscal Year:** 2015

**Vendor:** Westbrook, Audrey  
16242 Road 208  
Porterville, CA 93257

**Date Created:** April 08, 2015

**Ship To:** Farmersville High School  
631 Walnut  
FOB Farmersville  
Farmersville CA 93223-1899  
559 594-4567

**Comments:** Reimb for Westbrook CUE

**Requested By:** lwhitworth

**Project:**

**Entered By:** lwhitworth

Qty	Unit	Unit Price	Description	Unit Total
1.00	Units	\$58.73	Meals reimb.	\$58.73
				Subtotal: \$58.73
				Discount: \$0.00
				Subtotal: \$58.73
				Tax: \$0.00
				Freight: \$0.00
<b>Requisition Total :</b>				<b>\$58.73</b>

Account Distributions	Amount
010-07200-0-11100-10000-52000-005-05	\$58.73
<b>Distribution Total:</b>	<b>\$58.73</b>

**Approving Managers**

UserID	Approved Comments	Signatures
		_____
		_____
		_____