Agricultural Education 539

ROLL PRIDE

Teacher Internship Project

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2016-2017
Pitman High School Agriculture Department

AGED 539 Project

My AGED 539 project consisted of modernizing the Ag welding shop at Pitman to incorporate more safety features.

I took the following steps to complete this project:

1. Research
2. Shop evaluation
3. Develop plans for improvement
4. Implementation for change
5. Review (on going)

Step 1-Research

When I began at Pitman it was told to me that they wanted more structure inside the mechanics and welding classes. They wanted safety to be a priority while constructing projects. In order for me to create safety as a part of that culture I needed to make sure my basis of understand shop safety was sound. I wanted to understand what safety parameters were out there and what I needed to do in order to increase the safety at the Pitman High Shop. First I looked at what California Education Code says about Classroom safety. Based on Ed Code I discovered the following:

Industrial and Technology/Education Laboratory:

A. Room is provided for movement of students around fixed learning stations.
B. Flexible stations with sufficient outlets and power source for industrial type equipment is provided.
C. Space is provided for various simulations of job-related experiences and laboratory work stations.
D. There is capability to utilize technology which complements the curriculum, such as computer-aided graphics, electronics and specialized tools.
E. There is lecture area within each laboratory or near the laboratory area where appropriate.
F. There are accommodations for necessary health and safety equipment, such as fire extinguisher and first aid kit.
G. Secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents are provided where appropriate.
H. There are properly designated areas with appropriate ventilation for the use of hazardous material that emit noxious fumes or excessive dust particles.
I. Proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials.

After seeing those parameters I went to further research Ed Code specific to Agricultural Education. I discovered information on the Healthy School Act which pertained to more chemical and pesticide use which I didn’t think applied to my shop but I did discover the following:

32030 Requirement to Provide Protective Eye Devices in Shop Classes

The eye protective devices shall be worn in courses including, but not limited to, vocational or industrial arts shops or laboratories, and chemistry, physics or combined chemistry-physics laboratories, at any time at which the individual is engaged in, or observing, an activity or the use of hazardous substances likely to cause injury to eyes. Hazardous substances likely to cause physical injury to the eyes include materials which are flammable, toxic, corrosive to living tissue, irritating, strongly sensitizing, radioactive, or which generate pressure through heat, decomposition or other means as defined in the California Hazardous Substances Labeling Act. Activity of the use of hazardous substances likely to cause injury to the eyes includes, but is not necessarily limited to, the following:

1. Working with hot molten metal.
2. Milling, sawing, turning, shaping, cutting, grinding and stamping of any solid materials.
3. Heat-treating, tempering, or kiln firing of any metal or other materials.
4. Gas or electric arc welding.
5. Repairing or servicing of any vehicles, or other machinery or equipment.
6. Working with hot liquids or solids or with chemicals which are flammable, toxic, corrosive to living tissues, irritating, strongly sensitizing, radioactive, or which generate pressure through heat, decomposition, or other means.

After I read over some more articles on classroom safety, laboratory settings, and the school’s responsibility to keep students safe I discovered some information that I thought to be very useful and interesting. I also sought advice and perspective from other more veteran agriculture shop teachers. Based upon those methods of research I discovered the following from http://www.cdc.gov/niosh/docs/2004-101/pdfs/Safe.pdf:
SAFETY GUIDE FOR
CAREER AND TECHNICAL EDUCATION

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This material is available in alternative format upon request. Contact Career and Technical Education, 360-725-6241, TTY 360-664-3631. The Office of Superintendent of Public Instruction complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, age, or marital status.

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Legal Duties of Instructor

DUTY TO INSTRUCT—foreseeable

"An instructor who does NOT instruct properly could place a student in a dangerous situation where the lack of appropriate information might contribute to an accident."

"A prudent instructor must ANTICIPATE and EXPLAIN/DEMONSTRATE any problems that could arise for each experience and instruct proper safety to the students."

DUTY OF SUPERVISION

Instructors are responsible for APPROPRIATE BEHAVIOR on the student's part.

If one student hurts another, it is the instructor who is the responsible adult.

Instructors must teach and maintain CLASSROOM CONTROL.

The instructor is IN LOCO PARENTIS—You are the local parent and the responsible adult during the educational experience.

DUTY TO MAINTAIN

Instructors are responsible for seeing that EQUIPMENT is kept in safe working order.

To further delineate the role of the instructor in safety and the expectations of society, the following issues are addressed:

- Underlying reason and prudence.
- Facility, tool, and equipment concerns.
- Personal and student training, education, and preparedness.
- Present judiciary support, direction, and definition.
Underlying Reason and Prudence
Labor and Industries / WISHA dictates what an instructor can do to protect students, self, and others while providing a learning experience for eager, young minds. DOH dictates student safety. The court system understands that an instructor(s) who is doing everything reasonable and prudent and within the law (i.e., Labor and Industries / WISHA) under the given circumstances to supervise students working in a shop environment is doing what he or she should do to maintain a safe learning environment.

As you, the instructor ponder your concerns involving facility, hand tools, power tools, and equipment that may pose a risk to students, you must take reasonable and prudent steps to prevent accidents from happening.

Facility, Tool, and Equipment Concerns
As we know, nothing is 100 percent safe. A person can be injured as simply as self-impalement by a pencil or tripping down a set of stairs, if not used correctly. Do we not use pencils and stairs, then? Society has provided you a “nod of its head” by realizing that you teach a discipline that is outstanding compared to any other at this level of education. Society wants you to give students this experience that no other school discipline can offer. Society trusts you to do it, do it well, and do it safely as long as you comply with society’s laws as an employee (Labor and Industries / WISHA).

As a professional, it is reasonable and prudent that you maintain relatively clean, uncluttered facilities. Properly working tools and equipment, safety signs, posters, and floor markings where applicable, safety guards, the wearing of Personal Protective Equipment (PPE), etc., are examples of reasonable and prudent measures and examples of Labor and Industries / WISHA requirements to protect all persons in the shop environment. Should there be a facility, tool, or equipment concern that you as the professional feel does not allow safe education to take place in a reasonable and prudent manner, immediately contact your supervisor to resolve how to bring the article in question back into reasonable and prudent compliance. Also, be fair in developing your paradigm of what reason and prudence entails. Look at the scenario from society’s point of view. The phrase “not everything goes” is critical in the CTE educational environment. That’s part of what makes you a professional. All instructors are obligated to follow all LAB Labor and Industries / WISHA regulations at all times.
Often middle and junior high schools get the "hand-me-downs" from high school programs because they do not receive CTE enhancement dollars to assist in properly maintaining their facilities and equipment. Please conceptualize what a reasonable and prudent person would think a student at the middle/junior high school age should be experiencing in this environment and what operations they should be performing. In the following section, Managing Risk, there are recommendations for the junior high/middle school age appropriators for power equipment usage.

**Personal and Student Training, Education, and Preparedness**

- It is crucial that you, as a professional, obtain and keep current your credentials and training so that you, in turn, may provide your students with a quality, safe learning experience. It is your responsibility to obtain the necessary training, experience, degree, etc. as outlined by the Office of Superintendent of Public Instruction (OSPI) to obtain/maintain valid credentials as recognized by the certification section of OSPI and society as a whole that you are licensed to teach career and technical education in the state of Washington. It is required that you be appropriately certified.

- Nonlicensed and nonendorsed instructors employed with assignments involving career and technical education classes should NOT operate tools, equipment and machinery, nor allow their students to do the same. Since each unlicensed and/or unendorsed individual possesses a different history of training and experience, the CTE administrator in your local district will make reasonable and prudent accommodations, requirements, and limitations of the individual instructor.

- There is a higher liability to the instructor and school district if a noncertified instructor is used.

- It is reasonable and prudent for a professional instructor to provide all students with adequate safety training. This could include, but is not limited to:
  - Safety demonstrations—attentively watched by all.
  - Safety videos.
  - The proper and adequate wearing of personal protective equipment (PPE) appropriate to the industry or program area.
  - Safety quizzes and tests, etc.
  - Students demonstrate proficiency in facility, tool, and equipment safety to the instructor, who uses his or her professional assessment in allowing the student to utilize shop facilities.
Training by example is of utmost importance. A reasonable and prudent instructor will adhere to the standards imposed by Labor and Industries / WISHA as a professional imposes these same standards upon his or her students. Impressionable minds are quick to see the level of dedication or lack thereof in their instructor. It is imperative that you personify the example of safe and enjoyable learning that you desire your students show you.

If there is ambiguity, doubt, disapproval, or curiosity concerning any issue of personal and student training, education and preparedness, contact another instructor, your CTE supervisor, or OSPI education specialist that can give you the appropriate information in allowing you to obtain and maintain a reasonable and prudent effort to keep students safe while learning.

Present Judiciary Support, Direction, and Definition
We, as a society, have always recognized the need for applied education. Society as a whole then is placed with the burden of finding, training, and otherwise supporting those who society chooses to teach this valuable content area. YOU are the professional who has accepted the charge from society to do just that. Society trusts you to follow the laws implemented by the society—Labor and Industries / WISHA, DOH, and OSPI.
MANAGING RISK

- The school, as the employer, needs to provide the teacher with the basic requirements for equipment, training, and time for that training.

- Teachers are responsible for seeing that equipment in the lab or shop is kept in safe operating condition, according to applicable State and Federal laws (Labor and Industries / WISHA—OSHA—ANSI).

- Teachers are responsible for providing instruction and demonstrating the safe and proper operation procedures for each piece of power equipment, portable hand tools, hand tools, cleaning, and/or finishing procedures.

- Teachers must plan ahead and be aware of potential dangers and problems.

- Teachers must have and maintain order and control in the classroom and/or lab (shop).

- Teachers must teach a proper degree of respect for the dangers that are inherent in the lab or shop.

- Teachers should never leave students unattended.

- Teachers cannot delegate the responsibility of a class to a student (TA).

- Students must have received and demonstrate or show they have read and understand a copy of the safety rules for each piece of equipment that they may use.

- Students must pass a general shop safety test with a score of 100 percent.

- The teacher should keep safety test scores until the student is 21 years old. (A sample of the safety test shall be available upon request.)

- Students need to sign a document that they will not use any equipment until they have passed a safety test, have observed a demonstration on that piece of equipment, and have the instructor's permission.

- Parents should sign a parent awareness document before the student uses any equipment.

- Do not underestimate the seriousness of an accident. Call 911—and provide emergency care until medical responders arrive.

- After the pressure of an event has subsided, complete an incident report stating the facts of what occurred and submit to district risk manager (or appropriate district official). Go over the report with the student for a learning experience.

- Keep your own copy of records and affidavits.

- CTE directors, administrators, principals, counselors, and teachers must be reasonable and prudent in seeing that classes are not overloaded.
Career and Technical Education Program Standards

The standards serve as a basis for curriculum, instruction, equipment, and facilities for an approved CTE program. The program standards indicate the requirements for a safety program that meets applicable WISHA laws as applied to each approved program in career and technical education.

**Instruction:** Curriculum and instruction must be directly related to industry standards, local advisory committees, CTE program standards, and course/program outcomes. Instruction is outcome-based, and verification of competence is determined by mastery of course outcomes. Instruction in proper and safe use of any equipment, required for mastery and competency, shall be provided within the approved program.

**Equipment and Facilities:** Equipment and facilities are consistent with the industry, is appropriate to support the curriculum identified in the state curriculum framework, and maintained in a manner that meets safety requirements and applicable WISHA laws.

**Instructional Staff:** Instructional staff must hold a valid Washington State CTE certificate appropriate for the programs they teach. Instructors must keep technical and professional skills current through the CTE program standards and business/industry advisory committee involvement. This ensures students are provided accurate and safe state-of-the-art information.

**Program Advisory Committee:** Each state-approved CTE program must be supported by a program advisory committee made up of individuals who are working in the occupational area.
Safety and the Law

1. Risk of suit is often greatly exaggerated in your minds; however, it is ever present.

2. We will show you that there is more protection for you than you think. Fear of litigation should NOT restrict effective, safe teaching and learning. Participatory activities should remain interesting and exploratory. They should not become sterile and ineffective.

3. We cannot insulate ourselves from danger at any time in our lives. This program is to teach you RESPONSIBILITY and forethought.

4. We hope to make safety in the lab a HABIT in your teaching career.

5. We believe that knowledge is the key to any potential problems.

6. The law requires adherence to regulations and requirements (see "negligence" on next page). THIS IS WHAT GOOD SAFETY IS ALL ABOUT.
The Law Defined

- **PLAINTIFFS**—the people doing the suing.
- **DEFENDANTS**—the people being sued.

Classroom injuries are usually tried in a **STATE** trial court.

- **APPELLATE** court—appeals from the state court's decisions.
- **STATE** court—consists of a judge and/or jury.
- **BURDEN OF PROOF**—The plaintiff must prove that damage has been done to them by the defendant due to the defendant's negligence.
- **NEGLIGENCE**—Conduct that falls below the standard established by law or the profession to protect others from harm. It is failure to do something that a reasonable person would do (omission) or the doing of something that a reasonable person would not do (commission). Teachers must conduct themselves **professionally**.
- **REASONABLE**—Moderate, rational, not excessive or extreme.
- **PRUDENT**—Cautious, discreet, managing very carefully.
Proximate Cause

WHERE DOES THE BLAME LIE?

COMPARATIVE NEGLIGENCE—plaintiff may still recover even if they were also negligent—though their award is reduced. Students will generally be held accountable for their actions but ONLY if they are fully informed beforehand.

FIRST AID—“Good Samaritan” law exempts anyone from rendering simple first aid to a student in immediate danger. (Remember your blood borne pathogen training to protect yourself.)

DOCUMENTATION
The Statute of Limitations in the state of Washington for tort liability lawsuits is three years. Parents cannot waive their minor child’s rights. In the event of an accident to a minor child, that child can file a claim for damages on their own behalf once they reach the age of majority. The Statute of Limitations begins to run on their 18th birthday until they reach the age of 21.

If you have an incident in your classroom, do the following:
1. Complete an incident report including the time, date, and circumstances. Be factual—do not state opinions.
2. Get the principal’s signature on the incident report.
3. Forward the original incident report to the district’s risk manager (or appropriate district official) for timely reporting to your insurer. Keep a copy in a PERMANENT file that you save.

DO NOT RELY upon releases or waivers as a substitute for safety precautions.

Based upon all this research I wanted to move on to turning all this information into application and action. I asked myself, “How do I make it safer?” I then research ways to incorporate safety into the facility. Based upon what I discovered I found out about proper facility set up, which is where I would start my evaluation for shop safety:
AGRICULTURAL ACCIDENTS cause injuries and cost millions of dollars in property and equipment damage. Because of the type of work and the machinery, equipment, tools, electricity, temperature extremes, and chemicals involved, agricultural mechanics may never be completely without injuries and property damage, although that is the goal. All agricultural workers should think safety first, focusing on being alert, attentive, responsible, and concerned. To help people remember the huge amount of information required for a safe environment, standard colors have been introduced to represent specific applications and hazards.

**Objective:**

- Describe the color coding system for shop safety.

**Key Terms:**

- aluminum
- black-and-white stripes
- black-and-yellow stripes
- blue
- focal colors
- gray
- ivory
- orange
- red
- safety colors
- safety green
- vista green
- white
- yellow

**The Color Coding System for Shop Safety**

The color coding system is used to:

- Remind workers that a danger or hazard is present
- Find a certain object quickly
- Create a bright, colorful work environment
- Encourage a clean, orderly work area
- Improve emergency response times

Each color conveys a specific message, based on a standardized code. The code was created through the cooperative effort of many national organizations. Two primary organizations involved in creating the code were the American Society of Agricultural Engineers (ASAE) and the American Vocational Association Safety Committee. **Safety colors** are designed to alert workers to potential hazards.

Nine safety colors and three focal colors have been adopted. Learning the colors is an important step to shop safety and efficiency.

**SAFETY COLORS**

Understanding the color code for agricultural shops can help workers identify switches, control knobs, adjusting handles, and hazardous areas. Additionally, introducing color into a work area creates an attractive place to work. The colors used to mark agricultural shops are much easier to identify than text messages. When color, along with universal symbols, is incorporated into an agricultural shop, safety becomes less dependent on the need to read signs. This is helpful with an international workforce that may not read English as the primary language. The key is to learn the color code and encourage everyone to adopt it.

The safety colors are:

- Red
- Orange
- Yellow
- Blue
- Safety green
- Gray
- White
- Black-and-white stripes
- Black-and-yellow stripes

**Red** represents danger and identifies dangerous areas on machines. An example of a dangerous area on a table saw is the area around the blade. The insert is colored red to call attention to

![Safety Colors Diagram](image-url)

**FIGURE 1.** The nine safety colors.

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E-unit: Shop Safety Color Coding System

Page 2  AgEdLibrary.com

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this very dangerous area. Fire equipment, safety switches, and other types of emergency equipment are red.

**Orange** signifies warning. The safety color code assigns orange to identify machine hazards, such as edges and openings. Electrical controls, switches, and levers have orange backgrounds.

**Yellow** reminds people to use caution. The yellow signal in a traffic light means caution; this association should be extended to machines in a shop. Levers and adjustment knobs are yellow.

**Blue** signifies information. Signs informing the user that a machine is "out of order" are blue. A blue sign on a machine informs the operator of something that requires extra attention.

**Safety green** is a special shade that means safety. Safety equipment is identified by safety green. Safety green is also used for first aid, safety areas, and areas where medical treatment is given.

**Gray** is used on work area floors. It is relaxing and contrasts with other colors. Another use for gray is to color tabletops and the bodies of machines. When gray is used as a background, the contrast with other colors allows good visibility and easy color recognition.

**White** marks traffic flow. Traffic flow is indicated with white arrows. White can also be used around work areas in a shop.

**Black-and-white stripes** mark traffic and housekeeping. The stripes are often applied diagonally. Black-and-white checkers are sometimes used for traffic markers.

**Black-and-yellow stripes** applied in a diagonal pattern identify radioactivity. Agricultural workers should associate the black-and-yellow stripes with radioactive hazards.

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**FOCAL COLORS**

The **focal colors** are:

- Ivory
- Vista green
- Aluminum

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The function of these colors is to provide contrast for the safety colors. An added benefit of using focal colors is the pleasing and attractive appearance they create in a work area. Focal colors help draw workers' attention toward large items, like machines, cabinets, and floors. Ivory is used to improve visibility because of the contrast between ivory and the other shop colors. Vista green is sometimes used as the body color on machines instead of gray. Many stationary tools are painted vista green. It is one of the cool colors and considered a good color for work environments. Aluminum is used on waste containers.

**Summary:**

Prevention of injury or property loss while workers are performing routine tasks can be improved by introducing color. The use of colors to mark hazards makes workers respond correctly and more quickly. Learning the approved color code helps in associating specific hazards with uniform applied colors. Color recognition has the added benefit that workers do not need to read, making it helpful with an international workforce that may not read English as the primary language.

**Checking Your Knowledge:**

1. Explain how color can promote shop safety?
2. List the nine safety colors and give the meaning of each.
3. List the three focal colors and give the meaning of each.

**Expanding Your Knowledge:**

Create a list of items in the school shop that comply with the safety color code. Then, create a list of items that do not comply. Work with your agricultural mechanics instructor to see that appropriate color coding is used throughout the shop.

**Web Link:**

Safety Color Code

[www.cas.psu.edu/docs/CASDEPT/aged/courses/AGED418/articles/s5/s5b.html](http://www.cas.psu.edu/docs/CASDEPT/aged/courses/AGED418/articles/s5/s5b.html)
Step 2: Shop Evaluation

I conducted a shop safety inspection. I went through the attached checklist to see where I thought the shop was in regards its safety. I finished the checklist and then began going from issue or negative response to the next issue. I have been going down the list trying to resolve the issues I discovered within the shop.
Cal Poly Safety Inspection Checklist
Shop Area Safety

Instructions

The campus Injury and Illness Prevention Program, Section 10.1, requires departments to conduct regular safety inspections of areas under their control. This safety inspection checklist for shop areas has been developed to assist departments in fulfilling this responsibility.

This checklist has a very comprehensive scope; not all operations will exist in all shops. If a particular operation or item does not exist in your shop, please note this on the inspection form by one of the following methods:

☐ Write "N/A" in the comments section for that item.
☐ Draw a diagonal line through the item description(s) for the item or for the entire section, if not applicable to your operations.

It is important to document that an item has been reviewed and found to not apply to your shop environment, please do not just leave items blank if they do not apply.

Departments should feel free to modify and customize these forms for their operations. The Environmental Health & Safety (EH&S) Office can provide the original Word file for modification. If your shop has operations, equipment, or processes not covered by this checklist, EH&S will assist you in developing a checklist tool for the shop.

The checklist is designed so that each applicable inspection item should be answered with a "yes." Inspected items, which are checked "no", require corrective action. Corrections to noted problems may be by:

☐ Fixing it yourself.
☐ Issuing a work order to Facility Services to repair an item. Work orders may be issued via phone at x65555 or via an online web form at: http://www.facsrv.calpoly.edu/fac_serv/form_mnt.html.
☐ If these methods cannot correct the problem, contact the Environmental Health & Safety Office at x66662 for assistance.

After the problem is corrected, the date of correction should be entered in the "comments" section next to that inspection checklist item.

After completion, all safety inspection checklists should be kept by the department for at least three (3) years. The C.S.U. Board of Trustees performs periodic audits of these records.

Questions regarding safety inspections can be directed to the Environmental Health & Safety Office at extension 66662 or dragsdal@calpoly.edu.
<table>
<thead>
<tr>
<th>GENERAL</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are shop work and storage areas clean and orderly?</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Are emergency notification procedures, contacts, and phone numbers</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>posted? (available at: <a href="http://www.calpoly.edu/~risk/911.pdf">http://www.calpoly.edu/~risk/911.pdf</a>)</td>
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<tr>
<td>Is a first aid kit readily accessible and adequately stocked?</td>
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<td></td>
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<tr>
<td>Do aisles have a minimum of 24 inches of clear width?</td>
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<tr>
<td>Are oily rags and combustible wastes kept in metal containers with</td>
<td>N/A</td>
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<td></td>
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<tr>
<td>lids?</td>
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<tr>
<td>Are safety guards in place for equipment with moving parts (belts,</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>fans, saw blades)?</td>
<td></td>
<td></td>
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<tr>
<td>Is electrical equipment grounded or double insulated?</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Is the floor kept clean from oil spills and absorbant?</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Have trip hazards been eliminated (e.g., cords, hoses, etc.)?</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Are Material Safety Data Sheets readily available for all hazardous</td>
<td>2</td>
<td></td>
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<tr>
<td>substances in the shop?</td>
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<tr>
<td>Are exit doors unobstructed?</td>
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<tr>
<td>Are all cabinets and shelves, greater than 42 inches tall, secured to</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>the walls or otherwise anchored to resist seismic failure or collapse?</td>
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<td></td>
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<tr>
<td>Has all overhead storage been minimized and stored materials been</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>restrained from falling?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are flammable liquids stored in safety cans or flammable cabinets?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 gallons aggregate are exempt from this requirement)</td>
<td></td>
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<td></td>
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<tr>
<td>Is a complete, current inventory of all chemicals readily available?</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clear area 30 inches wide by 30 inches deep in front of all</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electrical panels and circuit breaker boxes? (shallow fixed counters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are allowed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is documentation of prior safety inspections and corrections</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintained and available?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GENERAL (CONT.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a fire extinguisher readily accessible with a current (within one year) service tag?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Is vacuuming with appropriate equipment used whenever possible rather than blowing or sweeping dust?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is personal protective equipment provided, used and maintained whenever required?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is all water provided for drinking, washing, and cooking potable?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all outlets for water not suitable for drinking clearly identified?</td>
<td>2</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are employees instructed in the proper manner of lifting heavy objects?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is equipment producing ultra-violet radiation properly shielded?</td>
<td>2</td>
<td></td>
<td>Fixed Oct. 2018</td>
</tr>
</tbody>
</table>

## HEALTH & SAFETY TRAINING

Do employees and students receive appropriate health & safety training before they first begin working with hazardous substances or processes, when new hazards (substances, processes, or equipment) are introduced to the shop, or when the supervisor/instructor is made aware of a new or previously unrecognized hazard?  

Do employees and students receive training on:

- The shop's standard operating procedures for each piece of equipment or process?
- Health & safety policies and practices including health & safety rights and responsibilities.
- Specific hazards associated with the materials and equipment they use and how to protect themselves?
- The use of personal protective equipment (PPE), if applicable?
- Emergency procedures?

Is written documentation of safety training available, complete, and current?

## ELECTRICAL POWER FOR MACHINERY

Are all power disconnects and switches for machines clearly marked?

Are all power disconnects and switches accessible with clear paths at least 30 inches wide?
<table>
<thead>
<tr>
<th>MACHINE GUARDING</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the following properly guarded to prevent a person from coming into accidental contact during operation or maintenance:</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Flywheels?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cranks and connecting rods?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotating shafts?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaft ends?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulleys?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belt, rope, or chain drives?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gears and gear trains?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprockets?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotating keys, set screws, and other projections?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clutches, cutoff couplings, or pulleys?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conveyors?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are machines secured against &quot;walking,&quot; vibrating, or moving while in operation?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are start and stop buttons on machines clearly marked and accessible?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For machines which have interlocks, have the interlocks been tested and are they working properly?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are emergency stop controls provided, or are circuit breakers controlling machines clearly marked and accessible?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a lockout procedure for each machine to prevent accidental release of energy or starting during maintenance or repair?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPRESSED GAS CYLINDERS</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Are gas cylinders secured in an upright position by two steel chains or steel cables?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are gas cylinders clearly labeled?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are protective caps in place over the valves of all gas cylinders which are not in use?</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### HAND TOOLS AND EQUIPMENT

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

- Are hand tools such as chisels, punches, etc., which develop mushroomed heads during use, reconditioned or replaced as necessary?
- Are broken or fractured handles on hammers, axes, and similar equipment replaced promptly?
- Are worn or bent wrenches replaced?
- Are appropriate handles used on files and similar tools?
- Are appropriate safety glasses, face shields, etc. used while using hand tools or equipment which might produce flying materials or be subject to breakage?
- Are tool handles wedged tightly in the head of all tools?
- Are tool cutting edges kept sharp so the tool will move smoothly without binding or skipping?
- Is eye and face protection used when driving hardened or tempered spuds or nails?

### PORTABLE (POWER-OPERATED) TOOLS AND EQUIPMENT

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

- Are power tools used with the correct shield, guard, or attachment, as recommended by the manufacturer?
- Are portable circular saws equipped with guards above and below the base plate?
- Are circular saw guards checked to ensure they are not wedged up, leaving the lower portion of the blade unguarded?
- Are all cord-connected, electrically-operated tools and equipment effectively grounded or of an approved double insulated type?
- Are effective guards in place over belts, pulleys, chains, sprockets, etc. on equipment such as air compressors, concrete mixers, and similar machines?
- Are portable fans provided with full guards or screens having openings 1/2 inch or less?
- Is hoisting equipment available and used for lifting heavy objects, and are hoist load ratings clearly marked on the hoist?
- Are pneumatic and hydraulic hoses on power-operated tools checked regularly for deterioration or damage?
### ABRASIVE WHEEL EQUIPMENT - GRINDERS

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a work rest used and kept adjusted within 1/8 inch of the grinding wheel?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Is the adjustable tongue on the top side of the grinder used and kept adjusted to within 1/4 inch of the wheel?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Do side guards cover the spindle, nut, and flange and 75 percent of the wheel diameter?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Are bench and pedestal grinders permanently mounted and anchored?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Are goggles AND face shields always worn when grinding?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Is the maximum RPM rating of each abrasive wheel compatible with the RPM rating of the grinder motor?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Are fixed or permanently mounted grinders connected to their electrical supply system with metallic conduit or other permanent wiring method?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Does each grinder have an individual on and off control switch?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Is each electrically operated grinder electrically grounded?</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Before new abrasive wheels are mounted, are they visually inspected and ring tested?</td>
<td></td>
<td>2</td>
<td>October 10, 1998</td>
</tr>
<tr>
<td>Are dust collectors and powered exhausts provided on grinders used in operations that produce large amounts of dust?</td>
<td></td>
<td>2</td>
<td>October 10, 1998</td>
</tr>
<tr>
<td>Are splash guards mounted on grinders that use coolant to prevent the coolant reaching the operator?</td>
<td></td>
<td>2</td>
<td>October 10, 1998</td>
</tr>
</tbody>
</table>

### POWDER-ACTUATED TOOLS

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are employees and students who operate powder-actuated tools trained in their use and in possession of a valid operator's card issued by the manufacturer?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Is each powder-actuated tool stored in a locked container when not in use?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Is a sign at least 8 inches by 10 inches, with bold face type reading, &quot;POWDER ACTUATED TOOL IN USE&quot; conspicuously posted when the tool is being used?</td>
<td></td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Are powder-actuated tools left unloaded until they are actually ready to be used?</td>
<td></td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Are powder-actuated tools inspected for obstructions or defects each day before use?</td>
<td></td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Do powder-actuated tool operators have and use appropriate personal protective equipment such as hard hats, safety goggles, safety shoes, and hearing protectors?</td>
<td></td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>MACHINE TOOLS</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
<td><strong>COMMENTS</strong></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>Is there a training program to instruct operators on safe methods of machine operation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there adequate supervision to ensure that operators are following safe machine operating procedures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a regular program of safety inspection of machinery and equipment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is all machinery and equipment kept clean and properly maintained?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is sufficient clearance provided around and between machines to allow for safe operations, set up and servicing, material handling and waste removal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is equipment and machinery securely placed and anchored, when necessary to prevent tipping or other movement that could result in injury?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a power shut-off switch within reach of the operator's position at each machine?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can electric power to each machine be locked out for maintenance, repair, or security?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the non-current-carrying metal parts of electrically operated machines bonded and grounded?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are foot-operated switches guarded or arranged to prevent accidental actuation by personnel or falling objects?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are manually operated valves and switches controlling the operation of equipment and machines clearly identified and readily accessible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all emergency stop buttons colored red?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all pulleys and belts that are within 7 feet of the floor or working level covered with guards?</td>
<td></td>
<td></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Are all moving chains and gears guarded?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are splash guards mounted on machines that use coolant to prevent the coolant from reaching the operator?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are machine guards secure and so arranged that they do not offer a hazard in their use?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do arbors and mandrels have firm and secure bearings and are they free from play?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are provisions in place to prevent machines from automatically starting when power is restored after a power failure or shutdown?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are machines constructed so as to be free from excessive vibration when the largest size tool is mounted and run at full speed?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### MACHINE TOOLS (CONT.)

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>If machinery is cleaned with compressed air, is air pressure controlled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and personal protective equipment or other safeguards utilized to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>protect operators and other persons from eye and body injury?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are table saws equipped with anti-kickback devices, hood guards, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spreaders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are radial arm saws equipped with a device, or so mounted, so that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the cutting head will gently return to the back of the table when</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>released?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LOCKOUT/TAGOUT PROCEDURES

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is all machinery or equipment capable of movement required to be</td>
<td></td>
<td></td>
<td>None at this time</td>
</tr>
<tr>
<td>de-energized or disengaged and blocked or locked-out during cleaning,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>servicing, adjusting, or setting up operations, consistent with the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>campus Procedures for the Control of Hazardous Energy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where the power disconnect for equipment does not also disconnect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the electrical control circuit, is means provided to assure the control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>circuit can also be disconnected and locked out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the locking out of control circuits in lieu of locking out main power</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disconnects prohibited?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the shop lock out procedure require that stored energy (mechanical,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydraulic, air, etc.) be released or blocked before equipment is locked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>out for repair?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are appropriate operators provided with individually keyed personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safety locks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are operators required to keep personal control of their keys while they</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have safety locks in use?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Is it required that operators check the safety of the lock-out by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attempting a start-up after making sure no one is exposed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are operators instructed to always push the control circuit stop button</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prior to re-energizing the main power switch?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a means provided to identify any and all personnel who are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>working on locked-out equipment by their locks or accompanying tags?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the event that equipment cannot be shut down, locked-out, or tagged,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a safe job procedure established and followed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WELDING, CUTTING, AND BRAZING</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>Are only authorized and trained personnel permitted to use welding, cutting, or brazing equipment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are precautions taken to prevent the mixture of air or oxygen with flammable gases, except at a burner or in a standard torch?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are only approved apparatus (torches, regulators, pressure-reducing valves, manifolds) used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are cylinders kept away from sources of heat?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are cylinders kept away from elevators, stairs, or gangways?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Is it prohibited to use cylinders as rollers or supports?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are empty cylinders appropriately marked and their valves closed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are cylinders, cylinder valves, couplings, regulators, hoses and apparatus kept free of oily or greasy substances?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unless secured on special trucks, are regulators removed and valve-protection caps put in place before moving cylinders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do cylinders without fixed hand wheels have keys, handles, or non-adjustable wrenches on stem valves when in service?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are liquefied gases stored valve-end up with valve covers in place?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are provisions made to never crack a fuel-gas cylinder valve near sources of ignition?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Before a regulator is removed, is the valve closed and gas released from the regulator?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is red used to identify acetylene (and other fuel gas) hose, green for oxygen hose, and black for inert gas hose?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are pressure-reducing regulators used only for the gas and pressures for which they are intended?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is open circuit (no load) voltage of arc welding and cutting machines as low as possible and not in excess of the recommended limits?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under wet conditions, are automatic controls for reducing the no load voltage used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is grounding of the machine frame and safety ground connections to portable machines checked periodically?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are electrodes removed from the holders when not in use?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it required that electric power to the welder be shut off when no one is in attendance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is fire extinguishing equipment available for immediate use?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## WELDING (CONT.)

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are welders forbidden to coil or loop welding electrode cable around his or her body?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are work and electrode lead cables frequently inspected for wear and damage, and replaced when needed?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Do means for connecting cable lengths have adequate insulation?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>When the object to be welded or cut cannot be moved and fire hazards cannot be removed, are shields used to confine heat, sparks, and slag?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are combustible floors kept wet, covered by damp sand, or protected by fire-resistant shields?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>When floors are wet down, are personnel protected from possible electrical shock?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>When welding is done on metal walls, are precautions taken to protect combustibles on the other side?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Before hot work is begun, are used drums, barrels, tanks, and other containers thoroughly cleaned so that no substances remain that could explode, ignite, or produce toxic vapors?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Is it required that eye protection, helmets, hand shields, and goggles meet appropriate safety standards?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are employees and students exposed to the hazards created by welding, cutting, or brazing operations protected with appropriate personal protective equipment and clothing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a check made for adequate ventilation in and where welding or cutting is performed?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>When working in confined spaces are environmental monitoring tests taken and a means provided for quick removal of welders in case of an emergency, consistent with the campus confined space procedure?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

## COMPRESSORS AND COMPRESSED AIR

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are compressors equipped with pressure relief valves and pressure gauges?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Are air filters installed on the compressor intake?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Are compressors operated and lubricated in accordance with the manufacturer's recommendations?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Are safety devices on compressed air systems checked frequently?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Before any repair work is done on the pressure system of a compressor, is the pressure bled off and the system locked-out?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Are signs posted to warn of the automatic starting feature of the compressors?</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## COMPRESSORS (CONT.)

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the belt drive system totally enclosed to provide protection for the front, back, top, and sides?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it strictly prohibited to direct compressed air towards a person?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees and students prohibited from using highly compressed air for cleaning purposes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If compressed air is used for cleaning off clothing, is the pressure reduced to less than 10 psi?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When using compressed air for cleaning, do employees and students wear protective chip guarding and personal protective equipment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are safety chains or other suitable locking devices used at couplings of high-pressure hose lines where a connection failure would create a hazard?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before compressed air is used to empty containers of liquid, is the safe working pressure of the container checked?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When compressed air is used with abrasive blast cleaning equipment, is the operating valve a type that must be held open manually?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When compressed air is used to inflate auto tires, is a clip-on chuck and an inline regulator preset to 40 psi required?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it prohibited to use compressed air to clean up or move combustible dust if such action could cause the dust to be suspended in the air and cause a fire or explosion hazard?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all air tanks stamped as being in compliance with the ASME Code for air tanks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do all hand-held compressed air nozzles have relief type tips?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

## COMPRESSED AIR RECEIVERS

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is every receiver equipped with a pressure gauge and with one or more automatic spring-loaded safety valves?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the total relieving capacity of the safety valve capable of preventing pressure in the receiver from exceeding the maximum allowable working pressure of the receiver by more than 10%?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is every air receiver provided with a drain pipe and valve at the lowest point for the removal of accumulated oil and water?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all safety valves tested frequently and at regular intervals to determine whether they are in good operating condition?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a current operating permit issued by the California Division of Occupational Safety and Health for the air tank? (tanks under 1.5 cubic feet and with relief valves set below 150 psi are exempt from permits).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COMPRESSED GAS CYLINDERS

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are cylinders with a water weight capacity over 30 pounds, equipped with means for connecting a valve protector device, or with a collar or recess to protect the valve?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are all compressed gas cylinders anchored in place by at least two chains?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are cylinders legibly marked to clearly identify the gas contained?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are compressed gas cylinders stored in areas which are protected from external heat sources such as flame impingement, intense radiant heat, electric arcs, or high temperature lines?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are cylinders located or stored in areas where they will not be damaged by passing or falling objects or subject to tampering by unauthorized persons?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are cylinders stored or transported in a manner to prevent them creating a hazard by tipping, falling or rolling?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are cylinders containing liquefied fuel gas, stored or transported in a position so that the safety relief device is always in direct contact with the vapor space in the cylinder?</td>
<td></td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Are valve protectors always placed on cylinders when the cylinders are not in use or connected for use?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are all valves closed before a cylinder is moved, when the cylinder is empty, and at the completion of each job?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are low-pressure fuel-gas cylinders checked periodically for corrosion, general distortion, cracks, or any other defect that might indicate a weakness or render it unfit for service?</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### HOIST AND AUXILIARY EQUIPMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is each overhead electric hoist equipped with a limit device to stop the hook travel at its highest and lowest point of safe travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will each hoist automatically stop and hold any load up to 125 percent of its rated load, if its actuating force is removed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the rated load of each hoist legibly marked and visible to the operator?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are stops provided at the safe limits of travel for trolley hoist?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are the controls of hoist plainly marked to indicate the direction of travel or motion?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is each cage-controlled hoist equipped with an effective warning device?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are close-fitting guards or other suitable devices installed on hoist to assure hoist ropes will be maintained in the sheave grooves?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOISTS (CONT.)</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----</td>
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</tr>
<tr>
<td>Are all hoist chains or ropes of sufficient length to handle the full range of movement for the application while still maintaining two full wraps on the drum at all times?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the nip points or contact points between hoist ropes and sheaves which are permanently located within seven feet of the floor, ground or working platform, guarded?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it prohibited to use chains or rope slings that are kinked or twisted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it prohibited to use the hoist rope or chain wrapped around the load as a substitute for a sling?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are operators instructed to avoid carrying loads over people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INDUSTRIAL TRUCKS-FORKLIFTS</strong></td>
<td><strong>N/A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are only trained personnel allowed to operate industrial trucks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is substantial overhead protective equipment provided on high lift rider equipment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are lift truck operating rules posted and enforced?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is directional lighting provided on each industrial truck that operates in an area with less than 2-foot candles per square foot of general lighting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does each industrial truck have a warning horn, whistle, gong, or other device which can be clearly heard above the normal noise in the areas where operated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the brakes on each industrial truck capable of bringing the vehicle to a complete and safe stop when fully loaded?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the industrial trucks' parking brake effectively prevent the vehicle from moving when unattended?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are industrial trucks operating in areas where flammable gases or vapors, or combustible dust or ignitable fibers may be present in the atmosphere, approved for such locations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are motorized hand and hand/rider trucks so designed that the brakes are applied, and power to the drive motor shuts off when the operator releases his or her grip on the device that controls the travel?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLAMMABLE AND COMBUSTIBLE MATERIALS</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>Are combustible scrap, debris and waste materials (oily rags, etc.) stored in covered metal receptacles and removed from the worksite promptly?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are all connections on drums and combustible liquid piping, vapor and liquid tight?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are all flammable liquids kept in closed containers when not in use?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are bulk drums of flammable liquids grounded and bonded to containers during dispensing?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Do storage rooms for flammable and combustible liquids have ventilation?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are no smoking signs posted on liquefied petroleum gas tanks?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are liquefied petroleum storage tanks guarded to prevent damage from vehicles?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are firm separators placed between containers of combustibles or flammables, when stacked one upon another, to assure their support and stability?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are fuel gas cylinders and oxygen cylinders separated by distance, fire resistant barriers, etc. while in storage?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are fire extinguishers free from obstructions or blockage?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are all fire extinguishers fully charged and in their designated places?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are &quot;NO SMOKING&quot; signs posted where appropriate in areas where flammable or combustible materials are used or stored?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are safety cans used for dispensing flammable or combustible liquids at a point of use?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are storage tanks adequately vented to prevent the development of excessive vacuum or pressure as a result of filling, emptying, or atmosphere temperature changes?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are storage tanks equipped with emergency venting that will relieve excessive internal pressure caused by fire exposure?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>HAZARDOUS CHEMICAL USE</strong></td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>Are employees &amp; students trained in the safe handling practices of hazardous chemicals such as acids, caustics, solvents, etc.?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are employees &amp; students aware of the potential hazards involving various chemicals stored or used in the workplace such as acids, bases, caustics, epoxies, phenols, etc.?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are eye wash fountains and safety showers provided in areas where corrosive chemicals are handled?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all containers of hazardous materials clearly labeled with their contents?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all employees &amp; students required to use personal protective clothing and equipment (gloves, eye protection, etc.) when handling chemicals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are flammable or toxic chemicals kept in closed containers when not in use?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are chemical piping systems clearly marked as to their content?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where corrosive liquids are frequently handled in open containers or drawn from storage vessels or pipelines, is adequate means readily available for neutralizing or disposing of spills or overflows properly and safely?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have standard operating procedures been established and are they being followed when cleaning up chemical spills?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees prohibited from eating in areas where hazardous chemicals are present?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is personal protective equipment provided, used and maintained whenever necessary?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HAZARD COMMUNICATION</strong></th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a list of hazardous substances used in the shop and is the list readily available at all times of operation?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Is each container for a hazardous substance (i.e., vats, bottles, storage tanks, etc.) labeled with product identity and a hazard warning (communication of the specific health hazards and physical hazards)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a Material Safety Data Sheet readily available for each hazardous substance used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there an employee / student training program for hazardous substances?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>--------------------</td>
</tr>
<tr>
<td>Are all employees and students who work on electrical circuits trained</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>and familiar with the Cal/OSHA Electrical Safety Orders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When electrical equipment or lines are to be serviced, maintained or</td>
<td></td>
<td>X</td>
<td>No TAG OUT PROCESS</td>
</tr>
<tr>
<td>adjusted, are necessary switches opened, locked-out and tagged whenever</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are portable electrical tools and equipment grounded or of the double</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>insulated type?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are electrical appliances such as vacuum cleaners, polishers, vending</td>
<td></td>
<td></td>
<td>Fixed 9/21/98</td>
</tr>
<tr>
<td>machines, etc., grounded?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do all extension cords have a grounding conductor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are ground-fault circuit interrupters installed on each temporary 15 or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 ampere, 120 volt AC circuit at locations where construction,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demolition, modifications, alterations or excavations are being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all temporary circuits protected by suitable disconnecting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>switches or plug connectors at the junction with permanent wiring?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is exposed wiring and cords with frayed or deteriorated insulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>repaired or replaced promptly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are flexible cords and cables free of splices or taps?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are clamps or other securing means provided on flexible cords or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cables at plugs, receptacles, tools, equipment, etc., and is the cord</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jacket securely held in place?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all cord, cable and raceway connections intact and secure?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>In wet or damp locations, are electrical tools and equipment</td>
<td></td>
<td></td>
<td>Ply by Sink - welds</td>
</tr>
<tr>
<td>appropriate for the use or location or otherwise protected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the location of electrical power lines and cables (overhead,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>underground, underfloor, other side of walls, etc.) determined before</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>digging, drilling or similar work is begun?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are metal measuring tapes, ropes, handlines or similar devices with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>metallic thread woven into the fabric prohibited where they could come</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in contact with energized parts of equipment or circuit conductors?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the use of metal ladders prohibited in areas where the ladder or the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>person using the ladder could come in contact with energized parts of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment, fixtures or circuit conductors?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all disconnecting switches and circuit breakers labeled to indicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their use or equipment served?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are disconnecting means always opened before fuses are replaced?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTRICAL (CONT.)</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>Do all interior wiring systems include provisions for grounding metal parts of electrical raceways, equipment and enclosures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all electrical raceways and enclosures securely fastened in place?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all energized parts of electrical circuits and equipment guarded against accidental contact by approved cabinets or enclosures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is sufficient access and working space provided and maintained about all electrical equipment to permit ready and safe operations and maintenance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all unused openings (including conduit knockouts) in electrical enclosures and fittings closed with appropriate covers, plugs or plates?</td>
<td></td>
<td></td>
<td>fixed 10/21</td>
</tr>
<tr>
<td>Are electrical enclosures such as switches, receptacles, junctions boxes, etc., provided with tight-fitting covers or plates?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are disconnecting switches for electrical motors in excess of two horsepower, capable of opening the circuit when the motor is in a stalled condition, without exploding? (Switches must be horsepower rated equal to or in excess of the motor hp rating.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is each motor disconnecting switch or circuit breaker located within sight of the motor control device?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is each motor located within sight of its controller or the controller disconnecting means capable of being locked in the open position or is a separate disconnecting means installed in the circuit within sight of the motor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees prohibited from working alone on energized lines or equipment over 600 volts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to any work being performed on energized parts of equipment or systems, are all of the following conditions met:</td>
<td></td>
<td></td>
<td>N/A - D.O. completed</td>
</tr>
<tr>
<td>A supervisor has determined that the work must be performed while the equipment or system is energized?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel who will perform the work have received instructions on the work techniques and hazards involved in working on energized equipment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitable insulated gloves have been provided and are worn for voltages in excess of 300 volts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitable eye protection has been provided and is used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where required, suitable barriers, barricades, tags, or signs are in place for personnel protection?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### NOISE

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there areas in the workplace where continuous noise levels exceed 85dBA?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Are employees and students who are exposed to high noise environments trained in methods of hearing protection?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Have engineering controls been used to reduce excessive noise levels?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Is approved hearing protective equipment (noise attenuating devices) available to every employee and student working in noisy areas?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Are employees in high noise areas involved in the campus Hearing Conservation Program, including annual audiometric testing?</td>
<td>![N/A]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>

### IDENTIFICATION OF PIPING SYSTEMS

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>When nonpotable water is piped through a facility, are outlets or taps posted that it is unsafe and not to be used for drinking?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>When hazardous substances are transported through above ground piping, is each pipeline identified at points where confusion could introduce hazards to employees?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>When pipelines are identified by color painting, are all visible parts of the line so identified?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>When pipelines are identified by color painted bands or tapes, are the bands or tapes located at reasonable intervals and at each outlet, valve or connection?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>When pipelines are identified by color, is the color code posted at all locations where confusion could introduce hazards to employees?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>When the contents of pipelines are identified by name or name abbreviation, is the information readily visible on the pipe near each valve or outlet?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>When pipelines carrying hazardous substances are identified by tags, are the tags constructed of durable materials, the message carried clearly and permanently distinguishable, and are tags installed at each valve or outlet?</td>
<td></td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>

### MATERIAL HANDLING

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there safe clearance for equipment through aisles and doorways?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Are aisleways designated, permanently marked, and kept clear to allow unhindered passage?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Are motorized vehicles and mechanized equipment inspected daily or prior to use?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Are vehicles shut off and brakes set prior to loading or unloading?</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>MATERIAL HANDLING (CONT.)</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>Are dock boards (bridge plates) used when loading or unloading operations are taking place between vehicles and docks?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are trucks and trailers secured from movement during loading and unloading operations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are dock plates and loading ramps constructed and maintained with sufficient strength to support imposed loading?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are hand trucks maintained in safe operating condition?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are chutes equipped with sideboards of sufficient height to prevent the materials being handled from falling off?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are chutes and gravity roller sections firmly placed or secured to prevent displacement?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>At the delivery end of rollers or chutes, are provisions made to brake the movement of the handled materials?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are pallets inspected before being loaded or moved?</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Are hooks with safety latches or other arrangements used when hoisting materials so that slings or load attachments won't accidentally slip off the hoist hooks?</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Are securing chains, ropes, chockers or slings adequate for the job to be performed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When hoisting material or equipment, are provisions made to assure no one will be passing under the suspended loads?</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIRE INFLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where tires are mounted and/or inflated on drop center wheels, is a safe practice procedure posted and enforced?</td>
</tr>
<tr>
<td>Where tires are mounted and/or inflated on wheels with split rims and/or retainer rings, is a safe practice procedure posted and enforced?</td>
</tr>
<tr>
<td>Does each tire inflation hose have a clip-on chuck with at least 24 inches of hose between the chuck and an in-line hand valve and gauge?</td>
</tr>
<tr>
<td>Does the tire inflation control valve automatically shutoff the air flow when the valve is released?</td>
</tr>
<tr>
<td>Is a tire restraining device such as a cage, rack or other effective means used while inflating tires mounted on split rims, or rims using retainer rings?</td>
</tr>
<tr>
<td>Are employees strictly forbidden from taking a position directly over or in front of a tire while it's being inflated?</td>
</tr>
</tbody>
</table>
Step 3: Develop Plans for improvement

My plans for improvement have been these safety checklist. I keep it in my files. I go from issue to issue and try to resolve the issue. Once I finish one I mark it off on the list and then move on to the next one. Some issues are out of my control so I need to submit paperwork and fill out requests to have the district maintenance technicians come to my shop and fix something or help. However, that process is timely.

Step 4: Implementation for Change

Phase one for redesigning the Arc welding booths. We removed the metallic walls in our welding booths and changed them out with polysynthetic material that won’t conduct electricity.
Pitman is a part of the Central Region Agricultural Education Career Pathways Consortium. With some money we were able to purchase an industrial grade mobile fumigation system for our new CNC plasma cam table. Also, we purchased a new Scotchmen Ironworker that phases out are old ironworker that had a cracked blade and leaking hydraulic system.
Phase two consisted of creating a safer and more efficient way to shield off our arc booths. Before, each booth had its own welding curtain. They were old, ripped, and falling off. Often times students would not even utilize them for protection and safety. We took this idea from Merced College. This new system allows it to be permanent, protects everyone in the shop, and creates a more organized and safe environment. We also created two more curtain that are mobile so they can be utilized anywhere.

The next phase is to add signs and proper color coding system to the shop. I’d like to create pathways, labels, and safety documents for each tool and equipment.
Section 1: Reflection on Established Quality Criteria
Section 1: Reflection on established “Quality Criteria Standards”

1. Curriculum and Instruction
2. Leadership and Citizenship Development
3. Practical Application of Agriculture Skills
4. Qualified and Professional Personnel
5. Facilities, Equipment, and Materials
6. Community, Business, and Industry Involvement
7. Career Guidance
8. Program Promotion
9. Program Accountability and Planning
10. Student Enrollment and Class Size
11. Full year Employment
12. Program Achievement
1. Curriculum and Instruction

1A. Pitman High School Agriculture Department is based on the root of Ag Education, the three circle model. Each class includes classroom instruction, FFA leadership development, and Supervised Agriculture Experience. The classes require students to be active and engaged learners. Students must participate in at least 3 FFA activities a semester. Students are also required to have a SAE project as well as keep a record book. Advisors also encourage all students to participate in peaking events, career development teams, project competition and proficiency/degree awards.

1B. The classes offered at Pitman are currently under construction for a clear and efficient set of pathways. There has been a lot of changeover at our site and with new people coming on board then old ones leaving the classes and pathways aren’t set up for longevity. This year the focus of our department is to adopt a new set of classes to fit our desired pathways. With the CATA being active in getting Next Generation Science classes on board and approved, Pitman is following suite to gear up for the future of Agriculture Education. Below is a current and projected class offering schedule for Pitman:

Current Course Offerings

<table>
<thead>
<tr>
<th>Ag Mechanics Pathway</th>
<th>Horticulture Pathway</th>
<th>Science Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Engineering</td>
<td>Environmental Science</td>
<td>Ag Science</td>
</tr>
<tr>
<td>Ag Welding</td>
<td>Viticulture</td>
<td>Ag Geoscience</td>
</tr>
<tr>
<td></td>
<td>Floral Design</td>
<td>Ag Biology</td>
</tr>
</tbody>
</table>

Projected Course Offerings

<table>
<thead>
<tr>
<th>Ag Mechanics Pathway</th>
<th>Horticulture Pathway</th>
<th>Science Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Engineering</td>
<td>Environmental Science</td>
<td>Sustainable Agriculture: A Biological Approach</td>
</tr>
<tr>
<td>Ag Welding</td>
<td>Floral Design</td>
<td>Agriculture and Soil Chemistry</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Fabrication and Construction</td>
<td>Viticulture</td>
<td>Agriscience Systems Management</td>
</tr>
</tbody>
</table>

Seniors only: Ag Econ/Gov't

1C. The career pathways have been identified and discussed with the Ag teachers, site admin, CTE Director, and the advisory committee.

1D. The schedule of classes is based on a “student driven schedule.” Each spring students fill out their ballot for what classes they wish to take the following school year. Based on this type of process, our scheduling of classes is left up to the counselors. Often times our classes become a “fill in elective” for a student who needs to take a class of elective credit but the other offerings on campus are full so they get placed in an Ag class. Our students who buy into the pathway are at the mercy of their graduation requirements or college prep classes. Often times we have little to no say in class schedules or when we will offer what class.

1E. Due to the nature of our classes being based on agricultural careers, our classes have emphasis is how the skills they learn can be applied in the real world. We bridge the gap between instruction and careers by class research projects like a career report, guest speakers, field trips, and student led discussions about applications or career opportunities. For example, last year the Ag mechanics pathway did a field trip to local fabrication shops so students can see what opportunities are out there when they learn about welding, electrical, and plumbing, etc. Developing career awareness and setting a solid foundation for being a skilled worker that can be hired is a main focus for our students each school year.

1F. In the developing world, technology is becoming more essential for instruction. Our site is limited in its technology that it can offer to teachers, students, and instruction. There is
currently only two locations open to the entire school to use computers. Those locations are often booked for at least a month in advance. The school is just about to be a wireless internet capable campus however, there aren’t one-to-one devices for students.

1G. With the online record books become more “standard” for CDE teams, applications, and record books it offers its challenges to incorporate that into daily instruction, be able to give students time to work on it, and help students who need a hand in setting their record books up.

1H. Based on the three circle model, students get 10% of their grade from their SAE project and record book. Each month I try to schedule time at the computer lab to work on their record book. Each semester I check their accuracy of their record book and project for a grade.

1I. Any non-internet based record book is stored in the student files in the Ag department or the computer drive on campus for student records.

1J. All classes at Pitman satisfy the elective credit portion to graduate Pitman High School. The EHS and floral class are approved as UC/CSU approved electives. The floral class also counts as a fine art credit. Also, multiple courses are articulated with MJC.
2. Leadership and Citizenship Development

2A. The Pitman FFA was chartered in 2002.

2B. Our chapter Program of Activities (POA) is updated annually by the officer team and approved by the advisors. The group decides on the events for the year and how they want to implement them, then they bring these proposals to the advisors for discussion and approval. The POA is then updated with all the new information, events, dates, and pictures. The POA is used as a guide in classes, sent to Administration and District Officials for reference.

2C. One of the three circles is FFA-Leadership development. Just like the SAE portion of the grade it is weighted as 10% of every FFA student’s grade. Students must complete at least three FFA events per semester. FFA events include but aren’t limited to: FFA meetings, community service events, fundraising events, sectional speaking events, or a CDE team.

2D. Within the first month of school students fill out the R-2 Student Data Sheet, which is online now. This is the official sign up for a student to be submitted on our state roster and are an official member of the California FFA.

2E. In the POA you will find the calendar of events.

2F. Our chapter prides itself on having 20% of the school population in an Ag class. Within that 20% we have 19.5% of our students active and participate in three FFA events each semester. Throughout the year we have nearly every FFA students participate in at least one FFA event and a fourth of our students are involved in a sectional event.
3. Practical Application of Agricultural Skills

3A. SAE projects are a key component to the curriculum which helps students get a practical look at how their skills they learn in class can be used in the world of agriculture. Their SAE is 10% of their grade, gets check every semester, and they get a few days of class time a month to update their record book as long as the library isn’t over booked. The most common SAE projects at Pitman are Home Improvement, small animal showmanship, large animal showmanship, and project fabrication. Livestock projects make up the most profitable and popular choice for a SAE project. Students can keep their animal at the school farm sites. Currently the Turlock Unified School District (TUSD) is constructing a brand new school farm. We have finished the first barn, beef and dairy cattle. There is a hoop barn used for swine on site as well. We have a site shade house and small greenhouse as well as a wine grape orchard and small garden. Students can create projects in the shop too. The last semester is open to full project construction and open shop times help complete these projects.

3B. Any student who is enrolled in their first Ag class can start their SAE project when they wish. All must have a plan to have a SAE if they choose to not participate in a project the first year based on the Greenhand Degree guide.

3C. According to our records we have nearly 80% of our students who have an active and ongoing SAE project. Of the remaining 20%, 15% are first year FFA students who have a SAE plan on file to start their project next year if not sooner.
3D. In order for the experience to be enhanced, advisors visit with students on a regular basis to evaluate the progression of student’s projects. The advisor fills out any and all paperwork necessary for that visit. Each advisor has their own procedure and policy. Most projects are viewed and seen on a weekly basis if they are on a district location. Other off site projects will get visited at least once a school year and twice a year.

3E. The Pitman Agriculture Department currently has three Ag Vehicles: 2 suburbs and a truck. The truck was purchased last year from the CRAECPC Grant and the suburbs have been around for a while with intent to phase these out in the next 5 years. Having the vehicles makes project supervision and travel easier for visits. The advisors have their availability of options to go run errands. Pitman also has 2 trailers. We have a 20’ gooseneck livestock trailer and a 14’ equine bumper pull trailer. These trailers allow us to transport animals and projects.
4. Qualified and Professional Personnel

4A. All 3 PHS Ag Teachers have a Single Subject Agriculture Credential as well as the Ag Specialist Credential. The CTC database, program plan, or TUSD office has the information regarding their credentials.

4B. The Ag teachers here are constantly involved in professional development opportunities with in CATA and other organizations as well. Some events included:

- CATA Regional Roadshow
- CATA Summer Conference
- NGSS Conference
- New Professionals
- CTE Seminars
- Teacher Induction Program

4C. As a department we officially meet once a month during our common prep period to discuss the month’s events. We also meet during lunch, passing period, and over emails on a more informal but daily basis to discuss the current events of our department.

4D. Our officials meetings come with an agenda and minutes to verify to our admin and advisory council that we do meet and discuss the programs events. Having records can help us go back to remind us of what we talked about in the event we should need further reference.

4E. Personal expenses for Ag Department events and activities can be reimbursed. This is done with the site secretaries top fill out the necessary information or with the FFA advisor/ASB secretary. It is up to the advisor to get any prior approval needed for large reimbursements above $100.
5. Facilities, Equipment, and Materials

5A. Pitman High School was built in 2001. The facility is relatively new compared to some older and more established schools so any current or new legislation for sites is up to date. The Ag department is allotted four classrooms at Pitman. There is an Ag Mechanics Shop full of wood work equipment, tools, and other miscellaneous equipment for the Ag mechanics class. There is an Ag Welding Shop that has 12 welding stations, ironworker, tools, drill press, and a CNC plasma cutter table. The other two classrooms are used for the horticulture and science classes however, there don’t have their own lab stations or stations for labs. The school also has a shade house, greenhouse, garden, outside shop area, and vineyard.

5B. Storage at Pitman is limited. There isn’t much space to store anything long term or large. The department has 2 storage containers and a small amount of space to store items for fair, classes, or projects. The entire school uses this area to store things so new storage space is hard to get.

5C. Students SAE projects can incorporate any and all the available facilities or equipment for their project. The shop has all necessary equipment for students to design, draw, fabricate, cut, weld, or fasten any type of wood or metal project together. The horticulture facilities allows students to germinate, propagate, raise, and harvest a diverse set of plants. The surrounds off site facility allow students to raise any sort of livestock animal.

5D. Every teacher in the district, including all three Ag teachers, has a district email account. We also have a district issues Gmail account to conduct trials for google classroom which also has Gmail.
5E. Each teacher is responsible for the appearance of their own classroom and designated facilities. I take pride in having a organized and clean facility that allows students to have the best opportunity to learn in a clean environment. Each class, when doing a lab, is assigned a cleanup job so the students do their part in maintaining the facilities they use on a daily basis. Students who have a SAE project that uses district locations are required to incorporate “sanitary and safe environment” as well as “clean up after themselves on a daily basis” into their agreements for having that project within the shop, horticulture facilities, or livestock pens.

5F. Since the department is full of a variety of tools and equipment that are used on a daily basis it is imperative for schedule and regular maintenance. Anything inside the class is the instructor’s jobs to maintain that classes equipment and tools. In the event that something is outside our skill level we will ask for help from the maintenance department, district skilled trade workers, or ask for help from community business members.
6. Community, Business, and Industry Involvement

6A. Pitman’s Advisory Committee is made up members from all facets of agriculture. These members represent the industries interest in our designed pathways. They are educators both present and past, horticulturalist, mechanics, animal producers, and past parents. The committee is responsible for offering any and all insight into how Pitman FFA does our job better for students success and growth once they reach life after high school.

6B. The advisory committee meets twice a year. Once at our site in the fall and once in the spring to represent Pitman at the district advisory committee meeting. Minutes are kept, saved, and disburse following the meetings by the designated secretary.

6C. The advisory committee has helped and assisted in the revision of Pitman FFA’s Program Goals, Enrollment and retention, 5 Year acquisition, Program Completer Standards, FFA, SAE, and classroom instruction objectives.

6D. The advisory committee list is provided in the support materials section of this binder.
7. Career Guidance

7A. In order to help students understand how their classroom learning objectives correlate to the work force, there is an emphasis of real world application incorporated into the curriculum. Each class has some variety of a career exploration or career research project. This gives students an opportunity to find information about a career they might be interested in. Also, a lot of our skills we learn are based on what industry standards are out there. For example, in our welding class we teach multiple welding processes so they can be as skilled in welding as they possibly can to get a job at multiple job sites.

7B. Another cool resource from the online record book via TheAET.com has students fill out surveys and information about what career pathway they are interested in. The pathway and career interests can be updated whenever the student might change their mind on what they want to do. The information is stored online and changes the minute the student changes the information.

7C. At Pitman we offer multiple classes that are articulated with Modesto Junior college (MJC). The welding class, Ag Engineering, Environmental Horticulture, and Ag Leadership are all on a 2+2 agreement with MJC. Hopefully, next year we can add a few more courses to that list.
8. Program Promotion

8A. Program Promotion at Pitman is an ongoing year around event but most promotional events happen in the spring. As a chapter we try to engage ourselves into as many community service events as possible. For example this year we are helping the Salvation Army ring the bells at local grocery stores. Also, being that our district is K-12, the elementary and junior high schools always ask us to help with petting zoos, sciences labs, and animal days. We use those days to help but also expose our program to the up and coming generations of students. We have a recruitment fair day at our school for incoming 9th graders that can see what our program has to offer.

8B. Finances are something that hinders our program’s ability to register for events and sign up for projects. Our school is keenly focused on how students get charged for things. Often times there is ample amount of paperwork for a student to get something. Also, because it is so hard to take money we fundraise and add it to our account we sometimes ask students to pay a refundable deposit, this helps students not sign up for something then not end of coming so the chapter loses out on money. The bureaucracy in our district takes a long time to get a check order, sent, and paid. It makes going to events challenging at times.

8C. As previously mentioned, our chapter helps out at three petting zoos at local elementary schools, science day at the local junior high school, community service events all year long, and
the recruitment day at our high school. We are doing about two activities a month that help expose our program to the community and to future students.
9. Program Accountability and Planning

9A. We have a Comprehensive Program Plan on file in our department. The plan outlines anything and everything Pitman FFA has to offer. The plan is updated on an annual basis, however, I think a re-evaluation of the binder is in order to change things from all of the turnover here at Pitman. The plan is kept in the advisors office so it can be utilized at any time.

9B. Updates are made on an annual basis by November of each school year or whenever the AIG forms are due. The most common things that change or updated are: 5 Year Acquisition Plan, Chart of Responsibilities, FFA Program of Activities, Advisory Committee Roster and Minutes. Our regional supervise has all of those updated documents.

9C. The graduate follow up process is one that needs further review from our department. My time here hasn’t been one where we have formally sent anything to our graduates. It has been informal conversations asking, “What are you up to?” Advisors then plug in the information we have gathered into the R-2 portion of the roster membership. This is an area of need for us to be better at and formalize this process.

9D. The results of our graduate follow up are submitted with the rest of the roster by October 15.

9E. Retention at Pitman has been an issue for the upper classmen. We usually have a large freshman class in FFA then we gradually lose more and more as the years develop. I think the problem lies in the school’s push to have every student “college ready” and taking those “college prep” classes. In order for that to happen they need to take a college prep class and foreign language. We lose kids to those classes so they can become UC/CSU eligible. I think is we adopt
these new NGSS courses and hopefully be able to offer an Agricultural Econ/Government class, we can retain the upper classmen.

9F. This year our Ag program submitted the R-2 report, AIG Expenditure Report, and FFA Roster before October 15. The membership page and our regional supervisor can verify this.
10. **Student Enrollment and Class Size**

10A. As a department we don't meet the class size requirement. Currently we are averaging 27 students in a class. My class sizes are as follows:

- Period 1 - Ag Engineering 31
- Period 2 - Ag Engineering 30
- Period 3 - Ag Science 26
- Period 5 - Ag Welding 20
- Period 6 - Ag Welding 30

10B. Currently I have 137 students in my classes excluding the “4 period Pride Time” period. That is about the same for the other Ag teacher on campus. We currently have 2.6 Ag teachers on campus with 380 members/students in Ag classes.
11. **Full Year Employment**

11A. Both two full time employment Ag teachers have 10 month contracts. In addition, we have 36 day extended contracts for working at the fair. We also get a $2,000 FFA stipend for all the FFA activities throughout the year. The part time FTE, gets a 10 month contract with no extended or FFA stipend.

11B. The two full time Ag teachers have a full schedule meaning we teach 6 out of the 7 periods in a school day. The part time Ag Teacher has 4 out of the 7 classes taught each day. It is a fast paced busy day with a prep as the last period of the day. We also have a new schedule that offers an “Enrichment Period” where we offer a new class every Tuesday, Thursday, and Friday. The classes change each week. The idea is to have students get the extra help for classes and signing up for whatever help they need. As teachers, we collaborate for our weekly classes every Wednesday and decide what we will offer the following week. It has been a hard adjustment trying to take advantage of that opportunity.
12. Program Achievement

Pitman has been off to a good start this year despite our interesting turnover within the department. We have been able to sustain good attendance at our monthly meetings, sustain participation in our speaking events so far this year, and making more money in our fundraisers than the previous year.

During the fall semester Pitman has already been recognized for a few awards. We had our sections winner in project competition with a breeding rabbit project. We had the 2nd high team for officers and open division in the Opening and Closing contest. Also, Pitman was selected as the outstanding 2-3 person department in our section.

We have students preparing and planning for competition in the speaking events. Pitman will have participants in Creed, Job Interview, Prepared, Extemp, and Impromtu.

The rest of the year will be one that offers many challenges. With only two advisors to help with CDE teams our students will be asking for a lot. We currently have a welding team, poultry team, livestock team, floral team, dairy products team, and interest in a BIG and Ag Mechanics team. We hope to be able to offer all of these team but will have to get community support to make it happen. We are working with our state degree candidates and hope to have at least 12 students receive their state degree. Also, we have some students picked out to compete in Proficiency awards.

Overall we are off to a good start, hoping for more success in the spring!
Section 2: Supporting Documents
Section 2: Supporting Documents

1. Student Data Sheets
2. Permanent Student Files
3. Agriculture Course Outlines
4. Course Gradebooks
5. SAE Supervision Forms
6. School Board Approved SAE and School Board Approved FFA
7. Program of Activities
8. Recruitment Program
9. FFA Chapter Scrapbook
10. Summer Activities Calendar
11. Graduate Follow Up Survey and Results
12. Comprehensive Program Plan
13. Advisory Committee Agendas, Minutes, Constitution and Bylaws
14. Proficiency Standards
15. Teaching Credentials
16. Calendar of Activities
17. Professional Growth and Development
18. R-2
19. Travel Requests
20. CATA Membership
21. Report to Administration
22. Five Year Acquisition Plan
23. Current Operating Budget for Department
24. Budget Process
25. Chairperson’s Duties and Responsibilities
26. Chart of Responsibilities
27. Substitute Teacher Procedure and Plans
28. Program Completer
29. 2+2 Agreements
30. Reimbursement Process
1. Student Data Sheets

Each school year, FFA students fill out information that completes their process of being an "official" FFA member. This year was the first year I used the new Agriculture Experience Tracker or theAET.com. This replaces but is fundamentally the same thing as the old R-2 reports/Student Data Sheets. Completing the registration process and their dues being able to be paid allows for them to take apart in the FFA and SAE opportunities at the chapter, section, region, state, and national levels. Utilizing this site has made recording all of this information easier, however, there still are a few things to understand to avoid any issues that hinder the ease of the process.
2. Permanent Student Files

Student files are kept in two different ways. The two ways are hard copies and using the internet. Each teacher has files within their classroom to organize, keep, and store student files for up to 6 years. We will keep the files until a student passes the time frame to get an American Degree. Each year students get their file that was created in their freshman level class, and update as needed as well as keep it for the current year’s activities. The second method of maintain files are by the internet’s ability to store their records on the FFA servers. This method will keep records for as long as they are on the roster which is for 5-6 years as well.
3. Agriculture Course Outline

The course outline is a component to every Ag class’s course syllabus, is provided in the school and district course manual, and in our chapter binder for AIG/Advisory committee. Each year the teachers reevaluate the course outlines and update as necessary. This school year I am teaching:

- Ag Engineering
- Ag Welding
- Ag Science
Agricultural Engineering Course Syllabus

INSTRUCTOR:
Mr. Gocke
Phone #: (209) 656-1592 ext 4101
E-mail: lgocke@turlock.k12.ca.us

COURSE DESCRIPTION:
This beginning course in agriculture mechanics is designed to introduce students to the various concepts, principles, and functions of agricultural equipment and mechanics. The objectives of this course relate to developing the career technical skills associated with the mechanized concentrations including electricity, plumbing, concrete and masonry, cold metal work, wood work, and surveying.

In addition to the laboratory skills that will be developed, a unique component to this course is the FFA organization. The FFA will be an integral part of the class and each student will be expected to participate in its activities. Each student will also be required to keep a “Vo-Ag record book” as well as be involved in a productive ongoing Supervised Agricultural Experience (SAE.)

COURSE UNITS OF INSTRUCTION:

1. Shop Safety
2. FFA & Record Book
3. Rope Work
4. Land Surveying
5. Electricity
6. Plumbing
7. Concrete & Masonry
8. Metal Work
9. Wood Working
10. Careers
11. Equipment Operations

COURSE MATERIALS:
- Required: The materials listed below must be brought to class everyday. Failure to bring materials may result in a deduction in your participation points.
  1. 1" Three Ring Binder/folder
  2. Paper
  3. Pencil (Traditional or Mechanical) with an eraser

I expect you to have the required materials by Monday, August 22nd. If for some reason you are unable to acquire any of these materials, please come see me to discuss an alternate situation.
GRADING:

Your grade will be based on the following:

- Classwork, Labs, Daily Participation & HW 40%
- Binder 10%
- Formal Assessments (Tests & Quizzes) 30%
- FFA Participation 10%
- SAE 10%

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<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
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</table>

Anything below a 59% is an F

CLASSWORK, LABS, DAILY PARTICIPATION, & HOMEWORK:
All assignments including daily warm-ups, notes, projects, labs, activities, worksheets, and any other graded work will be kept in student's binder. Homework will not necessarily be assigned, however any class assignment(s) that are not finished at the end of the period should be completed as homework, and will be checked the following day at the beginning of the class period. All assignments will be graded.

BINDER:
Student's binders will be collected and graded at the end of each unit of study. Binders should be neat and complete prior to being turned in. Incomplete notebooks will result in a loss of points. Missing binders will result in zero points.

FORMAL ASSESSMENTS (TESTS & QUIZZES):
Tests will be given at the completion of each unit of study. Quizzes will be given often throughout each unit and may be unannounced. There will be a final exam at the end of each semester. Tests and quizzes cannot be re-taken unless the teacher gives permission. Make-up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within one week of returning to school. If the test is not made up, the missing test will result in a zero.

FFA Participation:
As a department, Pitman FFA strives makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. The FFA is an integral part of every agricultural class and refers to the leadership development opportunities provided through agricultural education. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. In order to receive full credit for the FFA portion of their grade, students must participate in 3 FFA activities per semester. All upcoming FFA activities will be displayed on a monthly calendar within the classroom so that students are aware of what opportunities are coming up.

SUPERVISED AGRICULTURAL EXPERIENCE PROJECT (SAE):
All students are required to complete a project each semester that is related to agriculture. The purpose of this project is to allow students to apply agricultural concepts learned in the classroom in a real-life context. Students will be required to document their project in the official FFA Record Book as well as complete a proficiency application.

Lab Safety: Students are required to follow all safety rules and procedures at all times. If any student violates lab safety rules/procedures, they will receive zero points for that lab assignment and possibly lose lab privileges for the remainder of the semester. Safety materials are the student’s responsibility.

*Condensed version. Complete syllabus given upon request.*
After you and your parent/guardian have read this syllabus and signed this page, please return this page to Mr. Gocke by Monday, August 22nd. You will keep the other pages in the front of your notebook as reference for you.

By signing this we acknowledge that we have read, understand, and agree to uphold the policies of Mr. Gocke's Agricultural Engineering class as described in the course syllabus.

Student Name: ________________________________

Student Signature: ________________________________

Date: ______________

Parent Name: ________________________________

Parent Signature: ________________________________

Date: ______________
INSTRUCTOR
Mr. Gocke
Phone # (209) 656-1592 ext. 4101
lgocke@turlock.k12.ca.us

COURSE DESCRIPTION:
This course is the first phase of a sequence in agriculture science. The purpose of this course is to introduce students to the world of agriculture and technology. It will give students the opportunity to learn the fundamentals of human needs, behavior, biology, animal science, plant science, biotechnology, food science, processing, computers, and marketing. Career awareness, career exploration, and skill preparation are integral parts of the curriculum. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course. Record Books are maintained based on this project or plan.

COURSE CONTENT:
A. California Agriculture (CLF 111-113, 121)
B. California Agriculture and the Environment (CLF 122)
C. FFA/Leadership (CLF 511-518)
D. Communication (CLF 531-534)
E. AET Unit
F. Parliamentary Procedure (CLF 521-528)
G. Careers (CLF 711-713, 811-813)
H. Research Unit
I. Animal Science
Second Semester
J. Animal Breeding (CLF 231, 243, 251, 226)
K. Animal Behavior & Biology (CLF 221-225, 227-229)
L. Animal Health (CLF 273-274)
M. Pathogen Classification (CLF 275-277)
N. Reproduction (CLF 252-256)
O. Digestive Systems (263, 241-242)
P. Mammal Body Systems (CLF 244-248)
Q. Feeds & Feeding (CLF 261-261, 264)

TEXTS & SUPPLEMENTAL INSTRUCTIONAL MATERIALS
PRIMARY:
GRADES:

- Your grade will be based on the following:
  a. Classwork, Labs, Daily Participation & HW 40%
  b. Binder 20%
  c. Formal Assessments (Tests & Quizzes) 20%
  d. FFA Participation 10%
  e. SAE 10%

Grading Scale:

- A+ 98-100%
- A 93-97%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%

Anything below a 59% is an F

CLASSWORK, LABS, DAILY PARTICIPATION, & HOMEWORK:
All assignments including daily warm-ups, notes, projects, labs, activities, worksheets, and any other graded work will be kept in student’s binder. Homework will not necessarily be assigned, however any class assignment(s) that are not finished at the end of the period should be completed as homework, and will be checked the following day at the beginning of the class period. All assignments will be graded.

BINDER:
Student’s binders will be collected and graded at the end of each unit of study. Binders should be neat and complete prior to being turned in. Incomplete notebooks will result in a loss of points. Missing binders will result in zero points.

FORMAL ASSESSMENTS (TESTS & QUIZZES):
Tests will be given at the completion of each unit of study. Quizzes will be given often throughout each unit and may be unannounced. There will be a final exam at the end of each semester. Tests and quizzes cannot be re-taken unless the teacher gives permission. Make-up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within one week of returning to school. If the test is not made up, the missing test will result in a zero.

FFA Participation:
As a department, Pitman FFA strives makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. The FFA is an integral part of every agricultural class and refers to the leadership development opportunities provided through agricultural education. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. In order to receive full credit for the FFA portion of their grade, students must participate in 3 FFA activities per semester. All upcoming FFA activities will be displayed on a monthly calendar within the classroom so that students are aware of what opportunities are coming up.

SUPERVISED AGRICULTURAL EXPERIENCE PROJECT (SAE):
All students are required to complete a project each semester that is related to agriculture. The purpose of this project is to allow students to apply agricultural concepts learned in the classroom in a real-life context. Students will be required to document their project in the official FFA Record Book as well as complete a proficiency application.

Lab Safety: Students are required to follow all safety rules and procedures at all times. If any student violates lab safety rules/procedures, they will receive zero points for that lab assignment and possibly lose lab privileges for the remainder of the semester. Safety materials are the student’s responsibility.

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By signing this we acknowledge that we have read, understand, and agree to uphold the policies of Mr. Gocke’s Agricultural Science class as described in the course syllabus.

Student Name: ________________________________

Student Signature: ________________________________

Date: __________________

Parent Name: ________________________________

Parent Signature: ________________________________

Date: __________________
Agricultural Welding Course Syllabus

INSTRUCTOR:
Mr. Gocke
Phone #: (209) 656-1592 ext 4101
E-mail: lgocke@turlock.k12.ca.us

COURSE DESCRIPTION:

This welding course is designed to introduce students to the various concepts, principles, and functions of welding. The objectives of this course relate to developing the career technical skills associated with the welding industry. Welding is a course that develops individual skills in six areas including: Welding Safety, Oxy-Fuel Cutting, Oxy-Fuel Welding, Shielded Metal Arc Welding (SMAW), Metal Inert Gas Welding (MIG), and possibly Tungsten Inert Gas Welding (TIG).

In addition to the classroom and laboratory skills that will be developed, a unique component to this course is the National FFA Organization (FFA). The FFA will be an integral part of the class and each student will be expected to participate in its activities. Each student will also be required to keep a "Vo-Ag record book" as well as be involved in a productive ongoing Supervised Agricultural Experience (SAE).

COURSE UNITS OF INSTRUCTION:

1. Shop Safety
2. FFA & Record Book
3. Oxy-Fuel Cutting
4. Oxy-Fuel Welding
5. Shielded Metal Arc Welding (SMAW)
6. Metal Inert Gas Welding (MIG)
7. Tungsten Inert Gas Welding (TIG)
8. Careers in welding

COURSE MATERIALS:

- Required: The materials listed below must be brought to class everyday. Failure to bring materials may result in a deduction in your participation points.
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  2. Paper
  3. Pencil (Traditional or Mechanical) with an eraser

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SUPERVISED AGRICULTURAL EXPERIENCE PROJECT (SAE):
All students are required to complete a project each semester that is related to agriculture. The purpose of this project is to allow students to apply agricultural concepts learned in the classroom in a real-life context. Students will be required to document their project in the official FFA Record Book as well as complete a proficiency application.

Lab Safety: Students are required to follow all safety rules and procedures at all times. If any student violates lab safety rules/procedures, they will receive zero points for that lab assignment and possibly lose lab privileges for the remainder of the semester. Safety materials are the student's responsibility.

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By signing this we acknowledge that we have read, understand, and agree to uphold the policies of Mr. Gocke’s Agricultural Welding class as described in the course syllabus.

Student Name: ____________________________________________

Student Signature: _________________________________________

Date: _______________

Parent Name: _____________________________

Parent Signature: ___________________________

Date: _______________
In regards to grading I do my best to update gradebooks every week. In worst case scenario I update grades every two weeks. I have a weekly assignment that every class completes that is a summary of how they performed academically the past week so I try to let them see that as soon as possible. I record all of my grades in hard copy form then submit those scores on the school linked gradebook system, Aeries. Aeries is used for students and parents to have access to their grades at all times.
### Grades Overview

**2016-2017 Pitman High School**

- **Period 1:** Ag Engineering (P)
- **Period 2:** Ag Science I
- **Period 3:** Ag Weld I - III
- **Period 5:** Ag Weld I - III
- **Period 6:** Ag Weld I - III

**Fall Courses:**
- **Ag Engineering (P):** FALL
- **Ag Science I:** FALL
- **Ag Weld I - III:** FALL

#### Gradebook Details

**1st Ag Engineering (P) - Fall:**

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<td>C</td>
<td>80</td>
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<td>05</td>
<td>E</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

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**Note:**
- Grades are displayed for various assignments and assessments.
- Credit and Mark columns show the calculated results.
- Each student's performance is evaluated across different assignments and assessments.
If linking gradebooks, you must do so before adding category types or assignments.

Doing Weighted Scoring

<table>
<thead>
<tr>
<th>Name</th>
<th>Color</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork, Labs, Daily Participation, &amp; HW</td>
<td>Remove Color</td>
<td>40</td>
</tr>
<tr>
<td>Binder</td>
<td>Remove Color</td>
<td>20</td>
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<tr>
<td>Formal Assessment (Test/Quiz)</td>
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<td>20</td>
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<tr>
<td>Delete FFA</td>
<td>Remove Color</td>
<td>10</td>
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<td>Delete SAE</td>
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<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
If linking gradebooks, you must do so before adding category types or assignments.

<table>
<thead>
<tr>
<th>Name</th>
<th>Color</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork, Labs, Daily Participation, HW</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Binder</td>
<td></td>
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<tr>
<td>Formal Assessments (Test/Quiz)</td>
<td></td>
<td>20</td>
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<tr>
<td>Delete FFA</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Delete SAE</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Add New Category  Save
5. SAE Supervision Forms

Most SAEs are broken into groups by advisor. Each advisor conducts visits in accordance with their schedule and method of organization. SAE visits consist of a formal or informal visit by the advisor with the student. Sometimes they are scheduled arrangements or somethings the advisor will show up at the farm and answer any questions while they check on animals. The formal visits usually have an agenda, paperwork to fill out, and a letter home for the parents. Having documentation that is on file and sent home helps keep all parties informed of the ongoing status of the student's project.
Animal Update

To:
From: Mr. Gocke
Date: May 5, 2016
Re: Animal Check #1

Dear Exhibitor,

Congratulations! Your animal has been successfully delivered to the school farm! Now the hard work begins. Remember this is a process and it will take much dedication, time, and organization on your part to raise this animal. You are responsible for making sure this animal develops into a quality specimen for the 2016 Stanislaus County Fair!

Please be sure to communicate with your parents and advisor about what help and/or questions you may have about your project.

First weigh day and showmanship is scheduled for Wednesday May 11, 2016. Below is a summary for you and your animal on your project so far.

See you at weigh day!

Mr. Gocke

As of ____/____/2016, ___________________ has:

____________ missed meetings which results in ________ extra barn duty days

__________ strikes for violation(s) on:

Animal Receiving Weight: ____________

Please see attached schedule.
Animal Update

To: 
From: Mr. Gocke

Date: May 20, 2016
Re: Animal Weigh day #2

Dear Exhibitor,

Way to go! Your hard work is starting to pay off & your animal is beginning to show strides of greatness! We have completed two weigh days and we need to keep track of our Average Daily Gain (ADG.) This number gives you a value for how much weight your animal is gaining each day.

To calculate ADG, simply follow the formula below:

Most current weigh --- start weight /Number of days between the two weigh days

Please be sure to communicate with your parents and advisor about what help and/or questions you may have about your project.

As Summer commences, please review your dates for when we have weigh days and showmanship.

See you at the next weigh day!

Mr. Gocke

---

As of _____/____/2016, __________________________ has:

_________________ missed meetings which results in ________ extra barn duty days

_________________ strikes for violation(s) on:

Animal Weights: 1____ 2____
Animal Update

To:
From: Mr. Gocke
Date: May 27, 2016
Re: Animal Weigh day #3

Dear Exhibitor,

Ok...here we go...let the preparation for fair begin! School is out (YAY!) and time to get this animal ready for market! Please see the attached scheduled in this memo as some things/dates have changed. Remember, I will be conducting grade checks as soon as grades are posted...no grades, no fair!

Please remember to keep your feeding schedule as consistent as possible during summer months. It is going to get hot so always check for water and that it’s available for your animal!!

Don’t forget about your buyer letters and finding your buyer for your animal! You need to start going out into the community to find someone to buy your animal on auction day! Don’t rely on the sympathy crew...we don’t play that game!

Please be sure to communicate with your parents and advisor about what help and/or questions you may have about your project.

See you at the next weigh day!

Mr. Gocke

As of _____/_____/2016, _______________ has:
_________ missed meetings which results in _________ extra barn duty days
_________ strikes for violation(s) on:

Animal Weights: 1 ___ 2 ___ 3 ___
Animal Update

To:                        
From: Mr. Gocke            
Date: June 15, 2016        
Re: Animal Weigh day #4    

Dear Exhibitor,

Down to border line crunch time! Below is a reminder checklist of the things you should be getting done before fair!

To do list:

1. Find a buyer for your animal
2. Continue working with & feeding your animal
3. Update record book
4. Double check animal calendar with personal calendar to avoid crossover

Please be sure to communicate with your parents and advisor about what help and/or questions you may have about your project.

See you at the next weigh day on Tuesday, June 28 @ 7:00am!

Mr. Gocke

As of __/__/2016, ____________________________ has:

___________ missed meetings which results in _______ extra barn duty days

___________ strikes for violation(s) on:

Animal Weights: 1 _____ 2 _____ 3 _____ 4 _______
Animal Update

From: Mr. Gocke
Date: June 27, 2016
Re: Animal Weigh day #5

Dear Exhibitor,

Let the last minute prep begin! Below is a reminder checklist of the things you should be getting done before fair!

To do list:
1. Find a buyer for your animal
2. Continue working with & feeding your animal
3. Update record book
4. MANDATORY WORK DAY Tuesday, 7/5/16 9am to noon @ PHS Ag Dept

Please be sure to communicate with your parents and advisor about what help and/or questions you may have about your project.

YOU ARE REQUIRED TO BE AT ALL FAIR EVENTS AND FUNCTIONS AS A MEMBER OF THE 2016 PITMAN SHEEP & GOAT SHOW TEAM!

NO EXCUSES!!!!!

Mr. Gocke

---

As of _____/_____/2016, ______________________ has:

______________ missed meetings which results in ____________ extra barn duty days
______________ strikes for violation(s) on:

## Market Goats

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Buyer-Expected</th>
<th>Buyer-Real</th>
<th>Price/lb</th>
<th>Fair Wt</th>
<th>Profit</th>
<th>ADG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 512</td>
<td></td>
<td>Jolynn DiGrazia</td>
<td>Digrazia</td>
<td>$ 6.00</td>
<td>78</td>
<td>$ 468.00</td>
<td>0.5</td>
</tr>
<tr>
<td>2 513</td>
<td></td>
<td>Big 3</td>
<td>Turlock Livestock Market</td>
<td>$ 4.00</td>
<td>81</td>
<td>$ 324.00</td>
<td>0.5</td>
</tr>
<tr>
<td>3 514</td>
<td></td>
<td>DiGrazia &amp; Alvarez</td>
<td>Digrazia</td>
<td>$ 6.00</td>
<td>74</td>
<td>$ 444.00</td>
<td>0.4</td>
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<tr>
<td>4 515</td>
<td></td>
<td>Big 3</td>
<td>Big 3</td>
<td>$ 4.50</td>
<td>73</td>
<td>$ 328.50</td>
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<tr>
<td>5 611</td>
<td></td>
<td>Doug Reimers</td>
<td>Reimer/FFA Alumni</td>
<td>$ 8.85</td>
<td>70</td>
<td>$ 619.50</td>
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<tr>
<td>6 517</td>
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<td>Rod Wyeth</td>
<td>PULLED</td>
<td>PULLED</td>
<td>N/A</td>
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<tr>
<td>7 518</td>
<td></td>
<td>Mr. Garton</td>
<td>Janice Paulsen</td>
<td>$ 5.00</td>
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<td>$ 445.00</td>
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<td>8 519</td>
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<td>Stan. Farm Supply</td>
<td>Stan Farm Supply</td>
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## Market Sheep

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Buyer-Expected</th>
<th>Buyer-Real</th>
<th>Price/lb</th>
<th>Fair Wt</th>
<th>Profit</th>
<th>ADG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 122</td>
<td></td>
<td>Bob and Terri Ayres</td>
<td>Bob Ayres/FFA Alumni</td>
<td>$ 5.18</td>
<td>135</td>
<td>$ 699.30</td>
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<tr>
<td>2 123</td>
<td></td>
<td>Sara Witzke</td>
<td>Witzke/FFA Alumni</td>
<td>$ 9.42</td>
<td>129</td>
<td>$ 1,215.18</td>
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<tr>
<td>3 124</td>
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<td>NONE</td>
<td>Friends of fair</td>
<td>$ 3.00</td>
<td>144</td>
<td>$ 432.00</td>
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<tr>
<td>4 125</td>
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<td>Ag Farm Credit</td>
<td>FFA Alumni</td>
<td>$ 3.00</td>
<td>131</td>
<td>$ 393.00</td>
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<tr>
<td>5 126</td>
<td></td>
<td>Martin Leon(Dad)</td>
<td>Hancock Farmland Service</td>
<td>$ 4.00</td>
<td>125</td>
<td>$ 500.00</td>
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<tr>
<td>6 127</td>
<td></td>
<td>Stan. Farm Supply</td>
<td>Stan Farm Supply</td>
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<td>$ 517.50</td>
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<tr>
<td>7 128</td>
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<td>Terrance Truax</td>
<td>$ 3.00</td>
<td>135</td>
<td>$ 405.00</td>
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</tr>
</tbody>
</table>
6. School Board Approval of SAE and FFA

In the Turlock Unified School District, every course is approved which includes a portion of a student's grade account for SAE and FFA experiences. The courses I teach have been approved for 10% for FFA and 10% for SAE. I justified the percentage by including the California Educational Code on how it needs to be included but also made the point that only 20% of a student's grade is based on the co-curricular requirements meaning that a student could still get a passing grade by not doing any of the FFA or SAE requirement. Also, I include a SAE project inside the classroom or a project time which a student could use as a SAE project that would account for the 10% which would give them an "A" if they chose not to do any FFA requirement. Attached below are the outlines in the syllabus for my grade scale.
Pitman High School Agriculture Department

Agricultural Engineering Course Syllabus

INSTRUCTOR:
Mr. Gocke
Phone #: (209) 656-1592 ext 4101
E-mail: lgocke@turlock.k12.ca.us

COURSE DESCRIPTION:

This beginning course in agriculture mechanics is designed to introduce students to the various concepts, principles, and functions of agricultural equipment and mechanics. The objectives of this course relate to developing the career technical skills associated with the mechanized concentrations including electricity, plumbing, concrete and masonry, cold metal work, wood work, and surveying.

In addition to the laboratory skills that will be developed, a unique component to this course is the FFA organization. The FFA will be an integral part of the class and each student will be expected to participate in its activities. Each student will also be required to keep a “Vo-Ag record book” as well as be involved in a productive ongoing Supervised Agricultural Experience (SAE.)

COURSE UNITS OF INSTRUCTION:

1. Shop Safety
2. FFA & Record Book
3. Rope Work
4. Land Surveying
5. Electricity
6. Plumbing
7. Concrete & Masonry
8. Metal Work
9. Wood Working
10. Careers
11. Equipment Operations

COURSE MATERIALS:
- Required: The materials listed below must be brought to class everyday. Failure to bring materials may result in a deduction in your participation points.
  1. 1” Three Ring Binder/folder
  2. Paper
  3. Pencil (Traditional or Mechanical) with an eraser

I expect you to have the required materials by Monday, August 22nd. If for some reason you are unable to acquire any of these materials, please come see me to discuss an alternate situation.
**GRADIENTS:**

- Your grade will be based on the following:
  a. Classwork, Labs, Daily Participation & HW 40%
  b. Binder 10%
  c. Formal Assessments (Tests & Quizzes) 30%
  d. FFA Participation 10%
  e. SAE 10%

**CLASSWORK, LABS, DAILY PARTICIPATION, & HOMEWORK:**

All assignments including daily warm-ups, notes, projects, labs, activities, worksheets, and any other graded work will be kept in student's binder. Homework will not necessarily be assigned, however any class assignment(s) that are not finished at the end of the period should be completed as homework, and will be checked the following day at the beginning of the class period. All assignments will be graded.

**BINDER:**

Student's binders will be collected and graded at the end of each unit of study. Binders should be neat and complete prior to being turned in. Incomplete notebooks will result in a loss of points. Missing binders will result in zero points.

**FORMAL ASSESSMENTS (TESTS & QUIZZES):**

Tests will be given at the completion of each unit of study. Quizzes will be given often throughout each unit and may be unannounced. There will be a final exam at the end of each semester. Tests and quizzes cannot be re-taken unless the teacher gives permission. Make-up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within one week of returning to school. If the test is not made up, the missing test will result in a zero.

**FFA Participation:**

As a department, Pitman FFA strives makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. The FFA is an integral part of every agricultural class and refers to the leadership development opportunities provided through agricultural education. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. In order to receive full credit for the FFA portion of their grade, students must participate in 3 FFA activities per semester. All upcoming FFA activities will be displayed on a monthly calendar within the classroom so that students are aware of what opportunities are coming up.

**SUPERVISED AGRICULTURAL EXPERIENCE PROJECT (SAE):**

All students are required to complete a project each semester that is related to agriculture. The purpose of this project is to allow students to apply agricultural concepts learned in the classroom in a real-life context. Students will be required to document their project in the official FFA Record Book as well as complete a proficiency application.

**Lab Safety:** Students are required to follow all safety rules and procedures at all times. If any student violates lab safety rules/procedures, they will receive zero points for that lab assignment and possibly lose lab privileges for the remainder of the semester. Safety materials are the student's responsibility.

*Condensed version. Complete syllabus given upon request.*
After you and your parent/guardian have read this syllabus and signed this page, please return this page to Mr. Gocke by Monday, August 22nd. You will keep the other pages in the front of your notebook as reference for you.

By signing this we acknowledge that we have read, understand, and agree to uphold the policies of Mr. Gocke's Agricultural Engineering class as described in the course syllabus.

Student Name: ________________________________

Student Signature: ________________________________

Date: ________________

Parent Name: ________________________________

Parent Signature: ________________________________

Date: ________________
INSTRUCTOR
Mr. Gocke
Phone # (209) 656-1592 ext. 4101
lgocke@turlock.k12.ca.us

COURSE DESCRIPTION:
This course is the first phase of a sequence in agriculture science. The purpose of this course is to introduce students to the world of agriculture and technology. It will give students the opportunity to learn the fundamentals of human needs, behavior, biology, animal science, plant science, biotechnology, food science, processing, computers, and marketing. Career awareness, career exploration, and skill preparation are integral parts of the curriculum. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course. Record Books are maintained based on this project or plan.

COURSE CONTENT:
A. California Agriculture (CLF 111-113, 121)
B. California Agriculture and the Environment (CLF 122)
C. FFA/Leadership (CLF 511-518)
D. Communication (CLF 531-534)
E. AET Unit
F. Parliamentary Procedure (CLF 521-528)
G. Careers (CLF 711-713, 811-813)
H. Research Unit
I. Animal Science

Second Semester
J. Animal Breeding (CLF 231, 243, 251, 226)
K. Animal Behavior & Biology (CLF 221-225, 227-229)
L. Animal Health (CLF 273-274)
M. Pathogen Classification (CLF 275-277)
N. Reproduction (CLF 252-256)
O. Digestive Systems (263, 241-242)
P. Mammal Body Systems (CLF 244-248)
Q. Feeds & Feeding (CLF 261-264)

TEXTS & SUPPLEMENTAL INSTRUCTIONAL MATERIALS

PRIMARY:

GRADES:

- Your grade will be based on the following:
  - Classwork, Labs, Daily Participation & HW 40%
  - Binder 20%
  - Formal Assessments (Tests & Quizzes) 20%
  - FFA Participation 10%
  - SAE 10%

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
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<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
</tbody>
</table>

CLASSWORK, LABS, DAILY PARTICIPATION, & HOMEWORK:
All assignments including daily warm-ups, notes, projects, labs, activities, worksheets, and any other graded work will be kept in student's binder. Homework will not necessarily be assigned, however any class assignment(s) that are not finished at the end of the period should be completed as homework, and will be checked the following day at the beginning of the class period. All assignments will be graded.

BINDER:
Student’s binders will be collected and graded at the end of each unit of study. Binders should be neat and complete prior to being turned in. Incomplete notebooks will result in a loss of points. Missing binders will result in zero points.

FORMAL ASSESSMENTS (TESTS & QUIZZES):
Tests will be given at the completion of each unit of study. Quizzes will be given often throughout each unit and may be unannounced. There will be a final exam at the end of each semester. Tests and quizzes cannot be re-taken unless the teacher gives permission. Make-up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within one week of returning to school. If the test is not made up, the missing test will result in a zero.

FFA Participation:
As a department, Pitman FFA strives makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. The FFA is an integral part of every agricultural class and refers to the leadership development opportunities provided through agricultural education. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. In order to receive full credit for the FFA portion of their grade, students must participate in 3 FFA activities per semester. All upcoming FFA activities will be displayed on a monthly calendar within the classroom so that students are aware of what opportunities are coming up.

SUPERVISED AGRICULTURAL EXPERIENCE PROJECT (SAE):
All students are required to complete a project each semester that is related to agriculture. The purpose of this project is to allow students to apply agricultural concepts learned in the classroom in a real-life context. Students will be required to document their project in the official FFA Record Book as well as complete a proficiency application.

Lab Safety: Students are required to follow all safety rules and procedures at all times. If any student violates lab safety rules/procedures, they will receive zero points for that lab assignment and possibly lose lab privileges for the remainder of the semester. Safety materials are the student's responsibility.

Condensed version. Complete syllabus given upon request.
After you and your parent/guardian have read this syllabus and signed this page, please return this page to Mr. Gocke by Monday, August 22nd. You will keep the other pages in the front of your notebook as reference for you.

By signing this we acknowledge that we have read, understand, and agree to uphold the policies of Mr. Gocke’s Agricultural Science class as described in the course syllabus.

Student Name: ________________________________
Student Signature: ________________________________
Date: ______________

Parent Name: ________________________________
Parent Signature: ________________________________
Date: ______________
Agricultural Welding Course Syllabus

INSTRUCTOR:
Mr. Gocke
Phone #: (209) 656-1592 ext 4101
E-mail: lngocke@turlock.k12.ca.us

COURSE DESCRIPTION:

This welding course is designed to introduce students to the various concepts, principles, and functions of welding. The objectives of this course relate to developing the career technical skills associated with the welding industry. Welding is a course that develops individual skills in six areas including: Welding Safety, Oxy-Fuel Cutting, Oxy-Fuel Welding, Shielded Metal Arc Welding (SMAW), Metal Inert Gas Welding (MIG), and possibly Tungsten Inert Gas Welding (TIG).

In addition to the classroom and laboratory skills that will be developed, a unique component to this course is the National FFA Organization (FFA.) The FFA will be an integral part of the class and each student will be expected to participate in its activities. Each student will also be required to keep a "Vo-Ag record book" as well as be involved in a productive ongoing Supervised Agricultural Experience (SAE.)

COURSE UNITS OF INSTRUCTION:

1. Shop Safety
2. FFA & Record Book
3. Oxy-Fuel Cutting
4. Oxy-Fuel Welding
5. Shielded Metal Arc Welding (SMAW)
6. Metal Inert Gas Welding (MIG)
7. Tungsten Inert Gas Welding (TIG)
8. Careers in welding

COURSE MATERIALS:

- **Required:** The materials listed below must be brought to class everyday. Failure to bring materials may result in a deduction in your participation points.
  1. 1" Three Ring Binder/folder
  2. Paper
  3. Pencil (Traditional or Mechanical) with an eraser

expect you to have the required materials by **Monday, August 22nd.** If for some reason you are unable to acquire any of these materials, please come see me to discuss an alternate situation.
GRADES:

- Your grade will be based on the following:
  a. Classwork, Labs, Daily Participation & HW 40%
  b. Binder 20%
  c. Formal Assessments (Tests & Quizzes) 20%
  d. FFA Participation 10%
  e. SAE 10%

Grading Scale:
- A+ 98-100%
- A 93-97%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%

Anything below a 59% is an F

CLASSWORK, LABS, DAILY PARTICIPATION, & HOMEWORK:
All assignments including daily warm-ups, notes, projects, labs, activities, worksheets, and any other graded work will be kept in student's binder. Homework will not necessarily be assigned, however any class assignment(s) that are not finished at the end of the period should be completed as homework, and will be checked the following day at the beginning of the class period. All assignments will be graded.

BINDER:
Student's binders will be collected and graded at the end of each unit of study. Binders should be neat and complete prior to being turned in. Incomplete notebooks will result in a loss of points. Missing binders will result in zero points.

FORMAL ASSESSMENTS (TESTS & QUizzes):
Tests will be given at the completion of each unit of study. Quizzes will be given often throughout each unit and may be unannounced. There will be a final exam at the end of each semester. Tests and quizzes cannot be re-taken unless the teacher gives permission. Make-up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within one week of returning to school. If the test is not made up, the missing test will result in a zero.

FFA Participation:
As a department, Pitman FFA strives makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. The FFA is an integral part of every agricultural class and refers to the leadership development opportunities provided through agricultural education. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. In order to receive full credit for the FFA portion of their grade, students must participate in 3 FFA activities per semester. All upcoming FFA activities will be displayed on a monthly calendar within the classroom so that students are aware of what opportunities are coming up.

SUPERVISED AGRICULTURAL EXPERIENCE PROJECT (SAE):
All students are required to complete a project each semester that is related to agriculture. The purpose of this project is to allow students to apply agricultural concepts learned in the classroom in a real-life context. Students will be required to document their project in the official FFA Record Book as well as complete a proficiency application.

Lab Safety: Students are required to follow all safety rules and procedures at all times. If any student violates lab safety rules/procedures, they will receive zero points for that lab assignment and possibly lose lab privileges for the remainder of the semester. Safety materials are the student's responsibility.

*Condensed version: Complete syllabus given upon request.*
After you and your parent/guardian have read this syllabus and signed this page, please return this page to Mr. Gocke by Monday, August 22nd. You will keep the other pages in the front of your notebook as reference for you.

By signing this we acknowledge that we have read, understand, and agree to uphold the policies of Mr. Gocke’s Agricultural Welding class as described in the course syllabus.

Student Name: __________________________
Student Signature: _______________________
Date: ___________________

Parent Name: __________________________
Parent Signature: _______________________
Date: ___________________
7. Program of Activities

The chapter Program of Activities (POA) is updated annually by the chapter officer team, particularly the Vice President. They come up with any new things to add, old things to omit, and updates all the photos, biographies, pictures, etc. At the end of the revision process, students bring the POA to the advisors for a final review and approval to print. A copy of the POA is kept on hand at all FFA events, filed in the Ag Department for any review as well as distributed to our administration and advisory committee.
PITMAN FFA

PROGRAM OF ACTIVITIES
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Student Information

NAME: __________________________ DATE: __________________________

ADDRESS: ____________________________________________________________

AGRICULTURE TEACHER(S): ___________________________________________

PERIOD(S) OF AGRICULTURAL CLASS(ES): ______________________________

SAEP SUPERVISORS:

Luke Gocke
Sheep
Goats
Ag Mechanics
Horse
Poultry

Hali Bream

Nicole Silveira
Dairy
Swine
Rabbit
Beef
DO YOU JUST BELONG?

Are you an active member, the kind that would be missed?

Or are you just content to have your name upon the list?

Do you attend the meetings and mingle with the flock?

Or do you usually stay away and criticize and knock?

Do you take an active part, to help and work along?

Or are you satisfied to be the kind that just belongs?

Do you pitch in, and do your share, to really make things tick?

Or leave the work to just a few, that you would call "the clique"

There's quite a program scheduled that we're sure you've heard about.

And we'll appreciate it if you, too, will help us work things out.

So come to the meetings often, and help with hand and heart.

Don't just be a member, but take an active part.

Think this over, friend, 'cause you know right from wrong.

Are you an "Active Member", or do you "just belong?"

Author Unknown
THE FFA CREED

Written by: E.M. Tiffany
Adopted at the 3rd National FFA Convention

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 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.
The FFA Motto

LEARNING TO DO,
DOING TO LEARN,
EARNING TO LIVE,
LIVING TO SERVE

National FFA Colors

National Blue represents the national origin of the organization, matches the blue color on the flag of the United States of America.

Corn Gold signifies the founding of the organization in the United States, and the unity of agriculture as corn is grown in all fifty states and is a native crop to our continent.
THE MISSION AND STRATEGIES

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish this mission, FFA will:

- Develop competent and assertive agricultural leadership.
- Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in Supervised Agricultural Experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.
2015-2016 Pitman FFA Officers

President
Haley Atwood

Vice President
Jaycee Leonardo

Treasurer
Francisco Leon

Secretary
Hannah Cross

Reporter
Mary Wright

Sentinel
Kayla Brady

Historian
Carolyn Boster
2016 Advisors

Nicole Silveira  Luke Gocke  Hali Bream

TURLOCK UNIFIED
SCHOOL DISTRICT

Turlock Unified School District
Board of Trustees
Frank Lima, Board President
Barney Gordon, Board Clerk
Jennifer Carter, Member
Ken Malech, Member
Anthony Silva, Member
Bob Weaver, Member
Lori Carlson, Member

District Administration

Dana Salles-Trevethan, Interim-Superintendent
Mike Trainer, Assistant Superintendent/Business Resources
Heidi Lawler, Assistant Superintendent/Educational Services
Lori Decker, Assistant Superintendent / Financial Services
Jason Maggard, Assistant Superintendent/ Human Resources
Gil Ogden, Director of Student Services
Jeff Santos, Director of Special Education
Kea Willett, Director of Professional Development and English Language Programs
Laurie Harrington, Director of Assessment and Accountability
Fernando Ureno, Director of Human Resources
John H. Pitman High School
Administration and Staff

HIGH SCHOOL ADMINISTRATION

Amy Curd       Principal
Sumeet Singh   Assistant Principal
Scott Young    Assistant Principal
Luis Jacinto   Assistant Principal
Robert Lanz    Dean

GUIDANCE DEPARTMENT

Jennifer Cornell Counselor
Julissa Aguilar Counselor
Sabrina Eshagi  Counselor
Kristi Frank    Counselor
Phil Sanchez    Counselor
Teri Alves      Counselor

PITMAN AGRICULTURE INSTRUCTORS:

Troy Gravatt    2002-2013
Krista Vannest  2002-present (on temporary leave)
Jillian Riesenbeck 2004-2006
Jake Dunn       2006-2012
Randee Prada    2012-2013
Nicole Silveira 2013-present
Amanda Bevier    2013-2015
Luke Gocke       2015-present
Hali Bream       2016-present

PITMAN AGRICULTURE STUDENT TEACHERS

Kristin Hodges  Spring 2004
Melissa DePaoli Fall 2004
Erica Boomer    Spring 2005
Jennifer Durjava Fall 2005
Claire Gebers   Spring 2006
Bonnie McKee    Fall 2007
Courtney Serafin Fall 2010
Nicole Silveira Spring 2011
Mardel Runnels  Spring 2012
Jessica Bulletset Spring 2013
Amy Crockett     Fall 2014

Bailey Kirby    Spring 2016
Pitman High School Agriculture Advisory Committee
2016-2017

Don Borges
435 College Ave
Modesto, CA 95350
(209) 484-1982
borgesd@yosemite.edu

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1365 Tawny Ln.
Turlock, CA 95382
Res. 664-0309
Bus. 608-2697
loineyefarm@aol.com

Alan & Kelley Day
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Turlock, CA 95380
Kelley 209-988-1198
Alan 209-603-0122
ekellcday@sbcglobal.net

Joaquin Amaral
Corrin (Amaral) Macedo
3213 S Sperry Road
Denair, CA 95316
Corrin Macedo
corrinm@stanfarmbureau.org

Shane Parsons
Diamond Bar Arena
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Ceres, CA 95307

Jeff & Marie Lorenzi
985 Cedar Ridge Road
Turlock, CA 95382
209-581-6618
jefflorenzi@charter.net
MLorenzi@turlock.ca.us

Kris Costa
California Milk Advisory Board
3800 Cornucopia Way, Suite D
Modesto, CA 95358
Email: kcosta@cmab.net

Melissa Miguel
8413 Bridgeport Dr
Hilmar, CA 95324
209-678-0996
melissamiguel2011@yahoo.com

Ted Green
Winton Ireland Strom & Green
627 E. Canal
Turlock, CA 95380
TGreen@wintonireland.com
Honorary Chapter Degree

2003  Don Wilkins
2004  Jennifer Cornell
2004  Julissa Aguilar
2005  Mid-Valley Veterinary Clinic
2006  Joaquin and Sheila Amaral
2006  Jillian Riesenbeck
2007  Crowell Family
2008  Richard and Kim Morehart
2008  Don and Cathy Rogers
2009  Alan and Kelley Day
2010  Pitman Facilities and Grounds Crew, Damon Coelho
2011  Rod Hollars and Alice Pollard
2012  John & Donna Gravatt, Gary & Kaylene Mortensen, Linda Dunn
2013  Jake Dunn
2014  Troy Gravatt
2015  Dr. Sonny DaMarto
2016  Thomas “TJ” Stump
State Degree Recipients

2003-2004
Albert Kruszewski
Heather Paul
Seth Mercer
Josh Pimentel
Matt Mello
Michelle Crownover
Mai Lee

2004-2005
Stanley Kruszewski
Phylisia Clifton
Alexis Gonzalez
Michelle Faria
Erik Duran
Jesse Shubin
Mai Lee

2005-2006
Ryan Amaral
Jonny Duangpayvang
Jesse Sergeant
Sarah Jurado
Lindsay Gorang
Brad Croft
Lizeth Sanchez
Clarissa Rowley

2006-2007
Danielle Fairbairn
Vanessa Diaz
Melissa Zimmer
Shelby West
Ashley Daniel
Ariana Hallum
Dan Jones
Roberto Buenrostro

Bryant Rodriguez
Maira Beltran

2008-2009
Amber Daniel
Madison Holley
Brittney Thomas
Jonathan Rodriguez
Ethan Alvares
Jon Ercolini
Ricardo Perez
Derek Jones
Sierra Perry
Aubree Atwood
Sean Fairbaim

2009-2010
Philadelphia Deal
Lucas Giron
Stephanie Nielsen
Auszuman Brazil
Kayla Roton
Caitlin O'Connell

2010-2011
Saul Perez
Kaitlynn Murphy
Lyle Zimmer
Darian Viera
Julia Brewer
Richard Ketscher
Stacie Cunningham
Chelsey Coelho
Michael Reynolds

2011-2012
Evyn Alvares
Derek Jones
Jorhan Hanson
Makenna Hanson
Cassandra Cobb
Tim Truax
Darryl Hadlich
Joseph Gerald
Sheyenne Sousa
Christina Dinkse
Victoria Bettencourt
Justin Brown
Dakota Browning
Justin Scroggins
Derek Dass
Aubrey Davis
Andrea Zielstra
Byron Baker
Vincent Flores
Nich Schmalt
Nathan Gaines
Alex Montablo

2015-16
Haley Acree
Lizzeth Mendonza
Clarrisa Bouchier
Makala Brady
Haley Atwood
Aliyah Galvan
American Degree Recipients

Mai Lee, 2006
Clarissa Rowley, 2007
Caitlyn Morehart, 2007
Ryan Amaral, 2007
Shelby West, 2007
Michelle Crownover, 2007
Melissa Zimmer, 2008
Roberto Buenrostro, 2008
Vanessa Diaz, 2008
Kayla Johnson, 2008
Edward Freitas, 2009
Edgar Perez, 2009
Aubree Atwood, 2011
Austin Day, 2011
Ethan Alvares, 2011
Jonathan Rodriguez, 2011
Brittney Thomas, 2011
Amber Danel, 2012
Caitlin O’Connell, 2012
Julia Brewer, 2013
Lyle Zimmer, 2013
Kayla Roton, 2013
Saul Perez, 2013
Gina Lorenzi, 2014
Lucas Schultz, 2014
Joe Geraldes, 2014
Megan O’Connell, 2014
Jorgon Hanson, 2014
Tim Truax, 2015
Darryl Hadlich, 2015
Andrea Zylstra, 2015
Sheyenne Sousa, 2015

State Officers

Ryan Amaral, Treasurer
Tim Truax, Sentinel

Chapter FFA Presidents

Matt Mello, 2001-2002
Seth Mercer, Fall 2002
Lindsay Gorang, Spring 2003
Heather Paul, Fall 2003
Michelle Crownover, Spring 2004
Ryan Amaral, Fall 2004
Kelly Bargas, Spring 2005
Stanley Kruszewski, Fall 2005
Stanley Kruszewski, Spring 2006
Brittney Wells, Fall 2006
Melissa Zimmer, Spring 2007
Garret Rowley, Fall 2007
Garret Rowley, Spring 2008
Aubree Atwood, Fall 2008
Madison Holley, Spring 2009
Aubree Atwood, Fall 2009
Amber Danel, Spring 2010
Lucas Giron, Fall 2010
Saul Perez, Spring 2011
Lyle Zimmer, Fall 2011
Lucas Schultz, Spring 2012
Tim Truax, Fall 2012
Tim Truax Spring 2013
Tim Truax Fall 2013
Derek Dias Spring 2014
Nolan Nguyen Fall 2014
Ryan Brewer, Spring 2015
Garrett Wade, Fall 2015
Ryan Brewer, Spring 2016
Haley Atwood, Fall 2016
FFA OPPORTUNITES

Achievement Trip
State FFA Conference
Scholarships

Point Award High Individual
High Point Grade Level Awards
National FFA Convention

**Degrees**- Greenhand Degree, Chapter FFA Degree, State FFA Degree, American FFA Degree

**Star Greenhand**- Outstanding first year member. They are awarded with an official FFA jacket. The FFA also pays their way to the State FFA Conference immediately following the award.

**Star Chapter Farmer**- Outstanding second year member in Ag production. They are awarded with a $250 scholarship towards attending the National FFA Convention immediately following their award.

**Career Development Events**- These teams include: Dairy Judging, Poultry Judging, Floriculture, Dairy Products Judging, Livestock Judging, Agronomy, Parli-Pro, Farm Power, Horse Judging, Small Engines, Ag. Mechanics, Prepared Public Speaking, Extemporaneous Speaking, Job Interview, BIG, Opening/ Closing Ceremonies, and Creed.

**Fairs and Shows**- Students that fill all eligibility requirements have the opportunity to show their SAE project at the county fair each year. Shows like Cow Palace provide you with another opportunity to show your animals.

**Project Competition**- This contest is to show judges just how much you know about your SAE project. This contest is held at the local and sectional levels.
FFA DEGREE OPPORTUNITIES

GREENHAND DEGREE

To be entitled to hold the degree of Greenhand, a student must first be regularly enrolled in agriculture education classes, have a satisfactory supervised agricultural experience program, be able to recite the FFA Creed, Motto, Salute, and have knowledge of The FFA Mission Statement. Describe and explain the meaning of the FFA emblem and colors. Demonstrate knowledge of the history of the organization, Chapter Constitution and By-laws, and the Chapter Program of Activities. Demonstrate knowledge of FFA Code of Ethics and the proper use of the FFA jacket. Personally own or have access to the Official FFA Manual and the Student Handbook. Submit written application for the Greenhand FFA Degree.

CHAPTER FFA DEGREE

To be able to hold the Chapter FFA Degree, a student must first satisfactorily complete at least one year in agriculture education course, including a program of supervised agricultural experience, and hold the degree of Greenhand; he/she must earn and deposit in the bank, or otherwise productively at least $150 and he/she must receive a majority vote of the members present at a regular chapter meeting.
Participate in the planning and conducting of at least 3 official functions in the PROGRAM OF ACTIVITIES. Lead a group discussion for 15 minutes.
Demonstrate 5 procedures of parliamentary law, and submit a written application for Chapter FFA Degree.

STATE FFA DEGREE

To earn The State FFA Degree a student must be an active FFA member for two years. Students must earn and productively invest $1000.00 or work 300 hours in their SAE Program. Students must also perform ten parliamentary procedures. Demonstrate public speaking skills by delivering a six minute speech, serve as a Chapter officer or committee member, maintain a satisfactory scholastic record, participate in the planning of the chapter Program of Activities and participate in five activities above chapter level.

AMERICAN FFA DEGREE

To earn this the highest degree bestowed on an FFA member, students must be an active member for three years, graduate from high school at least twelve months prior to receiving degree, have maintained an Outstanding SAE Program earning and productively investing $10,000.00 or earning and investing $1,500.00 and work at least 2,250 unpaid hours, have a record of outstanding leadership abilities and a scholastic record of “C” or better.
California FFA Leadership Programs

These leadership activities are the best part of the FFA. Students can learn a great deal about the FFA and also themselves at these conferences. In addition to these activities, students can attend the Regional FFA Meeting, held in the spring. This is where regional officers are elected.

State FFA Conference- This conference is held at Fresno State and includes many leadership workshops and exciting FFA activities.

National FFA Convention- This is the premier conference of the FFA. Students attend the world’s largest youth conference, held in Indianapolis, Indiana. In addition, the California delegation goes on to visit Washington D.C. where they go on the tour of a lifetime.

Students must be enrolled in an Ag Education course for all conference participation.

Mandatory Conference Eligibility Requirements

Greenhand Conference- Must be a high school freshman and first year FFA member.

Made For Excellence- Available to all Sophomores. Juniors or Seniors that have not attended any of the other conferences listed, may also attend.

Advanced Leadership Academy- Must be a junior and have attended a Fall Leadership Conference in the past.

Sacramento Leadership Experience- Must be a senior or have recently graduated high school. Must have attended Advanced Leadership Academy or currently serve as a Regional Officer.
The FFA provides a series of proficiency awards to recognize members who demonstrate exceptional progress, and who excel in one of the twenty-nine agricultural SAE related areas. These awards are designed for competition not only with other members locally and throughout the state, but also at the national level as well.

The award applications are simple to complete and are usually filled out in January for the local and regional winners. Those that win at the local level are recognized at the chapter banquet at the end of the year. Those that win at the regional level are recognized at the Regional Banquet. To obtain an application, talk to an advisor.

Proficiency awards consist of filling out a rather detailed application form with questions relating to the applicant and their SAE project. The scoring is based on participation, growth of program, financial net worth, learned skills, leadership activities, and major achievements. These awards encourage members to develop specialized skills that will be applied in a future career.

Listed below are some areas where proficiency awards are given:

- Agriculture Mechanics Design and Fabrication
- Beef Production
- Dairy Production
- Diversified Horticulture
- Diversified Livestock Production
- Equine Science
- Floriculture
- Landscape Management
- Poultry Production
- Sheep Production
- Specialty Crop Production
- Swine Production
**Fundraising**

**Tri-Tip Barbeques** - Held twice during the year, Fall and Spring. The majority of the profits from this fundraiser go to help fund leadership activities. Tickets are sold that can be redeemed for barbeque tri-tip meal(s) on the date shown on the tickets.

**O’Reilly’s Spunkmeyer Cookie Dough** – New this year students are encouraged to sell varieties of cookie dough. For every $15.00 in sales the chapter will see a return of $6.00. This sale will run from August 28, 2016 through September 18, 2016.
Calendar of Events
2016-2017

August
20-Carcass Contest
26-Cookie Dough Kick Off
30-Chapter Meeting
31-CATA Meeting

September
1-Greenhand Conference
9-Cookie Dough $ Due
17-Ford Drive 4U
23/24-Project Competition
27-Chapter Meeting
30-Wine & Cheese Fundraiser

October
1/2-COLC
4-Oakdale O & C
10-Drive Thru BBQ Tickets Kickoff
12-Newman O & C
19/24-National Convention
26-BBQ Ticket $ Due
27-Chapter Meeting

November
1-Can Food Kick Off
3- Drive Thru BBQ
15- Admin Night @ MJC
16/17-New Professionals
18/19-CATA Regional Meeting
30-Chapter Day of Service
30-Sectional Ice Skating

January
18-Superday @ Turlock
25- Chapter Meeting

February
10- Regional speaking Contest
11-Merced Welding Contest
16-World Ag Expo
23-FFA Day
21-Chapter Meeting
25-Regional Meeting

March
4- UC Davis Field Day
7/10-Sacramento Leadership Experience
10/11- Chico State Field Day
14- State Degree Ceremony
18-Merced Field Day
25- MJC Field Day
28-Chapter Meeting
30-Occupational Olympics

April
12- Sectional Luau @ Pitman
20/25-FFA State Conference

May
5/7-State Finals
----------Chapter Meeting

December
2-Christmas Parade
7-Chapter Meeting
President

Duties:
1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the POA.
4. Represent the chapter in public relations and official functions.
5. Prepare meeting agenda and submit for copying 1 full day prior to meeting date.
6. Organize and facilitate both Speaker lunches and Officer wrap parties.
7. Provide a brief newsletter on the date due on what is happening in our chapter. Due September 3rd and December 17th

Goals:
1. Inform members of the opportunities available in FFA.
2. Encourage FFA members to become good leaders.
3. Stimulate and encourage development of confident leaders.

Ways and Means:
1. Elect new officers every semester.
2. Have a copy of the POA available to every member.
3. Have a POA, which offers all members an opportunity to serve on a committee.
4. Organize and maintain the activities of the chapter.

Fall Semester Activities:
- Car Show
- POA Assignment
- Chapter Officer Leadership Conference
- Opening/Closing Ceremonies Contest
- Tri-Tip Dinner Fundraisers
- Crab feed Fundraiser
- Chapter Meetings- September, October, November, December
- Fall Alumni Fundraiser

Spring Semester:
- Camp Sylvester
- Parliamentary Procedure Team
- Chapter Banquet
- Milk Vending Machines- weekly assignments
Vice President

DUTIES
A. Assume all duties of the president if necessary.
B. Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
C. Coordinate all Committee work
D. Work closely with the president and advisor to assess progress toward meeting chapter goal.
E. Establish and maintain a chapter resource file.
F. Have Sign-in Sheets printed and available at chapter meetings
G. Remind the advisors and officers of upcoming executive meetings and Rap parties
H. Write and finalize a brief newsletter about events in the chapter. The article is due on the appointed dates.

GOALS
A. Stimulate growth and increase development of Supervised Experience Program.
B. Encourage the development of worthwhile programs.
C. Increase the Occupational program within the chapter.
D. Keep committees operating and informed.

WAYS AND MEANS:
A. To improve and increase the number of work experience programs.
B. Encourage home improvement and unpaid work experience programs.
C. Increase the number of production projects.
D. Encourage participation in local program competition.
Secretary

Duties:
1. Prepare and post the agenda for each chapter meeting.
2. Place all committee reports in the resource file.
3. Provide invitations to the speaker breakfasts/lunches.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records.
6. Keep the Program of Activities display case calendar up-to-date.
7. Prepare minutes for regular chapter meetings; submit 1 full day prior to meeting date.

Goals:
1. Encourage cooperation among members.
2. Teach members to cooperate with other clubs and agricultural companies.
3. Teach members to follow directions without need for supervision.
4. Raise participation among chapter activities.

Ways and Means:
1. Cooperate with other committees on planning activities.
2. Encourage local program competition and other leadership activities.
3. Encourage members to work and share ideas with other chapters.

Fall Semester:
- Car Show
- POA Assignment
- Chapter Office Leadership Conference
- Opening/Closing Ceremonies Contest
- Tri-Tip Dinner Fundraiser
- Chapter Meetings- September, October, November, December, January

Spring Semester:
- Camp Sylvester
- Parliamentary Procedure Team
- Chapter Banquet
- Chapter Meetings- February, March, April, May
Treasurer

Duties
A. Receive, record, and deposit FFA funds and issue receipts
B. Present monthly treasurer's reports at chapter meetings.
C. Prepare and submit the membership roster and dues to the national FFA Organization with the Secretary

Goals
A. To manage an adequate amount of money to finance chapter expenses
B. Encourage members to participate in all fundraisers
C. Encourage members to settle all financial matters

Ways And Means
A. Participate in other funds raising activities as the need arises
B. Encourage members to maintain sound records
C. Make a budget for the year

The Pitman Chapter of the FFA is a non-profit self-supporting organization. The money made from our activities is used mainly to finance FFA events and activities throughout the year. Listed on the following page are the principal earnings, savings, and investments of our chapter.
Duties
A) Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story
B) Release news and information to the local and regional news media
C) Publish a chapter newsletter
D) Work and maintain a chapter scrapbook with Chapter Historian
E) Send local stories to area, district, and state reporters
F) Send articles and photographs to the FFA New Horizons magazine and other national and/or regional publications
G) Work with local media on radio and television appearances and FFA news

Goals
A) To develop a good public relations program with school
B) To inform the community about the FFA
C) Submit two articles per month to the local media

Ways and Means
A) To make wide use of the local newspaper
B) Maintain photographic equipment for our chapter
C) Maintain a welcome road sign

Fall Semester Activities
- Pitman Cruise Car Show
- POA Assignment
- Chapter Officer Leadership Conference
- Opening/Closing ceremonies contest
- Tri-Tip Dinner Fundraiser
- Chapter meetings (September, October, November, December)

Spring Semester Activities
- Camp Sylvester
- Parli Pro Team
- Chapter Banquet
- Chapter Meetings
Sentinel

Duties:
A. Food and Refreshments
B. Assist the President in maintaining order
C. Keep the meeting room, chapter equipment and supplies in proper condition
D. Welcome guests and visitors
E. Keep the meeting room comfortable
F. Take charge of candidates for degree ceremony
G. Assist with special features and refreshments
H. Thank you letters

Goals:
A. Develop confidence, enthusiasm, and involvement at the meetings
B. Hold 10 regular/ or meetings during the year

Ways and Means:
1. To encourage all members to use Parliamentary procedures
2. To try to get 75% of the members at all the meetings
3. Hold chapter meetings once a month and at least once during summer
4. Have all officers learn their parts before the fist meeting
5. Encourage to wear FFA jackets to meetings and other FFA activities
6. Maintain order during the meeting
7. Set up the meeting room and care for the Paraphernalia
8. Serve refreshments after each meeting

Activities
POA assignment
Camp Sylvester
Chapter Officer Leadership Conference
Opening/ Closing
Tri – Tip Fundraisers
Chapter Meetings
Car Show
Parliamentary Procedure Team
Chapter Banquet
Historian-

Duties:
A. Present the invocation at banquets and other functions.

Fall:
A. Take pictures and gather articles for all chapter events that semester.
B. Layout decorations for sections of the scrapbook competition.
C. Maintain and organize chapter photo box. Each picture in the box must have names of people in the photos and official caption.

Spring:
A. Take pictures and gather articles for all chapter events that semester.
B. Layout decorations for remaining 2 sections of the scrapbook competition.
C. Complete scrapbook pages according to the FFA curricular Code by March 15th.
D. Maintain and organize chapter photo box. Each picture in the box must have names of people in photos and official caption.

Goals:
A. Compile and organize chapter scrapbook.
B. Encourage participation in communities and school activities.

Ways & Means:
A. Encourage all members to be student body card holders.
B. Inform non-members about FFA.
C. Encourage members to support school activities.
D. Encourage students to participate in student and committee government.
Market Lamb Project Budget

Estimated Receipts:

Sale of Animal (120 lbs) 360.00
(Need a buyer at $3.00 a pound)
If the animal is sold through the county
Fair Auction

Total Estimated Receipts 360.00

Estimated Expenses:

Cost of animal 150.00
Feed (grain and hay) 70.00
Veterinary (shots and wormer) 5.00
Supplies (halter, blanket, etc) 25.00
Straw (bedding at fair) 10.00
Insurance 12.00
Entry Fee

Total Estimated expenses 273.00

Estimated Profit 87.00

Supplies and other things needed at fair
Towels
Buckets
Feed for a week
Show uniform (FFA Jacket, FFA Tie/Scarf, White Pants
1 White Shirt/ Blouse)

Lamb – Average Live Weight 125 lbs.
Lamb Chops 24.0 lbs
Leg of Lamb 11.0 lbs
Slew 9.0 lbs
Shanks 2.5 lbs
Lamb Patties 4.0 lbs
Miscellaneous 12.5 lbs

Approximate Amount for your Freezer -63.0lb
MARKET HOG PROJECT BUDGET

Estimated receipts:

Sale of animal 480.00
240lb. Market hog at $2.00/pound
If animal is sold through the county
Fair auction

Total Estimated Receipts 480.00

Estimated expenses

Cost of animal 200.00
Feed 200.00
Supplies (feed pans, baby powder, 25.00
Mineral oil, etc.)
Veterinary Supplies 3.00
Entry fee 12.00

Total Estimated Expenses 440.00

Estimated Net Income 40.00

Supplies and other things needed at fair:
Feed for a week
Show uniform
Soap
Feed pans
Baby powder and/or Mineral oil

Pork - Average Live Weight 240 lbs

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loin Pork Chops</td>
<td>28.0 lbs</td>
</tr>
<tr>
<td>Picnic and Butt</td>
<td>26.0 lbs</td>
</tr>
<tr>
<td>Spare Ribs</td>
<td>5.0 lbs</td>
</tr>
<tr>
<td>Pig Feet</td>
<td>5.0 lbs</td>
</tr>
<tr>
<td>Neck Bones</td>
<td>2.0 lbs</td>
</tr>
<tr>
<td>Sausage</td>
<td>19.0 lbs</td>
</tr>
<tr>
<td>Lard</td>
<td>23.0 lbs</td>
</tr>
<tr>
<td>To Be Smoked(Hams)</td>
<td>32.0 Lbs</td>
</tr>
<tr>
<td>(Bacon)</td>
<td>19.0 lbs</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>8.0 lbs</td>
</tr>
</tbody>
</table>

Approximate Amount For Your Freezer – 167.0 lbs
REPLACEMENT HEIFER
PROJECT BUDGET

Estimated Receipts 2000.00

Estimated Expenses:
Grade 1000.00
Cost of Animal 300.00
Feed (6 months) 70.00
Equipment 12.00
Entry Fee

Total Estimated Expenses 1373.50

Estimated Net Profit 626.50
RABBITS - MEAT PENS
PROJECT BUDGETS

Estimated Receipts
If sold through the county fair sale
Sale of pen ($10/lb 3 rabbits 5 lbs each) 150.00

Total Estimated receipts 150.00

Estimated Expenses:
Cost of animal 75.00
Feed 15.00
Cages Water bottles/feeder 40.00

Total Estimated Expenses 130.00

Estimated Net Profit 20.00
MARKET STEER PROJECT BUDGET

Estimated Receipts
Sale of main product
1250 lb. Steer at 1.75

2187.50
(with buyer prior to sale)

Total Estimated Receipts

2187.50

Estimated Expenses:
Cost of steer 900.00
Feed 800.00
Show supplies 100.00
Scotch comb, Rice root brush, Leather Show halter, Rope Halter
Neck rope, Show Stick, Spray bottle, Soap, adhesives, etc

Total Estimated Expenses

1800.00

Net Income

387.50

Other Recommended Items

Short water hose
Rags
Safety pins
Feed and Water buckets

MARKET STEER PROJECT BUDGET(Cont.)

Beef – Average Live Weight 1,200 lbs
Round 78.0 lbs
Club, T-bone, Porterhouse 42.0 lbs
Sirloin 48.0 lbs
Fillet 15.5 lbs
Prime Rib 54.0 lbs
Rump Roast 30.0 lbs
Chuck and Rib Roast 120.0 lbs
Stew Meat and Miscellaneous 62.5 lbs
Ground Beef 55.0 lbs
Brisket and Plate 30.0 lbs
Short Ribs 14.5 lbs
Flank Steak 5.0 lbs

Approximate Amount For Your Freezer – 554.5 lbs
# Poultry Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of animal</td>
<td>.25 per bird</td>
<td>2.50</td>
</tr>
<tr>
<td>Feed</td>
<td>.60 per bird</td>
<td>7.50</td>
</tr>
<tr>
<td>Equipment</td>
<td>.20 per bird</td>
<td>2.00</td>
</tr>
<tr>
<td>Entry Fees</td>
<td>.50 per class</td>
<td>1.50</td>
</tr>
<tr>
<td>Waters</td>
<td>.12 per class</td>
<td>1.20</td>
</tr>
<tr>
<td>Feeders</td>
<td>.08 per bird</td>
<td>.80</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>2.75 per bird</td>
<td>43.00</td>
</tr>
<tr>
<td>Sale of birds</td>
<td>5.00 per bird</td>
<td>50.00</td>
</tr>
<tr>
<td><strong>Profit</strong></td>
<td></td>
<td>7.00</td>
</tr>
</tbody>
</table>
Meat Goat Market Project

Estimated Receipts: 500.00

Sale of Animal (100 lbs)
(Need a buyer at $5.00 a pound)
If the animal is sold at the county fair auction.

Total Estimated receipts 500.00

Estimated Expenses:

<table>
<thead>
<tr>
<th>Cost</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of animal</td>
<td>200.00</td>
</tr>
<tr>
<td>Feed (grain and hay)</td>
<td>34.00</td>
</tr>
<tr>
<td>Veterinary (shots and wormer)</td>
<td>5.00</td>
</tr>
<tr>
<td>Supplies (halter, blanket, and etc.)</td>
<td>25.00</td>
</tr>
<tr>
<td>Straw (bedding at fair)</td>
<td>10.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>10.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>12.00</td>
</tr>
</tbody>
</table>

Total Estimated Expenses 296.00

Estimated Profit 204.00

Supplies and other things needed at fair:
- Towels
- Buckets
- Feed for a week
- Show uniform (FFA jacket, FFA Tie/Scarf, White pants, 1 White Shirt/Blouse)

Meat Goat (Chevon) – Average Live Weight 100 lbs.

<table>
<thead>
<tr>
<th>Part</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindsaddle</td>
<td></td>
</tr>
<tr>
<td>Leg</td>
<td>24.5</td>
</tr>
<tr>
<td>Loin</td>
<td></td>
</tr>
<tr>
<td>Foresaddle</td>
<td></td>
</tr>
<tr>
<td>Shoulder</td>
<td></td>
</tr>
<tr>
<td>Rack</td>
<td>25.5</td>
</tr>
<tr>
<td>Foreshank</td>
<td></td>
</tr>
<tr>
<td>Breast</td>
<td></td>
</tr>
</tbody>
</table>

Approximate Amount For Your Freezer – 50.0 lbs
The Point Awards System is designed to reward those members who participate in FFA activities throughout the year. Different activities are assessed a point value and if a member participates in that activity they may report those points on their monthly Point Awards Quizdom. Each student is responsible for completing and submitting the point award tally. The Advisor **will not** fill out point award for any student.

- The Executive team *may* allow for one make up day which students can turn in unreported point awards from prior months.
- Advisors will allow classroom instruction time for students to fill out point awards sheets each month. **It is the student’s responsibility to turn in their point awards.** In the event that a student is absent on the day point awards are filled out it is their responsibility to submit them on their own time.
- The top four freshmen will receive a free FFA Jacket. The top four sophomores will receive paid registration to Camp Sylvester. The top four juniors will receive paid registration to attend the State FFA Convention in Fresno, CA. The top four seniors will receive an electronic device similar to an I-Pod or DVD player. The Top 15 members in the chapter will be rewarded with a trip to a fun destination.
- The following pages indicate pre-determined point values for certain accomplishments and activities.
FFA POINT AWARD SYSTEM

To be eligible for awards, recognition, achievement trip, activities, etc., you must meet the following requirements.

Satisfactory conduct and attitude are measured by the Agriculture Education instructors, minimum standard for scholarship should meet school eligibility requirements and a "B" in all agriculture classes with a record book score of 70 or better, and must include a consideration of students performance in all their courses. Point awards are counted by Quizdom and the results are posted at the end of each semester.

### I Leadership

<table>
<thead>
<tr>
<th>A. National Activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Convention attendance</td>
<td>500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. State Activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Convention</td>
<td></td>
</tr>
<tr>
<td>a. as an official delegate or other official business</td>
<td>150</td>
</tr>
<tr>
<td>b. attending</td>
<td>200</td>
</tr>
<tr>
<td>2. State Proficiency Application</td>
<td></td>
</tr>
<tr>
<td>a. State Proficiency Award</td>
<td>200</td>
</tr>
<tr>
<td>b. Regional Winner</td>
<td>150</td>
</tr>
<tr>
<td>c. Local Winner</td>
<td>75</td>
</tr>
<tr>
<td>3. State Officer Elect</td>
<td></td>
</tr>
<tr>
<td>4. Sacramento Leadership Academy</td>
<td>325</td>
</tr>
<tr>
<td>5. Advanced Leadership Academy</td>
<td>200</td>
</tr>
<tr>
<td>6. Made for Excellence</td>
<td></td>
</tr>
<tr>
<td>7. Greenhand Conference</td>
<td>100</td>
</tr>
</tbody>
</table>

### C. Regional Activities

| 1. Fall Regional Meeting - COLC | 125       |
| 2. Regional Spring Meeting     |           |
| a. As a Delegate               | 100       |
| b. Attending                   | 75        |
| 3. Regional officers           | 150       |

### D. Sectional Activities

| 1. Meetings                   | 75        |
| 2. Sectional Officers         | 100       |
| 3. Sectional Leadership Conference – Camp Sylvester | 200 |
| 4. Recreational Activities (i.e. volleyball, fun-day) | 50       |
### E. Chapter Activities

<table>
<thead>
<tr>
<th>1. Meetings</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1st chapter meeting – September meeting</td>
<td>50</td>
</tr>
<tr>
<td>b. Chapter</td>
<td>20</td>
</tr>
<tr>
<td>c. Attend speaker lunch</td>
<td>20</td>
</tr>
<tr>
<td>d. Speaking at an FFA meeting</td>
<td>100</td>
</tr>
<tr>
<td>e. FFA Awards Ceremony – attendance</td>
<td>70</td>
</tr>
<tr>
<td>f. Executive</td>
<td>20</td>
</tr>
<tr>
<td>1. Summer Officer Retreat</td>
<td>500</td>
</tr>
<tr>
<td>g. Committee</td>
<td>70</td>
</tr>
<tr>
<td>1. Outside of School hours – points per meeting</td>
<td>500</td>
</tr>
<tr>
<td>2. Chapter Officers</td>
<td>500</td>
</tr>
<tr>
<td>4. Degrees</td>
<td>300</td>
</tr>
<tr>
<td>a. State FFA</td>
<td>100</td>
</tr>
<tr>
<td>1. Star Sectional Farmer</td>
<td>200</td>
</tr>
<tr>
<td>2. Star Regional Farmer</td>
<td>300</td>
</tr>
<tr>
<td>3. Star State Farmer</td>
<td>100</td>
</tr>
<tr>
<td>b. Chapter FFA</td>
<td>45</td>
</tr>
<tr>
<td>c. Greenhand</td>
<td>45</td>
</tr>
<tr>
<td>6. Fundraisers</td>
<td></td>
</tr>
<tr>
<td>a. Co-Chairmen (receives this plus points per shift, and sales/sponsor points earned)</td>
<td>50</td>
</tr>
<tr>
<td>b. Working Points per shift</td>
<td>50</td>
</tr>
<tr>
<td>c. Tickets sales (receives points at each level of sales)</td>
<td></td>
</tr>
<tr>
<td>$25.00 - $30.00</td>
<td>50</td>
</tr>
<tr>
<td>$35.00 - $100.00</td>
<td>50</td>
</tr>
<tr>
<td>$101.00 - $250.00</td>
<td>50</td>
</tr>
<tr>
<td>$251.00 or More</td>
<td>75</td>
</tr>
<tr>
<td>d. Non Cash Donation for an Event (ie. car show prizes)</td>
<td></td>
</tr>
<tr>
<td>$30.00 - $100.00</td>
<td>25</td>
</tr>
<tr>
<td>$101.00 - $250.00</td>
<td>25</td>
</tr>
<tr>
<td>$251.00 - $500.00</td>
<td>25</td>
</tr>
<tr>
<td>$500.00 or more</td>
<td>50</td>
</tr>
<tr>
<td>e. Cash Donations for an event (does not include in kind donations cash only)</td>
<td></td>
</tr>
<tr>
<td>$30.00 - $100.00</td>
<td>50</td>
</tr>
<tr>
<td>$101.00 - $250.00</td>
<td>50</td>
</tr>
<tr>
<td>$251.00 - $500.00</td>
<td>50</td>
</tr>
<tr>
<td>$500.00 or more</td>
<td>75</td>
</tr>
<tr>
<td>7. Points per article appearing in newspapers, magazines or radio</td>
<td></td>
</tr>
<tr>
<td>9. Work done for the chapter (dinner service, workdays, recruitment, etc...)</td>
<td></td>
</tr>
</tbody>
</table>

### II. Fairs and Shows  Maximum points per year (650)

**A. State Fair, Cow Palace, and Great Western**
1. Livestock entry
   a. Champion or Reserve
   b. Showmanship entry
   c. Showmanship Species Winner
   d. Round Robin/Master Showmanship Winner
2. Chapter Group
3. Outstanding Exhibitor
4. Outstanding Exhibit
5. Merit Award – Cow Palace

**B. County Fair**

1. Livestock entry
   a. Champion or Reserve
   b. Showmanship entry
   c. Showmanship Species Winner
   d. Round Robin/Master Showmanship Winner
15. Chapter Group entry per animal
16. Outstanding Exhibitor Award Winner
17. Outstanding Exhibitor Award Applicant

**C. Ag Mechanics – State and County Fair**

1. **State Fair**
   a. Points per Entry
   b. Golden Bear
2. **County Fair**
   a. Entry
   h. For special Awards Recognition (Welding awards etc.)

**D. Horticulture and Ornamental Horticulture County and State Fair**

**State Fair**

1. Plant and Vegetable entries
   a. Points per Entry
   b. Golden Bear

**County Fair**

2. Plant and Vegetable entries
   a. Entry
   b. Best of class or show
3. Landscape Plot entries
   a. Entry
   b. Outstanding plot
C. Breed, horse and rodeo shows (Maximum points per category)
1. Participant

**Pitman FFA Program of Activities Rev. 16-17**
<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Judging Contests</td>
<td>2. Class Winner</td>
<td>50</td>
</tr>
<tr>
<td>A. Judging Practice</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>B. Team member national contest</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>C. State Finals Contest (Cal Poly and Fresno)</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>1. Team member</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>2. State Champion Team</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>3. Top Five Team (2-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Awards</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>1. State Winner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Top Five Individual (2-5)</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>D. Davis, Merced, MJC., Reedley, Great Western, Arbuckle, and Official Contests.</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Team Member</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>2. First High Team</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>3. Top Five Team (2-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Awards</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>1. High Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Top Five Individual (2-5)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>E. Project Competition and Agriculture Cooperative Quiz</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>1. Local Competition</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>a. Participant</td>
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<td>100</td>
</tr>
<tr>
<td>2. Sectional Competition</td>
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<td>50</td>
</tr>
<tr>
<td>a. Gold Emblem Award</td>
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<td>200</td>
</tr>
<tr>
<td>b. Silver Emblem Award</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>c. Outstanding Project</td>
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<td>25</td>
</tr>
<tr>
<td>d. First High Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Top Five Team (2-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Awards</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>a. High Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Top Five Individual (2-5)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>F. Opening/Closing Ceremony</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Local Contest Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sectional Contest Team Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Extemporaneous Speaking, Public Speaking, Job Interview Parliamentary Procedure, and Creed Recitation</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>1. State Contest</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>2. State Champion Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Top Five Team (2-5)</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Individual Awards</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>1. State Winner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Top Five Individual (2-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Regional Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Advance to State Contest</td>
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</tr>
<tr>
<td>3. Sectional Contest</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>a. Advance To Regional</td>
<td>100</td>
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<tr>
<td>4. Local Contest</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>a. First</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>b. Top Five (2-5)</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### IV. School Activities

#### A. Grades

<table>
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<td>2. Top eight (2-8)</td>
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#### C. Athletics/Club Activities other than FFA per Semester

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#### D. R.O.P. Olympics

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<td>2. Top eight (2-8)</td>
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PITMAN CHAPTER FFA CONSTITUTION  
(Revised July of 2004)

ARTICLE 1 Name  
Section A. The name of this organization shall be the "Pitman FFA Chapter #512."

ARTICLE 2 Purpose  
The major purpose of this organization is to improve agriculture in the Pitman area by the following means:

1. To develop competent, aggressive, rural, and agriculture leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of young men and women in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual agricultural experience programs and establishment in agriculture.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertaking for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To encourage and practice thrift.
10. To participate in cooperative efforts.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

ARTICLE 3 Organization  
Section A. The Pitman Chapter of the FFA is a chartered local unit of the California Association of FFA, which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provision of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

ARTICLE 4 Emblems  
Section A. The emblems of the FFA shall be the emblem for the chapter.
Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the national organization of FFA.

ARTICLE 5 Membership
Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
3. Honorary, as defined by the national FFA constitution.

Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter and will be eligible to show at the local county fair if all other requirements are met, an active member shall be considered in good standing when:

1. They attend 6 out of 9 of the local chapter meetings.
2. They show an interest and take part in the affairs of the chapter.
3. They fulfill the duties of an active member by their membership on a standing or temporary committee.
4. Members will abide by the FFA Code of Ethics
5. All members must maintain at least a 2.0 G.P.A. to remain in the FFA

ARTICLE 6 Membership Degrees
Section A. There shall be four degrees of active membership in this chapter. These degrees are:

1. The Discovery Degree
2. The Greenhand Degree
3. The Chapter FFA Degree
4. The State FFA Degree
   a. All members holding the State FFA Degree are entitled to wear the regulation gold pin above the name.
5. The American FFA Degree

All Greenhands are entitled to wear the regulation Bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver
emblem pin. All members holding the State Degree are to wear only their degree charm on their jacket. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

**ARTICLE 7 Officers and Privileges**

**Section A.** The officers of the chapter shall be as follows:

President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel. The Advisor or Advisors shall be the teacher or teachers of agricultural education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

**Section B.** Officers shall be elected bi-annually by a majority vote of the members present at a regular chapter meeting, at the end of the school year and at the January meeting.

**Section C.** The officers of the chapter, together with the chairmen of the standing committee in charge of the major sections of the annual program of work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the Pitman chapter in accordance with action taken from time to time.

**Section D.** Honorary members will not vote nor shall they hold any office in the chapter except that of Advisor.

**Section E.** Chapter officers must hold the degree of Chapter FFA.

**Section F.** The duties of Chapter FFA officers are stated in the State FFA Constitution.

**Section G.** All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses two of those meetings unexcused then they will be removed from office. Also, any officer that does not maintain a 2.0 GPA will be asked to leave office.

**ARTICLE 8 Meetings**

**Section A.** Regular chapter meetings will be held once a month during the school year. At such time and place as is designated by the chapter executive committee. Special meetings may be called at any time.

**Section B.** The members present at a regular chapter meeting shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken.
committing the chapter to any proposal or action.

ARTICLE 9 Amendments
Section A. Amendments to the Chapter Constitution shall be submitted in writing to the Executive Committee for consideration at least one week before the regular monthly meeting. A two-thirds majority of those present at any meetings is required for adoption.

Section B. Bylaws may be adopted by a majority vote at any meeting with a quorum present.
GENERAL RULES GOVERNING PITMAN FFA MEMBERS
AT CHAPTER ACTIVITIES AND WHILE
WEARING THE OFFICIAL FFA JACKET

I. Procedure

A. Prior to entering an FFA activity governed by the rules or the
acquisition of the official FFA jacket, each FFA member will read a
copy of the rules and sign a statement indicating their intent to
follow the prescribed rules.

B. Each student entering a chapter activity must be accompanied by an
instructor or chaperon, and this person must be with their student
during the night, preventing noise or other disturbances that may
interfere with the welfare of other individuals. Every effort must
be made to maintain orderliness, quiet, and proper conduct at all
times. Any violations will be considered cause for disciplinary
action determined by the Chapter Executive Committee.

C. The activities that the Pitman FFA members will be allowed to
participate in are outlined in the Chapter Program of Activities.

II. General Rules

A. Members are prohibited from tobacco use and drinking alcoholic beverages
while wearing the FFA jacket, officially representing the organization, and
taking part in any official activity.

B. The use of, or possession of firecrackers or other explosives will be
grounds for immediate expulsion from the show or activity.

C. No member is to leave the grounds without the permission of his/her
instructor. No cars are to be used at any time without the approval
of the instructor in charge.

D. Gentlemen and Ladylike conduct is expected at all times. Obscene
language and roughhousing will not be tolerated at any time.

E. Students who are reported to the committee for neglect of stock will
be brought before the committee for appropriate action.

F. Appropriate dress will be required at activities participated in by
FFA. Girls shall be expected to use good judgment in dress and shall wear the
recognized uniform for girls when applicable. Shirts without sleeves, shirts or T-
shirts with insignia other than the FFA or acceptable names are forbidden.
G. Any display of overly affectionate attention between boy and girl members shall be discouraged by advisors. Persistent abuse of this rule shall be cause for suspension from the show.

H. It is highly recommended that any items that are valuable or will be a problem to lock-up, or be left at home; such as - large radios rings, more money than needed for the week, cowboy hats, expensive cowboy boots, etc.

I. Students must attend Pancake Breakfast, students who do not participate on Sunday of the Pancake Breakfast will not show. Prior arrangements can be worked out with Advisor if there is an extreme reason for not attending. This attendance is required because the FFA supports the County Fair financially for its members. This is our number one fund raiser and we expect everyone to help out.

III. Official FFA Jackets

A. The jacket should only be worn by persons who are members in good standing of the chapter.

B. It should always be kept clean and neat at all times.

C. The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual on the front.

D. It should be worn by officers and members on the official FFA occasions, as well as other occasions where the chapter is represented. It may be worn to school and other appropriate places.

E. The jacket should be worn only to places that are appropriate for members to visit.

F. School letters and insignia of other organizations should not be attached to or worn on the jacket.
G. The jacket should not be worn with garments bearing the insignia of other organizations.

H. When the jacket becomes to faded and worn to wear in public, it should be discarded or the emblems and lettering removed.

I. The emblems and lettering should be removed if the jacket is given
   or sold to a non-member.

J. When jackets are worn by members they should conduct themselves in a gentlemanly or ladylike fashion.

K. Members are prohibited from tobacco use and drinking alcoholic beverages while wearing the FFA jacket, officially representing the organization and taking part in any official activity.

L. All chapter degree, office, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and the American FFA Key should be worn above the name or attached to a standard key chain.

M. Violation of the above rules governing the use of the Official FFA Jacket, will warrant the Executive Committee to revoke the member's ownership of the jacket.

IV. Fair Exhibits & Exhibitors

A. You, your animal, and your chapter are on exhibit during the entire show. You will be expected to keep our exhibit area and adjacent aisles clean at all times.

B. Stalls must be cleaned, with old bedding put into the designated areas by 7:00 a.m.(This may change according to species). Keep the aisles clean at all times--this is a safety and health factor as well as a feature of your exhibit.

C. Each exhibitor is responsible for his or her own animals at all times. If he cannot be present he must have prior approval of his instructor to leave. The person designated to care for the animals must then
be present at the fair.

D. Destruction of property, not cooperating with employees of the show or cooperating groups all add up to a bad image—not that of a FFA member; thus, you will be expected to cooperate at all times.

**Exhibitors will be held responsible for damage to any facilities or equipment.**

V. Dormitory

A. Each fair has written dormitory rules as to the time each member is to be checked in. It is the member's responsibility to familiarize himself or herself with these rules and abide by them.

B. **You are expected to keep your dormitory area clean of garbage, your bed made, and the bunk area policed.**

VI. Disciplinary Action

A. **Individuals who have been found to have violated any of these rules** will be subject to disciplinary action by the Chapter Executive Committee and the advisors of the chapter.

B. If the violation warrants it, this committee has the authority to immediately bar the individual or individuals involved from any further FFA activities, ownership of official FFA jacket, and membership of the organization.

VII. Members in Good Standing

(The following policy is being implemented to protect the rights and opportunities of FFA students in the Agriculture Education program. Due to some very serious violations by students in the past, our chapter and department found it necessary to outline proper procedure for a member to be in good standing.)

Every member will start out in good standing. Only by their actions will their standing become unsatisfactory. We hope this statement will provide a clear understanding of acceptable conduct, attitude and procedure on the part of members.)
VIII. Officer Responsibilities

All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses 2 of those meetings unexcused then they will be removed from office. Also any officer that does not maintain a 2.0 GPA will be asked to leave office.

Officers must participate in the following activities, when they apply, based on time of election into office:
* Camp Sylvester
* Summer Officer Retreat
* Opening/Closing Contests
* COLC/Fall Leadership Conference
* Tri-Tip Fundraiser and Car Show Fundraiser
* FFA Banquet
* Parli-Pro Advanced Team

Officers must learn to work together as a team along with the advisors to accomplish the goals of the Program of Activities.
8. Recruitment Plan

Our department spends an ample amount of time each spring going out to junior high schools and elementary schools to recruit the future generations of agriculturists. We have events where we go for a petting zoo, recruit fairs, or events for incoming 8th graders at our high school. Our efforts revolve around getting the information out there to everyone involved in the process. We spend time having counselors coming into our classes to see what it is we do. We ask the administration to help secure our classes and numbers early on in the process. At the events for the students, we hand out letters, pamphlets and have current students on hand to answer any questions. We are currently revising our pathways so we will update our pathways hand out once courses are approved and set in stone.
March 15, 2015

Dear Parent(s) of Future Pitman High School Student:

Your son/daughter is entering into a very critical time in their life. It is important that they find an area of interest to become involved in at the high school. This involvement will keep your student interested in high school and increase their success. The agriculture department could be an area that your child might truly enjoy. The Agriculture Science 1-2 course is the best place to start. Through this course students will learn about the many areas of agriculture and the opportunities available to them. After they have explored these areas of agriculture, they can make better career choices and pursue them in more depth.

In addition, agriculture students have the opportunity to participate in the FFA. We travel to various colleges and compete in contests against other schools throughout the state of California. In addition we have a chance to meet and develop relationships with members from other chapters.

The FFA sponsors many different activities, such as roller-skating, swim party, softball tournament, volleyball tournament and fun monthly meetings.

The FFA has a great leadership development program in which the members can participate. This program is designed to help the students become excited about school and life, be able to deal with peer pressure and develop leadership skills that will allow them to be successful in life.

The agriculture department has many students participating in different opportunities. If you feel your son/daughter would like to participate in these activities then enroll them now in an agriculture class now in a class like Ag Science, Ag Geoscience, or Ag Engineering.

Please consider this our personal invitation for you to join us next year. Make an appointment today with a counselor to fit Agriculture into your schedule.

Sincerely Yours,

Pitman FFA
Classes

9th:
- Ag Science 1-2 *
- Ag Mechanics 1-2 **

10th:
- Ag Science 3-4 *
- Ag Welding 1-2 **

Advanced classes & pathways:
- Ornamental Horticulture:
  - Plants and Gardens*
  - Floral Design (ROP)
- Environmental Horticulture Science
- Forestry and Natural Resources:
  - Environmental Science*
- Animal Science:
  - Animal Care Technician*
  - Integrated Ag Biology*

- Ag Engineering:
  - Ag Mechanics
  - Ag Welding (ROP)
- Ag Business:
  - Ag Business & Technology
  - Ag Sales & Service (ROP)
  - Ag Occupation (ROP)

*Students meet one year Life Science towards graduation requirements.
**Students meet one year Physical Science towards graduation requirements.

*NOTE: Agriculture meets 3rd year PE requirement, and could count for one year fine arts requirement.

Activities

- Chicken BBQ
- Achievement Trip
- Community Service
- Ag In The Classroom

Fun Activities:
- Roller skating
- Softball
- Volleyball
- Christmas Party

Leadership Seminars:
- Greenhand Conference
- Made For Excellence
- Beyer Leadership
- Advanced Fall Academy
- Camp Sylvester
- State and National Convention

Career Development Events:
- Tulare COS Field Day
- MJC Field Day
- Merced Field Day
- Fresno State Field Day
- FFA State Finals, Cal Poly SLO

Fairs and Expositions:
- Stanislaus County Fair
- Cow Palace S.F. (min 6 students)
- California State Fair (min 6 students)

Why Choose Agriculture?

HANDS - ON EXPERIENCE
- Plant Propagation
  - Indoor & Outdoor Plant Production
  - Landscaping
- State of the Art Metal Fabrication/Power Mechanics
  - Shops
  - Large / Small Fabrication Projects
  - Latest Industry Welding Equipment
  - Engineering Concepts
- Science labs
  - Video Microscope Demonstrations
  - Animal Dissections
  - Ag Production Applications
- Field Study Tours
  - Nature Studies
  - Industry Tours
  - Career Exploration
  - College Opportunities

Leadership Opportunities

- Team Competition
  - Parliamentary Procedure
  - Opening/Closing Ceremonies
  - Career Development Events
- Individual Competition
  - Public Speaking
  - Livestock Showmanship
  - Fair Exhibits
  - Project Competition
- Leadership Development
  - Offices can be held from Local to National Level
  - Integrated Leadership Program

Practical Application

REAL LIFE SKILLS
- Leadership
- Communication
- Budgeting
- Record Keeping
- Inventory Control
- Computer Applications

STUDENT PROJECTS
- Livestock
- Crops
- Mechanics
- Horticulture
- Work Experience
Chapter Scrapbook

Pitman FFA Chapter does not currently have an up-to-date scrapbook on hand. Before my arrival at the school, the decision was made to keep all photos and records online to preserve funds for other activities. In my opinion, this is an area for improvement in this chapter for more exposure and record keeping.
10. Summer Activities Calendar

There isn’t a department wide summer calendar at Pitman High School. We have tried to get on board with google calendars but it didn’t pan out last year. I do keep my own calendar that includes teaching events like CATA conference, professional development, fair, and animal weigh days for all species to avoid double booking a scale or equipment.
11. Graduate Follow up Survey and Results

Since my arrival at Pitman High School, we haven't sent out a formal survey or method to follow up with graduates of students. We have asked our graduates to come back and informal talk to them about their plans for the future or what they are currently up to in their lives. Then we submit that information to the Calaged.org portal.
### California Ag Ed Online

**Post Graduate Follow-Up**

**Students by Graduation Year** (41 Students)  
2016

Only students with 3 or more years in Ag Ed will be shown in this list.

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**Quick Links**

- Log In
- Contact CalAgEd
- Record Book
- Help FAQ
- Media Center
- Brand Center

**Our Mission**

Agricultural Education prepares students for successful careers and a lifetime of informed voices in the global agriculture, food, fiber, and natural resources systems.

2016 California Agricultural Education

**Explore | Participate | Teach | Support**

Website powered by: Wieghat Graphics, Inc.
12. Comprehensive Program Plan

Our comprehensive program plan is on file within the Agriculture Department. It contains any and all information about the department. It has been updated slightly over the past few years but could be re-done with the changeover within the department.
13. Advisory Committee Agendas, Minutes, and Constitution and Bylaws

The Pitman Agriculture Department holds an Advisory Committee Meeting at least twice a year. The agenda is set by the Committee Chair and Ag teachers. Minutes are generated and sent out after the conclusion of the meeting. The fall meeting is set at out site and only includes those members specific to Pitman High School. In the spring there is a district wide meeting where everyone from our school site as well as Turlock High School, the other school in the district, come together to talk about needs at a district level with high level administration on hand like the board of directors.

As of now, there aren't a set of constitution and bylaws and there are any current members who know that there ever have been some set up.
Pitman High School Agriculture Advisory Committee
2014-2015

Don Borges
435 College Ave
Modesto, CA 95350
(209) 484-1982
borgesd@yosemite.edu

Jeff & Marie Lorenzi
985 Cedar Ridge Road
Turlock, CA 95382
209-581-6618
jefflorenzi@charter.net
MLorenzi@turlock.ca.us

Paul Fernandes
1365 Tawny Ln.
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Res. 664-0309
Bus. 608-2697
loineyefarm@aol.com

Kris Costa
California Milk Advisory Board
3800 Cornucopia Way, Suite D
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Email: kcosta@cmab.net

Alan & Kelley Day
1901 Waring Ave
Turlock, CA 95380
Kelley 209-988-1198
Alan 209-603-0122
kellcd@sbcsglobal.net

Melissa Miguel
8413 Bridgeport Dr
Hilmar, CA 95324
209-678-0996
melissamiguel2011@yahoo.com

Joaquin Amaral
Corrin (Amaral) Macedo
3213 S Sperry Road
Denair, CA 95316
Corrin Macedo
corrinm@stanfarmbureau.org

Ted Green
Winton Ireland Strom & Green
627 E. Canal
Turlock, CA 95380
TGreen@wintonireland.com

Scott & Dustin Parsons
Diamond Bar Arena
6055 Central Ave, Ceres, CA 95307
(209) 538-2704
PITMAN AGRICULTURE ADVISORY COMMITTEE

Agenda

November 2, 2016

Pitman High School 5:00pm-6:00pm

1. Welcome/Introductions
2. 1 Minute Teacher classroom Updates
3. State of the Department
4. School Farm Update
5. AIG Review
6. Review Pathways and proposed changes (Sequences of Courses) – Looking for your input
7. Your input/questions
8. Upcoming events - Interested in your input on what we can do in the public eye
9. Next meeting-District Advisory Meeting in Spring
Agriculture Advisory Committee Minutes
November 2, 2016

The Agriculture Advisory committee meeting of Pitman FFA chapter was called to order at 5:00 pm by Mr. Luke Gocke

Members Present:
  Kelly Day
  Alan Day
  Shane Parsons
  Jeff Lorenzi
  Marie Lorenzi
  Dustin Parsons

Members Absent:
  Paul Fernandes
  Melissa Miguel
  Joaquin Amaral
  Don Borges

Teachers Present:
  Luke Gocke
  Nicole Silveira

Report Section
Below is a summary of the discussions held based on the agenda for the meeting

Introduction of New Staff
This year Pitman FFA gained a new Ag Teacher Hail Bream, Ag Bio teacher. She will have a limited role in FFA/SAE projects though.

State of the Department
Teacher gave brief informational speech about how classes were progressing through the school year, current events within our department, upcoming events for the chapter, and how enrollment/numbers are doing within our chapter. The discussion was centered on class size being an issue for lab classes, limitations on space within our facilities, and how to proactively protect the teacher to student ration while not limiting participation.

Ag Incentive Grant Review
This year we were selected for Self-Review so our committee went over the AIG checklist, numbers, enrollment, activities, and participation. We discussed on the money is spent and why it is important for our chapter to be involved in many FFA/SAE experiences.

CRAEPC Grant
Our department was part of the Central Region Consortium and was preparing the list to be submitted for funding priorities. We had the list available for our committee to review and offer feedback. Informed our committee and what new items our department has gotten so far.

School Farm
There is a new barn out at our school farm. The committee discussed options for fundraising, how to get teachers, classes, and students out at the farm more often and logistics ideas. Teachers informed the committee about upcoming SAE projects and updates for the farm.

Career Pathways/Certifications
After the new UCCI curriculum was released the committee spent some time dissecting how we can improve our pathways, ideas to publicize the new classes to administration/district personnel, and informed them about progressing our pathways/classes in make more sense logistically, educational, and sustainably.

Dinner was served and the meeting adjourned at 6:05pm
14. Proficiency Standards

Each class and pathway has a unique set of proficiency standards. The list of all proficiencies can be found in the comprehensive program plan tab “L.”

I attached the proficiencies that are included in my teaching assignment this year.
Agriculture Mechanics Proficiencies

Basic Agriculture Mechanics

1. Select the proper method of joining metals and materials.
2. I.D. the tools, materials, and machines found in the typical shop.
3. Demonstrate the care, use, and maintenance of the tools, materials, and machines found in the typical shop.
5. Compute a bill of materials.
6. Develop a cutting list for a shop project.
7. Demonstrate shop safety and pass a written safety test.
8. I.D. shop hazards and eliminate them before accidents occur.
10. Demonstrate knowledge of rope knots by tying several useful knots.
11. Prepare a working drawing showing the top, end, and front views of a shop project.
12. Explain the methods of painting, types of paint, their uses, and cleanup procedures.
13. Select the most adequate (cost & quality) supplies (lumber, metal, hardware, etc.).
14. Demonstrate safe operation of shop tools.
15. I.D. types of threads and demonstrate the use of taps, dies, and tap drills.
16. Measure and thread pipe, and correctly I.D. the more commonly used fittings.
17. Demonstrate use of concrete and masonry tools.
18. Assemble an electrical wiring board or display as per instructor.
19. Complete an individual wood project of their choice demonstrating skills obtained in course. (Year 1)
Ag Welding Concentration

20. Demonstrate welding safety and pass a written safety test.
21. Demonstrate safe operation of all types of electric and gas welding equipment.
22. Perform welds on materials in various welding positions (flat, horizontal, vertical, and overhead, etc.)
23. Demonstrate welding, brazing, and hard surfacing on various metal surfaces.
24. Evaluate equipment and materials as to their best use, value, and cost.
25. Select the correct and/or the most cost-effective equipment and materials for a given job.
26. Compare different welding procedures and accessories.
27. Select the most economical and convenient method of cutting metal for a given situation.
28. Evaluate different welding procedures.
29. Select the correct welding procedure for a given job.
30. Construct a small individual project demonstrating abilities in welding fundamentals (Year 2)
31. Work independently on a large complex agriculturally related project. (Year 3 & 4)

Small Engines Concentration

32. Demonstrate small engine safety and pass a written safety test.
33. I.D. and apply the basic principles of operation of the internal combustion engine.
34. I.D. engine parts and comprehend systems.
35. Analyze common engine failures and calculate costs to solve typical engine problems.
36. Demonstrate correct system adjustment techniques.
37. Disassemble and assemble a small engine.
38. Overhaul small engines using the correct tools and procedures.
39. Demonstrate the use of manuals and operation instructions.
Program Completion Standards for four year completers in Animal Science

Students will:

1. Be able to use basic tools for castration in all species.
2. Be able to give all three types of shots (intramuscular, sub-Q, intravenous)
3. Be familiar with different types of breeding systems (AI, ET, Natural)
4. Know vaccination schedules for common diseases in large animals.
5. Be familiar with different types of identification methods.
6. Know basic temperatures, respiratory rates and signs for a healthy animal.
7. Compute feed rations.
8. Be able to identify 20 different feed ingredients.
9. Know proper breeding ages, gestation periods, and nutrition needs.
10. Know life cycle of common internal and external parasites.
11. Will be able to recognize common diseases.
12. Will understand genetics (heterozygous and homozygous)
13. Know parts of live animals.
14. Have record keeping skills
15. Know daily gains and cost per pound of gain.
16. Knowledge of how to judge animals.
17. Different production areas within each species.
18. Recognize different breeds and what they are used for.
19. Computer programs related to animal science and production.
20. Know how to do a research project.
21. Understand registered or pedigree and grade or commercial, so they can.
22. Recognize and identify common breeds within each species.
23. Proper and safe use of restraint tools.
24. Know how to handle and thaw semen.
25. Know how to do basic veterinary skills.
15. Teaching Credentials

I hold the following teaching credentials:

- Single Subject Teaching Credential in Agriculture
- Specialist Instruction Credential in Agriculture

Both of these credentials are now cleared through the “Teacher Induction Program” spring 2016.
Commission on Teacher Credentialing

Educator Information:
- Last Name: DOE
- First Name: LUC
- Middle Name: PULL

Document Information:
- Document Number: 140039862
- Document Title: Single Subject Teaching Credential (Agriculture)
- Status: Valid
- Issue Date: 12/31/2014
- Expiration Date: 12/31/2024
- Grade: AE
- Special Grade: 5B21968 (Title 5, Subtitle D, Part 8)

Authorization / Subjects

1. **Authorization Code**: R342
   - **Authorization Description**: This credential authorizes the holder to teach agriculture in grades twelve and below, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.
   - **Subject Code**: AE
   - **Subject Description**: Agriculture
   - **Major Field**: MA

Renewal Requirements:

Please disregard any 11 digits you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1. **Renewal Code**: R20
   - **Renewal Description**: To renew this credential, the holder needs to submit an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

2. **Renewal Code**: R13P
   - **Renewal Description**: The loss of this credential is imprisonment by the loss of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Employment Restrictions:
- No Records

---

Commission on Teacher Credentialing

Educator Information:
- Last Name: DOE
- First Name: LUC
- Middle Name: PULL

Document Information:
- Document Number: 180094723
- Document Title: Single Subject Teaching Credential (Agriculture)
- Status: Valid
- Issue Date: 1/12/2019
- Expiration Date: 1/12/2024
- Grade: AE
- Special Grade: 5B21968 (Title 5, Subtitle D, Part 8)

Authorization / Subjects

1. **Authorization Code**: R185
   - **Authorization Description**: This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, and in classes organized primarily for adults.
   - **Subject Code**: AE
   - **Subject Description**: Agriculture
   - **Major Field**: MA

Renewal Requirements:

Please disregard any 11 digits you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1. **Renewal Code**: R20
   - **Renewal Description**: To renew this credential, the holder needs to submit an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Employment Restrictions:
- No Records
The calendar of activities is created by the FFA advisors and officer team at our annual officer team retreat before the school year. It is mass printed, given to all students, and displayed in every Ag class.
Pitman FFA Schedule of Events

August
20-Carcass Contest
26-Cookie Dough Kick Off
30-Chapter Meeting
31-CATA Meeting

September
1-Greenhand Conference
9-Cookie Dough $ Due
17-Ford Drive 4U
23/24-Project Competition
27-Chapter Meeting
30-Wine & Cheese Fundraiser

October
1/2-COLC
4-Oakdale O & C
10-Drive Thru BBQ Tickets Kickoff
12-Newman O & C
19/24-National Convention
26-BBQ Ticket $ Due
22-Chapter Meeting

November
1-Can Food Kick Off
3- Drive Thru BBQ
15- Admin Night @ MJC
16/17-New Professionals
18/19-CATA Regional Meeting
30-Chapter Day of Service
30-Sectional Ice Skating

December
2-Christmas Parade
7-Chapter Meeting

January
18-Superday @ Turlock
25- Chapter Meeting

February
10- Regional speaking Contest
11-Merced Welding Contest
16-World Ag Expo
23-FFA Day
21-Chapter Meeting
25-Regional Meeting

March
4- UC Davis Field Day
7/10-Sacramento Leadership Experience
10/11- Chico State Field Day
14- State Degree Ceremony
18-Merced Field Day
25- MJC Field Day
28-Chapter Meeting

April
12-Sectional Luau @ Pitman
20/25-FFA State Conference

May
5/7-State Finals
22-Chapter Meeting
17. Professional Growth and Development

During my two and a half year teaching career I have participated and been involved with the following events:

- CATA Summer conference
- New Professional Institute
- CATA Roadshow
- Weekly, Professional Learning Community Meetings
- Sectional and Regional CATA Meetings
- Teacher Induction Program
- Site Faculty and Staff Meetings

I have also attended Training sessions at Modesto Junior College for the Central Region Agricultural Education Career Pathways Consortium grant.
18. R-2

The department chairs is responsible for making sure all the data is sufficient to submit to the state. The teachers are responsible for signing up their class. As a department we reserve the computer lab all day and each period we go have each class sign up for the R-2 now that it is all done online.
New Student Account

Contact Information

First Name: 
Last Name: 
Address: 
City: 
State: 
Zip Code: 
Grad Year: 
Email: 
Home Phone: 
Cell Phone: 
Cell Center: 
Gender: 
Ethnicity: 
Race: 
DOB: 

Course Information

Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.

New Course: Viticulture (Silvera) 
Class: Y 1 Y 1st Semester 
Semester: Add Course

No courses have been added for this school year.
19. Travel Requests

In the event we need to go on a trip for a FFA event that requires students to miss school and/or stay somewhere overnight that is out of district area, we need to submit the following paperwork.

- Excused List Request
  - Students not in good standing may not attend
- Permission Slip
- School Business Agreement
**SBA (School Business Agreement) Request**

Name/s

Task/ Project

Where

Date/s (from – to)

Strategy

Justification

Funding Source

# of Periods 0 Day(s)

Sub Needed ☐ Yes ☐ No

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<thead>
<tr>
<th>Estimate of Expenses</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Substitute</td>
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<tr>
<td>Registration</td>
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<tr>
<td>Lodging</td>
<td>$</td>
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<tr>
<td>Meals</td>
<td>$</td>
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<tr>
<td>Travel: District Vehicle</td>
<td>$</td>
</tr>
<tr>
<td>Air Fare or Bus</td>
<td>$</td>
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<tr>
<td>Other</td>
<td>$</td>
</tr>
</tbody>
</table>

Description of Other Expenses:

$  

TOTAL ESTIMATED EXPENSES

$  

Employee Signature          Date

Department Head Signature    Date

Principal Signature          Date

Date SBA Entered:
REQUEST FOR STUDENTS TO BE CLEARED FROM CLASS(ES) ON THE FOLLOWING DAYS!

DEPARTMENT/TEACHER(S) AGRICULTURE

REASON:

<table>
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<tr>
<th>Date</th>
<th>A Period thru 6th</th>
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</table>

Instructor/ Advisor Signature ____________________________

Administrator Signature ____________________________
Pitman FFA / Agriculture Department
Voluntary Excursion/Field Trip
And Medical Authorization

Dear Parent/Guardian,

Your child will have the opportunity to participate in voluntary off-campus field trips/excursions. These activities may include but are not limited to:
• animal project visits
• *hardware store
• *local businesses
• *conferences/meetings
• *entertainment events

As stated in California Education Code Section 35330, I understand that I hold Pitman High School its district agents and employees harmless from any and all liability or claims, which may arise out of or in connection with my child's participation in this activity.

In the event of illness or injury, I do hereby consent to whatever X-ray, examination, anesthetic, medical, surgical, or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, dentist and performed by and under the medical supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services.

I further understand that participants are to abide by all school rules and regulations for the duration of this trip. Any violation of these rules may result in this individual being sent home at the expense of his/her guardian and may be denied the opportunity to participate in future activities of this nature.

STUDENT'S NAME: ___________________________ GENDER: ______

AGE: _______ GRADE: _______ ID: _______ BIRTHDATE: _______

HOME #: _______ 5924 STUDENT CELL #: _______ 5900-432-6699

HOME ADDRESS: _____________________________ CITY: _______ STATE: _______ ZIP: _______

EMERGENCY CONTACT: _______________________ RELATION: _______ EMERGENCY #: _______ 5900-432-6699

PRIMARY INSURANCE CO: ____________________ POLICY #: _______ PHONE #: _______ 5900-432-6699

FATHER'S NAME: ____________________________ WORK #: _______

MOTHER'S NAME: ____________________________ CALL WORK #: _______

KNOWN ALLERGIES: __________________________

PREVIOUS TREATMENT AT EMANUEL HOSPITAL: YES NO

I hereby give my consent for the above named student to go with and be supervised by a representative of Pitman High School on any field trips. In case this student becomes ill or injured, you are authorized to have the student treated and I authorize the medical agency to render treatment.

WE HAVE READ AND FULLY UNDERSTAND THE PITMAN AG DEPT. AGREEMENT.

Parent (Guardian) Signature: ___________ Date: _______ 9/12/16

Student Signature: ___________ Date: _______ 9/12/16

PHYSICIAN NAME: ___________________________ PHONE #: _______

A medical card to present pursuant to (1) all students must bring this form, (2) All drugs, including those which must be kept on the students premises for emergency use, must be kept and distributed by staff, (3) If student is in need of medication, please consult your physician, (4) If any medications are to be taken by the student, they should be kept in a separate secure place, and are under the responsibility of the student, (5) If there is any medical condition requiring assistance, the staff is not responsible for providing care, (6) Any medications are to be taken by the student, (7) Any care is provided by the student, (8) Any medications are to be taken by the student.
20. CATA Membership

I have been a paid member of CATA since the 2013-14 school year.
21. Report to Administration

Having full support of the school board and administration is an important element to Pitman's success. We constantly strive to keep the administration involved with everything we are doing. This year and annually we present to the School Board twice. Once after the National convention trip and the other for our end of the year banquet. The site administration are always getting emails from our officer team about our activities and participation at events.
22. Five Year Acquisition Plan

The five year acquisition plan outlines the planned purchases the department would like to get that would be a necessity for continued growth, success and development. The list is developed by the advisors then feedback is given by the advisory committee.
23. Current Operating Budget for Department

At the end of each year the department chairs request what they will need the next school year. The money for the school year is disburse within the first month of school. Each department gets a certain amount from their site. The department chair then has the responsibility to use that money as necessary for your department. Being a class within the Career Technical Education realm we also get other sources of money. The district money (AIG, Perkins, CRAE CPC Grant) are all handled through our CTE Director. We request what we need and when then they tell they sites yes you have money for that or no you don’t. Also, each class has their own ASB account for their class. For example I have ASB money for my Ag Mechanics and Ag Welding classes. I can use this money to buy supplies or things for my class as needed but I have to fundraise myself for that money. The students FFA ASB account is monitored by the FFA treasurer as well as the FFA Advisor. They manage the student’s funds and process that money for conferences as well.
# Pitman FFA

## 2016-17 School Allocated Funds

### ***Proposed Budget***

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<th>Days</th>
<th># of Subs</th>
<th>Cost</th>
<th>Total</th>
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<td>9/1 Greenhand Conference</td>
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<td>1</td>
<td>120</td>
<td>$120.00</td>
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<tr>
<td>9/23 Project Competition</td>
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<td>120</td>
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<tr>
<td>10/19-21 National Convention</td>
<td>3</td>
<td>1</td>
<td>120</td>
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<tr>
<td>11/16-17 New Professionals</td>
<td>2</td>
<td>1</td>
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<td>11/18 Fall CATA Road Show</td>
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<td>Jan MFE/ALA</td>
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<tr>
<td>2/10 Regional Speaking Contest</td>
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<td>4/24-25 State Conference</td>
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<td>5/5 State Finals</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Miscellaneous Emergency Funds</td>
<td>3</td>
<td>1</td>
<td>120</td>
<td>$360.00</td>
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</table>

**Sub Total** 2,880.00

**Teacher Conference "stuff"**

| Meals, registration, etc.        |       |         |      | 200.00 |

**Department Office Supplies**

| Sub Total                        | $205 per teacher | $       | 620.00 |

**Classroom Supplies**

| D101 & 104                      |       |         | 1,000.00 |
| D105                            |       |         | 1,000.00 |
| H101                            |       |         | 500.00   |

**Sub total** 2,500.00

**Fuel**

| Travel for FFA/SAE/CATA         |       |         | 800.00   |

**Total** 7,000.00
24. Budget Process

There are three different ways to process money and get money for your budget. If you want to get something from the site allocated funds all paperwork needs to go through the department chair. If you have a request for the ASB accounts that needs to go through the department chair or FFA advisor. Any funds from the state or federal level need to be processes through the district office. Most all request start and end with the department chair.
<table>
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<th>LN #</th>
<th>VENDOR'S ITEM #</th>
<th>QUANTITY</th>
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**SUBTOTAL**: 0.00
**TAX**: 7.625% 0.00
**SHIPPING**: 10% 0.00
**ESTIMATED TOTAL**: 0.00
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<th>TEACHER NAME</th>
<th>NAME</th>
<th>DATES</th>
<th>YOUR NAME OR DEPARTMENT</th>
<th>PO NUMBER</th>
<th>DESCRIPTION</th>
<th>PAYMENT AMOUNT</th>
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PO beginning balance:------------------------
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<td>Not to exceed $2,000</td>
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Our Purchase Order Number must appear on all invoices, shipping papers & packages

Authorized Signature: Luke Locke

White Copy - Vendor
Yellow Copy - Department
25. Chairperson’s Duties and Responsibilities

The department chair is responsible for being the representation for that department on campus. They are required to submit the budget, facilitate conversation among department and administration as well as represent the department’s interest at staff meetings.
Agriculture Department Meeting
Wednesday, August 17, 2016

- **Department**
  - Chart of Responsibilities
  - Proposed Budget
  - Our concerns with classes
  - CTE Meeting (9/1)
    - 3pm
    - Library
    - Our concerns?

- **FFA**
  - Beef Carcass Contest (8/20)
    - Attendance??
  - Cookie Dough Fundraiser (8/26)
    - Fundraiser Request Submitted
    - Set up
    - Order Forms
    - Alumni help
  - Officer Team/Executive Team
  - Chapter Meeting (8/27)
    - BBQ to cook
    - Bounce House
    - Committee Meetings
    - ????
  - CATA Meeting @ Hughson (8/31)
    - Payment
  - Greenhand Conference (9/1)
    - Who is going
    - Flier
    - Sign up
Agriculture Department Meeting
Monday, September 12, 2016

- **Department**
  - POs
  - SBAs
  - Subs

- **FFA**
  - Ford Drive 4U
  - Opening & Closing (Oakdale & Newman)
    - Register
    - Layout/Teams
    - Travel
  - Wine & Cheese
    -
    -
    -
  - Officers/Chapter Meeting
    -
    -
  - Project Comp
    - Due/turn in
    - Local competition
Agriculture Department Meeting
Monday, October 31, 2016

- Department
  - POs
  - SBAs
  - Advisory
    - POA for 11/15 deadline
    - Dinner for Advisory
    - RSVPs
  - MJC Admin Night
    - RSVPs
    - Register

- FFA
  - Section Work Day-11/9
    - Sign Ups-How many?
    - Field Trip Form
    - What to bring?
    - Anything else
  - Speaking Events
    | Parli Pro | x |
    | Job Interview | x |
    | Inpromptu | x |
    | Extemporaneous | x |
    | Prepared | x |
    | FFA Creed | x | x |

- Keys Pancake Breakfast
  - Sign Ups
  - Rides
- Canned Food Drive
  - Deets
Agriculture Department Meeting
Monday, November 14, 2016

- **Department**
  - POs
  - SBAs
  - Advisory Follow Up
  - MJC Admin Night Follow Up
  - Board Meeting Follow Up
  - Road Show
    - SBA
    - Travel
    - Hotel
    - Classes for CRAECPC
  - New Professionals
    - Travel
    - SBA

- **FFA**
  - Chapter Meeting
    - Sign Ups
    - Travel for dropping off bags
  - Sectional Ice Skating
    - Numbers
    - Money
    - Sign Ups
  - Public Speaking
  - Christmas Parade
Agriculture Department Meeting
Monday, December 5, 2016

- **Department**
  - POs
  - SBAs

- **FFA**
  - Chapter Meeting-Midyear banquet
    - Cake
    - Decorations
    - Wrecking crew
    - Officer team
    - Meeting binder/script
  - Ringing the bell
  - Winter Break plans/update
26. Chart of Responsibilities

Each summer the department gathers together for a post year reflection and pre year preparation. One item on the discussion list is who will be doing what or responsible as the lead for what events this school year. During this portion we go over events, roles, responsibilities, and calendar. The chart of responsibilities serves as a guide and reference throughout the school year.
Pitman High School  
Agriculture Department  
2016-17 Chart of Responsibilities

<table>
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<tr>
<th>Courses</th>
<th>Silveira FFA Advisor</th>
<th>Gocke Dept Chair</th>
<th>Bream Ag Teacher</th>
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<td>Vineyard</td>
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<td>Garden/Turf Plots</td>
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<td>Shade Structure</td>
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<td>Greenhouse</td>
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<tr>
<td>Turlock Unified School Farm</td>
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<tr>
<td>Sheep/Goat/Beef Farm Facility</td>
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<td>Swine Farm Facility</td>
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<tr>
<th>School/Community Activities</th>
<th>Silveira</th>
<th>Gocke</th>
<th>Bream</th>
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<tbody>
<tr>
<td>Back to School Night</td>
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<td>Osborn Animal Day</td>
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<td>Occupational Olympics</td>
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<td>Livestock Boosters Liaison w/ Alumni</td>
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<td>Articulation Agreements</td>
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<td>Turf/Ag Mech/Small Engines/Welding</td>
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<td>DHIA Dinner</td>
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<td>Chapter POA -- Lead</td>
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<td>8th Grade Recruitment</td>
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<td>Chatom AgDay</td>
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<td>Ag Edventure</td>
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<td>Senior Awards Night</td>
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<td>Think Pink Thursday</td>
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<td>FFA Day</td>
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<td>Staff Burrito Breakfast</td>
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27. Substitute Teacher Procedure and Plans

The protocol for getting a substitute teacher is as follows:

- Create an absence using Aesop, the online sub system
- Complete a Teacher Absence Slip and submit for school record

I will leave the sub plans in my “Sub Binder.” I keep track of all my plans and have the sub fill out reports on how the day went. I leave an assignment for each class period and keep the assignments organized in separate folders.
Sub Binder

Mr. Gocke

D101
Welcome to the Ag Shop! Thank you for taking care of business today! My roll book is black and located on the teacher station. Each period is marked with a tab for taking attendance. Please mark attendance in this book, as well as the sheet you turn into the office each day. I am required, by law, to keep a handwritten record of attendance too. Only one student can be in the bathroom and the other person is the pass, please.

My classes are aware that I will have a substitute teacher. Their behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties (Anna at x121.) Please give me a description of each class and their behavior.

Please write down any student by name which gives you any trouble.

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<tr>
<th>Name</th>
<th>Period</th>
<th>Issue</th>
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Each class (except 4) will need to get a pink ASTS at the start of class. They spend about 5 minutes or so filling it out while you take roll & get the papers ready or whatever else.

**Periods 1 & 2 - Ag Engineering**

1. The class may need about 5 minutes in the beginning of class to fill out their ASTS (pink sheet of paper and turn it in.)
2. Please pass out the Big Hero 6 worksheets.
3. These will be extra credit and due before they leave.
4. Play the Big Hero 6 movie for the duration of the period.

**Period 2 - Ag Science**

1. The class may need about 5 minutes in the beginning of class to fill out their ASTS (pink sheet of paper and turn it in.)
2. Please pass out the Big Hero 6 worksheets.
3. These will be extra credit and due before they leave.
4. Play the Big Hero 6 movie for the duration of the period.

**Period 4 - Pride Time**

Study Hall Period - Students have the period to work on any and all homework they have.

**Period 5 & 6 - Ag Welding**

1. The class may need about 5 minutes in the beginning of class to fill out their ASTS (pink sheet of paper and turn it in.)
2. Please pass out the Big Hero 6 worksheets.
3. These will be extra credit and due before they leave.
4. Play the Big Hero 6 movie for the duration of the period.
Monday, October 3, 2016
Substitute Lesson Plans – Mr. Gocke

Good Morning and thank you for teaching my classes today!

Welcome to the Ag Shop! Thank you for taking care of business today! My roll book is black and located on the teacher station. Each period is marked with a tab for taking attendance. Please mark attendance in this book, as well as, the sheet you turn into the office each day. I am required, by law, to keep a handwritten record of attendance too. Only one student out at time for the bathroom and the silver person is the pass, please. My classes are NOT aware that I will have a substitute teacher. ☝️ Their behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties (Anna at x1121.) Miss Silveira (D105 or x4105) & Mrs. Bream are the 2 other Ag teachers on campus and can help as needed as well. Please give me a description of each class and their behavior.

Please write down any student, by name, which gives you any trouble.

<table>
<thead>
<tr>
<th>Name</th>
<th>Period</th>
<th>Issue</th>
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</table>

Each class (except 4) will need to get a pink ASTS at the start of class. They spend about 5 minutes or so filling it out while you take roll & get the papers ready or whatever else.

Periods 1 & 2- Ag Engineering

1. Pass out the Modern Marvels Tesla Worksheet  
2. Please play the Modern Marvels Tesla Video.  
3. Worksheet due as the students leave class.

Period 3- Ag Science

1. Please pass out the FFA Unit Wrap Up  
2. Students have the period to work and turn this end at the end of class  
3. They can use their phones if you're ok to look things up  
4. Group work is okay too if you don’t mind a little noise

Periods 4- Pride Time

1. Pass Out behind the wheel packet and have them read  
2. Study Hall if they finish early

Period 5 & 6- Ag Welding

1. Students have a OFC Series Packet that is multiple worksheets to be working on. They have the period to work and look up answers in the textbook.
My TAs are:
2nd period-ariel, he can help too but its fine for him to just have a study hall period
6th period I have 3 girls, Kayla Brady, Haley Acree, and Haley Atwood (ewe) they may work in here or
go down to Ms. Silveira to help her during 6th period.

No students should go into the welding shop for any reason (D104!!!!!!) or out back!!!! I have the same
students throughout the day who are working on projects but they are NOT allowed to work on them
until I get back!

My schedule is:

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>755-844</td>
<td>1-Ag Engineering</td>
</tr>
<tr>
<td>851-940</td>
<td>2-Ag Engineering</td>
</tr>
<tr>
<td>947-1036</td>
<td>3-Ag Science</td>
</tr>
<tr>
<td>1043-1126</td>
<td>4-Pride Time</td>
</tr>
<tr>
<td>1126-1156</td>
<td>Lunch</td>
</tr>
<tr>
<td>1203-1252</td>
<td>5-Ag Welding</td>
</tr>
<tr>
<td>1259-148</td>
<td>6-Ag Welding</td>
</tr>
<tr>
<td>155-244</td>
<td>7- Prep</td>
</tr>
</tbody>
</table>

I hope you have a great day with my students!

Thank you!

Luke Gocke
28. Program Completer

The guidelines for a program completer are a student who is enrolled and active in the Agricultural Department all four years of high school. There isn't too much more to the process than that, which is an aspect for further evaluation and development. The students earn a FFA sash they wear at graduation.
29. 2+2 Agreements

Pitman FFA has a few 2+2 Agreements with Modesto Junior College (MJC.) My Welding and Ag Engineering classes are both articulated with MJC. We have a leadership component, floral class, and horticultural class (on hold this year.)
April 13, 2016

Pitman High School
Rod Hollars, Principal
Krista VanNess, Instructor
Nicole Silviera, Instructor
Luke Gocke, Instructor
2500 W. Christoffersen Pkwy
Turlock, CA 95382

Articulation Approved

Greetings,

The articulation of AG 100A – Leadership in Agriculture / AG 349B – Work Experience
Agriculture with Pitman High School and Modesto Junior College has been approved and will
be valid through summer 2019, once we receive the signed Early College / Tech Prep 2+2
agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College
Early College / Tech Prep 2+2
435 College Avenue
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call the office at, 575-7858.

Sincerely,

Flerida Arias
Director
ariasf@mjc.edu
April 13, 2016

Pitman High School
Rod Hollars, Principal
Luke Gocke, Instructor
2525 W. Christoffersen Pkwy
Turlock, CA 95382

Articulation Approved

Greetings,

The articulation of AGM 210 – Agriculture Welding with Pitman High School and Modesto Junior College has been approved and will be valid through summer 2019, once we receive the signed Early College / Tech Prep 2+2 agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College
Early College / Tech Prep 2+2
435 College Avenue
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call the office at, 575-7858.

Sincerely,

Flerida Arias
Director
ariasf@mjc.edu
Articulation Approved

Enclosed are copies of the articulation agreement for AGM 210 – Agriculture Welding and AG 100A – Leadership in Agriculture / AG 349B – Work Experience Agriculture at Pitman High School. The attached articulations will be valid through summer 2019.

Thank you for your efforts. Early College / Tech Prep 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the office at 575-7858.
Date:       June 16, 2016
To:         Luke Gocke, Instructor
From:       Florida Arias/Nichole Loera
            Early College/Tech Prep 2+2
Subject:    Articulation Agreement

Articulation Approved

Enclosed are copies of the articulation agreement for EHS 50 – Beginning Ornamental Gardening at Pitman High School. The attached articulation will be valid through summer 2019.

Thank you for your efforts. Early College/Tech Prep 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the office at 575-7858.
30. Reimbursements Process

As a department we have made the decision to not use personal money to purchase school supplies so we don’t need to go through the lengthy and difficult process for getting a reimbursement. If we use personal funds for something related to school it must be reimbursed through the ASB account as that process is much easier and efficient.