Masters of Agriculture Education

AGED 539

Teacher Internship Report

Codee Bontrager
Dinuba High School
Winter 2018
Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: _9C_.

Goal or Purpose of the Project:
My goal for this project is to create a graduate follow-up survey for your seniors. The purpose of the survey is to collect data about the student’s overall experiences within Dinuba Ag Department, future education/work plans and areas of weaknesses/ strengths.

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

- Develop a Graduate Follow-Up Survey for Dinuba Ag Department
- Transition from a paper survey to an electronic survey
- Have soon to be graduating seniors take the survey
- Collect and record the data of the survey

Estimated number of hours on this project: __90__.

Estimated expenditures ($) on this project (your costs): There is no expense.

Proposed timeline for completion of the project:

- August 2016 – June 2017

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
I plan on informing my committee chair of my progress by emailing her throughout my proposed timeline of what I have been doing as well as attaching any documents that I have.

* Please refer to TAB 12 of my Expected Supporting Completion Materials to view my Improvement Project.

For Office Use Only:
Project Approved By: ________________________________
Date of Approval: ________________________________
Quarter student will enroll in AGED 539: ________________________________
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Curriculum & Instruction
Quality Criteria 1 - Curriculum and Instruction

The Dinuba High School Agriculture Department meets the quality criteria in the following ways: the use of agriculture education core curriculum, technology, texts, facilities, instructional strategies, equipment, learning experiences, courses offered, hands-on learning, student projects, guest speakers, needs assessment, and so on. Each of the quality indicators is discussed in detail and how they are met within each criterion.

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

Dinuba High School Agriculture Department meets this criterion by having three distinct agricultural pathways in a full spectrum three-circle format. Agriculture Pathways include: Animal Science, Plant Science, and agriculture Mechanics. In each pathway students are required to complete a rigorous curriculum focused on the state standards and that incorporates the core curriculum into our existing curriculum where appropriate. When writing new curriculum the cluster standards are inserted into the appropriate areas as required. For example, the floral design curriculum includes the Ornamental Horticulture Cluster Standards placed in the appropriate sections of instruction as seen in the pacing calendar.

Supervised agricultural experience projects are expected for all students in our program. On-site facilities are available to help students conduct a wide variety of projects at the school if they are unable to do so at their homes. This portion of their grade accounts for five percent of the total grade.

Furthermore, students in all pathways have access to a plethora of FFA leadership activities including business meetings, social activities, marketing in fundraising, community service, public speaking, and outreach activities. These allow for leadership development and personal growth. Participation in five activities per semester account for ten percent of a student's grade.

Example: Agriculture Course Outlines, Pacing Calendar for Floral Design, & Program of Activities.
Quality Criteria 1B

The career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathways and course sequences.

As evident in our course outlines, our units covered in each course are closely aligned to the state standards for Career Technical Education. Pacing calendars show the curriculum planned for each course and most show the alignment to the career pathways. Our department is currently realigning these pacing calendars to the common core standards, which should be done by 2015. Agriculture Biology is also realigning to the Next Generation Science Standards. The basis is always the course outline in our CTE standards.

Example: Pacing Calendars and Course Deadlines

Quality Criteria 1C

Career paths in agriculture have been identified and can be found on a chart or diagram in the program plan.

Our department uses our Career Pathway Flyers for students, counselors, as well as in recruitment and parent outreach. There is a pathway flyer for each of the three main pathways that students can complete in our program. The pathways has a list of courses to be completed, examples of FFA and SAE projects aligned to the career path, and options for careers focused on that industry. Many of our students end up completing multiple pathways because of the overlap (such as Ag Science and Ag Biology being shared in both the animal and plant science pathways, and Landscape is required for both Plant Science and Ag Mechanics) and we hope that our students graduate with a well-rounded knowledge of the agriculture field.

Example: Agriculture Career Pathway Flyers

Quality Criteria 1D

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

Students at Dinuba High School are encouraged to select multiple pathways to complete during their tenure. Upon entry as eighth graders, students select pathways aligned to their career goals and interest. This can be seen on the pathway selection chart. In their four years students track their progress on their emperor reports which they receive from the counseling office every two weeks. This constant encouragement to be
career and future focused keeps students on track. Completing a pathway earns the students a special certificate and pin showcasing their special interest.

Dinuba High School currently has a list of the agriculture courses necessary for any pathway. The Agriculture Career Pathway flyers are provided to all counselors so that they may best advise our students as to the proper order of agriculture courses so that they complete their desired agriculture pathway. The master schedule includes the list of classes available for each grade level so that students can choose a course that follows their designated agriculture pathway.

Example: Dinuba High School Pathway selection sheet and Emperor Report

**Quality Criteria 1E**

*Agriculture Career Awareness information is included in every course.*

In each course outline for the Dinuba Agriculture Department, there is a specific standard for agriculture careers. Students research career opportunities, job outline, income potential and education required for a variety of employment opportunities in the particular industry. For floral design this might include production, wholesale/auctions, garden/retail, special event design, or limited service shops. It is important for students to be aware of all career areas available through agriculture. For some capstone ROP (TCOVE) courses, the Professional Portfolio is a necessary component to develop this exposure. Our Landscape class will meet and speak with industry professionals and tour their working grounds. Our vet science class will take a field trip to a large animal veterinary clinic and speak with the on call veterinarian. All classes focus on the importance of what they are learning in the classroom and can tie that directly to employment opportunities in the industry.

Example: Pathway Flyers, Pacing Calendars, and Course Outlines

**Quality Criteria 1F**

*The agriculture department utilizes computer hardware and software as an instructional tool.*

The Dinuba High School Agriculture Department has a computer lab within the main building (North Office) and the Career Center (South Campus). We have a compilation of resources that include many software and hardware programs for improving the quality courses. We are constantly building our resources and purchasing new hardware and software to attain agriculture products that meet the needs of our agriculture curriculum and department. The equipment and materials are used often in the agriculture classes, so that students have experience in a computer lab and are prepared for the technological areas of agriculture when
they graduate. Research for individual and group projects is a necessity. Students also use computers for development of landscape CAD plans, floral retail estimates and invoices; biology creates Biome travel brochures, etc. All of our instructors use technology daily in the classroom through the use of PowerPoint, multimedia, video, and internet resources. School wide collaboration is also assisting in our development to access new and changing technology.

Examples: Computer Hardware and Software and Student projects

Room 305 - Agricultural Mechanics Shop

➤ 1 Dell OptiPlex 755 Desktop and 1 Dell 810 Laptop - Teacher Use
➤ 1 Nec NP510ws Digital Data Projector (mounted) - Teaching Aid
➤ 1 Dell 3100 color printer

Room 600 - Agricultural Science/Biology Room

➤ 1 Gateway E Series - Teacher Use
➤ 1 Hewlett Packard Printer
➤ 1 Nec NP510ws Digital Data Projector (portable) - Teaching Aid

Room 601 - Floriculture/ Agricultural Biology Room

➤ 1 Gateway E Series - Teacher Use
➤ 1 Hewlett Packard Printer
➤ 1 NEC NP 510ws Digital Data Projector (mounted)
➤ 1 Proxima S520 Digital Projector (mounted) - Teaching Aid
➤ 1 Write-On Digital Camera (ELMO)

Student Office

➤ 2 Gateway EV700 - Student Computers
➤ 1 Sony Digital Camera

Quality Criteria 1G

The Agriculture Curriculum includes the use of computer aided instruction by utilizing at least one of the following.

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

Currently the Dinuba Agriculture Curriculum utilizes computer-aided instruction in the following areas: Professional Portfolio for all the pathway completer students, Agriculture Research Papers for Agriculture Science, Agriculture biology, Landscape Design, agriculture mechanics, and floral design classes, agriculture/FFA speech Manuscripts for speaking contests or classroom speeches throughout the year, job Resume, Cover Letter, and Portfolio letter of introduction within our program. Students also use the computer aided instruction for agriculture and science research, laboratory report, and other computer generated activities through the internet or high school.

Example: Student portfolio including job resume, portfolio letter of introduction, job cover letter, and other work samples.

Quality Criteria 1H
Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE project or Mock Problem.

The FFA record book is implemented in each agriculture course at dinuba high school. Each student will learn the proper methods for keeping records, complete practice situations, and develop their own record book. If the student does not have an actual SAE, then their record book will contain samples situations for their own records. All students must maintain the calender and keep it up to date with chapter, section, regional, and state activities.

Example: Agriculture Course Outlines

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

Record Books are stored according to years. Our middle room office has shelving dedicated to this storage. Books kept always date back to cover all current students and will be kept on file until one year following graduation. In the future, I would like to adapt this storage system to include these books on a server rather than paper books, although I still prefer students to first learn the recordkeeping system in the paper book.
Quality Criteria 1J

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

Within agriculture courses, we have a wide variety of course that are meeting credit beyond elective. Agriculture Biology is a college prep lab science, meeting regular science credit in the a-g, meeting the area of Fine Arts (f) as a college prep fine arts course. Veterinary Science is a college prep elective, meeting a-g requirements as well. All courses meet the requirements for high school graduation requirements as an elective, but providing these alternative to the traditional core classes is meeting the needs of our students in a way that also meets the mission of FFA.

Example: See Course Outline and Course Description in student handbook
2. Leadership & Citizenship Development
Dinuba High School
"End Generational Poverty Through Education".

Quality Criteria 2A - Leadership and Citizenship Development

The Dinuba High School Agriculture Department had an outstanding record in leadership and citizenship of the FFA members in its chapter. Students are required to participate in five FFA activities per semester, which reflects in 10% of their grade in each agriculture course. We encourage students to compete in many levels of career development events to improve their leadership and communication skills. These might include judging teams to prepare for careers, public speaking to home their professional skills, or marketing their SAE projects to expand their understanding of agribusiness. There are many opportunities in the Dinuba FFA chapter to assist in community service activities including food drives for the local shelters and also a pet food drive for no-kill shelters as well as tree-planting and Valentine flowers at the local convalescent home. It is our goal at Dinuba High School to create servant leaders in our agriculture students through our courses and FFA leadership development activities.

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

Dinuba FFA is chapter number CA0059, and the Dinuba High School Agriculture Department is located in the Dinuba Unified HHigh School District, in Dinuba, CA. Although our original charted application is still in our agriculture office, it was mostly destroyed during a cleaning session by our officers by accident. We have reconstructed most of the documents and will have it refamed.

Example: FFA Roster for Dinuba High School 2013-2014

Quality Criteria 2B
A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

The Dinuba FFA Program of Work is developed each year with information for students, administration, and community members about our Agriculture Program. It covers the pertinent information for fair projects,
program goals. And Agriculture/FFA education. It includes updated information developed by our officers at our officer retreat and worked on during meetings. The president writes a welcome letter each year, the treasure oversees the budget review and revision, the reporter and historian update the changes to the award and degree record, and members update and changes needed to overall document

Examples: see the Program of Activities.

**Quality Criteria 2C**

_Every student is given a grade based upon participation in leadership activities._

All Dinuba High School Agriculture students are held accountable for participating in five FFA leadership activities each semester for 10% of their grade in each course. Many students participated in more than five activities, with the majority of students meeting the minimum requirement of five. We have recently added a “Point Awards Trip” to reward and encourage students to become even more active in our program. Eight percent of student are attending three or more activities, which a large group meeting the five activities requirements for the full ten percent of their grade.

Example: Agriculture Grade Report for classes, Activity Calendar and Course Outlines

**Quality Criteria 2D**

_All students enrolled in agriculture classes are affiliated with the State FFA Association._

Dinuba High School Agriculture Department courses have 100% affiliation with the FFA. Each student is held accountable by participation in five FFA activities each semester, as well as the fact that all agriculture students are official FFA members according to the FFA Roster for Dinuba High School.

Example: current FFA roster

**Quality Criteria 2E**

_Based on previous year’s records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet._

Dinuba High School Agriculture Program participated more than the minimum of 12 FFA activities are planned for the 2012-2013 school year. Currently, more activities are planned for the 2013-2014 school year
with a focus on increased community involvement. Our chapter is extremely involved locally as well as beyond the chapter in our section, region, state, and even nationally with FFA.

Example: Annual Chapter FFA Activities Check Sheet.

**Quality Criteria 2F**

A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities:

| *Local Best Informed Greenhand Contest | *Local Creed Speaking Contest |
| *Local Opening & Closing Contest       | *Local COOP Quiz Contest     |
| *Local Program of Work Committee(s)   | *Local Demonstration Fair   |
| *Local Agriscience Fair Exhibition    | *Local Public Speaking Contest |
| *Local Parliamentary Procedure Contest| *Chapter Meeting or Activity |
| *Any Section, Region, or State Activity | *Other Local Activities |

Dinuba High School students have participated in many above activities. These can be verified by documentation within the Dinuba Agriculture Department, and the Sectional Advisor. Students are required to participate in 5 FFA activities per semester based on 10% of their agriculture course of grade for the year. 80% of our students are participating in three or more of these activities, as verified by the activities chart in each class.

Example: FFA annual activities check sheet and class charts
3. Practical Application of Agricultural Skills
Quality Criteria 3- Practical Application of Agricultural Skills

This criterion discusses how practical applications of agricultural skills are accomplished through classroom simulation of work-site experiences, community-based learning or entrepreneurship. These experiences are combined, coordinated, and evaluated with classroom instruction.

Quality Criteria 3A

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

Each student in the Dinuba High School FFA program is expected to develop a type of SAE to enter in his or her record book. If a student does not have an SAE, then the advisors provide a simulated example for the student to use until their SAE is developed. We are striving to achieve SAE projects for each of our students. Many students have experiences that would qualify as an SAE, but they may not be progressive or career based. We are encouraging kids to use the experiences they have and develop a plan to increase the size and scope of their project for the future. A new livestock facility is available for fair projects, and the horticulture program is also always improving to provide SAE projects for students who may not have the availability at their homes. Students have many available SAE possibilities through our department, as well as what is available at their homes or in a placement setting. Current progress in the SAE plan is also evaluated by an annual SAE report or SAE plan for new members. This provides a basis for students to pursue proficiency awards.

Example: Agriculture Course Outlines & example SAE reports

Quality Criteria 3B

First year students have either engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan.
All complete a career plan for their plans after graduation, and as advisors we try to guide students to that goal. In order to earn the greenhand degree students must complete an SAE plan. This requires a budget and overview of the entire project and can be used to assist in completing proficiency application in the future. This SAE plan would change to an SAE report for following years and would ideally be placed in the students data file.

Example: SAE plan and reports, Greenhand applications, and Student Data-Career Plan forms

**Quality Criteria 3C**

*A minimum of 80% continuing students are engaged in SAE project(s) as verified by Department records.*

This criterion is currently being met in the Dinuba FFA program, but fluctuates each year. As our facilities progress we are able to provide more opportunities for students on the school grounds. In the past seven years our department was able to develop program for plants science projects. These facilities will provide students with the opportunity to maintain SAE projects on campus grounds, as many of our students do not have the available resources to conduct SAE projects at their homes. Many students have active SAE projects but do not keep records up to date. Many students wait until summer employment is over to go back and complete the record book or when the books are due for their degree advancement. We are actively improving our classes record book entry time to change these habits.

Example: Agriculture Course Outlines & Grade Review

**Quality Criteria 3D**

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

Students enrolled in job placement programs are visited by their agriculture students every semester. Project visit reports are completed for these students to keep account of their work at the jobsite. The Dinuba Agriculture Department has specific form for all SAE projects that are completed when the agriculture teacher visits a student’s projects. Each agriculture instructor is responsible for visiting their student’s projects at least once each semester, based on the project duration. Many summer livestock projects and the majority of plant projects are kept on site and have weekly visits from the advisor.

Example: Project visitation forms
Quality Criteria 3E

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

The Dinuba Agriculture Department has two department vehicles that are available for use at any time. There are three advisors, and so at this time each advisor communities the need for vehicles at our weekly department meeting to guarantee that our needs are being met. If a teacher must use his/her own vehicle they may submit a reimbursement form with the district.

See Dinuba Agriculture Department vehicles.
4. Qualified & Professional Personnel
Quality Criteria 4 - Qualified and Competent Personnel

All Agriculture instructors at Dinuba High School are fully credentialed agriculture instructors, with professional experience in their subject matter that they teach. Each teacher is instructing in his/her areas of specialization, guaranteeing competency in the subject matter presented to agriculture students. The agriculture instructors regularly attend in-services and professional development sessions to enhance their prior knowledge and update their instructional information.

Quality Criteria 4A

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

All agriculture teachers at Dinuba High School are appropriately credentialed for the courses that they instruct. Each instructor has his or her agriculture specialist credential in addition to the clear credential and single subject credential in Agriculture. Each instruction also has professional experience in the area specialization that they teach. Christine Henderson teaches Agriculture Biology and Floral Design has her Biological Sciences and is accredited floral designer with the American Institute of Floral DEsign (AIFD). Teacher data sheets are up to date for all instructors, which include the credentials appropriate for the courses taught.

Example: Credentials and Agriculture Teacher data sheets

Quality Criteria 4B

Based on the previous year’s records every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment)

Each Agriculture teacher attends more than four professional development activities either within Dinuba High School, Dinuba Unified High School District, and CATA, or individually. The Dinuba Agriculture
instructor all attend the CATA conference each year and often take or teach the “Agriskills” courses related to their areas of teaching to update their own knowledge and gain information on the subjects. The agriculture instructors also attend educational development sessions, offered through Dinuba High School and the Dinuba Unified High School District. We are also able to attend conferences (World of Concrete, World Ag Expo, AIFD National Symposium) to improve our subject matter enhancement. Each agriculture teacher has also attended all Regional Roadshows, Sectional Meetings, and Regional Meetings to gain up to date information. Collaboration with the teachers of Dinuba High School and Dinuba District occur weekly and monthly.

Example: Incentive Grant Inservice Activities Documentation and Dinuba High School Inservice day reports

**Quality Criteria 4C**

*The agriculture staff meets a minimum of twice a month. (This criterion does not apply to single person departments- mark column N/A = not applicable)*

The Dinuba High School Agriculture instructors meet weekly (sometimes Monday during collaboration time 2-3 pm and other weeks Tuesdays at lunch) to discuss upcoming events, planning events, coordination and collaborate, make future decisions with in the department, and any reflection on events past.

Example: calendar of scheduled department meetings and minutes

**Quality Criteria 4D**

*A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criterion does not apply to single person departments- mark column N/A = not applicable)*

Dinuba High School Agriculture Department members meet weekly to discuss upcoming events, concerns, teaching strategies, and reflections on past events/activities. The minutes are kept in a file within the agriculture office with some copies in the Comprehensive Program Plan.

Example: Dinuba High School Ag Department minutes
Quality Criteria 4E

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

Dinuba High School Agriculture instructors are reimbursed for personal expenses incurred while participating in FFA/SAE activities. Each instructor is reimbursed fully for participation in the CATA annual summer conference or any other professional development attended. Reimbursement forms are available from the district to cover travel costs, meal expenses, hotel and other expenses that may arise. The school has a Cal-credit card available for expenses associated with the Agriculture Incentive Grant, Perkins Funds, and FFA ASB account. The expenses on the card must have an accompanying receipt and be coded to be paid from the appropriate account.

Example: reimbursement and travel forms for the FFA and Agriculture Incentive accounts at Dinuba High School
5.
Facilities, Equipment & Materials
Dinuba High School
"End Generational Poverty Through Education".

Quality Criteria 5- Facilities, Equipment and Materials

The Dinuba Agriculture Department has been working over the past seven years to greatly improve the facilities, equipment, and materials so that our students have the best opportunities possible to learn about agriculture. Trade shows, conferences, and many meetings have been attended to learn about opportunities to better utilize our facilities and equipment. The department has greatly changed in the past couple of years with our staff change of two additional new teachers in 2007. Our goal was to build an animal facility for use during fair times and it has been rewarding to see this to fruition. Currently, we have many students who do not have the opportunity to keep animals projects at their homes, since our area is mostly city students. This facility provides better opportunities for more SAE projects. The horticulture program continues to expand and provide new opportunities. Our changes to the general farm land include planting and training a vineyard, citrus grove, and stone fruit orchard. Also, the agriculture mechanics and landscape classes continue to improve the facilities each year, such as developing the landscape and making raised vegetable planting beds. Each year the areas are cleaned, and equipment replaced, ready for projects to expand. We have plant sales each year and many other student projects in line for the future.

Quality Criteria 5A

Modification of facilities and equipment has occurred when necessary, based on the needs of students, including specials populations.

The Dinuba Agriculture students demographics are socially and economically disadvantaged and our department must accommodate any type of student. These past five years, our program has greatly improved the facilities and equipment necessary to provide these opportunities. We have many students who do not have the available space at their homes for SAE projects. The horticulture facilities have been expanded and developed to provide horticulture project opportunities for many of our students. The open land continues to provide opportunities to our students interested in production agriculture. Our vineyard, vegetable plots, and orchard provide food to our school district year round. The training in pruning, harvesting, and trellising provides
students great hands on experience. Our livestock facility allows for our in town students to house their market lambs, hogs, and steers on the school grounds. We are able to house up to 24 hogs, 18 lambs and 4 steers.

**Quality Criteria 5B**

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

The agriculture department at Dinuba has adequate storage space for any materials, records, equipment, and supplies. We currently keep our laboratory supplies in our classrooms. We have two laptop carts that are shared within the department. Our main storage office is in the agriculture department building 600. We also have separate classrooms for each instructor where we are able to maintain and store materials or supplies. The equipment for our horticulture program is located outside in a large shed, while the floral supplies are stored in another shed. We also have a small animal storage shed for Roy Browne’s supplies, and two large trailers for the rest of our livestock and project equipment. At the livestock facility there is a tack room for student storage, feed, scales, and check in sheets. Lastly, the mechanics equipment and materials are stored in the agriculture mechanics shop with adequate space for storage and safety provisions.

**Quality Criteria 5C**

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

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

All areas for school-based laboratory or community facilities for students have been met at Dinuba High School. We have a farm laboratory newly available since construction in 2008. This farm laboratory is always expanding and improving to meet a wide variety of student interest. The Greenhouse and Growing Area are available for all students in need of an available facility for horticulture projects. The agriculture shop provides the facilities for many mechanics project construction.
Quality Criteria 5D

The Agriculture Department has E-mail capabilities.

Our Agriculture Department has email capabilities for all instructors. Each instructor has a work email address that are accessible from any internet location. There are computers for each instructor in their office or classroom. This provides availability for higher communication with community, school, and other agriculture contacts. There is also a separate computer facility with a classroom set of computers that provide internet and email access for any student or instructor.

Quality Criteria 5E

The reviewer verified by visual observation that the agriculture facilities are neat, clean and orderly.

Agriculture students, advisors, and officers maintain the facilities regularly. The changes that have occurred in the past seven years based upon order and cleanliness are tremendous. An effort is made to keep orderly facilities and the students are always involved with our clean-up days or workdays. All facilities are presentable at all times so that the agriculture department looks sharp and ready for any visitors to our agriculture program. Some of the major developments have been constructed by our students. This ensures pride in the facilities and helps to keep students interested. As graduates have returned they recall what their major contribution was the facilities- benches, steps, walkways, shed construction, fences, animal pens, block walls, retaining walls, show areana, chicken coops, raised vegetable plots, storage sheds, concrete sidewalks, new landscape, etc. It is amazing to see the development in the facilities in the past five years.

Quality Criteria 5F

Facilities and equipment are regularly maintained, repaired or replaced.

The agriculture facilities are regularly maintained, repaired, or replaced when the need arises. We have been in the process of repairing and upgrading our greenhouse, shade area and propagation house so that the horticulture program is in excellent condition for future SAE projects. In order to keep our livestock facility in the best working condition possible student must participate in regularly cleaning days and prep days in order to house their animals there. The improvements and maintenance on this type of a facility are never ending, but keeping students on top of the expectations improves the conditions. Each year (and usually more than once) the barn is completely cleaned and prepared for visitors, as well as the future animals and students.
The mechanics facilities have undergone safety maintenance through the high school, and the machinery is being replaced on a timely basis. Our program is constantly repairing and replacing fair and classroom equipment as the need arises.
6. Community, Business & Industry Involvement
Quality Criteria 6- Community, Business, and Industry Involvement

The Advisory Committee at Dinuba High School consists of representatives from the community, businesses, and college instructors, and other individuals having skills and knowledge of the occupations for the agriculture instruction provided.

The Advisory Committee follows a structured agenda that assists in the development and implementation of long-range plans to ensure that the program remains current. They cover the following areas in the agenda: instructional content, budgets, program promotion, current enrollment, student recruitment, facilities, equipment and materials, program planning, SAE projects, FFA, competencies, new technology, current and relevant instruction, current concerns, laboratory facilities and classroom space. There are written advisory committee minutes for each meeting in the program plan.

Quality Criteria 6A

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

The current Advisory Committee at Dinuba High School is a vital source of information, support and accountability for Dinuba Agriculture Department. The purpose of the advisory committee is clear to the department, members, and officers. Meetings take place twice or even three times year. The committee conducts the Agricultural Incentive Grant on a triennial cycle and offers support to the program throughout the year. A committee chair is elected annually and has the option to rotate the responsibility. Members of the committee follow a three year commitment cycle, so there is the option of adding new members, or for the current member to reenroll.

Example: Advisory Committee Minutes and Constitution
Quality Criteria 6B

The Agriculture Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)

The Agriculture Advisory Committee at Dinuba meets twice a year in fall and spring. We have invited community, administrators, and school members and advisors to our meetings. Our superintendent or principal typically welcomes the committee at our fall meeting, while the FFA Officers conduct a presentation at the spring meeting. Each meeting covers current, past and future issues. This may range from recruitment, program direction, curriculum review, funding concerns, employment opportunities, and grant review. The committee meeting typically occurs 5-7:00 pm on a weeknight with dinner provided. The chance to update our community and industry supporters is essential to our program success, as is sharing this support with our administration and students.

Example: Advisory Committee Minutes and Agendas

Quality Criteria 6C

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

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

The Dinuba Agricultural Advisory Committee has been presented with the current Program Plan and has helped to develop our program pathways and goals. Our committee members have provided us with guidance in placement sites, equipment and facilities maintenance & repair, and our recruitment in the past year. The advice and the aid has provided us with much information as we have been developing our program plan for this year.
With the support of our Advisory Committee, we have been successful during the past year in improving our FFA membership and community involvement.

Example: Advisory Committee Minutes

**Quality Criteria 6D**

*The Contact information of the Advisory Committee has been provided on the cover of this checklist.*

Please see the Committee membership roster, including industry sectors that our members represent. Our committee represents a wide range of the agricultural industry, from soil products to greenhouses to vineyard production to real estate. We feel that it is a valuable asset to our program to have representatives from all areas possible to provide students a wide range of vocational examples.

Example: Advisory Committee Roster
Quality Criteria # 6 –
Community, Business & Industry Involvement

6A- The Advisory Committee is operational and reflects the local agricultural industry for the courses being offered, as outlined in the "Agricultural Education Advisory Committee Manual"

6B- The Agricultural Advisory Committee meets at least twice each year.

6D- The Agricultural Advisory committee minutes clearly reflect programmatic recommendations made by the committee.

Laton High School
Agriculture Advisory Committee Roster

Mike Mederos
Tulare Ag Teacher
559-333-6126

Eddie Garcia
Farmer
559-707-2811

Delbert Mello
Board of Director Member
559-816-3772

Cliff Van Groningen - Chair
Farmer
559-816-2915

Earl Yecnyn
Board of Director Member
559-707-2853

Kristi Anderson
Community Member
559-816-2414

Richard Alves
Board of Director Member
559-707-6634

Deven Avila
Community Member
559-589-3232

Don Hanse
Farmer
559-731-6378

Peter Trinidad
Evangelho Feed
559-816-4446
Laton High School Agriculture Department  
Advisory Committee Meeting - Agenda  
November 13, 2017

Welcome

Introductions: Members & Teacher

Approval of Minutes

Update on Activities  
- Fair  
- Boot Camp  
- Monthly meetings

- Open/Closing contest  
- Farm Livestock  
- National FFA Convention

Update on Classes:  
2- Ag Biology  
2- Ag Earth Science  
2- Ag Chemistry  
1- ROP Vet  
1- ROP Floral Design  
1- Agriscience System Management  
1- Animal Science  
1- Intro to Ag Mech A & B  
1- ROP Construction & Welding

Upcoming Events:  
Nov-Dec.  
November 15  
November 17-18  
November 30  
December 5  
December 8  
Wood and Metal Art Fundraiser  
Chapter FFA meetings  
CATA Regional Mtg & Road Show  
Tri-Tip Drive thru Dinner Fundraiser  
ROP Vet Field Trip to Fresno State  
ROP Floral Design Field Trip to Sequoia Floral

Ag Incentive Checklist:  
Currently being worked on and with the Regional Supervisor

Facilities:  
School Farm-  
Orchard-  
Ag Mech Shops-  
Greenhouse-

Other Concerns:  
What direction do you see the Ag Department & Program going?  
What are your goals for the program?
Laton High School Agriculture Department
Advisory Committee Meeting - Minutes
November 13, 2017

Members present: Earl Yecny, Kristi Anderson, Rick Adams, Pete, Joe, Eddy

Call the meeting to order at 5:36 pm.

- Laton FFA Officer report
  - Carly
    - Fair
  - Alison
    - Meeting
    - Bootcamp
  - Gabbie
    - Opening/ Closing
  - Sky Garcia
    - 1st President
    - 3rd team
  - Farm Manager
    - 6 ewes
    - 1 heifer
  - National Convention - Carly
  - WLC
  - Farm Clean-up Day
    - Rain
    - Pull weeds, moved equipment

- Course Overview
  - Review of all classes by Codee
  - Discussion about introductory classes
  - ROP - Not there thing- change to ROP Mechanics (students love the project component; more interested in repair)

- Ag Based Science – Earl Yecny
  - ROP courses need to be Board Approved
  - Students interest is key

- Livestock Exhibitors
  - Cattle - 2 students
  - Goats – 1 student
  - Graduates - students coming back

- Codee
  - Briggs and Stratton - Engines donated
    - Small engines class
    - Splitting the classes?
• Look into the curriculum
  o Ag power and farm power
    ■ Small engines
    ■ Earl - donate tools, etc.
• Additional to the courses
  o Hands-on activities are key

FFA program
• Wood and Metal Fundraiser
  o Flyer passed around
  o Introduction to welding
  o Welding competition between teachers
• Tractor needs to be fixed
  o Blue tractor belongs to Laton FFA
  o Engine is rebuilt
• Walnut orchard - Plant some hay.
  o Rick Adams - narrator
  o Growing hay process - Eddy Seed types
    ■ Rows of different oats hay
    ■ Sweet corn
• FFA has a lease on the land until the trees are torn out before they build
  o Wait for trees come out before roots pulled - Nematodes
    ■ Run some classes out at the orchards
  o Take wood
  o Need a burn permit
• FFA meeting on Wednesday - Simple Friday - Tenaya Lodge - CATA meeting - Fri & Sat
  o Different Workshops
• Tri-Tip Dinner - Need to be earlier
  o Pre-Sale
  o Whole tri tip or the dinner
    ■ Beans, meat, roll
• Ribs - Cook - People love them
  o Earl is the master of tri tip
    ■ Super Bowl Wednesday 8-12
      • Pick up and go
• Taffy for the rodeo - Saltwater
  o 45 percent of profit
  o One unique fundraiser
  o FFA helps - 4 hours (students need to help)
  o Lions Club meeting
  o 707-2304 - Linda - Put on every agenda
• Green house built - 60-20,000?
  o Kristi - it doesn’t need to be DSA approved
  o Get a quote before next advisory meeting
• Other concerns
  o Getting a dumpster - ASAP
  o Earl - Self sustain bathroom
  o Auctions
• Pig pens
  o Knock four feet of the center
  ■ 16 pigs in eight pens
  ■ Maintenance on cracked pens
  ■ Feed and change
• Other concerns
  o Booster $6/3 - tax id -$1,500 - ran into problems
  o Elk Hunt - $5,000
  o Helping & fixing things for farmers liability
  o Projects that students can use
  o Adjourn the meeting
• Pick - Development relationship with students
  o We need to realign the students view
  o Learn about everything
  ■ Introduction to FFA
• FFA needs more support
  o Community knows & talks about everything
• Reaching out - Need to have students that HAVE success to encourage other students
• Joe - Best person to market yourself
  o Social media, snapchat, Instagram
• Pick - lease the animal for $5 dollars
  o Show dairy cattle
• Financial problems
  o Sponsors
  o Land-o-lakes
  o Rick’s idea
  o Buy a package & selling
  o Buying at cost & being able to sell it to students livestock project
  o price list
  o Rick-example of a balanced ration-animal-dairy process class, intro observation
• The meeting was adjourned at 7:30 pm.
Laton High School Agriculture Department
Advisory Committee Meeting - Agenda
May 22, 2018

Welcome

Introductions
Members:
Teachers:

Approval of Minutes:

Past activities:
- Chapter Meetings
- Rib Take Out
- State Conference
- Yard Sale
- Kids Day
- Rodeo

Up and coming events:
May 19    Dinner Dance
May 23    Chapter Meeting & Farm Clean-Up
May 25    Oak Grove Cemetery
June 1    Spring Awards Banquet

Up-date on Classes:
2- Ag Biology
2- Ag Earth Science
2- Ag Chemistry
1- ROP Vet
1- ROP Floral Design
1- Agriscience System Management
1- Animal Science
1- Intro to Ag Mech A & B
1- ROP Construction & Welding

Ag Incentive Checklist:
Items were turned into the Regional Supervisor

Facilities:
School Farm-
Orchard-
Ag Mech Shops-
Greenhouse-

Other Concerns:
New Ag Teachers
Summer Animal Projects
Officer Elections
Laton High School Agriculture Department
Advisory Committee Meeting - Agenda
May 22, 2018

The meeting was called to order at 6:30 pm.
Codee welcomed everyone.

Introductions-
  • Members- Deven Avila, Delbert Mello, Donald Hanse, and Cliff Van Groningen
  • Teachers- Codee Bontrager, Dustin Newby and Toushulong Vang

Approval of Minutes: 1st- Donald Hanse and 2nd- Cliff Van Groningen

Past Activities:
  • Chapter Meeting on April 18th – business part was first then we had our activity
  • Rib Take Out- very smooth and made a good profit
  • State Conference- good experience, no issues and students had a good time
  • Yard Sale- quick fundraiser, had baked goods, all items were donated and made about $500
  • Kids Day- all students out, 3 locations, raised about $1800 for Valley Children’s Hospital, 5 hours
  • Rodeo Weekend- everything was good, students helped, parade was well presented, no issues but the rainy weather

Upcoming Events:
  • May 19th- Dinner Dance Fundraiser- $6,562 was deposited into the FFA account from the Live and Silent Auction, Cow Plop Bingo
    o People really like the Cow Plop Bingo
    o Problems-
      ▪ running out of Prime Rib
      ▪ need to state that people need to grab single slices
    o Positives
      ▪ No fights
      ▪ Music was good
      ▪ Didn’t stay too late
      ▪ Positive for our last Dinner Dance
      ▪ Thanks to the Committee for everything
  • Chapter Meeting on May 23rd
    o Meeting at lunch
    o Activity is Farm Clean-up
  • Friday, May 25th- Memorial Flag Stakes at Oak Grove Cemetery
• Spring Awards Banquet
  o 6:00 pm
  o Pulled pork, green salad, rice pilaf, roll and cake
  o Water and lemonade
  o Awards-
    ▪ were ordered, pieces of order are coming in, FFA Jackets are in
    ▪ will be in Gym, FFA theme
    ▪ no over the top decorations just a simple set up
    ▪ serving food, invitations out on Friday May 25th

Update on Classes:
• No changes
• Teachers leaving, so classes will remain the same

Ag Incentive:
• Is the same
• All paperwork was submitted to Mr. Parker

Facilities:
• No real changes
• Farm clean-up set for May 23rd

Ag Shop:
• Cleaning up and hauling scrap out
• Electrical- too much electricity and need more breakers
• Need eye wash stations in each shop
• Most equipment is up to date

Orchard:
• Newby wrote a proposal about utilizing the orchard for student learning and income for FFA Chapter
• Getting the wood and everything donated
• Members Ideas-
  o Water is not enough for flood irrigation system
  o Winter oats
  o Drip irrigation alfalfa
  o Laguna canal
Greenhouse:

- Delbert Mello-At one time they did have funding, and everything was set to put one in but then it never happened

American Degree:

- Changes to the community service part (basically what will constitute as community service)
- Heated discussion for certain activities and what defines them at the Spring Sectional Meeting
- Two students from Laton working towards their American Degree - Chase Silva and Shad Menezes

New Students:

- 8th graders- are required to attend a farm clean-up before they can get their fair animal
- They need to set this up with the new Ag teachers

New Ag Teachers:

- The District chose to “Non Re-Elect” the 3 current Ag Teachers; therefore they will not be returning for the 2018-2019 school year
- The district has hired 3 new Ag teachers that will start their contracts in July

Adjournment:

- Donald moved to adjourn the meeting
- Cliff seconded
- The meeting was adjourned at 7:08 pm
6C- The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes *Job Market Description* Targeted Occupations*Total Program Goals & Objectives*Program Description - Courses, SAE, FFA* Course Subject Matter Outlines*Program Completion Standards *5 Year Facility & Equipment Acquisition*Current Year Budget*Graduate Follow Up *List of Active placement Sites

Job Market Description

Laton High School is located in a rural and isolated region of southwest Fresno County. In this unincorporated area, the business base is focused around agricultural work. Large numbers of adults work 12 to 16 hours per day as manual laborers in seasonal work. Agriculture provides the means upon which many of our citizens establish their quality of life.

Crop and dairy production dominate the area. Agriculture enterprises include cotton, alfalfa, corn, grapes, nectarines, peaches, apricots, walnuts, plumbs, poultry, swine, beef and dairy cattle. Farmers get their water from the Laguna Irrigation District as well as deep well supplies.

Statistics show that about 50% of Laton High School graduates attend post-secondary education with the remaining 50% joining the workforce. Of the 50% joining the workforce upon graduation the majority are employed in agriculture. Because of the number of students joining the workforce upon graduation, it is vital that they be taught the necessary skills to help make them marketable. These skills are the hands-on technical skills. A student that has been properly trained but doesn't have any higher education can still get a job that will sustain his/her well-being. Such jobs areas include, mechanics, welder, secretary, farm manager, milker, landscaping and maintenance. It is the job of the Agriculture program to provide these students with the technical skills necessary for successful employment.
Targeted Occupations

**Crop Production**
- Tractor operator, irrigator, farm worker, budding, pruning, grafting, chemical applicator, beekeeper, heavy equipment operator.

**Animal Production**
- Ranch manager, ranch hand, veterinarian aid, artificial insemination technician, livestock buyer, meat grader, butcher, milker, stockyard worker, nutritionists, feeder.

**Processing**
- Cannery worker, cotton gin worker, feed mill worker, fruit/nut picker, winery worker, equipment operator, dairy products plant manager.

**Sales**
- Salesman/woman for any of the following: Agricultural chemicals, feed, seed, fertilizer, farm equipment, pharmaceuticals, animal handling equipment, fencing.

**Mechanics**
- Farm construction, plumbing, electrician, masonry work, rope work, equipment operator, farm machinery mechanic, equipment salesman.

**Ornamental Horticulture**
- Landscape design, sprinkler installation, floral design, propagator, nursery worker, chemical applicator.
Total Program Goals & Objectives

Agricultural Education Aims:

The outcome of achievement derived from courses in agriculture is many even though they are not always realized immediately. The more desirable ones are described below:

- The student’s interest in agriculture is determined.
- An appreciation of conversation of our natural resources is developed in the student.
- The student is given knowledge of living and growing things.
- Give students the ability to make intelligent selections of farm products for surroundings.
- Instruct the student to provide and maintain attractive home surroundings.
- Develop in students an appreciation and understanding of the importance of agriculture in all citizens.
- Acquaints the student with related agricultural fields. (Job Prospects)
- Train the student for related agricultural fields.
- Prepare students to become engaged in an agricultural production enterprise.
- Prepare the student for higher education in agriculture or related fields.
Program Description – Courses, FFA, SAE

At Laton High School all three parts of a complete agricultural educational program are offered to students; Classroom Instruction, Leadership Development (FFA) and Supervised Agriculture Experience (SAE). The staff is committed to focusing their teaching strategies to incorporate all three facets.

The classroom instruction involves teaching the basic concepts of the units taught within each course offered. Students are required to use critical thinking, written language arts and reading skills. Assignments, tests and quizzes are given and graded regularly.

Hands-on training and FFA activities provide an extension of the educational process that takes place in the classroom. Students are taught the various procedures and techniques used in Animals, Plants, Business and Mechanics. They put these methods to use in “Real Life” situations both in and out of the classroom setting.

Supervised Agricultural Experience programs and Leadership Development are an integral part of the program. Leadership Development is taught through the FFA. The FFA unit is taught in classes so that students can build on their own leadership skills. A focus on leadership, responsibility and cooperation are the emphasis of all leadership training activities. Students can utilize the skills learned through the leadership development units in everyday life as procedure citizens of society.

**Animal Science:**

This instructional program is designed to prepare students for employment in the animal science industry. The major goal and objectives of Advanced Science are:

- Students will understand the correct and safe uses of animal facilities and housing, restraint equipment, and tools. Students will be able to demonstrate safe and appropriate handling and restraint procedures for various species.
• Students will understand the basic theory of inheritance, the genetics basis for
  animal selection, the process of fertilization, the role(s) of DNA and RNA, and the
  process of meiotic division to form sperm and ova. Students will use probability to
  predicts the phenotypic and genotypic results of a dominant/recessive gene pair
  F2 generation.

• Students will understand the principles of animal nutrition and feeding. Students
  will trace and explain the pathway of food through the two main types of digestive
  systems and the interrelationships between the body systems and organs related
  to nutrition.

• Students will understand the structure, function and maintenance of the major
  organ systems of animals. Students will explain the interrelationships between
  circulatory, respiratory, excretory, endocrine, digestive, reproductive, skeletal,
  and muscle systems.

• Students will understand the structure and function of the endocrine and
  reproductive management practices and fetal development. Students will
  describe breeding systems commonly used in animal production and explain the
  significance of artificial inseminations and embryo transfer.

• Students will understand the nature of disease as it applies to health problems,
  including causes of nutritional diseases. Students will demonstrate preventative
  techniques based on disease symptoms and diagnosis of diseases based on
  symptoms.

• Students will understand the life cycle and production problems associated with
  internal and external pests and parasites. Students will explain the control
  measures for these pests and parasites and develop their own parasite control
  program.

• Students will understand the principles of animal production, marketing,
  management and record keeping. Students will describe the different production
  and marketing strategies, the characteristics of each and their economic
  importance.

• Students will understand range management practices, including calculation of
  carrying capacity of rangeland, students will identify common rangeland forage
  and legumes, poisonous plants, weeds, and shrubs. Students will explain how
  range management practices affect animal health, erosion control, pasture
  production and the overall balance of the ecosystem.

• Students will understand problems associated with animal waste management
  and will identify types of agricultural wastes management and will identify types
  of agricultural wastes. They will analyze different methods of disposal and cost
  effective recycling of wastes including consideration of environmental impacts.
• Students will demonstrate an understanding of the principles of keeping records utilizing a variety of methods and systems. They will explain the differences between production and financial records.

• Students will recognize the traits of effective leaders, and participate in leadership training, activities associated with the FFA including public speaking, leading group discussions, working with a committee, conducting business meetings and problem solving.

• Students will engage in supervised agricultural experience program employing skills and knowledge learned in the classroom. Students will maintain an ongoing record book.

Agriculture Earth Science

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. This class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course has an extensive laboratory component in order to connect the big ideas of all Earth Sciences with agriculture applications, physical science principles, and other curricular areas, including written and oral reporting skills. Curriculum content is aligned with the California Curriculum Framework and content standards for Earth Science.

Agriculture Biology

Agriculture Biology is a one-year, laboratory science course designed for the college bound student with a career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, energetic of life, the growth and reproduction evolution of plants and domestic livestock species, plant and animal genetics, taxonomy of modern agriculture plants and animals, animal behavior, ecological relationships, nutrition, health, disease and the similarities between animals and humans. The course is centered on the laboratory component and written and oral reporting.
The Agricultural Biology course is designed to be both challenging and demanding. Students are expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The students must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning and confidence, exhibit creativity, use technology in research and accessing information; appreciate and represent individual and cultural differences, and demonstrate the ability to work collaboratively.

**ROP Veterinary Science**

Veterinary Science is designed to provide students with opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care fields through project based learning. Additionally, Record Keeping, FFA and SAE as well as careers will be taught in this course.

**Proficiency Standards for Program Completers:**

**Animal Science:**

Students will be graded on their ability to accomplish or perform the following tasks:

**Rating Scale:**

1. - No exposure, no experience or knowledge in this area.
2. - Limited skill requires instruction and close supervision.
3. - Moderately skilled or can perform with limited help.
4. - Skilled or can work independently.

This instructional program is designed to prepare students for employment in the animal science industry. The competencies for Advanced Animal Science are:

____ Students will understand the correct and safe uses of animal facilities and housing, restraint equipment, and tools. Students will be able to demonstrate safe and appropriate handling and restraint procedures for various species.

____ Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, the roles(s) of DNA and RNA, and the
process of mitotic division to form sperm and ova. Students will use probability to predict the phenotypic and genotypic results of a dominant/recessive gene pair F2 generation.

Students will understand the principles of animal nutrition and feeding. Students will trace and explain the pathway for food through the two main types of digestive systems and the interrelationships between the body systems and organs related to nutrition.

Students will understand the structure, function and maintenance of the major organ systems of animals. Students will explain the interrelationships between circulatory, respiratory, excretory, endocrine, digestive, reproductive, skeletal, and muscle systems.

Students will understand the structure and function of the endocrine and reproductive systems and how they relate to reproductive management practices and fetal development. Students will describe breeding systems commonly used in animal production and explain the significance of artificial insemination and embryo transfer.

Students will understand the nature of disease as it applies to health problems, including causes of nutrition diseases. Students will demonstrate preventative techniques based on disease symptoms and diagnosis of disease based on symptoms.

Student will understand the life cycle and production problems associated with internal and external pests and parasites. Students will explain the control measures for these pests and parasites and develop their own parasite control program.

Students will understand the principles of animal production, marketing, management and record keeping. Students will describe the different production and marketing strategies, the characteristics of each and their economy importance.

Students will understand range management practices, including calculations of carrying capacity of rangeland, students will identify common rangeland forage and legumes, poisonous plants, weeds, and shrubs. Students will explain how range management practices affect animal health, erosion control, pasture production and the overall balance of the ecosystem.

Students will understand problems associated with animal waste management and will identify types of agricultural wastes. They will analyze different methods of disposal and cost effective recycling of wastes including consideration of environmental impacts.

Students will demonstrate an understanding of the principles of keeping records utilizing a variety of methods and systems. They will explain the differences between production and financial records.

Students will recognize the traits of effective leaders, and participate in leadership training activities associated with the FFA including public speaking, leading group discussions, working with a committee, conducting business meetings and problem solving.

Students will engage in supervised agricultural experience program employing skills and knowledge learned in the classroom. Students will maintain an ongoing record book.
5 Year Facility & Equipment Plan

Laton High School Agriculture Department
5-Year Plan

2017-2018
- Remodel Pig Pens
- Install sprinkler system for pastures
- Create Compost pile
- Serve Tractor
- Purchase beef scale

2018-2019
- New Scraper
- Update Ag Courses
- New Chicken Pens & Rabbit Hutch
- Alfalfa Pasture
- Update Livestock Pens
- Reseed Pasture

2019-2020
- Forklift
- New Greenhouse
- Update Sewage System
- Update Water System
- Update Equipment
- Farm Bathroom

2020-2021
- New goat pens
- New kitchen area
- New Vet Science equipment/supplies
- Update Ag Shop Ventilation
- New Hay Barn

2021-2022
- New livestock trailer
- New/Update Ag Truck (F350)
- Update livestock barn
Graduate Follow-Up Survey

Laton High School Agriculture Academy
Graduate Follow-up

Name

Address

Phone

- What are you doing at the present time? (Check all that apply)
  ___ Attending School          ___ Working
  ___ Full-time                   ___ Full-time
  ___ Part-time                   ___ Part-time
  ___ In the Military            ___ Not working
  ___ Homemaker                  ___ Looking for work
  ___ Other                      ___ Not looking for work

- In what type of business or industry are you employed?

- What is your job title or job description?

- Which statement best applies to your present occupation?
  ___ I am using most of the skills I learned in the vo-ag program at LHS
  ___ I am using some of the skills I learned in the vo-ag program at LHS
  ___ I am not using the skills I learned in the vo-ag program at LHS

- What type of school are you currently attending?
  ___ High School                ___ Trade/technical school
  ___ 4-year college             ___ Private business school
  ___ Adult Education            ___ Other ____________

- What is your major course of study? __________________________________________________________________________
• How would you rate the training received in the LHS vo-ag program?
  ___ Excellent ___ Good ___ Fair ___ Poor

• How do you rate the career guidance and counseling you received in vo-ag?
  ___ Excellent ___ Good ___ Fair ___ Poor

• Please check the following areas you feel are valuable components of the FFA.
  ___ Officer and committee chairperson experience.
  ___ Judging contests
  ___ Advanced degrees and proficiency awards
  ___ Participation in chapter activities, working with others
  ___ Livestock raising, shows, fairs, etc.
  ___ Other- please describe __________________________________________

• What were the most valuable aspects of the SOEP (supervised projects)?
  ___ Learning skills related to future ag employment
  ___ Development of responsibility
  ___ Learning record keeping
  ___ Other- please describe __________________________________________

• Please rate the facilities and equipment at LHS for the vo-ag department.

Facilities:
  ___ Overcrowded ___ Adequate space provided
  ___ Modern ___ Out-of-Date

Equipment:
  ___ Modern ___ Out-of-Date
  ___ Well-maintained ___ Poorly Maintained
  ___ Adequate amount of equipment for all students in class
  ___ Other-please describe __________________________________________

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, school farm, garden area, etc. FFA, SOEP (supervised projects); teaching methods used; facilities/equipment.
7. Career Guidance
Quality Criteria 7- Career Guidance

Agriculture educators, staff, counselors, and career centers provide services and guidance to ensure that agriculture students enroll in courses that are consistent with their interests, abilities and goals. All students in the agriculture department are required to complete an information sheet that is kept on file and updated yearly in their classes. Our high school has been transitioning to an online data form, with a draft plan that we are trying to work with students on. The online graduation progress aligns students preferred pathways with their course outline for their four years of high school. We would like to add a component where students can track the size and scope of their SAE plans and FFA involvement. It is possible that in the future this may be aligned with Ag Career Network through National FFA.

Our current student data sheet is used so that our students can follow a specific career pathway. Although our agriculture courses have been changing in the past two years, the same pathways are available and we have many completers each year.

Our department has only one TCOVE/ROP Agriculture courses that offer career planning portfolios, employability skills, articulation options and career path goals which gives students the opportunity to experience and understand all of the future options in their career path goals but all courses have components focused on career opportunities. Our current articulation agreements have expired, and there has been major revisions in this process so that they are aligned with schools by county. Although Dinuba is located in Tulare County, the vast majority of our graduates attend Reedley College, in Fresno County. A great resource available to our students are the career awareness workshops available each month on Mondays, as well as the World Ag Expo (each February) where students are able to come and discover which career paths they may have of interest.

Many courses in the agriculture department are in aligned with the UC/CSU A-G requirements. We have currently Ag Biology that is aligned for lab science credit, and Floral Design aligned for fine art credit, and Environmental Horticulture and Veterinary Science that meet the elective credit. Floral Design was approved in 2008 for the fine arts credit for UC/CSU.
Quality Criteria 7A

Students are counseled regarding:

- Career opportunities in Agriculture and Agribusiness
- Agriculture and academic courses necessary to complete career pathways offerings
- Post-secondary education and training options

Students in each agriculture course at Dinuba High School are provided with pathway flyers so that they may work on completing the courses required to assist in their career planning. Dinuba High School has a strong career technical education program, with many opportunities for students, and the agriculture department is a strong component of this. In the student handbook, is a clear and simple chart for students to reference in order to see the pathway courses, as well as graduation requirements and how our program fits into that sequence. Students are instructed on completing their "plan" during "focus lessons" where students are grouped in grade level classes and taught a specific school wide lesson. Each agricultural course has a component that instructs students on career opportunities in that industry sector, with employment available at various levels of training and education.

Example: Focus lessons and graduation planning forms from student agenda/handbook

Quality Criteria 7B

All students have a completed career plan (Student Data Sheet) and it is updated annually.

Each student in our agriculture program has an information sheet and a student data sheet on file with their instructor. The information sheets cover our students' background information and agriculture areas of interest for our students. A 4-year student data sheet for interest areas and career pathways is used to track students plans for courses, SAE projects, and FFA activities. These data sheets are kept on file in the agriculture department and updated annually.

Example: Student information sheets
Quality Criteria 7C

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

In the past, we had various courses that were articulated with Community Colleges, including Floral Design, Environmental Horticulture, Ag Natural Resources, but all of these agreements have expired. In the past five years our instructors attended workshops to renew these agreements, but the focus was on county wide coordination. The majority of our students were transferring to a junior college in another county, and the agreements were rarely used. Currently, Floral Design is still aligned with College of the Sequoias (Visalia), but this is the only course aligned.
8. Program Promotion
Dinuba High School
"End Generational Poverty Through Education".

**Quality Criteria 8- Program Promotion**

The Recruitment program at Dinuba High School has fluctuated greatly in the past five years for the agriculture program. As our administration saw a large turnover for a series of three years, support for our program was less evident and the possibility to reach out to the feeder school was limited. In the previous years we were able to a full afternoon at our rural feeder school and present to the eighth grade students in a classroom setting informing them of our program and opportunities available to them. As our career technical education courses at Dinuba High School have expanded, and the variety is great in many industry sectors, it became a concern to the administration to allow some programs to present and not all. A coordinated elective night is now the setting for interested eighth graders to attend and learn about elective options in the high school. This reach was limited to a selective group of students, but it provided a group setting for all electives to be presented after hours. With the addition of a medical pathway “academy” to our high school we saw the definite need to increase our recruitment for next year, and so we decided to conduct an outreach during the lunch hour at our largest junior high feeder school, which was enormously successful. This allowed us to find a chance to have current students visit the incoming freshmen and promote our agriculture program. All of our programs are available to students with means to overcome barriers in place.

There are many recruitment activities and materials that we have developed to promote agriculture courses. Brochures are available that discuss our program and explain the courses offered, encouraging them to develop an area of interest so that they can easily fall into a specific agriculture pathway as they enter high school. Pathway flyers are available at the counseling offices and to new students. We also participate in fun activities for the younger school students such as petting zoos, and officer presentations. We look forward to the increased enrollment in the coming years and we continue to believe that with our recruitment we will have a steady increase of students enrolling in agriculture courses in the upcoming years.

**Quality Criteria 8A**

*An Agricultural Education program recruitment brochure or similar document is used to promote the program.*
The Dinuba High School agriculture department has a program recruitment brochure to encourage the middle school students to enter into one of our pathways. We also have flyers that we distribute to the counselors and career technicians during the course enrollments so that students can see the courses in which they wish to enroll and then sign up according to the sheets provided. This encourages middle school students (and current students) to follow an agriculture pathway of interest and sign up for the correct agriculture class as an incoming freshman.

Example: Recruitment Materials

**Quality Criteria 8B**

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

There are financial means for overcoming any barriers for participation in our programs. Most of our FFA activities are free to all students. Many leadership conferences have scholarships available (such as for delegates). We have at least five recipients or sponsored FFA jackets annually, from community members, supporters, and parent. Students can also fill out loan paperwork with our bank for the cost of a larger SAE, where smaller SAE projects can be funded from our ASB account and repaid at the conclusion of the project. The local bank works closely with our advisors and conducts a workshop at our parent meeting for livestock project. All students also have available areas to keep their projects on site, since many of our students do not have the appropriate locations at home. Leadership activities are always available for students and a free public education is available to all.

**Quality Criteria 8C**

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

Our high school participates in a recruitment presentation with our local high school on the week of registration. We also participate in the elective presentation night for all incoming freshmen. The school offers a “club fair” in fall where students are encouraged to join clubs, and the FFA has a booth explaining that FFA is an intra-curricular program. We have a petting zoo that goes to the elementary schools and local fairs throughout the year that our offices explain to them how the agriculture high school program runs at Dinuba. The officers answer questions and encourage the students to enroll in agriculture courses for their freshman year in high school.
This year our chapter officers and involved members visited the middle school the day of enrollment, handing out brochures of our program and explain what pathways they may choose from. A list of the freshmen courses are available so that they can choose right then what pathway and courses in which they would enroll for their freshmen term.

Example: Recruitment Materials for feeder Schools
9.
Program Accountability & Planning
Quality Criteria 9- Program Accountability & Planning

The Dinuba High School Agriculture Program expanded from one to three teachers in 2007. In the past years, we have been rebuilding and expanding the agriculture department to one of the best in the San Joaquin Region. We, as instructors, have our student's best interest at our focus - providing them an opportunity to experience leadership, personal growth, and career success.

Our comprehensive Program plan is completes and we continually submit our proper paperwork to the regional supervisor on a regular basis within the due dates. Our graduate follow up survey focuses on program completers. Due the nature of out one-semester block schedule, we experience a high number of first year FFA members in their senior year, or a few students who selectively take courses, without completing any agriculture pathways. By focusing on our pathways computers and program completers (four year members) we are able to focus our efforts on supporting our students beyond high school and learn about their career and educational development. Each year we complete a Graduate follow-up survey for our students, which is submitted to the regional Supervisor within the deadline. This is an annual task, with paperwork kept in department files and our comprehensive program plan.

Retention of our students from freshmen through their senior year had been a difficult task for Dinuba High School. As we tripled our enrollment number in one year we struggled with students that were new to our program, with limited background knowledge og the FFA. As we have had an establish staff for the past seven years our FFA and SAE involvement has expanded, which serves to keep the students dedicated to the program. This year we had fourteen students that earned their State FFA Degree, a new record for any past years. This shows the commitment of students to their involvement in the agriculture program. Out pathway completer number (the seniors that have completed a chose agriculture career/industry pathway) have continues to steadily increase. As we are finding ways to recognize these students (at the schools awards ceremony and our annual FFA banquet) it has built interest and pride in the task. We hope to continue to increase these numbers to meet out 5% enrollment mark.
Quality Criteria 9A

*Quality Criteria 9A*

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

Our Comprehensive Program Plan is filed annually with the Regional Supervisor and the additional copy is located in our department chair’s office. The Program Plan saw significant updating and revisions in 2010. As we have continued to keep the program plan updated annually in recent years is has become a useful resource in our department. Each year we collect and develop materials for the program plan, and put these together as our Comprehensive Program Plan.

The Agriculture Advisory Committee for Dinuba High School has helped develop parts of the Program Plan and aided the instructors to develop the Plan according to the needs of the agriculture community and the agriculture students. The Comprehensive Program Plan will be updated annually and submitted as required.

Example: See Comprehensive Program Plan

Quality Criteria 9B

*Quality Criteria 9B*

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

These documents are edited each year during our summer planning session and completed during our department collaboration and meetings. Reviewing these items each year allow our team to make useful adjustments and revise any portions to the Program Plan. Currently, all of these items are being utilized. It has been helpful to have these documents as they are useful in supporting our program in the Perkins funding, ROP funding and WASC reviews.

Examples: See Comprehensive Program Plan, and Agriculture Incentive Grant Application

Quality Criteria 9C

*Quality Criteria 9C*

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

- **Status of employment or school enrolled within**
- **Opinion regarding the value and relevance of the agriculture program**
- **Suggestions for improving the agriculture program**
Our department did not have a proper graduate follow up survey until I created one. I create in Google Forms a survey to collect data about our graduates. The survey consisted of general information like their demographics and experiences within the agriculture program. It also included questions related to their future education and/or career plans.

Our program completers usually consist of approximately 10-20 students that we are in contact with. Many of these students are earning their state degrees, continuing their SAE projects, applying for the American degrees, etc. They often serve as assistant coaches and judges for training our CDE teams and livestock showmanship.

Example: Graduate Follow-up System

**Quality Criteria 9D**

_The graduate follow up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th._

As evident in our R2 report you can see that our graduate information has been entered. Again, this information is mainly gathered from personal contact and knowledge, as we have a low number of fifth year members. The students that are in their fifth year of FFA membership with our chapter tend to be involved in some way and assist current FFA members.

See R2 roster.

**Quality Criteria 9F**

_The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program._

This has been an area of improvement for Dinuba High School agriculture instructors for the past years. We struggled with our membership retention mainly because of the school’s block schedule. Students are enrolled in four courses for a semester, then switch to a new four courses the next semester. This only allows face to face contact with our students for one semester, and the students may not stay involved with our program when they are not enrolled in a current class. Although the students are still FFA members and have opportunities available, we lack the contact with them. We may have a student in the fall of one year, but then not again until spring of their next year, and we go a year without having them in class. We are always looking for ways to increase retention. We have many students that enroll in multiple agriculture courses each year, due to
the fact that students have had eight classes a year they are able to take more elective classes than other schools. This sometimes poses a problem for students because they may finish all of the available agriculture courses before their senior year.

Next year we move to a traditional seven period day, and we will keep our students all year, which will hopefully allow for greater long term involvement. We hope to see a higher number of retained students, but this could also be difficult as we move from an eight period day to seven and students are losing one elective option each year from their schedule. Students have pathways to follow and are able to decide which courses they should enroll to stay in an agriculture path and we hope this continues.

Example: FFA R2 Roster

Quality Criteria 9F

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

All reports, the R-2, Expenditure, and FFA Roster, have been submitted to the Regional Supervisor for previous school years. These reports are submitted annually on a timely basis to the regional supervisor and will continue in the future. Four years ago our district replaced their CFO and we have been ‘reeducating’ her on the ways of our program. Some issues have been difficult to explain how the granat works and the importance of completing certain tasks in a timely manner. We have managed to get all of the tasks completed this year.

Example: R-2 reports, AIG Expenditure Report, and FFA Roster
10. Student/Teacher Class Ratio
Quality Criteria 10 - Student - Teacher Ratio

Dinuba High School has met the requirements of the student - teacher ratio in classroom instruction, but is imbalanced in our total contact number since we all teach six classes a year (usually 25 students each class totals 150 total contacts per teacher). Most of our classes meet requirements number or are close and we are pleased with the safe environment and focused attention that our students receive. Due to the fact that our classrooms within the agriculture buildings are very small it has limited the maximum safe enrollment to 24 per class.

Also, Dinuba High School agriculture instructors do not receive a project supervision period, increasing the number of students per teacher within the year. We are looking to minimize this problem in the future.

Our school and agriculture department continues to fight to accomplish the 20-student ratio for the shop and laboratory based classes, and also the 25 students enrolled in a standard classroom-based course, but we are very close each time. Many of these numbers are close but we do not have enough overflows to hire another teacher. This causes our ratios to exceed the maximum limit at this point in time. We hope to hire additional teacher in the near future.

Quality Criteria 10A

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

At this point, our agriculture department does not meet these criteria, but we are very close and we provide a safe work environment and focused attention from the advisor in order to provide a successful educational setting. Most laboratory based classes have 24 enrolled (AgMechanics, Veterinary Science, Floral Design, and Landscape Design). As for the classroom-based courses (AgScience and AgBiology), all our classes are between 24 and 26 students per teacher.

Example: FFA R-2 Teacher Schedule & numbers
Quality Criteria 10B

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

Our ratio does not meet the 75 students per teacher at Dinuba High School. Currently we have nearly 100 to 125 students per teacher as our program is growing. We have not had enough growth to hire a further teacher, causing overflow for each teacher. Our senior class is small due to retention. Since our retention is increasing we are looking to expand our department within the next couple of years.

Example: R2 Student Report
11.
Full Year Employment
Quality Criteria II- Full Year Employment

At Dinuba high School we understand the importance of having full-time employment for the benefit of our agriculture students and their SAE projects.

All agriculture Instructors in the Dinuba Department are on full-time contracts with a summer extension contract so that year-round activities in the agriculture program are conducted and fulfilled. Currently our instructors are not provided a project supervision period, instead each instructor receives 10% of their salary for SAE project supervision projects year round, which is shown as a stipend for advising FFA Activities each semester. This compensation is part of our contract for year round instruction. Our extended contract is 10% of our salary and must be represented by 18 works days during the summer months. This is considered a Farm Manager contract and provided for professional development and conferences, FFA activities, and greenhouse/orchard/vineyard/garden management, fair animal supervision, and other school related work.

Quality Criteria II A

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

Agriculture instructors at Dinuba High School are compensated a total of 20% of their salary (10% as an extended summer contract and 10% as an FFA advisor stipend), surpassing the minimum $2000, for year-round instruction. All teachers are full-time agriculture instructors within the school day and throughout the summers to provide adequate supervision of SAE projects. Responsibilities of the program management are equally shared among the instructors.

Example: R-2 Teacher Information form & Chart of Staff Responsibilities

Quality Criteria II B

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

Dinuba High School does not provide project supervision periods for its agriculture instructors. The enrollment numbers for our classes are too high to allow for the lack of class. Currently, all instructors are provided a 10% Extended Contract Stipend for their SAE project supervision during the school year as identified as an FFA Stipend, and an additional 10% compensation is provided in the summer months as a Farm Management Extended Contract. This Stipend is reflected in addition to the 10-month salary.

Example: R-2 Teacher Information form & Teacher Schedule
12. Program Achievement
Dinuba High School
"End Generational Poverty Through Education".

**Quality Criteria 12- Program Achievement**

At Dinuba High School we believe in offering a variety of activities so that our students can succeed in a variety of ways. We want to offer something to every member and find strengths in a plethora of areas.

All Agriculture Instructors in the Dinuba Department are aligned with the FFA mission and believe that students reaching success in their area of strength is asign of a successful program. Program Achievement can be evident in many ways: earned degree advancement, leadership awards, attendance at conference, career development successes, servant leadership, and retention.

Every teacher in our department is valuable as they use their individual strengths for the betterment of our program. From outreach, community support, and organization, all of these are requirements for a successful program.

**Quality Criteria 12A**

*The agriculture program meets the requirements of program Achievements (attach checklists.)*

The minimum requirements to meet program achievements is to meet 12 areas on the activities checklist, and Dinuba FFA usually earns more than the minimum, with last year completing 15 areas of participation. As this list is adapted for the following year we would easily meet up to 17 areas. Each instructor coaches a minimum of two judging teams, and advises many other activities, and we all assist our students in encouraging them to complete and earn their higher level degrees. In 2014 we had 14 students earn their state FFA degree which is just over 4% of our general membership, but its 30% (14/46) of those ‘eligible’ according to our roster. Many that ‘qualified’ this year will be earning their degree next year since they weren’t able to meet the income or leadership requirements yet. This was a huge success in our department as it is our biggest group to earn the state degree, which broke another record. There is always room to improve, but we are definitely making progress.

Our regular activities range from public speaking to leadership, and everything in between. We don't believe in the stereotype of agriculturalists or FFA members, and therefore our membership has the opportunity to participate in some activity that speaks directly to them in some way.
Proficiency awards are another way for students to be successful, and are great model for younger members to witness the success of a string SAE program. In the past five years we have had almost twelve proficiency awards at the sectional, regional and state level. Two of those were state finalists, and half of them were regional winners. As the advisors do not currently have an SAE or program period, all of the work for these applications and awards must take place out of school time.

Our CDE teams have also had extreme success, with two years in the past five having two state champion teams in the same year. Every year our main teams (Vet science, Floriculture, Citrus, Grapevine Pruning, Grapevine Judging, Cotton Judging, and Ag pest control) are in the top five teams in the state ranking. Especially in CDE teams, success breeds success. As students experience success in the way of awards and accomplishments it serves to encourage them and other to seek these out.

Leadership conference (Greenhand, made for excellence, advanced leadership academy, state conference and national convention) can be expensive for our students to participate in so our chapter often offers scholarship, loans, and supplemented registration fees so that members that are able and willing to participate can have the opportunity.

Community service is a way for our students to be servant leaders, an important component of the FFA motto "Living to Serve". For many students this is something that really makes them committed to our program, it is the chance for them to help others and give back to the community. We conduct about five community service events each year.

We believe that our chapter is very active because it assists in accomplishing the mission of the FFA. We as advisors see the success it provides our students and we believe in its potential to develop our students.

See Activity Chart.
# AGED 539

Expected Supporting Completion Materials

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Student Data Sheets
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
- Last Name
- First Name, MI

B. Gender:
- Male
- Female [X]

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

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

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

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

F. I Am Taking This Course Because: (Select One)
- [X] I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

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

H. Date: 8-24-16

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

J. Program of Instruction Being Pursued: (Select Only One)
- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
1. Go to Work Full - Time
   - No Further Education
   - Some College Later

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

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

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- US History P
- ROP Floral Design 1
- Statistics P
- American Lit P
- French 3 P
- Chemistry P

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

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N. Planned Department Activity (FFA)

[Blank space for FFA activity]

Parents/Guardians Signature: ___________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender:  Male  Female  X

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes  X  No  
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White

D. Year in Agriculture Program:  10th  
   (1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture  X
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

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

H. Date:  01/21/15  

I. Locator Data
   Street Address:  
   City, Zip:  
   Phone Number:  
   Email:  
   Parent:  
   Mr.  
   Miss/Mrs./Ms.  

J. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040) X
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later  
   2. Go to College  X
      Community College
      Four Year College  X
      Full-Time Student
      Part-Time Student  X
      Agriculture Major
      Non-Agriculture Major  X
   3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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- Spanish 2
- Floral Design 1
- English 9
- Concept Physics
- Integrated Math 1
- Integrated Core P.E.

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature:
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender: Male __ Male Female __

C. Ethnicity/Race:

Are you Hispanic or Latino? (Check one): Yes __ No __

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

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

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

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

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

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

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

H. Date: 8-21-16

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

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

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

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

1. Go to Work Full-Time
   No Further Education
   Some College Later ___ __

2. Go to College __
   Community College __
   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major
   Non-Agriculture Major ___

3. Go Into Military Service ___
**STUDENT PROGRAM PLANNING FORM**

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

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<tr>
<th>FRESHMAN YEAR</th>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ___________________  ___________________
Agricultural Education - Student Career Data Sheet

A. Name [Last Name] [First Name, MI]

B. Gender: Male [ ] Female [ ]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [ ] No [ ]
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   [ ] American Indian or Alaskan Native
   [ ] Asian Indian
   [ ] Cambodian
   [ ] Chinese
   [ ] Hmong
   [ ] Japanese
   [ ] Korean
   [ ] Laotian
   [ ] Vietnamese
   [ ] Black or African American
   [ ] Filipino
   [ ] Guamanian
   [ ] Samoan
   [ ] Tahitian
   [ ] White

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

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

F. I Am Taking This Course Because: (Select One)
   [ ] I plan a career in agriculture
   [ ] Not a career, just an interest in agriculture.
   [ ] Not interested, placed in class.

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

H. Date: [9/27/16] Revised 7.16.10

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

J. Program of Instruction Being Pursued: (Select Only One)
   [ ] Plant & Soil Science (4010)
   [ ] Animal Science (4020)
   [ ] Agricultural Mechanics (4030)
   [ ] Agricultural Business (4040)
   [ ] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      [ ] No Further Education
      [ ] Some College Later
   2. Go to College
      [ ] Community College
      [ ] Four Year College
      [ ] Full-Time Student
      [ ] Part-Time Student
      [ ] Agriculture Major
      [ ] Non-Agriculture Major
   3. Go Into Military Service
      [ ]
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<th>FRESHMAN YEAR</th>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature:
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender: Male     Female   ✓

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

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

D. Year in Agriculture Program:  1st

E. Grade Level in School:  9

F. I Am Taking This Course Because: (Select One)
   ✓ I plan a career in agriculture
   Not a career, just an interest in agriculture.
   Not interested, placed in class.

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

H. Date:  1/21/16

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

J. Program of Instruction Being Pursued: (Select Only One)
   Plant & Soil Science (4010)
   Animal Science (4020)
   Agricultural Mechanics (4030)
   Agricultural Business (4040)
   Ornamental Horticulture (4050)
   Forestry & Natural Resources (4060)
   Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time  ✓
      No Further Education
      Some College Later

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

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

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: __________________________
A. Name: [Redacted]

B. Gender: [Redacted]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [Redacted] No [Redacted]
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   American Indian or Alaskan Native
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black or African American
   Filipino
   Guamanian
   Samoan
   Tahitian
   White

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

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

F. I Am Taking This Course Because: (Select One)
   [Redacted] I plan a career in agriculture
   Not a career, just an interest in agriculture.
   Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   I will like to open a floral shop or become a detective.

H. Date: 8-24-10

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

J. Program of Instruction Being Pursued: (Select Only One)
   [Redacted] Plant & Soil Science (4010)
   Animal Science (4020)
   Agricultural Mechanics (4030)
   [Redacted] Agricultural Business (4040)
   Ornamental Horticulture (4050)
   Forestry & Natural Resources (4060)
   Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
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      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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- Spanish 3
- U.S. History
- Criminal Justice
- American Lit
- Integrated Math III

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

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N. Planned Department Activity (FFA)

- [Handwritten text illegible]

Parents/Guardians Signature: [Blank]
Permanent Agriculture Student File
Description
Dinuba FFA- Permanent Student Files

Student files are stored in the middle office room in the Ag Department. All record books are stacked sorted by years in file cabinets. State Degree recipients are also stored in the individual student files hanger. American Degree recipients are also sorted and saved. After reevaluating the roster for qualifying state degrees, we pull those books of those students for review and to complete applications. We currently have three years’ worth of student record books on file.
Course Outlines
Introduction to Agriculture
Mrs. Bontrager
2016 – 2017

Prerequisite: None
Grade Level: 9
Elective/Required: Elective

Course Description: Ag I includes the study of a wide range of agriculture areas and careers. Basic areas of study include careers in agriculture, Future Farmers of America (FFA), Plant Science, Animal Science, Agriculture Business and Agriculture Mechanics. Students will be given the opportunity to participate in hands on learning as it relates to skills used in agriculture. Practical application of skills will take place at the High School Farm.

Course Outline: The following is a list of topics that will be covered in Introduction to Agriculture Science 1 course:
I. Basic Animal Science
II. California Agriculture
III. Basic Plant Science
IV. Agriculture Careers
V. FFA Leadership
VI. FFA Record Book
VII. SAE (Supervised Agriculture Experience)
VIII. Parliamentary Procedure

Grading: Grading of this course will be based on the following percentage scale:
90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
59% or below F
*Plus or minus grades may be used on borderline situations.

Student’s grades will be determined by using the following weighted scale:
30% Assignments, Homework, Class work, SOD, Etc.
30% Tests/Exam and Quizzes
20% Labs
10% FFA (Must attend 5 activities for full credit)
5% Record Book & SAE Project
5% Participation, Work Ethics, & Attitude

I have read the syllabus provided and understand what is expected of me/ my child in this class:

Student Name ___________________________ Student Signature ___________________________ Date _______

Parent Name ___________________________ Parent Signature ___________________________ Date _______
A. Class Rules

1. **Family First** - In the classroom we are family!
2. **Respect**
3. **Leave the Food at Home** - Students may not eat or drink in the classroom. This includes gum, candy and even water.
4. **No Hats** - I do not allow hats (of any kind) to be worn during class time. You may wear it into & out of class only.
5. **NO Cell Phones** - I do not allow cell phones in my classroom. If it is out, I will collect it and turn into the office and student will receive a Step.

B. Make-Up Tests
I do not have set days or times for make-up tests or labs. Ag teachers have many different activities or functions going on all the time that students will need to arrange a time with me to schedule a make-up time.

**Class Procedures**

A. **Most Common Procedures**

**Entering the Classroom & Arriving Late**
When you enter the classroom no screaming, running or causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. You should also check the side whiteboard for the day’s agenda. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help. When you enter the room late (with or without a pass) you need not disturb the class. You will come in quietly, sit at your seat and raise your hand when it is an appropriate time to get back on track with the rest of the class.

**Leaving the Classroom**
- YOU are NOT cattle do not herd the door!
- The bell does not dismiss the class, I do.
- Do not pack up until I dismiss the class.
- Do not leave your seats until I dismiss the class.
- People who pack fast shall leave last.
- I will keep you in if you disobey the above (if you are late to your next class, break, lunch, bus, etc. that is your problem not mine)

**Stumper of the Day (SOD)**
Everyday will begin with the SOD. You will find the SOD displayed on the front white board when you arrive each day. The SOD should be started **before** the bell rings, immediately upon entering the classroom. The SOD will be a collection of questions reviewing current/past material or introducing new material. SOD is required and will be collected weekly for a grade. Those who refuse to do SOD or do not begin when entering the class will lose points. If you miss a SOD you must find an Ag related article and write a summary for that day’s SOD in order to receive full points.

**Turning-In/Passing Back Assignments**
In the PINK file box, there will be two folders per class period. One folder will be the IN-folder where assignments are turned in and the second will be the OUT-folder where assignments are returned to students. Remember late work will not be accepted. **All assignments must be properly labeled with: Student Name; Date; Period.** This should be placed in the upper right-hand corner of each assignment. Also, the title of each assignment should be placed on the top line and centered on the paper when needed.
Discipline
You will receive one warning if you choose to behave inappropriately. Further insubordination will be dealt with using the Dinuba High School Referral system and Step system.

Using the Bathroom
Each student will be given two bathroom passes at the beginning of the semester. It will be the responsibility of the student to retain (keep) this pass all semester long. If the student loses his/her pass it will not be replaced. Each student will have two passes only. Once, the passes have been used using the restroom will need to be done at brunch, lunch or during passing periods. Any unused passes may be redeemed at the end of the semester of extra credit points!

FFA/SAE Participation
Each student is required to participate in 5 FFA activities per semester. FFA participation will count for 10% of your class grade. Each student will be required to have a Supervised Agriculture Experience (SAE) project such as raising an animal, growing crops, or work experience. We will cover a unit on appropriate SAE projects. SAE projects will count as 10% of your grade.

Record Books
Each student will be required to keep a California Agricultural Record Book. The record book will be provided to you during the semester. Your record book must be kept neat, and up to date at all times. Periodically your record book will be checked for completeness.

Instructor Note: All policies/procedures may be changed or new ones added by the instructor. All procedures will be thoroughly rehearsed as a class.

I have read the syllabus provided and understand what is expected of me/ my child in class:

Student Name _______________________________ Student Signature _______________________________ Date ________

Parent Name _______________________________ Parent Signature _______________________________ Date ________
Intro to Agriculture Mechanics
Mrs. Bontrager
2016 – 2017

Prerequisite: None
Grade Level: 9
Elective/Required: Elective

Course Description: Agricultural Mechanics is a program of courses created to develop in students' understandings, appreciations, abilities, and skills which will prepare them for entrance into the labor market or into advanced education. Throughout the course of the year all students will be involved in hands-on activities that will allow them to increase their knowledge and skill in a variety of areas. The main goal of any mechanics course is to train students to work with and among others, around machinery, and with hand tools in safe and efficient manner. All students will partake in constructing a variety of projects, but those projects may be altered to fit the individuals’ interests, needs, or confidence/skill level.

Course Outline: The following is a list of topics that will be covered in Introduction to Agriculture Science 1 course:
I. Safety
II. Tool Identification
III. Woodworking
IV. Plumbing/Irrigation Systems
V. Cold Metal
VI. Electrical
VII. Concrete
VIII. Small Engines
IX. Agriculture Careers
X. FFA Leadership & FFA Record Book
XI. SAE (Supervised Agriculture Experience)

Grading: Grading of this course will be based on the following percentage scale:

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<th>Percentage Range</th>
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<td>80 – 89%</td>
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<td>70 – 79%</td>
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<td>60 – 69%</td>
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<td>59% or below</td>
<td>F</td>
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*Plus or minus grades may be used on borderline situations.

Student’s grades will be determined by using the following weighted scale:

- 35% Projects
- 20% Assignments
- 25% Tests/Exam and Quizzes
- 10% FFA (Must attend 5 activities for full credit)
- 5% Record Book & SAE Project
- 5% Participation, Work Ethics, & Attitude

I have read the syllabus provided and understand what is expected of me/ my child in this class:

Student Name ___________________________ Student Signature ___________________________ Date ______

Parent Name ___________________________ Parent Signature ___________________________ Date ______
Introduction to Agriculture Mechanics
Classroom Polices & Procedures
Mrs. Bontrager
2016-2017

A. Class Rules
1. Family First - In the classroom we are family!
2. Respect
3. Leave the Food at Home - Students may not eat or drink in the classroom. This includes gum, candy and even water.
4. No Hats - I do not allow hats (of any kind) to be worn during class time. You may wear it into & out of class only.
5. NO Cell Phones - I do not allow cell phones in my classroom. If it is out, I will collect it and turn into the office and student will receive a Step.

B. Make-Up Tests
I do not have set days or times for make-up tests or labs. Ag teachers have many different activities or functions going on all the time that students will need to arrange a time with me to schedule a make-up time.

C. Substitute Teachers
There will be substitute teachers for my classes from time to time. At all times, you must be courteous, helpful, respectful, cooperative and on your best behavior in the presence of the substitute teacher. I expect your behavior to be above and beyond the level usually experienced when I am present in class. If I come back and I have any negative feedback from a substitute teacher there will be consequences for those who act inappropriate.

Class Procedures

Most Common Procedures

Entering the Classroom & Arriving Late
When you enter the classroom no screaming, running or causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. You should also check the side whiteboard for the day's agenda. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help. When you enter the room late (with or without a pass) you need not disturb the class. You will come in quietly, sit at your seat and raise your hand when it is an appropriate time to get back on track with the rest of the class.

Leaving the Classroom
- YOU are NOT cattle do not herd the door!
- The bell does not dismiss the class, I do.
- Do not pack up until I dismiss the class.
- Do not leave your seats until I dismiss the class.
- People who pack fast shall leave last.
- I will keep you in if you disobey the above (if you are late to your next class, break, lunch, bus, etc. that is your problem not mine)

Time Cards
Time cards will be completed at the end of each class period. These identify the project that you are working on and how you used your time during class. They will be collected every two weeks. They are a large part of your participation points.

Project Reports
Project reports are a written document that must be completed at the end of each project done in this class. You will be received a grade unless the project report is completed.
Turing-In/Passing Back Assignments
In the PINK file box, there will be two folders per class period. One folder will be the IN-folder where assignments are turned in and the second will be the OUT-folder where assignments are returned to students. Remember late work will not be accepted. All assignments must be properly labeled with: Student Name; Date; Period. This should be placed in the upper right-hand corner of each assignment. Also, the title of each assignment should be placed on the top line and centered on the paper when needed.

Discipline
You will receive one warning if you choose to behave inappropriately. Further insubordination will be dealt with using the Dinuba High School Referral system and Step system.

Using the Bathroom
Each student will be given two bathroom passes at the beginning of the semester. It will be the responsibility of the student to retain (keep) this pass all semester long. If the student loses his/her pass it will not be replaced. Each student will have two passes only. Once, the passes have been used using the restroom will need to be done at brunch, lunch or during passing periods. Any unused passes may be redeemed at the end of the semester of extra credit points!

FFA/SAE Participation
Each student is required to participate in 5 FFA activities per semester. FFA participation will count for 10% of your class grade. Each student will be required to have a Supervised Agriculture Experience (SAE) project such as raising an animal, growing crops, or work experience. We will cover a unit on appropriate SAE projects. SAE projects will count as 10% of your grade.

Record Books
Each student is required to keep a California Agricultural Record Book. The record book will be provided to you during the semester. Your record book must be kept neat, and up to date at all times. Periodically your record book will be checked for completeness.

Instructor Note: All policies/procedures may be changed or new ones added by the instructor. All procedures will be thoroughly rehearsed as a class.

I have read the syllabus provided and understand what is expected of me/ my child in class:

Student Name ___________________ Student Signature ___________________ Date ______

Parent Name ________________ Parent Signature ________________ Date ______
Landscape Design
Mrs. Bontrager
2015 – 2016

Prerequisite: Introduction to Ag 1 or Floriculture

Grade Level: 11-12

Elective/Required: Elective

Course Description: This year-long agricultural course is designed to teach practical landscape design and construction skills commonly use in the local area. Students will have the opportunity to design and install actual landscapes from the ground up by using a current landscape design software program, topics learned in the class, power equipment, landscape hand tools and personal strength. This will be a learn-by-doing class, where hard work, solid effort and creativity is strongly encouraged. The FFA organization will be promoted throughout the course as it is an intra-curricular portion of the curriculum. Supervised Agricultural Experiences will strongly be encouraged.

Course Outline: The following is a list of topics that will be covered in Introduction to Agriculture Science 1 course:
I. Safety
II. Plant & Tool Identification- Care & Safe Use
III. Basic Plant Science- Structure, Health & Care
IV. Landscape Design- History, Principles & Elements
V. Basic Landscape Drafting, Drawings & Considerations
VI. Irrigation Systems
VII. Landscape Construction
VIII. Planting Methods
IX. Agriculture Careers
X. FFA Leadership & Record Book
XI. SAE (Supervised Agriculture Experience)

Grading: Grading of this course will be based on the following percentage scale:

90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
59% or below F

*Plus or minus grades may be used on borderline situations.

Student’s grades will be determined by using the following weighted scale:

25% Assignments
25% Tests/Exam and Quizzes
20% Labs
10% FFA (Must attend 5 activities for full credit)
10% SAE Project
10% Participation, Work Ethics, & Attitude
A. Class Rules

1. Family First- In the classroom we are family!

2. Respect-
   - **Watch Your Mouth**- Students will exhibit courtesy and respect toward instructor and all other students at all times. Hateful comments concerning race, gender, sexuality, political views, appearance, or of any other type will not be tolerated; this applies to serious as well as "joking" comments.
   - **Raise Your Hand**- Out of respect, raise your hand if you have a question; want to give an answer or need help. Please do not talk over your classmates or myself because I will not tolerate it.
   - **Keep Your Hands to Yourself**- Physical contact of any kind is not permitted. Violation of this simple rule will be punished by the most severe consequences possible.
   - **Stay in Your Seat**- Do not walk around during class unless directed to do so. Have everything you need ready before class begins (this includes all handouts, paper, sharpened pencils, etc).
   - **Nothing Goes Airborne**- Nothing will go airborne in class at any time. This includes pens, paper, and other students.

3. Leave the Food at Home- Students may not eat or drink in the classroom. This includes gum, candy and even water.

4. No Hats - I do not allow hats (of any kind) to be worn during class time. You may wear it into & out of class only.

5. NO Cell Phones – I do not allow cell phones in my classroom. If it is out, I will collect it and turn into the office and student will receive a Step.

B. Make-Up Tests
I do not have set days or times for make-up tests or labs. Ag teachers have many different activities or functions going on all the time that students will need to arrange a time with me to schedule a make-up time.

C. Substitute Teachers
There will be substitute teachers for my classes from time to time. At all times, you must be courteous, helpful, respectful, cooperative and on your best behavior in the presence of the substitute teacher. I expect your behavior to be above and beyond the level usually experienced when I am present in class. If I come back and I have any negative feedback from a substitute teacher there will be consequences for those who act inappropriate.

Class Procedures

A. Entering the Classroom
When you enter the classroom no screaming, running or causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. You should also check the side whiteboard for the day’s agenda. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help.

B. Plant Identification Sheets
At the start of every period, students will need to complete the plant identification sheets. In order to complete the sheet they will need to use the Western Garden Book to gather the information. They will need to have the following items for the sheets: a 3-ring binder/folder and 5 tab dividers.

C. Turing-In/Passing Back Assignments
In the PINK file box, there will be two folders per class period. One folder will be the IN-folder where assignments are turned in and the second will be the OUT-folder where assignments are returned to students.
Remember late work will not be accepted. All assignments must be properly labeled with: Student Name; Date; Period. This should be placed in the upper right-hand corner of each assignment. Also, the title of each assignment should be placed on the top line and centered on the paper when needed.

D. **Arriving Late**
   When you enter the room late (with or without a pass) you need not disturb the class. You will come in quietly, sit at your seat and raise your hand when it is an appropriate time to get back on track with the rest of the class.

E. **Leaving the Classroom**
   - YOU are NOT cattle do not herd the door!
   - The bell does not dismiss the class, I do.
   - Do not pack up until I dismiss the class.
   - Do not leave your seats until I dismiss the class.
   - People who pack fast shall leave last.
   - I will keep you in if you disobey the above (if you are late to your next class, break, lunch, bus, etc. that is your problem not mine)

F. **Discipline**
   You will receive one warning if you choose to behave inappropriately. Further insubordination will be dealt with using the Dinuba High School Referral system and Step system.

G. **Using the Bathroom**
   Each student will be given two bathroom passes at the beginning of the semester. It will be the responsibility of the student to retain (keep) this pass all semester long. If the student loses his/her pass it will not be replaced. Each student will have two passes only. Once, the passes have been used using the restroom will need to be done at brunch, lunch or during passing periods. Any unused passes may be redeemed at the end of the semester of extra credit points!

H. **FFA/SAE Participation**
   Each student is required to participate in 5 FFA activities per semester. FFA participation will count for 10% of your class grade. Each student will be required to have a Supervised Agriculture Experience (SAE) project such as raising an animal, growing crops, or work experience. We will cover a unit on appropriate SAE projects. SAE projects will count as 10% of your grade.

I. **Record Books**
   Each student will be required to keep a California Agricultural Record Book. The record book will be provided to you during the semester. Your record book must be kept neat, and up to date at all times. Periodically your record book will be checked for completeness.

J. **Instructor Note:** All policies/procedures may be changed or new ones added by the instructor. All procedures will be thoroughly rehearsed as a class.
Dinuba High School Agriculture Department
Landscape Design
Mrs. Bontrager

I have read the syllabus & classroom policy/procedures provided and understand what is expected of me in class:

Student Name ________________________________

Student Signature ___________________________  Date __________

I have read the syllabus & classroom policy/procedures provided to my student and understand what is expected of him or her:

Parent Name ________________________________

Parent Signature _____________________________  Date: __________

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Section: 6(A-B) Intro Agriculture

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SAE Supervision Forms
Dinuba High School Agriculture Department
SAE Project Supervision Report

Date: 6/9/16  Time: 4 am/pm  Location: Ag Farm

Student Name: [Blank]
Instructor: C Bontrager
Project(s): Market Swine

Record Book: Yes  No  Parent Contact: Yes  No

Visit Report

General condition of project:
Poor  Fair  Average  Above Average

Comments: Everything looks good - Nervous pig

Recommendations: Keep on free feed - keep the pen watered down to stay cool

Notes: Starting weight

Weight: 52  #’s gained:  —  Days since last visit:  —

Student Signature: [Blank]  Date: 6/9/16
Ag Instructor: Cale Bontrager  Date: 6/9/16
Date: 6-20-16  Time: 4 am / pm  Location: Agfarm
Student Name: [Redacted]
Instructor: C. Bontrager
Project(s): Market Swine
Record Book: Yes  No  Parent Contact: Yes  No

Visit Report
General condition of project:
Poor  Fair  Average  Above Average
Comments: Feeder had feed, pen was clean, water was working, and drainage was clear

Recommendations: Need to work pig more in the showing

Notes: A lot of flies - keep fly stray

Weight: 600  #'s gained: 60 lbs  Days since last visit: 6/15

Student Signature: [Redacted]  Date: 6-20-16
Ag Instructor: [Redacted]  Date: 6-20-16
Dinuba High School Agriculture Department
SAE Project Supervision Report

Date: 6-30-16  Time: 5 am/pm  Location: Ag Farm
Student Name: __________
Instructor: C. Bontrager
Project(s): Market Swine
Record Book: Yes  No  Parent Contact: Yes  No

Visit Report

General condition of project:
- Poor  Fair  Average
- Above Average

Comments: Very clean - good weight - need to work pig more

Recommendations: Continue with the feed ratio, he is gain at a nice rate

Notes: Need to put up shade cloth, the pig is getting sunburned.

Weight: 75  #'s gained: 8 lbs.
Days since last visit: 6/24

Student Signature: ____________________________  Date: 6-30-16
Ag Instructor: ____________________________  Date: 6-30-16
Dinuba High School Agriculture Department

SAE Project Supervision Report

Date: 7-6-16  Time: 6 am /pm  Location: Ag Farm

Student Name: [Redacted]

Instructor: C. Bontrager

Project(s): Market Swine

Record Book: Yes  No
Parent Contact: Yes  No

Visit Report

General condition of project:

Poor  Fair  [Average]  Above Average

Comments: - clean pen - feeder had feed
- pig needs to be wash - showing improvement on handling

Recommendations: - need to work w/pig more

Notes: - continue w/the cleaning routine

Weight: 93  #’s gained: 60  Days since last visit: 6-30

Student Signature: [Redacted]  Date: 7-5-16

Ag Instructor: C. Bontrager  Date: 7-5-16
Date: 7-11-16  Time: 6 am/pm  Location: Ag Farm
Student Name: [Redacted]
Instructor: C. Bontrager
Project(s): Market Swine
Record Book: No  Parent Contact: No

Visit Report
General condition of project:

Poor  Fair  Average  Above Average
Comments: mostly clean, need to finish washing out the drainage alley

Recommendations: pig needs a bath and to be exercised more

Notes: acts wild needs to be worked more

Weight: 112  #’s gained: 9 lbs  Days since last visit: 7-6-16

Student Signature: [Redacted]
Ag Instructor: C. Bontrager  Date: 7-14-16
Dinuba High School Agriculture Department
SAE Project Supervision Report

Date: 8-1-16  Time: 5 am/pm  Location: Ag Farm
Student Name: [redacted]
Instructor: C Bontrager
Project(s): Market Swine

Record Book: Yes  No  Parent Contact: Yes  No

Visit Report
General condition of project:

Poor  Fair  Average  Above Average

Comments: Feces all over the pen, feed around the feeder, plastic bottle in drainage

Recommendations: Increase feed, clean pen and wash pig

Notes: Increase cleaning - spoke w/ mother about pen

Weight: 150  #’s gained: 5  Days since last visit: 7-30-16

Student Signature: [redacted]  Date: 8-1-16
Ag Instructor: C Bontrager  Date: 8-1-16
Dinuba High School Agriculture Department

SAE Project Supervision Report

Date: 8-8-16  Time: 6 am/pm  Location: Ag Farm

Student Name: [Redacted]
Instructor: Cody Bontrager
Project(s): Market Swine

Record Book: Yes  No  Parent Contact: Yes  No

Visit Report

General condition of project:
Poor  Fair  Average  Above Average
Comments: - Very clean - no trash - no toys
           - Feeder was left in pen

Recommendations: - Increase feed - If she doesn't eat all her food at that time take her feed away.

Notes: - Still on the lighter side - Having problems gaining weight like the others

Weight: 104  #’s gained: 11  Days since last visit: 8-1-16

Student Signature: [Redacted]  Date: 8-8-16
Ag Instructor: Cody Bontrager  Date: 8-8-16
Date: 8/15/16  Time: 6 am / pm Location: Ag Farm

Student Name:
Instructor:  C. Bontrager
Project(s): Market Swine

Record Book: Yes  No  Parent Contact: Yes  No

Visit Report

General condition of project:
- Poor
- Fair
- Average
- Above Average

Comments: - clean - water was working
- keep the drainage area cleaner

Recommendations: - increase feed - start pan feeding and add Moore Fat and rolled oats

Notes: - gaining well on the lighter side of the group

Weight: 155  #’s gained: 10  Days since last visit: 8-8-16

Student Signature:  [Signature]  Date:  8-15-16

Ag Instructor: [Signature]  Date:  8-15-16
Visit Report

General condition of project:

- Poor

Comments: - no feed in feeder, feces all over pen, pig is hungry, not handled enough

Recommendations: - clean pen, feed pig on the discussed schedule.

Notes: - spoke with her mother - lost weight

Weight: 160  #'s gained: -1.158  Days since last visit: 8-17-16

Student Signature: [Signature]  Date: 8-22-16
Ag Instructor: [Signature]  Date: 8-22-16
Dinuba High School Agriculture Department

SAE Project Supervision Report

Date: 8-29-16 Time: 5 am Location: Ag Farm

Student Name: [Redacted]

Instructor: [Redacted]

Project(s): Market Swine

Record Book: Yes No Parent Contact: Yes No

Visit Report

General condition of project:

- Poor
- Fair
- Average
- Above Average

Comments: He is healing really nicely. Pen is clean. Shade cloth is helping.

Recommendations: Continue to push feed. Give him a bath. Continue to use sunscreen.

Notes: Largest of the group looks really good.

Weight: 206 #'s gained: 23 Days since last visit: 8-22-16

Student Signature: [Redacted] Date: 8-29-16

Ag Instructor: [Redacted] Date: 8-29-16
Dinuba High School Agriculture Department
SAE Project Supervision Report

Date: 9-5-16  Time: 6:00 am  pm  Location: Ag Farm
Student Name: [Redacted]
Instructor: C. Bontrager
Project(s): Market Swine
Record Book: Yes  No  Parent Contact: Yes  No

Visit Report

General condition of project:
Poor  Fair  Average  Above Average
Comments: Pen wasn't clean very well - he is handled well - marks from show stick

Recommendations:
- increase feed - needs a bath
- be careful w/ show stick when working pig

Notes: Need to work on record book

Weight: 204  #’s gained: 18  Days since last visit: 8-29-16

Student Signature: [Redacted]  Date: 9-5-16
Ag Instructor: [Redacted]  Date: 9-5-16
Dinuba High School Agriculture Department
SAE Project Supervision Report

Date: 9-12-16 Time: 6:00 am pm Location: Ag Farm
Student Name: [Redacted]
Instructor: C. Bontrager
Project(s): Market Swine

Record Book: Yes No Parent Contact: Yes No

Visit Report

General condition of project:
Poor Fair Average Above Average
Comments: Pen is kept clean - handles pig well - nice structure

Recommendations: Keep pushing the feed - keep using Moor-fact

Notes: Isn't going to make weight

Weight: 195 #'s gained: 10 Days since last visit: 9-5-16

Student Signature: [Redacted] Date: 9-12-16
Ag Instructor: [Redacted] Date: 9-12-16
School Board Approved Policy for SAE Requirement
Grade Requirement for SAE / FFA

In each of our Agriculture courses, students are required to participate in five FFA leadership activities each semester which is worth 10% of their overall class grade. An SAE project and record book is another component of student’s grades, worth 5% of their overall class grade. We believe the importance of the three circle structure in agriculture programs, and that all students should have active participation in each.

Students are notified of the grade requirement in their syllabus, which is required to be reviewed by a parent/guardian and signed to verify the knowledge of the grading portions. These sections are reviewed in class and stressed throughout the semester as each opportunity arises.

Evidence of the grade requirement is in the categories in the weighted grade section of our grade book. Our grading program is PowerTeacher, which is uploaded to our student accessed website, PowerSchool, where students are able to see all grade requirements online at any time. Please see the category names and the percentages correlated in my grade printout.
Board Policy for SAE Grade Requirement

When researching board policy, I have found that often the local school board with simply 'adopt' existing education codes, so I was able to trace back the Dinuba School Board Policy codes that show the adoption of the education code that verifies the 'three circle' component of our program.

Dinuba USD: AR 6143 Instruction

- States that "Vocational Education" is an adopted "Course of Study"
  - Adopts Education Code 51220
- Also adopts cf.6178 – Vocational Education

Dinuba USD: Board Policy (BP) 6178 Instruction: Vocational Education

- Explains the value of vocational education in detail
- Adopts education codes(EC): including EC 52454
- Adopted July 16, 1998

Education Code: EC 52454 : Program Components

- Outlines the agricultural career technical education should include:
  - Organized classes of study of ag science and technology
  - A student supervised occupational program in agriculture
  - A program of leadership, organization, and personal development
- Specifically states that all these components shall be considered curricular and shall contribute to the grade of the participating student.
Courses Of Study

... 

Note: Items #2-6 below duplicate items listed for grades 9-12 below and are for use only by K-8 districts to the extent needed. Because Education Code requirements for courses of study are classified by either grades K-6 or 7-12, K-8 districts need to collaborate with their secondary school district to ensure that all required courses are offered sometime during grades 7-12.

...

5. Applied arts, including instruction in consumer and homemaking education, industrial arts, general business education or general agriculture (Education Code 51220)

6. Vocational-technical education designed to prepare youth for gainful employment and/or further acquisition of technical skills in institutions of higher education (Education Code 51220)

(cf. 6178 - Vocational Education)
Dinuba USD | BP 6178 Instruction: Vocational Education

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Dinuba USD has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Note: Education Code 52910 expresses the Legislature's findings that vocational education and academic instruction should be integrated; that it is in the state's best interests to provide all students with a cohesive, defined, and well-articulated system of career education and job training; and that vocational education and basic academic skills should not be viewed as competitive or alternative programs, but rather as complementary educational programs. Education Code 51226 requires the Superintendent of Public Instruction to develop model vocational education standards. Boards are required to compare their existing vocational programs with these model standards every three years.

The Board of Education affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board encourages that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions as funding levels allow.

EDUCATION CODE

8070 Appointment of vocational education advisory committee

41541 Categorical Education Block Grant

48430 Legislative intent; continuation education schools and classes

51225.3 Requirements for graduation commencing with 1988-89 school year

51226 Model curriculum standards

1228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence

52300-52335.8 Regional occupational centers, especially
52304.1 Review of participation in centers and programs
52350-52355 Prevocational education
52370-52376 High school vocational courses
52450-52462 Agricultural Vocational Education
52910-52911 Career-Vocational Education and Training
52980-52982 Pilot projects in applied academic areas & programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT
Public Law 98-524, 204: FEDERAL REGISTER
Vol. 45, No. 92, 5/9/90, p. 30929 Vol. 50, No. 159, 8/16/85, p. 3308

Management Resources: CDE LEGAL ADVISORIES
0125.90 Procedures for requesting guidance from the U.S. Department of Education

CDE PROGRAM ADVISORIES
1107.89 Implementation of new procedures for noncompliance

Policy DINUBA UNIFIED SCHOOL DISTRICT
adopted: July 16, 1998 Dinuba, California
Legal Resources | Education Code | EC 52454 : **Program components**

(a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

1. Organized classes in the study of agricultural science and technology.

2. A student-supervised occupational experience program in agriculture.

3. A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)
Courses of study; grades 7-12

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

(a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.

(b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil laws and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.

(c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.

(d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.
(e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.

(f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.

(g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

(h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.

(i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the state and the community served and relevant to the career desires and needs of the pupils.

(j) Automobile driver education, designed to develop a knowledge of the provisions of the Vehicle Code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. A course in automobile driver education shall include education in the safe operation of motorcycles.

(k) Other studies as may be prescribed by the governing board.

(Amended by Stats. 2002, Ch. 943, Sec. 3.)

References:

Education Code 51222
The Legislature of the State of California recognizes that agriculture is the most basic and singularly important industry in the state, that agriculture is of central importance to the welfare and economic stability of the state, and that the maintenance of this vital industry requires a continued source of trained and qualified individuals for employment in agriculture and agribusiness. The Legislature hereby declares that it is within the best interests of the people of the State of California that a comprehensive career technical education program in agriculture be created and maintained by the state's school system in order to ensure an adequate supply of trained and skilled individuals and to ensure appropriate representation of racial and ethnic groups in all phases of the industry. For this purpose, the Legislature affirms that a state program for agricultural career technical education shall be established. It is the intent of the Legislature that a state program for agricultural education shall be a part of the curriculum of the state school system and made readily available to all school districts who may, at their option, include programs in career technical education in agriculture as a part of the curriculum of that district.

(Amended by Stats 2000, Ch. 1058, Sec. 82)
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adopted: July 16, 1998 Dinuba, California
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(Amended by Stats 2000, Ch. 1058, Sec. 85)
FFA Program of Activities
Dinuba FFA
2016 – 2017
Strike a Spark
Ignite a Passion
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<td>20</td>
</tr>
<tr>
<td>Chapter Officer</td>
<td>21</td>
</tr>
<tr>
<td>Chapter History</td>
<td>23</td>
</tr>
</tbody>
</table>

2016-2017 FFA Theme:
Strike a Spark, Ignite a Passion
2016 - 2015 Dinuba FFA Chapter Officers

President          Madasen Gutierrez           Vice President       Coran Chavez
Secretary          Kobe Moore                 Treasurer            Gordon Jaramillo
Reporter           Jesica Garcia              Sentinel             Ricardo Trujillo
ASB Representative Guadalupe Brito           Parliamentarian      Miguel Lopez

2014 - 2015 FFA Advisors and Instructors

Mr. Roy Browne      Veterinary Science
Intro to Agriculture

Mrs. Codee Bontrager
Intro Agriculture Mechanics
Intro to Agriculture

Mrs. Kariann Wilterding
Floriculture
Agriculture Biology

2016 - 2017 Dinuba Agriculture Advisory Committee

Jon Robson          Dairy Consultant, Ex Fresno State Professor
Dave Lopes          Reedley College Professor Emeritus
Steve Soria         Soria Trucking and Agriculture Products
Josh Terry          Plant Biologist
Rod Pomp            Farmer - nuts, hay
Tory Torosian       Torosian Organic Farms
James Garcia        Stone Fruit / Orchard Labor
Dinuba FFA Introduction

The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937. Today in California, there are over 60,000 FFA members and over 500,000 nationally. Dinuba has over 300 FFA members in the chapter this year.

Dinuba is a small agricultural community located on the east central side of the San Joaquin Valley. Crops surrounding the area include a vast amount of tree fruits comprised mainly of peaches, plums, and nectarines. Crops such as citrus, a large amount of table grape and raisin vines, persimmons, kiwi, apples, and olives – to mention a few – can be noticed in and around the surrounding areas. Down any road you may travel, you will see agriculture at its purest.

The population of the community of Dinuba has an ever-growing support for its FFA. In turn, the Dinuba FFA is greatly involved with the community. From petting zoos to safety lessons, the Dinuba FFA members have enjoyed assisting the community in promoting good will, safety, and agricultural literacy.

It is the belief of the Dinuba FFA that agricultural education is the key to the survival of a strong agriculture industry, which lies at the heart of the community. From crops to livestock to mechanics, each plays an important role in keeping the community healthy, and each bears strong ties to agriculture. Many jobs are directly related to the agricultural industry here in Dinuba, but many areas are also indirectly related. Young children and new residents must be made aware of this importance, and educated accordingly.

We are proud of our agriculture program, the Dinuba FFA, and our community. We will continue to build and preserve our integrity, our pride, and our accomplishments through updating our courses, building on new technologies to keep education current, and above all encouraging all students to set and strive for their goal, and to succeed.
President’s Message

Dear Members, Parents, and Supporters,

It is my honor as your 2016-2017 Dinuba FFA Chapter President and to invite you to be a part of another year full of success and great activities. This year our chapter is under the leadership of an excited and (mostly new) group of officers and we are excited to make the most out of our year of service. In order to ensure this year is exciting we have decided to keep our meetings interactive and introduce new ideas to the chapter, both in our activities, icebreakers, and with new fundraisers. This summer the officer team traveled to the Lake Tahoe for our Officer Retreat, where we planned a full year of awesome activities and new fundraisers. We also came up with the theme for the year, “Strike a Spark, Ignite a Passion”. From this theme we expect our officer team and members to take advantage of what FFA is offering you, to expand your personal growth and develop those qualities of leadership that an FFA member should possess. We hope that during the activities and events of our chapter that you can make the most of your FFA membership. This year we look forward to adding new judging teams and succeeding all we do. We are going to work extremely hard as officers and expect the same of our members to be competitive throughout the state.
This year will be full of team work, excitement, and participation. With the enthusiasm from our officer team we expect the year to be successful. Thank you for all of your support for the FFA and the many activities we are involved in.

Sincerely,

Madasen Gutierrez
2016-2017 Chapter President
FFA Information

The FFA Emblem

The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

The Cross Section of the Ear of Corn provides the foundation of the emblem, just as corn has served as the foundation crop of American agriculture. It signifies unity, as corn is grown in every state of the nation.

The Rising Sun signifies progress and holds promise that tomorrow will bring a new day glowing with opportunity.

The Plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.

The Eagle is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The Owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words “Agricultural Education” and “FFA” signify the combination of learning and leadership necessary for progressive agriculture. 

*Taken from the Official Manual of the National FFA Organization.*

Official Dress

Female members are to wear a black skirt to the knees or longer, nylon stockings, white collared blouse, blue FFA scarf, black close-toed shoes, and official FFA jacket zipped to the top.

Male members are to war black slacks, white collared shirt, black dress shoes, black socks, FFA tie, and official FFA jacket zipped to the top.

Show Uniform for FFA members consists of official FFA jacket, FFA scarf for females and FFA tie for males, white collared shirt, white pants, and appropriate shoes for the task.
FFA Information

FFA Mission

FFA makes positive differences 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
- Develops the competent and assertive agricultural leadership
- Increases awareness of the global and technological importance of agriculture and its contribution to our well being
- Strengthens the confidence of agriculture students themselves and their work
- Promotes the intelligent choice and establishment of an agricultural career
- Encourages achievement in supervised occupational experience programs
- Encourages wise management, 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

Agricultural Education Mission

The mission of Agricultural Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber, and natural resource system.
The FFA Creed
Written by E. M. Tiffany

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

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

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

FFA Motto

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

1. Be enrolled in a Vocational Agriculture course.
2. Have, or have plans for a Supervised Agricultural Experience Project.
3. Demonstrate Knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam.

Chapter Farmer Degree

1. Hold the Greenhand Degree.
2. Be enrolled in a Vocational Agriculture course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Occupational Experience project.
5. Earn and invest at least $150, or work at least 45 unpaid hours in a SAE.

State Farmer Degree

1. Hold the Chapter FFA Degree.
2. Be an active member for at least 24 months.
3. Complete at least 2 years of agricultural course work.
4. Earn or invest at least $1000, or work at least 300 unpaid hours in a SAE.
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Serve as an officer, committee chairperson, or a participating member of a committee.

American Farmer Degree

1. Hold the State FFA Degree.
2. Be an active FFA Member for at least 36 months.
3. Complete at least 3 years of agricultural course work.
4. Graduate from high school at least 12 months prior to receiving the degree.
5. Have in operation, with accurate records substantiating, an SOE.
6. Earn $7500, or earn and invest $1500 and work at least 2250 unpaid hours in the SAE.
# Dinuba FFA Calendar of Activities

## July 2014
- **Weekly**  
  - Livestock Showmanship Practice
  - Officer Retreat at Lake Tahoe
- **August 2014**  
  - **16, 22, 30**  
    - Officer Meetings
  - **12-13**  
    - FFA Leadership Boot Camp
  - **29**  
    - FFA Pool Party 4-7pm
  - **Weekly**  
    - Livestock Showmanship Practice
- **September 2014**  
  - **1**  
    - Barn Clean UP
  - **2**  
    - Pre-Fair
  - **12-18**  
    - Tulare County Fair
  - **12**  
    - Haul In Tack and Pigs Weight In
  - **13**  
    - Haul In Steers and Sheep and Weigh In
  - **14**  
    - Hog Show, Sheep Show
  - **15**  
    - Sheep, Steers and Hog Show
  - **16**  
    - Livestock Supervision, and steer ultrasound for carcass contest
  - **17**  
    - Market Auction at Fair
  - **18**  
    - Load out Tack for Fair
  - **24**  
    - Chapter Meeting- Tail gate Ice Cream Social
  - **27**  
    - Raisin Day Petting Zoo
  - **26/27**  
    - Chapter Officer Leadership Conference-SCICON
  - **29**  
    - Opening/Closing Speaking contest @ Strathmore
  - **30**  
    - Opening/Closing Speaking Contest @ Lemoore
  - **Weekly**  
    - Officer Meetings (Wednesdays at 3:15pm)

## October 2014
- **3**  
  - Rotary Banquet Help
- **3,6,9**  
  - Barn Clean up by Species
- **8**  
  - Sectional Finals- Opening/Closing @ COS
- **10**  
  - Grandview Petting Zoo
- **22**  
  - Sequoia Section FFA Meeting-Corn Maize
- **28**  
  - Advisory Meeting @ 5:30
- **29**  
  - Chapter Meeting- Scary Movie Night
  - **Weekly**  
    - Officer Meetings (Wednesdays @ 3:15pm)

## November 2014
- **1-18**  
  - Canned Food Drive
- **3**  
  - Greenhand Conference- Visalia
- **6**  
  - Cotton Contest
- **7**  
  - Drive Thru BBQ Fundraiser
- **8**  
  - Cotton Contest State Finals
- **20**  
  - Chapter Meeting- Potluck
- **22**  
  - Deliver Food Baskets & Donations to Families
  - **Weekly**  
    - Officer Meetings (Wednesdays @ 3:15pm)

## December 2014
6 Christmas Parade
11 Banking Quiz- Bakersfield
13 Citrus Judging Contest - Exeter
16 Deliver Christmas Tree to Family
18 Chapter Meeting- Degree Ceremony in Cafeteria
Weekly Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly Creed Speaking Practice
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

January 2015
Jan. Collect Food for Animal Shelter
Jan. Purchase Cattle Fair Projects
10 Vine Pruning and Tree Pruning Contest- Fowler
12 Record Book Scoring- Mt. Whitney
18 Sequoia Section Meeting- Visalia Lanes
Chapter Meeting- Movie Theatre
21 Citrus Judging Contest- Tulare Vine Pruning Contest- Dinuba
21 Tree Pruning Contest- Clovis
24 Citrus Judging Contest- Hanford--Vine Pruning- Reedley College
29 Record Book Scoring – Hanford
Weekly Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly Creed Speaking Practice
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

February 2015
3 Speech Contest – Tulare
7 Winter State finals- Fresno State (Vine, Citrus, Tree)
10-12 World Ag Expo
13-14 MFE/ALA – Visalia
20 Chapter FFA Meeting- Ag Olympics
22 National FFA Week
25 Sectional Meeting
26 Deliver Pet Food to Shelters
28 Regional Meeting- Bakersfield
Weekly Floral Judging and Vet Science Practice
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

March 2015
6-7 UC Davis Field Day
13-14 CSU Chico Field Day- Floral
17 Chapter FFA Meeting- Game Day
21 Dinuba Vet Contest
25 Sequoia Sectional Meeting- McDermont House
28 Modesto JC Field Day
Weekly Floral Judging, Landscape and Vet Science Practice
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

April 2015
9 State Degree Banquet
11 Reedley College Field Day
18 Fresno State Field Day
18-21 State Conference- Fresno
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Madera Floral Contest, Hanford Vet Contest</td>
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<tr>
<td>28</td>
<td>Sectional Meeting</td>
</tr>
<tr>
<td>Weekly</td>
<td>Floral Judging, Landscape and Vet Science Practice</td>
</tr>
<tr>
<td>Weekly</td>
<td>Officer Meetings-(Wednesdays @ 3:15pm)</td>
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<tr>
<td>May 2015</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>Cal Poly State Finals</td>
</tr>
<tr>
<td>4</td>
<td>CATA Sequoia Section Planning Meeting</td>
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<tr>
<td>6</td>
<td>Sectional Elections- Porterville</td>
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<tr>
<td>15</td>
<td>Chapter FFA Meeting- Awards Banquet-Jefferson</td>
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<tr>
<td>Weekly</td>
<td>Officer Meetings-(Wednesdays @ 3:15pm)</td>
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<tr>
<td>June 2015</td>
<td></td>
</tr>
<tr>
<td>21-26</td>
<td>State CATA Conference- Cal Poly SLO</td>
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<tr>
<td>30</td>
<td>Purchase Fair Livestock Projects</td>
</tr>
<tr>
<td>Weekly</td>
<td>Livestock Showmanship Practices &amp; Project Visits</td>
</tr>
</tbody>
</table>
Dinuba FFA Constitution

Article I Name and Purpose
Section A: The name of this organization shall be the "Dinuba FFA Chapters".
Section B: The purposes for which this Chapter was formed are as follows:
1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II Organization
Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.
Section B: The Chapter accepts in full the provisions in the Constitution and By-laws of the California Association as well as those of the National FFA Organization.

Article III Membership
Section A: Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.
Section B: The regular work of this Chapter shall be limited to the active membership.
Section C: Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.
Section D: Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:
1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.
Section E: Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV Emblems
Section A: The Emblem of the FFA shall be the Emblem of the Chapter.
Section B: Emblems used by members shall be designated by the National FFA Organization.
Article V: Membership Degrees and Privileges

Section A: There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.

Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.

Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D: Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI Officers

Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian.

The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.

2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.

3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter’s financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, sent news to State or National
Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.

Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).
2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.
4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to the 2 Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, losing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.

Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.
## Dinuba FFA Budgets
### Activities Budget 2011-2012

### Estimated Receipts
<table>
<thead>
<tr>
<th>Event</th>
<th>Revenue</th>
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<tbody>
<tr>
<td>School Fundraisers</td>
<td>$7,000.00</td>
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<tr>
<td>Drive Thru Fundraiser</td>
<td>2000</td>
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<tr>
<td>Shirts</td>
<td>200</td>
</tr>
<tr>
<td>Concession Stand</td>
<td>1000</td>
</tr>
<tr>
<td>Club Fair</td>
<td>100</td>
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<tr>
<td>Tri Tip Sandwiches</td>
<td>1400</td>
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<tr>
<td>Pancake Breakfast</td>
<td>1300</td>
</tr>
<tr>
<td>Donations</td>
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**Total** $7,000.00

### Estimated Expenses
<table>
<thead>
<tr>
<th>Category</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE Contests</td>
<td>$1000.00</td>
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<tr>
<td>Conferences</td>
<td>$1000.00</td>
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<tr>
<td>FFA Awards Banquet</td>
<td>$2000.00</td>
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<tr>
<td>Meeting Activities</td>
<td>$1000.00</td>
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<tr>
<td>Section &amp; Region Mtgs</td>
<td>$500.00</td>
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<tr>
<td>Scrapbook/Photography</td>
<td>$500.00</td>
</tr>
<tr>
<td>Officer Retreat</td>
<td>$800.00</td>
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<tr>
<td>Member Jackets</td>
<td>$200.00</td>
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**Total** $7,000.00

### Estimated Net Profit
$00
## Dinuba FFA Budgets

### Small Animals

#### Livestock Project Budgets

### Market Swine Project

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
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</thead>
<tbody>
<tr>
<td>Purchase Price</td>
<td>$250.00</td>
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<tr>
<td>Feed</td>
<td>$250.00</td>
</tr>
<tr>
<td>Vet. &amp; Misc. Supplies</td>
<td>$25.00</td>
</tr>
<tr>
<td>Entry Fees</td>
<td>$30.00</td>
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**Total** $555.00

<table>
<thead>
<tr>
<th>Estimated Receipts</th>
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<tbody>
<tr>
<td>Sale of Animal 250lbs. @ $2.00/lb.</td>
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**Total** $500.00

<table>
<thead>
<tr>
<th>Estimated Net Profit</th>
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<tbody>
<tr>
<td></td>
<td>$55.00</td>
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</table>

### Market Lamb Project

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Purchase of Animal</td>
<td>$200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$80.00</td>
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<tr>
<td>Vet. &amp; Misc. Supplies</td>
<td>$30.00</td>
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<tr>
<td>Entry Fees</td>
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**Total** $320.00

<table>
<thead>
<tr>
<th>Estimated Receipts</th>
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<tbody>
<tr>
<td>Sale of Lamb 130 lbs. @ 4.00/lb.</td>
<td>$520.00</td>
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</table>

**Total** $520.00

<table>
<thead>
<tr>
<th>Estimated Net Profit</th>
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<tbody>
<tr>
<td></td>
<td>$200.00</td>
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</tbody>
</table>
## Dairy Replacement Heifer Project

### Estimated Expenses
- Purchase of Animal: $1,000.00
- Feed: $800.00
- Supplies: $100.00
- Vet/Medical: $50.00
- Entry Fees: $50.00

**Total** $2,000.00

### Estimated Receipts
- Sale of Heifer: $2,000.00

**Total** $2,000.00

### Estimated Net Profit
- $0.00

## Market Steer Project

### Estimated Expenses
- Purchase of Animal: $1,400.00
- Feed: $1,200.00
- Vet. & Misc. Supplies: $70.00
- Entry Fees: $30.00

**Total** $2,700.00

### Estimated Receipts
- Sale of Steer: 1,200 lbs. @ 3.00 $3,600.00

**Total** $1,100.00

### Estimated Net Profit
- $900.00
Chapter Activities & Goals

Judging Teams and Contests

Goal: To train students in Vocational Agriculture skills through competition in various judging areas and to expand members' understanding and knowledge in agriculture with practical training. The Dinuba FFA offers the following Judging Teams and Contest at this time:

- Veterinary Science Animal
- Ag Pest Contest
- Vine Pruning
- Extemporaneous Public Speaking
- Ag Cooperatives Contest
- Creed Speaking
- Citrus Judging
- Floriculture
- Best Informed Greenhand
- Prepared Public Speaking
- Agri-Finance Contest
- Job Interview
- Opening-Closing Contest
- Cotton Judging
- Nursery/Landscape
- Vine Pruning
- Vine Judging

Community Service Activities

Goal: To encourage students to become involved in community activities by becoming a part of the community.

The Dinuba FFA has been involved in these activities and hopes to continue to support the community that supports us.

- Alta District Historical Society Volunteers
- Convalescent Home Christmas Singing
- Convalescent Home Valentine's Day Flowers & Balloons
- Dinuba FFA Pre-Fair Livestock Show
- Dinuba Raisin Day Petting Zoo and Activities
- Elementary School Petting Zoos
- FFA Week School and Community Awareness and Ag Literacy
- Food Basket Donations for Thanksgiving
- Local Community Service Organization Speaking Engagements
- Pet Food Collection & Donation
- Tree Planting for Arbor Day

Supervised Agricultural Experience Projects

Goal: To improve the quality of livestock, encourage more students to become involved in FFA by participating in projects, to increase the number of breeding projects, and broaden scope of projects offered.

The Dinuba FFA offers the following projects at this time:

- Market Lamb
- Market Swine
- Landscape Install/Maintenance
Greenhand Degree Application
For the Dinuba FFA Chapter

Name __________________________________________

Year in School (circle one) 9th 10th 11th 12th

Application Date:_____________

FFA Activities: ________________________________

School and Community Activities: ___________________________

*Test Score_____________ * Must be 70% or higher to qualify for degree

I have met or exceeded the requirements for obtaining my FFA Greenhand Degree as outlined in the Dinuba FFA Constitution.

Applicant Signature_________________________ Date _____________
Chapter Farmer Degree Application
For the Dinuba FFA Chapter

Name ____________________________________________

Year in School (circle one) 9th 10th 11th 12th

*Application Due ____________

You may attach additional sheets if necessary.

Please list all FFA activity participation:

Please list any school and/ or community involvement:

Please describe your SAE Project(s):

I have met or exceeded the Chapter Farmer Degree Requirements as outlined by the Dinuba FFA Chapter Constitution.

Applicant Signature ______________________________ Date ________
Dinuba FFA Chapter Officer Application

Applicant's Name: ________________________________

Applicant's Address: ______________________________________

City: ___________________________ Zip: ___________________________

Phone #: ___________________________ Grade: _______ Age: _______

Agriculture classes planned for the coming year:

Number 1 through 4 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 4 is your least desired spot)

☐ President ☐ Reporter
☐ Vice President ☐ Sentinel
☐ Secretary ☐ Historian
☐ Treasurer ☐ ASB Representative

1. List all FFA leadership roles you have experienced. (officer, committees, etc.)

2. List all FFA Activities and Career Development Events (judging teams, speaking competitions, leadership meetings/conferences, etc.)

3. List any FFA awards or honors you have received.

4. List involvement in school and community activities outside of the FFA.

5. Describe leadership qualities you possess that would qualify you for a chapter officer.

6. List at least 3 new ideas for chapter activities for the coming year.
   a. 
   b. 
7. Explain your current or future SAE program or project.

8. Do you currently have accurate record books for your SAE project. 
   If so, how many months?

9. Describe why you want to become a chapter officer.

10. Briefly state the qualities you possess that qualify you for a chapter office.

11. If you were elected to a chapter office, what would be your main goal for the chapter?

12. Describe your experiences speaking in front of large groups of students and people.

13. Select one of your personal qualities and explain how it will be of value to the chapter officer team.

14. What other commitments do you have in the year that would compete for your time.

15. What do you believe are the most important responsibilities of a chapter officer are?

I ______________________________ hereby approve of my son/daughter, ____________________,
running/becoming a Dinuba FFA Chapter Officer for the 2009-2010 school year. I realize that s/he is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all executive (officer) committee meetings, on time, and that they will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from official officer functions will result in my student’s early dismissal from the officer team. Each officer is required to attend the officer retreat.

Parent/Guardian Signature: ___________________________ Date: __________________________

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of my ability. I further understand that I am required to be at all executive (officer) committee meetings, on time, and that I will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. I am required to attend the officer retreat.

Applicant Signature: ___________________________ Date: __________________________
# Chapter History

## State Farmer Degree Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Degree Year</th>
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<tr>
<td>1957</td>
<td>Charles Edgerly</td>
<td></td>
<td>Bruce Goldbeck</td>
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<td></td>
<td>Chester Fukushima</td>
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<td>Tommy Sadoian</td>
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<td>Tom Williams</td>
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<td>Grabiel Espinosa</td>
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<td>Ronald Warkentin</td>
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<td>Terrie Fry</td>
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<tr>
<td>1961</td>
<td>James Edgerly**</td>
<td>1978</td>
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<tr>
<td>1962</td>
<td>John Drew</td>
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<td>Bonnie Straugh</td>
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<td>Leroy Fennell</td>
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<td>Karen Waldner</td>
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<td>Larry Greene</td>
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<td>Cipriano Garcia</td>
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<td>Tommy Lewis</td>
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<td>Todd Seitz</td>
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<td>1963</td>
<td>James W. Johnston</td>
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<td>Mark Waldner</td>
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<td>Gilbert Unruh</td>
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<td>1964</td>
<td>Bill Naylor</td>
<td>2001</td>
<td>Jared Rowley</td>
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<td>Adam Terry**</td>
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<td>1968</td>
<td>Randall Armstrong</td>
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<td>Carla Appert</td>
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<td>Jim Kautz</td>
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<td>Fred Naylor</td>
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<td>Darryl Armstrong**</td>
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<td>Danielle Lester</td>
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<td>Larry Baker</td>
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<td>Charles Chance</td>
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<td>Mike Naylor</td>
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<td>1972</td>
<td>Richard Lopez</td>
<td>2003</td>
<td>Miguel Castrejon</td>
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<td>John McAfee</td>
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<td>Lucas Terry**</td>
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<td>1973</td>
<td>Elda Foster</td>
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<td>Justin Woodcock</td>
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<td>Jim Johnson</td>
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<td>Jarrod Browne</td>
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<td>Matthew Cates</td>
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<td>Gabriel Garcia</td>
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<td>Loretta Edluna</td>
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<td>Cristina Avila**</td>
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<td>John Leon Garispe**</td>
<td>2009</td>
<td>Judd Browne</td>
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<td>Scott David Terry**</td>
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<td>Ivan Ferro</td>
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<td>1976</td>
<td>Richard Burkhart</td>
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<td>Emmanuel Hernandez</td>
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<td>Robert Cepeda</td>
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<td>Kara Langely</td>
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<td>Phillip Downing</td>
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<td>Scott McAfee</td>
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<td>Joseph Browne**</td>
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<td>1977</td>
<td>Tom Ebner</td>
<td>2011</td>
<td>Joey Marchy**</td>
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<tr>
<td></td>
<td>Yvette Garispe</td>
<td></td>
<td>Amie Dean</td>
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</table>

**Denotes American Farmer Degree Recipient**
State Officers

1962–63  James Edgerly, Treasurer

Regional Officers

1961--62  James Edgerly-- President
1964 – 65  Bill Naylor, President
2012 - 14  Alex Elizondo- VP

State Judging Titles

1975  Ag Pest
1979  Light Horse
1984  Ag Pest

1987  Ag Pest
1991  Land

2001  Specialty Animals
2006  Ag Pest
2009  Grapevine Pruning
      Specialty Animals
2012  Specialty Animals
2013  Specialty Animals
      Grapevine Judging
2015  Grapevine Pruning
Recruitment Plan
We want to thank you for taking the time to read about our great organization here. We hope to see all of you around the Ag department, and we're excited to see what you will accomplish. Please feel free to take an in depth view of each pathway.

_from all of us here in the FFA, welcome to the biggest club on campus!

(If you have any questions please feel free to ask any of our members)
**Classes/Pathways**

1) **Animal Science:**
- Intro To Ag
- Ag Biology
- Veterinary Science
- Ag Leadership

2) **Plant Science:**
- Intro To Ag
- Ag. Biology
- Floriculture
- Landscape Design
- Ag. Leadership

3) **Ag. Mechanics:**
- Intro to Ag
- Ag Mech
- Landscape Design
- Ag Leadership

**SAE**

**Project Examples:**
- Market Hog
- Market Lamb
- Market Steer/Heifer
- Market Goat
- Plant raising
- Raising a Guide dog for the Blind
- Poultry unit
- Other Ag related jobs

**FFA Leadership**

**Fall Judging Teams:**
- Opening & Closing
- Cotton Judging

**Winter Judging Teams:**
- Citrus Judging
- Vine Pruning
- Impromptu
- Job interview
- Exempt
- Creed

**Spring Judging Teams:**
- Nursery Landscape
- Floriculture
- Veterinary
- Vine Judging
Animal Science Pathway

*Dinuba Agricultural Department*

Courses will give students an opportunity to check out and explore the veterinarian science world. Focus areas include body systems, diseases, vet tools, and animal genetics. Hands-on training in the proper care and handling of small animals is an exciting part of the program. Classroom topics will also cover soil, conservation of wildlife and sustainable agriculture.

1. Intro to Agriculture
   - Plants
   - Animals
   - Intro to FFA
   - Basic AG knowledge

2. Ag Biology
   - Animal Genetics
   - Plant Cells
   - Dissections
   - Agriculture Issues

3. Veterinary Science
   - Basic vet knowledge
   - Practicums
   - Animal & Tool ID
   - Dissection

Career Options
- Vet Tech
- Researcher
- Grooming and Care Provider
- Animal Handler
- Breeder

Experiences
- FFA Leadership (conferences)
- Supervised Agricultural Experience (raising animals)
- Career Development Event (competitions)

Come & experience the Agricultural Program!!
AG Mechanics Pathway

Dinuba Ag Department

Career Pathway Description:
Courses will give students an opportunity to check out and explore the world of agricultural mechanics-everything from electricity to small engines!
Learn the skills that can help you in your future career or working on your own house.
All these projects are hands on!

Courses To Complete this Pathway:
Intro To Agriculture: Learn the basics about animals, plants, and the basics of the Agriculture Industry
AG Mechanics: Units are electricity work, concrete, construction, irrigation, engine work, and many more!
Landscape Design: Identify numerous plants, shrubs, and trees

Experiences:
Future Farmers of America (FFA)
Leadership
-public speaking, officers, conferences
Supervised Agricultural Experience
-Projects such as plants, animals, & yard work etc.
Career Development Events (CDE)
-Judging teams, Landscape design, Veterinary Science, Floriculture.

Career Options: Irrigation, Landscaping, Plumbing, Bricklaying, Engine Repair, Electricity, AG Construction, and concrete work.
Our classes will give students an amazing opportunity to learn all about plant - from floral design to landscape installation. We start with the science behind botany and advance to horticulture. Classroom activities include time in the greenhouse, the science lab, and the floral shop. Students are given the opportunity to learn valuable job skills and check out the agriculture industry.

Come and join our exciting Agriculture program!!

Career Pathway: *Into to Ag, Floriculture, Landscape*

**Intro to AG:** gives you a little bit of information on Agriculture animal science and plant sciences  
**Floriculture:** teaches you how to make corsages, boutonnieres, and arrangements  
**Landscape:** Work with numerous plants, shrubs, and trees in a landscape environment, concrete work, landscape design

**Career Options:**
- Florist  - Nursery Manager  - Greenhouse Grower  
- Garden Center Worker  - Botanist  - Plant Genetics  
- Wedding Design  - Irrigation  - Pest Management

**Experiences:**
- Future Farmers of America (FFA) Leadership  
- public speaking, officers, conferences  
- Supervised Agricultural Experience (SAE)  
- Projects, raising animals, job experience  
- Career Development Events (CDE)  
- Judging teams, competitions, teamwork  
- Make projects to take home!
FFA Chapter Scrapbook
Dinuba FFA Chapter Scrapbook

The FFA Scrapbook is a wonderful way to display the FFA Chapter’s accomplishments throughout the year. The scrapbook is also a special way to collect and preserve the history of the FFA Chapter for future generations to enjoy.
Summer Activities Plan
San Joaquin Region

2016-2017

Calendar

TENTATIVE

FFA CATA

UPDATED January 6, 2016
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<td>SOLC-Visalia</td>
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*Simba Officer Retreat*
# August 2016

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<tr>
<td>7</td>
<td>8 <strong>School Starts</strong></td>
<td>9</td>
<td>10 <strong>First Day w/Student</strong></td>
<td>11</td>
<td>12 Boot Camp</td>
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<td>14 Boot Camp</td>
<td>15</td>
<td>16</td>
<td>17 TK CATA Mtg</td>
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<td>20 SV COLC/CATA</td>
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<td>21</td>
<td>22</td>
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<td>24 E/WFM COLC/CATA</td>
<td>25 SQ CATA Mtg <strong>Host - Farmville</strong> <strong>Time - 5pm</strong></td>
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# September 2016

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<td>Eastern Sierra Fair</td>
<td>5 Labor Day</td>
<td>6 State Staff Mtg</td>
<td>7 GLC-Bakersfield</td>
<td>1 Eastern Sierra Fair</td>
<td>2 SQ FFA Activity</td>
<td>3 KI COLC/CATA</td>
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<td>Madera District Fair</td>
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<td>12 GLC-Fresno</td>
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<td>26 FFA Exec/FFA Adv/FFA Adult Board Mtgs</td>
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<td>27 Mt. Whitney O/C National Conv Delegate Training</td>
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<td>SV FFA Off Elections</td>
<td>TK FFA Off Names Due</td>
<td>TK FFA Off Apps Due/Int</td>
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<td>SQ FFA Off Int</td>
<td>KI/SV CATA Mtg</td>
<td>TK CATA Mtg</td>
<td>E/WFM CATA/FFA Mtg</td>
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<td>Mother's Day</td>
<td>SQ FFA Off Int</td>
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<td>State Staff Mtg</td>
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- Porterville Fair

- Cal Poly State Finals
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Graduate Follow-Up Survey
**Graduate Follow-Up Survey Reflection**

*Description of Project*

Dinuba Ag Department does a great job in many ways of Agriculture Education. However, an area that needed work was that Graduate Follow-Up Survey. The one they had was really old and outdated. It was a paper copy and would take a wait to record the data from the surveys. I decided to create an updated electronic Graduate Follow-Up Survey. Dinuba High School uses Google productions/items heavily. They have asked that teachers start to fully transfer over to Google Drive and all of its features. Since, this was becoming a requirement, I decided to development the new Graduate Survey in Google Forms.

*Project Goals and Objectives*

- Develop a Graduate Follow-Up Survey for Dinuba Ag Department
- Transition from a paper survey to an electronic survey
- Have soon to be graduating seniors take the survey
- Collect and record the data of the survey

*Methods, Procedure and Timetable*

*January 2017* - Received a copy of the old and outdated Graduate Follow-Up Survey.

*February 2017* - Research other possible and common survey information and questions for high school seniors.

*March 2017* - Started outlining the general information and questions I wanted in the survey.
April 2017- Finally, had my information. It was time to enter it into Google Forms to create the final draft of the survey.

May 2017- Shared the survey with the seniors in the Ag Department who were graduating and had them take the survey. Once, everyone had taken the survey, I printed off the results to have as a record of their responses. I shared the results with my department.

Budget and Materials

The materials needed to develop the survey included a computer, internet access, Google Drive and information/questions for be asked of the graduating students. This project didn’t have budget because there wasn’t anything that I needed to purchase to develop the survey.

Outcomes, Analysis and Benefits

The survey went really well. I was able to collect valuable information from our seniors and their time within the Ag Department and FFA. I was able to identify how many of our students were pursuing Agriculture as a future careers. A benefit of the survey is that it helps the department get feedback from students on their experience within Ag. It identifies the strengths and weaknesses for improve upon. This information can be used to help direct future classes, SAE projects and what works/doesn’t work in Ag Program as a whole. This information can also be shared with the Ag Advisory Committee, Superintendent and the Principals for help identify were the focus should go within the department and improve the weak areas.
Dinuba Ag Department- Graduate Follow Up Survey

Dear Dinuba Ag Department Student, please fill out the following survey to the best of your ability. It is important to complete this survey because it does affect how the Agriculture Program operations and provided funding.

First Name

Short answer text

Last Name

Short answer text

Address

Long answer text
City
Short answer text

Email Address (not DHS email)
Short answer text

Phone Number
Short answer text

What is your gender? (Select ONE)

- Female
- Male

Ethnic Origin

- Asian
- African American
- American Indian
- Hispanic or Latino
- Middle Eastern
- Multi-Racial
- White or Caucasian
- Other
Which of the following best describes the type of program you followed during high school?

- Agriculture
- Engineering
- College Preparatory
- Construction
- General Studies
- MED

Number of years in the Dinuba Agriculture Program.

- One
- Two
- Three
Who were your Ag teachers? List all that apply.

Long answer text

Did you show livestock? What and how long?

Long answer text

Which Career Development Events (CDE) teams were you a part of?

Long answer text

Were you on a speaking contest team? If so what?

Long answer text

Have you held an FFA Officer position? List what applies to you and when you held that office.

Long answer text

Are you interested in applying for your American Degree? You must have earned the FFA State Degree in order to apply for the American Degree.

Yes

No

What did you like about your "Ag" classes?
What would you like to change about your "Ag" classes?

What is your current educational status? Choose one that best fits you.

- Two Year College (Examples: COS, Reedley, or MJC)
- Four Year College
- Career Technical College
- Employed-Part Time
- Employed-Full Time
- Military

Where are you planning on attending college?

Is your college major Ag related?

- Yes
- No
- Not Sure

If you are working, is your job Ag related?

- Yes
Did or will you be engaged in further education or training by August 1, 2017 in a program related to the classes you took in high school?

- Yes
- No
- Maybe

Did or will you engage in further education or training by August 1, 2017 in a program NOT related to the classes you took in high school?

- Yes
- No
- Maybe

Will or are you on active military duty by August 1, 2017 or sooner?

- Yes
- No

Will or are you employed by August 1, 2017 or sooner in a job related to Agriculture?

- Yes
- No

Will or are you employed by August 1, 2017 or sooner in a job NOT related to Agriculture?
Are you planning on NOT being employed, NO further education or training and NOT entering the military?

○ Yes

○ NO
Results of Graduate Follow Up Survey
First Name
19 responses
Last Name

19 responses

Garcia 1 (5, 3%)
Hernandez 1 (5, 3%)
Lopez 1 (5, 3%)
Paontoja 1 (5, 3%)
Pellegraud 1 (5, 3%)
Rodriguez 2 (10, 5%)
Vaidez Grimalc 1 (5, 3%)

Address

17 responses

Street

https://docs.google.com/a/dinuba.k12.ca.us/forms/d/1B6KZXAIZROmevQLYZz7HQ6b1... 6/12/2017
City
19 responses

12 (63.2%)

1 (5.3%)

1 (5.3%)

2 (10.5%)

2 (10.5%)

1 (5.3%)

Dinuba  Dinuba  Dinuba  Sultana  dinuba  dinuba

https://docs.google.com/a/dinuba.k12.ca.us/forms/d/1B6KZXAIZROmevhQLYZZ7HQ6b1...  6/12/2017
Email Address (not DHS email)

18 responses

none

Phone Number

18 responses
What is your gender? (Select ONE)

19 responses

- Female: 42.1%
- Male: 57.9%

Ethnic Origin

19 responses
How would you describe yourself as a student during high school? Select one.
19 responses

- Mostly an A student: 36.8%
- Mostly an A and B student: 10.5%
- Mostly a B student: 15.8%
- Mostly a B and C student: 10.5%
- Mostly a C student: 26.3%
- Mostly a C and D student: 10.5%
- Mostly a D student: 31.6%
- Mostly a D and F student: 10.5%
- Mostly a F student: 47.4%

Which of the following best describes the type of program you followed during high school?
19 responses

- Agriculture: 31.6%
- Engineering: 10.5%
- College Preparatory: 10.5%
- Construction: 47.4%
- General Studies: 31.6%
- MED: 10.5%

https://docs.google.com/a/dinuba.k12.ca.us/forms/d/1B6KZXAIZROmvhQLYZz7HQ6b1... 6/12/2017
Number of years in the Dinuba Agriculture Program.

19 responses

- 21.1% One
- 63.2% Two
- Three
- Four

Who were your Ag teachers? List all that apply.

18 responses

- Mrs. Bontrager (3)
- Roy Browne, Kariann Wilterding
- bontrager & wilterding
- Mrs. Bontrager and Mr. Browne
- Browne, Dubs, Bontrager
- Mrs Bontrager
- bontrager
- Mr. Browne & Mrs. Bontrager
- Mr. Henderson and Mrs. Wilterding
- Mr. Blackman, Mr. Browne, Mrs. Wilterding
- Brown, Wilterding
Did you show livestock? What and how long?
15 responses
No
(5)
no
(4)
no
Yes
but once in the beginning of the year.
Bontrager
nope
Lamb. about
4 months
yes,
only a year

Which Career Development Events (CDE) teams were you a part of?
14 responses
none
(5)
None
(4)
in
none
Citrus
None
not
sure
Floral

Were you on a speaking contest team? If so what?

15 responses
No
(6)
no
(5)
Opening/Closing
Team

nope

Impromptu,
openig/closing,

none

Have you held an FFA Officer position? List what applies to you and when
you held that office.

15 responses
No
(6)
no
(5)

no
i havent

nope

No

2015-2016
FFA Secretary
Are you interested in applying for your American Degree? You must have earned the FFA State Degree in order to apply for the American Degree.

18 responses

○ Yes
○ No

94.4%

What did you like about your "Ag" classes?

18 responses

Outgoing teachers

i
learn about agriculture

These
classes really weren't for me

Learning
new things almost every class period such as animals, plants, wild life, etc.

The
students

I
like that we take notes every week

ffa
meeting

learning
about plants and animals

The
Hands on learning
I like that I had the opportunity to learn different things of materials that were needed in my projects.

How hands-on the classes are

My teachers and friends. The curriculum was fun and interesting.

Gives students an opportunity to inherit the studies and science of agriculture.

The Teachers and some of the on hands activities

I liked the flower arrangements.

It was really fun and educational.

I like that fact that we always have something new to do, and its not a normal class were you have to stay in your sit the entire period.

What you got taught.

What would you like to change about your "Ag" classes?

16 responses

Nothing

(2)

nothing at all

A lot of the students are people who really don't care. I like the classes but not the students. So I wouldn't change anything.

group projects

Nothing

more activities

https://docs.google.com/a/dinuba.k12.ca.us/forms/d/1B6KZXAIZROmehQLYZz7HQ6b1... 6/12/2017
doing
more outdoor activities

Less
notes and more visual learning

I
would like to change the time that is given to complete a projects to be given
more time.

Bigger
facilities to work more comfortably

More
hands on projects

The
FFA points

More
flower arrangements.

more
classes

I
would add more classes because I feel like more people should take this
class.

What is your current educational status? Choose one that best fits you.
18 responses

- Two Year College (Examples: COS, Reedley, or MJC)
- Four Year College
- Career Technical College
- Employed- Part Time
- Employed- Full Time
- Military

Where are you planning on attending college?
18 responses

https://docs.google.com/a/dinuba.k12.ca.us/forms/d/1B6KZXAIZROmevhQLYZz7HQ6b1... 6/12/2017
Is your college major Ag related?
18 responses

- Yes: 61.1%
- No: 22.2%
- Not Sure: 11.1%

If you are working, is your job Ag related?
18 responses

- Yes: 66.7%
- No: 11.1%
- Not Sure: 22.2%
Did or will you be engaged in further education or training by August 1, 2017 in a program related to the classes you took in high school?

18 responses

Did or will you engage in further education or training by August 1, 2017 in a program NOT related to the classes you took in high school?

18 responses

Will or are you on active military duty by August 1, 2017 or sooner?

18 responses
Will or are you employed by August 1, 2017 or sooner in a job related to Agriculture?
18 responses

Will or are you employed by August 1, 2017 or sooner in a job NOT related to Agriculture?
19 responses

Are you planning on NOT being employed, NO further education or training and NOT entering the military?
18 responses
Comprehensive Program Plan
i. Introduction
Dinuba FFA History

The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937.

Today in California, there are over 60,000 FFA members and over 500,000 nationally. Dinuba has over 300 FFA members in the chapter this year.

Community Overview

Dinuba is a small agricultural community located on the east central side of the San Joaquin Valley. Crops surrounding the area include a vast amount of tree fruits comprised mainly of peaches, plums, and nectarines. Crops such as citrus, a large amount of table grape and raisin vines, persimmons, kiwi, apples, and olives – to mention a few – can be noticed in and around the surrounding areas. Down any road you may travel, you will see agriculture at its purest.

The population of the community of Dinuba has an ever-growing support for its FFA. In turn, the Dinuba FFA is greatly involved with the community. From petting zoos to safety lessons, the Dinuba FFA members have enjoyed assisting the community in promoting good will, safety, and agricultural literacy.

It is the belief of the Dinuba FFA that agricultural education is the key to the survival of a strong agriculture industry, which lies at the heart of the community. From crops to livestock to mechanics, each plays an important role in keeping the community healthy, and each bears strong ties to agriculture. Many jobs are directly related to the agricultural industry here in Dinuba, but many areas are also indirectly related. Young children and new residents must be made aware of this importance, and educated accordingly.

We are proud of our agriculture program, the Dinuba FFA, and our community. We will continue to build and preserve our integrity, our pride, and our accomplishments through updating our courses, building on new technologies to keep education current, and above all encouraging all students to set and strive for their goal, and to succeed.
Growth and Trends:

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<td>Population in the County</td>
<td>188,322</td>
<td>245,738</td>
<td>319,621</td>
<td>360,352</td>
<td>382,000</td>
<td>420,619</td>
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<td>Population - Dinuba City</td>
<td>7,917</td>
<td>9,907</td>
<td>13,075</td>
<td>16,884</td>
<td>17,895</td>
<td>19,578</td>
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<td>Housing Units - Dinuba City</td>
<td>2,271</td>
<td>3,364</td>
<td>3,896</td>
<td>4,508</td>
<td>4,785</td>
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<td>Dinuba School Enrollment grades K-6</td>
<td>1,679</td>
<td>1,580</td>
<td>2,049</td>
<td>2,735</td>
<td>3,042</td>
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a) Job Market
Job Market Description

Agriculture is the most important industry in the United States with California being the number one state in production and the San Joaquin region its most important area. As the look of agriculture in this area changes, it is vital that the education facilities keeps pace with this by supplying students prepared to enter this vast job market.

Dinuba is located in North East Tulare County. The climate is one of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild and cold weather. The extremes have brought freezing temperatures that have caused crop damage.

The Dinuba area is blessed with outstanding agricultural base. Many jobs are generated in the agriculture industry in the immediate Dinuba area. Crop production dominates the area yet there a little livestock production as well. Agriculture enterprises include, hay, citrus, peaches, apricots, nuts, table and wine grapes, dairy, beef and melons. The City of Dinuba is the home of Ruiz Foods, many packing plants and other large agriculture related industries.

Because of the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands on vocational skills. Agriculture job skills are taught because that is where the jobs are in our area. A student who has been properly trained but doesn’t have any higher education can still get a job. Such job areas are mechanics, small engine repair, farm manager, maintenance, landscaping, as well as others. It is the job of the Agriculture program to provide these students with the vocational skills necessary for successful employment.
b) Targeted Occupations
**Plant Science:**

Occupations requiring less than a Bachelor’s Degree:
- Garden Store Manager
- Nursery Technician
- Landscaper
- Florist
- Tree Pruner
- Cut Flower Wholesaler
- Potted Plant, Foliage, and Cut Flower Production
- Turf Grass Management
- Horticulture Journalist

Occupations requiring a Bachelor’s Degree:
- Soil Scientist
- Viticulturist
- Arborist
- Environmentalist
- Botanist
- plant researcher
- biotechnology
- plant breeder
- integrated pest management
- cooperative extension researcher
- County Agriculture Inspector

Industry Recognized Certifications, Licenses, or Credentials related to this pathway:
- Landscape Contractor License
- American Institute of Floral Designers accreditation
- Pest Control Advisor - certified
- Agriculture Educator Credential
Animal Science:

Occupations requiring less than a Bachelor’s Degree:
- Veterinarian assistant or technician
- Pet store owner/manager
- Purebred animal breeder
- Rancher
- Small Animal Care
- Pet Grooming & Sitting Services
- Agriculture Journalist
- Sales / Promotional Developer
- Feed Sales
- Artificial Insemination Technician

Occupations requiring a Bachelor’s Degree:
- Veterinarian
- Animal Research Technician
- Cell Culture Specialist
- Genetic / Biotechnology developer
- USDA Inspector
- Commercial Researcher / Product Developer
- Molecular Biologist
- Food Scientist
- Nutritionist

Industry Recognized Certifications, Licenses, or Credentials related to this pathway:
- Vet Technician
- Agriculture Educator Credential
- Pet Grooming Certification
Agriculture Mechanics:

Occupations requiring less than a Bachelor’s Degree:
- Agricultural Construction
- Agriculture Design & Fabrication
- Agriculture Equipment Maintenance
- Electrician
- Plumber
- Licensed Contractor
- Irrigation & Sprinkler Designer
- Machine Technician
- Ag Power Machinery Operator
- Diesel Engine Specialist
- Automotive Service Technician
- Small Engine Mechanic
- Farm Equipment Operator
- Product Transport & Delivery

Occupations requiring a Bachelor’s Degree:
- Designing Energy Systems (wind, water, solar)
- Mechanical Engineer
- Electrical Engineer
- BioResource Engineer

Industry Recognized Certifications, Licenses, or Credentials related to this pathway:
- Certified Welder
- Contractor’s License
- Agriculture Educator Credential
- Certified Forklift Operator
- Society of Electrical Engineers
- Society of Mechanical Engineers
c) Total Program Goals & Objectives
DINUBA HIGH SCHOOL
PROGRAM GOALS AND OBJECTIVES

Agriculture Education Goals

Agriculture Education is organized instruction, which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a post secondary level.

Purposes of Agriculture Education

1. To assist individuals in making an informed choice of an agricultural occupation.
2. To prepare individuals for employment in agricultural occupations.
3. To prepare individuals for advanced training in agriculture.
4. To ensure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

Agriculture Education Objectives

1. All Agriculture students will develop a career program, which will include the sequence of high school agriculture courses, a description of a planned Supervised Agriculture Experience Program, and a description of planned FFA activities.
2. All Agriculture students will engage in a supervised agriculture experience as part of their instructional program.
3. All Agriculture students will be members of the FFA and participate in its integral activities to promote leadership within agriculture.
4. Seventy-five percent of program completers will have met the proficiency standards in that program area.

Agriculture Mechanics Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those agricultural mechanics occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
3. Assist the students to make informed career choices in the field of agriculture mechanics.
4. Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
5. Provide the Agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.
Animal Science Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those animal science occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in animal sciences.
3. Assist the students to make informed career choices in the field of animal science.
4. Enable all students to acquire an understanding of the economic and social impact of the animal science industry.
5. Provide the animal science industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Ornamental Horticulture Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those ornamental horticulture occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in ornamental horticulture.
3. Assist the students to make informed career choices in the field of ornamental horticulture.
4. Enable all students to acquire an understanding of the economic and social impact of the ornamental horticulture industry.
5. Provide the ornamental horticulture industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Agriculture Business Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture business occupations that do not require education beyond the secondary level.
3. Assist the students to make informed career choices in the field of agriculture business.
4. Enable all students to acquire an understanding of the economic and social impact of the agriculture business industry.
5. Provide the agriculture business industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.
Annual Department Goals:

- Increase retention of agriculture students in every ag career pathway
- Increase the awareness campus wide about the FFA and agricultural program
- Strengthen and maintain active and productive SAE projects while increasing project numbers
- Publicize our agricultural program to our community through publications, events, presentations, and service
- Continue to build new structures and facilities to better aide our students and their endeavors through grants, donations, and fundraising
- Create an articulation agreement with COS and Reedley College focusing on the Landscape Design course
- Build up college bound student numbers majoring in an agricultural field by promoting a college going atmosphere in our department
- Increase the number of students applying for officer positions at the sectional and regional level
- Increase number of State Degrees and Proficiency winners
d) Program Description of included Courses, SAE & Leadership
Dinuba Agricultural Department Course Descriptions

In the Dinuba High School Agricultural Department, we have the following pathways: Ag Mechanics, Plant Science and Animal Science. Each one covers different areas/topics within agriculture.

Courses Offered:
- Introduction to Ag Mechanics
- Introduction to Ag Science 1
- Landscape Design
- Floral Design
- Vet Science
- Ag Biology

Currents Strengths/Weaknesses:

Dinuba FFA strengths are the community and school board support. We have many students showing at the county fair and will be starting a Guide Dog program. Dinuba Ag Department is strong in the floral and animal science pathways. However, we are weak in the mechanics pathway. Included in the pathway flow chart, I have identified the direction that I would like to see the Ag Mechanics Pathway eventually offer. We also need to strengthen the enrollment numbers for our classes.

CATA/FFA/Community:

I attend the Regional Meetings and Road Shows to gather material to use in my classes. I also attend the CATA professional development workshops to education myself in areas that I need to improve in. Dinuba FFA members are active in chapter meetings, judging teams and leadership conferences. The members and advisors of Dinuba FFA attend the Annual California FFA Leadership Conference. We are starting a Guide Dog SAE program for students. Dinuba FFA is active in the community helping and working different events such as Alta Historical Society banquet, annual Pig Feed, Pet Food Drive and Animal Therapy. We also have a local plant sale in the spring and sale to many of the community members.

Titles & Course Descriptions:

Intro to Ag Mech 1

This year-long introductory course is designed to teach practical life skills in various areas of shop safety, construction, small engines and personal growth. This will be a learn-by-doing class, where hard work, solid effort and creativity is strongly encouraged. The FFA organization will be promoted throughout the course as it is an intra-curricular portion of the curriculum. There is no prerequisite for this class.

Intro to Ag Science 1

Ag I includes the study of a wide range of agriculture areas and careers. Basic areas of study include careers in agriculture, Future Farmers of America (FFA), Plant Science, Animal Science, Agriculture Business and Agriculture Mechanics. Students will be given the opportunity to participate in hands on learning as it relates to skills used in agriculture. Practical application of skills will take place at the High School Farm. There is no prerequisite for this class.
Landscape Design

This course is designed to acquaint the student with the theories and principals of artistic design and allow the student to apply an artistic approach to landscape design. The student will acquire practical skills and knowledge by exploring elements and principals of design, cultivating and propagating plant materials, drawing overhead and front view architectural plans, selecting appropriate plant materials, site evaluation, and problem solving. The student will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. Balance, symmetry, harmony, and texture using a variety of foliages, plants and synthetic materials will be stressed in this course. Proper landscape management techniques will also be covered. There is a prerequisite for this class, students must have had Introduction to Ag Science 1.

Floral Design

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills. There is a prerequisite for this class; students must have had Introduction to Ag Science 1.

Vet Science

The veterinary science course is designed for vocational-technical students. The goals of this course are to afford the learners a base knowledge of veterinary science by moving through topics ranging from cell function to surgery, and provide a view of the practice of veterinary medicine through the eyes of an experienced practitioner. Areas of study will include cells and tissues, musculoskeletal, circulatory, respiratory, renal, digestive, reproductive, nervous, and immune systems. The basic physiology learned will help the students with comprehension of nutrition, species differentiation in nutrition, infectious disease, disease classification, zoonotic diseases, disease diagnosis, and surgery. There is a prerequisite for this class; students must have taken Ag Biology.

Ag Biology

Agriculture Biology is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills. There is a prerequisite for this class; students must have had Introduction to Ag Science 1.
Dinuba High School Agricultural Department Course Pathways

Intro to Ag Science 1/Ag Mech/ Ag Bio (9th Grade)

- Plant Science Pathway
  - Intro to Floral Design (10th Grade)
    - Landscape Design (11th & 12 Grade)
    - Advance Floral Design (11th & 12 Grade)
  - Advance Animal Science (11th Grade)
  - Vet Science (12th Grade)

- Animal Science Pathway
  - Ag Biology (10th Grade)
  - Building & Construction

- Ag Mechanics Pathway (10th, 11th, 12th Grade)
  - Ag Woodshop 1
  - Ag Welding 1
  - ROP Welding
  - Large Diesel Engines
  - Small Engines
e) Program and/or Course Subject Matter Content Outline
Introduction to Agriculture
Mrs. Bontrager
2016 – 2017

Prerequisite: None
Grade Level: 9
Elective/Required: Elective

Course Description: Ag I includes the study of a wide range of agriculture areas and careers. Basic areas of study include careers in agriculture, Future Farmers of America (FFA), Plant Science, Animal Science, Agriculture Business and Agriculture Mechanics. Students will be given the opportunity to participate in hands on learning as it relates to skills used in agriculture. Practical application of skills will take place at the High School Farm.

Course Outline: The following is a list of topics that will be covered in Introduction to Agriculture Science 1 course:
I. Basic Animal Science
II. California Agriculture
III. Basic Plant Science
IV. Agriculture Careers
V. FFA Leadership
VI. FFA Record Book
VII. SAE (Supervised Agriculture Experience)
VIII. Parliamentary Procedure

Grading: Grading of this course will be based on the following percentage scale:

90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
59% or below F
*Plus or minus grades may be used on borderline situations.

Student’s grades will be determined by using the following weighted scale:

30% Assignments, Homework, Class work, SOD, Etc.
30% Tests/Exam and Quizzes
20% Labs
10% FFA (Must attend 5 activities for full credit)
5% Record Book & SAE Project
5% Participation, Work Ethics, & Attitude

I have read the syllabus provided and understand what is expected of me/ my child in this class:

Student Name ___________________________ Student Signature __________________________ Date _______

Parent Name ___________________________ Parent Signature __________________________ Date _______
Introduction to Agriculture
Classroom Policies & Procedures
Mrs. Bontrager
2016-2017

A. Class Rules

1. **Family First** - In the classroom we are family!
2. **Respect**
3. **Leave the Food at Home** - Students may not eat or drink in the classroom. This includes gum, candy and even water.
4. **No Hats** - I do not allow hats (of any kind) to be worn during class time. You may wear it into & out of class only.
5. **NO Cell Phones** - I do not allow cell phones in my classroom. If it is out, I will collect it and turn into the office and student will receive a Step.

B. Make-Up Tests
I do not have set days or times for make-up tests or labs. Ag teachers have many different activities or functions going on all the time that students will need to arrange a time with me to schedule a make-up time.

Class Procedures

A. Most Common Procedures

**Entering the Classroom & Arriving Late**
When you enter the classroom no screaming, running or causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. You should also check the side whiteboard for the day’s agenda. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help. When you enter the room late (with or without a pass) you need not disturb the class. You will come in quietly, sit at your seat and raise your hand when it is an appropriate time to get back on track with the rest of the class.

**Leaving the Classroom**
- YOU are NOT cattle do not herd the door!
- The bell does not dismiss the class, I do.
- Do not pack up until I dismiss the class.
- Do not leave your seats until I dismiss the class.
- People who pack fast shall leave last.
- I will keep you in if you disobey the above (if you are late to your next class, break, lunch, bus, etc. that is your problem not mine)

**Stumper of the Day (SOD)**
Everyday will begin with the SOD. You will find the SOD displayed on the front white board when you arrive each day. The SOD should be started before the bell rings, immediately upon entering the classroom. The SOD will be a collection of questions reviewing current/past material or introducing new material. SOD is required and will be collected weekly for a grade. Those who refuse to do SOD or do not begin when entering the class will lose points. If you miss a SOD you must find an Ag related article and write a summary for that day’s SOD in order to receive full points.

**Turing-In/Passing Back Assignments**
In the PINK file box, there will be two folders per class period. One folder will be the IN-folder where assignments are turned in and the second will be the OUT-folder where assignments are returned to students. Remember late work will not be accepted. All assignments must be properly labeled with: Student Name; Date; Period. This should be placed in the upper right-hand corner of each assignment. Also, the title of each assignment should be placed on the top line and centered on the paper when needed.


**Discipline**
You will receive one warning if you choose to behave inappropriately. Further insubordination will be dealt with using the Dinuba High School Referral system and Step system.

**Using the Bathroom**
Each student will be given two bathroom passes at the beginning of the semester. It will be the responsibility of the student to retain (keep) this pass all semester long. If the student loses his/her pass it will not be replaced. Each student will have two passes only. Once, the passes have been used using the restroom will need to be done at brunch, lunch or during passing periods. Any unused passes may be redeemed at the end of the semester of extra credit points!

**FFA/SAE Participation**
Each student is required to participate in 5 FFA activities per semester. FFA participation will count for 10% of your class grade. Each student will be required to have a Supervised Agriculture Experience (SAE) project such as raising an animal, growing crops, or work experience. We will cover a unit on appropriate SAE projects. SAE projects will count as 10% of your grade.

**Record Books**
Each student will be required to keep a California Agricultural Record Book. The record book will be provided to you during the semester. Your record book must be kept neat, and up to date at all times. Periodically your record book will be checked for completeness.

**Instructor Note:** All policies/procedures may be changed or new ones added by the instructor. All procedures will be thoroughly rehearsed as a class.

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I have read the syllabus provided and understand what is expected of me/my child in class:

Student Name ___________________ Student Signature ___________________ Date ________

Parent Name ___________________ Parent Signature ___________________ Date _________
Intro to Agriculture Mechanics
Mrs. Bontrager
2016 – 2017

Prerequisite: None

Grade Level: 9

Elective/Required: Elective

Course Description: Agricultural Mechanics is a program of courses created to develop in students’ understandings, appreciations, abilities, and skills which will prepare them for entrance into the labor market or into advanced education. Throughout the course of the year all students will be involved in hands-on activities that will allow them to increase their knowledge and skill in a variety of areas. The main goal of any mechanics course is to train students to work with and among others, around machinery, and with hand tools in safe and efficient manner. All students will partake in constructing a variety of projects, but those projects may be altered to fit the individuals’ interests, needs, or confidence/skill level.

Course Outline: The following is a list of topics that will be covered in Introduction to Agriculture Science 1 course:
I. Safety
II. Tool Identification
III. Woodworking
IV. Plumbing/Irrigation Systems
V. Cold Metal
VI. Electrical
VII. Concrete
VIII. Small Engines
IX. Agriculture Careers
X. FFA Leadership & FFA Record Book
XI. SAE (Supervised Agriculture Experience)

Grading: Grading of this course will be based on the following percentage scale:

90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
59% or below F

*Plus or minus grades may be used on borderline situations.

Student’s grades will be determined by using the following weighted scale:

35% Projects
20% Assignments
25% Tests/Exam and Quizzes
10% FFA (Must attend 5 activities for full credit)
5% Record Book & SAE Project
5% Participation, Work Ethics, & Attitude

I have read the syllabus provided and understand what is expected of me/my child in this class:

Student Name ___________________________ Student Signature ___________________________ Date ______

Parent Name ___________________________ Parent Signature ___________________________ Date ______
A. Class Rules
1. Family First - In the classroom we are family!
2. Respect -
3. Leave the Food at Home - Students may not eat or drink in the classroom. This includes gum, candy and even water.
4. No Hats - I do not allow hats (of any kind) to be worn during class time. You may wear it in & out of class only.
5. NO Cell Phones - I do not allow cell phones in my classroom. If it is out, I will collect it and turn it into the office and student will receive a Step.

B. Make-Up Tests
I do not have set days or times for make-up tests or labs. Ag teachers have many different activities or functions going on all the time that students will need to arrange a time with me to schedule a make-up time.

C. Substitute Teachers
There will be substitute teachers for my classes from time to time. At all times, you must be courteous, helpful, respectful, cooperative and on your best behavior in the presence of the substitute teacher. I expect your behavior to be above and beyond the level usually experienced when I am present in class. If I come back and I have any negative feedback from a substitute teacher there will be consequences for those who act inappropriate.

Class Procedures

Entering the Classroom & Arriving Late
When you enter the classroom no screaming, running or causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. You should also check the side whiteboard for the day's agenda. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help. When you enter the room late (with or without a pass) you need not disturb the class. You will come in quietly, sit at your seat and raise your hand when it is an appropriate time to get back on track with the rest of the class.

Leaving the Classroom
- YOU are NOT cattle do not herd the door!
- The bell does not dismiss the class, I do.
- Do not pack up until I dismiss the class.
- Do not leave your seats until I dismiss the class.
- People who pack fast shall leave last.
- I will keep you in if you disobey the above (if you are late to your next class, break, lunch, bus, etc. that is your problem not mine)

Time Cards
Time cards will be completed at the end of each class period. These identify the project that you are working on and how you used your time during class. They will be collected every two weeks. They are a large part of your participation points.

Project Reports
Project reports are a written document that must be completed at the end of each project done in this class. You will be received a grade unless the project report is completed.
Turing-In/Passing Back Assignments
In the PINK file box, there will be two folders per class period. One folder will be the IN-folder where assignments are turned in and the second will be the OUT-folder where assignments are returned to students. Remember late work will not be accepted. All assignments must be properly labeled with: Student Name; Date; Period. This should be placed in the upper right-hand corner of each assignment. Also, the title of each assignment should be placed on the top line and centered on the paper when needed.

Discipline
You will receive one warning if you choose to behave inappropriately. Further insubordination will be dealt with using the Dinuba High School Referral system and Step system.

Using the Bathroom
Each student will be given two bathroom passes at the beginning of the semester. It will be the responsibility of the student to retain (keep) this pass all semester long. If the student loses his/her pass it will not be replaced. Each student will have two passes only. Once, the passes have been used using the restroom will need to be done at brunch, lunch or during passing periods. Any unused passes may be redeemed at the end of the semester of extra credit points!

FFA/SAE Participation
Each student is required to participate in 5 FFA activities per semester. FFA participation will count for 10% of your class grade. Each student will be required to have a Supervised Agriculture Experience (SAE) project such as raising an animal, growing crops, or work experience. We will cover a unit on appropriate SAE projects. SAE projects will count as 10% of your grade.

Record Books
Each student will be required to keep a California Agricultural Record Book. The record book will be provided to you during the semester. Your record book must be kept neat, and up to date at all times. Periodically our record book will be checked for completeness.

Instructor Note: All policies/procedures may be changed or new ones added by the instructor. All procedures will be thoroughly rehearsed as a class.

I have read the syllabus provided and understand what is expected of me/ my child in class:

Student Name ____________________ Student Signature ____________________ Date ______

Parent Name ____________________ Parent Signature ____________________ Date ______
Landscape Design
Mrs. Bontrager
2015 – 2016

Prerequisite: Introduction to Ag 1 or Floriculture

Grade Level: 11-12

Elective/Required: Elective

Course Description: This year-long agricultural course is designed to teach practical landscape design and construction skills commonly use in the local area. Students will have the opportunity to design and install actual landscapes from the ground up by using a current landscape design software program, topics learned in the class, power equipment, landscape hand tools and personal strength. This will be a learn-by-doing class, where hard work, solid effort and creativity is strongly encouraged. The FFA organization will be promoted throughout the course as it is an intra-curricular portion of the curriculum. Supervised Agricultural Experiences will strongly be encouraged.

Course Outline: The following is a list of topics that will be covered in Introduction to Agriculture Science 1 course:
I. Safety
II. Plant & Tool Identification- Care & Safe Use
III. Basic Plant Science- Structure, Health & Care
IV. Landscape Design- History, Principles & Elements
V. Basic Landscape Drafting, Drawings & Considerations
VI. Irrigation Systems
VII. Handscape Construction
VIII. Planting Methods
IX. Agriculture Careers
X. FFA Leadership & Record Book
XI. SAE (Supervised Agriculture Experience)

Grading: Grading of this course will be based on the following percentage scale:
90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
59% or below F
*Plus or minus grades may be used on borderline situations.

Student’s grades will be determined by using the following weighted scale:
25% Assignments
25% Tests/Exam and Quizzes
20% Labs
10% FFA (Must attend 5 activities for full credit)
10% SAE Project
10% Participation, Work Ethics, & Attitude
A. Class Rules

1. Family First- In the classroom we are family!
2. Respect-
   - Watch Your Mouth: Students will exhibit courtesy and respect toward instructor and all other students at all times. Hateful comments concerning race, gender, sexuality, political views, appearance, or of any other type will not be tolerated; this applies to serious as well as "joking" comments.
   - Raise Your Hand: Out of respect, raise your hand if you have a question; want to give an answer or need help. Please do not talk over your classmates or myself because I will not tolerate it.
   - Keep Your Hands to Yourself: Physical contact of any kind is not permitted. Violation of this simple rule will be punished by the most severe consequences possible.
   - Stay in Your Seat: Do not walk around during class unless directed to do so. Have everything you need ready before class begins (this includes all handouts, paper, sharpened pencils, etc).
   - Nothing Goes Airborne: Nothing will go airborne in class at any time. This includes pens, paper, and other students.

3. Leave the Food at Home: Students may not eat or drink in the classroom. This includes gum, candy and even water.

4. No Hats - I do not allow hats (of any kind) to be worn during class time. You may wear it into & out of class only.

5. NO Cell Phones - I do not allow cell phones in my classroom. If it is out, I will collect it and turn into the office and student will receive a Step.

B. Make-Up Tests
I do not have set days or times for make-up tests or labs. Ag teachers have many different activities or functions going on all the time that students will need to arrange a time with me to schedule a make-up time.

C. Substitute Teachers
There will be substitute teachers for my classes from time to time. At all times, you must be courteous, helpful, respectful, cooperative and on your best behavior in the presence of the substitute teacher. I expect your behavior to be above and beyond the level usually experienced when I am present in class. If I come back and I have any negative feedback from a substitute teacher there will be consequences for those who act inappropriate.

Class Procedures

A. Entering the Classroom
When you enter the classroom no screaming, running or causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. You should also check the side whiteboard for the day's agenda. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help.

B. Plant Identification Sheets
At the start of every period, students will need to complete the plant identification sheets. In order to complete the sheet they will need to use the Western Garden Book to gather the information. They will need to have the following items for the sheets: a 3-ring binder/folder and 5 tab dividers.

C. Turning-In/Passing Back Assignments
In the PINK file box, there will be two folders per class period. One folder will be the IN-folder where assignments are turned in and the second will be the OUT-folder where assignments are returned to students.
Remember late work will not be accepted. **All assignments must be properly labeled with: Student Name; Date; Period.** This should be placed in the upper right-hand corner of each assignment. Also, the title of each assignment should be placed on the top line and centered on the paper when needed.

D. **Arriving Late**
When you enter the room late (with or without a pass) you need not disturb the class. You will come in quietly, sit at your seat and raise your hand when it is an appropriate time to get back on track with the rest of the class.

E. **Leaving the Classroom**
- YOU are NOT cattle do not herd the door!
- The bell does not dismiss the class, I do.
- Do not pack up until I dismiss the class.
- Do not leave your seats until I dismiss the class.
- People who pack fast shall leave last.
- I will keep you in if you disobey the above (if you are late to your next class, break, lunch, bus, etc. that is your problem not mine)

F. **Discipline**
You will receive one warning if you choose to behave inappropriately. Further insubordination will be dealt with using the Dinuba High School Referral system and Step system.

G. **Using the Bathroom**
Each student will be given two bathroom passes at the beginning of the semester. It will be the responsibility of the student to retain (keep) this pass all semester long. If the student loses his/her pass it will not be replaced. Each student will have two passes only. Once, the passes have been used using the restroom will need to be done at brunch, lunch or during passing periods. Any unused passes may be redeemed at the end of the semester of extra credit points!

H. **FFA/SAE Participation**
Each student is required to participate in 5 FFA activities per semester. FFA participation will count for 10% of your class grade. Each student will be required to have a Supervised Agriculture Experience (SAE) project such as raising an animal, growing crops, or work experience. We will cover a unit on appropriate SAE projects. SAE projects will count as 10% of your grade.

I. **Record Books**
Each student will be required to keep a California Agricultural Record Book. The record book will be provided to you during the semester. Your record book must be kept neat, and up to date at all times. Periodically your record book will be checked for completeness.

J. **Instructor Note:** All policies/procedures may be changed or new ones added by the instructor. All procedures will be thoroughly rehearsed as a class.
Dinuba High School Agriculture Department
Landscape Design
Mrs. Bontrager

I have read the syllabus & classroom policy/procedures provided and understand what is expected of me in class:

Student Name ____________________________

Student Signature ________________________ Date ___________

I have read the syllabus & classroom policy/procedures provided to my student and understand what is expected of him or her:

Parent Name ____________________________

Parent Signature ________________________ Date: ___________

©
Veterinary Science

OVERVIEW
This class is a continuation of the Ag Science 1 introductory course which provides a basis for Animal Science courses in the agriculture curriculum. It is designed for sophomores, or above students entering at least their second year of agriculture. Other advanced courses shall build on this basic course.

Students will be given the opportunity to experience hands-on learning as it relates to skills used in Veterinary Practices. Practical application of skills will take place at the high school farm facilities and in the classroom.

Course study may include, but is not limited to:
- Cell Structure
- Tissue types and functions
- Musculoskeletal system
- Circulatory and Respiratory systems
- The 4 basic Digestive systems
- Animal Identification of Cat. Dogs, Rats etc.
- Veterinary Tools
- History of Domesticated animals and their usage
- Handling of animals
- Principles of Surgery
- Reproduction systems and practices
- Handling of animals for health checks

GRADING
Student grading will be based on the following criteria:
- 5% Notebook
- 10% Research paper and Presentation
- 15% Class Participation and Lab Activities
- 25% Class Assignments
- 30% Student Assessment
- 10% FFA leadership activities
- 5% SAE and Record Books

The Notebook is a requirement school wide. The guideline has been established to assist students in organization and responsibility.

Ag classes are known for hands-on activities, labs, field trips, group activities, etc. This class will have several dissection activities; if a student wishes not to participate they may write a types 4 page paper on the system we will be working on. The student must show an attitude of interest in his learning by participating in such activities.

Students will be handling many types of large to small animals and is expected to handle the animals.
In-class work, including but not limited to, projects, reports, and homework, shall be assigned as well as lab practical activities. Participation grades may be accompanied by an assignment such as lab write-up, labs themselves, or reports.

Due to the nature of agriculture courses and skills learned, various forms of assessment shall be used to determine student knowledge and understanding of a various subject, topic, or skill, written tests and quizzes, practical hands-on exercises, and oral presentations may be utilized.

In addition to course work, students shall be expected to participate in various FFA activities, which include chapter meetings (held at the school and other areas), sectional meetings, regional meetings, sectional and regional activities, on-campus FFA activities, fund raisers, judging teams, etc. Leadership activities occur out of class, and are associated with the FFA. Students who wish to achieve a full 10% for leadership activities must attend at least 5 FFA activities throughout each semester. That is a total of 10 activities for the whole year. A calendar will be supplied to each student. Activities occur during the week and on weekends, during the day and in the evenings. The Record Book must also be complete, according to the teacher’s specifications and to have or a planned SAE to obtain the 5% part of their grade.

MAKE-UP WORK
Students who miss class work must be responsible enough to ask the teacher what was missed. Students shall have as many days as they were absent to make up the missing assignments without suffering a penalty. If a student misses an activity where participation is graded, that student must make arrangements with the teacher to make up a comparable activity, (most likely during Tutorial), or take a zero. Tests are to be made up on the specified make-up test day during Tutorial. The make-up may occur 1-4 days after the actual test date. Make-ups after the specified make-up day may be in a different format such as essay or oral exams.

Further information on Grading, Make-up work, or other policies may be found in the Student Agenda, which is handed out to each student at the beginning of the school year.

For any questions regarding this course, or about a student enrolled in this course, I may be contacted at the Ag Department at 595-7247, or through the high school office at 595-7220. You may also email me at rbrowne@dinuba.k12.ca.us with any concerns.

I have read and understand the above statements regarding the Veterinary Science Course.

Student’s Name

Student’s Signature

Guardian Signature
INTRODUCTION TO AGRICULTURE

Overview

This class is an introductory course which provides a basis for further courses in the agriculture curriculum. It is designed for freshman, but other students entering their first year of agriculture are encouraged to enroll in this course. Other advanced courses shall build on this basic course continuing the agriculture pathway of study.

Students will be given the opportunity to experience hands-on learning as it relates to skills used in agriculture. Practical application of skills will take place at the high school farm facilities.

Course study shall include, but is not limited to:
- FFA Leadership
- FFA Record Books
- SAE (Supervised Agriculture Experience)
- Parliamentary Procedure
- California Agriculture
- Agriculture Careers
- Basic Animal Science
- Basic Plant Science

GRADING

Student grading will be based on the following criteria:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>Notebook</td>
</tr>
<tr>
<td>25%</td>
<td>Class Participation and Labs</td>
</tr>
<tr>
<td>25%</td>
<td>Class Assignments</td>
</tr>
<tr>
<td>30%</td>
<td>Student Assessment</td>
</tr>
<tr>
<td>10%</td>
<td>Leadership Activities</td>
</tr>
<tr>
<td>5%</td>
<td>Record Book and SAE (Supervised Agriculture Experience)</td>
</tr>
</tbody>
</table>

The Notebook is a requirement school wide. The guideline has been established to assist students in organization and responsibility.

In addition to course work, students shall be expected to participate in various FFA activities, which include chapter meetings (held at the school farm), sectional meetings, regional meetings, sectional and regional activities, on-campus FFA activities, fund raisers, judging teams, etc. Leadership activities occur out of class, and are associated with the FFA. Students who wish to achieve a full 10% for leadership activities must attend at least 5 FFA activities throughout each semester. That is then 10 activities total throughout the year. A calendar will be supplied to each student. Activities occur during the week and on weekends, during the day and in the evenings. The Record Book must also be complete, according to the teacher's specifications, at the end of the semester to earn the full 5% as well.
Ag classes are known for hands-on activities, labs, field trips, group activities, etc. The student must show an attitude of interest in his learning by participating in such activities.

In class work including, but not limited to, projects, reports, and homework, shall be assigned as well as practical activities. Participation grades may be accompanied by an assignment such as lab write-up or report as well.

Due to the nature of agriculture courses and skills learned, various forms of assessment shall be used to determine student knowledge and understanding of a various subject, topic, or skill, written tests and quizzes, practical hands-on exercises, and oral presentations may be utilized.

MAKE-UP WORK
Students who miss class work must be responsible enough to ask the teacher what was missed. Students shall have as many days as they were absent to make up the missing assignments without suffering a penalty. If a student misses an activity where participation is graded, that student must make arrangements with the teacher to make up a comparable activity, (most likely during the Tutorial), or take a zero. Tests are to be made up on the specified make-up test day during Tutorial. The make-up usually occurs 3-4 days after the actual test date. Make-ups after the specified make-up day may be in a different format such as essay or oral exams.

Further information on Grading, Make-up work, or other policies may be found in the Student Agenda, which is handed out to each student at the beginning of the school year.

For any questions regarding this course, or about a student enrolled in this course, I may be contacted at the Ag Department at 595-7247, or through the high school office at 595-7220.
AGRICULTURE LEADERSHIP CLASS

Overview
This class is a leadership course which provides a basis for future life experiences. It is designed for students in the 11th & 12th grades. Students will gain knowledge of work and college related needs, will be covered. Students will be on a self study environment and will be expected to deal with assignments and projects in a mature fashion.

Students will be given the opportunity to experience hands-on learning as it relates to skills used in agriculture. Practical application of skills will take place at the high school farm facilities.

Course study shall include, but is not limited to:
  FFA Leadership
  FFA Record Books
  SAE (Supervised Agriculture Experience)
  Parliamentary Procedure
  Resume development
  Agriculture Careers
  Speech development and competition
  Ag. and FFA related activities
  Others items

GRADING
Student grading will be based on the following criteria:
  5%  Notebook
  25% Class Participation and Labs
  25% Class Assignments
  30% Student Assessment
  10% Leadership Activities
  5% Record Book and SAE (Supervised Agriculture Experience)

The Notebook is a requirement school wide. The guideline has been established to assist students in organization and responsibility.

In addition to course work, students shall be expected to participate in various FFA activities, which include chapter meetings (held at the school farm), sectional meetings, regional meetings, sectional and regional activities, on-campus FFA activities, fund raisers, judging teams, etc. Leadership activities occur out of class, and are associated with the FFA. Students who wish to achieve a full 10% for leadership activities must attend at least 3 FFA activities throughout the semester. A calendar will be supplied to each student. Activities occur during the week and on weekends, during the day and in the evenings. The Record Book must also be complete, according to the teacher's
specifications, at the end of the semester to earn the full 10% as well.

Ag classes are known for hands-on activities, labs, field trips, group activities, etc. The student must show an attitude of interest in their learning by participating in such activities.

In class work including, but not limited to, projects, reports, and homework, shall be assigned as well as practical activities. Participation grades may be accompanied by an assignment such as lab write-up or report as well.

Due to the nature of agriculture courses and skills learned, various forms of assessment shall be used to determine student knowledge and understanding of a various subject, topic, or skill, written tests and quizzes, practical hands-on exercises, and oral presentations may be utilized.

MAKE-UP WORK
Students who miss class work must be responsible enough to ask the teacher what was missed. Students shall have as many days as they were absent to make up the missing assignments without suffering a penalty. If a student misses an activity where participation is graded, that student must make arrangements with the teacher to make up a comparable activity, (most likely during the Tutorial), or take a zero. Tests are to be made up on the specified make-up test day during Tutorial. The make-up usually occurs 3-4 days after the actual test date. Make-ups after the specified make-up day may be in a different format such as essay or oral exams.

Further information on Grading, Make-up work, or other policies may be found in the Student Agenda, which is handed out to each student at the beginning of the school year.

For any questions regarding this course, or about a student enrolled in this course, I may be contacted at the Ag Department at 595-7247, or through the high school office at 595-7220.
Dinuba High School
Agriculture Department

Ag Biology

Course Description: This course is designed to provide students with a hands-on approach to biological science and the field of agriculture, while fulfilling their high school Life Science requirement. Learning will take place in the classroom, farm laboratory, and science laboratory environments. Using agriculture as a focus, the course emphasizes the biological principle and interrelationships among the following topics: the cellular aspects of life including growth and reproduction of plants and animals; genetic principles, evolution of species; ecological relationships and physiological principles including the function of major body systems. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program.

Course Outline:

Unit 1: FFA

Unit 2: Review California Agriculture/Agriculture Issues

Unit 3: Biological Safety

Unit 4: Scientific Method: Review Scientific Method, Themes of Bio, Characteristics of Living Things

Unit 5: Ecology: Biotic & Abiotic Factors, Energy Flow, Ecosystems, Biodiversity, Cycles, Biomes, Communities, Populations, Succession, Symbiosis, and Conservation


Unit 7: DNA: Structure and Models, compare RNA, Replication, Transcription & Translation, Protein Synthesis, Recombinant DNA

Unit 8: Genetics: Heredity, Mendel, Punnett Squares, Recombination, Pedigrees, Sex-link, Laws: Segregation, Independent Assortment.

Unit 9: Evolution: Eras, Origins of Life, Darwin, Fossil Record, Adaptations, Selection (artificial vs natural), Evidence from Living Things, Classification, Evolutionary Causes, Speciation

Unit 10: Physiology: Human Body Systems, Major Disease Project

Review All Units: Each Semester will have a final.

Grading Policy:
Classwork/Homework/Notebook 30%
Labs/Projects/Research/Presentations 30%
Quizzes/Tests 30%
FFA (5 Activities per semester) 5%
AE/Record Book 5%
Special Considerations:

1. FFA Activities and involvement is mandatory for this course. You may earn up to 5% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items; Chapter Mtgs/activities, fundraisers, judging teams (Floriculture, speech contests etc) conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on vacations. You are required to attend 5 activities per semester to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit.

2. Make up Work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts but don’t do it in the middle of class. If you have one excused absence you will have one day to make up the work and so on. If you turn in late work I will deduct 10% each day it is late up to 50% of the total point value of the assignment. If you are absent and miss a test YOU may take them before school, lunch or after school within 2 DAYS of your absence.

3. Labs: Specific labs can be made up for excused absences, however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Because this is a scientific course you need to attend lab days failure to do so will result in a lower grade.

4. Notebook: you are required to keep a Spiral bound notebook, 5 subject at least, for this course. As well as a 3 ring binder for misc. items (1 inch binder should be adequate). You will be required to turn this notebook in at certain times during the year.

5. Other items you will NEED for this class: Pens, pencils (highlighter and colored pencils are helpful)

Keep your Notebook up to date at all times. You never know when we will be having a random notebook check on top of the regular notebook checks.

- I have read and agree to the information outlined in the course syllabus for Agriculture Biology.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that my student will need to participate in an SAE project for a small portion of their grade.
- I understand that late work will receive 10% off each day it is late up to 50% off the total assignment.

By Signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

Al firmar abajo reconozco que he leído y recibido la clase de programa, esbozo, procedimientos de clasificación y las reglas de la clase, y estoy de acuerdo con estas normas y requisitos

Students Name (please Print)  Student Signature  Date

Parent Name (please print)  Parent Signature  Date
Dinuba High School
Agriculture Department

Floral Design

Course Overview:
This course is designed to give students the basic knowledge of the art of floral design including, but not limited to basic mechanics, composition requirements, various design forms, flowers, foliage (plant) and tools identification. You will create, design, identify, explain and evaluate floral topics. Various projects planned for this course may include, but are not limited to: boutonnieres, corsages, wreaths, dried arrangements, fresh arrangements, seasonal and balloon arrangements.

Course Outline:

1. Safety in the Lab
2. History of Floral Art
   a. Important Artists and their Impacts
   b. Art History time periods
3. Elements and Principles of Design
   a. Textures
   b. Colors
   c. Shapes/Forms
   d. Balance
   e. Proportion
   f. Scale
   g. Focal Point
   h. Rhythm
   i. Lines
   j. Depth
4. Design Practicum
5. Flowers and Foliage
   a. Identification
   b. Care and Handling
   c. Basic Horticulture and Production
   d. Business Skills, Pricing and Marketing
6. Mechanics and Materials
7. Arrangements Styles and Techniques
8. Seasonal, Holiday and Occasional Design
9. Cultural Themes
10. Careers
11. FFA

Grading Policy:

Classwork/Homework/Notebook 30%
Labs/Projects/Research/Presentations 30%
Quizzes/Tests 30%
FFA (5 Activities per semester) 5%
SAE/Record Book 5%

Office Hours 3:10pm-4pm
M-F by apt
Special Considerations:

1. FFA Activities and involvement is mandatory for this course. You may earn up to 5% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: Chapter Mts/activities, fundraisers, judging teams (Floriculture, speech contests etc) conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on vacations. You are required to attend 5 activities per semester to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit.

2. Make up Work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts but don’t do it in the middle of class. If you have one excused absence you will have one day to make up the work and so on. If you turn in late work I will deduct 10% each day it is late up to 50% of the total point value of the assignment. If you are absent and miss a test YOU may take them before school, lunch or after school within 2 DAYS of your absence.

3. Labs, unfortunately, cannot be made up due to the perishable nature of the products we will be working with. An alternative assignment will be given. Assignments will be at the teacher’s discretion for substitution. You will only be allowed 5 substitution assignments in the year. Due to the nature of this class, missing a lab will mean you will be missing out on valuable lessons, points and artistic values.

4. Notebook: you are required to keep a notebook, 3-ring binder, for this course. You will be required to turn this notebook in at certain times during the year. You will need to have different sections in this notebook including: Notes, Assessments, Identification and rough draft portfolio. Photos of your lab work will be added to your portfolio at the student’s expense. A rubric and guidelines page will be given to you for reference.

5. Other items you will NEED for this class: Pens, pencils (highlighter and colored pencils are helpful) Report/portfolio folder or separate plain 1 inch binder for your official portfolio project.

Materials and Cost
Although you do not have to pay for the cost of the materials for this class you will be required to pay for any unlawful or willful damage to the classroom, its occupants and including all materials contained in the classroom. If you misuse products in any way you will be responsible to pay for these materials. Stealing from the classroom is unacceptable and will be punished. Certain projects will be sold from the classroom, while others can be taken home for personal enjoyment. However, those projects taken home will not be taken in any glassware or certain other materials, as we are on a limited budget.

We have read and understand the above mentioned Class Syllabus. We therefore, sign and agree to adhere to the above stated.

______________________________  ________________________________  ______________
Students Name (please Print)     Student Signature     Date

______________________________  ________________________________  ______________
Parent Name (please print)       Parent Signature      Date
Class Rules:
Teacher: Mrs. Wilterding
Email: kari.wilterding@dinuba.k12.ca.us
Office Hours: M-F 3:10-4pm (unless appointment is made)

Class Format:

This class will be presented in a variety of methods to reach students with different learning styles. Students will be required to take notes, participate in labs, participate in discussions, prepare reports and student projects. Students will be evaluated on tests, quizzes, lab reports and student projects; this will include oral presentations. Students are expected to follow the student handbook at all times.

Student Expectations:

A. Sit in your assigned seat daily.
B. Be to class on time and prepared when the bell rings (have all materials ready at the start of class) Tardies are unacceptable.
C. Bring all materials to class. Turn your homework into the box unless directed otherwise by the instructor.
D. Keep your hands, feet and other objects to yourself.
E. Listen to instructions the first time they are given.
F. Foul Language will not be tolerated in the classroom. So DON’T use it!!!!
G. No personal grooming during class time. (Make-up or Hair)
H. No hats, beanies or hoodies are to be worn in buildings.
I. No food, drinks, gum and candy in the classroom. (Water is acceptable in a closable container.)
J. Raise your hand and wait for permission to speak.
K. Cheating on your assignments will result in a zero for that assignment and appropriate disciplinary actions will be taken.
L. NO IPODS, CELL PHONES OR OTHER ELECTRONICAL DEVICES can be used during class time. If I see it, it will be taken away and you may pick it up at the end of the day. If you continually get your electronical devices taken away discipline will progress to having your parents pick up your devices after school, in the office. Electronic Devices issued by the school are ok as long as they are being used for educational tasks.
M. Permanent markers of any kind will be collected and become property of the teacher
N. Intentional acts of vandalism and violence will not be tolerated.
O. Use class time appropriately i.e. if you are given time in class to do an assignment, take the time to do it.
P. Follow all safety procedures at all times- we will be working with sharp/pointy objects misuse of any object in class will not be tolerated, follow instructions given in the safety lesson.
Q. Any gang affiliation, doodles, drawings etc. displayed on classwork, projects, and/or anything in class to be graded or displayed in unacceptable. Items with such information will receive a zero and will be turned into the office.
R. Use Restroom pass given by teacher, if you lose it or don’t have it you will not be allowed to go. We have a water fountain in class please raise your hand and ask permission to us it.

Consequences will be given on a basis determined by the Student handbook, discipline policy, and step forms.

Grading Policy:
The standard grading system will be used:
100-90%- A
89-80%- B
79-70%- C
69-60% D
59% -below – F

**Always follow the Student Handbook and Code of Conducts**
Course Work
1. First and last names, as well as the class period shall be written or typed on all items turned in for credit.
   - I may not grade your paper if I don’t know who you are!
   - Please follow the following format for your course work:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>First and Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page #</td>
<td>Period</td>
</tr>
<tr>
<td>Question’s #</td>
<td>Date</td>
</tr>
</tbody>
</table>

2. All items should be labeled with the appropriate assignment such as chapter, pages, question numbers, etc. at the top left of the page to receive full credit if turned in on time.
3. Items with no names or no listed assignment may lose points or receive no credit.
4. No red ink may be used on work to be graded. Other hard to read colors of ink such as pink, light green, silver, etc. will not be accepted for written assignments or tests.
5. Read and follow all directions carefully on tests and other assignments. Points may be lost for not properly completing a task.
6. Make up work must be completed in a timely manner or no credit may be received.
   - If you are absent one day, you have one day to complete the assignment, two days, two days to complete the assignment etc. Refer to individual course syllabi for make up requirements.
   - Many times you will be given a deadline for a unit or specific project. All work must be turned in at the assigned due date or the late policy will take into effect.
   - An unexcused absence or truancy is not grounds for making up missed work, therefore equals a 0.

I have read and understand the guidelines stated above. I also understand the penalties for violating this agreement.

Print Student Name ___________________________ Student Signature ___________________________ Date __________

Print Parent Name ___________________________ Parent Signature ___________________________ Date __________
f) Program Completion Standards
1. **Personal Skills**
   Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, persevering, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for life long learning.

2. **Interpersonal Skills**
   Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. **Thinking and Problem Solving Skills**
   Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. **Communication Skills**
   Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. **Occupational Skills**
   Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. **Employment Skills**
   Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. **Technology Skills**
   Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.
g) Description of Facilities & Major Equipment
The Agriculture department has a variety of facilities where instruction can take place, outside of the classroom, and for SAE project access for students. From science labs, mechanics and metal shops, greenhouse, and farm, our students are able to experience agriculture in a hands-on way.

The livestock barn accommodates 24 lambs/goats, 4 beef, and 32 hogs. We also have a sand show arena, wash racks, and storage shed. The facility is newly constructed with funds from the district and community support. Some construction was done by students.

Land available for vegetable and crop production, and citrus and stone fruit orchard. Used for CDE practice, pruning instruction, and student SAE projects. We also have raised planter beds for vegetable gardens. All facilities are built and maintained by students.

Greenhouse available for plant propagation, production, and student SAE projects.

Outdoor horticulture area for bare root tree projects, raised benches under shade cloth.

Ag Mechanics Shop

Metal Shop

Classrooms
h) Five Year Facility & Equipment Acquisition Schedule
Year 1: 2016-2017
1. Add an exercise area for Guide dogs
2. Upgrade animal facilities: poultry barn
3. Build shelving in storage sheds
4. Upgrade shade area: attach shade cloth to sides
5. Renovate wooden seating benches outside

Year 2: 2017-2018
1. Upgrade lighting in greenhouse
2. Purchase new glazing for greenhouse
3. Upgrade Shop class equipment
4. Renovate propagation (mist) house
5. Stain gazebo wood

Year 3: 2018-2019
1. Develop ornamental tree area
2. Purchase additional livestock trailer
3. New laptops for computer lab & staff & printer
4. Add tar to roof of C-trains
5. Add lights to shed in the livestock area.

Year 4: 2019-2020
1. Outside potting area
2. Create outdoor mother-stock area for horticulture
3. Add another raised bed
4. Add feed containers in the livestock area.

Year 5: 2020-2021
1. Purchase smaller greenhouse
2. Purchase walk in floral cooler
3. New Ag truck
i) Staff Assignments
## Chart of Responsibilities 2016 – 2017

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Roy Browne</th>
<th>Kari Wilterding</th>
<th>Codee Bontrager</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Advising</strong></td>
<td></td>
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<tr>
<td>Officer Team Advisor</td>
<td>All Year</td>
<td>XX</td>
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<tr>
<td>Officer Retreat</td>
<td>July</td>
<td>XX</td>
<td>X</td>
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<td>Opening Closing Ceremonies</td>
<td>October</td>
<td>Novice Team</td>
<td>Open Teams</td>
<td>Officer Teams</td>
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<tr>
<td>Sectional Officer Team Officer</td>
<td>All Year</td>
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<td>Sectional Activities</td>
<td>All Year</td>
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<tr>
<td><strong>Judging Teams</strong></td>
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<tr>
<td>Creed Speaking</td>
<td>Fall-Spring</td>
<td>XX</td>
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<td>Cooperatives</td>
<td>February</td>
<td>XX</td>
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<tr>
<td>Banking Quiz</td>
<td>December</td>
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<tr>
<td>Cotton Judging CDE</td>
<td>Sept – Nov</td>
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<td>XX</td>
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<tr>
<td>Vine Pruning CDE</td>
<td>Winter</td>
<td>XX</td>
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<tr>
<td>Tree Pruning CDE</td>
<td>Winter</td>
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<tr>
<td>Citrus Judging CDE</td>
<td>Winter</td>
<td>XX</td>
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<tr>
<td>Extemporaneous Speaking</td>
<td>Spring</td>
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<td>Job Interview</td>
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<td>Veterinary Science CDE</td>
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<tr>
<td>Vine Judging</td>
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<td>Best Informed Greenhand</td>
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<td>Landscape Design</td>
<td>Spring</td>
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<tr>
<td>Veterinary Science – Nationals</td>
<td>May -Oct</td>
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<td><strong>Floriculture CDE</strong></td>
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<td><strong>Department / Reports</strong></td>
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<td>Department Head</td>
<td>All Year</td>
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<td>R2 – Roster</td>
<td>October</td>
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<td>Program of Activities</td>
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<td>Requisitions</td>
<td>All Year</td>
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<td>Transportation Forms</td>
<td>All Year</td>
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<td>Advisory Committee Meetings</td>
<td>All year</td>
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<td>Advisory Committee Minutes</td>
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<td>Grants</td>
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<td>X</td>
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<td><strong>CATA</strong></td>
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<td>State Conference</td>
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<td>Road Show Prof. Dev.</td>
<td>December</td>
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<td>X</td>
<td>X</td>
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<td>Fall Sectional Meeting</td>
<td>September</td>
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<td>Spring Sectional Meeting</td>
<td>May</td>
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<td>X</td>
<td>X</td>
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<td>Fall Regional Meeting</td>
<td>November</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Spring Regional Meeting</td>
<td>February</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Summer Regional Meeting</td>
<td>June</td>
<td>X</td>
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<td>Proficiency Application Scoring</td>
<td>February</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Record Book Scoring</td>
<td>January</td>
<td>X</td>
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<tr>
<td>Sectional Officer Position</td>
<td>All Year</td>
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<tr>
<td>Leadership Conferences</td>
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<tr>
<td>Chapter Officer Lead. Conf.</td>
<td>October</td>
<td>X</td>
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<tr>
<td>Greenhand Leadership Conf.</td>
<td>November</td>
<td>X</td>
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<tr>
<td>Made for Excellence Conf.</td>
<td>February</td>
<td>X</td>
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<tr>
<td>Advanced Leadership Academy</td>
<td>February</td>
<td>X</td>
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<tr>
<td>State FFA Convention</td>
<td>April</td>
<td>X</td>
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<td>National FFA Convention Trip</td>
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<table>
<thead>
<tr>
<th>FFA Meetings</th>
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<tbody>
<tr>
<td>Sept. Mtg.- Bowling</td>
<td>September</td>
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<tr>
<td>Oct. Mtg. – Halloween Movie</td>
<td>October</td>
<td>X</td>
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<tr>
<td>Nov. Mtg. – Thanksgiving</td>
<td>November</td>
<td>X</td>
</tr>
<tr>
<td>Dec. Mtg. – Chapter / GH Degree</td>
<td>December</td>
<td>X</td>
</tr>
<tr>
<td>Jan. Mtg. –</td>
<td>January</td>
<td>X</td>
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<tr>
<td>Feb. Mtg. - Softball Night</td>
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<tr>
<td>Mar. Mtg. - Chapter Degree</td>
<td>March</td>
<td>X</td>
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<tr>
<td>Apr. Mtg. – Park - Games</td>
<td>April</td>
<td>X</td>
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<tr>
<td>May Mtg. - Banquet Awards</td>
<td>May</td>
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<td>May Mtg. - Banquet Food</td>
<td>May</td>
<td>XX</td>
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<tr>
<td>May Mtg. - Banquet Program, Decor &amp; Certificates</td>
<td>May</td>
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<tr>
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<tr>
<td>Thanksgiving Baskets</td>
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<tr>
<td>Raisin Day Petting Zoo</td>
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<td>Grand View Carnival Petting Zoo</td>
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<td>Women’s Club Mtg.</td>
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<td>Christmas Float</td>
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<tr>
<td>Pet Food Drive</td>
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<td>Valentine Roses</td>
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<tr>
<td>Earth Day - Tree Planting</td>
<td>March</td>
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<table>
<thead>
<tr>
<th>Pet therapy</th>
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<tr>
<td>Sheep</td>
<td>May – Sept.</td>
<td>XX</td>
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<tr>
<td>Swine</td>
<td>May – Sept.</td>
<td>XX</td>
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<tr>
<td>Beef</td>
<td>Mar – Sept.</td>
<td>XX</td>
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<tr>
<td>Tulare County Fair</td>
<td>September</td>
<td>X</td>
</tr>
<tr>
<td>Plant Sales – Fall / Spring</td>
<td>Nov. / May</td>
<td>X</td>
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<tr>
<td>Bare Root Trees</td>
<td>Jan – May</td>
<td>X</td>
</tr>
<tr>
<td>Vegetable Plots</td>
<td>Mar – Jun</td>
<td>X</td>
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<tr>
<td>Small Animals</td>
<td>All year</td>
<td>XX</td>
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<tr>
<td>Orchard/Vineyard</td>
<td>All year</td>
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<tr>
<td>Open Shop Projects</td>
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<tr>
<td>Poultry</td>
<td>All year</td>
<td>XX</td>
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<tr>
<td>Ag Sci &amp; Animal Proficiencies</td>
<td>Spring</td>
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<td>Ag Mech &amp; Landscape Prof.</td>
<td>Spring</td>
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<td>Sales, Floral &amp; Horticulture Prof.</td>
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<tr>
<td>Event</td>
<td>Season</td>
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<tr>
<td>Pre-Fair</td>
<td>Fall</td>
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<tr>
<td>State/Am. Degree Applications</td>
<td>Winter</td>
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<tr>
<td><strong>Officer Duties</strong></td>
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<td>Chapter Officer Applications</td>
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<td>Regional Officer Applications</td>
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<tr>
<td>Sectional Officer Applications</td>
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<tr>
<td>State Conference Applications</td>
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<td>XX</td>
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<td>MFE-ALA Applications</td>
<td>November</td>
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<tr>
<td><strong>Fundraisers</strong></td>
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<tr>
<td>Drive Thru BBQ</td>
<td>Fall</td>
<td>XX</td>
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<tr>
<td>Toyota Tickets</td>
<td>Jan – Feb.</td>
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<tr>
<td>Shirt Orders</td>
<td>All Year</td>
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<td><strong>Other</strong></td>
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<tr>
<td>World Ag Expo</td>
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<td>National FFA Week</td>
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<td>Officer Meetings</td>
<td>All Year</td>
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<tr>
<td>TCOVE Classes</td>
<td>All Year</td>
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<tr>
<td>Reedley Showmanship Day</td>
<td>November</td>
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**XX = lead advisor**

**X = assistant advisor**
j) FFA Program of Activities
Dinuba FFA
2016 – 2017
Strike a Spark
Ignite a Passion
<table>
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<tr>
<th>Description</th>
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<td>Advisor and Instructor Introduction</td>
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<td>Advisory Committee Introduction</td>
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<td>Dinuba FFA Introduction</td>
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<td>Dinuba FFA Constitution</td>
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<td>Market Swine</td>
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<td>Market Sheep</td>
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<td>Dairy Replacement Heifer</td>
<td>17</td>
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<tr>
<td>Market Beef</td>
<td>17</td>
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<tr>
<td>Chapter Activities and Goals</td>
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<td>18</td>
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<tr>
<td>Community Service</td>
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<td>Supervised Occupational Experience Projects</td>
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<td>Chapter Applications</td>
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<tr>
<td>Greenhand</td>
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<tr>
<td>Chapter Farmer</td>
<td>20</td>
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<tr>
<td>Chapter Officer</td>
<td>21</td>
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<tr>
<td>Chapter History</td>
<td>23</td>
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</table>
2016-2017 FFA Theme: Strike a Spark, Ignite a Passion
2016 - 2015 Dinuba FFA Chapter Officers

President
Madasen Gutierrez

Vice President
Coran Chavez

Secretary
Kobe Moore

Treasurer
Gordon Jaramillo

Reporter
Jesica Garcia

Sentinel
Ricardo Trujillo

ASB Representative
Guadalupe Brito

Parliamentarian
Miguel Lopez

2014 - 2015 FFA Advisors and Instructors

Mr. Roy Browne
Veterinary Science
Intro to Agriculture

Mrs. Codee Bontrager
Intro Agriculture Mechanics
Intro to Agriculture

Mrs. Kariann Wilterding
Floriculture
Agriculture Biology

2016 - 2017 Dinuba Agriculture Advisory Committee

Jon Robson
Dairy Consultant, Ex Fresno State Professor

Dave Lopes
Reedley College Professor Emeritus

Steve Soria
Soria Trucking and Agriculture Products

Josh Terry
Plant Biologist

Rod Pomp
Farmer- nuts, hay

Tory Torosian
Torosian Organic Farms

James Garcia
Stone Fruit / Orchard Labor
Dinuba FFA Introduction

The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937. Today in California, there are over 60,000 FFA members and over 500,000 nationally. Dinuba has over 300 FFA members in the chapter this year.

Dinuba is a small agricultural community located on the east central side of the San Joaquin Valley. Crops surrounding the area include a vast amount of tree fruits comprised mainly of peaches, plums, and nectarines. Crops such as citrus, a large amount of table grape and raisin vines, persimmons, kiwi, apples, and olives – to mention a few – can be noticed in and around the surrounding areas. Down any road you may travel, you will see agriculture at its purest.

The population of the community of Dinuba has an ever-growing support for its FFA. In turn, the Dinuba FFA is greatly involved with the community. From petting zoos to safety lessons, the Dinuba FFA members have enjoyed assisting the community in promoting good will, safety, and agricultural literacy.

It is the belief of the Dinuba FFA that agricultural education is the key to the survival of a strong agriculture industry, which lies at the heart of the community. From crops to livestock to mechanics, each plays an important role in keeping the community healthy, and each bears strong ties to agriculture. Many jobs are directly related to the agricultural industry here in Dinuba, but many areas are also indirectly related. Young children and new residents must be made aware of this importance, and educated accordingly.

We are proud of our agriculture program, the Dinuba FFA, and our community. We will continue to build and preserve our integrity, our pride, and our accomplishments through updating our courses, building on new technologies to keep education current, and above all encouraging all students to set and strive for their goal, and to succeed.
President’s Message

Dear Members, Parents, and Supporters,

It is my honor as your 2016-2017 Dinuba FFA Chapter President and to invite you to be a part of another year full of success and great activities. This year our chapter is under the leadership of an excited and (mostly new) group of officers and we are excited to make the most out of our year of service. In order to ensure this year is exciting we have decided to keep our meetings interactive and introduce new ideas to the chapter, both in our activities, icebreakers, and with new fundraisers.

This summer the officer team traveled to the Lake Tahoe for our Officer Retreat, where we planned a full year of awesome activities and new fundraisers. We also came up with the theme for the year, “Strike a Spark, Ignite a Passion”. From this theme we expect our officer team and members to take advantage of what FFA is offering you, to expand your personal growth and develop those qualities of leadership that an FFA member should possess. We hope that during the activities and events of our chapter that you can make the most of your FFA membership. This year we look forward to adding new judging teams and succeeding all we do. We are going to work extremely hard as officers and expect the same of our members to be competitive throughout the state.

This year will be full of team work, excitement, and participation. With the enthusiasm from our officer team we expect the year to be successful. Thank you for all of your support for the FFA and the many activities we are involved in.

Sincerely,

Madasen Gutierrez
2016-2017 Chapter President
FFA Information

The FFA Emblem

The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

The Cross Section of the Ear of Corn provides the foundation of the emblem, just as corn has served as the foundation crop of American agriculture. It signifies unity, as corn is grown in every state of the nation.

The Rising Sun signifies progress and holds promise that tomorrow will bring a new day glowing with opportunity.

The Plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.

The Eagle is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The Owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words “Agricultural Education” and “FFA” signify the combination of learning and leadership necessary for progressive agriculture.

*Taken from the Official Manual of the National FFA Organization.*

Official Dress

Female members are to wear a black skirt to the knees or longer, nylon stockings, white collared blouse, blue FFA scarf, black close-toed shoes, and official FFA jacket zipped to the top.

Male members are to wear black slacks, white collared shirt, black dress shoes, black socks, FFA tie, and official FFA jacket zipped to the top.

Show Uniform for FFA members consists of official FFA jacket, FFA scarf for females and FFA tie for males, white collared shirt, white pants, and appropriate shoes for the task.
FFA Information

FFA Mission

FFA makes positive differences 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

- Develops the competent and assertive agricultural leadership
- Increases awareness of the global and technological importance of agriculture and its contribution to our well being
- Strengthens the confidence of agriculture students themselves and their work
- Promotes the intelligent choice and establishment of an agricultural career
- Encourages achievement in supervised occupational experience programs
- Encourages wise management, 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

Agricultural Education Mission

The mission of Agricultural Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber, and natural resource system.
The FFA Creed
Written by E. M. Tiffany

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

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

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

FFA Motto

LEARNING TO DO,
DOING TO LEARN,
Greenhand Degree

1. Be enrolled in a Vocational Agriculture course.
2. Have, or have plans for a Supervised Agricultural Experience Project.
3. Demonstrate Knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam.

Chapter Farmer Degree

1. Hold the Greenhand Degree.
2. Be enrolled in a Vocational Agriculture course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Occupational Experience project.
5. Earn and invest at least $150, or work at least 45 unpaid hours in a SAE.

State Farmer Degree

1. Hold the Chapter FFA Degree.
2. Be an active member for at least 24 months.
3. Complete at least 2 years of agricultural course work.
4. Earn or invest at least $1000, or work at least 300 unpaid hours in a SAE.
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Serve as an officer, committee chairperson, or a participating member of a committee.

American Farmer Degree

1. Hold the State FFA Degree.
2. Be an active FFA Member for at least 36 months.
3. Complete at least 3 years of agricultural course work.
4. Graduate from high school at least 12 months prior to receiving the degree.
5. Have in operation, with accurate records substantiating, an SOE.
6. Earn $7500, or earn and invest $1500 and work at least 2250 unpaid hours in the SAE.

Dinuba FFA Calendar of Activities

<table>
<thead>
<tr>
<th>July 2014</th>
<th>Weekly</th>
<th>Livestock Showmanship Practice</th>
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<tr>
<td>29-31</td>
<td>Officer Retreat at Lake Tahoe</td>
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<th>August 2014</th>
<th>16, 223, 30</th>
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<tr>
<td>12-13</td>
<td>FFA Leadership Boot Camp</td>
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<td>29</td>
<td>FFA Pool Party 4-7pm</td>
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<tr>
<td>Weekly</td>
<td>Livestock Showmanship Practice</td>
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<tr>
<th>September 2014</th>
<th>1</th>
<th>Barn Clean UP</th>
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<tr>
<td>2</td>
<td>Pre-Fair</td>
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<tr>
<td>12-18</td>
<td>Tulare County Fair</td>
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<tr>
<td>12</td>
<td>Haul In Tack and Pigs Weight In</td>
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</tr>
<tr>
<td>13</td>
<td>Haul In Steers and Sheep and Weigh In</td>
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<tr>
<td>14</td>
<td>Hog Show, Sheep Show</td>
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<td>15</td>
<td>Sheep, Steers and Hog Show</td>
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<tr>
<td>16</td>
<td>Livestock Supervision, and steer ultrasound for carcass contest</td>
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<td>17</td>
<td>Market Auction at Fair</td>
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<tr>
<td>18</td>
<td>Load out Tack for Fair</td>
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<tr>
<td>24</td>
<td>Chapter Meeting- Tail gate Ice Cream Social</td>
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<td>27</td>
<td>Raisin Day Petting Zoo</td>
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<td>26/27</td>
<td>Chapter Officer Leadership Conference-SCICON</td>
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<tr>
<td>29</td>
<td>Opening/Closing Speaking contest @ Strathmore</td>
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<tr>
<td>30</td>
<td>Opening/Closing Speaking Contest @ Lemoore</td>
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<tr>
<td>Weekly</td>
<td>Officer Meetings (Wednesdays at 3:15pm)</td>
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<thead>
<tr>
<th>October 2014</th>
<th>3</th>
<th>Rotary Banquet Help</th>
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<tbody>
<tr>
<td>3,6,9</td>
<td>Barn Clean up by Species</td>
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<tr>
<td>8</td>
<td>Sectional Finals- Opening/Closing @ COS</td>
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<tr>
<td>10</td>
<td>Grandview Petting Zoo</td>
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<tr>
<td>22</td>
<td>Sequoia Section FFA Meeting-Corn Maize</td>
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<td>28</td>
<td>Advisory Meeting @ 5:30</td>
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<tr>
<td>29</td>
<td>Chapter Meeting- Scary Movie Night</td>
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<tr>
<td>Weekly</td>
<td>Officer Meetings (Wednesdays @ 3:15pm)</td>
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November 2014
1-18  Canned Food Drive
3     Greenhand Conference- Visalia
6     Cotton Contest
7     Drive Thru BBQ Fundraiser
8     Cotton Contest State Finals
20    Chapter Meeting- Potluck
22    Deliver Food Baskets & Donations to Families
Weekly  Officer Meetings (Wednesdays @ 3:15pm)

December 2014
6     Christmas Parade
11    Banking Quiz- Bakersfield
13    Citrus Judging Contest -Exeter
16    Deliver Christmas Tree to Family
18    Chapter Meeting- Degree Ceremony in Cafeteria
Weekly  Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly  Creed Speaking Practice
Weekly  Officer Meetings-(Wednesdays @ 3:15pm)

January 2015
Jan.   Collect Food for Animal Shelter
Jan.   Purchase Cattle Fair Projects
10    Vine Pruning and Tree Pruning Contest- Fowler
12    Record Book Scoring- Mt. Whitney
18    Sequoia Section Meeting- Visalia Lanes
       Chapter Meeting- Movie Theatre
21    Citrus Judging Contest- Tulare Vine Pruning Contest- Dinuba
21    Tree Pruning Contest- Clovis
24    Citrus Judging Contest- Hanford--Vine Pruning- Reedley College
29    Record Book Scoring – Hanford
Weekly  Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly  Creed Speaking Practice
Weekly  Officer Meetings-(Wednesdays @ 3:15pm)

February 2015
3     Speech Contest – Tulare
7     Winter State finals- Fresno State (Vine, Citrus, Tree)
10-12  World Ag Expo
13-14  MFE/ALA – Visalia
20    Chapter FFA Meeting- Ag Olympics
22    National FFA Week
25    Sectional Meeting
26    Deliver Pet Food to Shelters
28    Regional Meeting- Bakersfield
Weekly  Floral Judging and Vet Science Practice
Weekly  Officer Meetings-(Wednesdays @ 3:15pm)

March 2015
6-7   UC Davis Field Day
13-14  CSU Chico Field Day- Floral
17    Chapter FFA Meeting- Game Day
21 Dinuba Vet Contest
25 Sequoia Sectional Meeting- McDermont House
28 Modesto JC Field Day
Weekly Floral Judging, Landscape and Vet Science Practice
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

April 2015
9 State Degree Banquet
11 Reedley College Field Day
18 Fresno State Field Day
18-21 State Conference- Fresno
25 Madera Floral Contest, Hanford Vet Contest
28 Sectional Meeting
Weekly Floral Judging, Landscape and Vet Science Practice
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

May 2015
1-2 Cal Poly State Finals
4 CATA Sequoia Section Planning Meeting
6 Sectional Elections- Porterville
15 Chapter FFA Meeting- Awards Banquet-Jefferson
Weekly Officer Meetings-(Wednesdays @ 3:15pm)

June 2015
21-26 State CATA Conference- Cal Poly SLO
30 Purchase Fair Livestock Projects
Weekly Livestock Showmanship Practices & Project Visits
Dinuba FFA Constitution

Article I Name and Purpose
Section A: The name of this organization shall be the "Dinuba FFA Chapters".
Section B: The purposes for which this Chapter was formed are as follows:
1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II Organization
Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.

Section B: The Chapter accepts in full the provisions in the Constitution and By-laws of the California Association as well as those of the National FFA Organization.

Article III Membership
Section A: Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B: The regular work of this Chapter shall be limited to the active membership.

Section C: Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.

Section D: Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.

Section E: Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV: Emblems
Section A: The Emblem of the FFA shall be the Emblem of the Chapter.
Section B: Emblems used by members shall be designated by the National FFA Organization.

Article V: Membership Degrees and Privileges
Section A: There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.
Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.
Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.
Section D: Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI: Officers
Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian.

The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located.
The officers shall perform the following duties:
1. The president shall preside over and conduct meetings according to accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.
2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.
3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.
4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter's financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.

Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).

2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.

3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.

4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to two Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, losing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.
Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.

Dinuba FFA Budgets
Activities Budget 2011-2012

Estimated Receipts

School Fundraisers
Drive Thru Fundraiser 2000
Shirts 200
Concession Stand 1000
Club Fair 100
Tri Tip Sandwiches 1400
Pancake Breakfast 1300
Donations 1000

Total $7,000.00

Estimated Expenses

CDE Contests $1000.00
Conferences $1000.00
FFA Awards Banquet $2000.00
Meeting Activities $1000.00
Section & Region Mtgs $500.00
Scrapbook/Photography $500.00
Officer Retreat $800.00
Member Jackets $200.00

Total $7,000.00

Estimated Net Profit $00
## Market Swine Project

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
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<tbody>
<tr>
<td>Purchase Price</td>
<td>$250.00</td>
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<tr>
<td>Feed</td>
<td>$250.00</td>
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<tr>
<td>Vet. &amp; Misc. Supplies</td>
<td>$25.00</td>
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<tr>
<td>Entry Fees</td>
<td>$30.00</td>
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<td><strong>Total</strong></td>
<td><strong>$555.00</strong></td>
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<table>
<thead>
<tr>
<th>Estimated Receipts</th>
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<tbody>
<tr>
<td>Sale of Animal 250 lbs. @ $2.00/lb.</td>
<td>$500.00</td>
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<td><strong>Total</strong></td>
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<tbody>
<tr>
<td></td>
<td><strong>$55.00</strong></td>
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## Market Lamb Project

<table>
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<tr>
<td>Feed</td>
<td>$80.00</td>
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<tr>
<td>Vet. &amp; Misc. Supplies</td>
<td>$30.00</td>
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<td>Entry Fees</td>
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<td><strong>Total</strong></td>
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<tbody>
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### Dairy Replacement Heifer Project

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<tr>
<td>Feed</td>
<td>$800.00</td>
</tr>
<tr>
<td>Supplies</td>
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<tr>
<td>Vet/Medical</td>
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<tr>
<td>Entry Fees</td>
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<td><strong>Total</strong></td>
<td><strong>$2,000.00</strong></td>
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<table>
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<tr>
<td>Sale of Heifer</td>
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<td><strong>Total</strong></td>
<td><strong>$2,000.00</strong></td>
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<table>
<thead>
<tr>
<th>Estimated Net Profit</th>
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<tr>
<td></td>
<td><strong>$0.00</strong></td>
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### Market Steer Project

<table>
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<th>Estimated Expenses</th>
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<tbody>
<tr>
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<tr>
<td>Feed</td>
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<td>Entry Fees</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$2,700.00</strong></td>
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</table>
Estimated Receipts

Sale of Steer
1200 lbs. @ 3.00

\[ \text{Total} \quad \$3,600.00 \]

Estimated Net Profit

\[ - \quad \$900.00 \]

Chapter Activities & Goals

Judging Teams and Contests

Goal: To train students in Vocational Agriculture skills through competition in various judging areas and to expand members' understanding and knowledge in agriculture with practical training. The Dinuba FFA offers the following Judging Teams and Contest at this time:

- Veterinary Science Animal
- Floriculture
- Nursery/Landscape
- Ag Pest Contest
- Best Informed Greenhand
- Vine Pruning
- Vine Judging
- Vine Pruning
- Extemporaneous Public Speaking
- Prepared Public Speaking
- Agri-Finance Contest
- Ag Cooperative Contest
- Job Interview
- Opening-Closing Contest
- Creed Speaking
- Cotton Judging
- Citrus Judging

Community Service Activities

Goal: To encourage students to become involved in community activities by becoming a part of the community.

The Dinuba FFA has been involved in these activities and hopes to continue to support the community that supports us.

- Alta District Historical Society Volunteers
- Convalescent Home Christmas Singing
- Convalescent Home Valentine's Day Flowers & Balloons
- Dinuba FFA Pre-Fair Livestock Show
- Dinuba Raisin Day Petting Zoo and Activities
- Elementary School Petting Zoos
- FFA Week School and Community Awareness and Ag Literacy
- Food Basket Donations for Thanksgiving
- Local Community Service Organization Speaking Engagements
- Pet Food Collection & Donation
- Tree Planting for Arbor Day
Supervised Agricultural Experience Projects
Goal: To improve the quality of livestock, encourage more students to become involved in FFA by participating in projects, to increase the number of breeding projects, and broaden scope of projects offered.

The Dinuba FFA offers the following projects at this time:
- Market Lamb
- Market Steer
- Various Work Experiences
- Plant projects (indoor/outdoor)
- Market Swine
- Vegetable Production
- Crop Projects
- Ag Mech Shop projects
- Landscape Install/Maintenance
- Wood Projects
- Citrus & Stonefruit Production
- Vineyard/Grape Production

Greenhand Degree Application
For the Dinuba FFA Chapter

Name ________________________________________________

Year in School (circle one) 9th 10th 11th 12th

Application Date: ________________

FFA Activities:

School and Community Activities:

*Test Score___________ * Must be 70% or higher to qualify for degree

I have met or exceeded the requirements for obtaining my FFA Greenhand Degree as outlined in the Dinuba FFA Constitution.

Applicant Signature__________________________ Date______________
Chapter Farmer Degree Application
For the Dinuba FFA Chapter

Name ________________________________

Year in School (circle one) 9th 10th 11th 12th

*Application Due ____________

You may attach additional sheets if necessary.

Please list all FFA activity participation:

Please list any school and/or community involvement:

Please describe your SAE Project(s):

I have met or exceeded the Chapter Farmer Degree Requirements as outlined by the Dinuba FFA Chapter Constitution.
Dinuba FFA Chapter Officer Application

Applicant’s Name: ____________________________________________

Applicant’s Address: ____________________________________________

City: _______________________________  Zip: _______________________________

Phone # _______________________________  Grade: _______  Age: _______

Agriculture classes planned for the coming year:

Number 1 through 4 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 4 is your least desired spot)

_____ President  _____ Reporter

_____ Vice President  _____ Sentinel

_____ Secretary  _____ Historian

_____ Treasurer  _____ ASB Representative

1. List all FFA leadership roles you have experienced. (officer, committees, etc.)

2. List all FFA Activities and Career Development Events (judging teams, speaking competitions, leadership meetings/conferences, etc.)

3. List any FFA awards or honors you have received.

4. List involvement in school and community activities outside of the FFA.

5. Describe leadership qualities you possess that would qualify you for a chapter officer.
6. List at least 3 new ideas for chapter activities for the coming year.
   a. 
   b. 
   c. 

7. Explain your current or future SAE program or project.

8. Do you currently have accurate record books for your SAE project. 
   If so, how many months?

9. Describe why you want to become a chapter officer.

10. Briefly state the qualities you possess that qualify you for a chapter office.

11. If you were elected to a chapter office, what would be your main goal for the chapter?

12. Describe your experiences speaking in front of large groups of students and people.

13. Select one of your personal qualities and explain how it will be of value to the chapter officer team.

14. What other commitments do you have in the year that would compete for your time.

15. What do you believe are the most important responsibilities of a chapter officer are?

I ____________________________ hereby approve of my son/daughter, ______________________, 
running/becoming a Dinuba FFA Chapter Officer for the 2009-2010 school year. I realize that s/he is 
responsible for their officer duties and will uphold them to the best of their ability. I further 
understand my child is required to be at all executive (officer) committee meetings, on time, and that 
they will be an active member in planning and conducting all chapter activities. I am aware that 
repeated absences from official officer functions will result in my student’s early dismissal from the 
officer team. Each officer is required to attend the officer retreat.

Parent/Guardian Signature: ____________________________ Date: ______________

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of 
my ability. I further understand that I am required to be at all executive (officer) committee meetings, 
on time, and that I will be an active member in planning and conducting all chapter activities. I am 
aware that repeated absences from required functions will result in my being dismissed from the 
officer team early. I am required to attend the officer retreat.
Chapter History

State Farmer Degree Recipients

1957 Charles Edgerly
1959 Chester Fukushima
  Tom Williams
  Ronald Warkentin
1961 James Edgerly**
1962 John Drew
  Leroy Fennell
  Larry Greene
1963 James W. Johnston
  Gilbert Unruh
1964 Bill Naylor
1968 Randall Armstrong
  Jim Kautz
1969 Fred Naylor
1970 Darryl Armstrong**
1971 Larry Baker
  Charles Chance
  Mike Naylor
1972 Richard Lopez
  John McAfee
1973 Elda Foster
  Jim Johnson
1974 Steve Fleming
  Mark Terry
1975 Matthew Cates
  Loretta Edluna
  John Leon Garispe**
  Scott David Terry**
1976 Richard Burkhart
  Robert Cepeda
  Phillip Downing
  Scott McAfee
1977 Tom Ebiner
  Yvette Garispe

1978 Bruce Goldbeck
  Tommy Sadoian
  Gabriela Espinosa
  Terrie Fry
1979 Bonnie Straugh
  Karen Waldner
1980 Cipriano Garcia
  Tommy Lewis
  Todd Seitz
  Mark Waldner
2001 LeAnn Chambers
  Jared Rowley
  Adam Terry**
2002 Carla Appert
  Katie Brady
  Joanna Duarte
  Danielle Lester
  Kathy Wade
2003 Miguel Castrejon
  Lucas Terry**
  Justin Woodcock
2004 Jarrod Browne
2005 Justin Browne
  Joshua Terry**
2007 Gabriel Garcia
  Cristina Avila**
  Judd Browne
  Ivan Ferro
  Emmanuel Hernandez
  Kara Langely
2010 Jesse Garcia
  Joseph Browne**
2011 Joey Marchy**
  Amie Dean

2012 Israel Villarreal
  Alejandro Mercado
  Alexandra Rivera
  Jarrod Mills**
  Jazmin Mendez
  Jasmine Carbajal
  Alex Elizondo
2013 Jennifer Parker
  Brenda Chavez
2014 David Reyes Macias
  Christian Sanchez Perez
  Stacey Garcia Rendon
  Cody Curtis
  Uriel Marquez
  Nathan Moore
  Dakota Myers
  Aaron Torres
  Salah Ali
  Gerardo Jaramillo
  Selena Gonzalez
  Elijah Alvarez
  Jacqueline Carter
  Montel Harris
  Dakota Myers
2016 Samantha Venegas
  Amanda Venegas
  Evelyn Valenzuela
  Jose Diaz
** Denotes American Farmer Degree Recipient

State Officers

1962–63 James Edgerly, Treasurer

Regional Officers

1961–62 James Edgerly-- President
1964 – 65 Bill Naylor, President
2012–14 Alex Elizondo- VP

State Judging Titles

1975 Ag Pest
1979 Light Horse
1984 Ag Pest
1987 Ag Pest
1991 Land

2001 Specialty Animals
2006 Ag Pest
2009 Grapevine Pruning
Specialty Animals
2012 Specialty Animals
2013 Specialty Animals
Grapevine Judging
2015 Grapevine Pruning
K) School and/or Department Policies
School and/or Department Policies

Student Eligibility to Participate in Out-of-Class Activity

- It is a policy at Dinuba High School that all students participating in an out of class activity including FFA, maintain a 2.0 and no F’s and is in good behavioral standing with the high school. Any student who does not meet these criteria must be removed from the eligibility list until grades and/or behavior has been changed.

Leadership Grade

- All students enrolled in the Dinuba High School Agricultural Program are members of the Dinuba FFA chapter and will be eligible to participate in the organization’s activities. Each course taught within the agricultural department will have 10% of the semester grade devoted to FFA participation and 5% devoted to planning (for 1st year students) or maintaining (for 2nd, 3rd and 4th year students) a SAE project at some point during at least some point during the semester. In order, to receive full credit in the FFA category, students must participate in a minimum of five approved FFA activities (i.e. monthly meetings, community service events, fundraisers, CDE teams, sectional or regional activities, etc.)

Grading Policy for SAE

- Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agricultural class. As part of their class grade, he/she will develop an individualized plan for a future SAE project. Most first year students are encouraged to begin with a written proposal for a SAE project and choose a smaller project until they become more comfortable with the idea of SAE projects.

- All returning students (2nd, 3rd, & 4th year) will be required to have a quality SAE program approved by their agricultural instructor and documented in their record book on the AET website. This will account for 5% of the student’s overall grade in every agriculture course taught at Dinuba High School.
I) Proficiency Standards for Program Completers
Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, no experience or knowledge in this area

Rating

A. To identify the importance of production agriculture.

B. Identify the seven basic agricultural career areas.

C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.

F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

H. Demonstrate an understanding of the terminology associated with each species of livestock.

I. Identify the common crops grown and understand their importance to California Agriculture.

J. Identify plant parts and explain their functions for a variety of common agriculture plants.

K. Explain the factors involved in plant growth and general production practices.

L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.

M. Identify basic parts of common agriculture equipment.

N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.
Agriculture Science

-----------------------------------------has completed-----------------------------------------

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

**Competency Level**

- Basic Animal Science
- Anatomy and Physiology of Farm Animals
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef Cattle
- Swine
- Sheep
- Beef, Swine, and Sheep Husbandry
- Dairy Cattle and Dairy Cattle Husbandry
- Livestock Evaluation and Selection
- Livestock Products
- Poultry
- Basic Plant Science
- Plant Classification Systems
- Areas of Crop Production
- Vegetable Crops
- Tree Crops
- Forage Crop Production
- Vine and Small Fruit Crops
- Land Preparation and Planting
- Soils
- Fertilizers
- Irrigation and Drainage
- Harvesting
- Identification of Crops, Products, and By-Products
- Agricultural Production Services
- Agricultural Production Records
- Marketing Agricultural Products
- Financing Agricultural Production

Certifying Instructor ___________________________  Course Grade ___________  Date ___________
Floral Design  
(180 Hours)

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas. The individual has completed a Regional Occupational Program course in this occupational area and is qualified to perform the following skills at the level indicated: (0) none; (1) basic; (2) good; or (3) excellent; as certified by the instructor. Additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor at (559) 595-7247.

<table>
<thead>
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<th>Level</th>
<th>Occupational Competencies</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Proper safety skills used in the floral shop.</td>
<td></td>
<td>Student can identify 25 tools and equipment of the floriculture industry.</td>
</tr>
<tr>
<td></td>
<td>Student can describe three career opportunities in the floriculture industry.</td>
<td></td>
<td>Student can construct a marketable bouquet.</td>
</tr>
<tr>
<td></td>
<td>Techniques in grading, bunching, and shipping cut flowers for market.</td>
<td></td>
<td>Students will demonstrate how to care for plants and plant structures.</td>
</tr>
<tr>
<td></td>
<td>Care for tools and equipment.</td>
<td></td>
<td>Procedures to increase life span of floral materials.</td>
</tr>
<tr>
<td></td>
<td>Basic principles and design elements of floral design.</td>
<td></td>
<td>Recognize and select healthy marketable potted/flowering plants.</td>
</tr>
<tr>
<td></td>
<td>Student demonstrates the ability to mark up floral materials from wholesale to retail prices.</td>
<td></td>
<td>Student can list and demonstrate methods of creating color, harmony, scale, balance, texture, and depth in arrangements.</td>
</tr>
<tr>
<td></td>
<td>Two basic arrangements using basic design principles.</td>
<td></td>
<td>Identify and classify 50 floral crops, 50 indoor plants.</td>
</tr>
<tr>
<td></td>
<td>Student recognizes and can select flowers and potted/flowering plants at the optimum stage of maturity.</td>
<td></td>
<td>Student can demonstrate proper phone and communication skills, including the proper use of fax machines and email.</td>
</tr>
<tr>
<td></td>
<td>Student has demonstrated the influence of art on floral design.</td>
<td></td>
<td>Basic Skills</td>
</tr>
<tr>
<td></td>
<td>Student can identify foliage plants commonly used in the industry and identify required environmental conditions.</td>
<td></td>
<td>Student demonstrates proficiency in communication processes (reading, writing, speaking, listening).</td>
</tr>
<tr>
<td></td>
<td>Student can identify 3 different design styles and shapes of arrangements.</td>
<td></td>
<td>Student demonstrates proficiency in mathematical processes.</td>
</tr>
<tr>
<td></td>
<td>Effective advertising display.</td>
<td></td>
<td>Personal Competencies</td>
</tr>
<tr>
<td></td>
<td>Student can conduct and write a consultation for a special occasion.</td>
<td></td>
<td>Maintain an appropriate appearance.</td>
</tr>
<tr>
<td></td>
<td>Students can demonstrate proper use of a cash register.</td>
<td></td>
<td>Demonstrate ability to cooperate with others.</td>
</tr>
<tr>
<td></td>
<td>Student can demonstrate proper techniques for drying and preserving flowers.</td>
<td></td>
<td>Can work with minimal supervision.</td>
</tr>
<tr>
<td></td>
<td>Student can construct novelty and seasonal gifts for retail sales.</td>
<td></td>
<td>Demonstrates dependability in punctuality and attendance.</td>
</tr>
<tr>
<td></td>
<td>Student can construct a marketable sympathy piece.</td>
<td></td>
<td>Produce an appropriate quality and quantity of work.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate how to treat flowers correctly after field cutting or preparation.</td>
<td></td>
<td>Exhibit safety consciousness.</td>
</tr>
<tr>
<td></td>
<td>Student can construct holiday centerpiece arrangements.</td>
<td></td>
<td>Prepare a personal resume.</td>
</tr>
<tr>
<td></td>
<td>Selection of correct flowers and how to wire and tape them for corsage work.</td>
<td></td>
<td>Prepare a letter of application.</td>
</tr>
<tr>
<td></td>
<td>Construct three types of corsages and boutonnieres.</td>
<td></td>
<td>Complete a job application form.</td>
</tr>
<tr>
<td></td>
<td>Construct cold glue corsages and boutonnieres.</td>
<td></td>
<td>Interview for a job confidently.</td>
</tr>
<tr>
<td></td>
<td>Student demonstrates appropriate knowledge of front and back shop procedures, while creating positive work environments with fellow employees and employers.</td>
<td></td>
<td>Demonstrates a positive attitude, leadership, and initiative to work.</td>
</tr>
</tbody>
</table>

Certified by: _____________ Printed Name: Christine Henderson, AIFD Date: _____________

(TCOVE/ROP Teacher)

School: Dinuba High School
m) Teacher Data Sheet for each Teacher
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 7/1/2016
Expiration Date: 8/1/2019
Original Issue Date: 6/9/2011

Document Title: Single Subject Teaching Credential
Term: Clear
Status: Valid
Issue Date: 7/28/2014
Expiration Date: 8/1/2019
Original Issue Date: 6/9/2011

Document Title: Single Subject Teaching Credential
Term: Preliminary
Status: Valid
Issue Date: 6/9/2011
Expiration Date: 7/1/2016
Original Issue Date: 6/9/2011

Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 6/9/2011
Expiration Date: 7/1/2016
Original Issue Date: 6/9/2011

Document Title: 30-Day Substitute Teaching Permit
Term: Emergency
Status: Valid
Issue Date: 8/23/2010
Expiration Date: 9/1/2011
Original Issue Date: 8/23/2010

Authorization Code: AGRI
Description: This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum and programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Renewal Requirements
Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code: R15P
Renewal Description: The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

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

Employment Restrictions

No Records
### Document:

New Search  Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Known County of Employment:  Note: Please verify County of Employment is current
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

<table>
<thead>
<tr>
<th>Document Number</th>
<th>Document Title</th>
<th>Term</th>
<th>Status</th>
<th>Issue Date</th>
<th>Expiration Date</th>
<th>Original Issue Date</th>
<th>Grade</th>
<th>Special Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>160038009</td>
<td>Single Subject Teaching Credential</td>
<td>Clear</td>
<td>Valid</td>
<td>7/1/2016</td>
<td>7/1/2021</td>
<td>10/24/1995</td>
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<td></td>
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<tr>
<td>110027822</td>
<td>Single Subject Teaching Credential</td>
<td>Clear</td>
<td>Valid</td>
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<td>10/24/1995</td>
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<tr>
<td>060023929</td>
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<td>7/1/2006</td>
<td>10/24/1995</td>
<td></td>
<td></td>
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</tbody>
</table>

### Authorization/Subjects:

Authorization Code: R3A1

**Authorization Description:**
This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, 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.

### Renewal Requirements:

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

Renewal Code: R20

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

### Employment Restrictions:

**No Records**
### Adverse and Commission Actions Indicator:

<table>
<thead>
<tr>
<th>Document Title</th>
<th>Term</th>
<th>Status</th>
<th>Issue Date</th>
<th>Expiration Date</th>
<th>Original Issue Date</th>
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<td>Single Subject Teaching Credential</td>
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<td>Valid</td>
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<td>Valid</td>
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<td>7/1/2020</td>
<td>1/18/2008</td>
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<td>Specialist Instruction Credential</td>
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<td>Valid</td>
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<td>7/1/2015</td>
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<td>7/1/2015</td>
<td>1/18/2008</td>
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<tr>
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<td>Valid</td>
<td>1/18/2008</td>
<td>2/1/2013</td>
<td>1/18/2008</td>
</tr>
</tbody>
</table>

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

### Renewal Requirements

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

<table>
<thead>
<tr>
<th>Renewal Code</th>
<th>Renewal Description</th>
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<tbody>
<tr>
<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
</tr>
</tbody>
</table>

### Employment Restrictions

No Records
n) Roster of Agriculture Advisory Committee
Dinuba High School
Agriculture Department

Department Chair:
- Roy Browne- Intro to Agriculture, Vet Science and Ag Leadership

Other Ag Instructors:
- Kari Wilterding- Floriculture and Ag Biology
- Codee Bontrager- Intro to Ag Mech, Intro to Agriculture and Landscape Design

Agriculture Advisory Committee Membership List:
- Tory Torosian- Committee Chair- Tory Farms (Citrus & Vines)
  - 9214 Avw 424, Dinuba, CA (3618)
  - Cell: 559-591-1291
  - Email: toryfarms@yahoo.com
- Mike Henderson- Agrarian Marketing, Pearson Realty
  - PO Box 476, Sultana, CA 93266
  - Phone #: 559-591-3886
  - Cell: 559-967-2676
  - Email-mshenders@aol.com
- Steve Soria- Valley Soil Products, Soria Trucking
  - 21415 E. Manning, Reedley, CA 93654
  - Phone #: 559-638-4589
  - Cell: 559-360-0081
  - Email: soria-steve@yahoo.com
- James Garcia- Formerly from George Brothers Orchards (Citrus and Stonefruit)
  - 769 Bates, Dinuba, CA, 93618
  - Cell: 559-804-1504
  - Email: jamesfg79@gmail.com
- David Lopes- Animal Science Instructor, Reedley College
  - 995 North Reed Ave, Reedley, CA 93654
  - Phone #: 559-638-3641
  - Cell: 559-360-3606
  - Email: david.lopes@reedleycollege.edu
- Hans Wilgenburg- Wilgenburg Greenhouses (Vegetable & Horticulture)
  - 20682 E Manning Ave, Reedley, CA 93654
  - Phone #: 559-638-7189
  - Cell: 559-696-3633
  - Email: hwilgenburg@hotmail.com
o) Advisory Committee Minutes
Welcome:

Introductions: Members
Teachers:

Approval of Minutes:

Update on activities:
Fair:
Boot Camp:
Chapter leadership training:
Monthly meetings:
Alta Historical Society:
Open/Closing contest:
2016-2017 Roster

Up-date on classes:
4- Intro to Agriculture
2- Veterinary Science
3- Ag Mechanics
2- Floriculture
3- Ag Biology

Up and coming events:
FFA meetings
Deep pit Drive thru dinner- Dec 9th
Christmas parade

Ag Incentive Checklist: Teachers this year

Facilities:
New High School.

Other concerns:

Thank you for coming and for your support.
Dinuba High School Ag. Department
Advisory Committee Meeting
Agenda
March 30, 2017

Welcome: By Mr. Tony Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members:

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Codee Bontrager:

Approval of Minutes:

Update on activities:
Winter CDE: Cotton, Vine Pruning
Spring CDE: Landscape Design.
  Floriculture: Held contest here- March 11th
  Vet. Science: Held Contest here- March 18th
Teams Doing Well.
State conference- April 22-25th
Ag Leadership projects. Autism, Environment, Human, Animal groups
End of the Year Banquet- May 18th

Up-date on classes:
See proposal for a better pathways- No comment back from Dr. Hernandez or Mr. Roberts about
this proposal

Classes on the schedule now for next year:
Vet Science- CSU, year of science
Floricultre- CSU, graduation (fine arts)
Ag. Biology- CSU, graduation (Science)
Intro to Ag
Landscape design
Ag Leadership
Ag and Natural Resources
Enviromental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

Classes not allowed to put on schedule: Floriculture II

Classes at Washington IF State FFA Approves it. Ag Discovery

What do we want our program: We want to provide our students with the skills to be
successful in a college and or in career.

Up and coming events:
  CDE's very busy with excited students. Finals May 5/6th
June: Teaching 6-8th graders – 4 days

Ag Incentives:
Facilities:

Horticulture Facility- New Greenhouse
Animal Facility:

Other concerns:
New High School: New Area for ag department, Stages, Farm – 5 acres ETC.

Questions, Comments, Concerns, Advice=

Thank you for coming and for your support.

Adjournment:
P. Current Year Budget
<table>
<thead>
<tr>
<th>DHS Agriculture Department</th>
<th>Overall Department Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins Funds</td>
<td>$8,000</td>
</tr>
<tr>
<td>Ag Incentive Grant</td>
<td>$20,000</td>
</tr>
<tr>
<td>TCOVE / ROP</td>
<td>$4,000</td>
</tr>
<tr>
<td>School General Fund</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$32,500</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ag Incentive Grant</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies</td>
<td>$9,000</td>
</tr>
<tr>
<td>Mileage/ Conferences/ Travel</td>
<td>$11,000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$20,000</strong></td>
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</table>

<table>
<thead>
<tr>
<th>TCOVE / ROP</th>
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<tbody>
<tr>
<td>Supplies</td>
<td>$3500</td>
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<tr>
<td>Tools</td>
<td>$500</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$4000</strong></td>
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<table>
<thead>
<tr>
<th>School General Fund</th>
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</thead>
<tbody>
<tr>
<td>Office Supplies</td>
<td>$500</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Carl Perkins</th>
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</thead>
<tbody>
<tr>
<td>Materials &amp; Supplies</td>
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<tr>
<td>Travel &amp; Conferences</td>
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<tr>
<td>Equipment</td>
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<td><strong>$8000</strong></td>
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<tr>
<td>Safety Supplies</td>
<td>Code</td>
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<tr>
<td>-------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4000 Safety Glasses</td>
<td>50</td>
</tr>
<tr>
<td>4000 Welding Gloves</td>
<td>25</td>
</tr>
<tr>
<td>4000 Shade #5 Glasses</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>General Supplies</td>
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</tr>
<tr>
<td>4000 Tape Measures</td>
<td>10</td>
</tr>
<tr>
<td>4000 Combination Squares</td>
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</tr>
<tr>
<td>4000 Grinding wheels</td>
<td>5</td>
</tr>
<tr>
<td>4000 Circular Saw Blades</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood Working-</td>
<td></td>
</tr>
<tr>
<td>4000 Plywood</td>
<td>8</td>
</tr>
<tr>
<td>4000 Box of Nails</td>
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<tr>
<td>4000 Box of Wood screws</td>
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</tr>
<tr>
<td>4000 Package of Sand Paper</td>
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<tr>
<td>4000 Drill Set</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Electrical-</td>
<td></td>
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<td>4000 Electrical Boards &amp; Supplies</td>
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<td></td>
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<tr>
<td>Plumbing-</td>
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</tr>
<tr>
<td>4000 3/4&quot; PVC pipe (20ft)</td>
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</tr>
<tr>
<td>4000 1/2&quot; Copper Tubing (10ft)</td>
<td>4</td>
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<tr>
<td>4000 PVC fittings</td>
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<tr>
<td>4000 PVC Glue</td>
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</tr>
<tr>
<td>4000 PVC Primer</td>
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<td>4000 PVC Cutter</td>
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<td></td>
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<tr>
<td>Concrete-</td>
<td></td>
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<tr>
<td>4000 Concrete mixer</td>
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</tr>
<tr>
<td>4000 Bags of Cement</td>
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</tr>
<tr>
<td>4000 Shovels</td>
<td>5</td>
</tr>
<tr>
<td>4000 Wheelbarrows</td>
<td>3</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
Q. Signed Articulation Agreement and/or Evidence of Articulation
Current Status of Articulation Agreements

At this time, Dinuba High School Agriculture Department is pursuing articulation agreements with two local community colleges – Reedley College and College of the Sequoias.

Courses that may be approved for articulation include: Landscape Design, Veterinary Science, Ag and Natural Resources, and Floriculture.

The teacher that represents each of the listed courses above will be attending articulation agreement meetings with representatives from the Jr. Colleges to further discuss details about finalizing the agreement.
General Course Title: Landscape Design

General Course Description:
This course involves the study and implementation of the art and science of landscape design, including principles of design, the design process, drafting, graphics, and presentation methods. Project emphasis is placed upon residential and small commercial sites. Course includes introduction to computer landscape design software programs.

College Units: ________________________ HS/ROCP Credits: ____________ Hours: ________
College Prerequisite(s): ________________________ HS/ROCP Prerequisite(s): ____________

Advisories/Recommendations:
Recommend that an Introductory Horticulture class be taken prior to Landscape Design

Course Content:
1. History of Landscape Design

2. The Design Principles
   a. Unity
   b. Simplicity
   c. Harmony
   d. Balance
   e. Repetition
   f. Rhythm
   g. Sequence
   h. Focalization
   i. Contrast
   j. Variety
   k. Scale
   l. Proportion

3. The Design Elements
   a. Form / Shape
   b. Mass / Density
   c. Size
   d. Color
   e. Value / Tone
   f. Texture
   g. Line / Direction
   h. Space
4. Landscape Design Process
   a. Introduction To The Design Process
   b. Client Interview
   c. Site Plan
   d. Conceptual Plans
   f. Plant Material Uses
   g. Outdoor Room Concept

5. Landscape Drafting (Recommended six-weeks of 18-week semester)
   a. Tools / Materials
   b. Techniques
   c. Layout
   d. Lettering
   e. Symbols
   f. Demonstrate CAD – AutoCAD, Land CAD, Eagle Point, etc.

6. Designer Relationship
   a. Design Presentations
   b. Contractor - Architect - Designer - Client

7. Landscape Drawings
   a. Topography Drawings
   b. Construction Drawings
   c. Construction And Installation Details
   d. Working Drawings
   e. Final Drawings - Renderings

8. Landscape Considerations
   a. Local Ordinances And Requirements
   b. Water Conservation
   c. Climate and Energy Conservation
   d. Slopes
   e. Design Styles

Competencies and Skill Requirements (Use additional pages as necessary.) Where appropriate, please incorporate standards being used (e.g. CTE standards).
At the conclusion of this course, the student should be able to:

- Create a functional landscape plan applying the principles and elements of design
- Demonstrate the proper use of drafting tools and graphic material
- Apply the design process to solve landscape situations and meet client needs
- Present a landscape plan to a client
- Identify and describe architectural, historical, and environmental influences on landscape design
- Identify and select plant materials according to proper environmental considerations and design principles
- Summarize the qualifications of landscape Architects and others who design or plan landscape installations
- Demonstrate the ability to accurately measure the physical characteristics of a landscape site
- Identify the basic elements of landscape site analysis and evaluation
- Explain how computer design software programs can be used in landscape design
- Compare various computer resources that apply to landscape design

www.statewidepathways.org  Revised 3/1/07
**Measurement Methods** (include any industry certification or licensure):

- Tests/ quizzes
- Demonstrations
- Lab hours
- Oral Report
- Portfolios
- Landscape drawings

**Sample Textbooks or Other Support Materials** (including Software):

**Bertauski, Tony (2005)**  

**Bertauski, Tony (2007)**  
*Plan Graphics for the Landscape Designer 2/E*  

**Biondo, Ronald J. and Schroeder, Charles B. (2003).**  

**Ingels, Jack E. (2004).**  

**Simons, John O. (1997).**  

**Hannebaum, Leroy G. (2002).**  

**Booth, N. and Hiss, J. (2005).**  

**Reid, G. (2002).**  
*Landscape Graphics.* Watson-Guptill Publishing  
(ISBN: 0-8230-7333-5)

**Sunset Western Gardens**  
(ISBN: )

**Ornamental Plants DVD, D. Dwight Wait**  
Horticopia A-Z, and PRO Landscape
LandCAD, Eagle Point
AutoCAD
Dynascape

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Revised 3/1/07
<table>
<thead>
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<th>Discipline Work Group (DWG) Comments:</th>
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<table>
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<tr>
<th>DWG Facilitator's Signature:</th>
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R. Graduate Follow Up System
Dear Dinuba Ag Department Student, please fill out the following survey to the best of your ability. It is important to complete this survey because it does affect how the Agriculture Program operations and provided funding.

First Name

Last Name

Address
City

Email Address (not DHS email)

Phone Number

What is your gender? (Select ONE)

Female

Male

Ethnic Origin

Asian

African American

American Indian

Hispanic or Latino

Middle Eastern

Multi-Racial

White or Caucasian

Other
Mostly an A student
Mostly an A and B student
Mostly a B student
Mostly a B and C student
Mostly a C student
Mostly a C and D student
Mostly a D student
Mostly a D and F student
Mostly a F student

Which of the following best describes the type of program you followed during high school?

Agriculture
Engineering
College Preparatory
Construction
General Studies
MED

Number of years in the Dinuba Agriculture Program.

One
Two
Three
Who were your Ag teachers? List all that apply.

Long answer text

Did you show livestock? What and how long?

Long answer text

Which Career Development Events (CDE) teams were you a part of?

Long answer text

Were you on a speaking contest team? If so what?

Long answer text

Have you held an FFA Officer position? List what applies to you and when you held that office.

Long answer text

Are you interested in applying for your American Degree? You must have earned the FFA State Degree in order to apply for the American Degree.

Yes

No

What did you like about your "Ag" classes?
What would you like to change about your "Ag" classes?

What is your current educational status? Choose one that best fits you.

- Two Year College (Examples: COS, Reedley, or MJC)
- Four Year College
- Career Technical College
- Employed- Part Time
- Employed- Full Time
- Military

Where are you planning on attending college?

Is your college major Ag related?

- Yes
- No
- Not Sure

If you are working, is your job Ag related?

- Yes
Not Sure

Did or will you be engaged in further education or training by August 1, 2017 in a program related to the classes you took in high school?

Yes

No

Maybe

Did or will you engage in further education or training by August 1, 2017 in a program NOT related to the classes you took in high school?

Yes

No

Maybe

Will or are you on active military duty by August 1, 2017 or sooner?

Yes

No

Will or are you employed by August 1, 2017 or sooner in a job related to Agriculture?

Yes

No

Will or are you employed by August 1, 2017 or sooner in a job NOT related to Agriculture?
Are you planning on NOT being employed, NO further education or training and NOT entering the military?

Yes

NO
S. List of Active Placement Site
List of Active Placement Sites

➢ Dinuba Agriculture Department does not currently have any Ag students placed at any Agricultural businesses.
T. Recruitment Activities and Materials
We want to thank you for taking the time to read about our great organization here. We hope to see all of you around the Ag department, and we're excited to see what you will accomplish. Please feel free to take an in-depth view of each pathway.

From all of us here in the FFA, welcome to the biggest club on campus!

(If you have any questions please feel free to ask any of our members)
**Classes/Pathways**

1) **Animal Science:**
- Intro To Ag
- Ag Biology
- Veterinary Science
- Ag Leadership

2) **Plant Science:**
- Intro To Ag
- Ag. Biology
- Floriculture
- Landscape Design
- Ag. Leadership

3) **Ag. Mechanics:**
- Intro to Ag
- Ag Mech
- Landscape Design
- Ag Leadership

**Project Examples:**
- Market Hog
- Market Lamb
- Market Steer/Heifer
- Market Goat
- Plant raising
- Raising a Guide dog for the Blind
- Poultry unit
- Other Ag related jobs

**SAE**

**FFA Leadership**

**Fall Judging Teams:**
- Opening & Closing
- Cotton Judging

**Winter Judging Teams:**
- Citrus Judging
- Vine Pruning
- Impromptu
- Job interview
- Exempt
- Creed

**Spring Judging Teams:**
- Nursery Landscape
- Floriculture
- Veterinary
- Vine Judging
Animal Science Pathway

*Dinuba Agricultural Department*

Courses will give students an opportunity to check out and explore the veterinarian science world. Focus areas include body systems, diseases, vet tools, and animal genetics. Hands-on training in the proper care and handling of small animals is an exciting part of the program. Classroom topics will also cover soil, conservation of wildlife and sustainable agriculture.

1. Intro to Agriculture
   - Plants
   - Animals
   - Intro to FFA
   - Basic AG knowledge

2. Ag Biology
   - Animal Genetics
   - Plant Cells
   - Dissections
   - Agriculture Issues

3. Veterinary Science
   - Basic vet knowledge
   - Practicums
   - Animal & Tool ID
   - Dissection

Career Options
- Vet Tech
- Researcher
- Grooming and Care Provider
- Animal Handler
- Breeder

Experiences
- FFA Leadership (conferences)
- Supervised Agricultural Experience (raising animals)
- Career Development Event (competitions)

Come & experience the Agricultural Program!!
AG Mechanics Pathway

Dinuba Ag Department

Career Pathway Description:
Courses will give students an opportunity to check out and explore the world of agricultural mechanics—everything from electricity to small engines!
Learn the skills that can help you in your future career or working on your own house.

All these projects are hands on!

Courses To Complete this Pathway:

Intro To Agriculture: Learn the basics about animals, plants, and the basics of the Agriculture Industry

AG Mechanics: Units are electricity work, concrete, construction, irrigation, engine work, and many more!

Landscape Design: Identify numerous plants, shrubs, and trees

Experiences:
Future Farmers of America (FFA)
Leadership
- public speaking, officers, conferences

Supervised Agricultural Experience
- Projects such as plants, animals, & yard work etc.

Career Development Events (CDE)
- Judging teams, Landscape design, Veterinary Science, Floriculture.

Career Options: Irrigation, Landscaping, Plumbing, Bricklaying, Engine Repair, Electricity, AG Construction, and concrete work.
DINUBA AGRICULTURE DEPARTMENT

PLANTS SCIENCE

Our classes will give students an amazing opportunity to learn all about plant - from floral design to landscape installation. We start with the science behind botany and advance to horticulture. Classroom activities include time in the greenhouse, the science lab, and the floral shop. Students are given the opportunity to learn valuable job skills and check out the agriculture industry.

Come and join our exciting Agriculture program!!

Career Pathway: Into to Ag, Floriculture, Landscape

Intro to AG: gives you a little bit of information on Agriculture animal science and plant sciences
Floriculture: teaches you how to make corsages, boutonnieres, and arrangements
Landscape: Work with numerous plants, shrubs, and trees in a landscape environment, concrete work, landscape design

Career Options:
- Florist - Nursery Manager - Greenhouse Grower -
- Garden Center Worker - Botanist - Plant Genetics -
- Wedding Design - Irrigation - Pest Management -

Experiences:
- Future Farmers of America (FFA) Leadership
- public speaking, officers, conferences
- Supervised Agricultural Experience (SAE)
- Projects, raising animals, job experience
- Career Development Events (CDE)
- Judging teams, competitions, teamwork
- Make projects to take home!
U. Staff
In-Service
Record
**INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION**

**CRITERIA 4.B**

School Year 2016-17

School Dinuba High School

Based on the previous year’s record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

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<td>Wilterding</td>
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* Four Section In-service Meetings equals one Professional Development Activity

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

1. AET Training
2. Record Book Scoring
3. ROP Inservice Spring Meeting
4. State Proficiency Scoring
5.
V. Staff Minutes
Dinuba High School Ag. Department
Advisory Committee Meeting
April 20, 2016

Welcome: Mr. Tory Toroian Ag. Advisory committee chair

Started at 6:20pm

Introductions of Ag Advisory Members:

Introduction of Teachers: Roy Browne: Dept. Head, 21st year
Kari Wilterding: 8th year
Codee Bontrager: 4th year

Introduction of Principal: Mr. Mike Roberts- First year at DHS was previously at WIS as principal and an Assistant Principal here at DHS

Approval of Minutes: Move to approve by Kevin Layne, 2nd Mary Villarreal- approval Voice Vote

Dinuba FFA Chapter Officers- Introductions Daniel, Andrea, Gordon, Madasen, Marlen, Brisa

Update on activities:
CDE’s: Daniel talked about Floral and Beef Project, Andrea talked about Vet, Citrus and Chapter meetings, Gordon spoke about Landscape team, Cotton Judging, Sheep Project, Madasen spoke about Market Hogs, Guide dogs, Marlen spoke about Nursery Projects, Plant sale and Grapevine pruning team and contest in Dinuba, Brisa spoke about Opening and Closing, and Community service: canned food drive for adopted family, food drive for open gate- Pet food drive, Spay and Neuter drive, Daniel invited the advisory committee to the May 13th Banquet.

INTRODUCTIONS:
Tory Torosian, Steve Soria, Dave Lopes, Mike Roberts, Kari Wilterding, Codee Bontrager, Kevin Layne, Mary Villarreal, Joshua Terry, John Robison

State Degree’s and Proficiencies, Sectional and Regional meetings, Member running for Regional/ Sectional Officers, FFA Meetings, and Fair animal meeting.

Mary- great job on submitting letters, send thank you letters that are signed…… needs to be personal, develop their own letter head to make more impressive for the businesses, make your thanks you’s well written, professional.

Kevin- typed letters are fine

John Robison commended on how well spoken students are and how clear their message was.

Questions:
Tory-State funding ok?
Browne-Roberts gave us some money to get some equipment but lost money in AIG

Kevin- Kids having trouble funding projects?
Browne- work with Rabobank

Wilterding- we have four beef projects funded through Rabobank funded in December.

Kevin- Check again because I heard today they were not funding them anymore

Browne- thank you we will go visit our local bank manager

Jon-Question- Where administrations standpoint and vision for ag at the new high school

Mike-finding land that has enough property to have a facility, big thought in the process, met with Hernandez and Roy last week about moving forward

Ag Incentive:
Returned money due to having to many students in classes
Jon –class sizes vs school sizes

Browne- had to give money back due to class sizes, this was a low year due to movement in teachers, hoping our numbers will get higher next year.. seems we always go through this when new teachers come in you experience a low student count year.

Tory is there enough room in schedule and classrooms

Mike classrooms is an issue, ag and IT impacted, shared classrooms, construction sharing ag shop on preps and doing shuffle trying to make best opportunity for kids

Mary Two labs over $1M

Tory physical room?

Mike portables 800k to lease for temporary putting all efforts into the high school so we are going to get comfy/share rooms for a little while

Other concerns:
New High School
Tory- time line for new high school

Mike best case 2020 but most likely 2021 waiting on bonds for schools, architects coming in, can’t do much till bond passes, then have to get input for everyone, process with DSA, depends on how quick everything done,

Mary High School costs about $90M already putting money aside,

Tory- looking at more than one site?
Mike- Mainly 80 acres at this time.
    Mary anticipating 3000 kids

Tory projected pop at 2020

Mike ten years out at about 2400 students

Mary average growth is about 2%
    Mike we will move from this campus to new and this will most likely be
    WIS be able to grow into this.

Mary south campus having plumbing issues might knock down but just
talk right now. Impacted onElem side as well.

Tory- 30 acres on Crawford?
    Mike don’t know

Mary there are plans but might not necessarily be a school

Tory make sure it has some good water

Mike good enviro work done

Mike excused himself to go to sons baseball game in Visalia at 730 left at 7pm

Mary as long as I am on the board you will have an advocate and will fight and have
fought for the program. All programs for students, my son learned business saavy from
this program he is teaching others to run business and values his time and I know it
started here.

Roy hoping to have 6-10 acres
Mary Advocating for 10 acres

Roy this year has been a year at war. Feels like we are fighting for everything for
the program, trying to get a piece of the pie, would not let us fly welding teacher
under ag, not a lot of science teachers-hire an ag teacher to cover the bio classes
because we know 2-4 teachers that could run it. Was told Looking for an
integrated science teacher, we are looking at getting kids in our program of course
but we want to help them out to, science dept works close with kari-same
principals in curriculum but more animal/plant, serves as grad req and uc
approved, battle over taking the shop,

Mary saw numbers ada compliance etc, would like to meet with us about the shop
and lay it all out and ill dig,

Roy- Roberts and Browne- had issue about cte grant- large amount around 500K we got a
few things but engineering got majority, engineering and construction as well as Med
pathway have been the favorites in years past.

Mary- added construction to engineering pathway because not all the students
have the skills to deal with the full Engineering curriculum

Roy-they had choice between ag and engineering and they chose engineering,
they got all this new equipment and we didn’t get a whole lot of that money.
Mary- Meyers talked about out dated equipment, what type of equipment did you need,

Roy- we weren’t asked last year what we needed

Mary- what is your need now but wants to see we can fight for it

Roy- figured we would have been notified or asked

Mary- start planning for the future now give me something until I know I am making decisions based on what’s provided, I need the whole picture relying on you to get the info and advocate for you

Jon statistics on where the kids go....

Mary- Drop out rates high when they go to Reedley college, kids not being successful hard time adjusting, communicate and advocate for tutoring program

Jon what about kids that go into different sectors? Numbers on that?

Mary want tutors, FPU required to do community service

Jon-high drop out rate at college level?

Dave- ag no not bad, rest of the college retention rates are lower (campus wide)

Jon- not all kids will go to college and be successful, get lost in society programs like this can prepare them to go into industry

Mary did away with the building program were hired by local people, we have a lot of good programs

Jon -I get upset when ppl think ag classes are non-science related but we really do that no different than med program opens door because the name ag ppl don’t want ot put into it

Mary- I agree if there is any opening on budget committee give me your name and I will submit it, its hard for me if I don’t know the need

Jon not any other program in California that provides this leadership program

Mary- for me I am sold, I am FFA and others but we need to know how important the program is what opportunities there are after high school sometimes they don’t know real world

Codee- sounds like we need to form a job shadowing for the students in ag to get them out to see what they want to do, some parents don’t want them in this program because why do it for free when they can get paid to do it

Mary start young at elementary level- winning them over young everything takes time to build, teachers some come and go but as long as the vision is solid with relationship we can build it up from TK- up, minds made up by Junior high unless they have good teachers, look into getting started younger. Dave can I see your statistics on drop outs at Reedley.
Jon age programs get kids involved that’s why the retention rate is high

Tory- show them opportunities and they can do it, some parents don’t have that vision

Mary when I took a family member to the fair from New York didn’t know this is how they did it, I grew up in the fields its not ashamed, its good honest work.

Kevin change perception of program, get admin and board, counselors to programs and even this group, who better to do it then this group and the kids, a lot of the counselors don’t believe in it

Officer meeting with Mr. Roberts
Roy kids went and had a meeting with Roberts
Codees kids did everything for the meeting set up

Roy hoping kids will have meeting with counselors, josh what do you think

Josh get more kids involved show them the other things other then field work.

Up-date on classes:

Roy lets take a look at the packets, name changes Ag Science to Intro to ag, vet now counts for a graduation requirement

Floriculture articulate with Reedley – gives our students college credit for taking our class.
Ag mech program that can be UC approved but asked not to teach the Welding portion because of the welding class in IT
Mary- because you cant do the welding you cant get the UC approved

Jon should be at least an intro to it

Roy very simple basic running beads, ag mech right now is electrical plumbing wood working, cold metal small engines, just missing the basic welding.

Kevin hurting the kids cause then they cant get the drive to take the other classes

Codee enjoying mechanics want to take more classes, changing stuff up to make better, want to do forklift certs, admin isn’t quite letting us go that route but we don’t have the facility

Mary facility? Shared rooms

Jon sounds like your getting pushed out

Roy sounds like it but we keep getting otherwise

Our Pathways now and in the future—see handouts Roy explained each future classes, state conference will be voting on allowing 8th graders into FFA officially, Dr. Hernandez is behind getting us into it.
Dave- how many teachers?

Roy- More than that need science teachers but saying we have no room we keep trying to improve but not getting the chance to hire, where would we put them.

Jon- why cant they teach in that room
Roy ag bio makes them do all the extra activities, they can learn in the classroom but it’s the leadership activities where they grow up

Mary who is saying this

Roy Avila

Jon counselors don’t have the understanding of it, across the sites

Mary if we don’t expect our kids to be leaders then they won’t become anything

Roy we just want the opportunity, proposing, 17-18 to have ag mech 2, floral 2 and Animal Science that’s prep to vet science (matching Reedley college so we can do dual enrollment)

Dave made some changes so I will let you know changes Roy. FSU dropped lab so we are following them,

Roy we would like to follow yours closely. Programs available to certified vet assistant and certified florist will get info to you.

Classes on the Books that we offer. — see handouts, not all are offered right now because we don’t have teachers to teach them, adding back in the Ag leadership class 1 to 2 classes, not teaching enviro, look into adding something about PCA, Ag and Natural Resources-changed name for Reedley integration: have these items but the kids don’t have opportunity to take them.

Tory- if you had another teacher you’d be able to do all these.

Roy- Yes it would be hopeful to have a full ag bio teacher, full gamut of classes, new vision store front business side, could have a full floral program

Codee- dog grooming paid for my college education

Mary- not everyone is meant for college but provide them with business skills and professionalism, start giving them those skill now!

Codee someone is always going to need those skills grooming dogs.

Mary- let’s have a meeting

Kevin- could you have someone do partial each get foot in door then take over.

Roy- when I taught bio my kids scored higher then the regular bio kids

Kevin- can we track gpa’s

Mary- we can flag them and get a report. Kids get bored when they don’t have real world examples they can apply whether they go into ag or not. Would like to brainstorm with him

Tory- look at these kids faces they have the drive

Dave- lots of the leaders of our program have come out of this program.

High School Graduation requirements filled classes

CSU admission classes

Roy this is where we are at, we need suggestions, guidance and help.
Mary - articulate it easy to understand to work together could chose route

Roy we would like to teach ag econ/gov for conservative point of view.
We want to grow, the more we get the more we impact. Have great kids ready to be involved
anything you can help us with would be wonderful, maybe we need to have the super, counselors,
admin meetings to encourage kids to take classes. Week out from our numbers for next year.
If we don't have the numbers for ag mech next year then it their fault.. if admin wants something
they will wheel their way.
   Tory - same with Ag bio

   Roy if they don't want it then we don't have it.

   Mary I don't think they tie the artistic stuff in

   Tory - as your program expand with things that are valuable to everyone, with kids
   exposure they will remember and be lite up about it

Roy we thank you but it will be a battle for the new high school
Mary need to know now to advocate. Attend public meeting if you all want to attend. Secretaries
should be sending them out... ill send the notices I get out to you Roy you need to attend and get
your voice out there advocate and you'll get what you want.
   Codee don't build just for 3 teachers no expansion

   Kevin get those kids in front of the school board

   Mary advocate in front of the board, they aren't aware of what's going on here. If you
   have ppl at those meetings we will hear you

   Roy we are doing a presentation May 5th, 6pm

The following items are tabled till next meeting.

Up and coming events:
Fair animal parent meeting, 21st Century- May 3rd, BBQ at Dinuba Lumber, Board
meeting(May 5th), End of the Year Banquet(May 13th), Plant sale,

Facilities:
Horticulture Facility: Animal Facility: Classrooms- change to middle room for guide
dogs.

Adjourned 7:55pm

Thank you for coming and for your support.
Welcome: Started @6:16pm

Introductions: Members: Tory Torosian, Chair, Kara Langley, Josh Terry, Steve Soria, Dave Lopes, Mary Villireal
Teachers: R. Browne, C. Bontrager, K. Wilterding

Approval of Minutes: Motion to approve the minutes as written: Steve Soria 2nd Tory Torosian Vote: 6/7 approved

Welcome new member: Kara Langley-Florist and Tractor Supply

Update on activities:
Fair: 24 students participated this year with 11 hogs, 12 sheep and 3 steers. Kids did very well, had top 10 placements on majority of the students projects. Steers and sheep all made weight, had a few pigs that did not make weight but we found buyers for them and they are all sold.-Kari
Boot Camp: We took 12 or so students to camp SLO at the beginning of the year. These students were officers or students we felt had the potential to become officers in the near future. They were challenged mentally and physically. Students overcome boundaries and became close and united.- Kari
Chapter leadership training: COLC was held in Tulare at Mission Oak. Officers attended sessions regarding their particular office where they learned skills like writing a proper letter, how to build team work etc. All 9 officers attended. Kari
Monthly meetings: Codee-spoke about different ideas officers have and how many students on average attend
Alta Historical Society: Codee- kids very helpful polite well-mannered and a huge help
Open/Closing contest: Codee- although the team as itself did not win any awards we had a few high marking individuals-5 Cassidy, Caleb, Amanda, Samantha, and Guadalupe
2016-2017 Roster- 303 Members this year! Well above our last year of 263 students, holding on to kids lots of returners and newbies. Super excited!

Up-date on classes:
4- Intro to Agriculture
2- Veterinary Science
3- Ag Mechanics
2- Floriculture
3- Ag Biology
1- Ag leadership

Up and coming events:
FFA meetings- monthly meetings continued with many different fun activities
Deep pit Drive thru dinner- Dec 9th – come out and support the kids
Christmas parade-annual float

Ag Incentive Checklist: Teachers this year-3 teachers will assess the checklist for pros and cons.
Facilities:
New High School- 76 approx acres Kamm and Alta, SW Corner: Historical Home needs lots of work may need to be moved off property- not ADA compliant. Our approx. area is 6 acres. Ditch being covered up on proposed so no buildings can be put on there. Emergency state building fund- bond 51 needs to pass to build new school- 76 million$ price tag on (budget), old high school will be jr high, new school will house 3000 students. Concern in drop enrollment of Kinder which is a concern. Built in phases pictures now are architects idea’s only. DSA approval especially on canal fill in. See print outs of our proposed idea’s- chicken unit addition will allow more students to participate without the large cost of livestock. Make sure soil mix facility is accessible with a semi truck. Explaining the different facility pieces. Question- Why another metal shop? We don’t teach it anymore components we cannot teach due to current facility. Which once included will be UC approved. Two shops for safety and flammability.

Other concerns:
Ag Advisory Committee letter to Dr. Hernandez, Mr. Roberts and David Iwanaga. Planning to visit 2 top schools in our area: Clovis East and Madera South, to tie everything to UC and Career Tech.
How much room can be given on the other side of the canal to put a building? Put a road in and do ag facilities on each side. -Steve
Ag needs own entrance to bring in materials- Josh
Other people complaining about smell is this the best side for us wind factors go
North west- Kara
Move pool more with athletics and shift gyms and amp theater.- Tory
Revision of the letter- typed and signed
5 year time line to build roughly 2020 school year.-Mary
It would be nice with the new facility to allow the students to be certified in a few different area’s so students can work through college and/or receive college credit- Kari

Exciting times for us and we are putting in great hopes and desires to receive this facility, we would ask that if the time calls that support is given.- Roy
Would love to get on the board agenda- Mary
Glad Mary will be serving another term!- Roy (echoed by committee)
If Prop 51 doesn’t pass - tory
IF there is no match we will have to find a different plan.- Mary
Affect other things in the district? Tory
Affects all school that are looking to build state wide.? Mary
Submit when bond passes and we need to get in line ASAP- Mary

Thank you for being her and attending we will be in touch. Mary let us know when we can go to board and walk the property (drive the property)

Motion to adjourn: Dave Lopes, 2nd Josh
Motion passes voice vote; 6/7
Dinuba High School Ag. Department  
Advisory Committee Meeting Minutes  
March 30, 2017

Welcome: Started 6:09 Called to Order by Roy Browne

By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members: Kara Langley, Carlos Murrieta, John Robison, Dave Lopes, Steve Soria, Josh Terry, Mary Villireal, Tory Torojian.

Introduction of Teachers: Roy Browne: Dept. Head  
Kari Wilterding  
Codee Bontrager

Approval of Minutes: Move to approve: Steve Soria, 2nd Josh Terry

Introduction of New Members: Carlos Murrieta

Update on activities:
Winter CDE: Cotton, Vine Pruning- team did top 10 in state
Spring CDE: Landscape Design- 3 contests, 2nd, 8th, 3rd
  Floriculture: Held contest here- March 11: 6th, 10th,
  Vet. Science: Held Contest here- March 18- 35 teams, next year combined with floral,
  teams are doing well 10th, B team took 10th, MJC 7th place,

Teams Doing Well.

Contests coming up:
Reedley College April 1
Pomona Field Day April 8th
Fresno STate Field day
Madera and Hanford contests
State conference- April 22-25-

Ag Leadership projects. Autism: Autism awareness day on April 2nd at the Rec Center,
Environment: earning money to plant trees, Human: Working with open gate and serving food, Animal groups: Pet food drive

End of the Year Banquet- May 18th

Guide Dogs Update-

Up-date on classes:
See proposal for a better pathways- No comment back from Dr. Hernandez or Mr. Roberts about this proposal

Show packet- would like to add a floral 2 and an animal science as a second dual enrollment class. Unless we have our own shop we cannot really teach all components to Ag Mechanics, would like to work with IT to allow welding class into our pathway. Mary Checking on date for meeting. Roy- People are scared to see us grow. Steve- who and when are these classes for, Roy- money and location of teacher. Mary - these classes is for now and future. Roy sharing shop with
construction and share classrooms. Mary explains buy outs for group. Mary and Kari-Floral 2 would be one period buy out only.

**Classes on the schedule now for next year:**
- Vet Science- CSU, year of science
- Floriculture- CSU, graduation (fine arts)
- Ag. Biology- CSU, graduation (Science)
- Intro to Ag
- Landscape design
- Ag Leadership
- Ag and Natural Resources
- Environmental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

Classes not allowed to put on schedule: Floriculture II- cannot buy out periods for 11/12 grade

Classes at Washington IF State FFA Approves it: Ag Discovery

What do we want our program: We want to provide our students with the skills to be successful in a college and/or in career. We will be going back to see where our kids are at and what they are doing-Kid Tracker will help field the success stories.

**Up and coming events:**
CDE’s very busy with excited students. Finals May 5/6th

**June: Teaching Bridge Program: 6-8th graders – 4 days**- to reach out to they younger kids to get then excited to attend our programs. John- why didnt they pass the 7/8th graders last year. Roy- students were worried about young kids and overnights, been more talk about the benefits, the rest of the country has been doing it for years. Tory- what is this type classroom? Roy explained why it didnt pass last year. 83k students, 340 chapters in Ca. and growing. Kari-Conferences geared for younger kids

**Ag Incentive:**

Facilities:
- Horticulture Facility- New Greenhouse
- Animal Facility:

**Other concerns:**
New High School: New Area for ag department, Stages, Farm – 5 acres ETC.- Mary-
recently joint meeting with city. Kamm extended to four lane school will have to pay for 4 lanes-5 million dollars. $78 Million dollars for hardship, submitting plans on the 30th-
funds maybe in the fall, 4.5 million just for IT and Ag. we need to not have to develop the other side but city isnt getting us headway to develop both sides of the road. Tory- no one else will assume that cost. Mary- talk to city counselmen. saying that because someone will have to end up doing but city wont pay for it. willing to do what is our part is. Phase one shown in black and white. Kids less 1/3 who drive. its the parents and staff that do the driving. Unknown where bus flow will be at. Kari-district item. Mary- like a warehouse to store items instead of c-trains. Josh- 5 acres doesnt include the classrooms. Roy close enough to walk to, Mary- thank goodness to the FFA kids who persuaded the board to give another acre. Roy- kids were happy to get another acre for them. Mary- ill do my best.
roy- not sure what it will look like but we will use this green house and roberts has been in contact about getting a new one to house here for the time being. want to use the old one as a hydroponics, open land for traditional crops, raised beds, small pasture maybe for breeding, and livestock facilities. small animal breeding.

New classrooms- thoughts to have office for staff and dogs. Steve- codes for coller in the room, Kara-put outside? Portables for need right now but would get stuck in there for a long period of time. Tory-time line? Mary- phase one 5 years about. trying to avoid busing kids for IT, grants available for facilities like Med Pathway. Kari- what is the grants and how much does the med building cost?. Mary 2 million but unsure which it was going to Med building or total cost for all CTE. John- unsure about phase thing? Mary-Bond capacity challenge about classes at old school and new school. IT had people fighting at the board saying that isn't going to work. John $78 million for phase one only. Mary- trying to save money by building half the school and not developing all the street. 4.5 million for IT and Ag. Roy Ag building 1.2 million for 3 classrooms. Kari- DSA approval ag buildings- out buildings. Mary- Classrooms yes other buildings no. Roy- Tried talking to Dr. Hernandez about putting a fence around ag farm so we can start moving stuff. Roy- why are they resurfacing the football field if we are going to move. Mary- money was already saved to do it cause its safety. Roy- more meetings with board and principal to move forward and support the program. Mary- yes advocate but we need to treat all programs equally, look what three kids did they got another acre so we need your voice. John- main concern master plan going to go south because you won't be able to have the class offering. Kara- transportation will be difficult, cancel classes who will return, John reduce the the student body to participate because of logistics of movement. Mary- come to a board meeting and do public comment. John- put some of the tracking info together, impact of programs in California huge!!! Roy 10 new schools and teachers getting added and here we are just retying to stay alive. Mary and we are in the central valley the heart. had to explain benefit of the ffa- leadership- key throughout the program all kids ahve leadership skills in all hte classes. John- at reedley what is the academic success? Dave- getting involved the kids that get involved go further. Mary 98% kids graduate who are active. John- What other program on campus can do that? Mary- med pathway. John well i can argue that its not to the size and scope of ag? Mary- working to expand the others to do internships but the others are success. John- public session how long. Mary 3 minutes to speak will send agenda. two meetings a month will send you an agenda. be targeted with facts, phase 1, adding classes, Roy- we dont get the support here that the others get counselors push others not ours, yes meeting with counselors. Mary just stick to the benefits to the program and points, would help board to ask questions. It does matter and your voices do matter. Dave- are they being counseled out and told no? Mary- are the kids being told not to take them. Roy- classes being pushed that the classes aren't being offered because we didn't offer that the previous year. Some classes counselors say our classes don't count for a four year. Like Ag Biology. Some students wanted to take floral but can't because class was full- could have run another floral class because we weren't allowed to offer another period of it. Inviting a newest counselor to the state degree. Mary-coordinate meeting with mike, roy, Dr. Hernandez to talk about it. Codee- counselor had to take chem before vet science, but there is a miss communication intentional or unintentional about ag and classes. Mary- I need back up. Roy-We will put that together. Dave- ag building approved but doing at a later stage. Mary it is but just money, its phase two. Codee and when we get the money this is what we get, the three classrooms. roy- portable storage units like portable classrooms still in the plan of that, Dave who is working on the grant. Mary- we have a grant writer. Roy- speak at board meeting, that there are people who are concerned about the program and put the pressure on them. Mary- there are other business people who are involved here. When we talk about partnerships and interns you guys have that. Roy- We are still considered CTE. April 6th, then two weeks after that April 20th. Open is 6PM. Closed is 5-6pm.

Questions, Comments, Concerns, Advice=
new school will be annexed in to city.

Dave motion to approve 2nd Tory.

Thank you for coming and for your support.

Adjournment: 7:29pm
W. Department
Inventory
Dinuba Ag Department Inventories

Fair Equipment

- Tack Boxes (3 total)
- Standing Fans (2)
- Blowers (2)
- Clippers (4 pairs & blades)
- Small Equipment
- Show Signs (4)
- 2 C-train containers to store supplies

Horticulture

- Floral Refrigerator
- Sprinkler System
- Shade Area with tables
- Propagation House
- Landscape Shed
- Floral Shed
- Raised Vegetable Beds (8)

Greenhouse

- Greenhouses (2)
- Tables (18)
- Heating /Cooling Systems
- Heating Germination Pads

Large Equipment

- Chevy 4 WD Pickup (1)
- Chevy Van (1)
- Massey Tractor (1)
- Horse Trailer (1)
- Storage C-train on farmer (1)
- Food Refrigerator/Freezer
- Dog Bathtub of Guide Dogs
Advisory Committee Meeting Agendas
Dinuba High School Ag. Department
Advisory Committee Meeting
Agenda
October 19, 2016

Welcome:

Introductions: Members
Teachers:

Approval of Minutes:

Update on activities:
Fair:
Boot Camp:
Chapter leadership training:
Monthly meetings:
Alta Historical Society:
Open/Closing contest:
2016-2017 Roster

Update on classes:
4- Intro to Agriculture
2- Veterinary Science
3- Ag Mechanics
2- Floriculture
3- Ag Biology

Up and coming events:
FFA meetings
Deep pit Drive thru dinner- Dec 9th
Christmas parade

Ag Incentive Checklist: Teachers this year

Facilities:
New High School.

Other concerns:

Thank you for coming and for your support.
Dinuba High School Ag. Department
Advisory Committee Meeting
Agenda
March 30, 2017

Welcome: By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members:

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Codee Bontrager:

Approval of Minutes:

Update on activities:
Winter CDE: Cotton, Vine Pruning
Spring CDE: Landscape Design.
   Floriculture: Held contest here- March 11th
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Teams Doing Well.
State conference- April 22-25th
Ag Leadership projects. Autism, Environment, Human, Animal groups
End of the Year Banquet- May 18th

Update on classes:
See proposal for a better pathways- No comment back from Dr. Hernandez or Mr. Roberts about this proposal

Classes on the schedule now for next year:
Vet Science- CSU, year of science
Floriculture- CSU, graduation (fine arts)
Ag. Biology- CSU, graduation (Science)
Intro to Ag
Landscape design
Ag Leadership
Ag and Natural Resources
Enviromental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

Classes not allowed to put on schedule: Floriculture II

Classes at Washington IF State FFA Approves it. Ag Discovery

What do we want our program: We want to provide our students with the skills to be successful in a college and or in career.

Up and coming events:
   CDE’s very busy with excited students. Finals May 5/6th
June: Teaching 6-8th graders – 4 days

Ag Incentive:
Facilities:
   *Horticulture Facility- New Greenhouse*
   *Animal Facility:*

Other concerns:
*New High School: New Area for ag department, Stages, Farm – 5 acres ETC.*

Questions, Comments, Concerns, Advice=

Thank you for coming and for your support.

Adjournment:
Advisory Committee Meeting Minutes
Welcome: Mr. Tory Toroian Ag. Advisory Committee chair

Started at 6:20pm

Introductions of Ag Advisory Members:

Introduction of Teachers: Roy Browne: Dept. Head, 21st year
Kari Wilterding: 8th year
Codee Bontrager: 4th year

Introduction of Principal: Mr. Mike Roberts- First year at DHS was previously at WIS as principal and an Assistant Principal here at DHS

Approval of Minutes: Move to approve by Kevin Layne, 2nd Mary Villarreal- approval Voice Vote

Dinuba FFA Chapter Officers- Introductions Daniel, Andrea, Gordon, Madasen, Marlen, Brisa

Update on activities:
CDE’s: Daniel talked about Floral and Beef Project, Andrea talked about Vet, Citrus and Chapter meetings, Gordon spoke about Landscape team, Cotton Judging, Sheep Project, Madasen spoke about Market Hogs, Guide dogs, Marlen spoke about Nursery Projects, Plant sale and Grapevine pruning team and contest in Dinuba, Brisa spoke about Opening and Closing, and Community service: canned food drive for adopted family, food drive for open gate- Pet food drive, Spay and Neuter drive, Daniel invited the advisory committee to the May 13th Banquet.

INTRODUCTIONS:
Tory Torosian, Steve Soria, Dave Lopes, Mike Roberts, Kari Wilterding, Codee Bontrager, Kevin Layne, Mary Villarreal, Joshua Terry, John Robison

State Degree’s and Proficiencies, , Sectional and Regional meetings, Member running for Regional/ Sectional Officers, FFA Meetings, and Fair animal meeting.

Mary- great job on submitting letters, send thank you letters that are signed........ needs to be personal, develop their own letter head to make more impressive for the businesses, make your thanks you’s well written, professional.

Kevin- typed letters are fine

John Robison commended on how well spoken students are and how clear their message was.

Questions:
Tory-State funding ok?
Browne-Roberts gave us some money to get some equipment but lost money in AIG

Kevin- Kids having trouble funding projects?
Browne- work with Rabobank

Wilterding- we have four beef projects funded through Rabobank funded in December.

Kevin- Check again because I heard today they were not funding them anymore

Browne- thank you we will go visit our local bank manager

Jon-Question- Where administrations standpoint and vision for ag at the new high school

Mike-finding land that has enough property to have a facility, big thought in the process, met with Hernandez and Roy last week about moving forward

Ag Incentive:
Returned money due to having to many students in classes
Jon –class sizes vs school sizes

Browne- had to give money back due to class sizes, this was a low year due to movement in teachers, hoping our numbers will get higher next year... seems we always go through this when new teachers come in you experience a low student count year.

Tory is there enough room in schedule and classrooms

Mike classrooms is an issue, ag and IT impacted, shared classrooms, construction sharing ag shop on preps and doing shuffle trying to make best opportunity for kids

Mary Two labs over $1M

Tory physical room?

Mike portables 800k to lease for temporary putting all efforts into the high school so we are going to get comfy/share rooms for a little while

Other concerns:
New High School
Tory- time line for new high school

Mike best case 2020 but most likely 2021 waiting on bonds for schools, architects coming in, can’t do much till bond passes, then have to get input for everyone, process with DSA, depends on how quick everything done,

Mary High School costs about $90M already putting money aside,

Tory- looking at more than one site?
Mike- Mainly 80 acres at this time. Mary anticipating 3000 kids
Tory projected pop at 2020
Mike ten years out at about 2400 students
Mary average growth is about 2%
Mike we will move from this campus to new and this will most likely be WIS be able to grow into this.
Mary south campus having plumbing issues might knock down but just talk right now. Impacted on Elem side as well.
Tory- 30 acres on Crawford?
Mike don’t know
Mary there are plans but might not necessarily be a school
Tory make sure it has some good water
Mike good enviro work done

Mike excused himself to go to sons baseball game in Visalia at 730 left at 7pm

Mary as long as I am on the board you will have an advocate and will fight and have fought for the program. All programs for students, my son learned business saavy from this program he is teaching others to run business and values his time and I know it started here.

Roy hoping to have 6-10 acres
Mary Advocating for 10 acres

Roy this year has been a year at war. Feels like we are fighting for everything for the program, trying to get a piece of the pie, would not let us fly welding teacher under ag, not a lot of science teachers-hire an ag teacher to cover the bio classes because we know 2-4 teachers that could run it. Was told Looking for an integrated science teacher, we are looking at getting kids in our program of course but we want to help them out to, science dept works close with kari-same principals in curriculum but more animal/plant, serves as grad req and uc approved, battle over taking the shop,

Mary saw numbers ada compliance etc, would like to meet with us about the shop and lay it all out and ill dig,

Roy- Roberts and Browne- had issue about cte grant- large amount around 500K we got a few things but engineering got majority, engineering and construction as well as Med pathway have been the favorites in years past.

Mary- added construction to engineering pathway because not all the students have the skills to deal with the full Engineering curriculum

Roy-they had choice between ag and engineering and they chose engineering, they got all this new equipment and we didn’t get a whole lot of that money
Mary- Meyers talked about out dated equipment, what type of equipment did you need,

Roy- we weren’t asked last year what we needed

Mary- what is your need now but wants to see we can fight for it

Roy- figured we would have been notified or asked

Mary- start planning for the future now give me something until I know I am making decisions based on what’s provided, I need the whole picture relying on you to get the info and advocate for you

Jon statistics on where the kids go....

Mary- Drop out rates high when they go to Reedley college, kids not being successful hard time adjusting, communicate and advocate for tutoring program

Jon what about kids that go into different sectors? Numbers on that?

Mary want tutors, FPU required to do community service

Jon-high drop out rate at college level?

Dave- ag no not bad, rest of the college retention rates are lower (campus wide)

Jon- not all kids will go to college and be successful, get lost in society programs like this can prepare them to go into industry

Mary did away with the building program were hired by local people, we have a lot of good programs

Jon -I get upset when ppl think ag classes are non-science related but we really do that no different than med program opens door because the name ag ppl don’t want ot put into it

Mary- I agree if there is any opening on budget committee give me your name and I will submit it, its hard for me if I don’t know the need

Jon not any other program in California that provides this leadership program

Mary- for me I am sold, I am FFA and others but we need to know how important the program is what opportunities there are after high school sometimes they don’t know real world

Codee- sounds like we need to form a job shadowing for the students in ag to get them out to see what they want to do, some parents don’t want them in this program because why do it for free when they can get paid to do it

Mary start young at elementary level- winning them over young everything takes time to build, teachers some come and go but as long as the vision is solid with relationship we can build it up from TK- up, minds made up by Junior high unless they have good teachers, look into getting started younger. Dave can I see your statistics on drop outs at Reedley
Jon: Ag programs get kids involved that's why the retention rate is high.

Tory: show them opportunities and they can do it, some parents don't have that vision.

Mary: When I took a family member to the fair from New York didn't know this is how they did it, I grew up in the fields its not ashamed, its good honest work.

Kevin: Change perception of program, get admin and board, counselors to programs and even this group, who better to do it then this group and the kids, a lot of the counselors don't believe in it.

Officer meeting with Mr. Roberts
Roy: kids went and had a meeting with Roberts
Codees: kids did everything for the meeting set up.

Roy: hoping kids will have meeting with counselors, josh what do you think.

Josh: get more kids involved show them the other things other then field work.

**Up-date on classes:**

Roy: lets take a look at the packets, name changes Ag Science to Intro to ag, yet now counts for a graduation requirement.

Floriculture articulate with Reedley – gives our students college credit for taking our class.

Ag mech program that can be UC approved but asked not to teach the Welding portion because of the welding class in IT.

Mary: because you cant do the welding you cant get the UC approved.

Jon: should be at least an intro to it.

Roy: very simple basic running beads, ag mech right now is electrical plumbing wood working, cold metal small engines, just missing the basic welding.

Kevin: hurting the kids cause then they cant get the drive to take the other classes.

Codee: enjoying mechanics want to take more classes, changing stuff up to make better, want to do forklift certs, admin isn't quite letting us go that route but we don't have the facility.

Mary: facility? Shared rooms.

Jon: sounds like your getting pushed out.

Roy: sounds like it but we keep getting otherwise.

Our Pathways now and in the future—see handouts Roy explained each future classes, state conference will be voting on allowing 8th graders into FFA officially, Dr. Hernandez is behind getting us into it.

Dave: how many teachers?

Roy: More than that need science teachers but saying we have no room we keep trying to improve but not getting the chance to hire, where would we put them.

Jon: why cant they teach in that room.
Roy ag bio makes them do all the extra activities, they can learn in the classroom but it’s the leadership activities where they grow up

Mary who is saying this

Roy Avila

Jon counselors don’t have the understanding of it, across the sites

Mary if we don’t expect our kids to be leaders then they won’t become anything

Roy we just want the opportunity, proposing, 17-18 to have ag mech 2, floral 2 and Animal Science that’s prep to vet science (matching Reedley college so we can do dual enrollment)

Dave made some changes so I will let you know changes Roy. FSU dropped lab so we are following them,

Roy we would like to follow yours closely. Programs available to certified vet assistant and certified florist will get info to you.

Classes on the Books that we offer. – see handouts, not all are offered right now because we don’t have teachers to teach them, adding back in the Ag leadership class 1 to 2 classes, not teaching enviro, look into adding something about PCA, Ag and Natural Resources-changed name for Reedley integration: have these items but the kids don’t have opportunity to take them.

Tory- if you had another teacher you’d be able to do all these.

Roy- Yes it would be hopeful to have a full ag bio teacher, full gamut of classes, new vision store front business side, could have a full floral program

Codee- dog grooming paid for my college education

Mary- not everyone is meant for college but provide them with business skills and professionalism, start giving them those skills now!

Codee someone is always going to need those skills grooming dogs.

Mary- let’s have a meeting

Kevin- could you have someone do partial each get foot in door then take over.

Roy- when I taught bio my kids scored higher than the regular bio kids

Kevin- can we track GPA’s

Mary- we can flag them and get a report. Kids get bored when they don’t have real world examples they can apply whether they go into ag or not. Would like to brainstorm with him

Tory- look at these kids faces they have the drive

Dave- lots of the leaders of our program have come out of this program.

High School Graduation requirements fulfilled classes
CSU admission classes

Roy this is where we are at, we need suggestions, guidance and help.
Mary articulate it easy to understand to work together could chose route

Roy we would like to teach ag econ/gov for conservative point of view. We want to grow, the more we get the more we impact. Have great kids ready to be involved anything you can help us with would be wonderful, maybe we need to have the super, counselors, admin meetings to encourage kids to take classes. Week out from our numbers for next year. If we don’t have the numbers for ag mech next year then it their fault.. if admin wants something they will wheel their way.

Tory-same with Ag bio

Roy if they don’t want it then we don’t have it.

Mary I don’t think they tie the artistic stuff in

Tory- as your program expand with things that are valuable to everyone, with kids exposure they will remember and be lite up about it

Roy we thank you but it will be a battle for the new high school
Mary need to know now to advocate. Attend public meeting if you all want to attend. Secretaries should be sending them out… ill send the notices I get out to you Roy you need to attend and get your voice out there advocate and you’ll get what you want.

Codee don’t build just for 3 teachers no expansion

Kevin get those kids in front of the school board

Mary advocate in front of the board, they aren’t aware of what’s going on here. If you have ppl at those meetings we will hear you

Roy we are doing a presentation May 5th, 6pm

The following items are tabled till next meeting.

Up and coming events:
Fair animal parent meeting, 21st Century- May 3rd, BBQ at Dinuba Lumber, Board meeting(May 5th), End of the Year Banquet(May 13th), Plant sale,

Facilities:
Horticulture Facility: Animal Facility: Classrooms- change to middle room for guide dogs.

Adjourned 7:55pm

Thank you for coming and for your support.
Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
October 19, 2016

Welcome: Started @6:16pm

Introductions: Members: Tory Torosian, Chair, Kara Langley, Josh Terry, Steve Soria, Dave Lopes, Mary Villereal
Teachers: R. Browne, C. Bontrager, K. Wilterding

Approval of Minutes: Motion to approve the minutes as written: Steve Soria 2nd Tory Torosian Vote: 6/7 approved

Welcome new member: Kara Langley-Florist and Tractor Supply

Update on activities:
Fair: 24 students participated this year with 11 hogs, 12 sheep and 3 steers. Kids did very well, had top 10 placements on majority of the students projects. Steers and sheep all made weight, had a few pigs that did not make weight but we found buyers for them and they are all sold.-Kari
Boot Camp: We took 12 or so students to camp SLO at the beginning of the year. These students were officers or students we felt had the potential to become officers in the near future. They were challenged mentally and physically. Students overcome boundaries and became close and united.-Kari
Chapter leadership training: COLC was held in Tulare at Mission Oak. Officers attended sessions regarding their particular office where they learned skills like writing a proper letter, how to build team work etc. All 9 officers attended. Kari
Monthly meetings: Codee-spoke about different ideas officers have and how many students on average attend
Alta Historical Society: Codee- kids very helpful polite well-mannered and a huge help
Open/Closing contest: Codee- although the team as itself did not win any awards we had a few high marking individuals-5 Cassidy, Caleb, Amanda, Samantha, and Guadalupe
2016-2017 Roster- 303 Members this year! Well above our last year of 263 students, holding on to kids lots of returners and newbies. Super excited!

Up-date on classes:
4- Intro to Agriculture
2- Veterinary Science
3- Ag Mechanics
2- Floriculture
3- Ag Biology
1-Ag leadership

Up and coming events:
FFA meetings- monthly meetings continued with many different fun activities
Deep pit Drive thru dinner- Dec 9th – come out and support the kids
Christmas parade-annual float

Ag Incentive Checklist: Teachers this year-3 teachers will assess the checklist for pros and cons.
Facilities:
New High School- 76 approx acres Kamm and Alta, SW Corner: Historical Home needs lots of work may need to be moved off property- not ADA compliant. Our approx. area is 6 acres. Ditch being covered up on proposed so no buildings can be put on there. Emergency state building fund- bond 51 needs to pass to build new school- 76 million$ price tag on (budget), old high school will be jr high, new school will house 3000 students. Concern in drop enrollment of Kinder which is a concern. Built in phases pictures now are architects idea’s only. DSA approval especially on canal fill in. See print outs of our proposed idea’s- chicken unit addition will allow more students to participate without the large cost of livestock. Make sure soil mix facility is accessible with a semi truck. Explaining the different facility pieces. Question- Why another metal shop? We don’t teach it anymore components we cannot teach due to current facility. Which once included will be UC approved. Two shops for safety and flammability.

Other concerns:
Ag Advisory Committee letter to Dr. Hernandez, Mr. Roberts and David Iwanaga. Planning to visit 2 top schools in our area: Clovis East and Madera South, to tie everything to UC and Career Tech.
   How much room can be given on the other side of the canal to put a building? Put a road in and do ag facilities on each side. -Steve
Ag needs own entrance to bring in materials- Josh
Other people complaining about smell is this the best side for us wind factors go North west-Kara
Move pool more with athletics and shift gyms and amp theater.- Tory
Revision of the letter- typed and signed
5 year time line to build roughly 2020 school year.-Mary
It would be nice with the new facility to allow the students to be certified in a few different area’s so students can work through college and/or receive college credit-Kari

Exciting times for us and we are putting in great hopes and desires to receive this facility, we would ask that if the time calls that support is given.-Roy
Woud like to get on the board agenda-Mary
Glad Mary will be serving another term!- Roy (echoed by committee)
If Prop 51 doesn’t pass – tory
IF there is no match we will have to find a different plan.-Mary
Affect other things in the district? Tory
Affects all school that are looking to build state wide.? Mary
Submit when bond passes and we need to get in line ASAP-Mary

Thank you for being her and attending we will be in touch. Mary let us know when we can go to board and walk the property (drive the property)

Motion to adjourn: Dave Lopes, 2nd Josh
Motion passes voice vote; 6/7
Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
March 30, 2017

Welcome: Started 6:09 Called to Order by Roy Browne

By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members: Kara Langley, Carlos Murrieta, John Robison, Dave Lopes, Steve Soria, Josh Terry, Mary Villireal, Tory Torojian.

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Codye Bontrager

Approval of Minutes: Move to approve: Steve Soria, 2nd Josh Terry

Introduction of New Members: Carlos Murrieta

Update on activities:
Winter CDE: Cotton, Vine Pruning- team did top 10 in state
Spring CDE: Landscape Design- 3 contests, 2nd, 8th, 3rd
Floriculture: Held contest here- March 11: 6th, 10th,
Vet. Science: Held Contest here- March 18- 35 teams, next year combined with floral,
teams are doing well 10th, B team took 10th, MJC 7th place,
Teams Doing Well.

Contests coming up:
Reedley College April 1
Pomona Field Day April 8th
Fresno State Field day
Madera and Hanford contests
State conference- April 22-25-

Ag Leadership projects. Autism: Autism awareness day on April 2nd at the Rec Center,
Environment: earning money to plant trees, Human: Working with open gate and serving food, Animal groups: Pet food drive

End of the Year Banquet- May 18th

Guide Dogs Update-

Up-date on classes:
See proposal for a better pathways- No comment back from Dr. Hernandez or Mr. Roberts about this proposal.
Show packet- would like to add a floral 2 and an animal science as a second dual enrollment class. Unless we have our own shop we cannot really teach all components to Ag Mechanics, would like to work with IT to allow welding class into our pathway. Mary Checking on date for meeting. Roy- People are scared to see us grow. Steve- who and when are these classes for, Roy- money and location of teacher. Mary - these classes is for now and future. Roy sharing shop with
construction and share classrooms. Mary explains buy outs for group. Mary and Kari-Floral 2 would be one period buy out only.

Classes on the schedule now for next year:
- Vet Science- CSU, year of science
- Floriculture- CSU, graduation (fine arts)
- Ag. Biology- CSU, graduation (Science)
- Intro to Ag
- Landscape design
- Ag Leadership
- Ag and Natural Resources
- Enviromental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

Classes not allowed to put on schedule: Floriculture II- cannot buy out periods for 11/12 grade

Classes at Washington IF State FFA Approves it: Ag Discovery

What do we want our program: We want to provide our students with the skills to be successful in a college and/or in career. We will be going back to see where our kids are at and what they are doing-Kid Tracker will help field the success stories.

Up and coming events:
- CDE's very busy with excited students. Finals May 5/6th
- **June: Teaching Bridge Program: 6-8th graders - 4 days**-to reach out to they younger kids to get then excited to attend our programs. John- why didn't they pass the 7/8th graders last year. Roy- students were worried about young kids and overnights, been more talk about the benefits, the rest of the country has been doing it for years. Tory- what is this type classroom? Roy explained why it didn't pass last year. 83k students, 340 chapters in Ca. and growing. Kari-Conferences geared for younger kids

**Ag Incentive:**

Facilities:
- Horticulture Facility- New Greenhouse
- Animal Facility:

Other concerns:
- New High School: New Area for ag department, Stages, Farm - 5 acres ETC.- Mary-recently joint meeting with city. Kamm extended to four lane school will have to pay for 4 lanes-5 million dollars. $78 Million dollars for hardship, submitting plans on the 30th- funds maybe in the fall, 4.5 million just for IT and Ag. we need to not have to develop the other side but city isn't getting us headway to develop both sides of the road. Tory- no one else will assume that cost. Mary- talk to city counselors. saying that because someone will have to end up doing but city won't pay for it. willing to do what is our part is. Phase one shown in black and white. Kids less 1/3 who drive, its the parents and staff that do the driving. Unknown where bus flow will be at. Kari-district item. Mary- like a warehouse to store items instead of c-trains. Josh- 5 acres doesn't include the classrooms. Roy close enough to walk to. Mary- thank goodness to the FFA kids who persuaded the board to give another acre. Roy- kids were happy to get another acre for them. Mary- ill do my best.
roy- not sure what it will look like but we will use this green house and roberts has been in contact about getting a new one to house here for the time being. want to use the old one as a hydroponics, open land for traditional crops, raised beds, small pasture maybe for breeding, and livestock facilities. small animal breeding.

New classrooms- thoughts to have office for staff and dogs. Steve- codes for coller in the room, Kara-put outside? Portables for need right now but would get stuck in there for a long period of time. Tory-time line? Mary- phase one 5 years about. trying to avoid busing kids for IT, grants available for facilities like Med Pathway. Kari- what is the grants and how much does the med building cost?. Mary 2 million but unsure which it was going to Med building or total cost for all CTE. John- unsure about phase thing? Mary- Bond capacity challenge about classes at old school and new school. It had peopele fighting at the board saying that isnt going to work. John $78 million for phase one only. Mary- trying to save money by building half the school and not developing all the street. 4.5 million for IT and Ag. Roy Ag building 1.2 million for 3 classrooms. Kari- DSA approval ag buildings- out buildings. Mary- Classrooms yes other buildings no. Roy- Tried talking to Dr. Hernandez about putting a fence around ag farm so we can start moving stuff. Roy- why are they resurfacing the football field if we are going to move. Mary- money was already saved to do it cause its safety. Roy- more meetings with board and principal to move forward and support the program. Mary- yes advocate but we need to treat all programs equally, look what three kids did they got another acre so we need your voice. John- main concern master plan going to go south because you wont be able to have the class offering. Kara- transportation will be difficult, cancel classes who will return, John reduce the the student body to participate because of logistics of movement. Mary- come to a board meeting and do public comment. John- put some of the tracking info together, impact of programs in california huge!!! Roy 10 new schools and teachers getting added and here we are just trying to stay alive. Mary and we are in the central valley the heart. had to explain benefit of the ffa - leadership- key throughout the program all kids ahve leadership skills in all hte classes. John- at reedley whats the academic success? Dave- getting involved the kids that get involved go further. Mary 98% kids graduate who are active. John- What other program on campus can do that? Mary- med pathway. John well i can argue that its not to the size and scope of ag? Mary- working to expand the others to do internships but the others are success. John- public session how long. Mary 3 minutes to speak will send agenda. two meetings a month will send you an agenda. be targeted with facts, phase 1, adding classes, Roy- we dont get the support here that the others get counselors push others not ours, yes meeting with counselors . Mary just stick to the benefits fo ythe program and points, would help board to ask questions. It does matter and your voices do matter. Dave- are they being counseled out and told no? Mary- are the kids being told not to take them. Roy- classes being pushed that the classes arnet being offered because dwe didnt offer that the previous year. Some classes counselors say our classes dont count for a four year. Like Ag Biology. some students wanted to take floral but cant because class was full- could have run another floral class because we weren allowed to offer another period of it. Inviting a newest counselor to the state degree. Mary- coordinate meeting with mike, roy, Dr. Hernandez to talk about it. Codee- counselor had to take chem before vet science, but there is a miss communication intentional or unintentional about ag and classes. Mary- I need back up. Roy- We will put that together. Dave- ag building approved but doing at a later stage. Mary it is but just money, its phase two. Codee and when we get the money this is what we get, the three classrooms. roy- portable storage units like portable classrooms still in the plani g of that, DAVE who is working on the grant. Mary- we have a grant writer. Roy- speak at board meeting, that there are poeple who are concerned about hte program and put the pressure on them. Mary- there are other business ppoeeipl who arent here. When we talk about partnerships and interns you guys have that. Roy- We are still considered CTE. April 6th, then two weeks after that April 20th. Open is 6PM. Closed is 5-6pm.

Questions, Comments, Concerns, Advice=
new school will be annexed in to city.

Dave motion to approve 2nd Tory.

Thank you for coming and for your support.

Adjournment: 7:29pm
Advisory Committee
Constitution & By-Laws
1. Introduction

A. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agriculture education in the secondary schools has a great need for such committees. The Ag Advisory Committee plays a vital role in guiding, directing, and helping to implement new directions and goals within an agricultural department. In California, there is a growing appreciation of the need for, and assistance, which may be provided, by, local agriculture councils or committees.

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

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

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

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

II. Using Advisory Committees

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

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

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

3. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.

4. Guide and support a teacher of agriculture, making it possible for him to be more effective, to gain more satisfaction from his work, and to advance more rapidly in his profession.

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

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

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

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

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

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

11. Assist in disseminating new agriculture ideas, back into the community.
III. Advisory Committee Duties

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

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

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

3. Provide effective public relations.

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

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

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

7. Visit the Supervised Occupational Experience programs of students.

8. Meet with the Dinuba High School Agriculture Instructors at least twice a school year
IV. Operation of Committee

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

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

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

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

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

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

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

7. The first and second meetings are to be held at the agriculture department site and the third if one is held will be held at a local ag business in the community.

V. Term of Advisory Committee Members

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

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

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

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

VII. Amendments

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

Article I  Name and Purpose

Section A:  The name of this organization shall be the “Dinuba FFA Chapters”.

Section B:  The purposes for which this Chapter was formed are as follows:

1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II  Organization

Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.

Section B: The Chapter accepts in full the provisions in the Constitution and By -laws of the California Association as well as those of the National FFA Organization.
Article III  Membership

Section A:  Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B:  The regular work of this Chapter shall be limited to the active membership.

Section C:  Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.

Section D:  Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.

Section E:  Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV  Emblems

Section A: The Emblem of the FFA shall be the Emblem of the Chapter.

Section B: Emblems used by members shall be designated by the National FFA Organization.

Article V:

Section A: There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.

Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.

Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D: Chapter Officers shall review the qualifications of members and make recommendations to
the Chapter concerning degree advancement.

Article VI Officers

Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian.

The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.

2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.

3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out
funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter's financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.
Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).

2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.

3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.

4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to the 2 Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, loosing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.

Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.
Proficiency Standards
1. **Personal Skills**
   Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, persevering, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for life long learning.

2. **Interpersonal Skills**
   Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. **Thinking and Problem Solving Skills**
   Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. **Communication Skills**
   Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. **Occupational Skills**
   Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. **Employment Skills**
   Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. **Technology Skills**
   Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.
Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, no experience or knowledge in this area

**Agriculture I**

_____ A. To identify the importance of production agriculture.

_____ B. Identify the seven basic agricultural career areas.

_____ C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

_____ D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

_____ E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.

_____ F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

_____ G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

_____ H. Demonstrate an understanding of the terminology associated with each species of livestock.

_____ I. Identify the common crops grown and understand their importance to California Agriculture.

_____ J. Identify plant parts and explain their functions for a variety of common agriculture plants.

_____ K. Explain the factors involved in plant growth and general production practices.

_____ L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.

_____ M. Identify basic parts of common agriculture equipment.

_____ N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.
Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

**Competency Level**

- Basic Animal Science
- Anatomy and Physiology of Farm Animals
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef Cattle
- Swine
- Sheep
- Beef, Swine, and Sheep Husbandry
- Dairy Cattle and Dairy Cattle Husbandry
- Livestock Evaluation and Selection
- Livestock Products
- Poultry
- Basic Plant Science
- Plant Classification Systems
- Areas of Crop Production
- Vegetable Crops
- Tree Crops
- Forage Crop Production
- Vine and Small Fruit Crops
- Land Preparation and Planting
- Soils
- Fertilizers
- Irrigation and Drainage
- Harvesting
- Identification of Crops, Products, and By-Products
- Agricultural Production Services
- Agricultural Production Records
- Marketing Agricultural Products
- Financing Agricultural Production

Certifying Instructor ___________________________ Course Grade ___________________________ Date ___________________________
PROGRAM COMPLETION STANDARDS

Agriculture Biology

- Students will understand the basic concepts of scientific inquiry and critical thinking.
- Students will develop an understanding of the basic structural unit of life and cellular activities.
- Students will develop a basic understanding of animal physiology and function such as reproduction, digestion, and animal health.
- Students will develop a basic understanding of plant physiology and anatomy such as photosynthesis and respiration, germination, nutrition, and reproduction.
- Students will understand the role of soil, fertilizer, irrigation, and pest control in plant growth and development.
- Students will develop a basic understanding of social structure and characteristics.
- Students will develop a basic understanding of animal behavior.
PROGRAM COMPLETION STANDARDS

Agriculture Mechanics

- Supply agriculture students with the knowledge and skills required for entry into successful progress in those agricultural mechanics occupations that do not require education beyond the secondary level.

- Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.

- Assist the students to make informed career choices in the field of agriculture mechanics.

- Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.

- Provide the Agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.
PROGRAM COMPLETION STANDARDS

Floral Design

- Students will understand the importance of the floriculture and horticulture industry in California and the United States.
- Students will know the basic principles of design.
- Students will be able to define and describe basic characteristics of floral crops.
- Students will know proper and safe use of materials, tools, and equipment vital to the horticulture/floriculture industry.
- Students can implement the proper techniques in floral crop management, such as handling cut flower crops, decrease deteriorations, and marketing.
- Students will develop floral commodities such as corsages, boutonnieres, and floral arrangements.
- Student will understand the importance and basic techniques of landscape design.
- Students will use job-seeking and employability skills so students will have the potential for employment within the agriculture career field.
- Students will display knowledge of the plant and flower physiology and anatomy.
- Students will have become involved with leadership development through the FFA and SOEPs.
- Students will qualify for a college course credit at College of Sequoias.
Floral Design
(180 Hours)

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas. The individual has completed a Regional Occupational Program course in this occupational area and is qualified to perform the following skills at the level indicated: (0) none; (1) basic; (2) good; or (3) excellent; as certified by the instructor. Additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor at (559) 595-7247.

<table>
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<tr>
<th>Level</th>
<th>Occupational Competencies</th>
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<tbody>
<tr>
<td></td>
<td>Proper safety skills used in the floral shop.</td>
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<td>Student can identify 25 tools and equipment of the floriculture industry.</td>
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<td></td>
<td>Student can describe three career opportunities in the floriculture industry.</td>
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<td>Student can construct a marketable bouquet.</td>
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<td></td>
<td>Techniques in grading, bunching, and shipping cut flowers for market.</td>
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<td>Students will demonstrate how to care for plants and plant structures.</td>
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<td></td>
<td>Care for tools and equipment.</td>
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<td>Procedures to increase life span of floral materials.</td>
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<td></td>
<td>Basic principles and design elements of floral design.</td>
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<td>Recognize and select healthy marketable potted/flowering plants.</td>
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<td></td>
<td>Student demonstrates the ability to mark up floral materials from wholesale to retail prices.</td>
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<td>Student can list and demonstrate methods of creating color, harmony, scale, balance, texture, and depth in arrangements.</td>
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<td></td>
<td>Two basic arrangements using basic design principles.</td>
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<td>Identify and classify 50 floral crops, 50 indoor plants.</td>
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<td></td>
<td>Student recognizes and can select flowers and potted/flowering plants at the optimum stage of maturity.</td>
<td></td>
<td>Student can demonstrate proper phone and communication skills, including the proper use of fax machines and email.</td>
</tr>
<tr>
<td></td>
<td>Student has demonstrated the influence of art on floral design.</td>
<td></td>
<td><strong>Basic Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Student can identify foliage plants commonly used in the industry and identify required environmental conditions.</td>
<td></td>
<td>Student demonstrates proficiency in communication processes (reading, writing, speaking, listening).</td>
</tr>
<tr>
<td></td>
<td>Student can identify 3 different design styles and shapes of arrangements.</td>
<td></td>
<td>Student demonstrates proficiency in mathematical processes.</td>
</tr>
<tr>
<td></td>
<td>Effective advertising display.</td>
<td></td>
<td><strong>Personal Competencies</strong></td>
</tr>
<tr>
<td></td>
<td>Student can conduct and write a consultation for a special occasion.</td>
<td></td>
<td>Maintain an appropriate appearance.</td>
</tr>
<tr>
<td></td>
<td>Students can demonstrate proper use of a cash register.</td>
<td></td>
<td>Demonstrate ability to cooperate with others.</td>
</tr>
<tr>
<td></td>
<td>Student can demonstrate proper techniques for drying and preserving flowers.</td>
<td></td>
<td>Can work with minimal supervision.</td>
</tr>
<tr>
<td></td>
<td>Student can construct novelty and seasonal gifts for retail sales.</td>
<td></td>
<td>Demonstrates dependability in punctuality and attendance.</td>
</tr>
<tr>
<td></td>
<td>Student can construct a marketable sympathy piece.</td>
<td></td>
<td>Produce an appropriate quality and quantity of work.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate how to treat flowers correctly after field cutting or preparation.</td>
<td></td>
<td>Exhibit safety consciousness.</td>
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<tr>
<td></td>
<td>Student can construct holiday centerpiece arrangements.</td>
<td></td>
<td>Prepare a personal resume.</td>
</tr>
<tr>
<td></td>
<td>Selection of correct flowers and how to wire and tape them for corsage work.</td>
<td></td>
<td>Prepare a letter of application.</td>
</tr>
<tr>
<td></td>
<td>Construct three types of corsages and boutonnieres.</td>
<td></td>
<td>Complete a job application form.</td>
</tr>
<tr>
<td></td>
<td>Construct cold glue corsages and boutonnieres.</td>
<td></td>
<td>Interview for a job confidently.</td>
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<tr>
<td></td>
<td>Student demonstrates appropriate knowledge of front and back shop procedures, while creating positive work environments with fellow employees and employers.</td>
<td></td>
<td>Demonstrates a positive attitude, leadership, and initiative to work.</td>
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Certified by: ___________________________ Printed Name: ___________________________ Date: _____________

(TCOVE/ROP Teacher)

School: Dinuba High School
<table>
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<th>Document Title</th>
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<th>Status</th>
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<th>Expiration Date</th>
<th>Original Issue Date</th>
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**Authorization/Subjects**

- **Code**: 34R
- **Description**: This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, 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.

**Renewal Requirements**

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

- **Code**: R1SP
- **Description**: The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

- **Code**: R20
- **Description**: To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
**Last Name:** BROWNE  
**First Name:** ROY  
**Middle Name:** OWEN

**Last Known County of Employment:**  
Note: Please verify County of Employment is current  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Adverse and Commission Actions Indicator:**

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<th>Term</th>
<th>Status</th>
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<th>Expiration Date</th>
<th>Original Issue Date</th>
<th>Grade</th>
<th>Special Grade</th>
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<td>7/1/2021</td>
<td>6/26/1996</td>
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<td>Valid</td>
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**Authorization/Subjects**

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<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
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<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, 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.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
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**Renewal Requirements**

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

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<tr>
<td>R15P</td>
<td>The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.</td>
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**Employment Restrictions**

< No Records >
WILTERDING, KARIANN
First Name: WILTERDING
Last Name: KARIANN
Middle Name: LOUISE
Last Known County of Employment: FRESNO COUNTY OFFICE OF EDUCATION
Adverse and Commission Actions Indicator:

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Authorization/Subjects

Authorization Code:

- ELA1
- R15

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Requirements

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

Renewal Code:

- R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
Calendar of Department/Chapter Activities
San Joaquin Region

2016-2017

Calendar

TENTATIVE

UPDATED January 6, 2016
July 2016

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<td>ROLC</td>
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<td>State Fair Livestock</td>
<td>State Fair Dairy</td>
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<td>State Fair Dairy</td>
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NOTE: Director Office饱和|

SOLC-Visalia
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<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<tr>
<td></td>
<td>School Starts</td>
<td></td>
<td>First Day/Students</td>
<td>Boot Camp</td>
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<td>Boot Camp</td>
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<td></td>
<td>TK CATA Mtg</td>
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<td>SV COLC/CATA</td>
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<td>21</td>
<td>22</td>
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<tr>
<td></td>
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<td>E/WFM COLC/CATA</td>
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<td>Host-Food Waiver</td>
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# September 2016

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<th>FRIDAY</th>
<th>SATURDAY</th>
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</thead>
<tbody>
<tr>
<td>Eastern Sierra Fair</td>
<td>Labor Day</td>
<td>State Staff Mtg</td>
<td>GLC-Bakersfield</td>
<td>Madera District Fair</td>
<td>GLC-Bakersfield</td>
<td>KI COLC/CATA</td>
</tr>
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<td>Madera District Fair</td>
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<td>Tulare County Fair</td>
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- Eastern Sierra Fair
- Labor Day
- State Staff Mtg
- GLC-Bakersfield
- Madera District Fair
- GLC-Bakersfield
- KI COLC/CATA
- GLC-Fresno
- Tulare County Fair
- EFM FFA Activity
- GLC-Tulare
- GLC-Tulare
- SQ/TK COLC
- FFA Exec/FFA Adv/FFA Adult Board Mtgs
- Mt. Whitney O/C National Conv Delegate Training
- Caruthers Fair
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<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<th>FRIDAY</th>
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<td>CATA Governing Board</td>
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February 2017

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- 5
- 12
- 19
- 26

**MONDAY**
- 6
- 13
- 20

**TUESDAY**
- 7
- 14
- 21

**WEDNESDAY**
- 1
- 8
- 15
- 22

**THURSDAY**
- 2
- 9
- 16
- 23

**FRIDAY**
- 3
- 10
- 17
- 24

**SATURDAY**
- 4
- 11
- 18
- 25

- IVA
- FFA Adv/FFA Exec Mtgs
- Region Prof Scoring
- President's Day
- State Prof Scoring
- State Off Test
- E/WFM State Degree/Prof
- SG/TK State Degree/Prof
- Mentors Conf
- WFM Manuscripts Due
- EFM Speaking Contests
- E/WFM CoOp
- TK Speaking Contests
- WFM Speaking Contests
- EFM FFA Activity
- SQ FFA Activity
- Winter State Finals
- Arbuckle Field Day??
- MJC Parli Pro??
- Chico State Parli Pro?
- MFE/ALA-Visalia
- Region FFA Officer Screening
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- ⁸ West Hills Field Day is marked with a special note, possibly indicating a different venue or event type.
- The dates 22 and 23 are marked with arrows, suggesting an event that spans multiple days.
- The dates 26 and 27 are marked with a note, indicating a specific event or reminder.
- The dates 29, 30, and 31 are marked with different events, indicating a variety of activities or meetings.
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Expected Professional Growth & Development Activities
Professional Development Plan

For the past six years, I have been working towards my goal of becoming an Agriculture Teacher at a high school where I could be happy and successful. I believe that I have found that school at Dinuba High School. I have wanted a school that I could feel at home and have teaching partners that are welcoming and supportive. Now, that I am at Dinuba High School I will be able to continue working on my professional development through my short and long-term goals to success.

My first approach to my short-term goals will be buying a house in the community. I feel that one of the ways to grow professionally is to become part of the community I work in. It is important to have that connection to the students I teach, to their families and the local businesses. I want to feel at home and by being apart of the community I will not be the outsider looking in, which will make those that I work with and teach more comfortable with me. I hope that establishing a home and becoming a member of the community will allow me to balance out my family and work life. This will help me combine each area of my life so that they are equally represented and supportive.

Once, I have solidified my home and work life I will be able to focus on developing curriculum for my classes. I plan to work closely with my teaching partners to identify which direction they would like to see my class pathways go. I will be teaching Ag Mechanics 1, Landscape and Ag Science 1. I will collaborate with them to insure that we have a successful pathways for our students. I will also take workshops or course to better my knowledge of the subject matter I will be teaching. Along with the curriculum, I want to develop in class hands-on projects that relate to each of my subject area and
topics covered in class. In order for this to happen, I plan to work with my teaching partners and use my own ideas of projects that I have used in the past or from other resources such as Pinterest, educational websites and other Agriculture teachers that teach the same subjects. I also plan to talk to individuals in the industry for ideas and help on certain projects.

Another short-term goal, is fun, exciting and creative FFA activities to teach my students the history, purpose and success of the FFA. I want to develop a system that incorporates FFA throughout the year and not just one boring section. I want my students to get excited about what the FFA has to offer and how it can help them in every aspect of their life. I want my students to be proud to be a member of the FFA. I think it will be interesting and challenging to come up with fun activities that will excite them but believe that if I can do it the overall involvement for the chapter will increase. This is important since I will have a substantial amount of the freshmen in the program. I plan to use the Leadership manual for some of the activities and recreate some to make them work for the topic being covered. I also plan to have FFA Fridays where we play a game or they have to have prepared a write on a FFA topic that they have researched.

My last short-term goal is to learn more about pigs. I will be the new pig advisor for Dinuba FFA. I plan to work closely with my teaching partner and current students that have swine experience. I will also contact those in my area that have experience with pigs and get advice from them on grooming, feeding and handling. I will also use my best judgment and see what works and what doesn’t. I won’t really start learning anything new about pigs until I go through trial and error. This is going to be an amazing and scary experience but worth it to see my students successful with their pig at fair.
difference in a student’s life for the better. I plan to accomplish this by communicating with my teaching partners, my husband and my family when I am feeling overwhelmed or frustrated and seek guidance to put me back on track. I will accomplish by having faith that this is why I am here and that Agriculture Teachers make a differences.
R-2 Report
My Courses
Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway: Agricultural Business
Advanced Agriscience
Period 1

- Intro to Agricultural Mechanics
- Introduction to Agriculture
- SAS/proj_Ed

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6/12/2017
California Ag Ed Online

Dashboard

Account Settings

Chapter Information

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Save Changes

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Chapter Overview

Chapter Name: Dinuba FFA
Official School Name: Dinuba High School
Region / Section: SACRAMENTO
Alumni Chapter: ☑
NCES (National Center for Education Statistics) ID: 060006501242

Primary Contact:
Primary Mailing Address: 1327 E EL MONTE WAY
DINUBA, CA 93618

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| Asian, Hawaiian, Pacific Islander | 2 | 0.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Black, Non-Hispanic      | 5 | 1.6% | 2 | 0.7% | 1 | 0.3% | 1 | 0.3% | 0 | 0.0% | 0 | 0.0% |
| Hispanic or Latino, of any race | 175 | 55.8% | 241 | 81.4% | 72 | 20.1% | 33 | 9.6% | 0 | 0.0% | 0 | 0.0% |
| White, Non-Hispanic      | 47 | 15.5% | 23 | 7.8% | 8 | 2.2% | 4 | 1.2% | 0 | 0.0% | 0 | 0.0% |
| Other, Two or More Races | 77 | 25.0% | 28 | 9.5% | 36 | 10.0% | 11 | 3.2% | 0 | 0.0% | 0 | 0.0% |
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
</tbody>
</table>

### Annual Membership

#### Total

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### FFA Membership

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### School Population

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

### Race/Ethnicity

#### American Indian, Alaska Native

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### Asian, Hawaiian, Pacific Islander

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### Black, Non-Hispanic

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### Hispanic or Latino, of any race

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### White, Non-Hispanic

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

#### Other, Two or More Races

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
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</thead>
</table>

#### Non-Disclosed

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
</table>

### Membership Roster

#### 2016-2017 Student/Member Roster

Clicking on the "2016-2017 Student/Member Roster" will take you to an Excel file with a list of all your student/members and their associated roster/profile data.

Once the file has loaded, you can sort, modify and/or save the file however you'd like to use the data.

https://profile.ifa.org/Pages/FFACisler/MemberStudentData.aspx?id=b3_F_SKzpRLwztMrOUUQ2
Chapter Invite Code

The chapter invitation code is for your members to register with FFA.org using one shared code. Individual invitation codes from the roster should be used if members encounter a problem during registration.

Invite Code ②

Z9UNM4B

Note: Members must use their first and last name with this code during registration.
Completed Travel Request
**TRANSPORTATION REQUEST**

**INSTRUCTIONS**
1. Requests must be submitted prior to each trip and sent to the Transportation Department.
2. A separate request form must be filled out for each trip.
3. Requests must be submitted 10 working days before trip.

<table>
<thead>
<tr>
<th>DATE OF TRIP:</th>
<th>10-15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL:</td>
<td>Dinuba HS</td>
</tr>
<tr>
<td>GRADE:</td>
<td>9-12</td>
</tr>
<tr>
<td>DESTINATION:</td>
<td>Corcoran High School</td>
</tr>
<tr>
<td>DEPARTURE TIME</td>
<td>7am</td>
</tr>
<tr>
<td>FROM SCHOOL:</td>
<td></td>
</tr>
<tr>
<td>START RETURN TRIP:</td>
<td></td>
</tr>
<tr>
<td>PURPOSE:</td>
<td>Cotton Judging Contest</td>
</tr>
<tr>
<td>NUMBER OF RIDERS:</td>
<td></td>
</tr>
<tr>
<td>TEACHER IN CHARGE:</td>
<td>Codee Bontrager</td>
</tr>
<tr>
<td>DATE SUBMITTED:</td>
<td>9-26-16</td>
</tr>
<tr>
<td>CHARGE TO:</td>
<td></td>
</tr>
<tr>
<td>COMMENTS: (INCLUDE ALL DIRECTIONS OR SPECIAL INSTRUCTIONS)</td>
<td></td>
</tr>
</tbody>
</table>

| DATE RECEIVED: | 9/27/16 |
| VEHICLE #:     | VAN |
| DRIVER:        | Codee Bontrager |
| TITLE:         | Principal |
| DATE APPROVED: | 9-27-16 |

**EMERGENCY PROCEDURES: EXIT DOORS ✓**
LOCATION AND USE OF EMERGENCY EQUIPMENT ✓
TIME: 7:05am
DEPARTURE TIME: 7:10am
RETURN ARRIVAL TIME: 5pm
SPEEDOMETER READING START: 73,500
RETURN: 73,540
NO. OF STUDENTS: 6
NO. OF ADULTS: 1
DRIVER SIGNATURE: Codee Bontrager
REQUEST #: 1

**FORWARD ALL COPIES TO THE BUSINESS OFFICE. PINK COPY WILL BE RETURNED TO YOU.**
### Transportation Request

**Dinuba Unified School District**  
1327 E. El Monte  
Dinuba, CA 93618  

**Instructions**  
1. Requests must be submitted prior to each trip and sent to the Transportation Department.  
2. A separate request form must be filled out for each trip.  
3. Request must be submitted 10 working days before trip.

**This Section to be Completed by Teacher/Principal**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Trip</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Destination</td>
<td></td>
</tr>
<tr>
<td>Departure Time</td>
<td></td>
</tr>
<tr>
<td>From School</td>
<td></td>
</tr>
<tr>
<td>Return Trip</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Number of Riders</td>
<td></td>
</tr>
<tr>
<td>Teacher in Charge</td>
<td></td>
</tr>
<tr>
<td>Date Submitted</td>
<td></td>
</tr>
<tr>
<td>Charge To</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**: (Include all directions or special instructions)

**Date Received**:  
**Vehicle**:  
**Driver**:  
**Approved By**:  
**Title**:  
**Date Approved**:  

**Section to be Completed by Driver**

**Emergency Procedures**: Exit doors  
**Location and Use of Emergency Equipment**: Time:  

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departure Time</td>
<td></td>
</tr>
<tr>
<td>Return Arrival Time</td>
<td></td>
</tr>
<tr>
<td>Speedometer Reading Start</td>
<td></td>
</tr>
<tr>
<td>Return</td>
<td></td>
</tr>
<tr>
<td>No. of Students</td>
<td></td>
</tr>
<tr>
<td>No. of Adults</td>
<td></td>
</tr>
<tr>
<td>Driver Signature</td>
<td></td>
</tr>
<tr>
<td>Approved By</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Request #:</td>
<td></td>
</tr>
</tbody>
</table>

STD. FORM NO. D 14-12298  
FORWARD ALL COPIES TO THE BUSINESS OFFICE. PINK COPY WILL BE RETURNED TO YOU.

---

### Dinuba Public Schools

**Travel Expense Form**

Period of Claim: 1/1/90 to 1/1/90  

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Purpose</th>
<th>Mileage or, Trans. Fare</th>
<th>Lodging</th>
<th>Meals</th>
<th>Miscellaneous Item/Detail</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Miles**  
**Per Mile**  
**Totals**

**Approval**:  

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>TOTAL EXPENSE CLAIM</th>
</tr>
</thead>
</table>

**Superintendent**:  
I hereby certify that the above travel expenses were actual and necessarily incurred in the performance of my official duty, and further that no part of the above claim has heretofore been paid nor includes expenses for any person other than employees of the district unless stated.

Signature

STD FORM NO. D 48-3/90R
CATA Membership Card
Voting Card
Meet the CATA Officers

2013-2014

**Officer**

- Cindy Rohde, President
- Mike Albani, President Elect
- Ralph Mendes, Secretary
- Dave Gossman, Treasurer
- Steve DeRose, Past President

- Jim Aschwanden
- Kerry Stockton
- Nick Daffereos, Past Secondary Division Chair
- Darel Fishman, Past Secondary Division Chair-elect
- Trena Kimler-Richards, Past Secondary Division Secretary
- Kristann Matties, Operations Division Chair
- Jessica Fernandes, Operations Division Chair-elect
- Chris McKenna, Operations Division Vice Chair
- John Williams, Operations Division Secretary
- Krista Vannest, Secondary Division Chair
- Christine Henderson, Secondary Division Chair-elect
- Secondary Division Vice Chair
- Jedda Lee Gehring, Secondary Division Secretary

**School**

- Pierce High School
- Elk Grove High School
- Kern High School District
- Atwater High School District
- Arroyo Grande High School
- Buena Park High School
- Tulare High School Farm
- Madera South High School
- John H. Pittman High School
- Dinuba High School
- Lodi High School
- Perris Union High School
- Karn Valley High School
- Arroyo Grande High School
- B reef High School
- Hamilton High School
- St. Helena High School

**Email**

- crohde@pierce.k12.ca.us
- mabiani@agrud.net
- rmendes@kernhigh.org
- dcossman@atwater.k12.ca.us
- scedrose@tmud.org
- jaschwanden@calagteach.org
- jkstockton@calagteach.org
- nick_daffereos@reedleycollege.edu
- fishman.d@mocd.edu
- richards@piastacollege.edu
- kmatties@nychowanakea.org
- jessica@buenausd.com
- chris.mckenna@tulare.k12.ca
- johnwiliams@madursosd.org
- kvannest@tulrook.k12.ca.us
- chenderson@dinuba.k12.ca.us
- jgehring@lodiusd.net

**Resources**
Professional Development Activity Report
Professional Development Passport Portfolio

Name: Codee Bontrager     Last 4# SSN 4123
Phone Number: 209-606-4309     Email: codee.bontrager@dinuba.k12.ca.us
School Name Dinuba High School     Grade: 9-12
School Site Administrator: Mike Roberts

Important: **Upon completion of a total of 6 hours**, your passport must be submitted to your site administrator for verification. **Each Professional Development activity must have evidence in the form of a flyer/agenda, sign-in sheet, online record, registration and/or presenter's or principal signature**

Professional Development may include:

⇒ Special Events (district or county approved trainings) after school or on weekends
⇒ Online Professional Development events through Edivation
⇒ Conferences attended on non-contract days including summer trainings* (must be approved prior to attendance)

The Passport Professional Development events must be completed by April 30, 2017. **Teachers need to submit the passport to site principals by April 30, 2017.**
- 6 hours have been compensated by 1% increase off the salary schedule through LCAP funds for improving teacher quality.
- Two hours of the six hours may have been completed between July 1, 2016 and October 31, 2016 if they were unpaid hours. (See tentative agreement)

Passport Program Activities
Record your activities and acquire appropriate documentation. Attach all agendas, flyers and sign-in sheets to this form. For each activity, enter the date of participation and record the number of hours.
For each Professional Development Activity please provide a response to the following question:

*What value did you find in this Professional Development activity and how will you be able to use it in your daily teaching?*

**Excludes regular staff meetings, IEPs, parent conferences, and any regularly scheduled events

Passport Program Summary

"Empowering each student to succeed in life" Page 1 2/13/2018
<table>
<thead>
<tr>
<th>Passport Activity</th>
<th>Activity Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Events</td>
<td></td>
</tr>
<tr>
<td>Online Professional Development</td>
<td></td>
</tr>
<tr>
<td>Conferences or workshops on non-contract days</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Fall CATA Regional Meeting</td>
<td>6</td>
</tr>
<tr>
<td>Spring CATA Regional Meeting</td>
<td>6</td>
</tr>
<tr>
<td>Total Passport Hours Must be minimum of 6 hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Please read and sign:

I certify that all recorded entries for participation in this Passport Portfolio are true and complete to the best of my knowledge.

Participant Signature ___________________________ Date _____________

Designee Signature ___________________________ Date _____________

Professional Development Activity Log
One Log must be completed for each event attended or completed

"Empowering each student to succeed in life"  Page 2  2/13/2018
Title of Training:  
San Joaquin Fall CATA Regional Meeting  

Type of Training:  
☐ Special Event  
☐ Online – Edivation  
☒ Conferences  
Hours: 6

Date/Location:  
November 19, 2016  
Tenaya Lodge

Hours: 6

What value did you find in this Professional Development activity and how will you use it in your daily teaching?

I found great value in this professional development activity. I was able to collaborate with other Ag teacher about my classroom topics. I was also able to get resources/activities to use in my classes. I learned more about the AET Record Books that are being implemented for SAE projects for our students. I have used the new AET Record Book program in my Intro to Ag classes for students to start developing their SAE project.

Examples of professional development activities that would count toward the 6 hours include but are not limited to:

TCOE 4:00-7:00 sessions that are on the TCOE OMS calendar such as technology sessions, Number Talks, Close Reading  

TCOE full day trainings on Saturdays – See the TCOE OMS calendar  

Saturday Trainings such as Google Summits or Kagan Structures  

District Afternoon sessions from 3:30 on, regarding topics such as Thinking Maps, ELA or Math Grade Level Lesson Study, technology, unpacking the standards, book studies, etc.

Special Site Professional Development Meetings after school  

Edivation videos on a variety of topics

Professional Development Activity Log  
One Log must be completed for each event attended or completed
Title of Training: San Joaquin Spring CATA Regional Meeting

Type of Training: □ Special Event
□ Online – Edivation
X Conferences
Hours: 6

Date/Location:
February 25, 2017
Mission Oak High School

Hours: 6

What value did you find in this Professional Development activity and how will you use it in your daily teaching?

I found great value in this professional development activity. I was able to collaborate with other Ag teacher about my classroom topics. I was able to get information and resources for my Ag Mechanics class plumbing unit. I later used to teach plumbing to my students.

Examples of professional development activities that would count toward the 6 hours include but are not limited to:

TCOE 4:00-7:00 sessions that are on the TCOE OMS calendar such as technology sessions, Number Talks, Close Reading

TCOE full day trainings on Saturdays – See the TCOE OMS calendar

Saturday Trainings such as Google Summits or Kagan Structures

District Afternoon sessions from 3:30 on, regarding topics such as Thinking Maps, ELA or Math Grade Level Lesson Study, technology, unpacking the standards, book studies, etc.

Special Site Professional Development Meetings after school

Edivation videos on a variety of topics
5-Year Acquisition Plan
DINUBA HIGH SCHOOL
AGRICULTURE DEPARTMENT
FIVE-YEAR PLAN

Year 1: 2016-2017
1. Add an exercise area for Guide dogs
2. Upgrade animal facilities: poultry barn
3. Build shelving in storage sheds
4. Upgrade shade area: attach shade cloth to sides
5. Renovate wooden seating benches outside

Year 2: 2017-2018
1. Upgrade lighting in greenhouse
2. Purchase new glazing for greenhouse
3. Upgrade shop class equipment
4. Renovate propagation (mist) house
5. Stain gazebo wood

Year 3: 2018-2019
1. Develop ornamental tree area
2. Purchase additional livestock trailer
3. New laptops for computer lab & staff & printer
4. Add tar to roof of C-trains
5. Add lights to shed in the livestock area.

Year 4: 2019-2020
1. Outside potting area
2. Create outdoor motherstock area for horticulture
3. Add another raised bed
4. Add feed containers in the livestock area.

Year 5: 2020-2021
1. Purchase smaller greenhouse
2. Purchase walk in floral cooler
3. New ag truck
Operating Budget for Agriculture Department
### DHS Agriculture Department
#### Overall Department Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perkins Funds</td>
<td>$8,000</td>
</tr>
<tr>
<td>Ag Incentive Grant</td>
<td>$20,000</td>
</tr>
<tr>
<td>TCOVE / ROP</td>
<td>$4,000</td>
</tr>
<tr>
<td>School General Fund</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$32,500</strong></td>
</tr>
</tbody>
</table>

### Ag Incentive Grant

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies</td>
<td>$9,000</td>
</tr>
<tr>
<td>Mileage/ Conferences/ Travel</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$20,000</strong></td>
</tr>
</tbody>
</table>

### TCOVE / ROP

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>$3500</td>
</tr>
<tr>
<td>Tools</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$4000</strong></td>
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</tbody>
</table>

### School General Fund

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Supplies</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$500</strong></td>
</tr>
</tbody>
</table>

### Carl Perkins

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials &amp; Supplies</td>
<td>$2000</td>
</tr>
<tr>
<td>Travel &amp; Conferences</td>
<td>$2000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$4000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$8000</strong></td>
</tr>
<tr>
<td>Safety Supplies</td>
<td>Code</td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>Safety Glasses</td>
<td>4000</td>
</tr>
<tr>
<td>Welding Gloves</td>
<td>4000</td>
</tr>
<tr>
<td>Shade #5 Glasses</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Supplies</th>
<th>Code</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape Measures</td>
<td>4000</td>
<td>10</td>
<td>$6.20</td>
<td>$62.00</td>
</tr>
<tr>
<td>Combination Squares</td>
<td>4000</td>
<td>5</td>
<td>$56.00</td>
<td>$280.00</td>
</tr>
<tr>
<td>Grinding wheels</td>
<td>4000</td>
<td>5</td>
<td>$8.00</td>
<td>$40.00</td>
</tr>
<tr>
<td>Circular Saw Blades</td>
<td>4000</td>
<td>2</td>
<td>$50.00</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total = $482.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wood Working-</th>
<th>Code</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plywood</td>
<td>4000</td>
<td>8</td>
<td>$15.25</td>
<td>$122.00</td>
</tr>
<tr>
<td>Box of Nails</td>
<td>4000</td>
<td>5</td>
<td>$4.20</td>
<td>$21.00</td>
</tr>
<tr>
<td>Box of Wood screws</td>
<td>4000</td>
<td>2</td>
<td>$11.50</td>
<td>$23.00</td>
</tr>
<tr>
<td>Package of Sand Paper</td>
<td>4000</td>
<td>6</td>
<td>$21.19</td>
<td>$127.14</td>
</tr>
<tr>
<td>Drill Set</td>
<td>4000</td>
<td>2</td>
<td>$549.00</td>
<td>$1,098.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total = $1,391.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electrical-</th>
<th>Code</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Boards &amp; Supplies</td>
<td>4000</td>
<td>25</td>
<td>$5.00</td>
<td>$125.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total = $125.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Plumbing-</th>
<th>Code</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4&quot; PVC pipe (20ft)</td>
<td>4000</td>
<td>4</td>
<td>$7.00</td>
<td>$28.00</td>
</tr>
<tr>
<td>1/2&quot; Copper Tubing (10ft)</td>
<td>4000</td>
<td>4</td>
<td>$23.00</td>
<td>$92.00</td>
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<tr>
<td>PVC fittings</td>
<td>4000</td>
<td>20</td>
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<td>PVC Glue</td>
<td>4000</td>
<td>4</td>
<td>$9.95</td>
<td>$39.80</td>
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<td>PVC Primer</td>
<td>4000</td>
<td>4</td>
<td>$10.03</td>
<td>$40.12</td>
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<tr>
<td>PVC Cutter</td>
<td>4000</td>
<td>2</td>
<td>$15.00</td>
<td>$30.00</td>
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<td></td>
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<td></td>
<td>Total = $309.92</td>
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<table>
<thead>
<tr>
<th>Concrete-</th>
<th>Code</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete mixer</td>
<td>4000</td>
<td>2</td>
<td>$200.00</td>
<td>$400</td>
</tr>
<tr>
<td>Bags of Cement</td>
<td>4000</td>
<td>20</td>
<td>$15.00</td>
<td>$300</td>
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<tr>
<td>Shovels</td>
<td>4000</td>
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<td>$15.00</td>
<td>$75.00</td>
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<td>Wheelbarrows</td>
<td>4000</td>
<td>3</td>
<td>$50.00</td>
<td>$150.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total = $925.00</td>
</tr>
</tbody>
</table>

**Grand Total = $3,978.06**
District/Department Budget Process
Budget Descriptions

Ag Incentive Grant
Matched by the District (usually using Perkins or TCOVE/ROP funding).
Cannot be used for salary, books, or substitutes.
Cannot cover travel out of state.
Examples:
- Travel (hotel, mileage, meals)
- Conference registration
- Class and Farm materials & supplies
- FFA expenses (banquet, meetings, supplies)

Perkins
Cannot be single-use or consumable supplies.
Cannot be used for travel out of state.
Examples:
- Travel (hotel, but not meals)
- Conference registration (for students or staff) and substitute coverage
- Depreciable property or outlay items
- Materials or equipment to be used for extended times

TCOVE / ROP
For floriculture / horticulture only
Decided on allotment from district or school site.
Examples:
- Equipment or consumable materials or supplies
- Conference registration and travel costs

School General Fund
Can be lottery allotment or school site decision
Usually low because of other funding sources
Examples:
- Office supplies usually

FFA - ASB funds
School account managed by students
Fundraising and general FFA costs
Examples:
- Banquet food and awards
- Scrapbook supplies
- Meals during contests
- National Convention costs
Department Chair Duties & Responsibilities
Department Chairperson's Duties & Responsibilities

➢ This section is not applicable to me because I was not the Department Chairperson of Dinuba Agricultural Department.
Department Chart of Responsibilities
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Roy Browne</th>
<th>Kari Wilterding</th>
<th>Codee Bontrager</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Advising</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer Team Advisor</td>
<td>All Year</td>
<td>XX</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Officer Retreat</td>
<td>July</td>
<td>XX</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Opening Closing Ceremonies</td>
<td>October</td>
<td>Novice Team</td>
<td>Open Teams</td>
<td>Officer Teams</td>
</tr>
<tr>
<td>Sectional Officer Team Officer</td>
<td>All Year</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sectional Activities</td>
<td>All Year</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Judging Teams</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>Fall - Spring</td>
<td>XX</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cooperatives</td>
<td>February</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banking Quiz</td>
<td>December</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cotton Judging CDE</td>
<td>Sept - Nov</td>
<td></td>
<td></td>
<td>XX</td>
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<tr>
<td>Vine Pruning CDE</td>
<td>Winter</td>
<td>XX</td>
<td></td>
<td></td>
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<tr>
<td>Tree Pruning CDE</td>
<td>Winter</td>
<td></td>
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<tr>
<td>Citrus Judging CDE</td>
<td>Winter</td>
<td>XX</td>
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<tr>
<td>Extemporaneous Speaking</td>
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<tr>
<td>Job Interview</td>
<td>Spring</td>
<td></td>
<td>X</td>
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<tr>
<td>Veterinary Science CDE</td>
<td>Spring</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vine Judging</td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Informed Greenhand</td>
<td>Spring</td>
<td>XX</td>
<td></td>
<td></td>
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<tr>
<td>Landscape Design</td>
<td>Spring</td>
<td></td>
<td></td>
<td>XX</td>
</tr>
<tr>
<td>Veterinary Science - Nationals</td>
<td>May - Oct</td>
<td>XX</td>
<td></td>
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<tr>
<td>Floriculture CDE</td>
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<td></td>
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<td>XX</td>
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<tr>
<td>Landscape - CDE</td>
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<tr>
<td><strong>Department / Reports</strong></td>
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<td>Department Head</td>
<td>All Year</td>
<td>XX</td>
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<tr>
<td>R2 - Roster</td>
<td>October</td>
<td>XX</td>
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<tr>
<td>Program of Activities</td>
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<td>XX</td>
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<td>Requisitions</td>
<td>All Year</td>
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<tr>
<td>Transportation Forms</td>
<td>All Year</td>
<td></td>
<td></td>
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<td>Advisory Committee Meetings</td>
<td>All year</td>
<td>XX</td>
<td>X</td>
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<td>Advisory Committee Minutes</td>
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<td>Grants</td>
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<td><strong>CATA</strong></td>
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<tr>
<td>State Conference</td>
<td>June</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Road Show Prof. Dev.</td>
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<td>X</td>
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<tr>
<td>Fall Sectional Meeting</td>
<td>September</td>
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<td>Spring Sectional Meeting</td>
<td>May</td>
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<td>Fall Regional Meeting</td>
<td>November</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Spring Regional Meeting</td>
<td>February</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Summer Regional Meeting</td>
<td>June</td>
<td>X</td>
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<td>Proficiency Application Scoring</td>
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<td>Record Book Scoring</td>
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<td>Sectional Officer Position</td>
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<td>Leadership Conferences</td>
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<td>Chapter Officer Lead. Conf.</td>
<td>October</td>
<td>X</td>
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<td>Greenhand Leadership Conf.</td>
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<tr>
<td>Made for Excellence Conf.</td>
<td>February</td>
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<td>Advanced Leadership Academy</td>
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<td>State FFA Convention</td>
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<td>X</td>
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<td>National FFA Convention Trip</td>
<td>October</td>
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<thead>
<tr>
<th>FFA Meetings</th>
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<tbody>
<tr>
<td>Sept. Mtg - Bowling</td>
<td>September</td>
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<tr>
<td>Oct. Mtg. - Halloween Movie</td>
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<td>X</td>
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<td>Nov. Mtg. - Thanksgiving</td>
<td>November</td>
<td>X</td>
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<tr>
<td>Dec. Mtg. - Chapter / GH Degree</td>
<td>December</td>
<td>X</td>
</tr>
<tr>
<td>Jan. Mtg. -</td>
<td>January</td>
<td>X</td>
</tr>
<tr>
<td>Feb. Mtg. - Softball Night</td>
<td>February</td>
<td>X</td>
</tr>
<tr>
<td>Mar. Mtg. - Chapter Degree</td>
<td>March</td>
<td>X</td>
</tr>
<tr>
<td>Apr. Mtg. - Park - Games</td>
<td>April</td>
<td>X</td>
</tr>
<tr>
<td>May Mtg. - Banquet Awards</td>
<td>May</td>
<td>XX</td>
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<tr>
<td>May Mtg. - Banquet Food</td>
<td>May</td>
<td>XX</td>
</tr>
<tr>
<td>May Mtg. - Banquet Program, Decor &amp; Certificates</td>
<td>May</td>
<td>XX</td>
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<table>
<thead>
<tr>
<th>Community Service</th>
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<tr>
<td>Thanksgiving Baskets</td>
<td>November</td>
<td>X</td>
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<tr>
<td>Raisin Day Petting Zoo</td>
<td>September</td>
<td>XX</td>
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<tr>
<td>Grand View Carnival Petting Zoo</td>
<td>October</td>
<td>XX</td>
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<tr>
<td>Women’s Club Mtg.</td>
<td>October</td>
<td>XX</td>
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<tr>
<td>Christmas Float</td>
<td>December</td>
<td>XX</td>
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<tr>
<td>Pet Food Drive</td>
<td>January</td>
<td>XX</td>
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<tr>
<td>Valentine Roses</td>
<td>February</td>
<td>XX</td>
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<tr>
<td>Earth Day - Tree Planting</td>
<td>March</td>
<td>XX</td>
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<tr>
<td>Pet therapy</td>
<td>November</td>
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<table>
<thead>
<tr>
<th>SAE Projects</th>
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<tbody>
<tr>
<td>Sheep</td>
<td>May – Sept.</td>
<td>XX</td>
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<tr>
<td>Swine</td>
<td>May – Sept.</td>
<td>XX</td>
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<tr>
<td>Beef</td>
<td>Mar – Sept.</td>
<td>XX</td>
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<tr>
<td>Tulare County Fair</td>
<td>September</td>
<td>X</td>
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<tr>
<td>Plant Sales - Fall / Spring</td>
<td>Nov. / May</td>
<td>X</td>
</tr>
<tr>
<td>Bare Root Trees</td>
<td>Jan – May</td>
<td>X</td>
</tr>
<tr>
<td>Vegetable Plots</td>
<td>Mar – Jun</td>
<td>X</td>
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<tr>
<td>Small Animals</td>
<td>All year</td>
<td>XX</td>
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<tr>
<td>Orchard/Vineyard</td>
<td>All year</td>
<td>X</td>
</tr>
<tr>
<td>Open Shop Projects</td>
<td>All year</td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td>All year</td>
<td>XX</td>
</tr>
<tr>
<td>Ag Sci &amp; Animal Proficiencies</td>
<td>Spring</td>
<td>XX</td>
</tr>
<tr>
<td>Ag Mech &amp; Landscape Prof.</td>
<td>Spring</td>
<td>XX</td>
</tr>
<tr>
<td>Sales, Floral &amp; Horticulture Prof.</td>
<td>Spring</td>
<td>XX</td>
</tr>
<tr>
<td>Pre-Fair</td>
<td>Fall</td>
<td>X</td>
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<tr>
<td>--------------------------------------------</td>
<td>------</td>
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</tr>
<tr>
<td>State/Am. Degree Applications</td>
<td>Winter</td>
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**Officer Duties**

<table>
<thead>
<tr>
<th>Chapter Officer Applications</th>
<th>March</th>
<th>X</th>
<th>XX</th>
<th>X</th>
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<tbody>
<tr>
<td>Regional Officer Applications</td>
<td>February</td>
<td>X</td>
<td>XX</td>
<td>X</td>
</tr>
<tr>
<td>Sectional Officer Applications</td>
<td>April</td>
<td>X</td>
<td>XX</td>
<td>X</td>
</tr>
<tr>
<td>State Conference Applications</td>
<td>January</td>
<td></td>
<td>XX</td>
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<tr>
<td>MFE-ALA Applications</td>
<td>November</td>
<td></td>
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</table>

**Fundraisers**

<table>
<thead>
<tr>
<th>Drive Thru BBQ</th>
<th>Fall</th>
<th>XX</th>
<th>X</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td>Toyota Tickets</td>
<td>Jan – Feb.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirt Orders</td>
<td>All Year</td>
<td></td>
<td>XX</td>
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</table>

**Other**

<table>
<thead>
<tr>
<th>World Ag Expo</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>National FFA Week</td>
<td>February</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Officer Meetings</td>
<td>All Year</td>
<td>XX</td>
<td>X</td>
</tr>
<tr>
<td>TCOVE Classes</td>
<td>All Year</td>
<td></td>
<td>XX</td>
</tr>
<tr>
<td>Reedley Showmanship Day</td>
<td>November</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**XX = lead advisor**

**X = assistant advisor**
Substitute Teacher Procedures & Plans
Welcome to SmartFindExpress - Dinuba USD's Absence Reporting System
New System Phone #: (559)725-4685

Access ID = Use your current Access ID (webcenter ID) if you do not have your Access ID please contact your site secretary. Substitute Teachers please call Rosa Rodriguez at the district office
Password = Please use your current PIN from SEMS

Please click on the following links to view orientation videos on how to register and use SmartFindExpress:
Employee Orientation Video
Ignore the first section of the video on how to create your PIN. All employees already have a PIN from SEMS
Substitute Orientation Video
Download QuickTime to view videos here.
Subject: FW: Absence Creation ^_Notice^_ 

From: Codee.Bontrager@dinuba.k12.ca.us
To: codeebontrager@yahoo.com
Date: Monday, July 17, 2017, 6:18:44 PM PDT

From: dinuba_noreply@sfesubsystem.com [dinuba_noreply@sfesubsystem.com]
Sent: Monday, March 27, 2017 9:43 AM
To: Codee Bontrager
Subject: Absence Creation Notice

THIS MESSAGE CONFIRMS THE FOLLOWING ABSENCE WAS CREATED:

Absent Employee: CODEE BONTRAGER

Job Number: 94536
Location: DINUBA HIGH SCHOOL
Location Address: ,

Google Maps:  
Classification: AGRICULTURE
Reason: SCHOOL BUSINESS

Start Date: 03/30/2017
End Date: 03/30/2017
Schedule:
Thursday - 07:40 AM to 03:10 PM

Specified Substitute: ---
Assigned Substitute: ---
Special Instructions: Career Skills Challenge

Please do not respond to this message. It is an automated e-mail generated by the system. Contact your SmartFindExpress system administrator if you have additional questions.
Create Absence

Absence Information
To complete this absence, press Continue and proceed until a job number is assigned.

Location: DINUBA HIGH SCHOOL 543220
Classification: AGRICULTURE
Reason: SCHOOL BUSINESS 11

Is a Substitute required?  
- Yes  
- No

Start Dates: 03/19/2014
End Dates: 03/19/2014

REPORTING MULTIPLE DAYS?
If the days are non-consecutive, remember to "uncheck" the day(s) from the weekly schedule.
If every day of the absence does not start and end at the same time, remember to change the times on the weekly schedule.

<table>
<thead>
<tr>
<th>Absence</th>
<th>Start Time</th>
<th>End Time</th>
<th>Substitute</th>
<th>Start Time</th>
<th>End Time</th>
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<tbody>
<tr>
<td>Weekly</td>
<td>(h:m:m am)</td>
<td>(h:m:m am)</td>
<td>(h:m:m am)</td>
<td>(h:m:m am)</td>
<td>(h:m:m am)</td>
</tr>
<tr>
<td>Monday</td>
<td>07:40 AM</td>
<td>03:10 PM</td>
<td>07:40 AM</td>
<td>03:10 PM</td>
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<tr>
<td>Tuesday</td>
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<td>Wednesday</td>
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<tr>
<td>Thursday</td>
<td>07:40 AM</td>
<td>03:10 PM</td>
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<tr>
<td>Friday</td>
<td>07:40 AM</td>
<td>03:10 PM</td>
<td>07:40 AM</td>
<td>03:10 PM</td>
<td></td>
</tr>
</tbody>
</table>

Specify a Substitute ID: [ ]
PRE-ARRANGED?
If the specified substitute has accepted this assignment and does not need to be contacted, press YES.
Has the substitute accepted this job?  
- Yes  
- No

Substitute Instructions:

File Attachments: [ ]
(Maximum Characters=1000)
(Maximum file size=1024K)
DINUBA UNIFIED SCHOOL DISTRICT

LEAVE / ABSENCE FORM

Employee Name ____________________________ Last 4 of SSN ____________________________

School Site: ____________________________ Assignment/Smartfind Express Job No. ____________________________

Certificated

Classified

Type of Leave (Check One):

☐ Personal Business Leave (Classified)
☐ Personal Necessity Leave (Classified)
☐ Personal Leave (Certificated)
☐ Personal Leave (Without Pay)
☐ Vacation

☐ Sick Leave
☐ Maternity Leave
☐ Worker's Comp: Doc
☐ Comp Time
☐ Bereavement Leave

☐ Jury Duty (Attach Summons)
☐ Authorized Release (Coaching)
☐ Authorized Release (Staff Development)

Specify Training: ____________________________

☐ Authorized Release - Other

Specify: ____________________________

Absence Reason/Comments: Required

Substitute (If Any/Known) ____________________________

Absence: ____________________________ to ____________________________

Date / Time ____________________________ Date / Time ____________________________

Total Hours ____________________________

I understand that any absence in excess of available authorized leave will be charged as personal leave without pay. I also certify that this leave will be used in accordance with the Collective Bargaining Agreement. (See reverse).

Date ____________ Employee Signature ____________________________ Supervisor Signature ____________________________ H.R. Approval ____________________________

Distribution of Forms: Business Office - Original White Building Principal - Canary Employee - Pink
Good morning,

Thank you for subbing for me today.

Ag Mechanics- 6th period:

- Collect Shop Safety Review worksheet.
- Collect Shop Safety One Pager
- **Assignment:**
  - Taking the Shop Safety Test Refresher
    - Collect it then re-pass out and grade it.
    - They need to use a red pen to grade it
    - After it is graded return to owner to make their test corrections.
    - Test corrections are done on a separate sheet of paper and they need to write the question and the correct answer then staple it to the back of the test.
- No moving seats!!
- After test corrections they need to fill out their Time Cards
  - They need to fill them out at the end of the period. Those are in the bottom of the black tiered paper organizer on the wooden desk by the sink in the back of the room.
- **Bathroom Passes:**
  - If someone needs to use the restroom they need to use one of **their bathroom passes**. They are extra credit, so they may complain about using it, don’t give in!! Please collect the bathroom pass if they choose to go to the restroom.

Landscape Design- 7th period:

- **Warm-Up:** on the board is the names of two plants they need to find the information on the Plant ID Sheet that is calls for. They need to use the Western Garden Books to find the information, give them a few minutes to complete. The warm-up with the plant ID terms are on the desktop of my computer. The password is Dinuba2015.
- **Assignment:**
  - Landscape Design Book
    - Page 233
    - Part A, B, C and D #1-5
    - Write the questions and answers.
- **Bathroom Passes:**
  - If someone needs to use the restroom they need to use one of **their bathroom passes**. They are extra credit, so they may complain about using it, don’t give in!! Please collect the bathroom pass if they choose to go to the restroom.

Thank you!!

Codée Bontrager  209-606-4309
Program Completer Description
Proficiency Standards for Program Completers

Students are considered “program completers” when they have completed all four years of high school as a member of our FFA program. Students would have to earn their State FFA Degree or completed two or three years in an approved SAE program. They must participate in FFA events/activities and plan for a career. Students must complete an “agriculture pathway” that include a set of course. The following are Agriculture Pathways available:

- Animal Science:
  - Intro to Ag Science
  - Ag Biology
  - Vet Science
- Plant Science:
  - Intro to Ag Science
  - Ag Biology
  - Floral Design
  - Landscape Design
- Ag Mechanics
  - Intro to Ag Mechanics
  - Ag Science
  - Landscape Design
  - Ag Metal Shop
- Earn a Pathway Completer Cord for graduate!!!
2+2 Agreements
"2+2 Agreements" with Community College

➢ This section is not applicable to me because I did not teach classes at Dinuba High School that qualified to have provide credits for college courses.
Reimbursement Process
Teacher Reimbursement

Agriculture teachers are reimbursed for expenses incurred for FFA, SAE, and approved professional development activities.

The process of reimbursement is as follows:

1. Approval of conference or activity
2. Requisition through district office or ASB cashier must be submitted beforehand
3. Original or copied receipts must be attached to the requisition
4. Each expenditure on district requisitions needs to be itemized by date and cost.
5. Payment through district takes approximately 30 – 90 days and payment from ASB funds typically take about two weeks.
# Travel Expense Form

**Dinuba Unified School District**

**TRAVEL EXPENSE FORM**

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**Name of Claimant**

**School**

**Department**

<table>
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<tr>
<th>Date</th>
<th>Place</th>
<th>Mileage or Trans. Fares</th>
<th>Miscellaneous Item Detail</th>
<th>Amount</th>
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**Out of County Meetings Must Receive Prior Approval.**

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**APPROVAL**

**Name**

**Title**

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**TOTAL EXPENSE CLAIM $**

I hereby certify that the above travel expenses were actual and necessarily incurred in the performance of my official duty, and further that no part of the above claim has heretofore been paid.

---

**Signature**

---

STD Form No. 48A 905

RE-ORDER FROM COVE PRINTING (559) 626-7866
REQUEST FOR STUDENT BODY CHECK, PURCHASE ORDER OR TRANSFER OF FUNDS

Requesting Club/Class________________________ ASB #___________

Advisor’s Signature________________________ Date: ___________

Student Officer’s Signature________________________ Date: ___________

(Sports Only) Athletic Director________________________ Date: ___________

Request is for: Student Body Check ( ) Purchase Order ( ) Transfer of Funds ( )

Pay to: __________________________

______________________________

( ) Send check to Vendor  * If “Send check to vendor” is not marked, check will be returned to requesting person.

Purpose: (brief description if invoice attached) _________________________________________________________________

________________________________________________________

______________________________

Approved by: __________________________

Principal or Assistant Principal