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First-Year Teacher Internship Project Proposal
AGED 539

"The Proposal"

Quality Criteria Number Addressed: ____________
Goal or Purpose of the Project:
The purpose of this project is to build a livestock facility at Hayfork High School that will allow students to raise Market Steers, Heifers and Breeding projects. Students in this community have very little resources available to them at home to allow them to challenge themselves with a larger project that takes more time and energy to accomplish. With the completion of this project students can house up to 8 market steers/heifers or have four breeding projects at the school farm.

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

1. To have more resources and opportunity for student projects.
2. Have the facilities completely built by students.
3. Students learning objectives:
   • Develop Plans
   • Materials List
   • Time Line
   • $ Money/ Budget
   • Labor/Man Hours
   • Construction Skill Development
   • Community Resources
   • Team Work
4. Facility to house 8 large animals.
5. Involve all students in agriculture classes.

Estimated number of hours on this project: __180______________.
Estimated expenditures ($) on this project (your costs): $9,000.00.
Proposed timeline for completion of the project: June 2007
Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
I will send updated pictures and descriptions of the all phases and aspects construction via e-mail to Cal Poly faculty to show the progress of this specific project.

For Office Use Only:
Project Approved By: [Signature]
Date of Approval: 6-29-07
Quarter student will enroll in AGED 539: [Signature]
AGED 539 Project

The purpose of this project is to build a livestock facility at Hayfork High School that will allow students to raise Market Steers, Heifers and Breeding projects. Students in this community have very little resources available to them at home to allow them to challenge themselves with a larger project that takes more time and energy to accomplish. With the completion of this project students can house up to 8 market steers/heifers or have four breeding projects at the school farm.

1. Have more resources and opportunity for student projects.
2. Facilities completely built by students.
3. Students learning objectives:
   - Develop Plans
   - Materials List
   - Time Line
   - $ Money/ Budget
   - Labor/Man Hours
   - Construction Skill Development
   - Community Resources
   - Team Work
4. Facility to house 8 large animals.
5. Involve all students in agriculture classes.

Posts for the barn are up and the concrete floor is going down.
The trusses are put together on the ground and then set with the help of a truck.

Students pre-built pen panels 20’ long and then brought out and set in holes. They then filled them with concrete and braced with lumber and concrete stakes. During pen construction students were also putting up perlins on the trusses and putting on the green roofing. When this was complete the students then framed in the pen areas with 2”x8”boards.
The waterlines and power was brought in before the slab was poured and tied into here for our water troughs and lighting in the barn.

Here are the first steers living in the barn a month out from fair. The project took 7 months from start to finish. It was started August 22nd and completed February 10th. The students work very hard through a cool winter to finish this project for these steers to have a home.
Quality Criteria 1  
Curriculum & Instruction

Our Ag Department has SOE’s, FFA leadership, Agriculture science courses. We offer classes that are part of our program pathways with a capstone course. Career paths are identified in each course through instruction and our program plan.

We us technology whenever possible in our classes, including Record books and class papers. Record books are used by all students and have a project recorded in their book.

Our courses meet high school graduation requirements for math, science and art. We have a-g credit for two courses Environmental Horticulture and Animal Science.
Quality Criteria 2
Leadership & Citizenship Development

- Our charter # CA 0105 since 1957
- A program of work is developed by our officers each summer during our officer retreat.
- Grades are given based on leadership activities from local, regional and state.
- All students in every Agriculture class is enrolled in CA FFA
- FFA Chapter participates in at least 14 FFA Activities each year
- More than 80% of our members participate in at least 3 local, regional or state leadership activities. Creed, Speaking contests, Opening/Closing, etc.
Quality Criteria 3
Practical Application of Agriculture Skills

- All students are given a grade based on their projects in the chapter.

- All our students have either started a project or have a plan in place through our Ag. 1 class completing their Student data plan.

- All our students are required to keep a project from year to year.

- Students receive project visits 3 times a year or more by at least one Agriculture instructor.

- FFA pickup is always available or another district vehicle. If personal vehicle is needed to be used we are compensated the government rate.
Quality Criteria 4
Qualified & Professional Personnel

- All teachers have appropriate credentials for their subjects.
  - Clear single subject Agriculture

- Both Agriculture Teachers attend at least 5 professional development activities including CATA regional meetings and CATA state Conference.

- Our Ag. Teachers meet at lunch each Monday for a program meeting.

- Minutes and notes are kept of meetings.

- Agriculture Teachers are reimbursed for their travel expenses on all HHS school approved activities.
Quality Criteria 5
Facilities, Equipment & Materials

• Our facilities continue to be modified to meet current needs of our students and to maintain our buildings. We are currently rebuilding a shop that burnt down this will be completed in the next year.

• Our program has 3 barns, 3 shops, 2 classrooms, 2 Commercial Greenhouses, and 2 livestock facilities.

• Our students help with most of our agriculture farm facilities upkeep and maintenance and cleaning. We take pride in our wonderful facilities.

• Our Teachers and students at HHS have e-mail and computers available to them.
Quality Criteria 6
Community, Business and Industrial Involvement

Program Description
Hayfork High school FFA has existed since 1957. Today Hayfork High school has 115 students and the Agriculture Department has 98 of these students in the program. Our community has a small logging industry and three small operating ranches in the valley. 85% of the students are on free and reduced meals. In 2005 when I (Morgan Rourke) started here it was a single person department. By the end of the year with the help of our science/horticulture teacher we were able to become a two person Agriculture Program teaching Ag. Biology, Animal Science, Ag. Mechanics, Plant Science, Horticulture, Welding, Construction, Metal Fabrication and Advanced Horticulture Production. Life was good until 2006 when my partner decided to retire. With the help of our advisory committee and principle our school hired another great Ag. Teacher. Today we have added Forestry/Natural Resource class to our courses. Both of us are sectional officers right now and attend all sectional, regional and state CATA conferences/meetings. We are apart of the review process in that we actively participate in the committees at state conference from the Articulation, New Teachers, Curriculum, Affairs and Relations and help out with the family BBQ every year at conference. I have been teaching 4 years all at Hayfork High School. My sister Molly Greenwood has been teaching 4 years.

In the last 4 years our Ag. Dept. has developed some great relationships with our community. Our student’s contract grow plants for Cal Trans and on their local plantings/projects we take our students to help plant at these sites. We also grow for two local nurseries. With the increased production we built a second greenhouse in 2006. Also in 2006 we went from no Market steer projects to 6 and no facilities at school. Our students designed and built a 30x30 barn with four pens, concrete floor and center alley with room for equipment and feed storage. In 2007 they built a 30x40 Metal shop building with a concrete floor behind our metal shop and started our large animal barn that is 55x60 with a 15’ eve for swine pens. The students have poured over 85 yards of concrete in the last 3 years. Our students learn a lot from experience. With our Forestry and Natural Resources class we are able to place students in local jobs. Our 18 year old graduates are working for the USDA forest service as fire fighters. Our younger students are working for the Watershed, a grant funded group that employs’ the students for a youth hand crew that maintains trails and streams. This year we have started a new Pals program with our elementary students teaching them about agriculture and getting them excited about joining agriculture and growing plants/animals. During the summer of 2006 our auto shop burnt down. This shop was used for our construction classes only. During the rebuilding process we were able to apply for the Prop. 1D money and used our fire insurance money to match. This has been a
hard road to put together but in the end our program will have **two Agriculture shops**. The second being enlarged by 2,000 sq feet and new equipment. It’s a **dream** of any teacher to be able to design and help build such a facility. In 2008 with the income our farm has made we were able to purchase a new **Ag. Pickup** and **Tractor**.

Our students are the success of our program; they are their own billboard for the FFA program. This year we had our **second American Farmer** in school **history** and she was a pregnant mother as a senior. With her dedication and support of the community she made a huge accomplishment. The **FFA** puts on learning activities with the elementary school to help understand where food comes from and how it’s grown. Our students are giving presentations to our Administrators a couple times year and have a special **open farm night** in the spring that brings all our students parents and the school board down for a student led tour of their projects and accomplishments during the year with some good food of course. There are many judging teams and leadership contests that the students also participate in from Horticulture, Ag. Mechanics, BIG, Forestry, Livestock Judging, Creed, and Project Competition. We have an active group attending all the major leadership Conferences and state convention and fun **chapter activities** around the north state.

### Placement Sites

- **Bayley Lumber**  
  Jim Bayley  
  530-628-5686  
  200 Tule Creek Rd  
  Hayfork, CA 96041

- **Sunshine Gardens**  
  530-628-5036  
  50 horse Water Lane  
  Hayfork, CA 96041

- **Enchanted Florist**  
  Jan Raffetty  
  530-628-5988  
  269 Post Office Square  
  Hayfork, CA 96041

- **Watershed**  
  530-628-4206  
  PO Box 356  
  Hayfork, Ca. 96041
Targeted Occupations

**College**
Advanced Education

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf Course Maintenance</td>
<td>Teacher</td>
</tr>
<tr>
<td>Grounds Worker</td>
<td>Business Consultant</td>
</tr>
<tr>
<td>Vet</td>
<td>Journalism</td>
</tr>
<tr>
<td>Engineer</td>
<td>Banker/loan officer</td>
</tr>
<tr>
<td>Specialized Repair and Maintenance</td>
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</tbody>
</table>

**Specialized Training**
Post Secondary

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreman Maintenance</td>
<td>Fabricator</td>
</tr>
<tr>
<td>Tissue Culture</td>
<td>Gardening Business</td>
</tr>
<tr>
<td>Grounds Worker</td>
<td>General Maintenance</td>
</tr>
<tr>
<td>Salesman</td>
<td>Inseminator</td>
</tr>
<tr>
<td>Auctioneer</td>
<td>Aide</td>
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<tr>
<td>Pet Care</td>
<td>Brand Inspector</td>
</tr>
<tr>
<td>Pest Control</td>
<td>Welder</td>
</tr>
<tr>
<td>Electrician</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>Equipment Operator</td>
</tr>
<tr>
<td>Shop Foreman</td>
<td>Repairman</td>
</tr>
<tr>
<td>General Maintenance/Mechanics</td>
<td></td>
</tr>
<tr>
<td>Fabricator</td>
<td></td>
</tr>
</tbody>
</table>

**Limited Training**
Entry Level

Lot Hand
Field Crop Grower
Farmhand
Floral Design
Farm Hand
Milker
Garden Store Sales
Nursery Worker Propagator
Small Engine Mechanic
Farm Mechanic
Mechanic Helper
Harvest Equipment

Logger/Timber feller
Irrigator
Ranch Laborer
Floral Sales
Livestock Handler
Floral Delivery
Ranch劳工
Greenhouse Worker
Parts Person
Operator Fork Lift Driver
Tractor Driver
Being a small school giving guidance to our students comes naturally. Their goals and intentions are discussed regularly in class and during trips or activities. We also use our student data sheets to write this information down each year.

Our program has developed good relationships with local community colleges and have agreements for courses that we teach to count as college credits for their beginning courses in the areas of Horticulture, Welding and Ag. Mechanics.
Quality Criteria 8
Program Promotion

- With increasing pressure put on our local feeder schools to raise standardized test scores, the high school has been limited in giving presentations to eighth grade class. Recruitment efforts are now done in one day at the high school. All of the feeder schools are invited to bring their potential graduates to our campus for a full day of activities. One portion of this event includes a 45 minute session for campus organizations to give their recruitment presentation. Of this 45 minutes, the FFA has been allowed to use up to 30 minutes for our presentation.

Seasoned FFA members are teamed up with students, preferably freshmen, who will be recognized by the group. A power point presentation is presented beginning with some Ag related questions. Prizes are given to those who are brave enough to give a correct answer.

After the activity, the presentation about the agriculture program begins. Eighth grade students are given a brochure with a flow chart, showing how agriculture courses can easily be fit into a college prep or general education student schedule. Additionally, students are asked to fill out an interest form that is collected before they leave the presentation area. This is used to follow up on students who showed an interest in taking an agriculture class.

- All students are given the opportunity to go on trips and have projects. There are money’s available through our school to support these students. Our school policy is that if it is require for the program and they can’t afford it we will help.
Quality Criteria 9
Program Accountability & Planning

- We have a comprehensive program on file with the Jeanette Sturzen our regional supervisor.

- Our updates are sent to our regional supervisor by December 15th each year

- We send out our Graduate follow-up survey in September and receive them back to enter the data by October 15th each year.

- We are always working on program improvement and developing ways to keep students interested in Agriculture course and keeping them here. We use our advisory committee a lot for this.

- Our R-2 and other reports are done each year in a manner to get the information to our regional supervisor by October 15th.
Quality Criteria 10

- Hayfork High School has board policy that allows for only 20 students in our shop classes and 25 students in our science courses. This helps greatly with keeping our shops safe and our students learning the material with good teacher to student ratio.

- Our program has 2 Agriculture Teachers. We have only 108 students in our school with 76 taking agriculture classes. We meet the teachers-students ratio easily.
Quality Criteria 11
Full Year Employment

- 1 Agriculture Instructor is given a summer contract. This is 10% of their base pay. Hopefully in the next year both teachers will be having a summer salary with the big jump in large projects.

- 1 Agriculture Instructor is given a project period for completing department activities and paperwork. This period is mostly used for supervising student projects.
A. Name: \textbf{Agriculture}  
Last Name: \textbf{Student}  
First Name: \textbf{Career}  
B. Gender: \textbf{Male}  
C. Ethnicity/Race:  
Are you Hispanic or Latino? (Check one): \textbf{Yes}  
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.  
\textbf{American Indian or Alaskan Native}  
\textbf{Asian Indian}  
\textbf{Cambodian}  
\textbf{Chinese}  
\textbf{Hmong}  
\textbf{Japanese}  
\textbf{Korean}  
\textbf{Laotian}  
\textbf{Vietnamese}  
\textbf{Black or African American}  
\textbf{Filipino}  
\textbf{Guamanian}  
\textbf{Samoan}  
\textbf{Tahitian}  
\textbf{White}  
D. Year in Agriculture Program: \textbf{(1st, 2nd, 3rd, 4th)}  
E. Grade Level in School: \textbf{(9, 10, 11, 12)}  
F. I Am Taking This Course Because: (Select One)  
\textbf{I plan a career in agriculture}  
\textbf{Not a career, just an interest in agriculture.}  
\textbf{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.  
\textbf{Nursing or (Army or (Lawn)}  
H. Date:  
I. Locator Data  
\textbf{Street Address:}  
\textbf{City, Zip:}  
\textbf{Phone Number:}  
\textbf{Email:}  
\textbf{Parent/Guardian Name (Print Full Name For Each):}  
Mr.  
Miss/Mrs./Ms.  
J. Program of Instruction Being Pursued: (Select Only One)  
\textbf{Plant & Soil Science (4010)}  
\textbf{Animal Science (4020)}  
\textbf{Agricultural Mechanics (4030)}  
\textbf{Agricultural Business (4040)}  
\textbf{Ornamental Horticulture (4050)}  
\textbf{Forestry & Natural Resources (4060)}  
\textbf{Agriscience (4070)}  
K. Please indicate below your plans after graduation from high school:  
1. \textbf{Go to Work Full - Time}  
\textbf{No Further Education}  
\textbf{Some College Later}  
2. \textbf{Go to College}  
\textbf{Community College}  
\textbf{Four Year College}  
\textbf{Full-Time Student}  
\textbf{Part-Time Student}  
\textbf{Agriculture Major}  
\textbf{Non-Agriculture Major}  
3. \textbf{Go Into Military Service}
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.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tbody>
<tr>
<td>School Year</td>
<td>Course</td>
<td>School Year</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>a. English</td>
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<tr>
<td></td>
<td>b. Math</td>
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</tr>
<tr>
<td></td>
<td>c. Science</td>
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<td></td>
<td>d. Social</td>
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<td></td>
<td>e. Physical</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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<tr>
<th>S.A.E</th>
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N. Planned Department Activity (FFA)

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<th>activity</th>
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Parents/Guardians Signature: ____________________________
A. Name

B. Gender:

C. Ethnicity: Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

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

E. Grade Level in School:
(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.

H. Date:

I. Locator Data
Street Address:
City, Zip:
Phone Number:

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

3. Go Into Military Service
☒
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.

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<td>School Year</td>
<td>Course</td>
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<td>Course</td>
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<td>AG Biology</td>
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<tr>
<td></td>
<td>Algebra</td>
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<td></td>
<td>English honors</td>
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<td></td>
<td>World Geography</td>
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<td>AG Mechanics</td>
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<td>Health</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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</table>
A. Name: [Name]
   Last Name: [Last Name]
   First Name, MI: [First Name, MI]

B. Gender: [Gender]
   Male [X]
   Female [ ]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [X] 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
   - [Other Race] [ ]

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

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

F. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture [X]
   - 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.
   [Nursery worker]

H. Date: [Date]

I. Locator Data
   Street Address: [Address]
   City, Zip: [City, Zip]
   Phone Number: [Phone Number]
   Email: [Email]

Parent/Guardian Name (Print Full Name For Each):
   Mr. [Name]
   Miss/Mrs./Ms. [Name]

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

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<td>AGR Biology</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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Our program has a file cabinet that has student files in it in the Agriculture Instructors office. The description reads Future Farmers. In these drawers there are individual students with their educational plans, Parent Info, FFA Record Books, Class schedules for their school career, and any agreements or pertinent student achievement paperwork. Our department keeps these files for two years after high school then discards the files.
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Agriculture Mechanics
Hayfork High School

Course Title: Agriculture Mechanics
Length of Course: One Year
Grade: 9-10

Course Description

Agricultural Mechanics allows the student to develop fundamentals of mechanical processes as they relate to the areas of agricultural mechanics. Areas to be explored include tool sharpening, plumbing, wood and metal working, arc welding processes, oxy-fuel processes (welding, brazing, cutting), hot and cold metal working, electricity, construction and building materials, sketching, drawing, surveying, using plans for construction and using GPS to collect data. An emphasis will be placed on the development of orderly and safe lab procedures for many practical skills that will be developed.

Course Objectives

Upon completion of the course, students should be able to:

1. Understand basic safety procedures related to agricultural mechanics, construction, and related technologies.
2. Recognize basic terms and principals related to machines, force, work, power, and electricity (e.g., volts, amperes, watts) as they apply to agriculture.
3. Identify and use personal safety equipment, and identify hazards and safety needs in the home and workplace.
4. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery and equipment.
5. Understand basic principles and techniques for planning and constructing agricultural structures and enclosures.
6. Know the design, components and basic principles of operation of electric circuits.
7. Demonstrate knowledge of basic wiring procedures used in agriculture.
8. Demonstrate knowledge of basic construction of small wood projects.
9. Apply knowledge of basic procedures for planning construction of agricultural structures and enclosures (e.g., locating sites, drawing plans, estimating materials and costs).
10. Apply knowledge of basic construction skills (e.g., carpentry, masonry, painting and metal building construction) used to build agricultural structures.
11. Apply knowledge of basic plumbing methods, tools and materials.
Major Topics

1. Using the Agricultural Mechanics Shop Safely
2. Hand Woodworking
3. Power Tools in the Agricultural Mechanics Shop
4. Project Planning
5. Painting
6. Electricity and Electronics
7. Plumbing
8. Concrete Masonry
9. Agricultural Structures (Metal and Wood)
10. Irrigation Systems
11. Gas Welding
12. Electric Arc Welding
Agriculture Metal Fabrication
Hayfork High School

Course Title: Agriculture Welding

Length of Course: One Year

Grade: 10-12

Course Description

Agriculture Metal Fabrication students will build on the fundamental skills learned in Agriculture Welding by welding in the horizontal, vertical, and overhead positions. Students will study additional welding theories and will put more emphasis into the hands-on approach in an effort to become proficient with the shielded metal arc, gas tungsten arc, and gas metal arc welding processes. Students will work on various shop equipment found in the welding industry.

Course Objectives

Upon completion of the course, students should be able to:

12. Understand basic safety procedures related to agricultural mechanics, construction, and related technologies.

13. To teach students the hazards and safe practices associated with electric arc welding, oxyacetylene cutting, and related tools and consumables, application of these safe practices during the course, and recognize how to safely cut and weld in a industry enviroment.

14. To train students to set up and operate SMAW equipment, and to become proficient in all-positions welding using multiple types of electrodes.

15. To train students to set up and operate oxyacetylene equipment, and to become proficient in cutting and beveling of steel.

16. To introduce students to the equipment and operating principles of Gas Metal Arc Welding, Gas Tungsten Arc Welding, Brazing, and Soldering.

17. To teach students the principles for selection of materials, procedures, and designs required for making successful welds and the mechanical and non-destructive methods of testing them.
18. Learn basic joint designs, related welding terminology, and be introduced to blueprints.
19. Have an understanding of the welding industry in order to make further career choices.
20. Be introduced to and practice proper units of measurement with the basic rule and tape.

Course outline:
1. Introduction – an overview of the welding industry. Careers will be explored and a possible field trip will be offered to upperclassmen interested in a career in the welding profession.

2. SAFETY- all safety procedures will be covered for each piece of equipment. This is a very important component of the class and perfect scores will be required on all safety procedures. We have a large group of students and being careless and disrespectful of the metals shop will not be tolerated.

3. Shielded Metal Arc Welding (SMAW) Otherwise known as stick welding.
   Setup and procedures of equipment
   Components of the equipment
   Techniques of welding positions and correct positions of welding.

4. Metal Inert Gas Welding (MIG) Otherwise known as wire feed welding
   Setup and procedures of equipment
   Components of the equipment
   Aluminum welding using the MIG welder
   Types of gas used in MIG welding

5. Tungsten Inert Gas Welding (TIG)
   Setup and procedures of equipment
   Components of the equipment
   Aluminum welding using the TIG welder
   Types of gas used in TIG welding

6. Gas Metal Arc Welding (GMAW)
   Setup and procedures of equipment
   Proper start up of the oxygen and acetylene tanks
   Components of the equipment
   Techniques of welding positions and correct positions of welding.

7. Oxy Fuel
   Proper use and startup procedures of the oxygen and acetylene tanks
   Comparisons in correct and incorrect flames used in cutting
8. Plasma Cutting
Proper use and startup procedures.
Differences in using plasma cutting compared with torch cutting
Agriculture Welding
Hayfork High School

Course Title: Agriculture Welding
Length of Course: One Year
Grade: 10-12

Course Description

Welding students will study and practice basic welding principles involving shielded metal arc welding, oxyacetylene welding, and oxyacetylene cutting processes in the flat, horizontal, and vertical positions. Safe industry work practices will be taught with emphasis on eye and body protection. Basic units of measurement will be covered using technology and traditional equipment. This course will serve as an introduction to the welding field and additional course work will be necessary for students to become proficient with the welding processes.

Course Objectives

Upon completion of the course, students should be able to:


22. To teach students the hazards and safe practices associated with electric arc welding, oxyacetylene cutting, and related tools and consumables, application of these safe practices during the course, and recognize how to safely cut and weld in an industry environment.

23. To train students to set up and operate SMAW equipment, and to become proficient in all-positions welding using multiple types of electrodes.

24. To train students to set up and operate oxyacetylene equipment, and to become proficient in cutting and beveling of steel.

25. To introduce students to the equipment and operating principles of Gas Metal Arc Welding, Gas Tungsten Arc Welding, Brazing, and Soldering.

26. To teach students the principles for selection of materials, procedures, and designs required for making successful welds and the mechanical and non-destructive methods of testing them.

27. Learn basic joint designs, related welding terminology, and be introduced to blueprints.
28. Be introduced to and practice proper units of measurement with the basic rule and tape.
29. Students will interpret future implications on employment opportunities in mechanical systems careers as a result of emerging technologies.
30. Identify, explain, and correctly use arc, wire, and oxy-acetylene welding machines and a cutting torch
31. Identify, explain, and correctly use arc, wire, and oxy-acetylene welding machines for different welds
32. Demonstrate the correct use of each machine through assigned exercises
**Course Title:** Agriculture Mechanics  
**Length of Course:** One Year  
**Grade:** 11-12  

**Course Description**

An introductory course in the basics of surveying and GPS and elements of construction dealing with wood, concrete, masonry and stone, pavers, electrical, and fence utilized in the landscape industry. Emphasis will be placed on safety, development and interpretation of construction drawings, specifications for specific structures, materials selection, cost estimations, site preparation and construction techniques.

**Course Objectives**

Upon completion of the course, students should be able to:

33. Understand basic safety procedures related to agricultural mechanics, construction, and related technologies.
34. Recognize basic terms and principals related to machines, force, work, power, and electricity (e.g., volts, amperes, watts) as they apply to agriculture.
35. Identify and use personal safety equipment, and identify hazards and safety needs in the home and workplace.
36. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery and equipment.
37. Understand basic principles and techniques for planning and constructing agricultural structures and enclosures.
38. Know the design, components and basic principles of operation of electric circuits.
39. Demonstrate knowledge of basic wiring procedures used in agriculture.
40. Demonstrate knowledge of basic construction of small wood projects.
41. Apply knowledge of basic procedures for planning construction of agricultural structures and enclosures (e.g., locating sites, drawing plans, estimating materials and costs).
42. Apply knowledge of basic construction skills (e.g., carpentry, masonry, painting and metal building construction) used to build agricultural structures.
43. Apply knowledge of basic plumbing methods, tools and materials.

**Major Topics**

13. Using the Agricultural Mechanics Shop Safely  
14. Hand Woodworking
15. Power Tools in the Agricultural Mechanics Shop
16. Project Planning
17. Painting
18. Electricity and Electronics
19. Plumbing
20. Concrete Masonry
21. Agricultural Structures (Metal and Wood)
22. Irrigation Systems
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### Project Form

**Name**: ____________________________

**Date**: ___________  **Days to fair**: ___________

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#### FEED

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#### New FEED Program

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**Recommendations**

_________________________________________________________________________

_________________________________________________________________________
Project Form

Name: Carmen Reeves
Date: 7/10/10
Days to fair: 44

Hog: Lamb: Beef: Heifer: Chickens: Other
Animal Weight: 130
Expected Weight: 230

FEED

Grain: Farmers Show Feed: Pounds Fed: Self Fed:
Grain: Pounds Fed:
Hay: Pounds Fed:
Supplements: None

New FEED Program

Grain: Same: Pounds Fed: Self Fed:
Grain: Pounds Fed:
Hay: Pounds Fed:
Supplements: None

Recommendations

Try wet feeding 8/16 with cold water between
1st & 2nd pm everyday & take food away after 30-45 min.
**Project Form**

Name: Ivy Patton  
Date: 7/9/10  
Days to Fair: 45

- **Animal:** Hog

- **Weight:** 160

- **Expected Weight:** 255-260

**FEED**

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<tr>
<th>Item</th>
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<tbody>
<tr>
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**New FEED Program**

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**Recommendations:** None
# Project Form

**Name:** Amanda Patton  
**Date:** 7/9/10  
**Days to fair:**  
- [ ] Hog  
- [ ] Lamb  
- [ ] Beef  
- [ ] Heifer  
- [ ] Chickens  
- [ ] Other  
**Animal Weight:** 180 lbs  
**Expected Weight:** 265 lbs

## FEED

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## New FEED Program

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## Recommendations

None
Project Form

Name: Xander Winter

Date: 11/29/10

Hog: Lamb: Beef: Heifer: Chickens: Other: Animal Weight: 640

Expected Weight: 1250

FEED

Grain Wet Corn: Pounds Fed: 3% of weight: 81bs
Grain: Pounds Fed
Hay Alfalfa Grass: Pounds Fed: 1/4 of weight: Self Feeder
Supplements

New FEED Program

Grain Wet Corn: Pounds Fed: 12
Grain: Pounds Fed
Hay Alfalfa Grass: Pounds Fed: Self Feeder
Supplements

Recommendations
Project Form

Name: Emmett Cook

Date: 1/29/10  Days to fair: 150

Hog  Lamb  Beef  Heifer  Chickens  Other

Animal Weight: 650

Expected Weight: 1200

FEED

Grain: wet cob  Pounds Fed: 8
Grain:  Pounds Fed:
Hay:  Pounds Fed: self feed
Supplements:

New FEED Program

Grain: wet cob  Pounds Fed: 12
Grain:  Pounds Fed:
Hay:  Pounds Fed: self feed
Supplements:

Recommendations
Project Form

Name: Kate Stoddard
Date: 7/1/10
Days to fair: 55
Hog Lamb Beef Heifer Chickens Other
Animal Weight: 3-402
Expected Weight: 8 1/2

FEED

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Recommendations

Keep pen clean daily & water 2-3 times a day.
Water will get hot & they won't drink much.
Project Form

Name: Megan Waggner

Date: 12/15/09  Days to fair: ___

Hog  Lamb  Beef  Heifer  Chickens  Other

Animal Weight: 750

Expected Weight: 1250

FEED

Grain  Neutra Beef  Pounds Fed: 10
Grain  Pounds Fed: ___
Hay  All rain  oats  Pounds Fed: ___
Supplements: ___

New FEED Program

Grain  Pounds Fed: ___
Grain  Pounds Fed: ___
Hay  oat/grass  Pounds Fed: ___
Supplements: ___

Recommendations

Feed 1/2 oat  1/2 grass  hay
Project Form

Name: Harley Harrison

Date: 5-15-10  Days to fair: __

Animal Weight: 80 lb.
Expected Weight: 265 lb.

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New FEED Program

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Recommendations

Weigh 10 days / walk daily
Project Form

Name: [Redacted]
Date: 11/8/69
Days to fair: [Redacted]
Hog Lamb Beef Heifer Chickens Other
Animal Weight: 580
Expected Weight: 1275 lbs

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Recommendations

Weights at breeding steer down daily
# Project Form

**Name:** Zak Mark  
**Date:** 7/8/10  
**Days to fair:** 46  
**Hog, Lamb, Beef, Heifer, Chickens, Other:** 
- Animal Weight: 190 & 170  
- Expected Weight: 265 / 255

## FEED

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## New FEED Program

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## Recommendations

10 days reweigh
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SOE Summary

In the last 6 years our Ag. Dept. has developed some great relationships with our community. Our student’s contract grow plants for Cal Trans and on their local plantings/projects we take our students to help plant at these sites. We also grow for two local nurseries. With the increased production we built a second greenhouse in 2006. Also in 2006 we went from no Market steer projects to 6 and no facilities at school. Our students designed and built a 30x30 barn with four pens, concrete floor and center alley with room for equipment and feed storage.

In 2007 they built a 30x40 Metal shop building with a concrete floor behind our metal shop and started our large animal barn that is 55x60 with a 15’ eve for swine pens. The students have poured over 85 yards of concrete in the last 3 years. Our students learn a lot from experience. With our Forestry and Natural Resources class we are able to place students in local jobs. Our 18 year old graduates are working for the USDA forest service as fire fighters. Our younger students are working for the Watershed, a grant funded group that employs' the students for a youth hand crew that maintains trails and streams.

Our Goal is to give the students an opportunity to have a project at home or work for someone in the community. If this opportunity isn’t available we have projects here at school that gives them the experience.
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<thead>
<tr>
<th>Name</th>
<th>Project</th>
<th>Parents</th>
<th>Phone #</th>
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<th>Project Agreement</th>
<th>Entry Form</th>
<th>Deposit</th>
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Our program has been operating without any specific School Board SOEP or FFA policy in place. In the next few months I plan to correct this by proposing the following to our school board for approval. We have been operating with only a brief guide approved by the board for co-curricular and extra-curricular guide lines.

This information will help our program as well as establish better guide lines for the school board. With such procedures in place it will help us keep the board informed on the activities and responsibilities we have to our students in the program. Helping them make better decisions while helping protect the Agriculture Program.

Career Education in Agriculture has as its basic purpose the preparation of persons for employment in agriculture. The fact that the program also accomplishes other, peripheral purposes of general and consumer education is a bonus.

The curriculum is designed to accomplish the basic purpose. In the process of designing the State Curriculum Guidelines, input was obtained from employers and other representatives of the agricultural segments of related business, industry, education, government, as well as farming and ranching. It was learned that successful employment in these areas requires competencies in addition to technical skills and knowledge. In fact, many of these persons place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative, etc.

It was largely in recognition of these needs that the FFA organization was established. Participation in FFA is intended to be an organized laboratory experience in activities through which the ag student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. The list of examples could go on endlessly.

It is appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time, such as during lunch, after school,
evenings, weekends, holidays, and summer. Also, they may be conducted at locations far removed from the campus.

The **intra-curricular** nature of these FFA activities is not driven by their timing or location, but by whether or not they are consistent with the following characteristics:

1. The activities of the FFA component of the instructional program shall be designed to assist the student to achieve the objectives of the class or course.
2. Participation in the FFA activity shall be required of every student enrolled in vocational agriculture and shall contribute to the grade earned in the course.
3. The activity is open to any student enrolled in the program of Agricultural Education whose agricultural career preparation will be furthered by participation in the activity.
4. Participation in the activity is not contingent upon the payment of dues or fees by another individual.
5. The activity is supervised by a teacher of Agriculture Education employed by the school.

FFA activities beyond the local/school/chapter level still are intra-curricular. Some examples are: Section level Public Speaking Contest, Regional level Office, State Conference delegate, judging team, etc. Clearly, these “upper level” activities do contribute to the development of the competencies and understandings mentioned earlier. Additionally, they provide experiences which broaden students’ vision and stretch their confidence. However, it is reasonable for teachers and administrators to view student participation in these activities as a privilege reserved for vo-ag students whose participation will not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Supervised Agricultural Experience Programs (SAEP) is another unique, essential component of Agricultural Education programs.

Since, as with FFA, SAEP is designed to accomplish identified objectives of the Agricultural Education program and is conducted under the supervision of the Agricultural teacher, it too is an integral part of Agricultural Education instruction and considered to be **intra-curricular**.

SAEP consists of out-of-classroom and class-time, planned, practical experiences in agriculture. Activities conducted as part of a student’s SAEP are commonly called projects and there often are several varying kinds of projects making up the SAEP of any individual student. Some examples of projects are: Paid or unpaid employment in an agricultural job; paid or unpaid work in a family agricultural enterprise (either on or off farm); self-employment in a mini-agricultural enterprise such as feeding livestock for market, growing crops, operating a landscape maintenance business, etc. The scope of projects ranges from a single animal to full ownership and operation of a commercial scale agricultural enterprise.

Agricultural Education depends heavily on a “learn by doing – doing to learn” strategy to accomplish its purposes. It is difficult, if not impossible, for schools to provide all the facilities and resources necessary to provide for this. SAEP is the Agricultural teacher’s way to expand the boundaries of the school classroom, shop, greenhouse, field lab to
include the whole community as an instructional facility and all the community’s agriculturalists as resource persons and teachers aides.

By scheduling students’ SAEP activities outside of the classroom and class time, such as after school, weekends, and summers, the teacher expands the time available for instruction and makes it possible to meet students on an individual basis for intensive one-on-one instruction. This kind of scheduling also provides students with opportunity for more time-on-task than can be afforded by the school within the class schedule.

Agricultural teachers work with the students and their parents in planning, reviewing, evaluating, and revising as appropriate SAEP. The planned activities should complement class time instruction and be relevant to students’ identified agricultural career goals.

For the most part, a student’s participation in SAEP activities will not interfere or conflict with other school responsibilities. An exception to this generality might be exhibiting livestock at a fair during the school year. Or there may occasionally be times when non-routine, emergency attention to an animal, crop or other business may become necessary. These exceptions should be minimal and not pose serious conflict. When it is possible to predict conflict of SAEP activities with that of other, non-agriculture school responsibility, it is reasonable to require that students’ planned participation in SAEP activities not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Since Agricultural Education activities conducted under the labels FFA and SAEP are intra-curricular, the evaluation of student performances in Agricultural Education should include consideration of the student’s level of involvement and performance in those activities.

A grading system for evaluating the SAEP and participation in FFA activity should be based on the premise that every student enrolled in the class should be able to attain the highest grade possible. Many FFA activities and some SAEP activity can and should be conducted in classroom or school laboratory.

The grading system should be agreed upon by the agriculture staff and applied as uniformly as possible. It should be possible for a student to be informed at any time concerning their particular status in respect to grades. Visible records such as grading charts or point award systems can be used effectively for this purpose. The grading system should be explained to every student enrolled in Agricultural Education so that it is thoroughly understood. The system should be a matter record and incorporated into the department plan. Because of the inter-relationship of SAEP and FFA activity to the instructional program, it is generally agreed that they should approximate 40% of the total grade.

Since every student may not always be able to participate in an FFA activity held outside of the regular school day, such activity may be used as a source of “additional credit” to those students who are able to participate. Out-of-class-time participation in FFA and SAEP activity can reasonably be viewed as Agricultural Education “homework.” As such, full credit for the Agricultural Education course(s) in which the student is enrolled plus the grade earned in the related activity should be dependent upon satisfactory, measured participation.
In summary, Agricultural Education student participation in activities of FFA and SAEP is essential in order for the student to have access to the full curriculum of the program. An appropriate analogy is to compare these activities with term papers and special projects which are assigned to students enrolled in other courses offered in the school. As such, these activities are intra-curricular. Student access to them should not be limited by eligibility requirements which apply to extra-curricular or other out-of-class school activities.
Hayfork FFA Chapter Project Agreement

1. Student agrees to properly feed, care and maintain their project on a daily basis.

2. Students and parents agree this opportunity is for students. Chores, grooming, exercise, feeding etc. Should be done by the student participants. They may be assisted, trained, shown, etc. by leaders and parents.

3. Students will be expected to be responsible for the day to day operations of their animals.

4. Each student will make a laminated, metal cut out or wooden sign neatly lettered that will have their name, club, and phone # on it. The sign will be hung from the back of the pen at fair.

5. Each student will weigh their animals a minimum of once every 14 days and report the weight to their advisor.

6. The student is required to keep a record book for their projects and have it up to date before their entry form is signed and after fair when their project is completed.

7. Each student will write a buyers letter and have it approved by their advisor before sending it out to at least 5 potential buyers inviting them to the fair. Sent before August 15.

8. After fair each participant is required to send a thank you letter to their projects buyer or buyers.

9. All students are to place a $50.00 deposit with the FFA chapter before using School Farm facilities, equipment and before having their entry forms signed by the Advisor. The deposit will be refunded at the completion of their project up to 14 days after the fair. After the 14 days no refund will be given.

10. Trinity County Fair participants will not be working during fair other than with their animals.

11. All Livestock exhibitors will be required to wear the FFA show uniform. White collared shirt, white pants, FFA jacket, tie/scarf.

12. Trinity County Fair participants will help cleanup fair facilities after loadout and have a chapter meeting when completed.

FFA MEMBER          FFA ADVISOR          PRINCIPLE
Use of Hayfork High School Agriculture Facilities by Hayfork FFA Members

1. 1st priority of use will be to Hayfork FFA members.
2. Animals to be fed and cared for twice per day by the student. Feeding will occur before 9:30 in the morning and before 7:30 in the evening.
3. Pens are to be cleaned thoroughly cleaned a minimum of once per day.
4. Feed that is in approved storage container or in the animal’s feeder in the pen will be stored off site and brought on site as needed.
5. Personal tack and equipment will be stored in the same manner as feed.
6. Each participant will be responsible for purchasing or making a fly trap and maintaining it.
7. Manure and straw will 1st be shoveled into designated area prior to washing out the pen and alley.
8. Students and parents will refrain from feeding other students/neighbor’s animals or squirting/ hosing them off. If they have a concern they should contact the barn supervisor or agriculture instructor.
9. Each student will make a laminated and or wooden sign neatly lettered that will have their name, club, and phone # on it. The sign will be hung on the back wall.
10. Each participant will participate in activities to help maintain the facilities and grounds in lieu of a rental charge. This will consist in of participation in an organization work day at the site and or tasks from a list created by the barn supervisor and or agriculture instructor. Each person will work at least 4-8 hours as needed.
11. Students that use these facilities understand that the use is a privilege that depends on mutual respect and communication between the participants, parents, FFA Advisor. Students and parents should make every effort to communicate with the barn supervisor and or agriculture instructor about problems and or concerns with the facility or neighbors as soon as possible after they are observed. This should be the 1st course of action.
12. Students and parents agree that this opportunity is for students. Chores, grooming, exercise, and feeding etc. should be done by the student participants. They may be assisted, trained, shown, etc. by leaders and parents. Students will be expected to be responsible for the day to day management of the project.
13. The student project is to be on display for the public to see. This means that the student and parents are on display as well. The way that we raise our animals at this facility will be under a public magnifying glass constantly. Therefore we need to be especially concerned about behavior towards or treatment of our animals that could be considered abuse. Leaving the animal without feed or water or beating or rough treatment of animals will not be tolerated (see item # 15).
14. Part of the responsibility of a project is to learn to organize the management when the manager (student) is absent or unable to do so for business or family reasons.
   - Absences where the student is unable to care for the animal for more than 24 hours should be cleared with the barn supervisor and Agriculture Instructor.
   - In the student's absence the individual responsible for the care and feeding should also be made clear to the barn supervisor and Ag Instructor. This individual will be knowledgeable of the use agreement for use of the school facility.
   - The total absences shall not exceed 2 consecutive weeks or a total number of days that would exceed 20% of the total days of ownership during the course of the project. Example: 120 days of total ownership = maximum of 24 days of absence. 60 days of ownership = A maximum of 12 days of absence.
15. Students/ participants that violate these guidelines depending on the severity of the occurrence will be given a verbal and written warning. The 2nd or subsequent violation may result in the project being moved off site within 24 hrs and potential loss eligibility to participate at the fair with the project at the discretion of the Ag Instructor.
Hayfork FFA Project Agreement Deposit Waiver

Students needing a deposit waiver to use Agriculture department facilities or equipment are agreeing to provide 6 hours of community service to the Schools Agriculture facility in the event they do not complete their project within the guidelines of the Hayfork FFA Project Agreement.

Student Name

Student Signature

Parent Name

Parent Signature
Hayfork FFA
Officer Contract

In order to be an officer in the Hayfork FFA Chapter for the 2007-2008 school year, I ________________, hereby agree to the following terms of this contract. Failure to comply with any of the items listed below will result in the loss of my office.

The terms are as follows:
1. To attend all officer, executive, and chapter meetings, unless excused by both advisors and president.
2. To attend all leadership conferences and retreats. To include COLC, Made for Excellence, chapter retreat and workshops.
3. To be chairman of at least one committee during the year.
4. Be a member of at least one other committee during the year.
5. To participate in at least 8 FFA activities during the year.
6. To check with the advisor at least twice a week for upcoming events.
7. To be evaluated by my fellow officers once each semester to see how I am carrying out the duties of my office.
8. To give equal amount of time to the FFA as I do my sports, my job, and/or other activities.
9. That if there is a conflict between my officer duties and that of sports, my job and/or other activities that cannot be resolved, FFA takes first priority.
10. I must maintain a “C” average in all my classes. (GPA)
11. Participate in at least one contest per year in addition to Opening/Closing contest.
12. Must have one chapter meeting minimum per month.
13. Officer’s meet a minimum of 3 times per month with advisors.
14. Must attend and participate in the Opening/Closing contest.

{} These terms are in addition to your officer duties as stated in the Official FFA Manual.

I, ____________________________, understand that failure to complete all terms above will 1ST result in a warning by the advisor, 2ND a month suspension will be imposed, and the 3rd offence will result in removal from the Hayfork FFA Officer Team.

_______________________________  ______________________
Officer Signature                  Date

My Son/Daughter and myself have gone over the FFA officer contract and the Officer duties as listed in the FFA Manual and understand the obligations and responsibilities that will be required.

_______________________________  ______________________
Parent Signature                  Date
HAYFORK FFA

Since 1957

2010-2011

Program of Activities
FFA Officers

President- Magen Waggoner
V.P.- Lauren Kaz
Secretary- Kate Stoddard
Treasurer- Emmett Cook
Reporter- Xander Winter
Sentinel- Amanda Patton
Goals & Objectives
2010-2011

Goals:

For the 2010-2011 school year the chapter goals are to maintain more member involvement, compete in FFA sponsored contests to the best of our abilities, to build our local membership and to grow as individuals through fun and learning.

Objectives:

To attend and participate in all FFA activities available and to serve others through community service projects.

Action Plan:

- Get help and input from all members
- Form committees to help carry out our goals & objectives
- Submit articles to our school and local newspapers
- Keep officers and committees on the path to our goals

Community Service:

- Clothing Drives for the needy in Hayfork
- Recycling Program at the High School
- Adopt-A-Highway
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.
Advisory Committee Roster

Chair
Larry Cordtz
Box 625
Hayfork, CA
530-628-4750

Member
Gerard Kaz
Box 223
Hayfork, CA 96041
530-628-1180

Member
Mark Arnold
Box 1636
Hayfork, CA
530-628-5441

Member
Dennis Rourke
Box 217
Hayfork, CA 96041
530-227-2427
### Hayfork FFA Events 2009/2010

<table>
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<tr>
<th>Days</th>
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<td>Aug 25-30</td>
<td>Ag pickup</td>
<td>Trinity County Fair</td>
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<td>3</td>
<td>Sept 17-19</td>
<td>Van</td>
<td>COLC Mill Creek</td>
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<td>2</td>
<td>Fall</td>
<td>Van</td>
<td>Logging Industry Tour North coast</td>
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<td>5-Oct</td>
<td>Bus</td>
<td>Greenhand Conf Anderson High school</td>
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<td>Shasta College Field Day</td>
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<td>Shasta Section Opening/closing, BIG, Recordbook, Co-op West Valley</td>
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<td>Ag pickup &amp; Van</td>
<td>FFA MFE / ALA Conf Redding</td>
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<td>Jan 19-21</td>
<td>Ag pickup</td>
<td>Butte College Weld Camp</td>
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<td>Ag pickup &amp; Van</td>
<td>Red Bluff Bull &amp; Gelding sale</td>
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<td>Ag pickup</td>
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<td>Shasta Section Leadership Contests, Shasta College</td>
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<td>Feb 19-20</td>
<td>Ag pickup</td>
<td>Superior Region CATA</td>
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<td>March 5-6</td>
<td>Ag pickup &amp; Van</td>
<td>UC Davis Field Day</td>
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<td>Ag pickup &amp; Van</td>
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<td>Ag pickup &amp; Van</td>
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<td>FFA State Conference, Fresno</td>
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<td>Ag Pickup</td>
<td>Hayfork FFA Week</td>
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<td>Ag pickup &amp; Van</td>
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<td>Ag Pickup</td>
<td>Shasta Section Project Competition &amp; Banquet, Shasta College</td>
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<td>June/July/Augus</td>
<td>Ag pickup &amp; Van</td>
<td>Chapter Officer Retreat</td>
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**FFA Point Sheet**

**Purpose:**

The Main purpose of the Hayfork chapter point system is to encourage greater and further participation of FFA members in all chapter activities. Awards will be given to those of outstanding achievement and accomplishment. The awards are to be presented at the end of the year at the Hayfork FFA Banquet or Hayfork High school’s award banquet.

**Awards:**

Allow a student to earn a plaque/trophy for OUTSTANDING ACHIEVEMENT after they have earned 4250 points or more in three years or 6500 points in four years.

The highest point member each year will be awarded a FFA jacket or anything in the FFA supply catalog in that price range.
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<th>Points</th>
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<td>2. Star Greenhand</td>
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<td>3. Chapter Farmer</td>
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<td>4. Star Chapter Farmer</td>
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<td>5. State Farmer</td>
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<tr>
<td>6. Star Sectional State Farmer</td>
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<td>7. Star Regional State Farmer</td>
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<td>8. Star State Farmer</td>
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<tr>
<td>9. Chapter President (if they do their job/apply to last ¼ of the year)</td>
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</tr>
<tr>
<td>10. Chapter Officer (if they do their job/apply to last ¼ of the year)</td>
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<tr>
<td>11. Screened for Regional Office</td>
<td>100</td>
</tr>
<tr>
<td>12. Regional Officer</td>
<td>300</td>
</tr>
<tr>
<td>13. State Officer</td>
<td>400</td>
</tr>
<tr>
<td>14. Student Body President (for last ¼ of the year)</td>
<td>100</td>
</tr>
<tr>
<td>15. Student Body Officer (for last ¼ of the year)</td>
<td>50</td>
</tr>
<tr>
<td>16. Class/Club President</td>
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</tr>
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<td>17. Class/Club Officer</td>
<td>25</td>
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<td>18. Committee Chair (if they do their job and attend meetings)</td>
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</tr>
<tr>
<td>19. Committee member (if they do their job and attend meetings)</td>
<td>10</td>
</tr>
<tr>
<td>20. Published News Story about the FFA</td>
<td>25</td>
</tr>
<tr>
<td>21. Attended Greenhand Conference</td>
<td>100</td>
</tr>
<tr>
<td>22. Attended Made For Excellence Conference</td>
<td>100</td>
</tr>
<tr>
<td>Points</td>
<td>Points</td>
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<td>20</td>
</tr>
<tr>
<td>20</td>
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</table>

23. Attended Chapter Officer Leadership Conference
24. Attended Advanced Leadership Academy Conference
25. Attended Sacramento Leadership Experience
26. Attended regional meeting
27. Attended regional meeting as a delegate
28. Attended State Conference
29. Attended State Conference as a delegate
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35. Attendance at FFA meeting (If in the minutes)
36. Buy your own Jacket
37. Everyday wear your own Jacket to school
38. Participate in an International Exchange
39. Any "unclassified public representation of FFA"
40. Each $ Merchandise Sold

**Scholarship**
1. Counselor Honor Roll
2. Principal’s Honor Roll
3. Superintendents Honor Roll
4. Agricultural Department Award
### FFA Projects

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Each Productive FFA project is SATISFACTORY condition  (Limit to three projects)</td>
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<td>Each ten dollar Productively invested in projects- 1 point  (Limited to 25 points)</td>
</tr>
<tr>
<td>50</td>
<td>FFA Project Competition ~ First Local</td>
</tr>
<tr>
<td>40</td>
<td>FFA Project Competition ~ Second Local</td>
</tr>
<tr>
<td>30</td>
<td>FFA Project Competition ~ Third Local</td>
</tr>
<tr>
<td>20</td>
<td>FFA Project Competition ~ Forth Local</td>
</tr>
<tr>
<td>75</td>
<td>FFA Project Competition ~ Section Gold</td>
</tr>
<tr>
<td>35</td>
<td>FFA Project Competition ~ Section Silver</td>
</tr>
</tbody>
</table>

### Fair Competition:
*(Ag Related Used for 1st Quarter of school)*

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Each Entry</td>
</tr>
<tr>
<td>15</td>
<td>Each first place ribbon</td>
</tr>
<tr>
<td>13</td>
<td>Each Second place ribbon</td>
</tr>
<tr>
<td>11</td>
<td>Each Third place ribbon</td>
</tr>
<tr>
<td>9</td>
<td>Each Fourth place ribbon</td>
</tr>
<tr>
<td>7</td>
<td>Each Fifth Place ribbon</td>
</tr>
<tr>
<td>5</td>
<td>Each Sixth Place ribbon</td>
</tr>
<tr>
<td>3</td>
<td>Each Seventh Place ribbon</td>
</tr>
<tr>
<td>50</td>
<td>Grand Champion/Best in Division</td>
</tr>
<tr>
<td>35</td>
<td>Reserve Champion/Sweepstakes</td>
</tr>
<tr>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
</tr>
<tr>
<td>11. Group 1</td>
<td>10</td>
</tr>
<tr>
<td>12. First Place showmanship</td>
<td>50</td>
</tr>
<tr>
<td>13. Second Place showmanship</td>
<td>40</td>
</tr>
<tr>
<td>14. Third Place showmanship</td>
<td>30</td>
</tr>
<tr>
<td>15. Fourth Place showmanship</td>
<td>20</td>
</tr>
<tr>
<td>16. Fifth Place showmanship</td>
<td>10</td>
</tr>
<tr>
<td>17. Round Robin Participant</td>
<td>50</td>
</tr>
<tr>
<td>18. Winner of Round Robin</td>
<td>100</td>
</tr>
<tr>
<td>19. Individual/Chapter Clean pen Award</td>
<td>25</td>
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**Judging Contests**

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competition</td>
<td>15</td>
</tr>
<tr>
<td>2. Team Member</td>
<td>20</td>
</tr>
<tr>
<td>3. High Individual</td>
<td>110</td>
</tr>
<tr>
<td>4. Second High Individual</td>
<td>100</td>
</tr>
<tr>
<td>5. Third High Individual</td>
<td>90</td>
</tr>
<tr>
<td>6. Fourth High Individual</td>
<td>80</td>
</tr>
<tr>
<td>7. Fifth High Individual</td>
<td>70</td>
</tr>
<tr>
<td>8. Sixth High Individual</td>
<td>60</td>
</tr>
<tr>
<td>9. Seventh High Individual</td>
<td>50</td>
</tr>
<tr>
<td>10. Member of 1st place team</td>
<td>125</td>
</tr>
<tr>
<td>11. Member of 2nd place team</td>
<td>110</td>
</tr>
<tr>
<td>12. Member of 3rd place team</td>
<td>100</td>
</tr>
<tr>
<td>13. Member of 4th place team</td>
<td>90</td>
</tr>
<tr>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>14. Member of 5th place team</td>
<td>80</td>
</tr>
<tr>
<td>15. Member of 6th place team</td>
<td>70</td>
</tr>
<tr>
<td>16. Member of 7th place team</td>
<td>60</td>
</tr>
</tbody>
</table>

**Special Achievements**

1. National band | 400 |
2. National Choir | 400 |
3. 1st Place Public Speaking | 250 |
4. 2nd Place Public Speaking | 200 |
5. 3rd Place Public Speaking | 150 |
6. 1st Place Parliamentary Procedure | 250 |
7. 2nd Place Parliamentary Procedure | 200 |
8. 3rd Place Parliamentary Procedure | 150 |
9. 4th Place Parliamentary Procedure | 100 |
10. 5th Place parliamentary Procedure | 50 |
11. Filled out Chapter Proficiency Award Application | 50 |
12. Received Chapter Proficiency Award | 75 |
13. Filled out Sectional Proficiency Award Application | 50 |
14. Received Sectional Proficiency Award Application | 100 |
15. Received Regional Proficiency Award | 200 |
16. Filled out Application for State Proficiency Award | 300 |
17. Received State Proficiency Award | 600 |
18. Filled out National Proficiency Award Application | 800 |
<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Received National Proficiency Award</td>
<td>1000</td>
</tr>
<tr>
<td>20. Agricultural Related Workshops</td>
<td>15</td>
</tr>
<tr>
<td>21. Agricultural Special Awards</td>
<td>25</td>
</tr>
</tbody>
</table>

**Hours**

1. Two points plus will be given for each hour of work completed for the benefit of the chapter, and must be in your record book.

*School Time  
2

*Non-School Time  
5
<table>
<thead>
<tr>
<th>Leadership</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greenhand</td>
<td>200</td>
</tr>
<tr>
<td>2. Star Greenhand</td>
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</tr>
<tr>
<td>3. Chapter Farmer</td>
<td>200</td>
</tr>
<tr>
<td>4. Star Chapter Farmer</td>
<td>300</td>
</tr>
<tr>
<td>5. State Farmer</td>
<td>200</td>
</tr>
<tr>
<td>6. Star Sectional State Farmer</td>
<td>300</td>
</tr>
<tr>
<td>7. Star Regional State Farmer</td>
<td>400</td>
</tr>
<tr>
<td>8. Star State Farmer</td>
<td>800</td>
</tr>
<tr>
<td>9. Chapter President (if they do their job/apply to last ¼ of the year)</td>
<td>100</td>
</tr>
<tr>
<td>10. Chapter Officer (if they do their job/apply to last ¼ of the year)</td>
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<td>11. Screened for Regional Office</td>
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23. Attended Chapter Officer Leadership Conference 100
24. Attended Advanced Leadership Academy Conference 100
25. Attended Sacramento Leadership Experience 250
26. Attended regional meeting 25
27. Attended regional meeting as a delegate 50
28. Attended State Conference 50
29. Attended State Conference as a delegate 100
30. Attended State Competition as a contestant 250
31. Attended National Convention 100
32. Attended National Convention as a delegate 250
33. Attended National Competition as a contestant 450
34. Student Council representative 10
35. Attendance at FFA meeting (If in the minutes) 15
36. Buy your own Jacket 100
37. Everyday wear your own Jacket to school 5
38. Participate in an International Exchange 300
39. Any “unclassified public representation of FFA” 15
40. Each $ Merchandise Sold 2

**Scholarship**
1. Counselor Honor Roll 10
2. Principal’s Honor Roll 15
3. Superintendents Honor Roll 20
4. Agricultural Department Award 20
<table>
<thead>
<tr>
<th><strong>FFA Projects</strong></th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>3. FFA Project Competition ~ First Local</td>
<td>50</td>
</tr>
<tr>
<td>4. FFA Project Competition ~ Second Local</td>
<td>40</td>
</tr>
<tr>
<td>5. FFA Project Competition ~ Third Local</td>
<td>30</td>
</tr>
<tr>
<td>6. FFA Project Competition ~ Forth Local</td>
<td>20</td>
</tr>
<tr>
<td>7. FFA Project Competition ~ Section Gold</td>
<td>75</td>
</tr>
<tr>
<td>8. FFA Project Competition ~ Section Silver</td>
<td>35</td>
</tr>
</tbody>
</table>

**Fair Competition:**
(AG Related Used for 1st Quarter of school)

<p>| 1. Each Entry | 5 |
| 2. Each first place ribbon | 15 |
| 3. Each Second place ribbon | 13 |
| 4. Each Third place ribbon | 11 |
| 5. Each Fourth place ribbon | 9 |
| 6. Each Fifth Place ribbon | 7 |
| 7. Each Sixth Place ribbon | 5 |
| 8. Each Seventh Place ribbon | 3 |
| 9. Grand Champion/Best in Division | 50 |
| 10. Reserve Champion/Sweepstakes | 35 |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>10</td>
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<td>50</td>
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<td>50</td>
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<td>25</td>
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### Judging Contests

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>15</td>
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<tr>
<td>80</td>
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<td>70</td>
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**Special Achievements**

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</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>National band</td>
</tr>
<tr>
<td>400</td>
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</tr>
<tr>
<td>250</td>
<td>1st Place Public Speaking</td>
</tr>
<tr>
<td>200</td>
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</tr>
<tr>
<td>250</td>
<td>1st Place Parliamentary Procedure</td>
</tr>
<tr>
<td>200</td>
<td>2nd Place Parliamentary Procedure</td>
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<tr>
<td>150</td>
<td>3rd Place Parliamentary Procedure</td>
</tr>
<tr>
<td>100</td>
<td>4th Place Parliamentary Procedure</td>
</tr>
<tr>
<td>50</td>
<td>5th Place parliamentary Procedure</td>
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<tr>
<td>75</td>
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</tr>
<tr>
<td>50</td>
<td>Filled out Sectional Proficiency Award Application</td>
</tr>
<tr>
<td>100</td>
<td>Received Sectional Proficiency Award Application</td>
</tr>
<tr>
<td>200</td>
<td>Received Regional Proficiency Award</td>
</tr>
<tr>
<td>300</td>
<td>Filled out Application for State Proficiency Award</td>
</tr>
<tr>
<td>600</td>
<td>Received State Proficiency Award</td>
</tr>
<tr>
<td>800</td>
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<tr>
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<td>--------</td>
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| *School Time | 2 |
| *Non-School Time | 5 |
Hayfork High School
FFA /SOEP Policy and Procedures

Our program has been operating without any FFA policy or procedures currently in place. In the next few months I plan to correct this by proposing the following to our school board for approval. We have been operating with only a brief guide approved by the board for co-curricular and extra-curricular guide lines.

This information will help our program as well as establish better guide lines for the school board. With such procedures in place it will help us keep the board informed on the activities and responsibilities we have to our students in the program. Helping them make better decisions while helping protect the Agriculture Program.

VOCATIONAL EDUCATION

The Governing Board desires to provide a quality, expanded and modernized vocational and technical education program which provides services and activities that are of sufficient size, scope and quality to be effective. The goal of the program is to provide for an integration of academic and vocational components through a coherent sequence of courses to ensure learning in all subjects. The program shall also provide curriculum and program strategies reflecting workplace needs.

The district's program shall provide linkages between secondary and postsecondary vocational and technical education, including the implementation of tech-prep programs. Students shall also be given a strong experience and understanding of all aspects of an industry.

The Superintendent or designee shall expand the use of technology in the district's vocational program. He/she shall also provide professional development programs to teachers, counselors and administrators designed to provide effective practices to improve parental and community involvement and to ensure that teachers stay current with an industry.

(cf. 4131 - Staff Development)
The district's program shall provide equal access to students who are members of special populations. Students who are members of special populations shall not be unlawfully discriminated against on the basis of their status as a member of a special population. (20 USC 2354)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

Expenditures of Supplemental Funding
Every three years, the Board shall compare the district's existing vocational curriculum, course content and course sequence with model state curriculum standards. (Education Code 51226, 52376)(cf. 3440 - Inventories)

The Superintendent or designee shall establish procedures for the systematic review of district vocational education classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)
(cf. 6146.1 - High School Graduation Requirements)

Legal References:
VOCATIONAL EDUCATION BP 6178

EDUCATION CODE
8070 Appointment of vocational education advisory committee
41541 Categorical Education Block Grant
48430 Legislative intent; continuation education schools and classes
51225.3 Requirements for graduation commencing with 1988-89 school year
51226 Model curriculum standards
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
52300-52499.6 Career technical education

UNITED STATES CODE, TITLE 20
2301-2415 Carl D. Perkins Vocational and Technical Act of 1998

CODE OF FEDERAL REGULATIONS, TITLE 34
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:
WEB SITES
USDE, Office of Vocational and Adult Education: http://www.ed.gov/offices/OVAE
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Note: Education Code 35160.5 mandates boards to adopt policy establishing eligibility requirements for student participation in extracurricular and cocurricular activities in grades 7-12.

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately, and no district student's participation in extracurricular and cocurricular activities shall be required or refused, based on the student's sex, gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Note: The California Supreme Court in Hartzell v. Connell rendered the assessment of fees for extracurricular activities illegal. Districts may charge fees for activities which have no direct tie to the educational program, such as dances and football games. Districts are advised to seek legal counsel before charging for any activity which may be construed as related to the educational program.

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

Note: Education Code 35160.5 requires students to demonstrate "satisfactory educational progress," as provided in items #1-2 below, in order to participate in extracurricular and cocurricular activities. However, pursuant to Education Code 35160.5, districts are authorized to adopt stricter academic eligibility criteria provided such action is taken at a public meeting in accordance with Education Code 35145. Districts that have adopted stricter criteria should modify the following paragraph accordingly.
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no grade of F.
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

Note: The following optional paragraph allows for granting probation to ineligible students to the extent authorized by Education Code 35160.5.

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

(cf. 6164.5 - Student Success Teams)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Note: Education Code 48850, as amended by AB 81 (Ch. 76, Statutes of 2009), specifies that, when the residence of a student in foster care changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports; see AR 6173.1 - Education for Foster Youth.

In addition, pursuant to Education Code 49700-49701, as added by AB 343 (Ch. 237, Statutes of 2009), the Interstate Compact on Education Opportunity for Military Children is applicable to California school districts. Education Code 49700-49701 establish a uniform means of assisting children of "active duty military families" transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires flexibility of districts’ local rules to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation of children of military personnel. See BP/AR 6173.2 - Education of Children of Military Families.

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48830 and 49701.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

Note: The following paragraph is optional. Pursuant to Education Code 35181, the Governing Board has authority to set expectations and/or rules for student attendance, academic performance, in-school behavior, and any other aspect of school life that it deems relevant to the proper governance of district schools.

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6145.2 - Athletic Competition)

Annual Policy Review

Note: Education Code 35160.5 requires annual review of this policy, as it relates to the participation of students in grades 7-12 in extracurricular and cocurricular activities. The following paragraph is optional for districts without any of grades 7-12.

The Board shall annually review this policy and implementing regulations.

Legal Reference: (see next page)
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:
EDUCATION CODE
35145 Public meetings
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
35181 Students' responsibilities
48850 Participation of foster youth in extracurricular activities and interscholastic sports
48930-48938 Student organizations
49700-49704 Education of children of military families
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils
UNITED STATES CODE, TITLE 42
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
COURT DECISIONS

Management Resources:
CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE
WEB SITES.
California Association of Directors of Activities: http://www.cadal.org
California Department of Education, Educational Options Office: http://www.cde.ca.gov/ls/pf/mc
California Department of Education, Foster Youth Services: http://www.cde.ca.gov/ls/pf/fy/

Policy adopted: CSBA MANUAL MAINTENANCE SERVICE
November 2009
RECRUITMENT

With increasing pressure put on our local feeder schools to raise standardized test scores, the high school has been limited in giving presentations to eighth grade class. Recruitment efforts are now done in one day at the high school. All of the feeder schools are invited to bring their potential graduates to our campus for a full day of activities. One portion of this event includes a 45 minute session for campus organizations to give their recruitment presentation. Of this 45 minutes, the FFA has been allowed to use up to 30 minutes for our presentation.

Seasoned FFA members are teamed up with students, preferably freshmen, who will be recognized by the group. A power point presentation is presented beginning with some ag related questions. Prizes are given to those who are brave enough to give a correct answer.

After the activity, the presentation about the agriculture program begins. Eighth grade students are given a brochure with a flow chart, showing how agriculture courses can easily be fit into a college prep or general education student schedule. Additionally, students are asked to fill out an interest form that is collected before they leave the presentation area. This is used to follow up on students who showed an interest in taking an agriculture class.
FFA Statistics

Today, there are 476,732 FFA members, aged 12-21 in 7,223 chapters in all 50 states, Puerto Rico and the Virgin Islands.

- 38% of FFA members are female; women hold more than 50% of state leadership positions.
- 77% of our membership is Caucasian; 17% is Hispanic and 4% is African-American.
- 89% of FFA members are in grades 9-12; 6% are in grades 7-8; 5% are high school graduates.
- 27% of FFA members live in rural, farm areas; the remainder live in rural non-farm (39%), urban and suburban areas (34%)
- FFA chapters are in 11 of the 20 largest cities, including New York, Chicago and Philadelphia.
- The top five membership states are California, Texas, Georgia, Oklahoma and Ohio.
- The 75th National FFA Convention was host to 51,338 members, advisors and supporters.

The FFA Mission

The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education.

The FFA Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

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

OTHER INTERESTING FACTS

FFA members’ average age is 16.8 years old.

FFA members’ average weekly income is $143 compared with $43 for the average high school youth.

FFA members are more likely to be employed than the average high school student; 54 percent of members are employed compared to the United States young adult average of 34 percent.

FFA members are financially responsible with 75 percent having a savings account or certificate of deposit, 45 percent responsible for their own a checking account, 15 percent having their own credit cards and 17 percent owning stocks and/or bonds.

FFA members are active outdoor enthusiasts participating in a wide range of activities such as biking, fishing, skiing, hunting and hiking.

FFA members are academic achievers with 73 percent intending to pursue further education after high school.

FFA members who plan to attend college are interested in pursuing careers in business, science, education and agriculture.
Pathways in Agriculture

AGRICULTURE BIOLOGY SCIENCE
Prerequisite: None
Grade: 9-12
Meets: Voc. Ed. Requirement or 1 year of Science requirement

Horticulture
Prerequisite: None
Grade: 9-12
Meets: Voc. Ed. Requirement or 1 year of Science requirement

PLANT SCIENCE
Prerequisite: Agriculture Biology Science
Grade 10-12
Meets: Voc Ed requirement or 1 year of science May be taken twice for credit.

ANIMAL SCIENCE
Prerequisite: Plant Science
Grade 10-12
Meets: Voc Ed requirement or 1 year of science

NATURAL RESOURCES
Prerequisite: Plant Science
Grade: 11-12
Meets: Voc Ed Requirement
Students 16 & older will be enrolled in ROP

AGRICULTURE MECHANICS
Prerequisite: Environmental Life Science 1&2 strongly encouraged
Grade: 9 – 12

AGRICULTURE Construction
Prerequisite: Agriculture Mechanics
Grade: 11- 12
Meets: 1/2 year math req.
Students 16 & older will be enrolled in ROP.

AG. Welding Prerequisite:
Construction or Ag. Mechanics
Grade: 10-12
Students 16 & older will be enrolled in ROP

Hayfork High School
Agriculture Department Faculty
Morgan Rourke
Tad Drain

Superintendent/Principal
Tom Barnett
Hayfork High School
Box 339
Hayfork, Ca 96041.
Morgan Rourke

Scrapbook

The HHS FFA Scrapbook was not as successful this year as it has been in the past. I learned that not all students work together and although you can coach them to do their best and try to work through that it leads to them procrastinating and not having fun with such tasks. Our Scrapbook committee started the year strong and met regularly, then as the year got busier their meeting dwindled. The Chapter Reporter ended up working late a few nights to finish it and I now know that I do not want to do that again!

Overall, we still had a very nice scrapbook that captured some of our chapters key moments.
To: Tom Barnett, HHS Principal  
From: HHS Agriculture Department  
Re: Summer Schedule

**2010 Summer Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>High School Graduation</td>
</tr>
<tr>
<td>June 14</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>June 17</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>June 19</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>June 23-27</td>
<td>CATA Conference Cal Poly, SLO</td>
</tr>
<tr>
<td>June 29</td>
<td>Weigh Animals</td>
</tr>
<tr>
<td>July 7</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>July 12</td>
<td>Purchase Animals for San Benito Fair, Templeton, CA</td>
</tr>
<tr>
<td>July 15</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>July 30</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>August 7</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>August 15</td>
<td>Check &amp; Weigh Animals</td>
</tr>
<tr>
<td>August 11-13</td>
<td>Officer Retreat Trinity Alps</td>
</tr>
<tr>
<td>August 24-29</td>
<td>Trinity County Fair</td>
</tr>
</tbody>
</table>
Hayfork FFA Agriculture Survey

Please Circle the description that best describes you and give any information as to where your going to school or who your employer is if possible and send back to HHS in provided envelope. Thank You.

Two Year College Ag Major

Two Year College Non-Ag Major

Four Year College Non-Ag Major

Employed – Part time Ag Job

Employed - Fulltime Ag Job

Employed - Fulltime Non-Ag Job
Hayfork High School Ag Department  
Graduate Follow-up

Name: ________________________________

Address: ________________________________

Phone: ________________________________

1. What are you doing at the present time?

   ____ Attending school
   _______ Full-time
   _______ Part-time

   ____ Working
   _______ Full-time
   _______ Part-time

   ____ In the military

   ____ Not working

   ____ Homemaker

   ____ Looking for work

   ____ 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 vo-ag program at HHS.

   ____ I am using some of the skills I learned in the vo-ag program at HHS.

   ____ I am not using any of the skills I learned in the vo-ag program at HHS.

5. What type of school are you currently attending?

   ____ High school

   ____ 4-year college

   ____ Trade/technical school

   ____ Private business school

   ____ Adult education

   ____ Other ________________________________

6. What is your major course of study?

   ________________________________
7. How would you rate the training received in the HHS vo-ag program?
   ______Excellent ______Good ______Fair ______Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
   ______Excellent ______Good ______Fair ______Poor

   FFA

1. Please check the following areas you feel are valuable components of FFA.
   ______Officer and committee chairman experience
   ______Judging contests
   ______Advanced degree and proficiency awards
   ______Participation in chapter activities, working with others
   ______Livestock raising, shows, fairs, etc.
   ______Other — please describe

2. What were the most valuable aspects of the SOEP (supervised projects)?
   ______Learning skills related to future ag employment
   ______Development of responsibility
   ______Learning record keeping
   ______Other — please describe

3. Please rate the facilities and equipment used at HHS for the vo-ag program:
   Facilities: ______Overcrowded ______Adequate space provided
                ______Modern ______Out-of-date
   Equipment: ______Modern ______Out-of-date
               ______Well-maintained ______Poorly maintained
               ______Adequate amount of equipment for all students in class
               ______Other — please describe

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.
Graduate Follow-up Report
Year=2010

# CA0105  Hayfork
Hayfork HS
Ten Oak St.
P.O. Box 10
Hayfork, CA 96041-0010


<table>
<thead>
<tr>
<th>Total Seniors (Year=2009)</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction</td>
<td>12</td>
</tr>
</tbody>
</table>

Program Completer Status

<table>
<thead>
<tr>
<th>Program Completer</th>
<th>Count</th>
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<tbody>
<tr>
<td>Two Year College Ag Major</td>
<td>1</td>
</tr>
<tr>
<td>Two Year College Non-Ag Major</td>
<td>1</td>
</tr>
<tr>
<td>Four Year College Non-Ag Major</td>
<td>3</td>
</tr>
<tr>
<td>Employed - Parttime Ag Job</td>
<td>3</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>3</td>
</tr>
<tr>
<td>Employed - Fulltime Non-Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
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<tr>
<td>Belongia</td>
<td>Madison</td>
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<tr>
<td>Brown</td>
<td>Colby</td>
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<td>Evans</td>
<td>Thomas</td>
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<tr>
<td>Ferrer</td>
<td>Leanna</td>
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<td>Furguson</td>
<td>Jesse</td>
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<td>Hatfield</td>
<td>Melody</td>
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<td>Melearn</td>
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<td>Minassian</td>
<td>Nathan</td>
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<tr>
<td>Minor</td>
<td>Scott</td>
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<td>Pectal</td>
<td>Alan</td>
</tr>
<tr>
<td>Smith</td>
<td>Brandon</td>
</tr>
<tr>
<td>Stoddard</td>
<td>David</td>
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Printed: 11/29/2010 10:30:56 PM
Count: 12
Vocational Agriculture Plan
Hayfork High School Agriculture
September 1, 2010

Classes

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<thead>
<tr>
<th>TAD</th>
<th>Morgan</th>
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<tbody>
<tr>
<td>Ag Bussiness</td>
<td>Ag 1 Biology</td>
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<tr>
<td>Animal Science</td>
<td>Ag. Construction</td>
</tr>
<tr>
<td>Ag II Plant Science</td>
<td>Ag. Mechanics</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Ag. Welding</td>
</tr>
<tr>
<td></td>
<td>Ag. Metal Fabrication</td>
</tr>
<tr>
<td></td>
<td>Ag. Projects</td>
</tr>
</tbody>
</table>

FAIR- Students/Projects
Swine  Beef  Sheep  Chickens

Facilities-
- Animal/Storage Barn – Concrete
- Gravel Roads
- Pasture Area
- Soil Commodities Storage
- Plant cooler 12X12

Shop
- New shop addition

School Projects
- Prune Trees
- Maintain Flowerbeds
- Redwood Benches

FFA Leadership
- Teams:
  - Horticulture/ Forestry/ Ag. Mechanics/ Welding/ B.I.G/ Creed

- Field Trips
  - Nursery/ Timber Harvest/ Local Ranches
• **Leadership Conferences:**
  o Made For Excellence Conference
  o Advanced Leadership Academy
  o State FFA Conference

• **Other:**
• Develop Relationships with industry and community
• Bring in Guest speakers
Advisory Committee Roster

Chair
Larry Cordtz
Box 625
Hayfork, CA
530-628-4750

Member
Gerard Kaz
Box 223
Hayfork, CA 96041
530-628-1180

Member
Mark Arnold
Box 1636
Hayfork, CA
530-628-5441

Member
Dennis Rourke
Box 217
Hayfork, CA 96041
530-227-2427
Hayfork High School Agriculture Advisory Committee Minutes
7:15pm
June 11, 2010
Hayfork High School Agriculture Classroom

• Trinity County Fair
  o Projects 5-lambs
        13- swine
        2- steers
• FFA Officers/Teams
  The year was ok Morgan is hoping the new officer team will take what was started this year and run with it. He feels that the chapter could be very active in the community and have lots of involvement from our students that isn’t at its potential.
• New Superintendent- Tom Barnett
  Tom is the new guy. Discussion of the possibilities with Tom and his new position and how it will effect the Ag. Department. The majority was that everyone felt he would do a good job for us.
• Farm update/Tour
  Morgan took the Committee around the farm and showed them the new barn and current projects in the greenhouse.
• Greenhouse’s/Animal Facilities

• New Barn Construction
  The committee was pleased with the effort and ability of our students and how they have taken pride in putting up their new barn.
• Purchased Ag. Pickup Truck in March
  Showed off the New Ag. Pickup to the group. They all thought it looked great and it was about time the department was up to date with the addition of the truck.
• Status of Auto Shop
  The shop is being rebuilt as we speak. Took short tour of the construction site. Morgan reminded the group that this was phase one and there was another phase two follow and that there would be an addition in square footage with the Prop 1D money.
Advisory Committee
Hayfork High School Agriculture
September 1, 2010

**Classes**

<table>
<thead>
<tr>
<th>TAD</th>
<th>Morgan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Bussiness</td>
<td>Ag I Biology</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Ag. Construction</td>
</tr>
<tr>
<td>Ag II Plant Science</td>
<td>Ag. Mechanics</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Ag. Welding</td>
</tr>
<tr>
<td></td>
<td>Ag. Metal Fabrication</td>
</tr>
<tr>
<td></td>
<td>Ag. Projects</td>
</tr>
</tbody>
</table>

**FAIR- Students/Projects**

**Facilities- All Facilities and shop projects are student built**

**Farm**
- Animal/Storage Barn – Concrete/Lights
- Gravel Roads
- Pasture Area
- Soil Commodities Storage
- Plant cooler 12X12
- Concrete slab between Greenhouse’s

**Shop**
- New shop addition

**School Projects**
- Prune Trees
- Maintain Flowerbeds
- Redwood Benches

**FFA Leadership**
- **Teams:** Horticulture/ Forestry/ Ag. Mechanics/ Welding/ B.I.G/ Creed
- **Field Trips**
- **Leadership Conferences:**
  - Made For Excellence Conference
  - Advanced Leadership Academy
  - State FFA Conference

**Agriculture Incentive Grant- Review**
Advisory Committee
Hayfork High School Agriculture
November 26, 2010

Farm
- Animal/Storage Barn – Concrete/Lights
- Soil Commodities Storage
- Concrete slab between Greenhouse’s
Projects that he is in the middle of finishing touches on. All looks great.

Shop
- New shop addition
Problem with money coming into school. Super lost grant money on account he didn’t turn in the plans.

FFA Leadership
- **Teams:** Horticulture/ Forestry/ Ag. Mechanics/ Welding/ B.I.G/ Creed
- **Field Trips**
- **Leadership Conferences:**
  - Made For Excellence Conference
  - Advanced Leadership Academy
  - State FFA Conference
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: Lauren N.

B. Gender: 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

D. Year in Agriculture Program: 2nd

E. Grade Level in School: 10th

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.

H. Date: 10/6/2010

I. Locator Data
   - Street Address:
   - City, Zip:
   - Phone Number:

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
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.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tr>
<td>School Year</td>
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<td>Astronomy</td>
<td>Ag Mechanics</td>
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<td>U.S. History</td>
<td>Drama</td>
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<td>Drama</td>
<td>Senior Proj.</td>
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<td>Horticulture</td>
<td>Economics</td>
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<td>Physical Edu.</td>
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<tr>
<td>Physical Edu.</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E.</th>
<th>Size</th>
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<tr>
<td>Market Beef</td>
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N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>State Compet. Meet</th>
<th>COLE</th>
<th>COLE</th>
<th>COLE</th>
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<tr>
<td>Opening/Closing</td>
<td>FFA</td>
<td>NFFA</td>
<td>SAE</td>
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<td>Opening/Closing</td>
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<td>Cons.</td>
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<td>FFA Week</td>
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<tr>
<td>Regional Meeting</td>
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</tbody>
</table>

Parents/Guardians Signature: [Signature]

[Signature]
Agriculture Construction Proficiency Standards

- Prepare a budget, income/expense, and balance sheet.

- Demonstrate proper use of equipment.

- Recognize and maintain a safe work environment.

- Demonstrate leadership, communication, and interpersonal skills.

- Identify career opportunities in agriculture/Construction.

- Demonstrate utilization of computer technology as a resource.

- Demonstrate the use of math and science skills in agricultural problem solving.

- Know how to safely secure loads on a variety of vehicles.

- Students understand the principles of basic woodworking:

  - Know how to identify common wood products, lumber types, and sizes.

  - Know how to calculate board feet, lumber volume, and square feet.

  - Know how to identify, select, and implement basic fastening systems.

- Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

- Students understand the basic electricity principles and wiring practices commonly used in agriculture:

  _____________________  _____________________  _____________________  
  Student                Parent                  Instructor
Agriculture Mechanics Proficiency Standards
- Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.

- Know how to use proper electrical test equipment for AC and direct current (DC).

- Interpret basic agricultural electrical plans.

- Know basic plumbing fitting skills with a variety of materials, such as copper, PVC, steel, polyethylene, and ABS.

- Know how to identify common metals, sizes, and shapes.

- Basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.)

- Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

- Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

- Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

- Weld a variety of joints in various positions.
-Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

-Operate and maintain various arc welding and cutting systems safely and appropriately.

-Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.
Agriculture Welding Proficiency Standards

- Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

- Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

- Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

- Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.

- Know how to use proper electrical test equipment for AC and direct current (DC).

- Interpret basic agricultural electrical plans.

- Know how to identify common metals, sizes, and shapes.

- Basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.)

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- Operate and maintain various arc welding and cutting systems safely and appropriately.

- Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

____________________  __________________  __________________
Student                  Parent                  Instructor
Animal Science Proficiency Standards

- Understand appropriate space and location requirements for habitat, housing, feed, and water.
- Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
- Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
- Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- Understand the major physiological systems and the function of the organs within each system.
- Understand animal conception (including estrus cycles, ovulation, and insemination).
- Understand the gestation process and basic fetal development.
- Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- Understand the signs of normal health in contrast to illness and disease.
- Understand prevention, control, and treatment practices related to pests and parasites.

- Students understand common rangeland management practices and their impact on a balanced ecosystem:
- Understand the role of rangeland use in an effective animal production program.
- Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.

Student ___________________ Parent ___________________ Instructor ___________________
Agriculture Biology Proficiency Standards

1. Prepare a budget, cash flow, income/expense, and balance sheet.
2. Develop and interpret a working drawing and plan.
3. Demonstrate proper use of equipment.
4. Recognize and maintain a safe work environment.
5. Identify basic anatomy and physiology of plants.
6. Demonstrate leadership, communication, and interpersonal skills.
7. Identify career opportunities in agriculture.
8. Identify common California crops.
9. Identify basic anatomy and physiology of livestock.
10. Identify breeds and uses of livestock.
11. Demonstrate plant propagation methods.
12. Demonstrate livestock selection principles.
13. Demonstrate utilization of computer technology as a resource.
14. Explain the socioeconomic importance of agriculture and natural resources.
15. Demonstrate the use of math and science skills in agricultural problem solving.
16. Explain the care and management of animals.
17. Explain the care and management of plants/crops.
18. Explain processing methods, marketing, and distribution of agricultural products.

Student __________________________ Parent __________________________ Instructor __________________________
While putting this binder together it was brought to my attention that I did not have my clear Agriculture Specialist authorization. I thought that I had completed this and had been issued by CTC. I inquired about my situation and found out Cal Poly had not received verification on classes being waved. After the call was finished with Cal Poly credentialing analyst I was recommended to CTC for my Credential and have paid my fee. I am currently waiting for approval and my Clear Credential.

Great, glad we checked!
Dear Morgan David Rourke

You have met all of the necessary requirements to receive a recommendation for the following document.

Credential: CL--(Clear that expires every 5yrs): Specialist Instruction Credential in Agriculture

Issuance: 11/22/2010

In order to complete the filing process, you must take the following steps:

1) Proceed to https://teachercred.ctc.ca.gov/cctc_phase3/InteractionMgr?
   interactionmgr.interaction=Enter ApplicantLogin

2) When prompted, enter date of birth and social security number to prove identity.

3) Complete a short online form.

4) Pay the credential fee using Visa or MasterCard debit or credit card.

When completed, the application form and fee will be sent to the California Commission on Teacher Credentialing, which reserves the final authority to grant or deny a credential.

Certified by: Daniel Parsons
SAN LUIS OBISPO, CPSU

The information contained in this e-mail message is intended only for the personal and confidential use of the recipient(s) named above. This message may be an attorney-client communication and/or work product and as such is privileged and confidential. If the reader of this message is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this document in error and that any review, dissemination, distribution, or copying of this message is strictly prohibited. If you have received this communication in error, please notify us immediately by e-mail, and delete the original message.
California Commission on Teacher Credentialing

Complete Credential Application

Status of Application(s)

Name: Morgan David Rourke

Credential Recommendation(s) Submitted
CL--(Clear that expires every 5yrs) Specialist Instruction Credential in Agriculture

Payment Date: 12/15/2010 09:57 AM PST
Amount Paid: $57.00
Payment Status: Payment Complete
Payment Confirmation Number:  

Please print this page for your records and record your confirmation number. If you entered a confirmation email address, you will receive an email confirmation shortly containing the information listed above. To check the status of your payment, either select the confirmation number above or go to: https://teachercred.ctc.ca.gov/cctc_phase3/applicant_pay_track.jsp. Your application has been sent to the Commission on Teacher Credentialing and, pending fingerprint clearance, should be processing in approximately 10 days. Thank you!
COMMISSION ON TEACHER CREDENTIALING

Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

MORGAN DAVID ROURKE

is hereby awarded a

Clear Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture
<table>
<thead>
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<th>Activity</th>
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<td>Ag pickup</td>
<td>Trinity County Fair</td>
</tr>
<tr>
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<td>Sept 17-19</td>
<td>Van</td>
<td>COLC Mill Creek</td>
</tr>
<tr>
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<td>Fall</td>
<td>Van</td>
<td>Logging Industry Tour North coast</td>
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<td>4-Oct</td>
<td>Bus</td>
<td>Greenhand Conf Anderson High school</td>
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<tr>
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<td>14-Oct</td>
<td>Ag pickup &amp; Van</td>
<td>Shasta College Field Day</td>
</tr>
<tr>
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<td>3-Nov</td>
<td>Ag pickup &amp; Van</td>
<td>Shasta Section Opening/closing, BIG, Recordbook, Co-op West Valley</td>
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<td>Ag pickup &amp; Van</td>
<td>FFA MFE / ALA Conf Redding</td>
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<td>Shasta Section Project Competition &amp; Banquet, Shasta College</td>
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<td>3</td>
<td>June/July/Aug</td>
<td>Ag pickup &amp; Van</td>
<td>Chapter Officer Retreat</td>
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</table>
August 10, 2010
7am-5pm
First day of school went great. Students are excited to be here. All classes went over expectations and notebooks for the year. Visited school farm and animal projects.

August 11, 2010
7:15am-8:30 pm
Students started getting checked off on their notebooks and hand in their permission slips and grading policy’s. Shop classes started taking their safety tests and putting things away in the shop from the summer classroom floor wax. In the afternoon went and weighed Jackie’s steer 1318 lbs. We then worked on showing and clipping the steer.

August 12, 2010
7:15am-7pm
Students were good today. Had a few students transfers into some shop classes. The afternoon classes are getting done with their safety tests and moving into the shop to start some project work. After school I worked out at the farm in the greenhouses and the animal barn. Hillary Hunter (independent) called today to use our scales and told me she had before without permission. I told her no because she has been using them without permission and without informing me of her Independent status.

August 13, 2010
7:45am-5pm
Ag. 1 is working on Califoria Agriculture. Shop students are finishing safety tests and getting shop lockers. Those that are done are working on projects. After school Tad and I spoke about class standards and helping him with his questions for his ag classes. Later on Zak Munk called to use the scales and get the combo for them when I went to give it to him Angelo Cataneo was loading the in his pickup without permission. Angelo and I spoke about the right way to check the scales out from myself. He was then allowed to use them and called later to let me know he returned them.
Professional Development

*Agriculture Education*

- CATA Summer Conference
- CATA Short Courses
- Master’s in Agriculture Education, Cal Poly SLO
- CATA Road show Classes
- School Visitations (2 Min.)

*Agriculture*

- Work in Agriculture and Construction Industries yearly to keep updated on current trends and skills of Industries.
- Receive Contractors License √
- Attend Beef Cattle Seminars yearly (Min.2) ✓
- Breed Cattle Yearly with Select Sire Reps to keep up to date on current AI methods and animal breeding genetics.
## Hayfork HS
### R2 Student Report
#### Year: 2010

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<tr>
<th>ProgName</th>
<th>Male</th>
<th>Female</th>
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Total 9-12: 63

Printed: 11/29/2010 10:31:56 PM
### R2 Teacher Information

**Hayfork HS, Hayfork**  
**Year: 2010**

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<th>Gender</th>
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<th>FFA Stipend</th>
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<td>Morgan</td>
<td>D</td>
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<td>Drain</td>
<td>Tad</td>
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#### Drain, Tad

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#### Rourke, Morgan

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Hayfork Agriculture Department
FFA Advisor Extended Contract Proposal

The Agriculture position at Hayfork High School has always taken on responsibility of the farm, SOEP Projects and work experience of its students. With the continued support and funding of this program and its teacher for their extended contracts and FFA positions we can keep a great program going strong.

Project Supervision-
- Horticulture Student Projects
- Landscape Student Projects
- FFA Work Experience
- Greenhouse Student Projects
- Trinity County Fair

Judging teams Contests- One Team min
- Floriculture
- Horticulture
- Forestry Team

Other Assignments-
- Agriculture Advisory Meetings
- FFA Meetings
- FFA Advisor Meetings
- CATA Meetings/Conferences

Other Activities-
- Fall Plant Sale
- Spring Plant Sale
- State FFA Convention
- Greenhouse Management
- Farm Plant/Orchard Management
- Horticulture Facilities
## Hayfork FFA Events 2010-2011

<table>
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<tr>
<th>Days</th>
<th>Date</th>
<th>Vehicles</th>
<th>Activity</th>
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<td>3-Nov</td>
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<td>June/July/Aug</td>
<td>Ag pickup &amp; Van</td>
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VEHICLE REQUEST AND USE FORM

School: Hayfork High School  Date needed: 8/24-29/10
Department:  AG  No. students:  Adults:

Estimated Departure Time:  Estimated Arrival at Home:

Vehicle Needed: Van Private Car School Car

School Personnel Requesting Vehicle(s): Morgan Routle

*Driver(s) of Vehicles: Name of Driver  License \\
List each Driver: Morgan Routle  \\

Purpose of Trip: Trinity County Fair

Approved by:  Supervisor's signature  Date: 8/17/00

* After approval: Original request is for driver's completion

* To be filled out by driver after trip: Please attach credit card receipt to this sheet and return to the site secretary with the keys to the vehicle.

School Car/Van No.  Private Car

Odometer:  Start:  Finish:  Total Trip Miles:

Start Time:  Return Time:  Total Hrs:

Actual Passengers:  Students  Adults:

Starting:  
Returning:  

* Remarks:

*Use this space to alert the Transportation Supervisor of any mechanical problems

Driver's signature:

NOTE: The original completed form is to be returned to the District Office
rev 7/93:ks
MTN. VALLEY UNIFIED SCHOOL DISTRICT

VEHICLE REQUEST AND USE FORM

School: Hayfork High School
Date needed: Sept 16-19

Department: A
No. students: 6
Adults: 1

Estimated Departure Time: 4pm
Estimated Arrival at Home: 8pm

Vehicle Needed: Van
School Car
Private Car

School Personnel Requesting Vehicle(s): Morgan Rounds

*Driver(s) of Vehicles:
Name of Driver: Morgan Rounds
License #: 

List each Driver: Morgan Rounds

Purpose of Trip: FFA COLC

Approved by: 
Supervisor's signature

Date: 8/17/00

* After approval: Original request is for driver's completion

* To be filled out by driver after trip: Please attach credit card receipt to this sheet and return to the site secretary with the keys to the vehicle.

School Car/Van No.: 
Private Car:

Odometer: Start: Finish: Total Trip Miles:

Start Time:

Total Hrs:

Actual Passengers:

Students: 

Adults: 

Starting:

Returning:

* Remarks:

*Use this space to alert the Transportation Supervisor of any mechanical problems

Driver's signature:

NOTE: The original completed form is to be returned to the District Office
rev 7/93:ks
MTN. VALLEY UNIFIED SCHOOL DISTRICT

VEHICLE REQUEST AND USE FORM

School Hayfork High School  Date needed Oct/4/2010
Department  No. students 8  Adults 1

Estimated Departure Time: 6am  Estimated Arrival at Home 6pm

Vehicle Needed: Van X  School Car  Private Car

School Personnel Requesting Vehicle(s): Morgan Rouhe

*Driver(s) of Vehicles:

Name of Driver  License #

List each Driver

Morgan Rouhe

Purpose of Trip  FFA Greenhead Con. Red Bluff

Approved by:  Supervisor's signature  Date 8/17/00

*After approval: Original request is for driver's completion

*  *  *  *  *  *  *  *  *  *  *  *  *  *  *  *  *  *  *

* To be filled out by driver after trip: Please attach credit card receipt to this sheet and return to the site secretary with the keys to the vehicle.

School Car/Van No.  Private Car

Odometer: Start Finish  Total Trip Miles

Start Time  Return Time  Total Hrs

Actual Passengers:

Students  Adults

Starting:

Returning:

* Remarks:

*Use this space to alert the Transportation Supervisor of any mechanical problems

Driver's signature

NOTE: The original completed form is to be returned to the District Office
rev 7/93:ks
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Megan Rourke

SERVING AGRICULTURE BY TEACHING
2010/2011 ACTIVE MEMBER
Shasta Section
2009 Fall Meeting
9-11-2009
West Valley High School

1. Call Meeting to Order- **Morgan Rourke**, Sectional President

2. Greenhand Conference
   Conference Date October 5th info -**George Wold**
   *second date needed still?

3. Information update from Shasta College -**Trena Richards**

4. FFA Field Day 10/15/09 quick up date -**Trena Richards**

5. Confirm the Sectional dates for Leadership Contest and Project Comp.
   a. Leadership Contests Shasta College February 11\(^{th}\) 2010
   b. Project Comp. Shasta College? _____ Date? ______ Format? ____________

6. Project Comp Funding? -**George Wold**
   a. Farm Bureau

7. Administrators Night? Tuesday January 12\(^{th}\)
   a. CR Gibbs/Cattlemen’s
   b. Presenter

8. COLC Date Change for Next Year?
   a. 2\(^{nd}\) or 4\(^{th}\) week of September

9. 2009-2010 Officers
   President-**Morgan Rourke**
   Vice President- **Tim Arnett**
   Secretary-Treasurer- **Luke Browning**
   Public Relations- **Noah Corp**

10. Additional Items

11. Adjournment
Hayfork High School Agriculture Department
Wish List
2010

Equipment-
- Plasma CAM
- Paint Booth
- Miller MIG Welders (2-350p)
- Generator Backup for Farm
- 2 ton Chain Hoist
- Drill Press
- 12" Radial Arm Saw
- Table Saw
- Pipe Notcher
- 6' Metal Shear
- 8' Pan Brake
- Kawasaki Mule

Facilities-
Farm
- Animal/Storage Barn
- Gravel Roads
- Flower Planters
- Pasture Area/Irrigation
- Soil Commodities Storage
- Plant Cooler
- Bathroom
- Pond rehabilitation
- Grape Vineyard

Shop's
- NEW Shop( Stage two)
- Covered work area outside
- Overhead storage
Advisory Committee
Hayfork High School Agriculture
November 26, 2010

Classes

FAIR- Students/Projects

Facilities- All Facilities and shop projects are student built

Farm
• Animal/Storage Barn – Concrete/Lights
• Soil Commodities Storage
• Concrete slab between Greenhouse’s

Shop
• New shop addition

FFA Leadership
• Teams: Horticulture/ Forestry/ Ag. Mechanics/ Welding/ B.I.G/ Creed
• Field Trips
• Leadership Conferences:
  o Made For Excellence Conference
  o Advanced Leadership Academy
  o State FFA Conference
Advisory Committee
Hayfork High School Agriculture
September 1, 2010

**Classes**

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<td>• Ag II Plant Science</td>
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**FAIR- Students/Projects**

**Facilities- All Facilities and shop projects are student built**

**Farm**

- Animal/Storage Barn – Concrete/Lights
- Gravel Roads
- Pasture Area
- Soil Commodities Storage
- Plant cooler 12X12
- Concrete slab between Greenhouse’s

**Shop**

- New shop addition

**School Projects**

- Prune Trees
- Maintain Flowerbeds
- Redwood Benches

**FFA Leadership**

- **Teams**: Horticulture/ Forestry/ Ag. Mechanics/ Welding/ B.I.G/ Creed

- **Field Trips**

- **Leadership Conferences**:
  - Made For Excellence Conference
  - Advanced Leadership Academy
  - State FFA Conference

**Agriculture Incentive Grant- Review**
Advisory Committee Constitution and Bylaws

It has come to my attention that our program has been operating without any bylaws or a constitution for its advisory committee. In the next few months I plan to correct this by proposing the following constitution and bylaws to our advisory committee for approval.

We have two meetings scheduled in the following months that with this typed up and sent out we can discuss any major changes at the first meeting and hopefully by the second minor changes or corrections to gain approval by the end of the school year.
I. Introduction

A. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agriculture education in the secondary schools has a great need for such committees as any field of education, and in many states agriculture advisory committees have been an accepted and valued aid to all or most of the departments. In California, there is a growing appreciation of the need for, and assistance, which may be provided, by, local agriculture councils or committees.

Changes in agriculture in California make extremely valuable the organized assistance of successful farmers to the agriculture department. Agriculture today is a highly scientific, mechanized and ordered procedure; yet new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to "keep up to date" on all agriculture changes, and still carry the heavy routine which is expected.

Many areas of California are changing from rural to semi urban. Yet, even in the latter there is demand and need for practical agriculture education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committees.

The establishment of a state advisory committee has further implemented the need and encouragement for local advisory committees in agriculture. This group, which advises the bureau of Agriculture Education, consists of nine outstanding farmers, many of who have had long experience as school board members and on local advisory committees. They have seen the advantages of these local groups.
The importance of advisory committees is emphasized in quotation from *Administration of Vocational Education at State and Local Levels*, a publication for superintendents and boards of trustees, prepared by the American Vocational Association: “It would be difficult to overemphasize the importance of advisory committees a feature of all types of vocational education programs. Like many of the effective techniques of instruction and coordination now used throughout the actual program, the use of lay advisory groups was first pioneered by vocational education.”

“A vocational advisory committee is a practical device by which the school system keeps in contact with the groups in the community that it is trying to serve. Members of the advisory committees are laymen from the various professions and occupations who have had broad experience in their fields, and have gained the confidence of their working associates, as well as the general public.”

“... School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator or the board of education. The purpose and function of advisor committees is to provide a two-way system of understanding and communication between the school and the community. ... School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program, which is responsive to the changing needs of the American people and fundamental to the economic well being and security of the nation.

The word “committee” is herewith used defining the lay group, which is set up to assist the total program of agriculture education on a school district. Divisions of responsibility within this group are known as “subcommittees.”

II. Using Advisory Committees
A. In terms of what can be gained from using advisory committees, the following points are pertinent:

1. Improve public relations by providing two-way communication between an agriculture department and representative citizens of a community.

2. Help in developing a program of agricultural education tailor-made for and bases upon, the crucial needs of a community.

3. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.
4. Guide and support a teacher of agriculture, making it possible for him to be more effective, to gain more satisfaction from his work, and to advance more rapidly in his profession.

5. Provide a continuing program where teachers change, and prevent frequent changes of teachers.

6. Assist in adjusting a department program to emergencies and to gradual changes, thus keeping it more nearly up to date and able to serve the future rather than the past.

7. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.

8. Assist a school administrator and a local governing board by making plans and suggested procedures, saving their time.

9. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.

10. Develop committee members, particularly the younger ones, into valued community leaders.

11. Assist in disseminating new agriculture ideas, back into the community.

III. Advisory Committee Duties

A. The duties of the advisory committee shall include, but not limited to:

1. Assist vocational agricultural teachers in developing a strong curriculum.

2. Assist in providing on job training sites for vocational students.

3. Provide effective public relations.

4. Assist in evaluating the effectiveness of the vocational agricultural programs.

5. Assist teachers in unifying other groups and agencies interested in agriculture.

6. Assist teachers in developing annual and long-term program goals and plans.

7. Visit the Supervised Occupational Experience programs of students.
IV. Operation of Committee

A. The make-up and operation of the committee shall be as follows:

1. Actual appointments to the committee shall be initiated by the agriculture staff and principal, and approved by the school board.

2. Annual reports of actions and meetings of the committee shall be presented to the board of trustees by the Presidents of the advisory committee.

3. A minimum of three meetings per year shall be conducted or as needed.

4. Officers shall consist of chairman and vice-chairman selected from the committee membership at the 1st meeting of the year. The vice-chairman shall move up to the chairman. The term of the chairman shall be one year. The agriculture department staff, or appointee of staff, shall serve as Secretary for the committee.

5. The committee shall consist of 5 members and one ex officio.

6. The membership shall consist of members from the following areas:
   a. Animal Science
   b. Plant Science
   c. Agriculture Business and Sales/Service
   d. Agriculture Mechanics
   e. Forestry/Natural Resources
   f. Construction

7. The 1st and 2nd meetings are to be held at the agriculture department sites and the 3rd at a local business in the community.

V. Term of Advisory Committee Members

A. The term of an advisory member shall be, 3, 2 or 1 year(s). However, all members may “Re-Up” their membership if they wish to at the end of their term.

B. The term of committee members shall begin on July 1 of the year elected and shall end on June 30 of the year ending their term.
VI. Filling Vacancies on Committee

A. Vacancies, which occur because of term completion or other reasons, should be filled by appointment by the advisory committee and agriculture staff with the approval of the administration and school board.

B. A committee should not be permitted to choose its own replacements.
   i. This would be self-perpetuating.
   ii. May become unrepresentative and unduly independent of the school administration.

VII. Amendments

A. Amendments to this constitution shall be made with two-thirds consent of the committee members present as a regularly scheduled meeting and approved by the board of trustees.
Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education Tech Prep program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag Tech Prep program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education and/or Chancellors Office California Community Colleges. (Assessment and certification tools will be made available.)

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education Tech Prep program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting workplace learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.
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</table>
Perkins

Our Perkins plan consists of 4 courses.
- Agriculture Mechanics
- Agriculture Construction
- Agriculture Welding
- Agriculture Metal Fabrication

With these four courses our schools allocation is $4,331.00 for the program. This money is to be spent on tools, teacher in-service, repairs, conferences, and field trips. we must meet the following guide lines in our courses to continue to receive these funds.

Perkins CTE Program:
Perkins defines CTE as “a sequence of courses that provides individuals with the challenging academic and technical knowledge and skills the individuals need to prepare for further education and for careers in emerging and established professions and may lead to technical skill proficiency, a credential, a certificate, or a degree”

Requirements of Sequences of Courses for CTE Programs assisted with Perkins IV funds:

(1) Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours

(2) or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours

(3) Be coherent, meaning that the sequence may only include those CTE courses with objectives, and content that have a clear, and direct relationship to the occupation(s) or career targeted by the program

(4) Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.
Incorporates secondary/postsecondary education elements

- Local educational agencies must provide at least one program of study. The 15 industry sectors are agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation industry sector.

Includes coherent and rigorous content aligned with standards

- Development and implementation of the high quality CTE programs of study that require alignment with the model academic standards and articulation with postsecondary instruction should enable the State to maintain its high CTE student graduation rates.
- The academic curriculum standards contained within the State’s approved Model CTE and Academic Curriculum Standards document are aligned with the academic content and student achievement standards adopted by the State.
- The required alignment of all of the State’s CTE programs with the newly adopted model curriculum standards for CTE that integrate rigorous academic content standards with industry-specific knowledge and skills is expected to have a significant impact on CTE student achievement of academic skills.

Includes ways of earning postsecondary credits

- The most common alignment of high school and postsecondary curricula occurs through Tech Prep2+2 programming.

Leads to credentials/certificates/degrees

CTE coursework must be aligned with industry and public certifications required for entry into and promotion within a pathway.
Budget Process

Our budget is comprised of multiple funding sources. First we apply for the Agriculture Incentive Grant with our district matching fully. Second we are the only Vocational Program on campus thus we receive all our districts Perkins money.

In addition to having AIG and Perkins our school allocates money for our shop courses. We also have ROP courses that we teach here receiving money for each class with a total of 4 funding sources.

Our district superintendent, Financial Manager and myself sit down each spring with the incentive grant and discuss the application and sign. It is then Board approved along with the other funding sources over the next two months. By the end of August all the funding sources are approved. Fortunately our school allows us to spend money before the state has deposited it into our account.

During this whole process the Ag. Department is determining how much money is needed for the year in each area. We have a good idea what we need and what money will be able to pay for it. June our budget is set for the next year.
AG Department Chair Duties

- Agriculture Incentive Grant
- FFA Officers
- Budget (income and expenses)
- Advisory Committee
- Travel Forms
- School Board Meetings
- CATA Meetings
- CATA Summer Conference
- School Farm
- Fair Projects
**Agriculture Department Responsibilities**

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<thead>
<tr>
<th>Project Supervision</th>
<th>TAD</th>
<th>Morgan</th>
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<tr>
<td>Beef</td>
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<td>Ornamental Horticulture/Landscape</td>
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<tr>
<td>Poultry</td>
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<td>Work Experience</td>
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### Judging Teams and Contests

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<td>Creed Speaking</td>
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<td>Co-op Quiz</td>
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<td>Floriculture</td>
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### Money Making Activities

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<td>Fire Wood</td>
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<td>Thanksgiving/Christmas Ham raffle</td>
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### Reports

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### Other Assignments

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### Other Activities

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<td>Shasta College field day</td>
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<tr>
<td>Opening Closing Contest</td>
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<td>x</td>
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<tr>
<td>Arc exposure Butte College</td>
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Substitute Teacher Procedures

Our school is very small with only 9 teachers on staff. We check in with our principal's secretary when we need a sub. She then checks her calendar and tells us who's available and we then give our preferences to her. She then calls in order to book a sub for us. When the sub is set she then lets us know who it is and that we are good to go.
9/17/2010
Sub-Lesson Plans
Rourke

- No Student is to be in my office!!!
- No food/No Hats/No I-pods
- If there are any problems with any students please write down the student and the problem situation that took place.
- Please leave a note for each period.
- Thank You. I hope the day goes great!

Period 1- AG 1
They are to work on their California state production areas. They are to rip out pictures from the magazines and paste in the specific areas they are produced. They have their groups and have started drawing yesterday. They need to finish drawing their production areas before picture ripping and pasting.

Period 2- Project Period (NO Students)

Period 3- PREP

Period 4- Construction
They are to work in the shop on their saw horses. Zak Munk is the shop foreman for the period. The seniors are spending the period with Ronda. The rest are working on building a saw horse. They are using a miter saw in the metal shop out back. They need to use the key with pink to get in. In the main shop they are using the radial arm saw and table saw make sure Gary is helping them when they use the table saw. They are cutting 2x4 and 2x6 material. If they need a 2x4 they can go to the farm to get another in groups of two only.

Period 5-Ag. Mech
They are to watch Extreme Engineering Tunneling under the alps and take 20 facts down to turn in.

Period 6-Ag. Welding
They are to be arc welding and half starting chapter 6 their book assignment. 1/2 to work to pass their current weld and Jayde/Sydney/Boise/Ben Doshier/ Carolina/Indago are to work on book assignment chapter 6 modern welding 1-20 questions. If any questions cody is the shop foreman. Cody, James connel and harley are working on a sign for the farm out in the metal building.

Period 7- Ag. Metal Fabrication
They are to be arc welding or working on their projects. They are working to pass their current weld. If any questions Damon Stanley is the shop foreman. Damon and cody are working in the metal shop gluing and screwing a sign together. At the end of the period have Damon make sure the shops are locked up and shut down.

NO ONE IS TO BE PAINTING!!!!!
Sub-Lesson Plans
Rourke

- No Student is to be in my office!!!
- No food/No Hats/No I-pods
- If there are any problems with any students please write down the student and the problem situation that took place.
- Please leave a note for each period.
- Thank You. I hope the day goes great!

Period 1- AG 1
They are to watch Planet Earth Deep Ocean and take one page of notes to turn in at the end of the period. Please remind them their notes need to make sense and be properly headed or they won’t get credit.

Period 2- Project Period (NO Students)

Period 3- PREP

Period 4- Construction
They are to Read and complete unit 20 in the Ag mechanics books on the microwave. They are to write and answer the review questions or they receive no credit.

After lunch I’ve been helping the freshmen with their Class Decorations for the tennis courts. No students is to be in the shop at all today period!! No barrowing TOOLS or Supplies!!
• No Student is to be in my office!!!
• If there are any problems with any students please write down the student and the problem situation that took place.
• Please leave a note for each period.
• Thank You. I hope the day goes great!

Period 1- AG 1
Students are to watch planet earth disc 2 Ice Worlds. They are to take 20 information facts down and put in their binder.

Period 2- Project Period (NO Students)

Period 3- PREP

Period 4- Construction
The class is continue working on their projects. GARY trailer. Minassian and Aj can finish the rebar at the farm. maddy, Brandon, Alan arc welding. Ricky plaque. Colby Can go out to the farm and finish welding in his braces.

Period 5- Ag. Mech
They are working on their projects. Freshmen are staining the white boards. Damon, Scott, Tommy are welding. Scott is working on his box. Cody can help when needed or can get a bench brush and clean. Colby can finish arc welding at farm then work on his record books.

Period 6- Ag. Welding
All the sophomores are to be arc welding. They are to working on their current weld. No creations please!!!! The rest of the students are to be working on their projects. Gary out in the metal building ( key with pink flagging) on the trailer.

Period 7- Ag. Metal Fabrication
They are to continue their projects from earlier and if finished they need to be arc welding. Jesse and Elli are working on their box. It needs to be covered in ½” plywood when frame is complete. Glue and nail the box please.

NO ONE IS TO BE PAINTING!!!!!
Vocational Agriculture Proficiency Standards

- Prepare a budget, income/expense, and balance sheet.

- Demonstrate proper use of equipment.

- Recognize and maintain a safe work environment.

- Demonstrate leadership, communication, and interpersonal skills.

- Identify career opportunities in agriculture/Construction.

- Demonstrate utilization of computer technology as a resource.

- Demonstrate the use of math and science skills in agricultural problem solving.

- Know how to safely secure loads on a variety of vehicles.

- Students understand the principles of basic woodworking:

  - Know how to identify common wood products, lumber types, and sizes.

  - Know how to calculate board feet, lumber volume, and square feet.

  - Know how to identify, select, and implement basic fastening systems.

- Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

- Students understand the basic electricity principles and wiring practices commonly used in agriculture:

  - Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

  - Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

  - Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

  - Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.

  - Know how to use proper electrical test equipment for AC and direct current (DC).
-Interpret basic agricultural electrical plans.

-Know how to identify common metals, sizes, and shapes.

-Basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.)

-Weld a variety of joints in various positions.

-Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

-Operate and maintain various arc welding and cutting systems safely and appropriately.

-Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

_________________________  __________________________  _____________________
Student               Parent              InstAgriculture
Pathway Proficiency Standards

___ Prepare a budget, cash flow, income/expense, and balance sheet.

___ Develop and interpret a working drawing and plan.

___ Demonstrate proper use of equipment.

___ Recognize and maintain a safe work environment.

___ Identify basic anatomy and physiology of plants.

___ Demonstrate leadership, communication, and interpersonal skills.

___ Identify 10 career opportunities in agriculture.

___ Identify 20 common California crops.

___ Identify basic anatomy and physiology of livestock.

___ Identify 20 breeds and uses of livestock.

___ Demonstrate 4 plant propagation methods.

___ Demonstrate livestock selection principles.

___ Demonstrate utilization of computer technology as a resource.

___ Explain the socioeconomic importance of agriculture and natural resources.

___ Demonstrate the use of math and science skills in agricultural problem solving.

___ Explain the care and management of animals.

___ Explain the care and management of plants/crops.

___ Explain processing methods, marketing, and distribution of agricultural products.

_________________________  ___________________________  _________________
Student                       Parent                        Instructor
Request To Articulate
Shasta College Articulation Agreement Form

»STEP 1: Academic Year

09-10

»STEP 2: High School/ROP Name

Select High School/ROP District...

»STEP 3: High School / ROP Course Title
(Enter High School / ROP Course Title)

Ag Mech I

»STEP 4: Shasta College Course Title

ENVR 44 Mech Tech Envir Res - 3 units

* Click here for Shasta College course descriptions
* Click here for Shasta College course outlines

»STEP 5: High School/ROP Instructor Contact

HS/ROP Instructor Name                                  Email Address                      Phone Number
Greenwood                                               mgreenwood@mvusd.us                 530-628-5261

»STEP 6: Required Documentation for Articulation

Select One

Course Outline Attached ☑ Final Exam Attached ☐
Waiver Only ☐
Online Industry Exam ☐

Both course outline and final exam MUST be attached with final articulation submission

Grade Required on Final Exam to obtain credit:
(Select One)

☐ A   ☐ B   ☐ C   ☐ CCNA Certification   ☐ Waiver Only
»STEP 7: Printed Names and Signatures

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<th>Title</th>
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<th>Signature and Date</th>
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<tr>
<td>High School/ROP Instructor:</td>
<td>Morgan Rourke</td>
<td>11/7/09</td>
</tr>
<tr>
<td>Principal/ Director, CareerTech. Education:</td>
<td>Tom Barnett</td>
<td>11/7/09</td>
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<tr>
<td>Shasta College Instructor:</td>
<td>WELD - Smith, Mark</td>
<td>11/8/09</td>
</tr>
<tr>
<td>Shasta College Dean:</td>
<td>Joan Bosworth</td>
<td>11/8/09</td>
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<tr>
<td>Shasta College Articulation Officer:</td>
<td>Megan McQueen</td>
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</tr>
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»STEP 8: Print Form and Submit to Database

1. You must PRINT this form after it is complete before submitting it

2. Click on Submit agreement.

3. Obtain appropriate signatures and required documentation on printed form and deliver to M. McQueen, Articulation Officer, Shasta College, 11555 Old Oregon Trail, Redding, CA 96003.
   A course outline and final exam must be included
**PERSONAL ADVANCE**

Must be cleared 30 days prior
The applicant below requests an advance of funds to cover necessary traveling expenses as provided by Education Code, Section 13002 for the conference noted.

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**ACCOUNT CODE**

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<td>Half Day</td>
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**SCHOOL SITE**

**RATE SCHEDULE**

Meal reimbursement not to exceed for:
1. Breakfast $11.00
2. Lunch $11.00
3. Dinner $22.00

**ITEMIZED EXPENDITURES**

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<th>Lunch</th>
<th>Dinner</th>
<th>Toll/ Parking (not prepaid)</th>
<th>Hotel (not prepaid)</th>
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Use of personal Auto: _______ Mile @ .55 per mile
(Certificated employee: If you choose to use personal vehicle when district car is available, reimbursement shall be at 50%)

**VENDOR #**

**CLAIMANT SIGNATURE:**

I certify that the above is a true and correct claim

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<th>DATE:</th>
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### MOUNTAIN VALLEY UNIFIED SCHOOL DISTRICT

**ACCOUNTS PAYABLE CHECK REQUEST**

**SITE:**  
_HES _HHS _HYM  _VHS  _CDS  _TRNS  _AE  _IndSt  _D0

**PAY TO**  
Vendor:

**ADDRESS**

**CITY**

**STATE**

**ZIP**

**REQUESTED BY**

**DATE**

**APPROVAL**
  
Site Administrator  
Business Mgr  
Superintendent

**SEND CHECK**  
Mail  
Inter-Office

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<td>PRJ.YEAR</td>
<td>GOAL</td>
<td>FUNCTION</td>
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**Account Line**

**Description AND Purpose of Expenditure**

*(include Invoice # when provided)*

**Amount**

<table>
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<th>Description AND Purpose of Expenditure</th>
<th>Amount</th>
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**TOTAL:**

### CHECK REQUEST PROCEDURE

1. Attach all supporting documentation
2. On personal reimbursements, please tape receipts to separate paper.
<table>
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<th>Qty</th>
<th>Description: List Mfg. Name/Stock #, Catalog #, &amp; Brief Description</th>
<th>Unit Price</th>
<th>Amount</th>
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Sub Total

Sales Tax (All items other than Service)

10% handling/shipping/freight/postage

TOTAL