


# Dinuba High School



## Agriculture Education

# **PART ONE:**

## **Responses to Quality Criteria 1 - 12**

## Quality Criteria 1

### Curriculum and Instruction

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

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, Visual Performing Arts Standards, and Language Arts 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 pathway(s) 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 Outlines

### 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 AgScience and AgBiology being shared in both the Animal and Plant Science pathways, and Landscape is required for both Plant Science and AgMechanics) 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 all 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 of our agriculture 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 Optiplax 755 Desktop and 1 Dell 810 Laptop – Teacher Use
- 1 NEC NP 510ws 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 NP 510ws 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 Data 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*
- \* Agriculture Term Paper*
- \* Job Resume*
- \* Portfolio Letter of Introduction*
- \* Agriscience Fair Report*
- \* Agriculture/FFA Speech Manuscript*
- \* Job Cover Letter*
- \* Other Agriculture Related Project*

Currently the Dinuba Agriculture curriculum utilizes computer-aided instruction in the following areas: Professional Portfolio for all 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 each student portfolio for the TCOVE courses offered within our program. Students also use the computer-aided instruction for agriculture & science research, laboratory reports, 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 sample situations for their own records. All students must maintain the calendar 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 in student files rather than by year, along with their student information card. As we transition to the iRecordBook, it would be easier to store record books on a server rather than paper books, although I still prefer students to first learn the recordkeeping system in the paper book.

Example: See Files in Agriculture Department

### Quality Criteria 1J

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

Within our 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 alignment. Floral Design is also 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 alternatives 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 Outlines and Course Descriptions in student handbook

## Quality Criteria 2

### Leadership and Citizenship Development

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The Dinuba High School Agriculture Department has 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 hone 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 local 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 High School District, in Dinuba, CA. Although our original charter 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 document and will have it reframed.

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 15<sup>th</sup>.*

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 treasurer oversees the budget review and revision, the reporter and historian update the changes to the award and degree record, and members update any changes needed to the overall document.

Example: 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 participate 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. Eighty percent of students are attending three or more activities, which a large group meeting the five activity requirement 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 participating 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 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 Opening & Closing Contest*
- \* *Local Program of Work Committee(s)*
- \* *Local Agriscience Fair Exhibition*
- \* *Local Parliamentary Procedure Contest*
- \* *Any Section, Region, or State Activity*
- \* *Local Creed Speaking Contest*
- \* *Local COOP Quiz Contest*
- \* *Local Demonstration Fair*
- \* *Local Public Speaking Contest*
- \* *Chapter Meeting or 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 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

### Quality Criteria 3

#### Practical Application of Agricultural Skills

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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 been 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 a school farm for animal projects and a complete horticulture program for plant 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 a 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 communicates 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.

## Quality Criteria 4

### Qualified and Competent Personnel

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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 instructor 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 an 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 instructors 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 Road Shows, 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 & 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 (sometime Monday during collaboration time 2:00 – 3:00 PM and other weeks Tuesdays at lunch) to discuss upcoming events, planning events, coordination and collaborate, make future decisions within 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.

## Quality Criteria 5

### Facilities, Equipment and Materials

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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 animal 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 special populations.*

The Dinuba Agriculture students demographics are socio 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. Recently our Ag Mechanics teacher attended the World of Concrete Expo in Las Vegas to make contacts and improve the facilities through donations and networking that will allow for a wider variety of mechanics projects available to 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 new 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.

Example: Pictures of current facilities and modifications since 2007

### 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 a small defunct computer lab, so we usually use the school's computer lab or career center. 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.

See pictures of agriculture storage areas within the facilities.

### 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.

See facilities on the Dinuba High School campus

### Quality Criteria 5D

*The Agriculture Department has E-mail capabilities.*

Our Agriculture Department has e-mail capabilities for all instructors. Each instructor has a work e-mail address and personal e-mail 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 e-mail access for any student or instructor.

See computer facilities, agriculture office, and classrooms.

### Quality Criteria 5E

*The reviewer verifies 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 arena, chicken coups, 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.

See agriculture facilities: plots, shade area, greenhouse, livestock facility, mechanics shop, and agriculture department.

### 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.

Although we do not currently teach a horticulture course, the students have a high interest in the SAE projects in this area. 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.

See agriculture department facilities.

## Quality Criteria 6

### Community, Business and Industry Involvement

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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 and short-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 the 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 per 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 & 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 5:00 – 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 & 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*

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| * <i>Job Market Description</i>                      | * <i>Targeted Occupations</i>                    |
| * <i>Total Program Goals &amp; Objectives</i>        | * <i>Program Description – Courses, SAE, FFA</i> |
| * <i>Course Subject Matter Outlines</i>              | * <i>Program Completion Standards</i>            |
| * <i>5 Year Facility &amp; Equipment Acquisition</i> | * <i>Current Year Budget</i>                     |
| * <i>Graduate Follow Up</i>                          | * <i>List of Active placement Sites</i>          |

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 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.

Examples: See 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 7

### Career Guidance

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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. The current system at Dinuba High School is coordinated through a website "Family Connection/Naviance" which tracks everything from parent/guardian communication to voting for prom queen. When students fill out their career interests using the surveys they can be tracked, grouped, and contacted with a guest speaker or special event would be useful to those students.

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, which I was able to coordinate.

### Quality Criteria 7A

*Students are counseled regarding:*

- \* Career opportunities in Agriculture and Agribusiness*
- \* Agriculture and academic courses necessary to complete career pathway 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 (or agenda) 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 schoolwide 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 & see student files.

### 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 countywide 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.

Example: Evidence of Articulation Agreements

## Quality Criteria 8

### Program Promotion

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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 schools was limited. In 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 financial 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 of sponsored FFA jackets annually, from community members, supporters, and parents. 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 projects. 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 officers 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 explaining 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 first freshman term.

Example: Recruitment Materials for feeder schools

## Quality Criteria 9

### Program Accountability & Planning

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The Dinuba High School Agriculture Program expanded from one to three teachers in 2007. In the past seven 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 interests at our focus – providing them an opportunity to experience leadership, personal growth, and career success.

Our Comprehensive Program Plan is complete 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 our 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 agricultural pathways. By focusing on our pathway completers 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 freshman through their senior year has been a difficult task for Dinuba High School. As we tripled our enrollment numbers in one year we struggled with students that were new to the program, with limited background knowledge of the FFA. As we have had an established 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. Our pathway completer numbers (the seniors that have completed a chose agriculture career/industry pathway) have continued to steadily increase. As we are finding ways to recognize these students (at the school's 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 our 5% enrollment mark.

### 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 when Tom Henderson spent time and effort on earning his Masters in Agriculture Education degree and essentially rebuilt the plan. As we have continued to keep the program plan updated annually in recent years it 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.

Examples: See Comprehensive Program Plan

### Quality Criteria 9B

*Updates of the Program Plan are sent to the Regional Supervisor by November 15<sup>th</sup>. These updates 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

*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*

Currently our department does not have a proper graduate follow up survey. It would be useful to develop this document and have it available as a link through our school's website. Our program completers usually consist of approximately twenty students that we are in contact with. Many of these students are earning their state degrees, continuing their SAE projects, applying for the American Farmer degrees, and so on. They often serve as assistant coaches and judges for training our CDE teams and livestock showmanship. Most of the factual information is known, but a survey would be a better way to document the information, and gather results to be used. I plan on developing this survey this year to send to our graduates in the fall. This would provide a final step for graduates to add to their student file. At this time we have no completed forms to display, but I have compiled the data that we collected through project visits, phone calls, and personal information gathered from our graduates last year.

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 15<sup>th</sup>.*

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 9E

*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 15<sup>th</sup>.*

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 grant 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

## Quality Criteria 10

### Student-Teacher Ratio

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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 requirement 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 building are very small it has limited the maximum safe enrollment to 24 per class.

Also, the 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 an 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 of 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 enrolled in agriculture courses will be counted as .5 for 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 fourth 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.

We also do not have the opportunity for a project supervision period, which increases the number of students per teacher during the instruction year.

Example: R2 Student Report

## Quality Criteria 11

### Full Year Employment

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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 work days during the summer months. This is considered a Farm Manager contract and provides for professional development and conferences, FFA activities, greenhouse/orchard/vineyard/garden management, fair animal supervision, and other school related work.

### Quality Criteria 11A

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

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 11B

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

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 Schedules

## Quality Criteria 12

### Program Achievement

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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 a sign 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 Achievement (attach checklist).*

The minimum requirement to meet Program Achievement 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 is 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 in our chapter history. Last year we also had five students earn this American 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 a great model for younger members to witness the success of a strong 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 rankings. Especially in CDE teams, success breeds success. As students experience success in the way of awards and accomplishments it serves to encourage them and others to seek these out.

Leadership conferences (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 scholarships, 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 to 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.



# Dinuba High School



## Agriculture Education

# **PART TWO:**

## **Supplementary Materials for Comprehensive Program Plan**

# Supporting Documentation

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- |  |   |
|--|---|
| 1. Student Data Sheets                           | 24. CATA Membership Card                  |
| 2. Permanent Student Files                       | 25. Professional Development Report       |
| 3. Course Outlines                               | 26. Five Year Acquisition List            |
| 4. Gradebook                                     | 27. Current Budget                        |
| 5. SAE Visit Forms                               | 28. Budget Description                    |
| 6. Board Policy for SAE                          | 29. N/A (Department Chair)                |
| 7. Board Policy for FFA                          | 30. Chart of Responsibilities             |
| 8. Program of Activities                         | 31. Substitute Teacher Procedures & Plans |
| 9. Recruitment                                   | 32. Program Completer Description         |
| 10. FFA Chapter Scrapbook                        | 33. Reimbursement Process                 |
| 11. Summer Calendar                              |   |
| 12. Graduate Follow Up Survey                    |   |
| 13. Graduate Follow Up Results                   |   |
| 14. Comprehensive Program Plan                   |   |
| 15. Advisory Committee Agendas                   |   |
| 16. Advisory Committee Minutes                   |   |
| 17. Advisory Committee Constitution<br>& By-Laws |   |
| 18. Proficiency Standards                        |   |
| 19. Teacher Credentials                          |   |
| 20. Activities Calendar                          |   |
| 21. Professional Development                     |   |
| 22. Current R-2 Report                           |   |
| 23. Travel Request                               |   |

# **1. Student Data Sheets**

# AGRICULTURAL EDUCATION – STUDENT DATA CAREER PLAN DATA SHEET

A. Name: ~~XXXXXXXXXX~~ F  
(Print) Last First MI

B. Gender: (Circle One) Male Female

C. Birthdate: May 2, 1996 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

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

F. Program Of Instruction Being Pursued: (Select Only One)  
☒ Ornamental Horticulture ~ Floriculture ~ Plant Science  
☐ Animal Science ~ Livestock  
☐ Agricultural Business Management ~ Leadership  
☐ Agricultural Mechanics ~ Welding  
☐ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)  
☒ I plan a career in agriculture  
☐ I don't plan a career in agriculture, I just have an interest.  
☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)  
☐ White  
☒ Hispanic  
☐ Black  
☐ Filipino  
☐ Other (please state) \_\_\_\_\_  
☐ Asian or Pacific Islander  
☐ American Indian/Native Alaskan

I. Locator Data  
Street Address: ~~XXXXXXXXXX~~  
City, Zip Code: Denver, 93618  
Phone Number: ~~XXXXXXXXXX~~  
Parent/Guardian Name (Print Full Name for Each)  
Mr. Indiano Brito  
Ms./Mrs. Lucia Brito

J. 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 would like to become an elementary teacher, or be employed as Floriculture

K. Please indicate below your plans after graduation from high school (you may select more than one):  
1. Go to Work Full-Time \_\_\_\_\_  
2. No Further Education \_\_\_\_\_  
3. Community College \_\_\_\_\_  
4. Four Year College ☒  
5. Agriculture Major \_\_\_\_\_  
6. Non-Agriculture Major \_\_\_\_\_  
7. Go Into Military Service \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: ~~Bartha~~ Last First MI

B. Gender: (Circle One) Male ☒ Female ☐

C. Birthdate: 10-30-95 Age: 18

D. Year In Agriculture Program: (Circle One) 1 2 3 4

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

F. Program Of Instruction Being Pursued: (Select Only One)

☒ Ornamental Horticulture ~ Floriculture ~ Plant Science

☐ Animal Science ~ Livestock

☐ Agricultural Business Management ~ Leadership

☐ Agricultural Mechanics ~ Welding

☐ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)

☐ I plan a career in agriculture

☒ I don't plan a career in agriculture, I just have an interest.

☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)

☐ White

☒ Hispanic

☐ Black

☐ Filipino

☐ Other (please state) \_\_\_\_\_

☐ Asian or Pacific Islander

☐ American Indian/Native Alaskan

I. Locator Data

Street Address: ~~168 E. Garfield St~~

City, Zip Code: Dinwiddie 93618

Phone Number: (559) 590-9600

Parent/Guardian Name (Print Full Name for Each)

Mr. Frank S. ~~Frank S. Frank~~

Ms./Mrs. Bartha ~~Bartha~~

J. 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.

Social work (Floriculture)

K. Please indicate below your plans after graduation from high school (you may select more than one):

1. Go to Work Full-Time \_\_\_\_\_

2. No Further Education \_\_\_\_\_

3. Community College ☒

4. Four Year College ☒

5. Agriculture Major ☒

6. Non-Agriculture Major \_\_\_\_\_

7. Go Into Military Service \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: ~~XXXXXXXXXX~~ (Print) Last First MI

B. Gender: (Circle One) Male Female

C. Birthdate: 11/24/97 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 3 4

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

F. Program Of Instruction Being Pursued: (Select Only One)  
☒ Ornamental Horticulture ~ Floriculture ~ Plant Science  
☐ Animal Science ~ Livestock  
☐ Agricultural Business Management ~ Leadership  
☐ Agricultural Mechanics ~ Welding  
☒ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)  
☒ I plan a career in agriculture  
☒ I don't plan a career in agriculture, I just have an interest.  
☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)  
☐ White  
☒ Hispanic  
☐ Black  
☐ Filipino  
☐ Other (please state) \_\_\_\_\_  
☐ Asian or Pacific Islander  
☐ American Indian/Native Alaskan

I. Locator Data

Street Address: ~~XXXXXXXXXX~~  
 City, Zip Code: DINUBA CA 93018  
 Phone Number: (559) 595-8767  
 Parent/Guardian Name (Print Full Name for Each)  
 Mr. ALEJANDRO  
 Ms./Mrs. OFELIA

J. 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 WOULD EITHER LOVE TO BE A VET OR (BE A PASTRY CHEF)

K. Please indicate below your plans after graduation from high school (you may select more than one):

1. Go to Work Full-Time \_\_\_\_\_

2. No Further Education \_\_\_\_\_

3. Community College X

4. Four Year College X

5. Agriculture Major \_\_\_\_\_

6. Non-Agriculture Major \_\_\_\_\_

7. Go Into Military Service \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~  
(Print) Last First MI

B. Gender: (Circle One) Male ☒ Female ☐

C. Birthdate: 06/05/1996 Age: 17  
1 2 3 4  
9 10 11 12

D. Year In Agriculture Program: (Circle One) ☒ 1 ☐ 2 ☐ 3 ☐ 4

E. Grade Level in School: (Circle One) ☒ 9 ☐ 10 ☐ 11 ☐ 12

F. Program Of Instruction Being Pursued: (Select Only One)  
☒ Ornamental Horticulture ~ Floriculture ~ Plant Science  
☐ Animal Science ~ Livestock  
☐ Agricultural Business Management ~ Leadership  
☐ Agricultural Mechanics ~ Welding  
☐ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)  
☐ I plan a career in agriculture  
☒ I don't plan a career in agriculture, I just have an interest.  
☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)  
☐ White  
☒ Hispanic  
☐ Black  
☐ Filipino  
☐ Other (please state) \_\_\_\_\_  
☐ Asian or Pacific Islander  
☐ American Indian/Native Alaskan

I. Locator Data  
Street Address: ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~ "D" St  
City, Zip Code: Dinuba CA 93618  
Phone Number: (559) 386-9627

Parent/Guardian Name (Print Full Name for Each)  
Mr. Salvador ~~XXXXXXXXXX~~  
Ms./Mrs. Perica ~~XXXXXXXXXX~~

J. 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.  
Secondary School Teacher

K. Please indicate below your plans after graduation from high school (you may select more than one):  
1. Go to Work Full-Time \_\_\_\_\_  
2. No Further Education \_\_\_\_\_  
3. Community College \_\_\_\_\_  
4. Four Year College ☒  
5. Agriculture Major \_\_\_\_\_  
6. Non-Agriculture Major \_\_\_\_\_  
7. Go Into Military Service \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: ~~Mr. [redacted]~~ (Print) Last First MI NY

B. Gender: (Circle One) (Male) Female

C. Birthdate: May 22 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 (4)

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

F. Program Of Instruction Being Pursued: (Select Only One)

☒ Ornamental Horticulture ~ Floriculture ~ Plant Science

☐ Animal Science ~ Livestock

☐ Agricultural Business Management ~ Leadership

☐ Agricultural Mechanics ~ Welding

☒ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)

☒ I plan a career in agriculture

☐ I don't plan a career in agriculture, I just have an interest.

☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)

☒ White → rasist

☐ Hispanic

☐ Black

☐ Filipino

☐ Other (please state) \_\_\_\_\_

☐ Asian or Pacific Islander

☐ American Indian/Native Alaskan

I. Locator Data

Street Address: [redacted]

City, Zip Code: 93618

Phone Number: \_\_\_\_\_

Parent/Guardian Name (Print Full Name for Each)

Mr. Stephen

Ms./Mrs. Connie

J. 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.

Landscaper design or Movie biologist

low to travel

K. Please indicate below your plans after graduation from high school (you may select more than one):

1. Go to Work Full-Time ☐

2. No Further Education ☐

3. Community College ☒

4. Four Year College ☐

5. Agriculture Major ☐

6. Non-Agriculture Major ☐

7. Go Into Military Service ☒

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: [REDACTED] First [REDACTED] MI [REDACTED]  
(Print) Last

B. Gender: (Circle One) Male Female

C. Birthdate: 8/19/96 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 4

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

F. Program Of Instruction Being Pursued: (Select Only One)  
Ornamental Horticulture ~ Floriculture ~ Plant Science  
Animal Science ~ Livestock  
Agricultural Business Management ~ Leadership  
Agricultural Mechanics ~ Welding  
Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)  
I plan a career in agriculture  
I don't plan a career in agriculture, I just have an interest.  
Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)  
Hispanic  
White  
Black  
Filipino  
Other(please state) \_\_\_\_\_  
Asian or Pacific Islander  
American Indian/Native Alaskan

I. Locator Data

Street Address: [REDACTED]

City, Zip Code: Dubuque 93618

Phone Number: 5590 802-02-58

Parent/Guardian Name (Print Full Name for Each)  
Mr. Ignacio [REDACTED]  
Ms./Mrs. Patricia [REDACTED]

J. 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'm going to study business while in the air force

K. Please indicate below your plans after graduation from high school (you may select more than one):

1. Go to Work Full-Time \_\_\_\_\_

2. No Further Education \_\_\_\_\_

3. Community College \_\_\_\_\_

4. Four Year College \_\_\_\_\_

5. Agriculture Major X

6. Non-Agriculture Major X

7. Go Into Military Service X

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

- A. Name: I Samanthra  
(Print) Last First MI
- B. Gender: (Circle One) Male Female
- C. Birthdate: August 2, 1996 Age: 14 1/2
- D. Year In Agriculture Program: (Circle One) 1 2 3 4
- E. Grade Level in School: (Circle One) 10 11 12
- F. Program Of Instruction Being Pursued: (Select Only One)  
☐ Ornamental Horticulture ~ Floriculture ~ Plant Science  
☐ Animal Science ~ Livestock  
☒ Agricultural Business Management ~ Leadership  
☒ Agricultural Mechanics ~ Welding  
☐ Agricultural Sciences ~ Vet Sciences
- G. I am taking my current ag class because: (Select One)  
☒ I plan a career in agriculture  
☒ I don't plan a career in agriculture, I just have an interest.  
☐ Not interested, placed in this class.
- H. Ethnic Origin: (Select Only One)  
☐ White  
☒ Hispanic  
☐ Black  
☐ Filipino  
☐ Other (please state) \_\_\_\_\_  
☐ Asian or Pacific Islander  
☐ American Indian/Native Alaskan

- I. Locator Data  
 Street Address: 20720 [redacted]  
 City, Zip Code: Blumington, IN 47401  
 Phone Number: [redacted]
- Parent/Guardian Name (Print Full Name for Each)  
 Mr. Jose A. [redacted]  
 Ms./Mrs. Blanca [redacted]
- J. 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.  
(plastic surgeon)  
welding/mechanic
- K. Please indicate below your plans after graduation from high school (you may select more than one):  
 1. Go to Work Full-Time \_\_\_\_\_  
 2. No Further Education \_\_\_\_\_  
 3. Community College X  
 4. Four Year College \_\_\_\_\_  
 5. Agriculture Major \_\_\_\_\_  
 6. Non-Agriculture Major \_\_\_\_\_  
 7. Go Into Military Service X

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name [Redacted], Arnold JR.  
(Print) Last First MI

B. Gender: (Circle One) (Male) Female

C. Birthdate: February 8, 1996 Age: 15

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level in School: (Circle One) 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)  
☐ Ornamental Horticulture ~ Floriculture ~ Plant Science  
☐ Animal Science ~ Livestock  
☐ Agricultural Business Management ~ Leadership  
☒ Agricultural Mechanics ~ Welding  
☐ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)  
☒ I plan a career in agriculture  
☐ I don't plan a career in agriculture, I just have an interest.  
☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)  
☐ White  
☒ Hispanic  
☐ Black  
☐ Filipino  
☐ Other (please state) \_\_\_\_\_  
☐ Asian or Pacific Islander  
☐ American Indian/Native Alaskan

I. Locator Data  
 Street Address: [Redacted]  
 City, Zip Code: Orsi 93647  
 Phone Number: [Redacted]  
 Parent/Guardian Name (Print Full Name for Each)  
 Mr. Arnold [Redacted]  
 Ms./Mrs. Elizabeth [Redacted]

J. 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.  
NFL (Ag Science)  
 \_\_\_\_\_  
 \_\_\_\_\_

K. Please indicate below your plans after graduation from high school (you may select more than one):

1. Go to Work Full-Time	<u>✓</u>
2. No Further Education	<u>—</u>
3. Community College	<u>✓</u>
4. Four Year College	<u>—</u>
5. Agriculture Major	<u>✓</u>
6. Non-Agriculture Major	<u>—</u>
7. Go Into Military Service	<u>—</u>

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name Edgar (Print) Last First MI

B. Gender: (Circle One) (Male) Female

C. Birthdate: April 8, 96 Age: 14

D. Year in Agriculture Program: (Circle One) 2 3 4

E. Grade Level in School: (Circle One) 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

☐ Ornamental Horticulture ~ Floriculture ~ Plant Science

☐ Animal Science ~ Livestock

☒ Agricultural Business Management ~ Leadership

☒ Agricultural Mechanics ~ Welding

☐ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)

☐ I plan a career in agriculture

☒ I don't plan a career in agriculture, I just have an interest.

☐ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)

☐ White

☒ Hispanic

☐ Black

☐ Filipino

☐ Other (please state) \_\_\_\_\_

☐ Asian or Pacific Islander

☐ American Indian/Native Alaskan

I. Locator Data

Street Address: 2222

City, Zip Code: Dubuque, IA 52001

Phone Number: 515-281-1234

Parent/Guardian Name (Print Full Name for Each)

Mr. Joseph

Ms./Mrs. Beatrice

J. 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.

Member of the SWAT

(welding)

K. Please indicate below your plans after graduation from high school (you may select more than one):

1. Go to Work Full-Time ☐

2. No Further Education ☐

3. Community College ☐

4. Four Year College ☒

5. Agriculture Major ☐

6. Non-Agriculture Major ☐

7. Go Into Military Service ☒

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: [Redacted] Marcos A.  
(Print) Last First MI

B. Gender: (Circle One) (Male) Female

C. Birthdate: 10-31-96 Age: 14

D. Year In Agriculture Program: (Circle One) (2) 2 3 (4)

E. Grade Level in School: (Circle One) (10) 10 11 (12)

F. Program Of Instruction Being Pursued: (Select Only One)  
 \_\_\_\_\_ Ornamental Horticulture ~ Floriculture ~ Plant Science  
 \_\_\_\_\_ Animal Science ~ Livestock  
 \_\_\_\_\_ Agricultural Business Management ~ Leadership  
☒ Agricultural Mechanics ~ Welding  
 \_\_\_\_\_ Agricultural Sciences ~ Vet Sciences

G. I am taking my current ag class because: (Select One)  
 \_\_\_\_\_ I plan a career in agriculture  
☒ I don't plan a career in agriculture, I just have an interest.  
 \_\_\_\_\_ Not interested, placed in this class.

H. Ethnic Origin: (Select Only One)  
 \_\_\_\_\_ White  
☒ Hispanic  
 \_\_\_\_\_ Black  
 \_\_\_\_\_ Filipino  
 \_\_\_\_\_ Other (please state) \_\_\_\_\_  
 \_\_\_\_\_ Asian or Pacific Islander  
 \_\_\_\_\_ American Indian/Native Alaskan

I. Locator Data  
 Street Address: [Redacted]  
 City, Zip Code: Dinuba, CA 93618  
 Phone Number: [Redacted]  
 Parent/Guardian Name (Print Full Name for Each)  
 Mr. Rosendo Jr. [Redacted]  
 Ms./Mrs. Lorena [Redacted]

J. 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.  
Welding  
 \_\_\_\_\_  
 \_\_\_\_\_

K. Please indicate below your plans after graduation from high school (you may select more than one):  
 1. Go to Work Full-Time \_\_\_\_\_  
 2. No Further Education \_\_\_\_\_  
 3. Community College ☒  
 4. Four Year College \_\_\_\_\_  
 5. Agriculture Major \_\_\_\_\_  
 6. Non-Agriculture Major \_\_\_\_\_  
 7. Go Into Military Service \_\_\_\_\_

## **2. Permanent Student Files**

# Dinuba FFA

## Permanent Student Files

- Record Books stacked sorted by year
- State degree recipients are stored in office
- American Degree recipients are also saved and separated
- After evaluating the roster for qualifying state degrees, we pull those books for review
- Next year we have year-long classes, so students will be filed alphabetically



# STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. List all classes previously taken, currently being taken, and planned to be taken in the future.

FRESHMAN YEAR

(20--)

SOPHOMORE YEAR

(20 - )

JUNIOR YEAR

(20\_\_ - \_\_)

SENIOR YEAR

(20--1)

[illegible]

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

[illegible]

N. Planned Departmental Activities (FFA)

[illegible]

### **3. Course Outlines**

## Dinuba High School Agriculture Department

Teacher: Mrs. Henderson

Email: [chenderson@dinuba.k12.ca.us](mailto:chenderson@dinuba.k12.ca.us)

Phone: 595-7247

Office Hours: afterschool until 4:00

# The Art & History of Floral Design

### Course Description

This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

### Course Objectives

- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate different floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements of design used in floral designs.
- Participate in basic horticulture production; demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding project for flowers used in the event including pricing and planning of designs.
- Motivate you as a consumer to appreciate floral design.
- Discover and consider possible careers as a professional in the floral industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the floral industry.

### Course Outline

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Art History Time Periods
- Important Artists and their Impacts
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Basic Horticulture & Production
- Flower and Plant Identification
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities in Floral Design & the FFA

### Materials Needed

- ~ Pen & pencil (highlighter and colored pencils are helpful, but not required)
- ~ 3 Subject Binder or a section in your binder with dividers
- ~ 1" White Binder with clear cover for Professional Portfolio (closer to end of semester)

## Grading

30%	A. Classroom Assignments and Homework (Arrangement Evaluations, chapter worksheets)
30%	B. Tests and Quizzes (on each Unit and the Final)
20%	C. Project Reports (Wedding Project, Art History Timeline, Professional Portfolio)
5%	D. Class Notebook – Binder (Unit Packet notes, study guides for tests)
10%	E. FFA Participation (5 activities per semester)
5%	F. California Agriculture Record Book / Approved SAE Project (done in class)
<u>100%</u>	<u>Total</u>

- A. Classroom Assignments and Homework: All daily activities are included in this category, such as video notes, work from the book, pricing estimates on the arrangements, and most importantly your arrangement evaluations. After each arrangement we make in class (whether it is for a customer or yourself) you will need to do a write-up on it, reflecting on what you learned. All general homework and classwork is included in this 30%.
- B. Tests and Quizzes: Anytime we have a quiz or a test the points will count in this category. For all unit tests I will give you a study guide to review what will be on the test. The final is also included in this category.
- C. Project Reports: All of our large projects or research reports will count here, such as the Wedding Project, your Professional Portfolio, the Art History project, and even any art projects in class like a collage. It important to complete these projects since they make up 20% of your grade.
- D. Class Notebook: Each student is required to maintain a binder or notebook for this class. Students should keep all handouts, notes, and class/homework organized in their notebook. The 5% portion of their grade earned from the Binder comes from their Unit Note Packet turned in at the end of each topic unit and binder checks. You will also keep the outlines of each arrangement, the pricing sheets, and ID notes.
- E. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 5 FFA Activities per semester.
- F. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

## Student Responsibilities

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assist in meeting the expectations of the department.

## Classroom Rules

1. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings. Students should have class materials (binder, book, writing utensil, etc.) ready at the start of class.
2. Students are expected to BE RESPECTFUL and treat their teachers, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
3. Students are expected to BE RESPONSIBLE and BE ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

## Late Work & Class Absences

Late assignments receive half credit of points earned.

Students may turn in late work from each grading period until the Wednesday before each grading period closes.

It is the student's responsibility to make up classwork and tests/quizzes.

After missing a class period, the student should get their classwork from the teacher at the beginning of the next class period.

All absent work is allowed the same time missed to make up work (if you are absent on Monday, you have Tuesday to make it up and it is due on Wednesday). One day absent = one day of make-up time.

## Dinuba High School Agriculture Department

Teacher: Mrs. Henderson

Phone: 595-7247

Email: [chenderson@dinuba.k12.ca.us](mailto:chenderson@dinuba.k12.ca.us)

Office Hours: afterschool until 4:00

### Agriculture Biology

#### Course Description

This class 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 principles and interrelationships among the following topics: the cellular aspects of life including growth and reproduction in plants and animals; genetic principles; evolution of modern plants and animals species; ecological relationships among plants, animals, humans and the environment; and physiological principles including function of major body systems and especially the immune system. 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 Objectives

- Instruction in science for students interested in agricultural careers.
- Expose students to laboratory safety and techniques using class activities.
- Develop a sense of the interrelationships between living things, the earth, and physical science and their relationship to agricultural applications.
- Meet the California Standards developed for Biology and show success in the annual test.
- Teach the California Agricultural Standards for Agriscience and develop a personal plan to complete an agriculture career pathway.
- Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
- Motivate students to appreciate agriculture as members of our community, and as a possible professional in the agriculture industry. Instill leadership and personal development in each student.

#### Course Outline

- Unit 1 – Introduction to Biology & Science & the Scientific Method
  - Introduction to Agriculture Science & Important History
  - Scientific Investigation and Experimentation
- Unit 2 – Ecology & the Environment
  - Agricultural Ecology & the Environment
  - Biomes, Ecosystems, Conservation
  - Populations & Organism Relationships
- Unit 3 – Cells & Their Life Processes
  - Cellular Organelles & Functions
  - Cell Life Cycle, Reproduction, and Processes
- Unit 4 – Bacteria, Viruses, & Disease
  - Bacteria Types, Viruses, & Vaccinations
  - Common Diseases & Prevention
- Unit 5 – Nucleic Acids & Protein Synthesis
  - DNA Structure & Replication
  - RNA, Transcription, Translation
  - Protein Synthesis
- Unit 6 – Genetics
  - Heredity & Chromosomes
  - Meiosis, Mitosis, and Mendel's Traits
- Unit 7 – Evolution
  - Evolution & Agriculture's Role
  - Natural & Artificial Selection
  - Speciation & Evolutionary Causes
- Unit 9 – Physiology
  - Human Body Systems
- Unit 10 – FFA, SAE, & Record Books
  - The FFA & Leadership Development
  - Supervised Agricultural Experiences & Keeping Records
  - Professional Opportunities in Agriculture Science & Biology

## Materials Needed

- ~ A section in your binder, pen & pencil (highlighter and colored pencils are helpful, but not required)
- ~ Biology Textbook & Unit Packets EVERYDAY

## Grading

35%	A. Tests and Quizzes
20%	B. Projects, Special Assignments, and Homework
20%	C. Class Activities, Labs, and Participation
10%	D. Binder Checks and Note Packets for each unit
10%	E. FFA Participation (5 activities per semester)
5%	F. California Agriculture Record Book / Approved SAE Project
<hr/> 100%	<hr/> Total

- A. Tests and Quizzes: This section includes all of quick quizzes, unit tests, and the final. For all unit tests I will give you a study guide to review what will be on the test. The final is also included in this category.
- B. Projects, Special Assignments, and Homework: On occasion we have a research project, like the Biome regions of the earth, or an important disease/virus that you need to complete on your own. Also, on rare occasions you need to complete work at home (if you don't finish during classtime).
- C. Class Activities, Labs, and Participation: This grading section includes daily in-class activities and labs and their correlating worksheets, as well as lab activities and reports. Students actively involved in classroom activities, groupwork, and participating in discussions will receive full credit in the participation category.
- D. Binder Checks & Note Packets: Binder Checks will be conducted in class to check for completed notes; organization, old tests/quizzes, and study guides. A minimum of a 2 day warning will be given before the check occurs. At the end of each topic unit, all notes will be put in order, used to complete a study guide, and turned in on the test day. These packets will be graded on completeness, neatness, and their entirety.
- E. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 5 FFA Activities per semester.
- F. California Agriculture Record Book / Approved SAE Project: Students will begin a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is part of the student's grade. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, computer work, scientific research, marketing, community service, gardening, landscaping, and livestock (breeding or market animals).

## Classroom Rules & Student Responsibilities

1. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their assigned seat when the bell rings. Students should have class materials (binder, book, writing utensil, etc.) ready at the start of class, before the bell rings.
  2. Students are expected to BE RESPECTFUL and treat their teachers, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated. Referrals and/or steps will be given.
  3. Students are expected to BE RESPONSIBLE and BE ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.
- The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assist in meeting the expectations of the department.

## Late Work & Class Absences

Late assignments receive half credit of points earned.

it is the student's responsibility to make up classwork and tests/quizzes. Tests and Quizzes will usually need to be made up afterschool. After missing a class period, the student should get their classwork from the teacher at the beginning of the next class period.

One day absent = one day of make-up time.

## **4. Gradebook**



Dinuba Joint Union High School

Agricultural Department

340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247

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## 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.



PowerTeacher Gradebook: CHRISTINE HENDERSON - Dimubia High School

File

Edit

View

Tools

Attendance

Window

Help

Semester 2

2(A) Horticulture

2(A) Student Assistant

3(A) Ag Biology P

3(A) Student Assistant

3(A) Science Lab Assistant

4(A) Ag Biology P

4(A) Science Lab Assistant

4(A) Student Assistant

Student Groups

Active (20)

Dropped (6)

Score Sheet

Reporting Term: S2

S2 In Progress

Mode:

Assignments

Class Content

Grade Setup

Student Info

Reports

Attendance

Notifications

Students (20)

DAISY

ALEXA

... O JUAREZ, ...

CHAVEZ, MAKAYLA

... LE...

...

... JACLYN

... JOSE

SHELBY

RICARDO

JESSICA

DENISE

CARMEN

ILIAN

KAMEA

DIANA

ILLIANA

CRYSTAL

SAMANTHA

...

(S2) Final Grade

91%

99%

101%

93%

73%

70%

72%

58%

93%

64%

96%

96%

99%

62%

92%

88%

61%

103%

93%

96%

A

A

A+

A

C

C

C

F

A

D

A

A

A

D

A

B+

D

A+

A

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Signed Syllabus

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Summary

Revert

Save

Categories

Filter Off

ALL

Class Part, Labs

FFA Activities

Homework

Homework & Projects

Notebook - Binder

Project

SAE & Record Book

PowerTeacher Gradebook: CHRISTIE HENRIKSON - Dinuba High School

File Edit View Tools Attendance Window Help

Semester 2

Classes

- 2(A) Floriculture
- 2(A) Student Assistant
- 3(A) Ag Biology P
- 3(A) Student Assistant
- 3(A) Science Lab Assistant
- 4(A) Ag Biology P
- 4(A) Science Lab Assistant
- 4(A) Student Assistant
- Student Groups

Active (24)  
Dropped (11)

Highlight Selected

Reporting Term: S2

Start: 10/06/2014 Mon

End: 05/30/2014 Fri

Mode: Calculations

Grade Scales

Score Sheet Assignments Student Info Grade Setup Class Content Reports

Attendance Notifications

Number of low scores to discard: 0

Calculate S2 final grade using:

- ☐ Total points
- ☐ Term Weights / Standards Weights
- ☒ Category Weights

Category Weights

Name	Weight	Percent	Drop Low
Class Part, Labs	20	20.0000%	0
FFA Activities	10	10.0000%	0
Homework & Projects	20	20.0000%	0
Notebook - Binder	10	10.0000%	0
SAE & Record Book	5	5.0000%	0

Remove

Arrows point to "Class Part, Labs" and "Notebook - Binder" in the list.

Buttons: Add Category, Add Assignment, Revert, Save

PowerTeacher Gradebook: CHRISTINE HEIDEN - Dimock High School

File Edit View Tools Attendance Window Help

Semester 2

2(A) Agriculture

2(A) Student Assistant

3(A) Ag Biology P

3(A) Student Assistant

3(A) Science Lab Assistant

4(A) Ag Biology P

4(A) Science Lab Assistant

4(A) Student Assistant

Student Groups

+ - Highlight Selected

Active (20)

Dropped (6)

Classes

2(A) Agriculture

2(A) Student Assistant

3(A) Ag Biology P

3(A) Student Assistant

3(A) Science Lab Assistant

4(A) Ag Biology P

4(A) Science Lab Assistant

4(A) Student Assistant

Student Groups

+ - Highlight Selected

Active (20)

Dropped (6)

Reporting Term: S2

Start: 01/06/2014 Mon

End: 05/30/2014 Fri

Mode: Calculations

Grade Scales

Scoresheet Assignments Student Info Grade Setup Class Content Reports

Attendance

Notifications

Calculate S2 final grade using: **copy**

☐ Total points

☐ Term Weights / Standards Weights

☒ Category Weights

Number of low scores to discard: 0

Name	Weight	Percent	Drop Low
FFA Activities	10	10.000%	0
Homework	20	20.000%	0
Notebook - Binder	5	5.000%	0
Project	20	20.000%	0
SAE & Record Book	5	5.000%	0

→

→

Add Category

Add Assignment

Remove

Categories

Filter Off

Class Part, Labs

FFA Activities

Homework

Homework & Projects

Notebook - Binder

Project

SAE & Record Book

Test & Quiz

Revert

Save

## **5. SAE Visit Forms**



Dinuba High School Agriculture Department  
Dinuba FFA  
340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247



## Visitation Report

Name of Student: Dakota [redacted] Date: 4/17/14

Course(s) Enrolled: Vet Science Grade Level: 12

Counselor's Name: Mr. Shinn Length of Visit: 15 min

Parent/Guardian Name: Arishy [redacted] Relation: Mother

Objective of Visit: (Circle all that Apply)

Meet Parents ☐ Plan the SAE ☐ Inform about Ag Program ☐ Complete Student Data Sheet

Other: Review State degree App.

Topics Covered: State degree requirements  
& new opportunities

Project Goals: State & Am. Degree

FFA Goals: pathway completed

Academic & Career Goals: Beef Industry/Animal Science  
RC / 4-year un. / CSU Fresno

Miscellaneous Information: \_\_\_\_\_

Tentative Date of Next Visit: \_\_\_\_\_ Purpose: \_\_\_\_\_

Student Signature: Dakota [redacted]

Advisor Signature: [Signature]



Dinuba High School Agriculture Department  
Dinuba FFA  
340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247



## Visitation Report

Name of Student: Nathan [REDACTED] Date: 2/22/14

Course(s) Enrolled: landscape Grade Level: 12

Counselor's Name: Mr. Shin Length of Visit: 20 min.

Parent/Guardian Name: \_\_\_\_\_ Relation: mother

Objective of Visit: (Circle all that Apply)

☒ Meet Parents ☒ Plan the SAE ☐ Inform about Ag Program ☐ Complete Student Data Sheet

Other: complete/analyze Am. Deg. plans

Topics Covered: State Degree / American Degree  
- review current/planned SAE

Project Goals: earn Am. Degree

FFA Goals: pathway completion

Academic & Career Goals: Navy ROTC, landscape architect

Miscellaneous Information: \_\_\_\_\_

Tentative Date of Next Visit: \_\_\_\_\_ Purpose: \_\_\_\_\_

Student Signature: [Signature]

Advisor Signature: [Signature]



Dinuba High School Agriculture Department  
Dinuba FFA  
340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247



## Visitation Report

Name of Student: Jacqueline [REDACTED] Date: 2/13/14

Course(s) Enrolled: Ag Bio Grade Level: 11

Counselor's Name: Mrs. Dai Length of Visit: 20 min.

Parent/Guardian Name: \_\_\_\_\_ Relation: mother

Objective of Visit: (Circle all that Apply)

Meet Parents ☒ Plan the SAE ☐ Inform about Ag Program ☐ Complete Student Data Sheet

Other: review current SAE

Topics Covered: State Degree Requirements

Project Goals: Earn State Degree next year

FFA Goals: pathway completion

Academic & Career Goals: Reedley College, work in floral industry

Miscellaneous Information: \_\_\_\_\_

Tentative Date of Next Visit: \_\_\_\_\_ Purpose: \_\_\_\_\_

Student Signature: Jacqueline [REDACTED]

Advisor Signature: [Signature]



Dinuba High School Agriculture Department  
Dinuba FFA  
340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247



## Visitation Report

Name of Student: William [redacted] Date: 3/7/14

Course(s) Enrolled: Landscape (last sem) Grade Level: 11

Counselor's Name: Mrs. Dail Length of Visit: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Objective of Visit: (Circle all that Apply)

Meet Parents Plan the SAE Inform about Ag Program Complete Student Data Sheet

Other: review SAE plans / State Degree requirement

Topics Covered: Current & future SAEs - plants/trees

Project Goals: job this summer w/ PCA / OSH

FFA Goals: State degree - more leadership

Academic & Career Goals: PCA license

Miscellaneous Information: \_\_\_\_\_

Tentative Date of Next Visit: \_\_\_\_\_ Purpose: \_\_\_\_\_

Student Signature: [Signature]

Advisor Signature: [Signature]

# SAE Visit

Name:

Fatema [redacted]

Type of Project:

greenhouse - Primulas

Meeting Dates & Attendance:

Date:	Thurs	Thurs	Thurs	Thurs	Thurs
Present:	OK	OK	OK	OK	OK

Date:					
Present:					

Parent - Student Meeting Attendance:

Date:		
Present:		

Showmanship Practice & Attendance:

Date:			
Present:			

Weight Tracking:

Date:				
Weight:				

General Progress:

gnd - currently selling \$2/each

Goals of Project:

sell all by March 2012

Progress towards goals / Achievements:

For Livestock:

Breed, Color, Markings of Animal:

Type of Feed:

Amount of Feed Daily:

For Breeding Project:

Date Bred:

Bred to:

Preg-Check:

For Plants/Crops:

Fertilizer Dates:

once/week

Type of Fertilizer, Soil, etc:

Location & Directions:

# SAE Visit

Name: Christian [REDACTED]  
Type of Project: greenhouse plants

Meeting Dates & Attendance:

Date:	Thurs	Thurs	Thurs	Thurs	Thurs
Present:	CA	CA	CA	CA	CA

Date:					
Present:					

~~Parent-Student Meeting Attendance:~~

Date:		
Present:		

~~Showmanship Practice & Attendance:~~

Date:			
Present:			

~~Weight Tracking:~~

Date:				
Weight:				

General Progress:

not good. too much water

Goals of Project:

sell at plant sale

Progress towards goals / Achievements:

~~For Livestock:~~

~~Breed, Color, Markings of Animal:~~

~~Type of Feed:~~

~~Amount of Feed Daily:~~

~~For Breeding Project:~~

~~Date Bred:~~

~~Bred to:~~

~~Preg-Check:~~

For Plants/Crops:

Fertilizer Dates: once (month)

Type of Fertilizer, Soil, etc:

ocation & Directions:

# SAE Visit

Name: Justin [redacted]  
Type of Project: Stear

✓ Bill of Sale  
✓ Loan  
Buyer  
✓ Transcript  
✓ Contracts

## Meeting Dates & Attendance:

Date:	4/13	4/21			
Present:	CA	CA			

Date:					
Present:					

## Parent – Student Meeting Attendance:

Date:			
Present:			

## Showmanship Practice & Attendance:

Date:			
Present:			

## Weight Tracking:

Date:	2/20			
Weight:	900			

## General Progress:

good

## Goals of Project:

Sell at TC Fair, BB scholar.

## Progress towards goals / Achievements:

needs to meet weight req.

## For Livestock:

Breed, Color, Markings of Animal: brown - short horn X \$1400  
Type of Feed: ~~Hay~~ Champion Choice 3 out Hay  
Amount of Feed Daily: unlimited

## For Breeding Project:

Date Bred: \_\_\_\_\_ Bred to: \_\_\_\_\_ Preg-Check: \_\_\_\_\_

## For Plants/Crops:

Fertilizer Dates: \_\_\_\_\_  
Type of Fertilizer, Soil, etc: \_\_\_\_\_

## Location & Directions:

at school

# SAE Visit

Name: Aaron [REDACTED]  
Type of Project: Steer

✓ Bill of Sale  
✓ Loan  
✓ 1/2 Buyer  
✓ transcript  
✓ Contracts

## Meeting Dates & Attendance:

Date:	1/13	1/21			
Present:	CA	CA			

Date:					
Present:					

## Parent - Student Meeting Attendance:

Date:		
Present:		

## Showmanship Practice & Attendance:

Date:			
Present:			

## Weight Tracking:

Date:	2/20			
Weight:	650			

## General Progress:

## Goals of Project:

sell at TC Fair, BB scholarship

## Progress towards goals / Achievements:

## For Livestock:

Breed, Color, Markings of Animal:

Type of Feed:

Amount of Feed Daily:

Maine Anjou X Black \$1400  
Champions Choice B oat hay  
unlimited

## For Breeding Project:

Date Bred:

Bred to:

Preg-Check:

## For Plants/Crops:

Fertilizer Dates:

Type of Fertilizer, Soil, etc:

## Location & Directions:

Pen 2

# SAE Visit

Name: Zack [REDACTED]  
Type of Project: Store

## Meeting Dates & Attendance:

Date:	4/13	4/21			
Present:	CA	CA			

Date:					
Present:					

## Parent – Student Meeting Attendance:

Date:		
Present:		

## Showmanship Practice & Attendance:

Date:			
Present:			

## Weight Tracking:

Date:	2/20			
Weight:	485			

## General Progress:

## Goals of Project:

## Progress towards goals / Achievements:

## For Livestock:

Breed, Color, Markings of Animal: Black - Friesian \$1400  
Type of Feed: Champions Choice + oat hay  
Amount of Feed Daily: unlimited thru March

## For Breeding Project:

Date Bred: \_\_\_\_\_ Bred to: \_\_\_\_\_ Preg-Check: \_\_\_\_\_

## For Plants/Crops:

Fertilizer Dates: \_\_\_\_\_

Type of Fertilizer, Soil, etc: \_\_\_\_\_

## Location & Directions:

Pen 2

# SAE Visit

Name:

Elijah

Type of Project:

Steer

- ✓ Bill of Sale
- ✓ Loan Submit/Approve
- ✓ Buyer Letters
- ✓ Transcript

Meeting Dates & Attendance:

Date:	1/13	1/21			
Present:	CA	CA			

Date:					
Present:					

Parent - Student Meeting Attendance:

Date:		
Present:		

Contracts ✓✓

Showmanship Practice & Attendance:

Date:			
Present:			

Weight Tracking:

Date:	1/17			
Weight:	750			

General Progress:

Goals of Project: sell at TC Fair, earn BB scholarship

Progress towards goals / Achievements: good quality steer

For Livestock:

Breed, Color, Markings of Animal: white-shorthorn cross #1300

Type of Feed: from Buyer

Amount of Feed Daily: Jan-Mar - free feed/grain & oat hay

For Breeding Project:

Date Bred:

Bred to:

Preg-Check:

For Plants/Crops:

Fertilizer Dates:

Type of Fertilizer, Soil, etc:

Location & Directions:

at school - pen 1

## **6. Board Policy for SAE**



# Dinuba Joint Union High School

## Agricultural Department

340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247

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## 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"
  - o 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:
  - o Organized classes of study of ag science and technology
  - o A student supervised occupational program in agriculture
  - o 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

51228 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**

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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

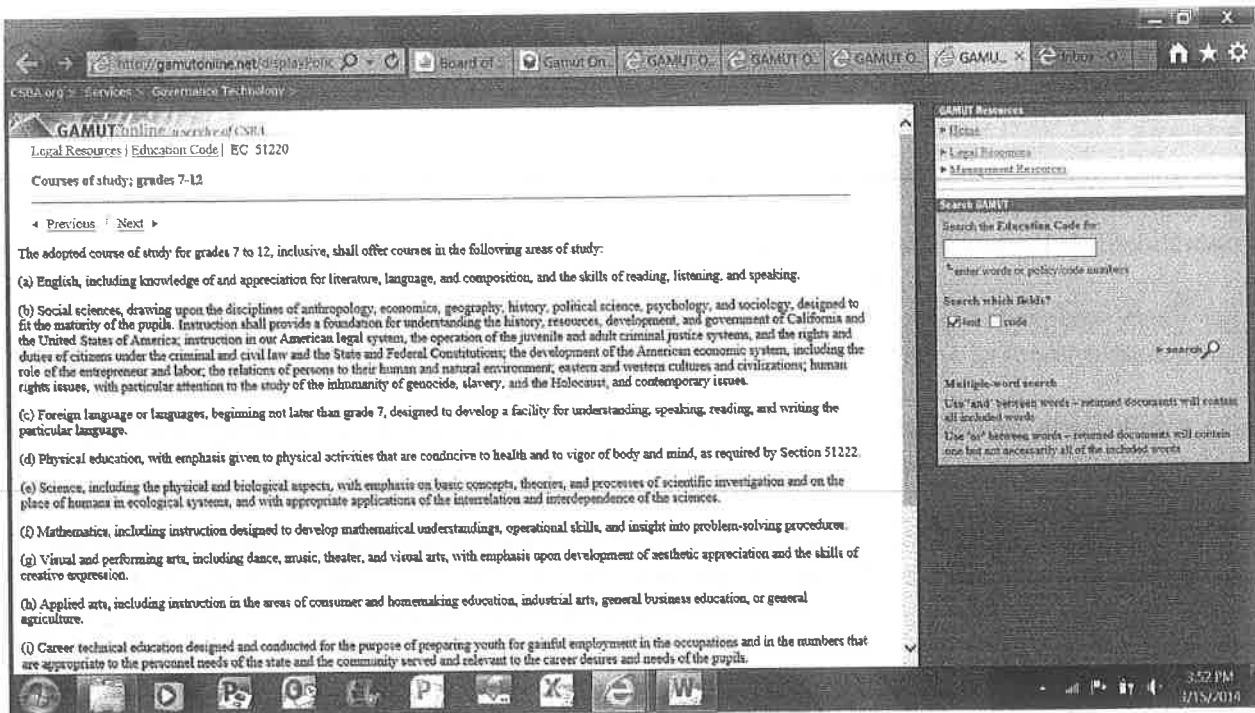
Legal Resources | Education Code | EC 52454 : **Program components**

(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)



## Legal Resources | Education Code | EC 51220

### 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 law 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)

## **7. Board Policy for FFA**



Dinuba Joint Union High School

Agricultural Department

340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247

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## Board Policy for FFA 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"
  - o 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:
  - o Organized classes of study of ag science and technology
  - o A student supervised occupational program in agriculture
  - o 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)

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

51228 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**

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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

(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)

 DINUBA USD Board Agenda Item	Agenda Item Title: FFA Annual Activities Calendar  Contact Person: Roy Browne, Dinuba High School, Agriculture Department  Information Date: August 13, 2013  Action Date:

## RECOMMENDATION

The DHS Agriculture Department recommends approval of their FFA Activities Calendar for the school year 2013-2014 (please see attached). All activities are supervised by advisors, Roy Browne, Tom Henderson, and Christine Henderson. Travel for activities are funded within the department and through FFA fundraising. Overnight trips are submitted separately for approval, but do appear on this list.

## DISCUSSION/RATIONALE

The FFA is a national organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. FFA is also an intracurricular assignment, incorporated into the grade for any agricultural education course, as granted from our federal and state charter, and is part of the California Department of Education, coordinated or supervised by state staff. FFA activities are part of the requirements for the Ag Incentive Grant and Perkins Grant.

## FISCAL IMPACT/ RESOURCE

Conference registrations for students are paid from our ASB account or the Agriculture Incentive Grant. Transportation (for all contests/events/travel) and advisor costs are paid for through Ag Incentive Grant. Overnight conferences (leadership) are paid from Perkins. Travel costs for contests overnight are covered by Ag Incentive Grant. California Agriculture Teachers Association (CATA) activities are covered by Perkins Grant. Fiscal Impact would only affect the departmental budget.

## BOARD REVISIONS



DINUBA USD  
Board Agenda Item

Agenda Item Title: FFA Overnight Trips

Contact Person: Roy Browne, Dinuba High School, Agriculture Department

Information Date: August 13, 2013

Action Date:

## RECOMMENDATION

The DHS Agriculture Department recommends approval of their FFA overnight field trips for the school year 2013-2014. All activities are supervised by advisors, Roy Browne, Thomas Henderson, or Christine Henderson. Travel for activities are funded within the department and through FFA fundraising.

### Dates of Trips:

August 6 – 8	Officer Retreat, Leadership Training – Cayucos Beach House
August 17 – 18	San Joaquin Region FFA Leadership Boot Camp
September 27 – 28	Chapter Officer Leadership Conference – SCICON, Springville
October 30 – Nov 2	National FFA Convention – Louisville, KY
January 10-11	St. Helena Vine Pruning Contest – Napa County
February 14 – 15	Made for Excellence & Advanced Leadership Academy(MFE-ALA) – Visalia
March 7 – 8	UC Davis Career Development Event Contests – Davis
April 12 – 15	State FFA Leadership Conference & Career Development Events – Fresno
May 2 – 3	State FFA Finals (Career Development Events) – Cal Poly, San Luis Obispo

## DISCUSSION/RATIONALE

The FFA is a national organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. FFA activities are part of the requirements for the Ag Incentive Grant and Perkins Grant.

These overnight trips are specifically for traveling to locations for Leadership Conferences and Career Development Events (judging team competitions). Contests held at UC Davis and Cal Poly San Luis Obispo requires students and advisors to travel the afternoon before the competition. Competitions began at 7:30 AM at these locations. Some of the conferences require overnight stays because hotel fees are included in the registration costs (MFE-ALA), and others have activities that go very late and start very early the following morning (State Conference at CSU Fresno).

## FISCAL IMPACT/ RESOURCE

Funding is through the FFA ASB account from fundraising, Agriculture Incentive Grant and Perkins Grant. Fiscal impact would only affect the departmental budget.

## BOARD REVISIONS

## **8. Program of Activities**

# Dinuba FFA

2013 – 2014

*"WHERE FFA FLOWS, LEADERSHIP GROWS!"*



# **TABLE OF CONTENTS**

<u><b>Description</b></u>	<u><b>Page Number</b></u>
Cover Page	1
Table of Contents	2
Chapter Officer Introduction	3
Advisor and Instructor Introduction	3
Advisory Committee Introduction	3
Dinuba FFA Introduction	4
President's Message	5
FFA Information	
Emblem	6
Official Dress	6
FFA & Agriculture Education Mission	7
Creed	8
Motto	8
Degree Requirements	9
Calendar of Activities	10
Dinuba FFA Constitution	12
Budgets	
FFA Activities	15
Market Swine	16
Market Sheep	16
Dairy Replacement Heifer	17
Market Beef	17
Chapter Activities and Goals	
Judging Teams and Contests	18
Community Service	18
Supervised Occupational Experience Projects	18
Chapter Applications	
Greenhand	19
Chapter Farmer	20
Chapter Officer	21
Chapter History	23



## **2013-2014 FFA THEME:**

**"WHERE FFA FLOWS, LEADERSHIP GROWS!"**

### **2013 - 2014 DINUBA FFA CHAPTER OFFICERS**



President	Selina Jimenez
Vice President	Elijah Alvarez
Secretary	Alfredo Alvarez
Treasurer	Salah Ali
Reporter	Gerardo Jaramillo
Sentinel	Justin Elizondo
Historian	Jackie Carter
ASB Representative	Kierra Rambonga

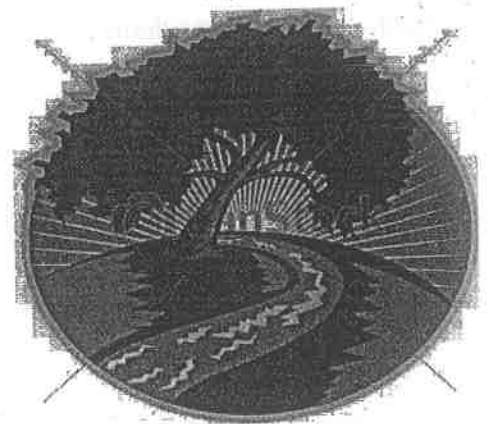
### **2013 - 2014 FFA ADVISORS AND INSTRUCTORS**

Mr. Roy Browne  
Veterinary Science  
Agriculture Science

Mr. Tom Henderson  
Agriculture Mechanics  
Agriculture Science  
Landscape Design

Mrs. Christine Henderson  
Floriculture  
Agriculture Biology

Ms. Maratsos, Cal Poly  
Teaching Units in:  
Ag Biology  
AgScience, Landscape Design, AgMechanics, and Floral Design



## **2013 – 2014 DINUBA AGRICULTURE ADVISORY COMMITTEE**

Tory Torosian	Torosian Organic Farms, Committee Chair
Mike Henderson	Ag Ranch and Real Estate Sales
Steve Soria	Soria Trucking and Agriculture Products
Hans Wilgenburg	Wilgenburg Greenhouses
James Garcia	Stone Fruit / Orchard Labor
Kris Costa	Curriculum Development, CEV
David Lopes	Reedley College Animal Science Instructor
Lannette Klassen	Veterinary Assistant and Technician



### **DINUBA FFA INTRODUCTION**

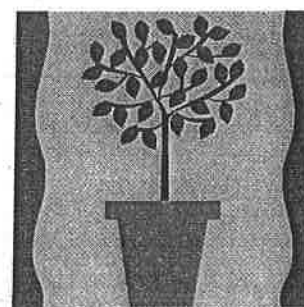
The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937. Today in California, there are over 60,000 FFA members 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 it's 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 2013-2014 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 Central Coast 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, "Where FFA Flows, Leadership Grows". 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,

Selina Jimenez  
2013-2014 Dinuba FFA 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**



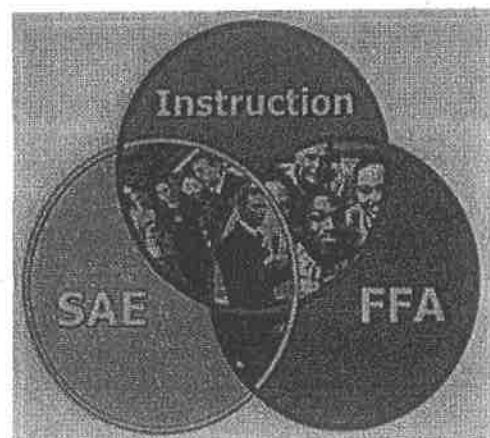
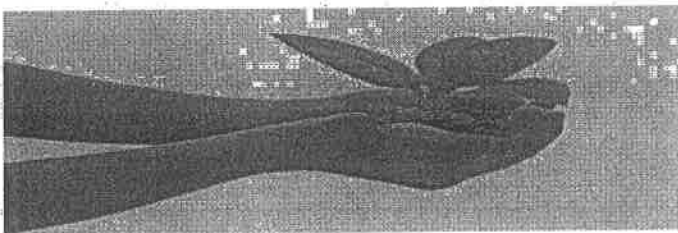
FFA makes positive differences in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

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

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

## FFA Motto

*"Learning to do  
Doing to learn  
Earning to live  
Living to serve"*

## **GREENHAND DEGREE**

1. Be enrolled in an Agriculture Education course.
2. Have an active Supervised Agricultural Experience Project or have plans for an SAE.
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 an Agriculture Education course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Agricultural Experience project.
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE.
6. Demonstrate knowledge of Parliamentary Procedure.

## **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, working at least 500 hours on your SAE (or work at least 500 unpaid hours in a SAE and earn/invest \$500).
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Dedicate at least 25 hours of community service.
8. 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 SAE.
6. Earn \$7500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE.

# **DINUBA FFA CALENDAR OF ACTIVITIES**

## **June 2013**

- 8 Petting Zoo – Farmers Day
- 11 Officer Parent Meeting
- 16 Serve Pancake Breakfast – for Lions Club – Memorial Bldg 6:30-11 AM
- 27 Unload Pigs

## **July 2013**

- weekly Livestock Showmanship Practices & Management

## **August 2013**

- 6 – 8 Officer Retreat – Cayucos
- 9-10 Sectional Officer Leadership Conference/Training
- 17 – 18 Team Building Boot Camp (SCICON) – SJ Region
- 14, 21, 28 Officer Meetings (Wednesdays at 3PM)
- 30 Spaghetti Dinner Fundraiser
- Weekly Livestock Showmanship Practices & Management

## **September 2013**

- 5 Barn Clean-Up
- 6 Pre-Fair
- 9 Haul In Tack for Fair
- 10 Haul In Animals & Weigh In
- 11 – 15 Tulare County Fair
- 11 Hog Show
- 12 Sheep & Steers Show
- 14 Market Auction at Fair
- 15 Load Out Tack for Fair
- 25 FFA Meeting @ Swimming Pool
- 27 – 28 COLC Chapter Officer Leadership Conference – SCICON
- 28 Raisin Day Petting Zoo
- 30 Opening Closing Speaking Contest @ Strathmore
- Weekly Officer Meetings (Wednesdays at 3PM)

## **October 2013**

- 1 Opening Closing Speaking Contest @ Lemoore
- 9 Sectional Finals - Opening Closing @ Tulare HS (Mission Oaks)
- 11 Livestock Checks available at TC Fair (if buyer has paid)
- 11 Drive Thru BBQ Fundraiser
- 12 Cotton Judging CDE @ Corcoran HS
- 16 Sectional FFA Meeting & Corn Maze
- 22 Greenhand Leadership Conference - Visalia
- 23 Agriculture Advisory Committee Meeting
- 25 Chapter Meeting – Halloween Barnival
- 30 – Nov 2 National FFA Convention
- Weekly Cotton Judging Practice
- Weekly Officer Meetings (Wednesdays at 3PM)

### November 2013

1 – 22	Canned Food Drive
7	Cotton Judging @ Hanford HS
9	Cotton Judging State Finals @ CSU Fresno
12	Sequoia Section Community Service Event – Visalia Rescue Mission
15 – 16	CATA Roadshow & Regional Meeting – Tenaya Lodge / Bass Lake
21	Chapter Meeting Potluck
22	Deliver Food Baskets & Donations to Families
Weekly	Officer Meetings (Wednesdays at 3PM)

### December 2013

7	Christmas Parade
10	Chapter Meeting – Degree Ceremony in Cafeteria
12	Banking Quiz – Ag Pavilion @ Bakersfield
13	Deliver Christmas Tree to family
14	Citrus Judging Contest – Golden West
Weekly	Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

### January 2014

Jan. 7 – 31	Collect Food for Animal Shelter
11	Vine Pruning Contests – St. Helena HS
16	Record Book Scoring – Mt. Whitney
18	Citrus Judging Contest – Tulare
18	Vine Pruning Contest – Dinuba
23	Sectional Speaking Contest – Tulare
24	Regional Officer Apps Due
25	Citrus Judging Contest – Hanford
25	Vine Pruning – Reedley College
29	Chapter Meeting – Minute to Win It
30	Record Book Scoring – Hanford
Weekly	Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

### February 2014

1	Winter State Finals @ Fresno (Vines, Citrus, Tree)
5	Sectional Meeting & Activity – Glow in the Dark Dodgeball (Porterville)
11 – 13	World Ag Expo – Tulare (field trip W 12 <sup>th</sup> )
13 or 14	Delivery Roses to convalescent homes
14-15	MFE/ALA @ Visalia
14 – 15	Regional Officer Interviews
18 – 21	National FFA Week
19	Breakfast for High School Staff
20	Chapter FFA Meeting - at Park
21	Deliver Pet Food to Shelters
22	Regional Meeting – Lemoore
Weekly	Ag Pest, Nursery-Landscape, & Vet Science Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

### March 2014

- Feb 28-Mar1 CSU Chico Field Day (Nursery-Landscape, Vet Science, & Ag Pest)  
4 Ag Advisory Committee Field Day  
5 Washington Intermediate School Jr. High Recruitment at lunch  
11 Chapter FFA Meeting – Softball Game  
19 Ag Day at Sacramento, CA Capitol  
22 Dinuba Specialty Animals Contest  
29 Modesto JC Field Day (Nursery Landscape)  
Weekly Ag Pest, Nursery-Landscape, & Vet Science Practice  
Weekly Officer Meetings (Wednesdays at 3PM)

### April 2014

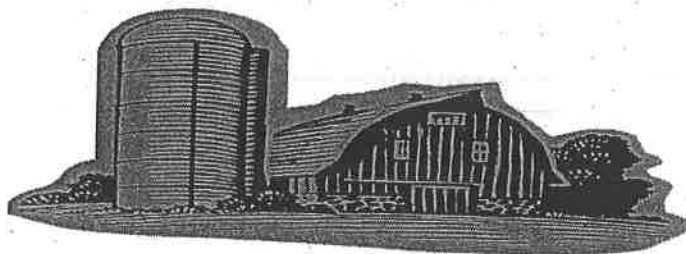
- 2 State Degree Awards Dinner – Tulare  
5 Reedley College Field Day  
8 Chapter Meeting – Glow in the Dark Dodgeball  
12 CSU Fresno Field Day (State Finals for Ag Pest)  
12 Clovis East – Spec. Animals Contest  
12–15 State Conference @ Fresno  
22 Sequoia Section FFA Meeting & Activity – McDermott Field House  
24 Sectional Officer Interviews  
Weekly Ag Pest, Nursery-Landscape, & Vet Science Practice  
Weekly Officer Meetings (Wednesdays at 3PM)

### May 2014

- 2–3 State Finals @ Cal Poly (Specialty Animals & Nursery Landscape)  
5 Sequoia Section CATA planning mtg.  
7 Sectional Elections – Farmersville  
8 Chapter Officer Apps Due  
9–10 Plant Sale  
13 Chapter Officer Interviews  
16 Chapter FFA Meeting –Awards Banquet @ JFK  
24 Pancake Breakfast Fundraiser  
Weekly Officer Meetings (Wednesdays at 3PM)

### June 2014

- 22–27 CATA Summer Conference & Skills Training



# **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, 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.



## **DINUBA FFA BUDGET**



### **ACTIVITIES BUDGET 2013-2014**

#### **Estimated Receipts**

##### **School Fundraisers**

**\$ 7,000.00**

Drive Thru Fundraiser	2000
Shirts	200
Concession Stand	1000
Club Fair	100
Toyota Tickets	700
Tri Tip Sandwiches	1000
Pancake Breakfast	1000
Donations	1000

---

#### **Total**

**\$ 7000.00**

#### **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**

**\$ 7000.00**

#### **Estimated Net Profit**

**\$ 0.00**



## **DINUBA FFA BUDGETS**



### **SMALL ANIMALS LIVESTOCK PROJECT BUDGETS**

#### **MARKET SWINE PROJECT**

##### **Estimated Expenses**

Purchase Price	\$250.00
Feed	\$250.00
Vet. & Misc. Supplies	\$ 25.00
Entry Fees	\$ 30.00

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<i>Total</i>	\$ 555.00
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##### **Estimated Receipts**

Sale of Animal	250lbs. @ \$2.00/lb.	\$ 500.00
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<i>Total</i>	\$ 500.00
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Estimated Net Profit	\$ 55.00
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#### **MARKET LAMB PROJECT**

##### **Estimated Expenses**

Purchase of Animal	\$ 200.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 10.00

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<i>Total</i>	\$ 320.00
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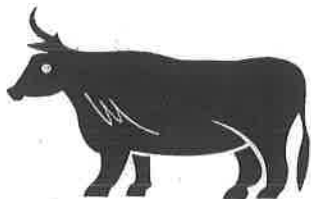
##### **Estimated Receipts**

Sale of Lamb	130 lbs. @ 3.00/lb.	\$ 390.00
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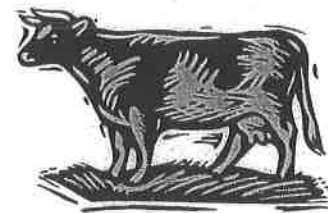
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<i>Total</i>	\$ 390.00
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Estimated Net Profit	\$70.00
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## **DINUBA FFA BUDGETS**



### **LARGE ANIMALS LIVESTOCK PROJECT BUDGETS**

#### **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

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<b>Total</b>	<b>\$2,000.00</b>
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##### **Estimated Receipts**

Sale of Heifer	\$2,000.00
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<b>Total</b>	<b>\$2,000.00</b>
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<b>Estimated Net Profit</b>	<b>\$ 0.00</b>
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#### **MARKET STEER PROJECT**

##### **Estimated Expenses**

Purchase of Animal	\$ 800.00
Feed	\$ 750.00
Vet. & Misc. Supplies	\$ 70.00
Entry Fees	\$ 30.00

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<b>Total</b>	<b>\$1650.00</b>
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##### **Estimated Receipts**

Sale of Steer	1200 lbs. @ 1.00	\$1,200.00
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<b>Total</b>	<b>\$1,200.00</b>
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<b>Estimated Net Profit</b>	<b>-\$ 450.00</b>
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## **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 CDE  
Floriculture CDE  
Ag Pest Control CDE  
Best Informed Greenhand Contest  
Vine Pruning CDE  
Vine Judging CDE  
Prepared Public Speaking  
Extemporaneous Public Speaking

Agri-Finance & Banking Contest  
Job Interview  
Creed Speaking  
Opening-Closing Speaking Contest  
Citrus Judging CDE  
Cotton Judging CDE  
Nursery & Landscape CDE

### **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 Valentine's Day Flowers & Balloons
- Dinuba FFA Pre-Fair Livestock Show
- Dinuba Raisin Day Petting Zoo and Activities
- 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 on site 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)     9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>

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 \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

# **CHAPTER FARMER DEGREE APPLICATION**

*For the Dinuba FFA Chapter*

Name \_\_\_\_\_

Year in School (circle one)      9<sup>th</sup>    10<sup>th</sup>    11<sup>th</sup>    12<sup>th</sup>

**\*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 \_\_\_\_\_

Advisor 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.
  - 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.**

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CHAPTER HISTORY

## STATE FARMER DEGREE RECIPIENTS

1957	Charles Edgerly	1977	Tom Ebner	2010	Jesse Garcia
1959	Chester Fukishima		Yvette Garispe	2011	Joseph Browne**
	Tom Williams		Bruce Goldbeck		Joey Marchy**
	Ronald Warkentin		Tommy Sadoian		Amie Dean
1961	James Edgerly**	1978	Grabiel Espinosa		Sarkis Torosian**
1962	John Drew		Terrie Fry		Valerie Sanchez
	Leroy Fennell	1979	Bonnie Straugh		Ileana Gonzalez
	Larry Greene		Karen Waldner	2012	Israel Villarreal
1963	James W. Johnston	1980	Cipriano Garcia		Alejandra Mercado
	Gilbert Unruh		Tommy Lewis		Alexandra Rivera
1964	Bill Naylor		Todd Seitz		Jarrod Mills**
1968	Randall Armstrong		Mark Waldner		Jazmin Mendez
	Jim Kautz	2001	LeAnn Chambers		Jasmine Carbajal
1969	Fred Naylor		Jared Rowley		Alex Elizondo
1970	Darryl Armstrong**		Adam Terry**	2013	Jennifer Parker
1971	Larry Baker	2002	Carla Appert		Brenda Chavez
	Charles Chance		Katie Brady	2014	David Reyes Macias
	Mike Naylor		Joanna Duarte		Christian Sanchez Perez
1972	Richard Lopez		Danielle Lester		Stacey Garcia Rendon
	John McAfee		Kathy Wade		Cody Curtis
1973	Elda Foster	2003	Miguel Castrejon		Uriel Marquez
	Jim Johnson		Lucas Terry**		Nathan Moore
1974	Steve Fleming		Justin Woodcock		Dakota Myers
	Mark Terry	2004	Jarrod Browne		Aaron Torres
1975	Matthew Cates		Justin Browne		Salah Ali
	Loretta Edluna	2005	Joshua Terry**		Gerardo Jaramillo
	John Leon Garispe**	2007	Gabriel Garcia		Selena Gonzalez
	Scott David Terry**	2009	Cristina Avila**		Elijah Alvarez
1976	Richard Burkhart		Judd Browne		Jacqueline Carter
	Robert Cepeda		Ivan Ferro		Montel Harris
	Phillip Downing		Emmanuel Hernandez		Dakota Myers
	Scott McAfee		Kara Langely		

**\*\* Denotes American Farmer Degree Recipient**

## STATE OFFICERS

1962 – 63 James Edgerly, Treasurer

## STATE JUDGING TITLES

1975	Ag Pest	2001	Specialty Animals
1979	Light Horse	2006	Ag Pest
1984	Ag Pest	2009	Grapevine Pruning
1987	Ag Pest		Specialty Animals
1991	Land	2012	Specialty Animals
		2013	Specialty Animals
			Grapevine Judging

## REGIONAL OFFICERS

1961 – 62 James Edgerly, President  
 1964 – 65 Bill Naylor, President  
 2012 – 13 Alex Elizondo, Vice President



## **9. Recruitment**

# Dinuba FFA Recruitment



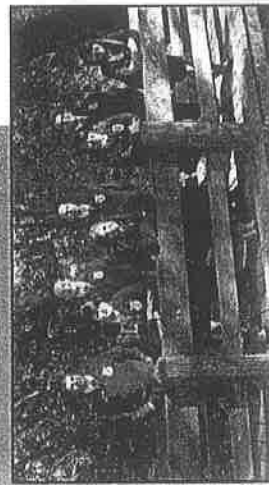
Lunch Outreach at  
Washington Intermediate School

- Pathway Information
- Course Information
- Example schedules for 9<sup>th</sup> grade
- hands on!



## FFA Activities

FFA activities are an integral part of our program at Dinuba High School. Out of the 3 areas of agricultural education - FFA, Classroom Instruction & SAE - this is where leadership skills are developed and nurtured. Students have the opportunity to become leaders, develop communication skills, and have an fun time doing it. FFA members travel all over the state as they are involved in judging teams, leadership conferences, fairs, and many other activities.



**FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success!**



## Active FFA Membership Degrees

Active FFA Members have the opportunity to receive degrees for their time spent in the FFA program. These degrees are based on achievement in their SAE, FFA Activities, and Career Development. First year students may earn the Greenhand Degree, as they learn about FFA and plan their involvement in the Agriculture Department. Second year students may earn the Chapter Farmer Degree as they have started their SAE and are learning valuable leadership skills. Third year members may earn the State Farmer Degree. The greatest honor is the American Degree, earned after several successful years in the program.

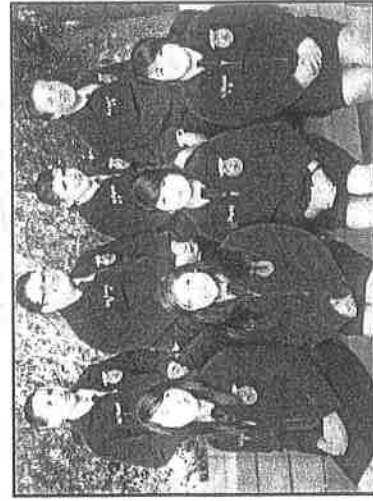
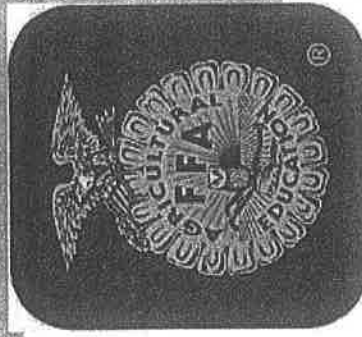
## BUILDING LEADERSHIP AND JOB SKILLS FOR THE AGRICULTURAL INDUSTRY AND LIFE



Dinuba Agriculture Department  
Dinuba High School  
340 East Kern  
Dinuba, California 93618  
559-595-7247

## Dinuba Agriculture Department

## Dinuba FFA



**Dinuba Superheroes:  
Finding the leader within....**

# Animal Science

## DINUBA AGRICULTURE DEPARTMENT

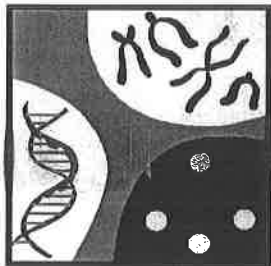
### Career Pathway Description:

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.

Students will experience all areas of the animal science and agriculture industry and are provided opportunities to pursue a career in the field of Agriscience.

***Come and experience the Agriculture Program!***

### Career Options:



### Just to name a few...

- Veterinarian Technician
- Scientific Researcher
- Grooming & Care Provider
  - Animal Handler
  - Breeder

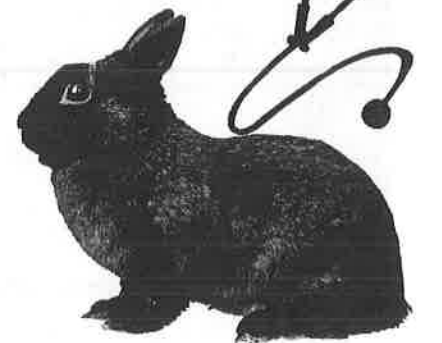
### Experiences:

- ◇ 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



### Courses to Complete:

- ◆ AgScience
- ◆ Ag Biology
- ◆ Veterinary Science
- ◆ Ag/Natural Resources
- ◆ Ag Leadership



DINUBA AGRICULTURE DEPARTMENT

# PLANT SCIENCE

## Career Pathway Description:

Courses will give students an opportunity to learn all about plants—from floral design to landscape installation. Start with the science behind the 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 experience the fun in the Agriculture Program!***

## Career Options:

*Just to name a few...*

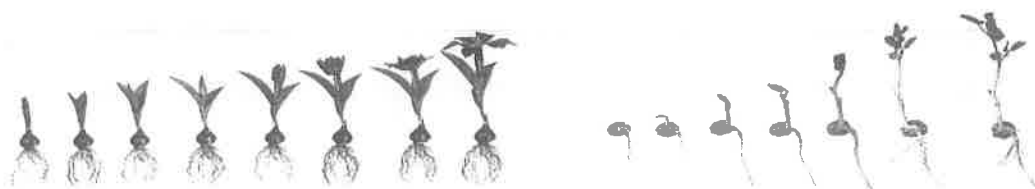
- ~ Florist ~ Nursery Manager ~ Greenhouse Grower ~
- ~ Garden Center Worker ~ Botanist ~ Plant Genetics ~
- ~ Wedding Design ~ Irrigation ~ Pest Management ~

## 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!

## Courses to Complete:

AgScience  
AgBiology  
Nursery  
Floriculture  
Landscape





Dinuba Agriculture Department

# DHS Ag Mechanics

## 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! Think of the skills you could learn experiences you could have if you joined this program...

All topics include hands-on training and real life experiences!

*Come and experience the exciting Agriculture Program.*

## Career Options:

\* Irrigation \* Landscaping \* Plumbing \* Bricklaying \*  
\* Engine Repair \* Electricity \* AgConstruction \* Concrete Work \*

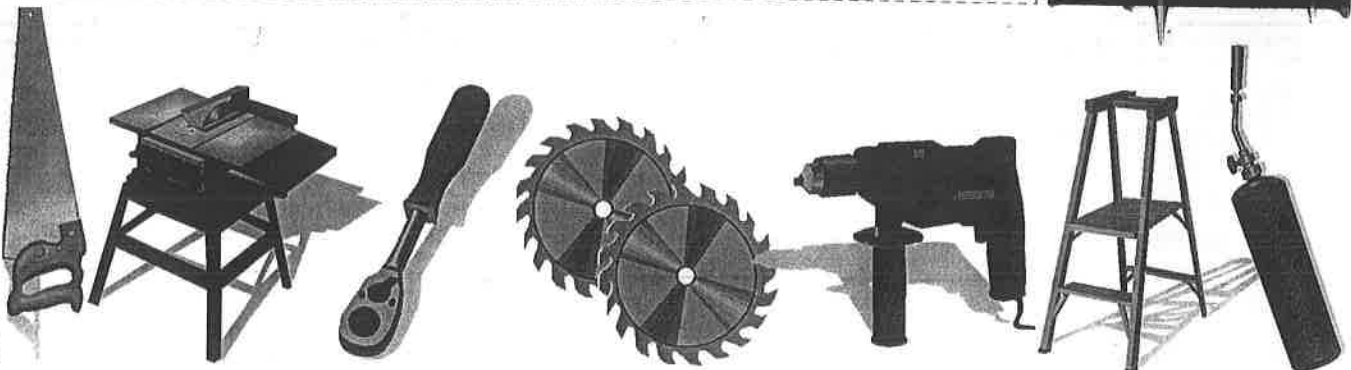
## Experiences:

- ♦ Future Farmers of America (FFA) Leadership
  - public speaking, officers, conferences
- ♦ Supervised Agricultural Experience (SAE)
  - projects, raising animals, job experience
- ♦ Career Development Events (CDE)



Courses to be Completed:

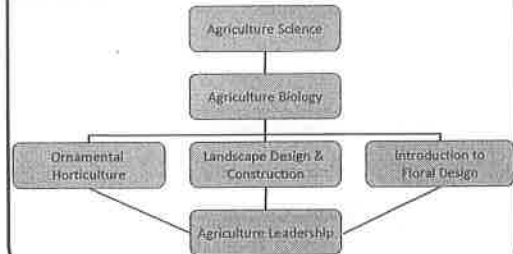
AgScience  
AgMech/Sm. Engine  
Landscape Design  
Equipment Operation  
(recommended)



### Plant Science Pathway

- Course Sequence:
  - Agriculture Science
  - Agriculture Biology
  - Ornamental Horticulture (Nursery Technology)
  - Introduction to Floral Design
  - Landscape Design & Construction
  - Agriculture Leadership

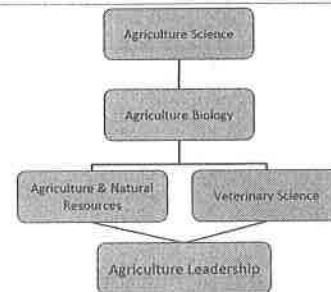
### Plant Science Pathway



### Animal Science Pathway

- Course Sequence:
  - Agriculture Science
  - Agriculture Biology
  - Veterinary Science
  - Agriculture & Natural Resources
  - Agriculture Leadership

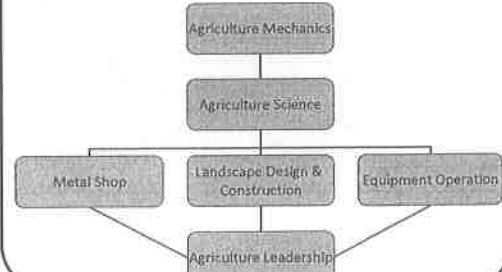
### Animal Science Pathway



### Agriculture Mechanics Pathway

- Course Sequence:
  - Agriculture Science
  - Agriculture Mechanics / Small Engines
  - Equipment Operation
  - Metal Shop
  - Landscape Design & Construction
  - Agriculture Leadership

### Agriculture Mechanics Pathway



<b>Grade 9</b>
<b>Algebra, Geometry, Honors Geometry, Algebra II</b>
<b>English-9P, Honors, English 9 ELD</b>
<b>Conceptual Physics</b>
<b>Drivers Ed / Health</b>
<b>PE 9, Naval Science, Sports</b>
Elective or Intervention
Elective or Intervention
Elective or Intervention

<b>Grade 10</b>
<b>Algebra, Geometry, Honors Geometry, Algebra II</b>
<b>English-10P, Honors English 10 ELD</b>
<b>Chemistry, Honors Chemistry</b>
<b>World History, Honors World History</b>
<b>PE 10, Fitness For Life, Naval Science, Sports</b>
Elective or Intervention
Elective or Intervention
Elective or Intervention

<b>Grade 11</b>
<b>Algebra, Geometry, Honors Geometry, Algebra II</b>
<b>English-11P, Honors, English 11 ELD</b>
<b>Biology, AP Biology, Ag Biology</b>
<b>US History, AP US History</b>
<b>Foreign Language, Art</b>
Elective or Intervention
Elective or Intervention
Elective or Intervention

<b>Grade 12</b>
<b>English-12P, AP English, English 12 ELD</b>
<b>Government / Economics</b>
<b>Advanced Mathematics (Trig, PreCal)</b>
<b>Foreign Language, Art</b>
Elective or Intervention
Elective or Intervention
Elective or Intervention

# Academies / Pathways / Program / Electives 2014-2015

Counselor: Dail Isaac Arreola Sanchez Shin

## a-g pathway(4 Year University Requirements)

Complete courses listed on the front of My Emperor Report in box 6 with a C or better.

### Agriculture/Ag Mechanics

1. Ag Science
2. Landscape Design
3. >Ag Mechanics

### Agriculture/Animal Science

1. Ag Science
2. \*Ag Biology
3. \*Veterinary Science

### Agriculture/Plant Science

1. Ag Science
2. \*Floriculture (TCOVE 16 years old) Ag students have priority
2. Landscape Design
- \*Ag Biology (Recommended)

### Automotive

1. Small Engines/Manufacturing
2. Auto
3. Advanced Auto (TCOVE 11-12)
- >Welding

### Avid Program

Complete AVID 1, 2, 3, and \*AVID Sr. Seminar

### Business Accounting

1. Office Technology
2. Recordkeeping or Personal Finance
3. Computer Accounting (TCOVE 16 years old)
4. Workforce Prep(TCOVE 16 years old) Work in a local business.

### Business Computer Applications

1. Office Technology
2. Word Processing (TCOVE)
- 2/3 Desktop Publishing/Web Design and Computer Graphics(TCOVE)
1. Workforce Prep (TCOVE)

### Business Computer Networking

- 1/2. IT Essentials (TCOVE) Grades 10-12
2. Internet Engineering 1 (TCOVE)(Possible a-g approval)
3. Internet Engineering 2 (TCOVE)
- 2/3. Workforce Prep (TCOVE)

### Construction/Building Trades

1. Construction 1
2. Construction 2 And complete one of the following
- Intro to Drafting/Arch or
- Ag Mechanics and

### Design and Publishing

1. \*Art I
2. Graphic Design
3. Desktop Publishing/ Web Design and Computer Graphics(TCOVE)
3. Journalism (A or B in English) Teacher Approval Required

### Drafting

1. Intro to Drafting/Architecture
2. Computer Aided Drafting (TCOVE)
3. Adv. CAD/CAM

### Early Child Education

1. Life Management
2. Child Development
3. Occupations w/Children (TCOVE) Grades 11-12

### Food and Nutrition

1. Life Management
2. Food/Science
3. Food Services

### \*Honors/AP

(8 honors/AP with a C or better)

### Leadership

1. Leadership (Application Required)
2. Adv. Leadership
- >Speech & Debate

### MED Academy (Application Required)

Complete all Academy Requirements

### Modern Language

\*At least 3 years in the same language including AP Level course.

Spanish 1,2,3,4 or French 1,2,3. AP French

### NJROTC

Naval Science I-IV (All 4 years)  
Naval Science Drill and Leadership

### Performing Arts-Drama

1. \*Drama
2. \*Drama Production..
2. Stagecraft Technology (TCOVE) or participate in 3 plays.

### Performing Arts-Instrumental

\*Band all 4 years  
Guitar (Recommended) Must own a guitar  
Advanced Guitar (Recommended)

### Performing Arts-Vocal

\*Choir all 4 years including Madrigals (audition required)

### Social Services

\*World Geography  
\*Mexican American  
\*AP Psychology or  
Psychology (course is being submitted for a-g approval)

### Teacher Education

1. Child Development
2. Teacher Ed (TCOVE) Grades 11-12

### Visual Arts

1. \*Art I
2. Ceramics/Sculpture
2. \*Art II
2. Graphic Design

### Welding/Fabrication

1. Welding
2. Welding Projects (Recommended)
- 2/3. Advanced Welding (TCOVE)

### Other Electives

\*Advanced Creative Writing (11-12)  
\*AP Biology  
\*AP Calculus  
\*AP European History  
\*AP French III  
\*AP Spanish III  
\*AP Environmental Science  
\*AP Psychology  
\*Creative Writing ( A or B in English)  
Fitness and Conditioning (athletes only)  
Forensics  
Video Journalism ( A or B in English) Teacher Approval Required  
Psychology (Being submitted for a-g approval)  
Science Lab Assistant (11-12, 3.0, B in class)  
Student Assistant (11-12, 2.0)  
Senior Projects (Counts for English Graduation Req.)  
Yearbook -( A or B in English)Teacher Approval Required

1 must be taken before 2, 2 before 3

\* = a-g course for college admission

TCOVE = 16 years old Tulare County Occupational Vocational Education

>-=Take anytime. No prerequisites

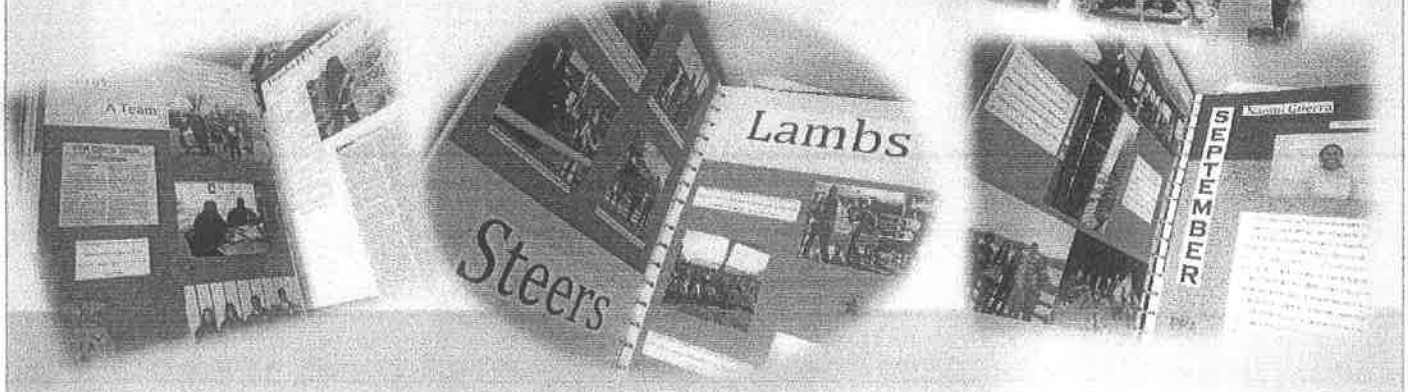
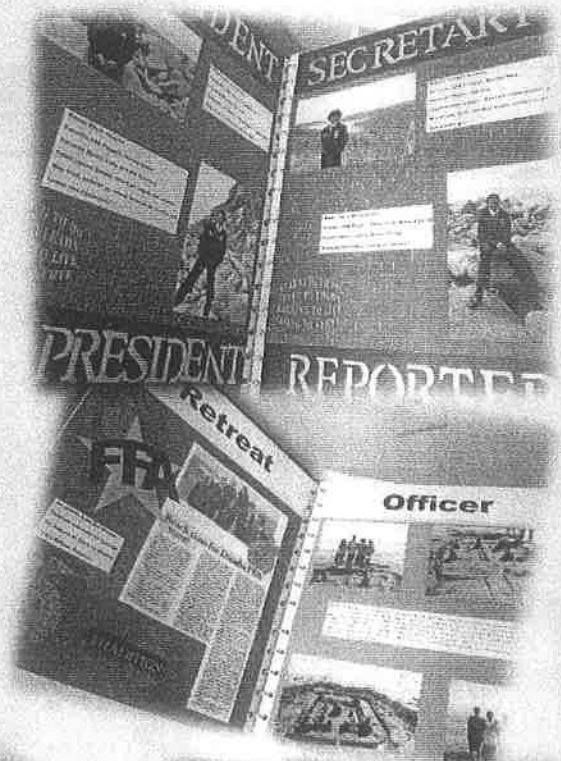
# **10. FFA Chapter Scrapbook**

# Dinuba FFA Chapter Scrapbook



## Pages Includes:

- Officer Pages
- Activities
- CDE teams & awards
- SAE examples
- County Fair
- Member of the Month
- Community Service
- Fundraisers
- Media Coverage
- Accomplishments



## **11. Summer Calendar**

# June 2013 Christine Henderson

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8 Students serve Beef Booster Dinner 5 PM
9	10	11 Officer Parent Mtg 5:30 PM	12 Greenhouse Work Day	13	14 Tag Fair Animals	15
16 students serve Serve Lions Club breakfast 7 AM	17	18	19 Greenhouse Work Day	20 Prep for CATA skills classes	21 Dept. Plan MTG	22
23 Cal Poly, SLO CATA governing brd mtg 11 AM	24 Region MTG Cal Poly SLO CATA Conf.	25 Mtgs/worksh Cal Poly SLO CATA Conf.	26 Mtgs/worksh Cal Poly SLO CATA Conf.	27 Region Mtg Cal Poly SLO CATA Conf.	28 Cal Poly, SLO Teach Ag Skills, to AIFD Conf.	29 Las Vegas, NV AIFD Symposium
30 Las Vegas, NV AIFD Symposium						

# July 2013 Christine Henderson

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Las Vegas, NV AIFD Symposium	2 Las Vegas, NV AIFD Symposium	3	4	5	6
7	8	9	10 Greenhouse Work Day	11 Work w Steers	12 Dept. Plan MTG	13
14	15 TCOVE orders	16	17 Greenhouse Work Day	18	19 Work on Open PO's for year	20
21	22 Orchard/Tree Re- view	23	24 Greenhouse Work Day	25 Work w Steers	26	27
28	29 Record Books for Fair Animals	30 Check on Pigs	31 Greenhouse Work Day			

# August 2013 Christine Henderson

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Check on Pigs	2 Dept. Planning MTG	3
4	5 Retreat Planning	6 FFA Officer Retreat	7 FFA Officer Retreat	8 FFA Officer Retreat	9 Classroom Prep	10
11	12 Teacher Day	13 Teacher Day	14 First Day	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# **12. Graduate Follow Up Survey**

**Dinuba High School Ag. Department**  
**Graduate Follow- up**

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

1. What are you doing at the present time?

\_\_\_\_\_ Attending School  
\_\_\_\_\_ Full- time  
\_\_\_\_\_ Part- time

\_\_\_\_\_ Working  
\_\_\_\_\_ Full- time  
\_\_\_\_\_ Part-time

\_\_\_\_\_ In the military

\_\_\_\_\_ not working  
\_\_\_\_\_ Looking for work  
\_\_\_\_\_ Not looking for work

\_\_\_\_\_ Homemaker

\_\_\_\_\_ Other \_\_\_\_\_

2. In what type of business or industry are you employed?

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_ I am using most of the skills I learned in the vo-ag program at DHS.

\_\_\_\_\_ I am using some of the skills I learned in the vo-ag program at DHS.

\_\_\_\_\_ I am not using any of the skills I learned in the vo-ag program at DHS.

5. What type of school are you currently attending?

\_\_\_\_\_ High School  
\_\_\_\_\_ 4-year college  
\_\_\_\_\_ 2-year college  
\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ Trade/technical school  
\_\_\_\_\_ Private business school  
\_\_\_\_\_ Adult education

6. What is your major course of study?

\_\_\_\_\_

7. How would you rate the training received in the DHS vo-ag program  
 \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor
8. How do you rate the career guidance and counseling you received in vo-ag?  
 \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

### FFA

1. Please check the following areas you feel are valuable components of FFA.

\_\_\_\_\_ Officer and committee chairman experience  
 \_\_\_\_\_ Judging Teams (Contests)  
 \_\_\_\_\_ Advanced degree and proficiency awards  
 \_\_\_\_\_ Participation in chapter activities, working with others  
 \_\_\_\_\_ Livestock raising, shows, fairs, etc.  
 \_\_\_\_\_ Other—please describe \_\_\_\_\_

2. What were the most valuable aspects of the SAE (Supervised projects)?

\_\_\_\_\_ Learning skills related to future ag. Employment  
 \_\_\_\_\_ Development of responsibility  
 \_\_\_\_\_ Learning record keeping  
 \_\_\_\_\_ Other- please describe \_\_\_\_\_

3. Please rate the facilities and equipment used at DHS for the Vo-ag program:

**Facilities:**

\_\_\_\_\_ Overcrowded \_\_\_\_\_ Adequate space  
 \_\_\_\_\_ Modern \_\_\_\_\_ Out-of-date

**Equipment:**

\_\_\_\_\_ Modern \_\_\_\_\_ Out-of-date  
 \_\_\_\_\_ Well- maintained \_\_\_\_\_ Poorly maintained  
 \_\_\_\_\_ Adequate amount of equipment for all students

Other- please describe \_\_\_\_\_

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, Shop, Greenhouse, school farm, etc; FFA: SAE (supervised projects); teaching methods used; Facilities/equipment. (Please be open with us we want to change and grow so we need your suggestions here. Thank you!)

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## **13. Graduate** **Follow Up Results**

[Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)**Graduate Follow-up Report**  
**Filing Year=2013**# CA0059 Dinuba  
Dinuba HS  
340 E. Kern  
Dinuba, CA 93618

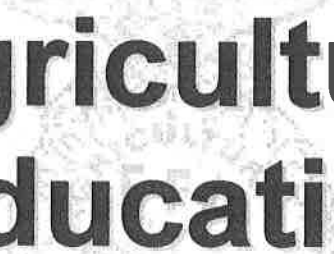
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Total Seniors (Year=2012):	85
Total Seniors having completed 3 or more years of Ag Instruction:	7
<b>Program Completer Status</b>	
Two Year College Ag Major	3
Two Year College Non-Ag Major	2
Employed - Fulltime Ag Job	1
Employed - Fulltime Non-Ag Job	1

Site developed and maintained by the California FFA Association.

# **14. Comprehensive Program Plan**

# Dinuba High School



## **Agriculture Education**

### **Comprehensive Program Plan**

# **DHS Agriculture Education Program Plan**

- i. Introduction
- A. Job Market
- B. Targeted Occupations
- C. Total Program Goals and Objectives
- D. Program Description of included Courses, SAE and Leadership
- E. Program and/or Course Subject Matter Content Outline
- F. Program Completion Standards
- G. Description of Facilities and Major Equipment
- H. Five Year Facility and Equipment Acquisition Schedule
- I. Staff Assignments
- J. FFA Program of Activities
- K. School and/or Department Policies
- L. Proficiency Standards for Program Completers
- M. Teacher Data Sheet for each Teacher
- N. Roster of Agriculture Advisory Committee
- O. Advisory Committee Minutes
- P. Current Year Budget
- Q. Signed Articulation Agreement and/or Evidence of Articulation
- R. Graduate Follow-up System
- S. List of Active Placement Sites
- T. Recruitment Activities and Materials
- U. Staff In-service Record
- ✓. Staff Minutes
- W. Department Inventory

# 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.



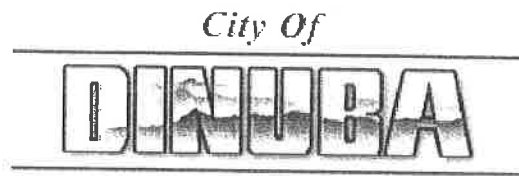
## Community Overview

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 it's 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:

	1970	1980	1990	2000	2003	2006
<b>Population in the County</b>	188,322	245,738	319,621	360,352	382,000	420,619
<b>Population - Dinuba City</b>	7,917	9,907	13,075	16,884	17,895	19,578
<b>Housing Units - Dinuba City</b>	2,271	3,364	3,896	4,508	4,785	5,242
<b>Dinuba School Enrollment grades K-6</b>	1,679	1,580	2,049	2,735	3,042	2,955

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.
2. Prepare students for the advanced post-secondary level vocational education in agriculture business.
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

## Courses Taught:

### **Landscape Design and Construction**

This one semester agricultural course is designed to teach practical landscape design and construction skills commonly used in the local area. Students will have the opportunity to visit local landscape supply companies and hear from guest speakers on particular topics. Students will have the mandatory opportunity to design and install actual residential yards 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 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.

### **Agriculture Mechanics**

This one semester introductory course is designed to teach practical life skills in various areas of shop safety, construction, electricity, concrete, plumbing/soldering, painting/staining, cold metal work, masonry, small engines, and personal growth. This will be a learn-by-doing class, where hard work, solid effort and creativity is 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.

### **Floral Design**

This class involves the fundamentals of floral design theory, techniques and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principals, cut flower care and handling practices, proper use of floral tools and materials, pricing, and use of proper floral terms. Skills to be developed include customer relations, consultations, pricing and the use of technology in industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory horticulture, I.D. of plants and flowers, professional industry organizations and career organizations. In addition the intercurricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an ag based project, and keeping accurate records.

### **Agricultural Biology**

This class is designed to provide students with an agricultural approach to biological science and the industry of agriculture, fulfilling their high school Life Science requirement. Learning will take place in the classroom, ag farm, and science lab environments. Using agriculture as a focus, the course emphasizes the biological principals and interrelationships among the following topics; cellular aspects of life including growth and reproduction in plants and animals, genetic principals, evolution of modern plant and animal species, ecological relationships among plants, animals and humans with the surrounding environment. Functions of major body systems especially the immune system will be discussed in depth. In addition the intercurricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an ag based project, and keeping accurate records.

## **Ag and Natural Recourses**

This class is an introductory course which provides a basis for further courses in the agriculture curriculum. It is designed for students in their 3rd or 4<sup>th</sup> year in the agriculture department, but other students are encouraged to enroll in this course. 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 Natural Resources, Fire, Plant Science, Wildlife, Soil, Packing, Compass, Measurements of acreage

## **Agriculture Science**

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 and Basic Plant Science

e) Program and/or  
Course Subject  
Matter Content  
Outline



DINUBA AGRICULTURE DEPARTMENT  
MR. BROWNE

## AGRICULTURE SCIENCE 1

---

### 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:

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 5 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 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.



*Dinuba High School Ag Department*  
*Mr. R. Browne*

## **Veterinary Science**

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### **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 aniimals.

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 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 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.

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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](mailto: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 \_\_\_\_\_

## Dinuba High School Agriculture Department

Teacher: Mrs. Henderson  
Email: [chenderson@dinuba.k12.ca.us](mailto:chenderson@dinuba.k12.ca.us)

Phone: 595-7247  
Office Hours: afterschool until 4:00

### Agriculture Biology

#### Course Description

This class 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 principles and interrelationships among the following topics: the cellular aspects of life including growth and reproduction in plants and animals; genetic principles; evolution of modern plants and animals species; ecological relationships among plants, animals, humans and the environment; and physiological principles including function of major body systems and especially the immune system. 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 Objectives

- Instruction in science for students interested in agricultural careers.
- Expose students to laboratory safety and techniques using class activities.
- Develop a sense of the interrelationships between living things, the earth, and physical science and their relationship to agricultural applications.
- Meet the California Standards developed for Biology and show success in the annual test.
- Teach the California Agricultural Standards for Agriscience and develop a personal plan to complete an agriculture career pathway.
- Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
- Motivate students to appreciate agriculture as members of our community, and as a possible professional in the agriculture industry. Instill leadership and personal development in each student.

#### Course Outline

- Unit 1 – Introduction to Biology & Science & the Scientific Method
  - Introduction to Agriculture Science & Important History
  - Scientific Investigation and Experimentation
- Unit 2 – Ecology & the Environment
  - Agricultural Ecology & the Environment
  - Biomes, Ecosystems, Conservation
  - Populations & Organism Relationships
- Unit 3 – Cells & Their Life Processes
  - Cellular Organelles & Functions
  - Cell Life Cycle, Reproduction, and Processes
- Unit 4 – Bacteria, Viruses, & Disease
  - Bacteria Types, Viruses, & Vaccinations
  - Common Diseases & Prevention
- Unit 5 – Nucleic Acids & Protein Synthesis
  - DNA Structure & Replication
  - RNA, Transcription, Translation
  - Protein Synthesis
- Unit 6 – Genetics
  - Heredity & Chromosomes
  - Meiosis, Mitosis, and Mendel's Traits
- Unit 7 – Evolution
  - Evolution & Agriculture's Role
  - Natural & Artificial Selection
  - Speciation & Evolutionary Causes
- Unit 9 – Physiology
  - Human Body Systems
- Unit 10 – FFA, SAE, & Record Books
  - The FFA & Leadership Development
  - Supervised Agricultural Experiences & Keeping Records
  - Professional Opportunities in Agriculture Science & Biology

## Materials Needed

- ~ A section in your binder, pen & pencil (highlighter and colored pencils are helpful, but not required)
- ~ Biology Textbook & Unit Packets EVERYDAY

## Grading

35%	A. Tests and Quizzes
20%	B. Projects, Special Assignments, and Homework
20%	C. Class Activities, Labs, and Participation
10%	D. Binder Checks and Note Packets for each unit
10%	E. FFA Participation (5 activities per semester)
5%	F. California Agriculture Record Book / Approved SAE Project
100%	Total

- A. Tests and Quizzes: This section includes all of quick quizzes, unit tests, and the final. For all unit tests I will give you a study guide to review what will be on the test. The final is also included in this category.
- B. Projects, Special Assignments, and Homework: On occasion we have a research project, like the Biome regions of the earth, or an important disease/virus that you need to complete on your own. Also, on rare occasions you need to complete work at home (if you don't finish during classtime).
- C. Class Activities, Labs, and Participation: This grading section includes daily in-class activities and labs and their correlating worksheets, as well as lab activities and reports. Students actively involved in classroom activities, groupwork, and participating in discussions will receive full credit in the participation category.
- D. Binder Checks & Note Packets: Binder Checks will be conducted in class to check for completed notes; organization, old tests/quizzes, and study guides. A minimum of a 2 day warning will be given before the check occurs. At the end of each topic unit, all notes will be put in order, used to complete a study guide, and turned in on the test day. These packets will be graded on completeness, neatness, and their entirety.
- E. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, planning events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 5 FFA Activities per semester.
- F. California Agriculture Record Book / Approved SAE Project: Students will begin a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is part of the student's grade. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, computer work, scientific research, marketing, community service, gardening, landscaping, and livestock (breeding or market animals).

## Classroom Rules & Student Responsibilities

1. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their assigned seat when the bell rings. Students should have class materials (binder, book, writing utensil, etc.) ready at the start of class, before the bell rings.
2. Students are expected to BE RESPECTFUL and treat their teachers, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated. Referrals and/or steps will be given.
3. Students are expected to BE RESPONSIBLE and BE ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assist in meeting the expectations of the department.

## Late Work & Class Absences

Late assignments receive half credit of points earned.

It is the student's responsibility to make up classwork and tests/quizzes. Tests and Quizzes will usually need to be made up afterschool. After missing a class period, the student should get their classwork from the teacher at the beginning of the next class period.

One day absent = one day of make-up time.

*It required to keep this syllabus in your binder/notebook at all times.*

**Remember, you can always check your student's up-to-date grade on PowerSchool.**

- I have read and agree to the information outlined in the course syllabus for Agricultural Biology.
- I understand that work in class will include note-taking, laboratory experiments, hands-on application in scientific principles, tests/quizzes, videos, and projects.
- I understand that my student will need to participate in FFA activities for 10% of their grade.
- I understand that late work will receive half credit.

- He leído y estoy de acuerdo con la información que se indica en el plan de estudios de Biología Agrícola.
- Entiendo que el trabajo en clase se incluyen la toma de notas, experimentos de laboratorio, prácticas de aplicación de principios científicos, pruebas o concursos, vídeos, y proyectos.
- Yo entiendo que mi estudiante tendrá que participar en actividades FFA para una pequeña porción de su grado.
- Entiendo que el trabajo tarde recibirá la mitad de crédito.

By signing below I recognize that I have read and received the class syllabus, outline, grading procedures, and class rules; 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.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

## Dinuba High School Agriculture Department

Teacher: Mrs. Henderson

Phone: 595-7247

Email: [chenderson@dinuba.k12.ca.us](mailto:chenderson@dinuba.k12.ca.us)

Office Hours: afterschool until 4:00

# **The Art & History of Floral Design**

### **Course Description**

This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records.

### **Course Objectives**

- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate different floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements of design used in floral designs.
- Participate in basic horticulture production; demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding project for flowers used in the event including pricing and planning of designs.
- Motivate you as a consumer to appreciate floral design.
- Discover and consider possible careers as a professional in the floral industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the floral industry.

### **Course Outline**

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Art History Time Periods
- Important Artists and their Impacts
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Basic Horticulture & Production
- Flower and Plant Identification
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities in Floral Design & the FFA

### **Materials Needed**

- Pen & pencil (highlighter and colored pencils are helpful, but not required)
- 3 Subject Binder or a section in your binder with dividers
- 1" White Binder with clear cover for Professional Portfolio (closer to end of semester)

## Grading

30%	A. Classroom Assignments and Homework (Arrangement Evaluations, chapter worksheets)
30%	B. Tests and Quizzes (on each Unit and the Final)
20%	C. Project Reports (Wedding Project, Art History Timeline, Professional Portfolio)
5%	D. Class Notebook – Binder (Unit Packet notes, study guides for tests)
10%	E. FFA Participation (5 activities per semester)
5%	F. California Agriculture Record Book / Approved SAE Project (done in class)
100%	Total

- A. **Classroom Assignments and Homework:** All daily activities are included in this category, such as video notes, work from the book, pricing estimates on the arrangements, and most importantly your arrangement evaluations. After each arrangement we make in class (whether it is for a customer or yourself) you will need to do a write-up on it, reflecting on what you learned. All general homework and classwork is included in this 30%.
- B. **Tests and Quizzes:** Anytime we have a quiz or a test the points will count in this category. For all unit tests I will give you a study guide to review what will be on the test. The final is also included in this category.
- C. **Project Reports:** All of our large projects or research reports will count here, such as the Wedding Project, your Professional Portfolio, the Art History project, and even any art projects in class like a collage. It is important to complete these projects since they make up 20% of your grade.
- D. **Class Notebook:** Each student is required to maintain a binder or notebook for this class. Students should keep all handouts, notes, and class/homework organized in their notebook. The 5% portion of their grade earned from the Binder comes from their Unit Note Packet turned in at the end of each topic unit and binder checks. You will also keep the outlines of each arrangement, the pricing sheets, and ID notes.
- E. **FFA Participation:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 5 FFA Activities per semester.
- F. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

## Student Responsibilities

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assist in meeting the expectations of the department.

## Classroom Rules

1. Class begins when the bell rings. Students are expected to **BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE**. Students will be considered tardy if they are not in their proper seat when the bell rings. Students should have class materials (binder, book, writing utensil, etc.) ready at the start of class.
2. Students are expected to **BE RESPECTFUL** and treat their teachers, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
3. Students are expected to **BE RESPONSIBLE** and **BE ACCOUNTABLE** for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

## Late Work & Class Absences

Late assignments receive half credit of points earned.

Students may turn in late work from each grading period until the Wednesday before each grading period closes.

It is the student's responsibility to make up classwork and tests/quizzes.

After missing a class period, the student should get their classwork from the teacher at the beginning of the next class period.

All absent work is allowed the same time missed to make up work (if you are absent on Monday, you have Tuesday to make it up and it is due on Wednesday). One day absent = one day of make-up time.

*It required to keep this syllabus in your binder/notebook at all times.*

Remember, you can always check your student's up-to-date grade on PowerSchool.

- I have read and agree to the information outlined in the course syllabus for The Art & History of Floral Design.
- I understand that work in class will include making flower arrangements, reviewing and reflecting on arrangements, book work, and projects.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

By signing below I recognize that I have read and received the class syllabus, outline, grading procedures, and class rules; 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.

Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_



# Landscape Design *and Construction*



**Instructor:** Mr. Henderson    **e-mail:** [thenderson@dinuba.k12.ca.us](mailto:thenderson@dinuba.k12.ca.us)    **Room:** 305

## Course Description:

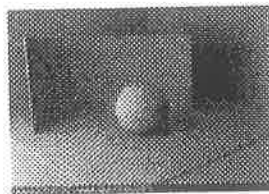
This one semester agricultural course is designed to teach practical landscape design and construction skills commonly used in the local area. Students will have the opportunity to visit local landscape supply companies and hear from guest speakers on particular topics. Students will have the mandatory opportunity to design and install actual residential yards 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 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 Objectives:

Students will be knowledgeable and confident in the following areas after completing the course successfully:

### Design Element

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

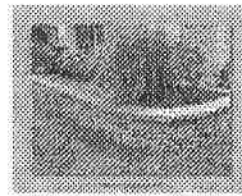


3. **Irrigation systems**

- a. Identification of system components
- b. Installation ,Operation, and adjustments
  - (1) Electronic Controllers
  - (2) Valves
  - (3) Heads and emitters
  - (4) PVC pipe, risers, and plastic tubing
  - (5) Micro Irrigation (drip systems)
- c. Plant water needs and water-efficient irrigation scheduling

4. **Hardscape Construction**

- a. Walkways
  - (1) Concrete (standard, stained, stamped)
  - (2) Pavers
  - (3) Stone
- b. Walls
- c. Masonry



5. **Soil amendments and fertilizers**

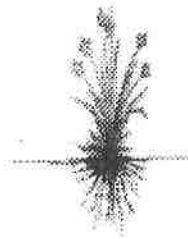
- a. Aeration and drainage characteristics of different soil types
- b. Amendments
- c. Mulches
- d. Fertilizers
  - (1) Nutrient needs of various plant types
  - (2) Fertilizer label
  - (3) Calculation of amounts required

6. **Lawn installation and care**

- a. Site preparation
- b. Various grass varieties
- c. Watering schedules

7. **Planting methods**

- a. Container grown plants
- b. Bare root
- d. Root Barriers
- e. Tree staking



8. **Pruning**

- a. Objectives
  - (1) Plant health
  - (2) Aesthetics and special forms
- b. Plant types and pruning needs

9. **Weed Prevention**

- a. Weed barriers
- b. Soil and foliar sprays

10. **Professionalism in the landscape maintenance industry**

### What Results in a vice principal referral?

- Dress code violation
- Deliberate Defiance of authority
- Stealing / Disrespect for Property
- Honesty Policy Violation
- Tagging on anything in shop

### Late Work and Grading Policies

Students will have an extra day to complete assigned work for every excused absence

Students will make up any missed labs or work on their own time

All late work will have 10% taken off for each day late... up to 50% deduction

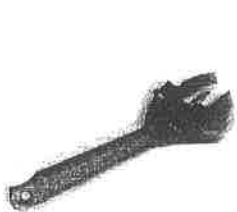
**Each student is responsible for asking me for missed assignments**

100 – 90 = A

89 – 80 = B

79 – 70 = C

69 – 60 = D



# Agricultural Mechanics/ Small Engines



**Instructor:** Mr. Henderson    **e-mail:** [thenderson@dinupa.k12.ca.us](mailto:thenderson@dinupa.k12.ca.us)    **Room:** 305

## Course Description:

This one semester 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 encouraged. The FFA organization will be promoted throughout the course as it is an intra-curricular portion of the curriculum.

## Course Objectives:

Students will be knowledgeable and confident in the following areas after completing the course successfully:

### Shop Safety

- Personal protection
- Machine use
- Reducing Shop Hazards
- Shop Organization

### Tool Identification

- Measurement
- Hand Tools
- Layout & Measuring Tools
- Power Tools
- Metal and Wood Fasteners



### Landscape Irrigation/Water systems

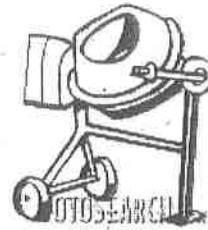
- PVC
- Copper Tubing
- Soldering
- Cutting techniques
- Measuring and layout of plan-sets

### Hand Wood Working and Metal Working

- Bill of Materials
- Fastening/Finishing Wood
- Identification, marking, bending and cutting metal
- Fastening Metal
- Measurement

## Concrete and Masonry

Terminology  
Mixture ratios  
Project layout  
Pouring and finishing work  
Concrete in Agriculture



## FFA

Record Book  
Leadership  
Personal Opportunities  
Benefits

## Electrical

Wiring Materials  
Circuits  
Terminology  
Electronics in Agriculture



## Painting & Staining

Prep work  
Painting Tools  
Various Paints  
Paint in Agriculture



## Small Engines

Fundamentals  
Terminology  
Seven systems  
Maintenance and Repair  
Small Engines in Agriculture

## Class Expectations:

### Students Will....

- Follow Shop and school dress code
  - no baggy shorts/pants/shirts
  - shoes tied - no sandals
  - long hair put back
  - safety glasses at all times during shop labs
  - coveralls at all times during shop labs
- Participate in 100% of shop activities
- Work in a safe but productive manner
- Not bring food/gum/drink into shop
- Be creative and have fun learning

## Grading Policy

- Shop Work / H.W.	30%
- Shop Labs	30%
- Tests/Quizzes	25%
- FFA Participation (3 activities) & SAE	15%

### What Results in a Step?

- Lack of Participation
- Disrespect for others or class property
- Repeatedly breaking rules/food/gum/drink
- Not being dressed properly for lab days

*(I will try to handle all situations one on one before steps are issued)*

### What Results in a vice principal referral?

- Dress code violation
- Deliberate Defiance of authority
- Honesty Policy Violation
- Stealing / Disrespect for Property
- Tagging on anything in shop

## Late Work and Grading Policies

Students will have an extra day to complete assigned work for every **excused** absence  
Students will make up any missed labs or work on their own time.

All late work will have 50% taken off.

Each student is responsible for asking me for missed assignments or work days

100 – 90 = A

89 – 80 = B

79 – 70 = C

69 – 60 = D

**Teachers Note:** I am a teacher because I have a passion to teach! I want to teach you new skills mechanically and personally. My goal is for you to be comfortable and confident in all that you learn and I want you to apply them within your life. I recognize you are an individual with strengths and talents you might not even realize. I will fully respect you and treat you as an adult. I am excited to get to know you and make this a great semester.



By signing below, I agree and understand the Ag Mechanics class policies I have read and will support my student in learning all they can in this class.

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

Home Number \_\_\_\_\_

Work Phone \_\_\_\_\_

Address \_\_\_\_\_

Please feel free to write any comments or questions in the space below.

# f) Program Completion Standards

## DINUBA AGRICULTURE DEPARTMENT 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

DINUBA HIGH SCHOOL  
AGRICULTURE DEPARTMENT  
DEPARTMENT INVENTORIES

Fair Equipment

Tack Boxes (3 total)  
Fans (2)  
Blowers (2)  
Clippers (2 pair + blades)  
Small Equipment  
Show Signs (4)  
2 C-trains for supplies

Horticulture

Floral Refrigerator  
Sprinkler System  
Shade Area with tables  
Propagation House  
Landscape Shed  
Floral Shed  
Raised Vegetable Beds (8)

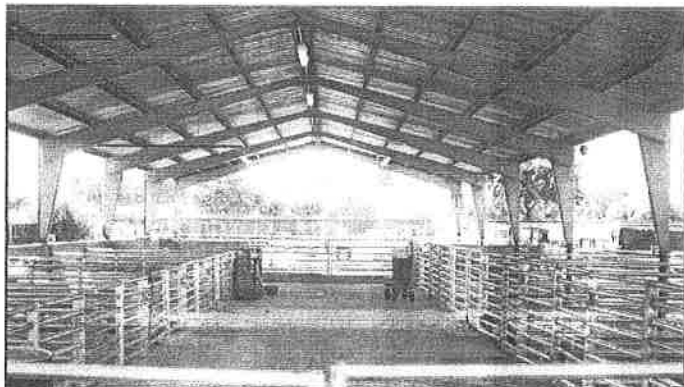
Greenhouse

Tables (18)  
Heating/Cooling System  
Heating Germination Pads

Large Equipment

Chevy 4 WD Pickup  
Chevy Envoy SUV  
Horse trailer (1)  
Storage Unit/Shed (4)  
Food Refrigerator/Freezer

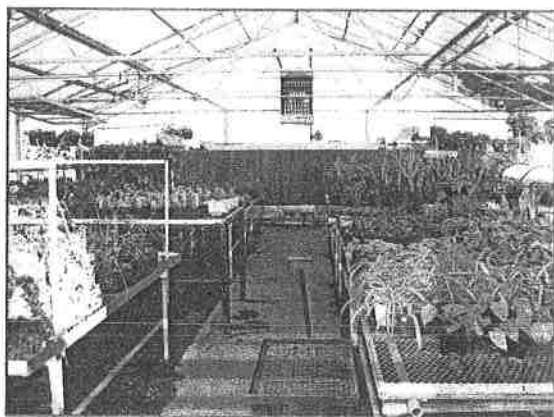
The Agriculture department has a variety of facilities where instruction can take place, outside of the classroom, and for SAE project access for students. From science labs, mechanics and metal shops, greenhouse, and farm, our students are able to experience agriculture in a hands-on way.



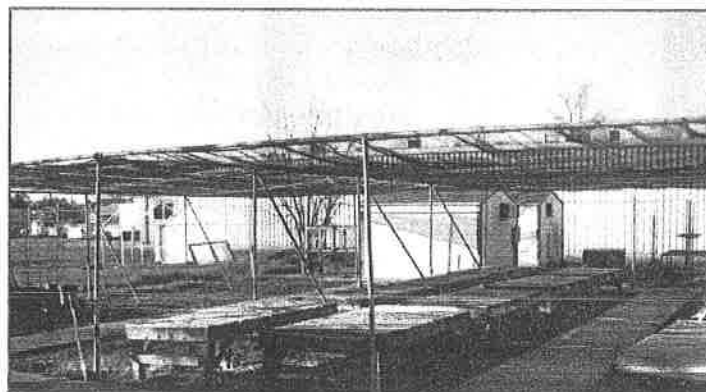
The livestock barn accommodates 24 lambs / goats, 4 beef, and 32 hogs. We also have a sand show arena, wash racks, and storage shed. The facility is newly constructed with funds from the district and community support. Some construction was done by students.



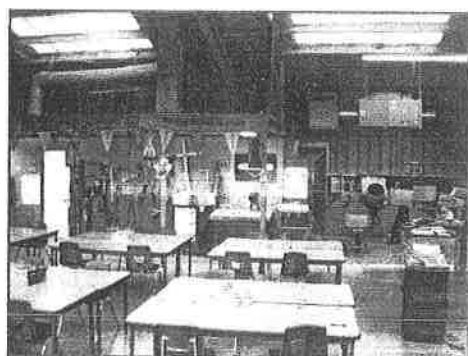
Land available for vegetable and crop production, and citrus and stone fruit orchard. Used for CDE practice, pruning instruction, and student SAE projects. We also have raised planter beds for vegetable gardens. All facilities are built and maintained by students.



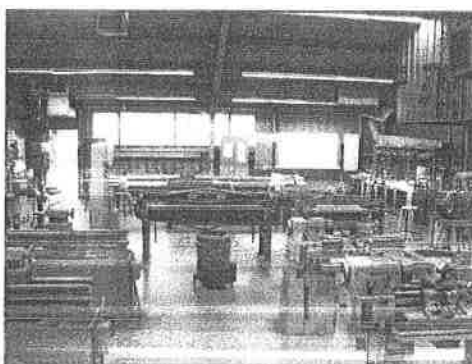
Greenhouse available for plant propagation, production, and student SAE projects.



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

**DINUBA HIGH SCHOOL**  
**AGRICULTURE DEPARTMENT**  
FIVE-YEAR PLAN

**Year 1: 2013-2014**

1. create outdoor mother stock area for horticulture
2. outside potting area
3. renovate greenhouse
4. upgrade shade area: attach shade cloth to sides

**Year 2: 2014-2015**

1. purchase additional livestock trailer
2. new laptops for computer lab & staff & printer
3. renovate propagation (mist) house
4. upgrade animal facilities: poultry barn

**Year 3: 2015-2016**

1. purchase smaller greenhouse
2. purchase walk in floral cooler
3. new ag truck

**Year 4: 2016-2017**

1. purchase new glazing for greenhouse
2. develop ornamental tree area
3. add tar to roof of C-trains
4. acquire plasma cutting table for mechanics shop

**Year 5: 2017-2018**

5. purchase new glazing for greenhouse
6. develop ornamental tree area
7. add tar to roof of C-trains
8. acquire plasma cutting table for mechanics shop

# i) Staff Assignments

**Dinuba High School Agriculture Department  
Chart of Responsibilities 2013 – 2014**

Assignment	Date	Roy Browne	Christine Henderson	Thomas Henderson	Maggie Maratsos
<b>Leadership Advising</b>					
Officer Team Advisor	All Year	X	XX	X	X
Officer Retreat	July	X	XX		
Opening Closing Ceremonies	October	Officer Team	Open Teams	Novice Teams	
Sectional Officer Team Officer	All Year				
Sectional Officer Team Activities	All Year	X		X	X
<b>Judging Teams</b>					
Banking Quiz	December		XX		
Cotton Judging CDE	Sept – Nov		XX		
Vine Pruning CDE	Winter			XX	
Citrus Judging CDE	Winter	XX			
Extemporaneous Speaking CDE	Spring		XX		X
Veterinary Science CDE	Spring	XX			
Vine Judging CDE	Spring			XX	
Ag Pest Team CDE	Spring		XX		X
Veterinary Science – Nationals	May -Oct	XX			
Nursery Landscape CDE	Feb – May		X		XX
<b>Department / Reports</b>					
Department Head	All Year	XX			
R2 – Roster	October	XX			
Program of Activities	Fall		XX		
Requisitions	All Year	XX	X	X	
Transportation Forms	All Year	XX	X	X	
Advisory Committee Meetings	All year	X	XX	X	X
Advisory Com. Agenda/ Minutes	All year		XX		
Grants	All Year	XX			
<b>CATA</b>					
State Conference	June	X	XX	X	X
Road Show Prof. Dev.	December	X	X	X	
Fall Sectional Meeting	September			X	
Spring Sectional Meeting	May	X	X	X	X
Fall Regional Meeting	November	X	X	X	
Spring Regional Meeting	February	X	X	X	X
Summer Regional Meeting	June	X	X	X	X
Record Book Scoring	January	X	X		X
Sectional Officer Position	All Year	X			
<b>Fundraisers</b>					
Drive Thru BBQ	Fall	XX	X	X	
Toyota Tickets	Jan – Feb.	X	XX	X	X
Shirt Orders	All Year		XX		

<b>Leadership Conferences</b>					
Chapter Officer Lead. Conf.	October	X	XX		
Greenhand Leadership Conf.	November	XX			
Made for Excellence Conf.	February		X	XX	X
Advanced Leadership Academy	February		X	XX	X
State FFA Convention	April	X	XX	X	X
National FFA Convention Trip	October	XX			
<b>FFA Meetings</b>					
Sept. Mtg. - Pizza & Pool Party	September	X	XX	X	
Oct. Mtg. - Halloween Barnival	October	X	XX	X	
Nov. Mtg. - Thanksgiving	November	X	XX	X	
Dec. Mtg. - Chapter / GH Degree	December	X	XX	X	
Jan. Mtg. - Movie Night	January	X	X	XX	X
Feb. Mtg. - Minute to Win It	February	X	X	XX	X
Mar. Mtg. - Softball Game	March	X	X	X	XX
Apr. Mtg. - Chapter/GH Degree	April	X	XX	XX	X
May Mtg. - Banquet Awards	May	XX			
May Mtg. - Banquet Food	May			XX	
May Mtg. - Banquet Program, Decor & Certificates	May		XX		X
<b>Community Service</b>					
Thanksgiving Baskets	November	X	XX	X	
Raisin Day Petting Zoo	September	XX			
Grand View Carnival Petting Zoo	October	XX			
Christmas Float	December	XX			
Pet Food Drive	January	XX	XX	X	X
Valentine Roses	February		XX		X
Earth Day - Tree Planting	March				XX
<b>SAE Projects</b>					
Sheep	May - Sept.	XX			
Swine	May - Sept.			XX	
Beef	Mar - Sept.		XX		X
Tulare County Fair	September	X	X	X	
Plant Sales - Fall / Spring	Nov. / May			XX	X
Bare Root Trees	Jan - May			XX	X
Vegetable Plots	Mar - Jun			XX	X
Small Animals	All year	XX			
Orchard/Vineyard	All year	X		X	X
Open Shop Projects	All year			XX	
Proficiency Applications	Spring		XX		X
Pre-Fair	Fall	X	X	X	
State/Am. Degree Applications	Winter	X	XX	X	X

<b>Officer Duties</b>					
Chapter Officer Applications	March	X	XX	X	X
Regional Officer Applications	February	X	XX	X	X
Sectional Officer Applications	April	X	XX	X	X
State Conference Applications	January		XX		
MFE-ALA Applications	November		XX		
<b>Other</b>					
World Ag Expo		X	X	X	X
Officer Meetings	All Year	X	XX	X	X
TCOVE Classes	All Year		XX		
Reedley Showmanship Day	November			XX	
<b>XX = lead advisor</b>					
<b>X = assistant advisor</b>					

## j) FFA Program of Activities

# Dinuba FFA

2013 – 2014

"WHERE FFA FLOWS, LEADERSHIP GROWS!"



# **TABLE OF CONTENTS**

<b><u>Description</u></b>	<b><u>Page Number</u></b>
Cover Page	1
Table of Contents	2
Chapter Officer Introduction	3
Advisor and Instructor Introduction	3
Advisory Committee Introduction	3
Dinuba FFA Introduction	4
President's Message	5
FFA Information	6
Emblem	6
Official Dress	6
FFA & Agriculture Education Mission	7
Creed	8
Motto	8
Degree Requirements	9
Calendar of Activities	10
Dinuba FFA Constitution	12
Budgets	15
FFA Activities	16
Market Swine	16
Market Sheep	17
Dairy Replacement Heifer	17
Market Beef	17
Chapter Activities and Goals	18
Judging Teams and Contests	18
Community Service	18
Supervised Occupational Experience Projects	18
Chapter Applications	19
Greenhand	20
Chapter Farmer	21
Chapter Officer	21
Chapter History	23



## **2013-2014 FFA THEME:**

**"WHERE FFA FLOWS, LEADERSHIP GROWS!"**

### **2013 – 2014 DINUBA FFA CHAPTER OFFICERS**



President	Selina Jimenez
Vice President	Elijah Alvarez
Secretary	Alfredo Alvarez
Treasurer	Salah Ali
Reporter	Gerardo Jaramillo
Sentinel	Justin Elizondo
Historian	Jackie Carter
ASB Representative	Kierra Rambonga

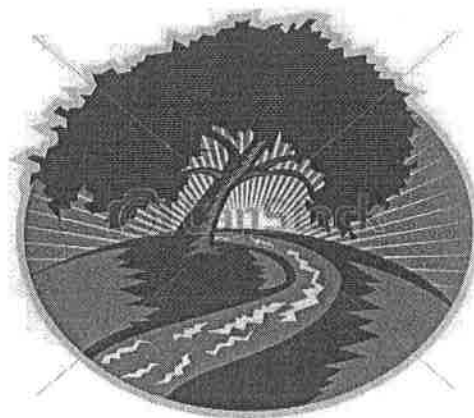
### **2013 – 2014 FFA ADVISORS AND INSTRUCTORS**

Mr. Roy Browne                      Veterinary Science  
Agriculture Science

Mr. Tom Henderson              Agriculture Mechanics  
Agriculture Science  
Landscape Design

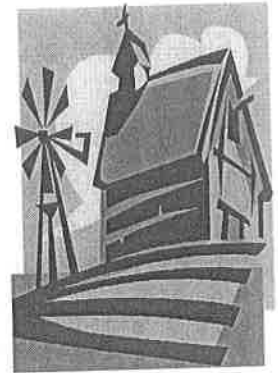
Mrs. Christine Henderson      Floriculture  
Agriculture Biology

Ms. Maratsos, Cal Poly           Ag Biology  
Teaching Units in:              AgScience, Landscape Design, AgMechanics, and Floral Design



# **2013 – 2014 DINUBA AGRICULTURE ADVISORY COMMITTEE**

Tory Torosian	Torosian Organic Farms, Committee Chair
Mike Henderson	Ag Ranch and Real Estate Sales
Steve Soria	Soria Trucking and Agriculture Products
Hans Wilgenburg	Wilgenburg Greenhouses
James Garcia	Stone Fruit / Orchard Labor
Kris Costa	Curriculum Development, CEV
David Lopes	Reedley College Animal Science Instructor
Lannette Klassen	Veterinary Assistant and Technician



## **DINUBA FFA INTRODUCTION**

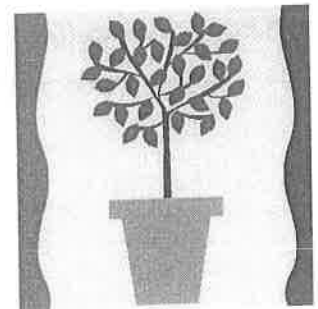
The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937. Today in California, there are over 60,000 FFA members 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 it's 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 2013-2014 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 Central Coast 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, "Where FFA Flows, Leadership Grows". 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,

Selina Jimenez  
2013-2014 Dinuba FFA 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.

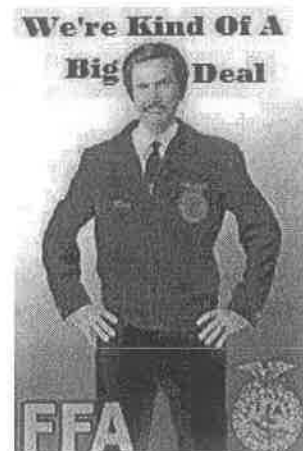
*Taken from the Official Manual of the National FFA Organization.*

## **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**



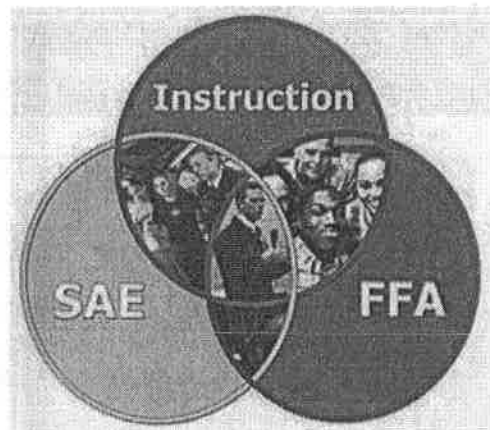
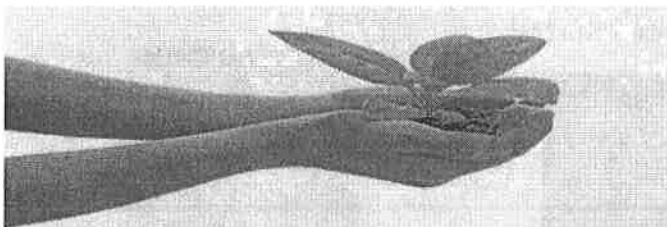
FFA makes positive differences in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

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

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

# **FFA**

## *Motto*

*"Learning to do  
Doing to learn  
Earning to live  
Living to serve"*

## **GREENHAND DEGREE**

1. Be enrolled in an Agriculture Education course.
2. Have an active Supervised Agricultural Experience Project or have plans for an SAE.
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 an Agriculture Education course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Agricultural Experience project.
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE.
6. Demonstrate knowledge of Parliamentary Procedure.

## **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, working at least 500 hours on your SAE (or work at least 500 unpaid hours in a SAE and earn/invest \$500).
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Dedicate at least 25 hours of community service.
8. 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 SAE.
6. Earn \$7500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE.

# **DINUBA FFA CALENDAR OF ACTIVITIES**

## **June 2013**

8	Petting Zoo – Farmers Day
11	Officer Parent Meeting
16	Serve Pancake Breakfast – for Lions Club – Memorial Bldg 6:30-11 AM
27	Unload Pigs

## **July 2013**

weekly	Livestock Showmanship Practices & Management
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## **August 2013**

6 – 8	Officer Retreat – Cayucos
9-10	Sectional Officer Leadership Conference/Training
17 – 18	Team Building Boot Camp (SCICON) – SJ Region
14, 21, 28	Officer Meetings (Wednesdays at 3PM)
30	Spaghetti Dinner Fundraiser
Weekly	Livestock Showmanship Practices & Management

## **September 2013**

5	Barn Clean-Up
6	Pre-Fair
9	Haul In Tack for Fair
10	Haul In Animals & Weigh In
11 – 15	Tulare County Fair
11	Hog Show
12	Sheep & Steers Show
14	Market Auction at Fair
15	Load Out Tack for Fair
25	FFA Meeting @ Swimming Pool
27 – 28	COLC Chapter Officer Leadership Conference – SCICON
28	Raisin Day Petting Zoo
30	Opening Closing Speaking Contest @ Strathmore
Weekly	Officer Meetings (Wednesdays at 3PM)

## **October 2013**

1	Opening Closing Speaking Contest @ Lemoore
9	Sectional Finals - Opening Closing @ Tulare HS (Mission Oaks)
11	Livestock Checks available at TC Fair (if buyer has paid)
11	Drive Thru BBQ Fundraiser
12	Cotton Judging CDE @ Corcoran HS
16	Sectional FFA Meeting & Corn Maze
22	Greenhand Leadership Conference - Visalia
23	Agriculture Advisory Committee Meeting
25	Chapter Meeting – Halloween Barnival
30 – Nov 2	National FFA Convention
Weekly	Cotton Judging Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**November 2013**

1 – 22	Canned Food Drive
7	Cotton Judging @ Hanford HS
9	Cotton Judging State Finals @ CSU Fresno
12	Sequoia Section Community Service Event – Visalia Rescue Mission
15 – 16	CATA Roadshow & Regional Meeting – Tenaya Lodge / Bass Lake
21	Chapter Meeting Potluck
22	Deliver Food Baskets & Donations to Families
Weekly	Officer Meetings (Wednesdays at 3PM)

**December 2013**

7	Christmas Parade
10	Chapter Meeting – Degree Ceremony in Cafeteria
12	Banking Quiz – Ag Pavilion @ Bakersfield
13	Deliver Christmas Tree to family
14	Citrus Judging Contest – Golden West
Weekly	Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**January 2014**

Jan. 7 – 31	Collect Food for Animal Shelter
11	Vine Pruning Contests– St. Helena HS
16	Record Book Scoring – Mt. Whitney
18	Citrus Judging Contest – Tulare
18	Vine Pruning Contest – Dinuba
23	Sectional Speaking Contest – Tulare
24	Regional Officer Apps Due
25	Citrus Judging Contest – Hanford
25	Vine Pruning – Reedley College
29	Chapter Meeting – Minute to Win It
30	Record Book Scoring – Hanford
Weekly	Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**February 2014**

1	Winter State Finals @ Fresno (Vines, Citrus, Tree)
5	Sectional Meeting & Activity – Glow in the Dark Dodgeball (Porterville)
11 – 13	World Ag Expo – Tulare (field trip W 12 <sup>th</sup> )
13 or 14	Delivery Roses to convalescent homes
14-15	MFE/ALA @ Visalia
14 – 15	Regional Officer Interviews
18 – 21	National FFA Week
19	Breakfast for High School Staff
20	Chapter FFA Meeting - at Park
21	Deliver Pet Food to Shelters
22	Regional Meeting – Lemoore
Weekly	Ag Pest, Nursery-Landscape, & Vet Science Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

## March 2014

Feb 28-Mar 1	CSU Chico Field Day (Nursery-Landscape, Vet Science, & Ag Pest)
4	Ag Advisory Committee Field Day
5	Washington Intermediate School Jr. High Recruitment at lunch
11	Chapter FFA Meeting – Softball Game
19	Ag Day at Sacramento, CA Capitol
22	Dinuba Specialty Animals Contest
29	Modesto JC Field Day (Nursery Landscape)
Weekly	Ag Pest, Nursery-Landscape, & Vet Science Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

## April 2014

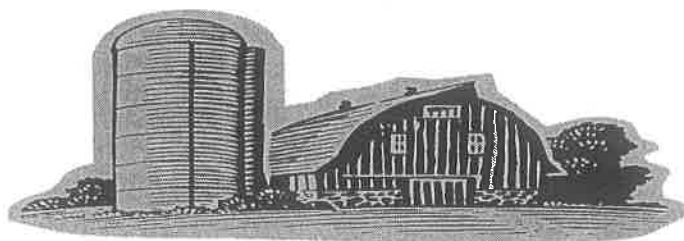
2	State Degree Awards Dinner – Tulare
5	Reedley College Field Day
8	Chapter Meeting – Glow in the Dark Dodgeball
12	CSU Fresno Field Day (State Finals for Ag Pest)
12	Clovis East – Spec. Animals Contest
12 – 15	State Conference @ Fresno
22	Sequoia Section FFA Meeting & Activity – McDermott Field House
24	Sectional Officer Interviews
Weekly	Ag Pest, Nursery-Landscape, & Vet Science Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

## May 2014

2 – 3	State Finals @ Cal Poly (Specialty Animals & Nursery Landscape)
5	Sequoia Section CATA planning mtg
7	Sectional Elections – Farmersville
8	Chapter Officer Apps Due
9 – 10	Plant Sale
13	Chapter Officer Interviews
16	Chapter FFA Meeting – Awards Banquet @ JFK
24	Pancake Breakfast Fundraiser
Weekly	Officer Meetings (Wednesdays at 3PM)

## June 2014

22 – 27	CATA Summer Conference & Skills Training
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# **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, 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.



## **DINUBA FFA BUDGET**



### **ACTIVITIES BUDGET 2013-2014**

#### **Estimated Receipts**

School Fundraisers		\$ 7,000.00
Drive Thru Fundraiser	2000	
Shirts	200	
Concession Stand	1000	
Club Fair	100	
Toyota Tickets	700	
Tri Tip Sandwiches	1000	
Pancake Breakfast	1000	
Donations	1000	

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<i>Total</i>		<i>\$ 7000.00</i>
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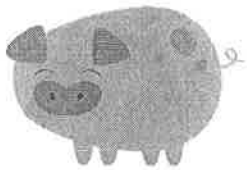
#### **Estimated Expenses**

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

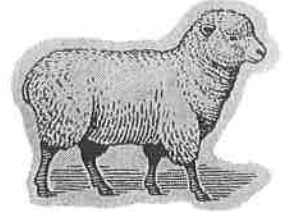
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<i>Total</i>	<i>\$ 7000.00</i>
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<b>Estimated Net Profit</b>	<b>\$ 0.00</b>
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## **DINUBA FFA BUDGETS**



### **SMALL ANIMALS LIVESTOCK PROJECT BUDGETS**

#### **MARKET SWINE PROJECT**

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**Estimated Expenses**

Purchase Price	\$250.00
Feed	\$250.00
Vet. & Misc. Supplies	\$ 25.00
Entry Fees	\$ 30.00

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<i>Total</i>	<i>\$ 555.00</i>
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**Estimated Receipts**

Sale of Animal	250lbs. @ \$2.00/lb.	\$ 500.00
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<i>Total</i>	<i>\$ 500.00</i>
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<b>Estimated Net Profit</b>	<b>\$ 55.00</b>
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#### **MARKET LAMB PROJECT**

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**Estimated Expenses**

Purchase of Animal	\$ 200.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 10.00

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<i>Total</i>	<i>\$ 320.00</i>
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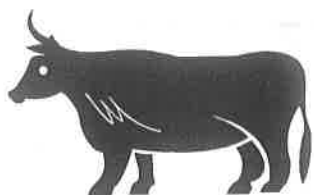
**Estimated Receipts**

Sale of Lamb	130 lbs. @ 3.00/lb.	\$ 390.00
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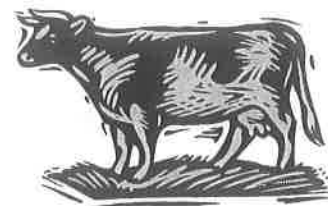
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<i>Total</i>	<i>\$ 390.00</i>
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<b>Estimated Net Profit</b>	<b>\$70.00</b>
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## **DINUBA FFA BUDGETS**



### **LARGE ANIMALS LIVESTOCK PROJECT BUDGETS**

#### **DAIRY REPLACEMENT HEIFER PROJECT**

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**Estimated Expenses**

Purchase of Animal	\$1,000.00
Feed	\$ 800.00
Supplies	\$ 100.00
Vet/Medical	\$ 50.00
Entry Fees	\$ 50.00

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*Total* \$2,000.00

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**Estimated Receipts**

Sale of Heifer	\$2,000.00
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*Total* \$2,000.00

**Estimated Net Profit** \$ 0.00

#### **MARKET STEER PROJECT**

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**Estimated Expenses**

Purchase of Animal	\$ 800.00
Feed	\$ 750.00
Vet. & Misc. Supplies	\$ 70.00
Entry Fees	\$ 30.00

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*Total* \$1650.00

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**Estimated Receipts**

Sale of Steer	1200 lbs. @ 1.00	\$1,200.00
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*Total* \$1,200.00

**Estimated Net Profit** - \$ 450.00

## **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 CDE  
Floriculture CDE  
Ag Pest Control CDE  
Best Informed Greenhand Contest  
Vine Pruning CDE  
Vine Judging CDE  
Prepared Public Speaking  
Extemporaneous Public Speaking

Agri-Finance & Banking Contest  
Job Interview  
Creed Speaking  
Opening-Closing Speaking Contest  
Citrus Judging CDE  
Cotton Judging CDE  
Nursery & Landscape CDE

### **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 Valentine's Day Flowers & Balloons
- Dinuba FFA Pre-Fair Livestock Show
- Dinuba Raisin Day Petting Zoo and Activities
- 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 on site 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*)     9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>

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 \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

# **CHAPTER FARMER DEGREE APPLICATION**

*For the Dinuba FFA Chapter*

Name \_\_\_\_\_

Year in School (circle one)      9<sup>th</sup>    10<sup>th</sup>    11<sup>th</sup>    12<sup>th</sup>

**\*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 \_\_\_\_\_

Advisor 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.
  - 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.**

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CHAPTER HISTORY

## STATE FARMER DEGREE RECIPIENTS

1957	Charles Edgerly	1977	Tom Ebner	2010	Jesse Garcia
1959	Chester Fukushima		Yvette Garispe	2011	Joseph Browne**
	Tom Williams		Bruce Goldbeck		Joey Marchy**
	Ronald Warkentin		Tommy Sadoian		Amie Dean
1961	James Edgerly**	1978	Grabiell Espinosa		Sarkis Torosian**
1962	John Drew		Terrie Fry		Valerie Sanchez
	Leroy Fennell	1979	Bonnie Straugh		Ileana Gonzalez
	Larry Greene		Karen Waldner	2012	Israel Villarreal
1963	James W. Johnston	1980	Cipriano Garcia		Alejandra Mercado
	Gilbert Unruh		Tommy Lewis		Alexandra Rivera
1964	Bill Naylor		Todd Seitz		Jarrold Mills**
1968	Randall Armstrong		Mark Waldner		Jazmin Mendez
	Jim Kautz	2001	LeAnn Chambers		Jasmine Carbajal
1969	Fred Naylor		Jared Rowley		Alex Elizondo
1970	Darryl Armstrong**		Adam Terry**	2013	Jennifer Parker
1971	Larry Baker	2002	Carla Appert		Brenda Chavez
	Charles Chance		Katie Brady	2014	David Reyes Macias
	Mike Naylor		Joanna Duarte		Christian Sanchez Perez
1972	Richard Lopez		Danielle Lester		Stacey Garcia Rendon
	John McAfee		Kathy Wade		Cody Curtis
1973	Elda Foster	2003	Miguel Castrejon		Uriel Marquez
	Jim Johnson		Lucas Terry**		Nathan Moore
1974	Steve Fleming		Justin Woodcock		Dakota Myers
	Mark Terry	2004	Jarrold Browne		Aaron Torres
1975	Matthew Cates		Justin Browne		Salah Ali
	Loretta Edluna	2005	Joshua Terry**		Gerardo Jaramillo
	John Leon Garispe**	2007	Gabriel Garcia		Selena Gonzalez
	Scott David Terry**	2009	Cristina Avila**		Elijah Alvarez
1976	Richard Burkhardt		Judd Browne		Jacqueline Carter
	Robert Cepeda		Ivan Ferro		Montel Harris
	Phillip Downing		Emmanuel Hernandez		Dakota Myers
	Scott McAfee		Kara Langely		

**\*\* Denotes American Farmer Degree Recipient**

## STATE OFFICERS

1962 – 63 James Edgerly, Treasurer

## STATE JUDGING TITLES

1975	Ag Pest	2001	Specialty Animals
1979	Light Horse	2006	Ag Pest
1984	Ag Pest	2009	Grapevine Pruning
1987	Ag Pest		Specialty Animals
1991	Land	2012	Specialty Animals
		2013	Specialty Animals
			Grapevine Judging

## REGIONAL OFFICERS

1961 – 62 James Edgerly, President

1964 – 65 Bill Naylor, President

2012 – 13 Alex Elizondo, Vice President



k) School and/or  
Department  
Policies

## Department Vehicles:

The Dinuba Agriculture Department owns two trucks. The oldest is a 1985 four door Chevrolet and is mainly used for local assignments and trips. The second truck is from 2000 and is also a four door Chevrolet which is used for all other transportation needs within the state. Travels include state, regional, sectional and local activities and leadership conferences, county fair, etc...

Fuel for these vehicles are paid for by the district and are filled up at a specific fueling station where we use a district issued gas card.

In the rare case that we drive our personal vehicle , we complete a "Travel Expense Form" (attached) and get reimbursed by the district based upon the mileage rate at the time.

If we need additional seats above and beyond our 2000 Chevrolet which is in most excursions is the case, we follow a process of reserving a district owned vehicle by filling out a "Transportation Request Form" (attached). Our district vehicles include a selection of large SUVs and vans.

## FFA and SAE Department Policy

### 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, must maintain a 2.0 and no F's and is in good behavioral standing with the high school. Any student who does not meet this 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 Agriculture 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 1<sup>st</sup> year students) or maintaining (for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students) a SAE project at some point during the semester. In order to receive full credit in the FFA category, students must participate in a minimum of three 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 a small SAE project to gain a more tangible feeling of what an SAE project really is.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agricultural instructor and documented in their CA Agriculture Education Record Book. This will account for 5% of the students overall grade in every agriculture course taught at Dinuba High School.

# 1) Proficiency Standards for Program Completers

# TULARE COUNTY OFFICE OF VOCATIONAL EDUCATION – DINUBA HIGH SCHOOL

## 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.

Level	Occupational Competencies	Level	Occupational Competencies
	Proper safety skills used in the floral shop.		Student can identify 25 tools and equipment of the floriculture industry.
	Student can describe three career opportunities in the floriculture industry.		Student can construct a marketable bouquet.
	Techniques in grading, bunching, and shipping cut flowers for market.		Students will demonstrate how to care for plants and plant structures.
	Care for tools and equipment.		Procedures to increase life span of floral materials.
	Basic principles and design elements of floral design.		Recognize and select healthy marketable potted/flowering plants.
	Student demonstrates the ability to mark up floral materials from wholesale to retail prices.		Student can list and demonstrate methods of creating color, harmony, scale, balance, texture, and depth in arrangements.
	Two basic arrangements using basic design principles.		Identify and classify 50 floral crops, 50 indoor plants.
	Student recognizes and can select flowers and potted/flowering plants at the optimum stage of maturity.		Student can demonstrate proper phone and communication skills, including the proper use of fax machines and email.
	Student has demonstrated the influence of art on floral design.		<b>Basic Skills</b>
	Student can identify foliage plants commonly used in the industry and identify required environmental conditions.		Student demonstrates proficiency in communication processes (reading, writing, speaking, listening).
	Student can identify 3 different design styles and shapes of arrangements.		Student demonstrates proficiency in mathematical processes.
	Effective advertising display.		<b>Personal Competencies</b>
	Student can conduct and write a consultation for a special occasion.		Maintain an appropriate appearance.
	Students can demonstrate proper use of a cash register.		Demonstrate ability to cooperate with others.
	Student can demonstrate proper techniques for drying and preserving flowers.		Can work with minimal supervision.
	Student can construct novelty and seasonal gifts for retail sales.		Demonstrates dependability in punctuality and attendance.
	Student can construct a marketable sympathy piece.		Produce an appropriate quality and quantity of work.
	Demonstrate how to treat flowers correctly after field cutting or preparation.		Exhibit safety consciousness.
	Student can construct holiday centerpiece arrangements.		Prepare a personal resume.
	Selection of correct flowers and how to wire and tape them for corsage work.		Prepare a letter of application.
	Construct three types of corsages and boutonnières.		Complete a job application form.
	Construct cold glue corsages and boutonnières.		Interview for a job confidently.
	Student demonstrates appropriate knowledge of front and back shop procedures, while creating positive work environments with fellow employees and employers.		Demonstrates a positive attitude, leadership, and initiative to work.

Certified by \_\_\_\_\_ Printed Name \_\_\_\_\_ Christine Henderson, AIFD Date \_\_\_\_\_  
(TCOVE/ROP Teacher)

School \_\_\_\_\_ Dinuba High School

# 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

### 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

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.

m) Teacher Data  
Sheet for each  
Teacher

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**R2 Teacher Information**  
**Dinuba HS, Dinuba**  
**Year: 2013**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Henderson	Christine		Female	White	9	Agriculture Specialist	57007	5935	4640	0	N
Browne	Roy	O	Male	White	19	Agriculture Specialist	77357	8500	4640	360	N
Henderson	Tom		Male	White	9	Agriculture Specialist	60176	6516	4640	0	N

Browne, Roy					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0800	Ag. Science	26	Agriscience I
1	2	9:35	Prep	0	Prep
1	3	11:50	Ag. Science	26	Agriscience I
1	4	1:25	Ag. Science	24	Agriscience I
2	1	8:00	Ag. Science	24	Agriscience I
2	2	9:35	Veterinary Science	25	Animal Science
2	3	11:50	Veterinary Science	26	Animal Science
2	4	1:25	Prep	0	Prep

Henderson, Tom					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Mech	24	Ag Mechanics
1	2	9:35	Ag Science	22	Agriscience I
1	3	11:50	Prep	0	Prep
1	4	1:25	Landscape Design	24	Plant/Soil Science
2	1	8:00	Ag. Mechanics	22	Ag Mechanics
2	2	9:35	Ag. Mechanics	22	Ag Mechanics
2	3	11:50	Prep	0	Prep
2	4	1:35	Laandscape Design	24	Plant/Soil Science

Henderson, Christine					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Prep	0	Prep
1	2	9:35	Ag Biology	24	Ag Biology
1	3	11:50	Floriculture	24	O.H./Floral
1	4	1:25	Floriculture	24	O.H./Floral
2	1	8:00	Prep	0	Prep
2	2	9:35	Floriculture	24	O.H./Floral
2	3	11:50	Ag. Biology	24	Ag Biology
2	4	1:25	Ag. Biology	25	Ag Biology

Printed: 3/12/2014 5:46:30 PM

Site developed and maintained by the California FFA Association.

HENDERSON, CHRISTINE > Document:

**New Search** | Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** HENDERSON  
**First Name:** CHRISTINE  
**Middle Name:** NOELLE

**Last Known County of Employment:**  
**Adverse and Commission Actions Indicator:**

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.

**Current Document:** All Documents | Adverse and Commission Actions

		1 - 3 of 3			
Document Number	Document Title	Term	Status	Issue Date	Expiration Date
> 140002975	Single Subject Teaching Credential	Clear	Valid	6/1/2014	6/1/2019
> 120064512	Specialist Instruction Credential (Agriculture)	Clear	Valid	9/1/2012	9/1/2017
> 090165209	Single Subject Teaching Credential	Clear	Valid	5/20/2009	6/1/2014

**Authorization/Subjects**

		1 - 4 of 4			
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) Instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subject adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R1B	This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.	IE	Introductory English	MIN	2/2/2005
R1E	This document authorizes the holder to teach in the specific science area listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults.	BSSX	Biological Sciences (Specialized) (Examination)	MAJ	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	

**Renewal Requirements**

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

		1 - 1 of 1	
Renewal Code	Renewal Description	Additional Description	
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required	

**Employment Restrictions**

No Records

HENDERSON, THOMAS > Document

New Search | Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: HENDERSON  
First Name: THOMAS  
Middle Name: MICHAEL

Last Known County of Employment:  
Adverse and Commission Actions Indicator:  
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.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 120064670	Single Subject Teaching Credential	Clear	Valid	10/1/2012	10/1/2017	3/30/2005		
> 120064671	Specialist Instruction Credential (Agriculture)	Clear	Valid	9/1/2012	9/1/2017	3/30/2005		

Authorization/Subjects 1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Data
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements

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

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

Employment Restrictions

No Records

BROWNE, ROY > Document

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: BROWNE  
First Name: ROY  
Middle Name: OWEN

Last Known County of Employment:  
Adverse and Commission Actions Indicator:

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.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
-----------------	----------------	------	--------	------------	-----------------	---------------------	-------	---------------

> 110027821	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/1/2011	7/1/2016	6/26/1996		
> 110027822	Single Subject Teaching Credential	Clear	Valid	7/1/2011	7/1/2016	10/24/1995		
> 070358169	Crosscultural, Language and Academic Development Certificate	Clear	Valid	8/24/2007		8/24/2007		

Authorization/Subjects

1 - 3 of 3

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
--------------------	---------------------------	--------------	---------------------	-------------	--------------------------

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.

1 - 2 of 2

Additional Description

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.

R15P 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.

#### Employment Restrictions

No Records

# n) Roster of Agriculture Advisory Committee



# **Dinuba High School**

## **Agriculture Department**



**Department Chair:**

**Roy Browne – *Agriculture Science, Vet Science***

**Other Instructors:**

**Christine Henderson – *Floriculture, Agriculture Biology***

**Tom Henderson – *Agriculture Mechanics, Landscape Design, Metal Shop***

### **Agriculture Advisory Committee**

#### **Membership List:**

**Tory Torosian – Committee Chair – Tory Farms (Citrus, Vines)**  
9214 Ave. 424, Dinuba, CA 93618  
Cell: (559) 859-1291

Email: toryfarms@yahoo.com

**Mike Henderson – Agrarian Marketing, Pearson Realty**  
P.O. Box 476, Sultana, CA 93666  
Ph: (559) 591-3886 Cell: (559) 967-2676

Email: mshenders@aol.com

**Steve Soria – Valley Soil Products, Soria Trucking**  
21415 E. Manning, Reedley, CA 93654  
Ph: (559) 638-4589 Cell: (559) 360-0081

Email: soriasteve@yahoo.com

**James Garcia – formerly from George Brothers Orchards (Citrus, 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  
Ph: (559) 638-3641 Cell: (559) 360-3606

Email: david.lopes@reedleycollege.edu

**Lannette Klassen – Veterinary Assistant and College of the Sequoias Instructor**  
4999 East Bardsley Avenue Tulare, California 93274  
Cell: (559) 269-1022

Email: lannettek@cos.edu

**Hans Wilgenburg – Wilgenburg Greenhouses (Vegetable/Horticulture)**  
20682 E Manning Ave, Reedley, CA 93654  
Ph: 638-7189, Cell: 696-3633

Email: hwilgenburg@hotmail.com

# o) Advisory Committee Minutes

## **Dinuba Agriculture Department—Advisory Committee**



Dinuba Agriculture Department  
340 E. Kern  
Dinuba, CA 93618  
Phone: 559 595 7247



### **Agenda: Tuesday, March 4th, 2014**

**Introductions: Student Teacher from Cal Poly, SLO—Maggie Maratsos**

**FFA Officer Welcome & Introductions**

**Approve Minutes from Previous Meeting**

### **Old Business:**

**FFA Activities: Speaking Contests, State Degrees, Proficiency Awards**

**Community Service**

**Enrollment Review**

**Ag Incentive Grant Funding—local control**

### **Upcoming Events:**

**Replacement Teacher for Welding (IT or Ag) —support from committee**

**FFA Activities: State Conference, Judging Teams, review recruitment plans**

**Chapter Officer Interviews**

**Annual Awards Banquet—Friday May 16th**

**Current Concerns:**



# **Dinuba High School**

## **Agriculture Department**



### **Agriculture Advisory Committee Meeting Minutes**

**March 4, 2014**

#### Department Members Present:

Roy Browne, Teacher and Department Chair  
Thomas Henderson, Teacher & Advisor  
Christine Henderson, Teacher & Advisor

#### Advisory Members Present:

Tory Torosian, Tory Farms (Chairman)  
Hans Wilgenburg, Wilgenburg Greenhouses  
James Garcia, formerly George Bros. Farming  
David Lopes, Reedley College Agriculture Department: Animal Science  
Steve Sorla, Valley Forest Products

#### Special Guests Present:

Maggie Maratsos, student teacher, Cal Poly, San Luis Obispo  
Dinuba FFA Officer Team

The meeting was called to order at 6:00 PM by Chairman Tory Torosian, in the agriculture department classroom. Special guests were introduced, including the current FFA officer team and our student teacher from Cal Poly, SLO. Formal introductions followed as this was the first meeting for our officers to attend and our student teacher.

The first order of business was a presentation from the Chapter Officers. Topics included Community Service activities, SAE projects, Facility Improvements, Career Development Event Teams, speaking competitions, FFA activities; local, state, and national, as well as enrollment and recruitment efforts on behalf of the program.

The committee minutes from last meeting were submitted by Christine Henderson, and approved by Tory Torosian, and seconded by Steve Sorla.

The next order of business was a quite 'unofficial' update on the department's progress in achieving an Agriculture Academy. Tom Henderson shared the information from the district's planning committee, and told the committee that we are currently in a waiting period, but that we should continue to increase community support.

The review of FFA Activities and Community Service had already been shared by the FFA officer team, so the committee moved onto an enrollment update from Roy Browne. Roy shared that our numbers are slightly down from last year, mainly because the IT department had to fill their new teachers schedule with the overflow periods that we had taught the previous year.

The next item in new business was the current situation with the change in funding with the state of California. Next year's budget is dedicated to the Local Control Funding Formula, which has a lot of power to move money based on input from the Dinuba Community. Students, parents, staff, and community members were able to submit responses to a survey about their concerns for education. If the Agriculture Incentive Grant is vetoed from the budget then this will be a major concern for the department. The committee expressed their interest in meeting with the administration to voice their concerns and share comments and support for the program. A meeting will be set up with the principal and the committee plans on attending.

A major concern of the department that was shared with the committee was the possible opportunity to change our current welding program over into the agriculture program. The advisory felt very strongly about adding the three circle component to welding and giving the students more opportunities.

Tom Henderson shared the recruitment activities that had occurred earlier that day at the junior high school. It was very successful. The advisory committee was also asked to assist in conducting interviews for the officer candidates for next year and James Garcia and Dave Lopes were both interested. The committee was invited to attend the Annual FFA Banquet in May.

Upcoming FFA activities were reviewed by the advisors: judging teams, state leadership conference (2 delegates, 14 members), Plant Sale & Pancake Breakfast, and officer interviews. The committee was invited to the Annual Awards Banquet, to be held on Friday, May 17<sup>th</sup>, at 5:00 PM. Rebecca Torosian volunteered to help with officer interviews, to be held May 13<sup>th</sup> at 3PM.

The meeting was adjourned at 7:40 PM. The members were thanked for their commitment to the department and their willingness to help develop future plans.

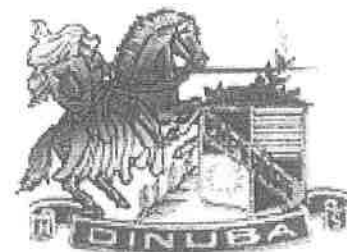
Respectfully Submitted,

Christine Henderson  
Dinuba Agriculture Department

# Dinuba Agriculture Department—Advisory Committee



Dinuba Agriculture Department  
340 E. Kern  
Dinuba, CA 93618  
Phone: 559 595 7247



Agenda: First Meeting of the Year  
Wednesday, November 13th, 2013

Introductions: Committee Members, Instructors, School Officials

Welcome from Dinuba High School Administration

Approve Minutes from Previous Meeting

Student Enrollment: Fall Term courses and overall numbers

FFA Activities: past & upcoming

National Convention Trip—Specialty Animals (Vet Science) State Champions

Agriculture Incentive Grant Checklist Review

New Agriculture Pathway—Academy Vision

Toyota "Enhancing Diversity" Program Opportunity

Supervised Agriculture Experience (SAE) Projects: Tulare County Fair & current projects

Next Semester: Cal Poly, SLO Student Teacher

Current Departmental Concerns

Questions & Comments—Improvements / Suggestions for the Department

Thank you for your Guidance & Support





# **Dinuba High School**

## **Agriculture Department**



### **Agriculture Advisory Committee Meeting Minutes**

**November 13<sup>th</sup>, 2013**

**Department Members Present:**

Roy Browne, department head  
Thomas Henderson, teacher

**Advisory Members Present:**

Tory Toroslan, Tory Farms (citrus, grapes)  
Hans Wilgenburg, Wilgenburg Greenhouses  
Mike Henderson, Agrarian Marketing, Pearson Ag Real Estate  
James Garcia, Insurance Rep, DHS FFA Alumni, tree pruning coach

**Administration and Special Guests Present:**

Chris Meyer, school principal

The meeting was called to order at 6:00 PM by Tory Toroslan, held in the agriculture department classroom. Special guests were introduced, including Chris Meyer, DHS Principal who gave a warm welcome to our committee. Mr. Meyer thanked the committee and the instructors for their time and support of the program. He is appreciative of the advising, guiding, and time dedicated to the program. All members were introduced and shared their industry representation. The committee minutes from last spring were submitted by Christine Henderson, and approved by Mike Henderson, seconded by Hans Wilgenburg.

Roy Browne shared the data on the program, with student enrollment for our fall courses, and our roster for the year. We are proud to announce that we currently have 344 members! With Dinuba High School's enrollment at 1912, we are still near 20% of the student population. Roy shared that all 3 teachers would have full enrollment in their classes.

Tom Henderson reviewed some of the major FFA activities our students have been participating in recently. The chapter has conducted successful chapter meetings and community service events. The Opening Closing teams were also very successful. Tommy also reported that we had two students earn a free FFA Jacket from the Tulare County Farm Bureau's program to sponsor FFA jackets for students, called the Blue Jacket Bonanza. Roy was proud to announce that the Veterinary Animal team competed at the National Convention and earned 11<sup>th</sup> place overall in the nation. All individuals and the team earned the gold award recognition.

An update on SAE projects followed, as the instructors reviewed the Tulare County Fair projects and the chapter's successes. Roy reported on lambs and beef cattle and Tom on hogs. Other current projects taking place in the department is a pumpkin patch project, greenhouse plants, and vegetables for the school lunch program.

The committee then reviewed the Agriculture Incentive Grant checklist. As Roy and Tory reviewed the list the committee gave their approval. This process is routine every three years in the Incentive Grant process.

All major developments in the planning stages of the Agriculture Academy and Pathway were shared with the committee. Roy and Tommy shared what steps have been completed and what the next steps will be in the process.

Tom shared that Dinuba has been selected as a finalist with National FFA for the Toyota Enhancing Diversity program and would be visited by administration from the National FFA Association in December. Also, the department is excited to share that they would be receiving a student teacher from Cal Poly, San Luis Obispo for next semester.

The meeting was adjourned at 7:47 PM.

Respectfully Submitted,

Christine Henderson  
Dinuba Agriculture Department

p) Current Year  
Budget

**DHS Agriculture Department  
Overall Department Budget**

Perkins Funds	\$8,000
Ag Incentive Grant	\$20,000
TCOVE / ROP	\$4,000
School General Fund	\$500
<b>TOTAL</b>	<b>\$32,500</b>

**Ag Incentive Grant**

Books & Supplies	\$9,000
Mileage/ Conferences/ Travel	\$11,000
<b>TOTAL</b>	<b>\$20,000</b>

**TCOVE / ROP**

Supplies	\$3500
Tools	\$500
<b>TOTAL</b>	<b>\$4000</b>

**School General Fund**

Office Supplies	\$500
<b>TOTAL</b>	<b>\$500</b>

**Carl Perkins**

Materials & Supplies	\$2000
Travel & Conferences	\$2000
Equipment	\$4000
<b>TOTAL</b>	<b>\$8000</b>

q) Signed Articulation  
Agreement and/or  
Evidence of  
Articulation

## Articulation Agreements

To find a particular agreement you must first specify the career path it is associated with. When you select a career path the list of associated disciplines will be displayed. Select one of the disciplines and then click the Show Agreements button to see the list of existing agreements. The list of agreements that is displayed below will show the two schools associated with each agreement. Click on the agreement title to view the document.

Career Path: Show All Agreements

Show Agreements

School/College Name:

(type in school name then pick school from resulting list)

Show Agreements by School

### Additional Resources

#### View Templates

View all the approved templates which can be used to create your articulation agreements.

[View Templates >>>](#)

#### Upload Agreements

After you create your local articulation agreements, use this page to upload them. All agreements resulting from these templates will be available on this website.

[Upload Agreements >>>](#)

Secondary School	Post-Secondary School	Date	Template Title/Agreement Title
Careerpath: Agriculture and Natural Resources, Discipline: Ornamental Horticulture			
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Beginning Floral Design</a> Floral Design
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Introduction to Environmental Horticulture</a> Basic Ornamental Horticulture
Careerpath: Building Trades and Construction, Discipline: Building Trades and Construction			
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Woodworking Tools and Machinery</a> Basic Cabinetmaking
Careerpath: Education, Child Development, and Family Services, Discipline: Child Development			
Dinuba High (Dinuba)	Reedley College (Reedley)	Apr-2009	<a href="#">Introduction to Early Care &amp; Education: A Practical Experience - Updated</a> ChDev 2: Child Development
Careerpath: Engineering and Design, Discipline: Drafting			
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Introduction to Design Drafting</a> Mechanical Drafting I
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Introduction to Design Drafting using CAD</a> Introduction to CAD
Careerpath: Finance and Business, Discipline: Office Technologies			
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Keyboarding</a> Keyboarding
Careerpath: Hospitality, Tourism and Recreation, Discipline: Hospitality - Culinary Arts			
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	22-Apr-2008	<a href="#">Culinary Arts / Intro to Culinary Arts / Basic Food Production</a> <a href="#">Intro to Foodservice &amp; Hospitality</a> Professional Cooking I
Careerpath: Manufacturing and Product Development, Discipline: Welding			
Dinuba High (Dinuba)	College of the Sequoias (Visalia)	09-Oct-2007	<a href="#">Introduction to Oxy Fuel Processes</a> Oxyacetylene Welding



*College of the Sequoias*  
**2+2 ARTICULATION AGREEMENT**

Date Drafted: 10/9/07

<b>COS</b>	<b>OH 111:Floral Design</b>	<b>Secondary</b>	<b>Introduction to Floriculture</b>
<b>Course:</b>		<b>Course:</b>	
	College of the Sequoias	<b>School:</b>	Dinuba High School
	915 South Mooney Blvd.	<b>Address:</b>	340 E. Kern
	Visalia, CA 93277		Dinuba, CA 93618

**A. COLLEGE COURSE DESCRIPTION:**

OH 11 is an introductory course in commercial floristry that covers the various phases of floral design. Through floral design, students shall develop an awareness of ways in which people throughout the ages and in different cultures have used floral arrangements to enhance their lives through artistic expression. Material and design as they relate to cultural practices will be integral to this course.

**B. UNITS:** 3 units

**HOURS/CREDITS:** 10 CREDITS

**C. PREREQUISITES:** AG SCIENCE

**D. REQUIRED CONTENT FOR ARTICULATION (edit as appropriate):**

1. Introduction to the floral industry
2. History of floral design
3. Care and handling of cut flowers
4. Materials and supplies used in floral design
5. The principles and elements of floral design
6. Mechanics of floral design
7. Dried and silk floral designs
8. Themes and accessories
9. Corsages
10. Foliage plants
11. Dish gardens
12. Floral orders
13. Pricing of floral designs
14. Use of technology in floral industries

**E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:**

1. Correctly condition and handle cut flowers, greens, and foliage plants used in the floral industry
2. Select and correctly use florist tools, equipment and materials
3. Identify flowers, greens, and foliage plants used in the floral industry
4. Demonstrate and understanding of basic floral design theory
5. Construct basic floral products for display or resale
6. Construct a minimum of five different kinds of floral arrangements
7. Construct a minimum of five different kinds of corsages
8. Describe floral designs and styles from different historical periods
9. Select containers appropriate for flowers and floral design
10. Decorate foliage plants in a manner that meet industry standards
11. Demonstrate the correct care and handling of foliage plants
12. Select materials and construct a terrarium/dish gardens
13. Calculate the cost of a floral design and apply appropriate mark-up to determine its sales price
14. Successfully complete an order for a telephone, wire, or walk in customer
15. Demonstrate the correct uses of business machines and wire services/internet used in the floral industry.

Agreement Tracking # \_\_\_\_\_

[Office use only.]

**F. METHODS FOR END-OF-COURSE ASSESSMENT:**

Written Exam  
Flower/Plant/Material ID  
Design Practicum & Rubrics – throughout course

**G. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

1. The high school teacher will enter the articulated course in the CATEMA online database via the Tech Prep website. Students will enroll in the course via CATEMA.
2. When the student has passed the approved end-of-course assessment with a B or better, the high school teacher will recommend students for credit on CATEMA.
3. Upon entering COS, students will discuss with their COS counselor the next higher course in the career path after reviewing their high school transcripts.
4. Earned credit will be assigned upon successful completion of one semester (3 units) at College of the Sequoias ("C" or better). The students recommended for credit will be entered into the Banner Records system at College of the Sequoias.
5. Students must complete one semester (3 units) at College of the Sequoias within two years of the issuance of their articulation certificate to receive credit for an articulated class.

**H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

Required – The Art of Floral Design – Norah T. Hunter  
Supplemental – Floriculture, Designing, and Merchandising – Charles Griner





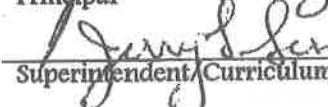
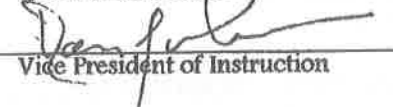
Agreement was based on Statewide Career Pathways Project template: Yes ☒ No ☐

Name of Template used: Beginning Floral Design

This agreement will be reviewed annually.

**HIGH SCHOOL/ROP/DISTRICT SIGNATURE**

**COLLEGE SIGNATURES**

	<u>2/19/08</u>		<u>1-14-08</u>
Faculty/Department Chair	Date	Instructor/Division Chair	Date
	<u>2-19-08</u>		<u>2-26-08</u>
Principal	Date	Dean of Instruction	Date
	<u>2/22/08</u>		<u>4/3/08</u>
Superintendent/Curriculum Coordinator	Date	Vice President of Instruction	Date

Agreement Tracking #

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**COLLEGE of the  
SEQUOIAS**

*College of the Sequoias*  
**2+2 ARTICULATION AGREEMENT**

Date Drafted: 10/9/07

<b>COS</b>	<b>OH 101: Basic Ornamental</b>	<b>Secondary</b>	<b>Ornamental Horticulture</b>
<b>Course:</b>	<b>Horticulture</b>	<b>Course:</b>	
	College of the Sequoias	<b>School:</b>	Dinuba High School
	915 South Mooney Blvd.	<b>Address:</b>	340 E. Kern
	Visalia, CA 93277		Dinuba, CA 93618

**A. COLLEGE COURSE DESCRIPTION:**

This is an introductory course for ornamental horticulture. The main topics included are general characteristics of plants, ornamental plant nomenclature, plant structures, functions, growth, reproduction and genetics.

**B. UNITS:** 3 units

**HOURS/CREDITS:** 10 CREDITS

**C. PREREQUISITES:** AG SCIENCE

**D. REQUIRED CONTENT FOR ARTICULATION:**

1. The Environmental Horticulture Industry in California
2. Awareness of Environmental Issues
3. Horticultural Occupations and Their Employment Requirements
4. Tools, Equipment, and Safety Practices
5. Plant Structures and Functions
6. Soils and Container Media
7. Plant Propagation
8. Requirements of Plant Growth
9. Irrigation and Fertilizing
10. Pest and Disease Overview
11. Horticultural Structures
12. Environmental Horticulture Business
13. Nursery and Greenhouse Crops-Planting and Care
14. Plant Identification and Nomenclature
15. Common Turf and Landscape Practices
16. Basic Floral Design

**E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:**

1. Name and explain how the major markets of the environmental horticulture industry function in their county and California
2. Identify various horticultural occupations and their employment requirements
3. Identify and safely use common tools and equipment
4. List and describe the major structures of plants and their functions
5. Formulate soils and container media
6. Propagate plants by sexual and asexual methods
7. Explain the requirements of plant growth
8. Identify watering needs of plants
9. Explain fertilizer analysis, ratios, and applications
10. Recognize pest and disease damage
11. Identify the various types of horticultural structures
12. Describe the basic operations of various environmental horticulture businesses
13. Plant and care for horticultural crops
14. Explain plant identification and nomenclature
15. Describe common turf and landscape practices
16. Construct a basic floral design

**F. METHODS FOR END-OF-COURSE ASSESSMENT:**

Written Exam

Practical Application – throughout course

**G. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

1. The high school teacher will enter the articulated course in the CATEMA online database via the Tech Prep website. Students will enroll in the course via CATEMA.
2. When the student has passed the approved end-of-course assessment with a B or better, the high school teacher will recommend students for credit on CATEMA.
3. Upon entering COS, students will discuss with their COS counselor the next higher course in the career path after reviewing their high school transcripts.
4. Earned credit will be assigned upon successful completion of one semester (3 units) at College of the Sequoias ("C" or better). The students recommended for credit will be entered into the Banner Records system at College of the Sequoias.
5. Students must complete one semester (3 units) at College of the Sequoias within two years of the issuance of their articulation certificate to receive credit for an articulated class.

**H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

Introduction to Ornamental Horticulture – Delmar – Riley, Shry  
Sunset Western Garden Book

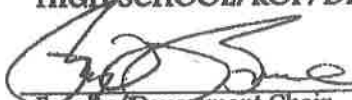

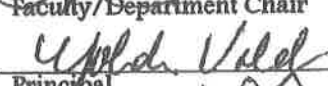
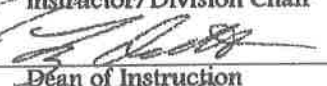

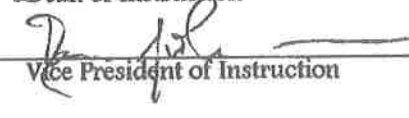
Agreement was based on Statewide Career Pathways Project template: Yes ☒ No ☐

Name of Template used: Introduction to Environmental Horticulture

This agreement will be reviewed annually.

HIGH SCHOOL/ROP/DISTRICT SIGNATURE

COLLEGE SIGNATURES

 Faculty/Department Chair	<u>2/19/08</u> Date	 Instructor/Division Chair	<u>1-14-08</u> Date
 Principal	<u>2/19/08</u> Date	 Dean of Instruction	<u>2-26-08</u> Date
 Superintendent/Curriculum Coordinator	<u>2/22/08</u> Date	 Vice President of Instruction	<u>4/3/08</u> Date

Agreement Tracking # \_\_\_\_\_

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## STATE CENTER CONSORTIUM

*A Partnership for Success*

## Conservation Of Natural Resources Agreement

N/A - Conservation Of Natural Resources

**High School Information**

**Dinuba High School**  
**High School Course:** N/A  
**High School/ROP Instructor:**

**Agreement Information**

**Agreement Number:** AG-078R  
**ROP:** None  
**Course Length:** This is a yearlong course.  
**Industry Sector:** Agriculture and Natural Resources  
**Date Started:** 05/01/2006  
**Date Expires:** 05/01/2009  
**Status:** Expired

**College Information**

**Reedley College**  
**College Course Title:** Conservation Of Natural Resources  
**College Course Number:** NR-7  
**College Credits:** 3  
**Curriculum Analyst:** Cheryl Hesse  
**Department Dean:**  
**Department Chair:**

[← Back to Agreements](#)[Home](#) [About](#) [Agreements](#) [Agenda](#) [Contact Us](#) [Links](#) [Privacy Policy](#)

State Center Community College District  
State Center Consortium  
390 W Fir Ave., Building A, Suite 204, Clovis, CA 93611  
Phone: 559-324-6440

Sacramento Website Design and Implementation by Uptown Studios



TEACHERS

STUDENTS

LOG IN

## STATE CENTER CONSORTIUM

*A Partnership for Success*

## Find Agreements

High School Name

Select a High School

College Name

Select a College

Industry Sector

Select an Industry Sector



## Agreements with Dinuba High School

Dinuba Unified School District

Highlighted agreements are Statewide Articulated Courses. For more information visit [StatewidePathways.org](http://StatewidePathways.org). Agreements with red dates have expired.

Export Sorted Active &amp; Expired Agreements as CSV

AGR #	College	Course #	Industry Sector	High School	High School Sector	High School Address	Expiration Date
HE-004R	Reedley College	CHDEV-2	Education, Child Development, and Family Services	Dinuba High School	Occupations with Children	None	05/01/2012
SS-050R	Reedley College	EDUC-10	Education, Child Development, and Family Services	Dinuba High School	Teacher Education	None	05/01/2012
B-071R	Reedley College	BA-28	Marketing, Sales, and Services	Dinuba High School	Virtual Enterprise	None	05/01/2011
AG-078R	Reedley College	NR-7	Agriculture and Natural Resources	Dinuba High School	N/A	None	05/01/2009
T-080F	Fresno City College	Cabnet-51A	Building and Construction Trades	Dinuba High School	N/A	None	05/01/2007
B-058F	Fresno City College	BT-7	Information and Communications Technology	Dinuba High School	N/A	None	05/01/2005
B-056F	Fresno City College	BT-31		Dinuba High School	N/A	None	05/01/2003
B-057F	Fresno City College	BT-1	Information and Communications Technology	Dinuba High School	N/A	None	05/01/2003
B-059F	Fresno City College	BT-1	Information and Communications Technology	Dinuba High School	N/A	None	05/01/2003

# r) Graduate Follow-up System

[Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)

**Graduate Follow-up Report**  
**Filing Year=2013**

#CA0059 Dinuba  
Dinuba HS  
340 E. Kern  
Dinuba, CA 93618

Printed: 3/12/2014 5:49:01 PM

Total Seniors (Year=2012):	85
Total Seniors having completed 3 or more years of Ag Instruction:	7
<b>Program Completer Status</b>	
Two Year College Ag Major	3
Two Year College Non-Ag Major	2
Employed - Fulltime Ag Job	1
Employed - Fulltime Non-Ag Job	1

Site developed and maintained by the California FFA Association.

**Dinuba High School Ag. Department**  
**Graduate Follow- up**

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

1. What are you doing at the present time?

\_\_\_\_\_ Attending School  
\_\_\_\_\_ Full- time  
\_\_\_\_\_ Part- time

\_\_\_\_\_ Working  
\_\_\_\_\_ Full- time  
\_\_\_\_\_ Part-time

\_\_\_\_\_ In the military

\_\_\_\_\_ not working  
\_\_\_\_\_ Looking for work  
\_\_\_\_\_ Not looking for work

\_\_\_\_\_ Homemaker

\_\_\_\_\_ Other \_\_\_\_\_

2. In what type of business or industry are you employed?

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_ I am using most of the skills I learned in the vo-ag program at DHS.  
\_\_\_\_\_ I am using some of the skills I learned in the vo-ag program at DHS.  
\_\_\_\_\_ I am not using any of the skills I learned in the vo-ag program at DHS.

5. What type of school are you currently attending?

\_\_\_\_\_ High School  
\_\_\_\_\_ 4-year college  
\_\_\_\_\_ 2-year college  
\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ Trade/technical school  
\_\_\_\_\_ Private business school  
\_\_\_\_\_ Adult education

6. What is your major course of study?

\_\_\_\_\_

7. How would you rate the training received in the DHS vo-ag program  
\_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?  
\_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

**FFA**

1. Please check the following areas you feel are valuable components of FFA.

- \_\_\_\_\_ Officer and committee chairman experience
- \_\_\_\_\_ Judging Teams (Contests)
- \_\_\_\_\_ Advanced degree and proficiency awards
- \_\_\_\_\_ Participation in chapter activities, working with others
- \_\_\_\_\_ Livestock raising, shows, fairs, etc.
- \_\_\_\_\_ Other—please describe \_\_\_\_\_

2. What were the most valuable aspects of the SAE (Supervised projects)?

- \_\_\_\_\_ Learning skills related to future ag. Employment
- \_\_\_\_\_ Development of responsibility
- \_\_\_\_\_ Learning record keeping
- \_\_\_\_\_ Other- please describe \_\_\_\_\_

3. Please rate the facilities and equipment used at DHS for the Vo-ag program:

**Facilities:** \_\_\_\_\_ Overcrowded \_\_\_\_\_ Adequate space  
\_\_\_\_\_ Modern \_\_\_\_\_ Out-of-date

**Equipment:** \_\_\_\_\_ Modern \_\_\_\_\_ Out-of-date  
\_\_\_\_\_ Well- maintained \_\_\_\_\_ Poorly maintained  
\_\_\_\_\_ Adequate amount of equipment for all students

Other- please describe \_\_\_\_\_

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, Shop, Greenhouse, school farm, etc; FFA: SAE (supervised projects); teaching methods used; Facilities/equipment. (Please be open with us we want to change and grow so we need your suggestions here. Thank you!)

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# s) List of Active Placement Sites

Dinuba Lumber: Ace Hardware  
Brooks Schaffer  
591-4485

Dinuba Ag Dept.  
595-7247

Mid Valley Trees  
Brent Main  
734-4641

Fresh Cut Wholesale  
Manuel Ramirez  
627-9233

Cat House on the Kings  
Karla Cortez  
639-8696

Mulholland Citrus  
Susan Ashton  
626-2525

Les Schwab Tire Center  
Forrest Waltermire  
591-4681

Dinuba FlowerBox  
591-7187

Continental Floral Greens  
Jennifer Everett  
831-325-8370

Soria Trucking  
Steve Soria  
638-4589

Market Hogs  
Mike Lewis  
686-3890

CA Foundation for Ag in the  
Classroom  
Stephanie Etcheverria  
916-561-5625

International Agri-Center  
Kerissa Chapman  
688-1030

Ciera Farms  
Rod Pomp  
289-2372

Tulare County Stockyard  
John Dolieslager  
591-0884

Leo's Nursery  
Leo Haro  
741-0187

Buttonwillow Nursery  
638-5774

Reedley Irrigation & Supply  
Jeff Kelly  
638-3583

Wilgenburg Greenhouses  
Hans Wilgenburg  
591-0352

Tory Farms  
Tory Torosian  
859-1291

BASF – Research Station  
591-2548

Colburn Cattle  
Matt Avila  
967-4599

Country Feed (Visalia)  
741-9313

Country Ag (Dinuba)  
591-1509

Cross St. Vet  
Richard Heers, DVM  
688-0631

Loan Oak Vet  
Dr. Adams  
732-4818

Eric Hunt  
Animal Slaughter  
903-4845

Wawona Packing  
528-4699

Durango Packing  
591-7309

Enns Packing  
897-7700

Visalia Citrus Packing Group  
635-3000

Sun Valley Packing  
591-1515

Eastside Packing  
638-6700

Surabian Packing  
888-2939

Visalia Citrus Packing Group  
626-4447

River Island Fresh Cold Storage  
595-8504

Bari Olive Oil Co.  
595-9260

# t) Recruitment Activities and Materials



Lunch Outreach at  
Washington Intermediate School

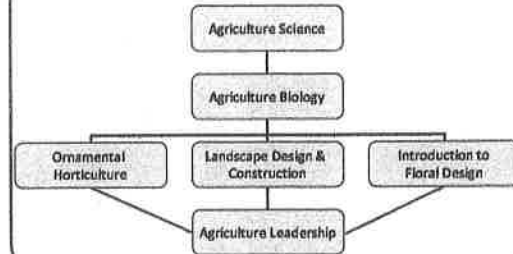
- Pathway Information
- Course Information
- Example schedules for 9<sup>th</sup> grade
- hands on!



### Plant Science Pathway

- Course Sequence:
  - Agriculture Science
  - Agriculture Biology
  - Ornamental Horticulture (Nursery Technology)
  - Introduction to Floral Design
  - Landscape Design & Construction
  - Agriculture Leadership

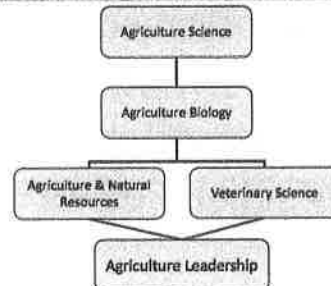
### Plant Science Pathway



### Animal Science Pathway

- Course Sequence:
  - Agriculture Science
  - Agriculture Biology
  - Veterinary Science
  - Agriculture & Natural Resources
  - Agriculture Leadership

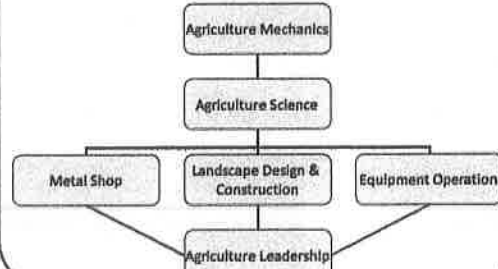
### Animal Science Pathway



### Agriculture Mechanics Pathway

- Course Sequence:
  - Agriculture Science
  - Agriculture Mechanics / Small Engines
  - Equipment Operation
  - Metal Shop
  - Landscape Design & Construction
  - Agriculture Leadership

### Agriculture Mechanics Pathway



<b>Grade 9</b>
Algebra, Geometry, Honors Geometry, Algebra II
English-9P, Honors, English 9 ELD
Conceptual Physics
Drivers Ed / Health
PE 9, Naval Science, Sports
Keyboarding / IC 3
Elective or Intervention
Elective or Intervention

<b>Grade 10</b>
Algebra, Geometry, Honors Geometry, Algebra II
English-10P, Honors English 10 ELD
Chemistry, Honors Chemistry
World History, Honors World History
PE 10, Fitness For Life, Naval Science, Sports
Elective or Intervention
Elective or Intervention
Elective or Intervention

<b>Grade 11</b>
Algebra, Geometry, Honors Geometry, Algebra II
English-11P, Honors, English 11 ELD
Biology, AP Biology, Ag Biology
US History, AP US History
Foreign Language, Art
Elective or Intervention
Elective or Intervention
Elective or Intervention

<b>Grade 12</b>
English-12P, AP English, English 12 ELD
Government / Economics
Advanced Mathematics (Trig, PreCal)
Foreign Language, Art
Elective or Intervention
Elective or Intervention
Elective or Intervention
Elective or Intervention

## Graduation Requirements

- **English = (40 credits) 4 classes**
  - 9th ☐ English 9P or Honors English 9 P or ELD 2B, 3B, 4B
  - 10th ☐ English 10P or Honors English 10 P or ELD 2B, 3B, 4B
  - 11th ☐ English 11P or AP English 11 or ELD 2B, 3B, 4B
  - 12th ☐ Senior Projects or English 12P or AP English 12 or Sheltered 9P
- **Math = (30 credits) 3 classes (Algebra I is required and one year of math required in 11th or 12th grade)**
  - 9th ☐ Algebra I or Geometry or Honors Geometry
  - 10th ☐ Algebra I or Geometry or Algebra II
  - 11th ☐ Geometry or Algebra II or Trig or Business Math or Record keeping
  - 12th ☐ Geometry or Algebra II or Trig or Pre Calculus or AP Calculus or Business Math or Record keeping
- **Science = (30 credits) 3 classes**
  - 9th ☐ Conceptual Physics, Honors Conceptual Physics
  - 10th ☐ Chemistry, Honors Chemistry
  - 11th ☐ Biology, Honors Biology, Ag Biology
  - 12th ☐ AP Biology (Elective)
- **History = (30 credits) 3 classes**
  - 10th ☐ World History, Honors World History
  - 11th ☐ U.S. History
  - 12th ☐ American Government/Economics
- **Fine Arts or Foreign Language = (10 credits) 1 class**
  - 9-12 ☐ Take one class in Spanish or French or one class from the fine arts (art 1, band, choir, drama)
- **Physical Education = (20 credits) 2 classes**
  - 9th ☐ PE 9 or Naval Science (4 years of Naval Science will meet PE requirement of 20 credits)
  - 10th ☐ PE 10 or complete two sports in the next three years (5 credits for each sport)
  - ☐ Fitness For Life (This is an option for the student not participating in athletics)
- **Other = (20 credits) 2 classes**
  - 9th ☐ Drivers Education/Health
  - 9th ☐ Keyboarding I, Internet Core Computer Certification (IC3)
- **Elective Credits = (120 credits) 12 classes**
  - Elective classes are courses students choose because they are interested in a career pathway or field of study.

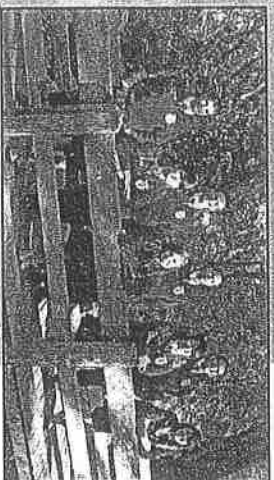
## Four Year University

### Admission Requirements (a-g)

- **a. History = 2 classes**
  - ☐ World History, Honors World History
  - ☐ U.S. History P, AP US History
- **b. English = 4 classes**
  - ☐ English 9P or Honors English 9 P or ELD 4B or Sheltered English 9P
  - ☐ English 10P or Honors English 10P
  - ☐ English 11P or AP English 11
  - ☐ English 12P or AP English 12
- **c. Math = 3 classes (Algebra I, Geometry, Algebra II) 4 or more recommended**
  - ☐ Algebra I
  - ☐ Geometry P, Honors Geometry
  - ☐ Algebra II
  - ☐ Trigonometry (Recommended) Pre Calculus (Recommended) AP Calculus (Recommended)
- **d. Science = 2 classes (3 or more recommended)**
  - ☐ Conceptual Physics, Honors Conceptual Physics
  - ☐ Chemistry, Honors Chemistry
  - ☐ Biology, Agricultural Biology
  - ☐ AP Biology (Recommended)
- **e. Foreign Language = 2 classes in the same language (3 or more recommended)**
  - ☐ Spanish I P ☐ Spanish II P ☐ Spanish III P ☐ AP Spanish III
  - ☐ French I P ☐ French II P ☐ French III P ☐ AP French III
- **f. Visual or Performing Arts = 1 class**
  - ☐ Advanced Band, Concert Choir, Mixed Chorus, Madrigals, Drama, Drama Production, Jazz Band, Art 1, Art 2, Floriculture (2008 and after)
- **g. Elective = 1 class, 2 or more recommended**
  - An additional math, science, foreign language course listed above, or World Geography, Creative Writing, Advanced Creative Writing, Mexican American Heritage, Agriculture & Natural Resources, Environmental Horticulture, Veterinary Science, American Government/Economics.
- **Other Information:**
  - 1. Student should take the PSAT and PLAN during their sophomore and junior years. Dinuba offers these tests on campus in October each year. These tests will prepare them for the SAT or ACT. (College Entrance Tests)
  - 2. Students should take the SAT or ACT during their junior year or the beginning of their senior year. The UC requires the SAT subject tests as well. These tests must be completed by December of the senior year at the latest. Some schools require earlier dates. Dinuba is a test site each year.

## FFA Activities

FFA activities are an integral part of our program at Dinuba High School. Out of the 3 areas of agricultural education - FFA, Classroom Instruction & SAE - this is where leadership skills are developed and nurtured. Students have the opportunity to become leaders, develop communication skills, and have a fun time doing it. FFA members travel all over the state as they are involved in judging teams, leadership conferences, fairs, and many other activities.



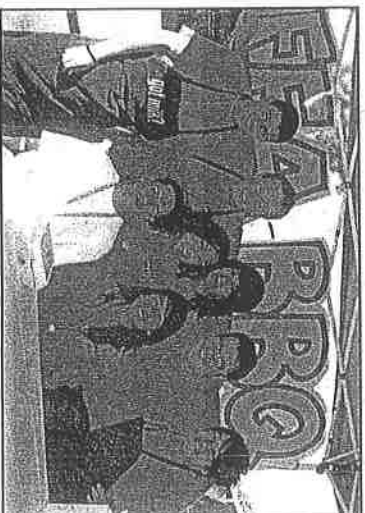
**FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success!**



## Active FFA Membership Degrees

Active FFA Members have the opportunity to receive degrees for their time spent in the FFA program. These degrees are based on achievement in their SAE, FFA Activities, and Career Development. First year students may earn the Greenhand Degree, as they learn about FFA and plan their involvement in the Agriculture Department. Second year students may earn the Chapter Farmer Degree as they have started their SAE and are learning valuable leadership skills. Third year members may earn the State Farmer Degree. The greatest honor is the American Degree, earned after several successful years in the program.

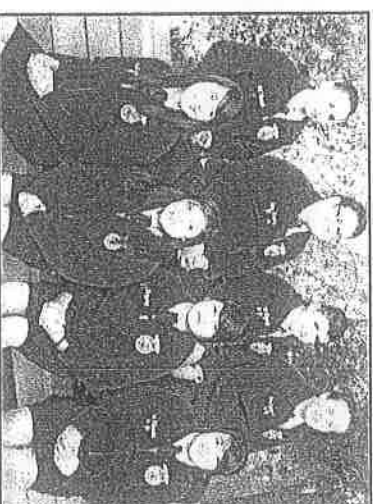
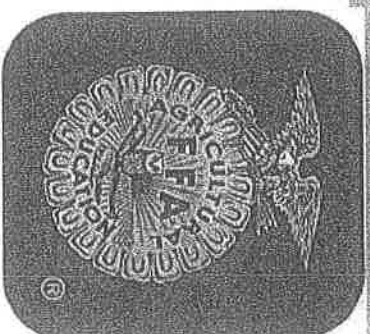
## BUILDING LEADERSHIP AND JOB SKILLS FOR THE AGRICULTURAL INDUSTRY AND LIFE



Dinuba Agriculture Department  
Dinuba High School  
340 East Kern  
Dinuba, California 93618  
559-595-7247

## Dinuba Agriculture Department

### Dinuba FFA



**Dinuba Superheroes:**  
Finding the leader within...

# Agriculture Pathways

Pathways allow students to take a series of classes, and upon completion will receive a certificate summarizing the skills and knowledge attained in completing the pathway.

## Agriculture pathways include :

- ◆ Agriculture Mechanics
- ◆ Animal Science
- ◆ Plant Science

Our Agriculture Department continues to build the program and update courses to meet the continuing academic needs of our students. Students typically begin with an introductory course, and continue to build upon those basic skills and ideas throughout their four years in agriculture.



## Agricultural Education Courses

Agriculture Science I - This is the introductory course for all Science Pathways in the Agricultural Program.

Students focusing on Ag Mechanics may begin with this course, and are encouraged to do so, to gain the basic information taught in this course. Students study FFA & Leadership, basic animal science and plant science, as well as California agriculture.

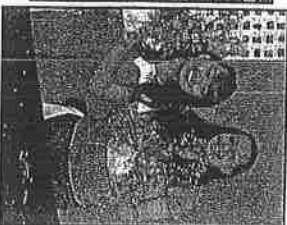
Agriculture Mechanics - Many freshman in the program begin with this class for the Mechanics Pathway. Studies include shop safety, basic tools, concrete, masonry, paint & staining, electricity, irrigation & plumbing, and small gas engines, parts and maintenance.

Agricultural Biology - As the second course in the Ag Science Pathways, students must take Agriculture Science I in order to enroll in this course. This course emphasizes areas of scientific Biological principles focusing on studies through agriculture. Meets high school science graduation requirements for Life Science, and receives lab science credit for UC and CSU admissions.

Agriculture and Natural Resources - In this course, students shall learn about natural resources, conservation, soil, water, wildlife, sustainable agriculture and many other areas encompassing the overall subject.

Ornamental Horticulture - Background information on horticultural science is the primary focus of this course. Plant science topics including Biotechnology, Entomology, and Botany are included in this course of study. Students gain hands-on experience in the greenhouse as well.

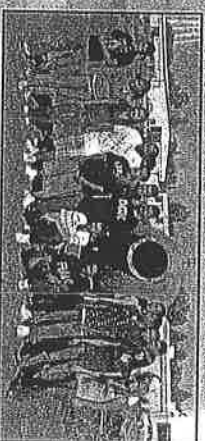
Veterinary Science - This course will provide practical knowledge and hands-on training related to veterinary science. Areas of study include body systems, diseases, and genetics.



Floriculture - Focusing on design skills, the course is designed to prepare students for work in the floral industry. Flower Principles and Elements of design, as well as flower shop training are covered with practical experience in design. Meets graduation and UC credit for Fine Arts.

Agriculture Leadership - Focusing on FFA and Leadership practices, students also study speech, parliamentary procedure and communication skills.

Landscape Design - A new course allowing students to design and install a landscape plan for a residential home. Subjects include elements and principles of design, computer generated blueprints, and tool use and safety



# Animal Science

## DINUBA AGRICULTURE DEPARTMENT

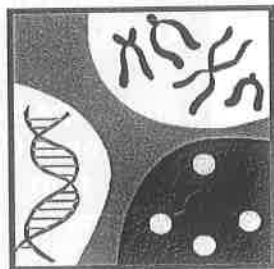
### Career Pathway Description:

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.

Students will experience all areas of the animal science and agriculture industry and are provided opportunities to pursue a career in the field of Agriscience.

***Come and experience the Agriculture Program!***

### Career Options:

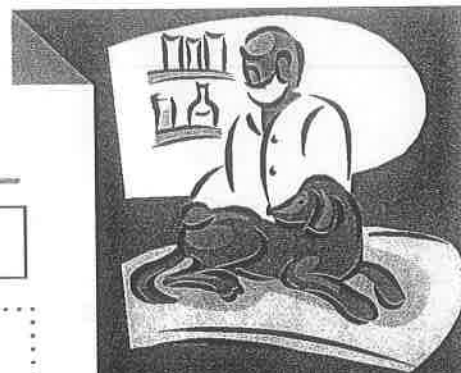


### Just to name a few...

- Veterinarian Technician
- Scientific Researcher
- Grooming & Care Provider
  - Animal Handler
  - Breeder

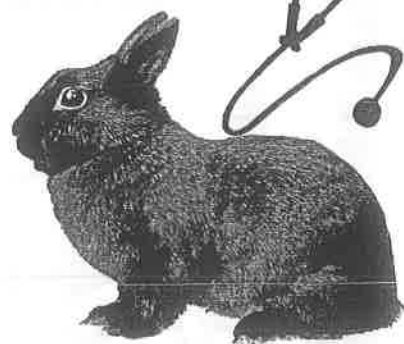
### Experiences:

- ◊ 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



### Courses to Complete:

- ♦ AgScience
- ♦ Ag Biology
- ♦ Veterinary Science
- ♦ Ag/Natural Resources
- ♦ Ag Leadership





Dinuba Agriculture Department

# DHS Ag Mechanics

## 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! Think of the skills you could learn experiences you could have if you joined this program...

All topics include hands-on training and real life experiences!

*Come and experience the exciting Agriculture Program.*

## Career Options:

\* Irrigation \* Landscaping \* Plumbing \* Bricklaying \*  
\* Engine Repair \* Electricity \* AgConstruction \* Concrete Work \*

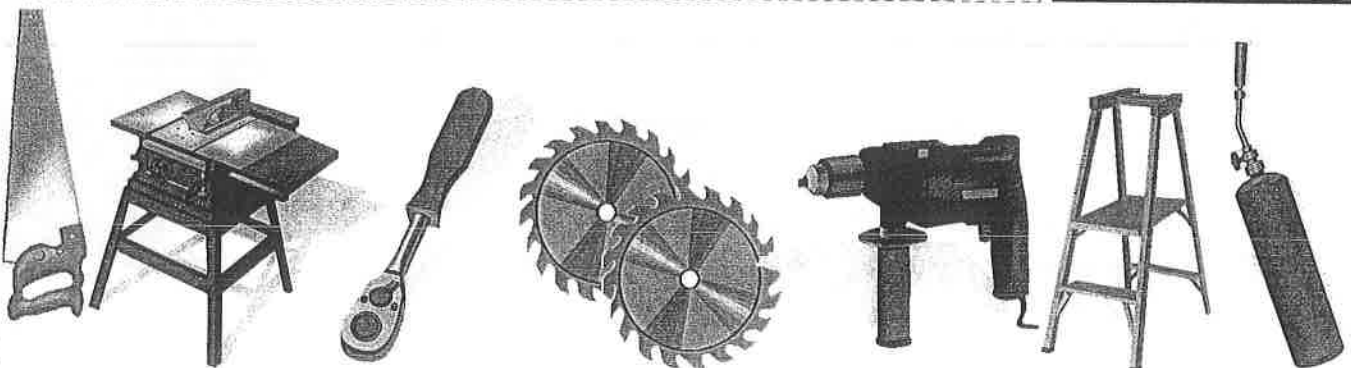
## Experiences:

- ◊ Future Farmers of America (FFA) Leadership
  - public speaking, officers, conferences
- ◊ Supervised Agricultural Experience (SAE)
  - projects, raising animals, job experience
- ◊ Career Development Events (CDE)



Courses to be Completed:

**AgScience**  
**AgMech/Sm. En-**  
**gine**  
**Landscape Design**  
**Equipment Opera-**  
**tion**  
**(recommended)**



## DINUBA AGRICULTURE DEPARTMENT

# PLANT SCIENCE

### Career Pathway Description:

Courses will give students an opportunity to learn all about plants—from floral design to landscape installation. Start with the science behind the 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 experience the fun in the Agriculture Program!***

### Career Options:

*Just to name a few...*

- ~ 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!



Courses  
to  
Complete:

AgScience  
AgBiology  
Nursery  
Floriculture  
Landscape



# u) Staff In- service Record

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

## CRITERIA 4.B

School Year

2012-13

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

ACTIVITIES	TEACHERS NAMES			
	C. Henderson	T. Henderson	R. Browne	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*				
Section In-service*				
Summer Conference	X	X	X	
University AgEd Skills Week	X			
Professional Development **	X	X	X	

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

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

1 C.Henderson: American Institute of Floral Design (AIFD) National Symposium

2 T. Henderson: World Ag Expo

3

4

5

## v) Staff Minutes

# Dinuba High School Ag Department

## Meeting Agenda

Meeting Title  
Results Desired  
Date

Ag Department meeting  
Up coming events  
Tuesday March 11, 2014

Start Time  
Stop Time  
Place

11:50 am  
12:20 pm  
DHS AG DEPARTMENT

## ROLL CALL

1	2
3	4
5	6
7	8
9	

## ITEMS TO BE DISCUSSED

- 1 Ag Day- March 19<sup>th</sup>-
- 2 Nursery/ Landscape- 3-15merced, 3-29 modesto truck?
- 3 Ag Pest April 12<sup>th</sup>
- 4 Vet Science March 22, April 5<sup>th</sup>, April 12
- 5 Softball meeting today
- 6 March 21- Friday- I am gone
- 7 Open Gate garden????
- 8 April 2—State Degree dinner
- 9 State Finals – May 2-3 Nursery/ Vet Science
- 10 # greenhands/ chapter degrees for April meeting
- 11 April meeting- Glow/ need to get glow in the dark stuff
- 12 Chapter office Applications out/ in, interview dates

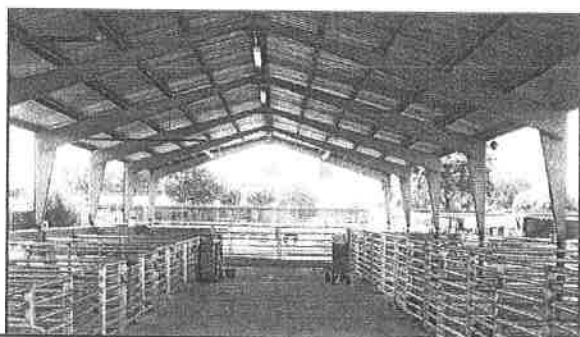
## MEETING NOTES

1	
2	
3	
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8	
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10	

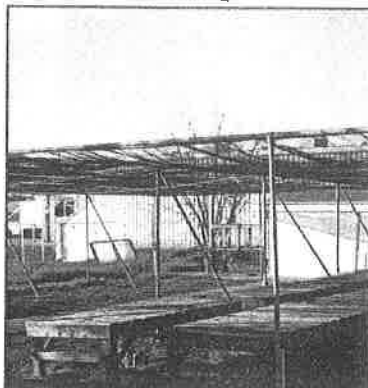
DEPARTMENT COLLABORATION LOG		
Course		Date
Instructional Facilitator		
Teachers in Attendance	Time In	Time Out
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
<b>Focus (Indicate One)</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Pacing Calendar  <input type="checkbox"/> Strategy Implementation  <input type="checkbox"/> Coaching Practice  <input type="checkbox"/> Item Analysis (Use other side) _____  <input type="checkbox"/> Other _____ </div> <div> <input type="checkbox"/> Consensus Scoring Cycle  <input type="checkbox"/> Naming  <input type="checkbox"/> Common Assessment Development </div> </div>		
Discussion Points:	Questions Raised:	
Objective for the coming Week:	Resources needed:	
Implementation Steps:		
<b>ITEM ANALYSIS SUMMARY</b>		

w) Department  
Inventory

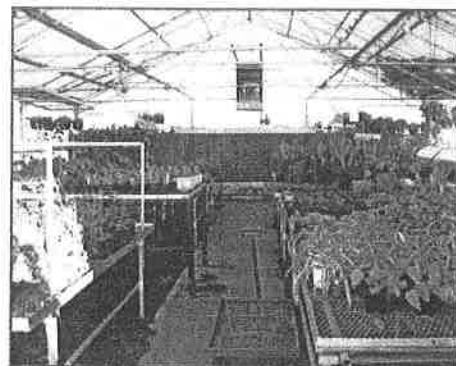
The Agriculture department has a variety of facilities where instruction can take place, outside of the classroom, and for SAE project access for students. From science labs, mechanics and metal shops, greenhouse, and farm, our students are able to experience agriculture in a hands-on way.



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.

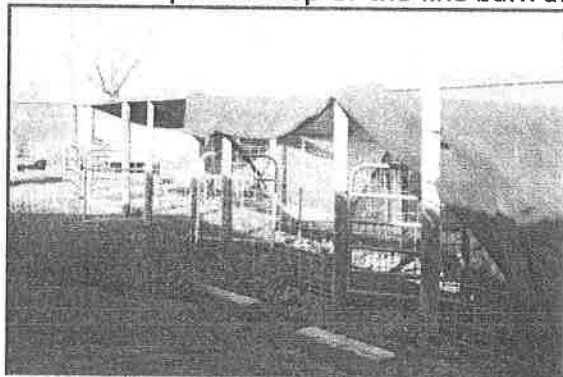


Outdoor horticulture area for bare root tree projects, raised benches under shade cloth.



The greenhouse is available for plant propagation, production, and student SAE projects.

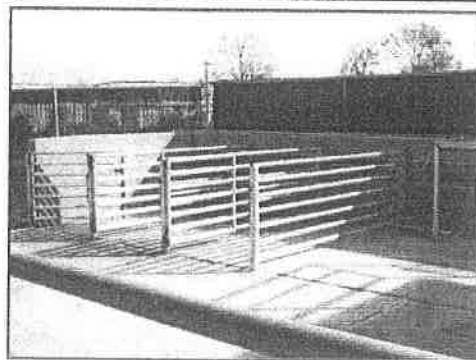
The biggest accomplish from our partnerships is the construction of the new livestock facility. From the cooperation of the district, agriculture advisory committee, community members, and local businesses we were able to provide top-of-the-line barn and facilities for students to raise livestock projects.



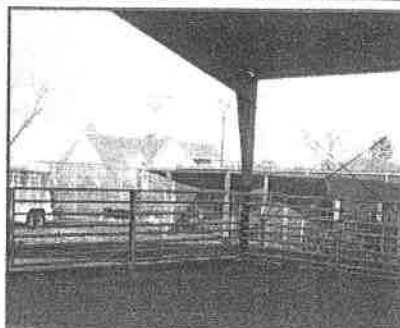
Before our new livestock facility was built, this was the only location that animals were kept. Obviously we needed a new place to keep the student projects!



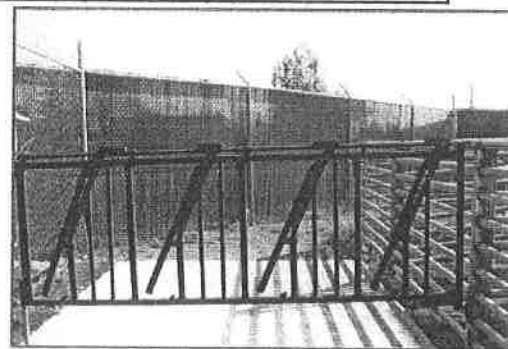
Before our new livestock facility was built, this was the only location that animals were kept. Obviously we needed a new place to keep the student projects!



Wash Racks



Sand Show Arena



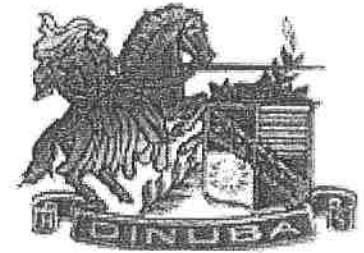
Dairy stanchions to practice A.I. with vet science students.

# **15. Advisory Committee Agendas**

## Dinuba Agriculture Department—Advisory Committee



Dinuba Agriculture Department  
340 E. Kern  
Dinuba, CA 93618  
Phone: 559 595 7247



### Agenda: First Meeting of the Year Wednesday, November 13th, 2013

Introductions: Committee Members, Instructors, School Officials

Welcome from Dinuba High School Administration

Approve Minutes from Previous Meeting

Student Enrollment: Fall Term courses and overall numbers

FFA Activities: past & upcoming

National Convention Trip—Specialty Animals (Vet Science) State Champions

Agriculture Incentive Grant Checklist Review

New Agriculture Pathway—Academy Vision

Toyota "Enhancing Diversity" Program Opportunity

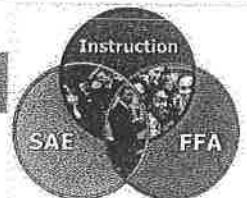
Supervised Agriculture Experience (SAE) Projects: Tulare County Fair & current projects

Next Semester: Cal Poly, SLO Student Teacher

Current Departmental Concerns

Questions & Comments—Improvements / Suggestions for the Department

Thank you for your Guidance & Support



## **Dinuba Agriculture Department—Advisory Committee**



Dinuba Agriculture Department  
340 E. Kern  
Dinuba, CA 93618  
Phone: 559 595 7247



### **Agenda: Tuesday, March 4th, 2014**

**Introductions: Student Teacher from Cal Poly, SLO—Maggie Maratsos**

**FFA Officer Welcome & Introductions**

**Approve Minutes from Previous Meeting**

### **Old Business:**

**FFA Activities: Speaking Contests, State Degrees, Proficiency Awards**

**Community Service**

**Enrollment Review**

**Ag Incentive Grant Funding—local control**

### **Upcoming Events:**

**Replacement Teacher for Welding (IT or Ag) —support from committee**

**FFA Activities: State Conference, Judging Teams, review recruitment plans**

**Chapter Officer Interviews**

**Annual Awards Banquet—Friday May 16th**

**Current Concerns:**

## **16. Advisory Committee Minutes**



# **Dinuba High School**

## **Agriculture Department**



### **Agriculture Advisory Committee Meeting Minutes**

**November 13<sup>th</sup>, 2013**

**Department Members Present:**

Roy Browne, department head  
Thomas Henderson, teacher

**Advisory Members Present:**

Tory Toroslan, Tory Farms (citrus, grapes)  
Hans Wilgenburg, Wilgenburg Greenhouses  
Mike Henderson, Agrarian Marketing, Pearson Ag Real Estate  
James Garcia, Insurance Rep, DHS FFA Alumni, tree pruning coach

**Administration and Special Guests Present:**

Chris Meyer, school principal

The meeting was called to order at 6:00 PM by Tory Toroslan, held in the agriculture department classroom. Special guests were introduced, including Chris Meyer, DHS Principal who gave a warm welcome to our committee. Mr. Meyer thanked the committee and the instructors for their time and support of the program. He is appreciative of the advising, guiding, and time dedicated to the program. All members were introduced and shared their industry representation. The committee minutes from last spring were submitted by Christine Henderson, and approved by Mike Henderson, seconded by Hans Wilgenburg.

Roy Browne shared the data on the program, with student enrollment for our fall courses, and our roster for the year. We are proud to announce that we currently have 344 members! With Dinuba High School's enrollment at 1912, we are still near 20% of the student population. Roy shared that all 3 teachers would have full enrollment in their classes.

Tom Henderson reviewed some of the major FFA activities our students have been participating in recently. The chapter has conducted successful chapter meetings and community service events. The Opening Closing teams were also very successful. Tommy also reported that we had two students earn a free FFA Jacket from the Tulare County Farm Bureau's program to sponsor FFA jackets for students, called the Blue Jacket Bonanza. Roy was proud to announce that the Veterinary Animal team competed at the National Convention and earned 11<sup>th</sup> place overall in the nation. All individuals and the team earned the gold award recognition.

An update on SAE projects followed, as the instructors reviewed the Tulare County Fair projects and the chapter's successes. Roy reported on lambs and beef cattle and Tom on hogs. Other current projects taking place in the department is a pumpkin patch project, greenhouse plants, and vegetables for the school lunch program.

The committee then reviewed the Agriculture Incentive Grant checklist. As Roy and Tory reviewed the list the committee gave their approval. This process is routine every three years in the Incentive Grant process.

All major developments in the planning stages of the Agriculture Academy and Pathway were shared with the committee. Roy and Tommy shared what steps have been completed and what the next steps will be in the process.

Tom shared that Dinuba has been selected as a finalist with National FFA for the Toyota Enhancing Diversity program and would be visited by administration from the National FFA Association in December. Also, the department is excited to share that they would be receiving a student teacher from Cal Poly, San Luis Obispo for next semester.

The meeting was adjourned at 7:47 PM.

Respectfully Submitted,

Christine Henderson  
Dinuba Agriculture Department



# **Dinuba High School**

## **Agriculture Department**



### **Agriculture Advisory Committee Meeting Minutes**

March 4, 2014

#### Department Members Present:

Roy Browne, Teacher and Department Chair  
Thomas Henderson, Teacher & Advisor  
Christine Henderson, Teacher & Advisor

#### Advisory Members Present:

Tory Toroslan, Tory Farms (Chairman)  
Hans Wilgenburg, Wilgenburg Greenhouses  
James Garcia, formerly George Bros. Farming  
David Lopes, Reedley College Agriculture Department: Animal Science  
Steve Sorla, Valley Forest Products

#### Special Guests Present:

Maggie Maratsos, student teacher, Cal Poly, San Luis Obispo  
Dinuba FFA Officer Team

The meeting was called to order at 6:00 PM by Chairman Tory Toroslan, in the agriculture department classroom. Special guests were introduced, including the current FFA officer team and our student teacher from Cal Poly, SLO. Formal introductions followed as this was the first meeting for our officers to attend and our student teacher.

The first order of business was a presentation from the Chapter Officers. Topics included Community Service activities, SAE projects, Facility Improvements, Career Development Event Teams, speaking competitions, FFA activities; local, state, and national, as well as enrollment and recruitment efforts on behalf of the program.

The committee minutes from last meeting were submitted by Christine Henderson, and approved by Tory Toroslan, and seconded by Steve Sorla.

The next order of business was a quite 'unofficial' update on the department's progress in achieving an Agriculture Academy. Tom Henderson shared the information from the districts planning committee, and told the committee that we are currently in a waiting period, but that we should continue to increase community support.

The review of FFA Activities and Community Service had already been shared by the FFA officer team, so the committee moved onto an enrollment update from Roy Browne. Roy shared that our numbers are slightly down from last year, mainly because the IT department had to fill their new teachers schedule with the overflow periods that we had taught the previous year.

The next item in new business was the current situation with the change in funding with the state of California. Next year's budget is dedicated to the Local Control Funding Formula, which has a lot of power to move money based on input from the Dinuba Community. Students, parents, staff, and community members were able to submit responses to a survey about their concerns for education. If the Agriculture Incentive Grant is vetoed from the budget then this will be a major concern for the department. The committee expressed their interest in meeting with the administration to voice their concerns and share comments and support for the program. A meeting will be set up with the principal and the committee plans on attending.

A major concern of the department that was shared with the committee was the possible opportunity to change our current welding program over into the agriculture program. The advisory felt very strongly about adding the three circle component to welding and giving the students more opportunities.

Tom Henderson shared the recruitment activities that had occurred earlier that day at the Junior high school. It was very successful. The advisory committee was also asked to assist in conducting interviews for the officer candidates for next year and James Garcia and Dave Lopes were both interested. The committee was invited to attend the Annual FFA Banquet in May.

Upcoming FFA activities were reviewed by the advisors: judging teams, state leadership conference (2 delegates, 14 members), Plant Sale & Pancake Breakfast, and officer interviews. The committee was invited to the Annual Awards Banquet, to be held on Friday, May 17<sup>th</sup>, at 5:00 PM. Rebecca Torosian volunteered to help with officer interviews, to be held May 13<sup>th</sup> at 3PM.

The meeting was adjourned at 7:40 PM. The members were thanked for their commitment to the department and their willingness to help develop future plans.

Respectfully Submitted,

Christine Henderson  
Dinuba Agriculture Department

# **17. Advisory Committee** **Constitution & By-Laws**

- (a) The State Director of Career Technical Education shall establish and convene an Agricultural Advisory Committee representative of the various and diverse areas of the agricultural industry in California.
- (b) The committee shall be composed of the following:
  - (1) A representative from a university conducting teacher training in career technical agriculture.
  - (2) A representative from a community college conducting career technical education in agriculture.
  - (3) A representative from a high school conducting a program of career technical education in agriculture.
  - (4) A representative from a school conducting general education in agriculture.
  - (5) A parent of a pupil enrolled in career technical education in agriculture.
  - (6) Nine other individuals representing diverse agricultural interests from various geographic locations in the state. The State Supervisor of Agricultural Education shall serve as the committee consultant.
- (c) It shall be the purpose of this committee to advise, in an ongoing manner, the State Supervisor of Agricultural Education, the Superintendent of Public Instruction, and the State Board of Education on policy matters pertaining to the state program of agricultural career technical education. The advice of the committee shall include, but not be limited to, the development of a curriculum and a strategy for the purpose of establishing a source of trained and qualified individuals in agriculture, a strategy for articulating the state program in agricultural career technical education throughout the state school system, and a consumer education outreach strategy regarding the importance of agriculture in California.
- (d) The committee shall serve without compensation, including travel and per diem and shall operate in accordance with the established policies of the State Department of Education.

(Amended by Stats 2000, Ch. 1058, Sec. 84)

Dinuba High School  
Agricultural Department  
340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247

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Ag Advisory By-Laws

*I. Introduction*

A. Advisory committees for education in various fields and on various levels are established devices for using lay resource people to assist professional staffs. Agriculture education in the secondary schools has a great need for such committees. 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 Dimuba 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 Construction*
- 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.*

## I. Establishment

The council will be called the Dinuba High School Agricultural Education Advisory Committee. It is authorized by the governing School Board of the Dinuba Unified School District.

## II. Purposes

The Committee is created for the purpose of working with the Dinuba Agricultural Education Department (hereon referred to as the "program") and shall limit its activities to advising on matters that concern the instructional program, its students and the FFA chapter. The specific purposes of the Committee may include the following responsibilities:

- assist in program curriculum evaluation and development that includes participation during the district's curriculum review cycle
- assist in the evaluation and development of the program's inter-curricular student organization (FFA)
- assist in determining necessary skills, attitudes, and knowledge competencies as well as performance levels for agricultural occupations.
- facilitate cooperation and communication between the program and the economic community
- assist in evaluating the program based on local, state, and national program standards
- help recruit students into the program
- assist the program in setting priorities, including participating in ongoing planning activities of the program
- facilitate instructor in-service education through arranging exchanges with industry personnel
- assist in evaluating/inventorying needs of program for equipment, facilities, and personnel.

## III. Relationship of Committee to the Educational Governing Board

It is the role and sole prerogative of the school board to enact policy. The Dinuba High School Agricultural Education Advisory Committee is expected to offer recommendations for instructional programs and to provide information relevant to school board policy about the instructional program to the administration, school board and agricultural education instructors.

## IV. Membership

### A. Composition:

The Advisory Committee shall consist of no less than 5 and no more than 9 members. The Advisory Committee shall elect individuals by a majority vote to serve as members of the group. Advisory Committee members will constitute a cross section of the community to include members from the local agriculture industry that represent the pathways offered through our chapter's program. At least 1 member will be a current student representative (generally the current Chapter FFA President) and it would be desirable to also have 1 member an alumnus of the program (possibly a past Chapter FFA officer).

### B. Term:

A term of office shall last for three years, with one third of the membership appointed each year. Terms will begin on July 1<sup>st</sup>. Ex Officio members will serve appointments of one year.

## V. Organizational Structure

### Officers:

The committee will have a chair and a vice chair, who are elected for one-year terms by the committee's membership. Election for the next term will be held at the last meeting of the present term. A recording secretary will be appointed by the chair for a one year term.

## VI. Procedural Rules

### A. Bylaws:

The Committee will draft and adopt a set of written bylaws. The bylaws govern committee operation. Bylaws require two-thirds vote for adoption or change

### B. Meetings:

The Committee will meet at least 2 times per year. Members will be notified of upcoming meetings at least two weeks before the meeting when possible.

- C. Minutes: Minutes of each meeting will be kept. Copies will be provided to the school board, local administrators, instructors, and committee membership.
- D. Dismissal: Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat. The Committee will move to fill the position.
- E. Public Announcements: While members are expected and encouraged to discuss the instructional program within the community, members shall not report opinions expressed in meetings, nor shall they report independently on Committee action.

## VII. Bylaws

### A. Committee Operation

- a. Meetings will be declared by the chair of the Agricultural Education Department with approval from the chair of the Agricultural Education Advisory Committee.
- b. At least 2 meetings will be held each school year. The exact number of meetings will be determined by the annual work plan. Special meetings may be called as determined necessary by the program chair.
- c. The Agricultural Education instructors will work cooperatively with the chair of the committee to develop the agenda for each meeting.
- d. Meeting sessions will be limited to approximately two hours.
- e. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary Procedure will be used when a decision is to be recorded and transmitted as a transaction with Roberts Rules of Order Newly Revised Edition serving as the Parliamentary Authority.
- f. A quorum will consist of a simple majority of appointed members.

### B. Subcommittees

- a. The Committee reserves the right to empower subcommittees.
- b. Subcommittees can be established for items such as committee membership, curriculum, equipment, needs assessment, and award selection.
- c. Subcommittees may be of any size, but usually three or four members each.
- d. Subcommittees chairs will be appointed by the committee.

### C. Member Responsibilities

- a. Each member is expected to attend meetings and to participate in the work activities.
- b. Each member is expected to study the issues or problems, which comes before the Committee in order to contribute to the resolution process.

### D. Work Plan

- a. The committee will plan and conduct an annual work plan. Topics, goals, activities, time lines and responsibilities will be noted in the plan.
- b. The plan will develop goals that meet the cooperative objectives of the Committee and the Board.
- c. The plan will be established at the first meeting of the Committee each year.

# **18. Proficiency Standards**

DINUBA AGRICULTURE DEPARTMENT  
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.

## **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.

# TULARE COUNTY OFFICE OF VOCATIONAL EDUCATION – DINUBA HIGH SCHOOL

## 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.

Level	Occupational Competencies	Level	Occupational Competencies
	Proper safety skills used in the floral shop.		Student can identify 25 tools and equipment of the floriculture industry.
	Student can describe three career opportunities in the floriculture industry.		Student can construct a marketable bouquet.
	Techniques in grading, bunching, and shipping cut flowers for market.		Students will demonstrate how to care for plants and plant structures.
	Care for tools and equipment.		Procedures to increase life span of floral materials.
	Basic principles and design elements of floral design.		Recognize and select healthy marketable potted/flowering plants.
	Student demonstrates the ability to mark up floral materials from wholesale to retail prices.		Student can list and demonstrate methods of creating color, harmony, scale, balance, texture, and depth in arrangements.
	Two basic arrangements using basic design principles.		Identify and classify 50 floral crops, 50 indoor plants.
	Student recognizes and can select flowers and potted/flowering plants at the optimum stage of maturity.		Student can demonstrate proper phone and communication skills, including the proper use of fax machines and email.
	Student has demonstrated the influence of art on floral design.		<b>Basic Skills</b>
	Student can identify foliage plants commonly used in the industry and identify required environmental conditions.		Student demonstrates proficiency in communication processes (reading, writing, speaking, listening).
	Student can identify 3 different design styles and shapes of arrangements.		Student demonstrates proficiency in mathematical processes.
	Effective advertising display.		<b>Personal Competencies</b>
	Student can conduct and write a consultation for a special occasion.		Maintain an appropriate appearance.
	Students can demonstrate proper use of a cash register.		Demonstrate ability to cooperate with others.
	Student can demonstrate proper techniques for drying and preserving flowers.		Can work with minimal supervision.
	Student can construct novelty and seasonal gifts for retail sales.		Demonstrates dependability in punctuality and attendance.
	Student can construct a marketable sympathy piece.		Produce an appropriate quality and quantity of work.
	Demonstrate how to treat flowers correctly after field cutting or preparation.		Exhibit safety consciousness.
	Student can construct holiday centerpiece arrangements.		Prepare a personal resume.
	Selection of correct flowers and how to wire and tape them for corsage work.		Prepare a letter of application.
	Construct three types of corsages and boutonnières.		Complete a job application form.
	Construct cold glue corsages and boutonnières.		Interview for a job confidentially.
	Student demonstrates appropriate knowledge of front and back shop procedures, while creating positive work environments with fellow employees and employers.		Demonstrates a positive attitude, leadership, and initiative to work.

Certified by \_\_\_\_\_ (TCOVE/ROP Teacher) Printed Name \_\_\_\_\_ Christine Henderson, AIFD Date \_\_\_\_\_

School \_\_\_\_\_ Dinuba High School

## **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.

## **19. Teacher Credentials**

HENDERSON, CHRISTINE > Document:

**New Search** | Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: HENDERSON  
First Name: CHRISTINE  
Middle Name: NOELLE

Last Known County of Employment:  
Adverse and Commission Actions Indicators:

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.

Current Document | All Documents | Adverse and Commission Actions

1 - 3 of 3

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 140002975	Single Subject Teaching Credential	Clear	Valid	6/1/2014	6/1/2019	9/9/2004		
> 120064512	Specialist Instruction Credential (Agriculture)	Clear	Valid	9/1/2012	9/1/2017	2/2/2005		
> 090165209	Single Subject Teaching Credential	Clear	Valid	5/20/2009	6/1/2014	9/9/2004		

1 - 4 of 4

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subject adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R1B	This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.	IE	Introductory English	MIN	2/2/2005
R1E	This document authorizes the holder to teach in the specific science area listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults.	BSSX	Biological Sciences (Specialized) (Examination)	MAJ	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records

#### 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.

#### Employment Restrictions

HENDERSON, THOMAS > Document

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: HENDERSON  
First Name: THOMAS  
Middle Name: MICHAEL

Last Known County of Employment:  
Adverse and Commission Action Indicator:

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.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 120064670	Single Subject Teaching Credential	Clear	Valid	10/1/2012	10/1/2017	3/30/2005		
> 120064671	Specialist Instruction Credential (Agriculture)	Clear	Valid	9/1/2012	9/1/2017	3/30/2005		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Data
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R15 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.

R142 This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

#### Renewal Requirements

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

Renewal Code	Renewal Description	Additional Description
--------------	---------------------	------------------------

R20 To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

#### Employment Restrictions

No Records

BROWNE, ROY > Document

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: BROWNE  
First Name: ROY  
Middle Name: OWEN

Last Known County of Employment:  
Adverse and Commission Actions Indicators:

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.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 110027821	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/1/2011	7/1/2016	6/26/1996		
> 110027822	Single Subject Teaching Credential	Clear	Valid	7/1/2011	7/1/2016	10/24/1995		
> 07058169	Crosscultural, Language and Academic Development Certificate	Clear	Valid	8/24/2007		8/24/2007		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	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.	AGRI	Agriculture	MAJ	

#### Renewal Requirements

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

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	
R15P	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.	

#### Employment Restrictions

No Records

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**R2 Teacher Information**  
**Dinuba HS, Dinuba**  
**Year: 2013**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Henderson	Christine		Female	White	9	Agriculture Specialist	57007	5935	4640	0	N
Browne	Roy	O	Male	White	19	Agriculture Specialist	77357	8500	4640	360	N
Henderson	Tom		Male	White	9	Agriculture Specialist	60176	6516	4640	0	N

Browne, Roy					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0800	Ag. Science	26	Agriscience I
1	2	9:35	Prep	0	Prep
1	3	11:50	Ag. Science	26	Agriscience I
1	4	1:25	Ag. Science	24	Agriscience I
2	1	8:00	Ag. Science	24	Agriscience I
2	2	9:35	Veterinary Science	25	Animal Science
2	3	11:50	Veterinary Science	26	Animal Science
2	4	1:25	Prep	0	Prep

Henderson, Tom					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Mech	24	Ag Mechanics
1	2	9:35	Ag Science	22	Agriscience I
1	3	11:50	Prep	0	Prep
1	4	1:25	Landscape Design	24	Plant/Soil Science
2	1	8:00	Ag. Mechanics	22	Ag Mechanics
2	2	9:35	Ag. Mechanics	22	Ag Mechanics
2	3	11:50	Prep	0	Prep
2	4	1:35	Laandscape Design	24	Plant/Soil Science

Henderson, Christine					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Prep	0	Prep
1	2	9:35	Ag Biology	24	Ag Biology
1	3	11:50	Floriculture	24	O.H./Floral
1	4	1:25	Floriculture	24	O.H./Floral
2	1	8:00	Prep	0	Prep
2	2	9:35	Floriculture	24	O.H./Floral
2	3	11:50	Ag. Biology	24	Ag Biology
2	4	1:25	Ag. Biology	25	Ag Biology

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Site developed and maintained by the California FFA Association.

## **20. Activities Calendar**

# FFA ACTIVITIES CALENDAR 2013 – 2014

## June 2013

8	Petting Zoo – Farmers Day
11	Officer Parent Meeting
16	Serve Pancake Breakfast – for Lions Club – Memorial Bldg 6:30-11 AM
27	Unload Pigs

## July 2013

weekly	Livestock Showmanship Practices & Management
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## August 2013

6 – 8	Officer Retreat – Cayucos
9-10	Sectional Officer Leadership Conference/Training
17 – 18	Team Building Boot Camp (SCICON) – SJ Region
14, 21, 28	Officer Meetings (Wednesdays at 3PM)
30	Spaghetti Dinner Fundraiser
Weekly	Livestock Showmanship Practices & Management

## September 2013

5	Barn Clean-Up
6	Pre-Fair
9	Haul In Tack for Fair
10	Haul In Animals & Weigh In
11 – 15	Tulare County Fair
11	Hog Show
12	Sheep & Steers Show
14	Market Auction at Fair
15	Load Out Tack for Fair
19	Sequoia Section Meeting – Adventure Park
25	FFA Meeting @ Swimming Pool
27 – 28	COLC Chapter Officer Leadership Conference – SCICON
28	Raisin Day Petting Zoo
30	Opening Closing Speaking Contest @ Strathmore
Weekly	Officer Meetings (Wednesdays at 3PM)

## October 2013

1	Opening Closing Speaking Contest @ Lemoore
9	Sectional Finals - Opening Closing @ Tulare HS (Mission Oaks)
11	Livestock Checks available at TC Fair (if buyer has paid)
11	Drive Thru BBQ Fundraiser
12	Cotton Judging CDE @ Corcoran HS
16	Sectional FFA Meeting & Corn Maze
22	Greenhand Leadership Conference - Visalia
23	Agriculture Advisory Committee Meeting
25	Chapter Meeting – Halloween Barnival
30 – Nov 2	National FFA Convention
Weekly	Cotton Judging Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**November 2013**

1 – 22	Canned Food Drive
7	Cotton Judging @ Hanford HS
9	Cotton Judging State Finals @ CSU Fresno
12	Sequoia Section Community Service Event – Visalia Rescue Mission
15 – 16	CATA Roadshow & Regional Meeting – Tenaya Lodge / Bass Lake
21	Chapter Meeting Potluck
22	Deliver Food Baskets & Donations to Families
Weekly	Officer Meetings (Wednesdays at 3PM)

**December 2013**

7	Christmas Parade
10	Chapter Meeting – Degree Ceremony in Cafeteria
12	Banking Quiz – Ag Pavilion @ Bakersfield
13	Deliver Christmas Tree to family
14	Citrus Judging Contest – Golden West
Weekly	Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly	Creed Speaking Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**January 2014**

Jan. 7 – 31	Collect Food for Animal Shelter
11	Vine Pruning Contests– St. Helena HS
16	Record Book Scoring – Mt. Whitney
18	Citrus Judging Contest – Tulare
18	Vine Pruning Contest – Dinuba
23	Sectional Speaking Contest – Tulare
24	Regional Officer Apps Due
25	Citrus Judging Contest – Hanford
25	Vine Pruning – Reedley College
29	Chapter Meeting – Minute to Win It
30	Record Book Scoring – Hanford
Weekly	Citrus Judging, Vine Pruning, Tree Pruning Practice
Weekly	Creed Speaking Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**February 2014**

1	Winter State Finals @ Fresno (Vines, Citrus, Tree)
5	Sectional Meeting & Activity – Glow in the Dark Dodgeball (Porterville)
10	Proficiency Award Applications Scoring – Fresno
11 – 13	World Ag Expo – Tulare (field trip W 12 <sup>th</sup> )
13 or 14	Delivery Roses to convalescent homes
14-15	MFE/ALA @ Visalia
14 – 15	Regional Officer Interviews
18	Co-Op & BIG Contest – COS
19	Breakfast for Administrators
18 – 21	National FFA Week
20	Chapter FFA Meeting - at Park
21	Deliver Pet Food to Shelters
22	Regional Meeting – Bakersfield (Frontier)
Weekly	Ag Pest & Specialty Animals Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**March 2014**

7 – 8	UC Davis Field Day (Specialty Animals & Ag Pest)
13	Chapter FFA Meeting – Softball Game
22	Dinuba Specialty Animals Contest
28	Regional Speaking Finals – Tulare
29	Modesto JC Field Day (Ag Pest & Specialty Animal)
Weekly	Ag Pest & Specialty Animals Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**April 2014**

3	State Degree Awards Dinner – Tulare
3	Sectional Officer Applications Due
5	Reedley College Field Day
8	Chapter Meeting – Glow in the Dark Dodgeball
12	CSU Fresno Field Day
12	Clovis East – Spec. Animals Contest
12 – 15	State Conference @ Fresno
22	Sequoia Section FFA Meeting & Activity – McDermott Field House
24	Sectional Officer Interviews
29	Advisory Committee Meeting
Weekly	Ag Pest & Specialty Animals Practice
Weekly	Officer Meetings (Wednesdays at 3PM)

**May 2014**

2 – 3	State Finals @ Cal Poly (Specialty Animals)
5	Sequoia Section CATA planning mtg
7	Sectional Elections – Farmersville
8	Chapter Officer Apps Due
9 – 10	Plant Sale
13	Chapter Officer Interviews
16	Chapter FFA Meeting – Awards Banquet @ JFK
24	Pancake Breakfast Fundraiser
Weekly	Officer Meetings (Wednesdays at 3PM)

**June 2014**

22 – 27	CATA Summer Conference & Skills Training
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# **21. Professional** **Development**

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**      School Year      2012-13      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

ACTIVITIES	TEACHERS NAMES			
	C. Henderson	T. Henderson	R. Browne	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*				
Section In-service*				
Summer Conference	X	X	X	
University AgEd Skills Week	X			
Professional Development **	X	X	X	

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

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

- 1 C.Henderson: American Institute of Floral Design (AIFD) National Symposium
- 2 T. Henderson: World Ag Expo
- 3
- 4
- 5

## **22. Current R-2 Report**

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Dinuba HS**  
**R2 Student Report**  
**Year:2013**

**Gender**

Schnum	ProgName	Male	Female
156	Ag Bus Mgt	1	0
156	Ag Mech.	36	2
156	Agriscience	137	144
156	An. Science	0	2
156	O.H.	1	17
156	Plant/Soil Sci.	0	2

**Hispanic**

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	0
Ag Mech.	34	4
Agriscience	255	26
An. Science	1	1
O.H.	16	2
Plant/Soil Sci.	2	0

**Race\***

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	0	1
Ag Mech.	5	1	0	0	0	0	32
Agriscience	22	1	0	0	0	3	255
An. Science	1	0	0	0	0	0	1
O.H.	1	0	0	0	0	1	16
Plant/Soil Sci.	0	0	0	0	0	0	2

**Grade Level**

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	50	51	70	32	0	0	0	0	203
2	0	28	26	37	0	0	0	0	91
3	0	0	19	13	2	0	0	0	34
4	0	0	0	12	0	0	0	0	12
5	0	0	0	0	2	0	0	0	2
Total	50	79	115	94	4	0	0	0	342
Total 9-12									338

**Freshman Persistence:**

Cohort Year: 2010-2011

Years in Ag Completed	Count	Percent
1	71	62%
2	23	20%
3	9	8%
4	12	10%
Freshman Cohort Students	115	
Average Years Completed	1.7	

\*Prior to 2010 Hispanic is listed as a race.

Printed: 3/12/2014 5:46:54 PM

**Data for Year: 2013-2014****School:**

# CA0059 Dinuba

Dinuba HS

340 E. Kern

Dinuba, CA 93618

**Teachers: 3****Courses Offered:**

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	24	Life Science	
Ag Biology	Ag. Biology	24	Life Science	
Ag Biology	Ag. Biology	25	Life Science	
Ag Mechanics	Ag Mech	24	Not Entered	
Ag Mechanics	Ag. Mechanics	22	Does Not Meet	
Ag Mechanics	Ag. Mechanics	22	Does Not Meet	
Agriscience I	Ag Science	22	Does Not Meet	
Agriscience I	Ag. Science	24	Does Not Meet	
Agriscience I	Ag. Science	26	Does Not Meet	
Agriscience I	Ag. Science	26	Not Entered	
Agriscience I	Ag. Science	24	Does Not Meet	
Animal Science	Veterinary Science	25	Other	
Animal Science	Veterinary Science	26	Other	
O.H./Floral	Floriculture	24	Fine Arts	
O.H./Floral	Floriculture	24	Fine Arts	
O.H./Floral	Floriculture	24	Fine Arts	
Plant/Soil Science	Laandscape Design	24	Does Not Meet	
Plant/Soil Science	Landscape Design	24	Does Not Meet	
	TOTAL	434		
	Average Class Size	24.1		

**FFA Students by Pathway:**

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	1
Ag Mech.	38
Agriscience	281
An. Science	2
O.H.	18
Plant/Soil Sci.	2
	342

**FFA Students by Grade Level:**

<u>Grade Level</u>	<u>Count</u>
9	50
10	79
11	115
12	94
13	4
Total	342

**FFA Students by Years in Ag:**

<u>Years in Ag</u>	<u>Count</u>
1	203
2	91
3	34
4	12
5	2
Total	342
Average Years	1.6

**Freshman Persistence:**

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	71	62%
2	23	20%
3	9	8%
4	12	10%
Freshman Cohort Students	115	
Average Years Completed	1.7	

Congressional District      22  
Assembly District          26  
State Senate District      14  
County                      Tulare  
County-District-School Code 54755315431184

## **23. Travel Request**

# DINUBA UNIFIED SCHOOL DISTRICT LEAVE REQUEST

Certificated X  
Classified \_\_\_\_\_

C. Henderson

Name of Employee

3/13/14

Today's Date

DHS

School / Assignment

3503

Social Security Number

Type of Leave (Check One):

☐ Personal Business Leave

☐ Personal Necessity Leave

☐ Comp Time

☐ Bereavement Leave

☐ Sick Leave

☐ Jury Leave

☒ Authorized Release Time

☐ Personal Leave (Without Pay)

☐ Vacation

Reason of absence:

Ag Day at State Capitol - Sacramento

Date(s) of absence:

From:

3/19

Total hours or

7 hrs

To:

3/19

Total days:

1

I understand that any absence in excess of available authorized leave will be charged as personal leave without pay.

[Signature]

Signature of Employee

Approval of Immediate Supervisor \_\_\_\_\_

Approval of District Personnel Office \_\_\_\_\_

(Dist. of Copies: White - Payroll; Yellow - Supervisor; Pink - Employee)

STD. FORM NO. D49-8/99

## 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

DATE OF TRIP: <u>March 15, 2014</u>	SCHOOL: <u>DHS</u>	GRADE: <u>9-12</u>	DESTINATION: <u>Merced College</u>
DEPARTURE TIME: <u>6:00 AM</u>	START: <u>6:00 AM</u>	PURPOSE: <u>FPA Career Development Event</u>	
FROM SCHOOL: <u>6:00 AM</u>	RETURN TRIP: <u>6:00 PM</u>	DATE SUBMITTED: <u>2/27/14</u>	CHARGE TO: <u>210-7000-011000-1000-52000-10-0000</u>
NUMBER OF RIDERS: <u>8</u>	TEACHER IN CHARGE: <u>R. Browne</u>		
COMMENTS: (INCLUDE ALL DIRECTIONS OR SPECIAL INSTRUCTIONS) <u>1 VAN</u>			

DATE RECEIVED: <u>3/13/14</u>	VEHICLE#: ( ) VAN ( ) BUS ( ) CAR	DRIVER: <u>[Signature]</u>
APPROVED BY: <u>[Signature]</u>	TITLE: <u>Principal</u>	DATE APPROVED: <u>3-13-14</u>

### THIS SECTION TO BE COMPLETED BY DRIVER

EMERGENCY PROCEDURES: EXIT DOORS ( ) LOCATION AND USE OF EMERGENCY EQUIPMENT ( ) TIME:			
DEPARTURE TIME:		RETURN ARRIVAL TIME:	
SPEEDOMETER READING START:		RETURN:	
NO. OF STUDENTS: <u>8</u>	NO. OF ADULTS: <u>1</u>	DRIVER SIGNATURE: <u>[Signature]</u>	REQUEST #: <u>424</u>
APPROVED BY: <u>[Signature]</u>	TITLE: <u>AD</u>		

<h1>TRANSPORTATION REQUEST</h1> <p>Dinuba Unified School District 1327 E. El Monte Dinuba, CA 93618</p>	<h1>INSTRUCTIONS</h1> <ol style="list-style-type: none"> <li>1. Requests must be submitted prior to each trip and sent to the Transportation Department.</li> <li>2. A separate request form must be filled out for each trip.</li> <li>3. Request must be submitted 10 working days before trip.</li> </ol>
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<h1>TRANSPORTATION REQUEST</h1> <p>Dinuba Unified School District 1327 E. El Monte Dinuba, CA 93618</p>	<h1>INSTRUCTIONS</h1> <ol style="list-style-type: none"> <li>1. Requests must be submitted prior to each trip and sent to the Transportation Department.</li> <li>2. A separate request form must be filled out for each trip.</li> <li>3. Request must be submitted 10 working days before trip.</li> </ol>
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- |   |  |
|---|--|
| <h1>TRANSPORTATION REQUEST</h1> <p>Dinuba Unified School District<br/>1327 E. El Monte<br/>Dinuba, CA 93618</p> | <h1>INSTRUCTIONS</h1> <ol style="list-style-type: none"> <li>1. Requests must be submitted prior to each trip and sent to the Transportation Department.</li> <li>2. A separate request form must be filled out for each trip.</li> <li>3. Request must be submitted 10 working days before trip.</li> </ol> |
|---|--|

DATE OF TRIP:	SCHOOL:	GRADE:	DESTINATION:
---------------	---------	--------	--------------

DATE OF TRIP:	SCHOOL:	GRADE:	DESTINATION:
---------------	---------	--------	--------------

COMMENTS: (INCLUDE ALL DIRECTIONS OR SPECIAL INSTRUCTIONS)

DATE RECEIVED:			VEHICLE#			( ) VAN			( ) BUS			( ) CAR			DRIVER:		
APPROVED BY:						TITLE:						DATE APPROVED:					

THIS SECTION TO BE COMPLETED BY DRIVER

EMERGENCY PROCEDURES: EXIT DOORS ( ) LOCATION AND USE OF EMERGENCY EQUIPMENT ( ) TIME:

DEPARTURE TIME:	RETURN ARRIVAL TIME:
-----------------	----------------------

SPEEDOMETER READING START:	RETURN:
----------------------------	---------

NO. OF STUDENTS:	NO. OF ADULTS:	DRIVER SIGNATURE:
------------------	----------------	-------------------

APPROVED BY:	TITLE:	REQUEST #:
--------------	--------	------------

STD. FORM NO. D 14 12/98

FORWARD ALL COPIES TO THE BUSINESS OFFICE. PINK COPY WILL BE RETURNED TO YOU.

STD. FORM NO. D 14 12/98

FORWARD ALL COPIES TO THE BUSINESS OFFICE. PINK COPY WILL BE RETURNED TO YOU.

# TRAVEL EXPENSE FORM

**Lodging and Registration**  
Receipts must be attached.

**TRAVEL EXPENSE FORM**             /        /90 to        /        /90  
(Period of Claim)

**Lodging and Registration**  
Receipts must be attached.

**TRAVEL EXPENSE FORM**             /        /90 to        /        /90  
(Period of Claim)

Name \_\_\_\_\_ School \_\_\_\_\_ Department \_\_\_\_\_

Date	Place	Purpose	Mileage or Trans. Fare	Lodging	Meals	Miscellaneous Item Detail	AMOUNT
<div>APPROVAL:</div> <div>Total Miles</div> <div>Per Mile</div> <div>TOTAL \$</div>							

[illegible]

TOTAL EXPENSE CLAIM \$\_\_\_\_\_

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 48-3/90

STD FORM NO. D 48-3/90

## **24. CATA Membership Card**

# California Agricultural Teachers' Association



## CATA

## Awards

## Membership

## Leadership

## Resources

### Mark Your Calendar

August 5 - Executive Committee Meeting, Elk Grove

September 21 - North Coast Region Meeting, Kelseyville

September 27-28 - Southern Region Meeting, Big Bear

October 13 - South Coast Region Meeting, Hollister

Oct 30-Nov 2 - National FFA Convention, Louisville, Kentucky

November 9 - Cotton State Finals, CSU, Fresno

November 16 - San Joaquin Region Meeting, Bass Lake

November 16 - Superior Region Meeting, Anderson

November 23 - Central Region Meeting, Modesto

December 3-7 - NAAE Conference, Las Vegas, Nevada

December 5-7 - Community College Midwinter Institute, Modesto

January 16-17 - Winter Governing Board, Galt

January 25 - Natural Resources State Finals, Reedley College

February 1 - Winter State Finals - Citrus, Tree and Vine Pruning, CSU-Fresno

February 22 - Central Region Meeting, Stockton

February 22 - San Joaquin Region Meeting, Lemoore

February 24 - South Coast Region Meeting, San Luis Obispo

March 1 - Superior Region Meeting, Chico

March 22 - North Coast Region Meeting, Ukiah

April 5 - Southern Region Meeting, Pomona

April 12 - CSU-Fresno Field Day, CSU-Fresno

April 12-15 - State FFA Leadership Conference, Fresno

## 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 Deftereos, Post Secondary Division Chair

Darol Fishman, Post Secondary Division Chair-Elect

Trena Kimler-Richards, Post Secondary Division Secretary

Kristann Mattes, 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

JessaLee Geohring, Secondary Division Secretary

Desiree Trapp, Southern Region President

Emily Keverline, San Joaquin Region President

Sara Carney, South Coast Region President

Carrie Phillips, Central Region President

Janice Lohse, Superior Region President

Sarah Herdell, North Coast Region President

#### School

Pierce High School

Elk Grove High School

Kern High School District

Atwater High School District

Arroyo Grande High School

Executive Director

Executive Assistant

Reedley College

Merced College

Shasta College

Minarets High School - O'Neals

Buena Park High School

Tulare High School Farm

Madera South High School

John H. Pitman High School

Dinuba High School

Lodi High School

Perris Union High School

Kern Valley High School

Arroyo Grande High School

Bret Harte High School

Hamilton High School

St. Helena High School

#### Email

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[sherdell@sthele.k12.ca.us](mailto:sherdell@sthele.k12.ca.us)

130  
CALIFORNIA AGRICULTURAL  
TEACHERS' ASSOCIATION

Christine Henderson

SERVING AGRICULTURE BY TEACHING  
2013/2014 ACTIVE MEMBER

## **25. Professional Development Report**



Dinuba Joint Union High School

**Agricultural Department**

340 E. Kern  
Dinuba, CA 93618  
(559) 595-7247

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## Professional Development Report to Administration

When requesting attendance for professional development, staff must submit a board approval memo with attached information. The school site administration will first review the request and if the principal approves, it will be forwarded to the school board for approval at the board meeting. The principal would expect the following supporting materials to approve a professional development request: schedule of the conference, registration and costs, explanation of topics or workshops covered, connection to teaching matter, and a justification in the form of a rationale paragraph.

For example, I have included the board approval memo from the AIFD National Symposium that I attend each summer. Although it is an expensive conference, the return on that investment is explained in the rationale. Many times I return with donated materials that exceed the registration costs, and the networking is invaluable.

In lieu of a post review of the conference, we simply justify the trip with a rationale in the board memo, and often we will touch bases with our school administration with a review via email, pictures of students with donated materials, or a meeting.


**Cultivating  
Excellence**

DINUBA USD  
Board Agenda Item

Agenda Item Title: AIFD National Symposium

Contact Person: Christine Henderson, Dinuba High School,  
Agriculture Department, Floral Design Instructor

Information Date: August 31, 2012

Action Date: Sept. 13, 2012

### RECOMMENDATION

The DHS Agriculture Department recommends approval for Christine Henderson to attend the National Symposium for the American Institute of Floral Design (AIFD). Christine is an accredited member (accomplished through a rigorous performance test in floral design) and maintains membership with continuing education credits. Credits are earned by attending regional and national symposiums, presenting workshops, and involvement within the organization. The conference is held in various locations throughout the nation each summer. This year's conference will take place in Las Vegas, NV during June 28<sup>th</sup> – July 2<sup>nd</sup>, 2013.

### DISCUSSION/RATIONALE

The purpose of attending the AIFD National Symposium is to experience new design trends and techniques in the floral industry. AIFD is a national organization and establishes high standards in professional floral design. At the convention there is a partner's show to make contacts at Floral Design schools for students to attend for further vocational training, business contacts to gain product usage and donations, and network with other designers and educators in the floral industry. AIFD also has student chapters at many college campuses and we network with them to encourage students to transition from high school to college and be involved in the clubs at the next level. In the past we made contacts with vendors and gained thousands of dollars in donations for classes at the high school. DHS has nearly 100 students each year that take the TCOVE Floriculture class, which qualifies as a UC approved Fine Art elective course. This year the AIFD is trying to connect with FFA chapters and link students to the national organization, encouraging them to set a goal to be involved. We also look forward to receiving thousands of dollars in product donations from the workshops. Any hard goods (vases, containers, ribbon, wire, floral tape, corsage work, etc.) that are leftover from the stage shows are donated to school programs.

### FISCAL IMPACT/ RESOURCE

Funding is through the Perkins grant. Fiscal Impact would only affect the vocational budget in agriculture education. The location of the convention changes each year. Since teaching at Dinuba, Christine has attended the convention in 2007 in Palm Desert, CA; 2008 in Chicago, IL where Christine covered the cost of airfare; 2010 in Boston, MA where Christine covered the cost of airfare; and 2011 in San Francisco, CA. Each year the hotel cost (which is shared and split with the teacher from Cal Poly, SLO to cut costs) and registration is covered through Perkins or Ag Incentive or TCOVE. This year we plan to use Perkins funds to cover registration \$850, hotel \$300, and transportation (driving a school vehicle).


**Cultivating  
Excellence**

DINUBA USD  
Board Agenda Item

Agenda Item Title: AIFD National Symposium

Contact Person: Christine Henderson, Dinuba High School, Agriculture Department, Floral Design Instructor

Information Date: March 31, 2011

Action Date:

### **RECOMMENDATION**

The DHS Agriculture Department recommends approval for Christine Henderson to attend the National Symposium for the American Institute of Floral Design (AIFD). Christine is an accredited member (accomplished through a rigorous performance test in floral design) and maintains membership with continuing education credits. Credits are earned by attending regional and national symposiums, presenting workshops, and involvement within the organization. The conference is held in various locations throughout the nation each summer. This year's conference will take place in San Francisco during July 4 – 9<sup>th</sup>, 2011.

### **DISCUSSION/RATIONALE**

The purpose of attending the AIFD National Symposium is to experience new design trends and techniques in the floral industry. AIFD is a national organization and establishes high standards in professional floral design. At the convention there is a partner's show to make contacts at Floral Design schools for students to attend for further vocational training, business contacts to gain product usage and donations, and network with other designers and educators in the floral industry. AIFD also has student chapters at many college campuses and we network with them to encourage students to transition from high school to college and be involved in the clubs at the next level. In the past we made contacts with vendors and gained thousands of dollars in donations for our classes at the high school. DHS has over 100 students each year that take the TCOVE Floriculture class, which qualifies as a UC approved Fine Art elective course. This year the AIFD is trying to connect with FFA chapters and link students to the national organization, encouraging them to set a goal to be involved.

### **FISCAL IMPACT/ RESOURCE**

Funding is through the Perkins grant. Fiscal Impact would only affect the vocational budget. The location of the convention changes each year. Since teaching at Dinuba, Christine has attended the convention in 2007 (Palm Desert, CA), 2008 (Chicago, IL) where Christine also covered the cost of transportation (airfare), and 2010 (Boston, MA) during which Christine covered the cost of travel. Each year the hotel cost (which is shared and split with the teacher from Cal Poly, SLO to cut costs) and registration is covered through Perkins or Ag Incentive or TCOVE.

## **26. Five Year Acquisition List**

**DINUBA HIGH SCHOOL**  
**AGRICULTURE DEPARTMENT**  
FIVE-YEAR PLAN

**Year 1: 2013-2014**

1. create outdoor mother stock area for horticulture
2. outside potting area
3. renovate greenhouse
4. upgrade shade area: attach shade cloth to sides

**Year 2: 2014-2015**

1. purchase additional livestock trailer
2. new laptops for computer lab & staff & printer
3. renovate propagation (mist) house
4. upgrade animal facilities: poultry barn

**Year 3: 2015-2016**

1. purchase smaller greenhouse
2. purchase walk in floral cooler
3. new ag truck

**Year 4: 2016-2017**

1. purchase new glazing for greenhouse
2. develop ornamental tree area
3. add tar to roof of C-trains
4. acquire plasma cutting table for mechanics shop

**Year 5: 2017-2018**

5. purchase new glazing for greenhouse
6. develop ornamental tree area
7. add tar to roof of C-trains
8. acquire plasma cutting table for mechanics shop

## **27. Current Budget**

**DHS Agriculture Department  
Overall Department Budget**

Perkins Funds	\$8,000
Ag Incentive Grant	\$20,000
TCOVE / ROP	\$4,000
School General Fund	\$500
<b>TOTAL</b>	<b>\$32,500</b>

**Ag Incentive Grant**

Books & Supplies	\$9,000
Mileage/ Conferences/ Travel	\$11,000
<b>TOTAL</b>	<b>\$20,000</b>

**TCOVE / ROP**

Supplies	\$3500
Tools	\$500
<b>TOTAL</b>	<b>\$4000</b>

**School General Fund**

Office Supplies	\$500
<b>TOTAL</b>	<b>\$500</b>

**Carl Perkins**

Materials & Supplies	\$2000
Travel & Conferences	\$2000
Equipment	\$4000
<b>TOTAL</b>	<b>\$8000</b>

## **28. Budget Description**

# 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

**29. N/A**  
**(Department Chair)**

## **30. Chart of Responsibilities**

**Dinuba High School Agriculture Department  
Chart of Responsibilities 2013 – 2014**

Assignment	Date	Roy Browne	Christine Henderson	Thomas Henderson	Maggie Maratsos
<b>Leadership Advising</b>					
Officer Team Advisor	All Year	X	XX	X	X
Officer Retreat	July	X	XX		
Opening Closing Ceremonies	October	Officer Team	Open Teams	Novice Teams	
Sectional Officer Team Officer	All Year				
Sectional Officer Team Activities	All Year	X		X	X
<b>Judging Teams</b>					
Banking Quiz	December		XX		
Cotton Judging CDE	Sept – Nov		XX		
Vine Pruning CDE	Winter			XX	
Citrus Judging CDE	Winter	XX			
Extemporaneous Speaking CDE	Spring		XX		X
Veterinary Science CDE	Spring	XX			
Vine Judging CDE	Spring			XX	
Ag Pest Team CDE	Spring		XX		X
Veterinary Science – Nationals	May -Oct	XX			
Nursery Landscape CDE	Feb – May		X		XX
<b>Department / Reports</b>					
Department Head	All Year	XX			
R2 – Roster	October	XX			
Program of Activities	Fall		XX		
Requisitions	All Year	XX	X	X	
Transportation Forms	All Year	XX	X	X	
Advisory Committee Meetings	All year	X	XX	X	X
Advisory Com. Agenda/ Minutes	All year		XX		
Grants	All Year	XX			
<b>CATA</b>					
State Conference	June	X	XX	X	X
Road Show Prof. Dev.	December	X	X	X	
Fall Sectional Meeting	September			X	
Spring Sectional Meeting	May	X	X	X	X
Fall Regional Meeting	November	X	X	X	
Spring Regional Meeting	February	X	X	X	X
Summer Regional Meeting	June	X	X	X	X
Record Book Scoring	January	X	X		X
Sectional Officer Position	All Year	X			
<b>Fundraisers</b>					
Drive Thru BBQ	Fall	XX	X	X	
Toyota Tickets	Jan – Feb.	X	XX	X	X
Shirt Orders	All Year		XX		

<b>Leadership Conferences</b>					
Chapter Officer Lead. Conf.	October	X	XX		
Greenhand Leadership Conf.	November	XX			
Made for Excellence Conf.	February		X	XX	X
Advanced Leadership Academy	February		X	XX	X
State FFA Convention	April	X	XX	X	X
National FFA Convention Trip	October	XX			
<b>FFA Meetings</b>					
Sept. Mtg. - Pizza & Pool Party	September	X	XX	X	
Oct. Mtg. - Halloween Barnival	October	X	XX	X	
Nov. Mtg. - Thanksgiving	November	X	XX	X	
Dec. Mtg. - Chapter / GH Degree	December	X	XX	X	
Jan. Mtg. - Movie Night	January	X	X	XX	X
Feb. Mtg. - Minute to Win It	February	X	X	XX	X
Mar. Mtg. - Softball Game	March	X	X	X	XX
Apr. Mtg. - Chapter/GH Degree	April	X	XX	XX	X
May Mtg. - Banquet Awards	May	XX			
May Mtg. - Banquet Food	May			XX	
May Mtg. - Banquet Program, Decor & Certificates	May		XX		X
<b>Community Service</b>					
Thanksgiving Baskets	November	X	XX	X	
Raisin Day Petting Zoo	September	XX			
Grand View Carnival Petting Zoo	October	XX			
Christmas Float	December	XX			
Pet Food Drive	January	XX	XX	X	X
Valentine Roses	February		XX		X
Earth Day - Tree Planting	March				XX
<b>SAE Projects</b>					
Sheep	May - Sept.	XX			
Swine	May - Sept.			XX	
Beef	Mar - Sept.		XX		X
Tulare County Fair	September	X	X	X	
Plant Sales - Fall / Spring	Nov. / May			XX	X
Bare Root Trees	Jan - May			XX	X
Vegetable Plots	Mar - Jun			XX	X
Small Animals	All year	XX			
Orchard/Vineyard	All year	X		X	X
Open Shop Projects	All year			XX	
Proficiency Applications	Spring		XX		X
Pre-Fair	Fall	X	X	X	
State/Am. Degree Applications	Winter	X	XX	X	X

<b>Officer Duties</b>					
Chapter Officer Applications	March	X	XX	X	X
Regional Officer Applications	February	X	XX	X	X
Sectional Officer Applications	April	X	XX	X	X
State Conference Applications	January		XX		
MFE-ALA Applications	November		XX		
<b>Other</b>					
World Ag Expo		X	X	X	X
Officer Meetings	All Year	X	XX	X	X
TCOVE Classes	All Year		XX		
Reedley Showmanship Day	November			XX	
<b>XX = lead advisor</b>					
<b>X = assistant advisor</b>					

# **31. Substitute Teacher Procedures & Plans**

# DINUBA UNIFIED SCHOOL DISTRICT

## LEAVE /ABSENCE FORM

Employee Name \_\_\_\_\_ Last 4 of SSN \_\_\_\_\_ ☐ Certificated  
School Site: \_\_\_\_\_ Assignment/Smartfind Express Job No. \_\_\_\_\_ ☐ Classified

### Type of Leave (Check One):

<input type="checkbox"/> Personal Business Leave (Classified)	<input type="checkbox"/> Sick Leave	<input type="checkbox"/> Jury Duty (Attach Summons)
<input type="checkbox"/> Personal Necessity Leave (Classified)	<input type="checkbox"/> Maternity Leave	<input type="checkbox"/> Authorized Release (Coaching)
<input type="checkbox"/> Personal Leave (Certificated)	<input type="checkbox"/> Worker's Comp: <i>DOI</i>	<input type="checkbox"/> Authorized Release (Staff Development)
<input type="checkbox"/> Personal Leave (Without Pay)	<input type="checkbox"/> Comp Time	<input type="checkbox"/> Specify Training: _____
<input type="checkbox"/> Vacation	<input type="checkbox"/> Bereavement Leave	<input type="checkbox"/> Authorized Release - Other
	Relationship: _____	Specify: _____

Absence Reason/Comments: **Required** \_\_\_\_\_

Substitute (If Any/Known) \_\_\_\_\_

Office Use:  
Time Sheet: ☐ Attached ☐ N/A

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



Profile    Help    Sign Out

Home    Create an Absence    Review Absences    Reason Balances    Absence Approval

Create Job

Create Absence Confirmation

This absence will not be created until the Create Absence button is pressed

Job Status:    **Open/Open**

Employee:    CHRISTINE HENDERSON

Location:    DINUBA HIGH SCHOOL

Classification:    AGRICULTURE

Reason:    SCHOOL BUSINESS 11

Voice Instructions:    None

Text Instructions:    None

File Attachments:    None

Dates:    03/19/2014 - 03/19/2014

Weekly Schedule:    Employee    Substitude  
Wednesday    07:40 AM - 03:10 PM    07:40 AM - 03:10 PM

Specified Substitute:    ROJAS, SANDRA

Assigned Substitute:

Create Absence



Profile Help Sign Out

Home Create an Absence Review Absences Reason Balances Absence Approval

Create Job

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: 03/19/2014  
 End: 03/19/2014  
 Dates: (MM/DD/YYYY)

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.

Weekly Schedule		Absence		Substitute	
Day	Start Time (hh:mm am)	End Time (hh:mm am)	Start Time (hh:mm am)	End Time (hh:mm am)	Substitute
Monday	<input checked="" type="checkbox"/> 07:40 AM	<input checked="" type="checkbox"/> 03:10 PM	<input type="checkbox"/> 07:40 AM	<input type="checkbox"/> 03:10 PM	
Tuesday	<input checked="" type="checkbox"/> 07:40 AM	<input checked="" type="checkbox"/> 03:10 PM	<input type="checkbox"/> 07:40 AM	<input type="checkbox"/> 03:10 PM	
Wednesday	<input checked="" type="checkbox"/> 07:40 AM	<input checked="" type="checkbox"/> 03:10 PM	<input type="checkbox"/> 07:40 AM	<input type="checkbox"/> 03:10 PM	
Thursday	<input checked="" type="checkbox"/> 07:40 AM	<input checked="" type="checkbox"/> 03:10 PM	<input type="checkbox"/> 07:40 AM	<input type="checkbox"/> 03:10 PM	
Friday	<input checked="" type="checkbox"/> 07:40 AM	<input checked="" type="checkbox"/> 03:10 PM	<input type="checkbox"/> 07:40 AM	<input type="checkbox"/> 03:10 PM	

Substitute

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:

(Maximum Characters=1000)

File Attachments:

Browse... No file selected.

(Maximum file size=1024K)

**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**

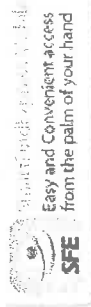
**Substitute Orientation Video**

**Download QuickTime to view videos here.**



User ID	.....
Password	.....

Trouble signing in?





**Christine Henderson**

**Dinuba High School**

**340 East Kern St. - Dinuba, CA 93618 -(559) 595-7247**

**chenderson@dinuba.k12.ca.us**



## **Substitute Plans: 3/1/13**

Thank you so much for subbing my classes today! If you have any questions, please call the front office (just dial 220), or for any urgent situation call me on my cell (559) 967-0117 just dial 9 then 8 to get an outside line on the phone.

For all classes: Please take roll in my attendance binder with the use of my seating charts. Simply write an A or T in the column for absence or tardy, so I can account for attendance. If you are having a hard time understanding my seating charts, you can always take roll from the class rosters I have included. You should also turn in an attendance sheet to Michelle Warkentin at the end of each day. We have our own bathroom out the back door, so students don't need their agendas to leave. Only send 1 student at a time to the restroom, otherwise it's too crowded.

## **Thursday**

### **Period 3 : 11:50 AM – 1:15 PM**

### **Floral Design**

Students will be working on Ch. 39 today. They were expecting a quiz, but I think I'll wait till Monday to give it, unless you want to threaten them with it. Have students get their textbooks as they come in. They need to look over Ch. 39, and use it to answer the Chapter Assessment. On pages 1077-1079, students must write out the question and the best answer for 1-20 and 27. They have done this before, so they know the drill. They will need to use their own paper. Remind students – stay on task, the assessment is due before they leave, and no copying! If they finish early, they can work on pages 12 and 33 in their note packet, which they already have. Please remember to collect their Ch. 39 assessments.

If you need anything my TAs Amber Grijalva or Aleida Panuco, as well as Stacey Garcia Rendon or Bryan Wilson, as well as most students, are trustworthy and helpful.

Comments: \_\_\_\_\_

Students Absent: \_\_\_\_\_

Students Tardy: \_\_\_\_\_

### **Period 4 : 1:25 PM – 2:50 PM**

### **Ag Biology**

Same activities as Period 3, but a smaller class.

If you need anything Kierra Rambonga or DJ Rodriguez, as well as most students, are trustworthy and helpful.

Comments: \_\_\_\_\_

Students Absent: \_\_\_\_\_

Students Tardy: \_\_\_\_\_

## **32. Program Completer**

### **Description**

## Probationary Member Program Completers

- Students can complete “agriculture pathways” that include a set of courses:
  - Animal Science:
    - AgScience
    - AgBiology
    - Vet Science
  - Plant Science:
    - AgScience
    - AgBiology
    - Floral Design
    - Landscape Design
  - AgMechanics
    - AgMechanics
    - AgScience
    - Landscape Design
    - Ag Metal Shop
  - Earn a pathway pin
- 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:
    - Earned State FFA Degree
    - Or completed two or three years in an approved SAE program
    - Participated in FFA
    - Planned for a career
    - Prepared for career with a professional portfolio
    - Completed at least one career focused pathway
  - Earn a special pin for a four year completer



## **33. Reimbursement Process**



Dinuba Joint Union High School

Agricultural Department

340 E. Kern

Dinuba, CA 93618

(559) 595-7247

---

## 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

**Prepare in DUPLICATE.** Registration receipts must be attached. File in Business Office prior to the 25th of each month.

# Dinuba Unified School District TRAVEL EXPENSE FORM

\_\_\_\_\_, 20\_\_ to \_\_\_\_\_, 20\_\_  
(Period of Claim)

## School

Department

[illegible]

## APPROVAL

Title

**Superintendent**

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**



## 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Amount \$ \_\_\_\_\_

\_\_\_\_\_

( ) 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) \_\_\_\_\_

\_\_\_\_\_

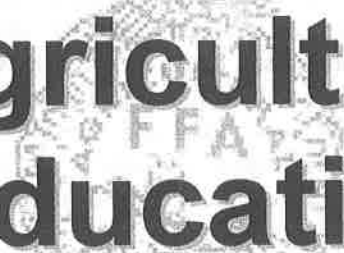
\_\_\_\_\_

\_\_\_\_\_

Approved by: \_\_\_\_\_

Principal or Assistant Principal

# Dinuba High School

The FFA seal is a circular emblem featuring an eagle with spread wings at the top. Below the eagle, the words "FFA" are prominently displayed in a stylized font. The seal also includes the words "Future Farmers of America" and "National FFA Organization" around the perimeter.

## Agriculture Education

# **PART THREE:**

## **AGED 539 Project: Cover Page and Supporting Documentation**

Name: Christine Henderson  
Address: 3330 w. Sady Ave  
City, State, Zip: Visalia, CA 93291  
Phone: (559) 967-0117  
E-mail: gardengracedesigns@hotmail.com

## Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 4: Qualified and Competent Personnel

### Goal or Purpose of the Project:

My goal is to earn designation as an accredited member of the American Institute of Floral Design (AIFD). AIFD membership is selective and candidates must follow stringent guidelines and meet specific qualifications. The AIFD organization is a professional association that advances the art of floral design through education, service, and leadership. Candidates must follow steps to membership and successfully complete the Accreditation Evaluation Session (AES) and pass the Professional Floral Designers Evaluation (PFDE). This requires passing a written test and hands on design evaluation performance with a score on all designs that meet the level of "above average" or "excellent" based on a scorecard developed by the association. Membership can take years to achieve, and once inducted into AIFD members must meet qualifications to maintain their designation, including continuing education units, service to the association, education in the industry, and leadership within their chosen field.

Once inducted into the organization floral designers are able to add the addendum "AIFD" to their name to signify their professional ability in floral artistry. Please see the attached flyer: "AIFD: Excellence in Design – Accredited in Floral Design" for more information.

I would also like to become a Certified Evaluator and Judge for the AIFD. This would require passing a written test, attending workshops, providing a written evaluation of a design, and completion of an actual scoring session at the National Symposium.

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

Florists who wish to pursue AIFD accreditation must first complete the steps to memberships. This starts with attendance at a workshop (usually held at their annual Symposium in each July) to learn the steps to membership. The process has changed slightly since I started, and now it is required for members to choose an educational pathway to lead to their evaluation. Educational pathways may include taking classes on floral design, professionally working in the industry, state certification, a higher education degree, or taking online AIFD courses. Before 2005 members had to submit a professional portfolio showing examples of their work among other documents. I began the accreditation process in 2005 when I attended the membership workshop, then continued to 2006 as a registered candidate, and in 2007 when I tested in the AES. I passed the AES and was invited to induction in 2008. Since 2008 I have maintained an active membership in AIFD, providing professional training to other teachers, designers, and students through an Artist in Residence (AIR) workshops at Cal Poly and classes offered at CATA Roadshows and Agriskills classes. My CEJ certification process started in 2013 when I completed my online test and workshops, and is dependent on my passing of the hands on workshop at a National Symposium.

Estimated number of hours on this project: approximately 500 - 700

Estimated expenditures (\$) on this project (your costs) : approximately \$10,550 as of 2013

\$1600 AES testing fee & Symposium Registration (2007)

\$850 registration fees each July to attend the annual Symposium (2002, 2004, 2005, 2006, 2008, 2010, 2011, 2013) = \$6800

\$175 accreditation fee (2008)

\$225 annual dues each year (2008 – 2014) = \$1575

Travel, Hotel, and Food costs associated with the Symposium each summer (\$500 each year = \$4000)

### Proposed timeline for completion of the project:

- ❖ 2002 – My first association with the organization of AIFD was when I competed as a student designer with the AIFD student chapter of Cal Poly, SLO at National Symposium held in San Diego, California. This year I was awarded 3<sup>rd</sup> high individual in the nation in the Spontaneous Category.

- ❖ 2004 – I competed as a student designer with SAIFD as a student of Cal Poly, SLO at National Symposium held in New York City, New York. Our Cal Poly design team earned the national champion collegiate team award.
- ❖ 2005 – As a student designer alternate for the Cal Poly team I provided assistance in coaching at the National Symposium held in Seattle, Washington. The Cal Poly team earned the national champion team award again. This year I also attended the AIFD Accreditation/Membership workshop and earned my “Certificate of Attendance”. This year I was hired at Paso Robles High School to teach Floral Design.
- ❖ 2006 – I attended the National Symposium held in Washington, DC as a professional development opportunity from my high school. I also was an assistance coach for the SAIFD Cal Poly team. This year I registered as a “Candidate” to become certified the following year.
- ❖ 2007 – This year I registered for the AES to be held in Palm Desert, California at the National Symposium in July. For the testing portion we are allowed 4 hours to complete 5 designs in the areas of Sympathy Tribute, Wedding, Flowers to Wear, Arrangement, and Designers Choice. Check in with the evaluation committee begins at 12:00 noon on July 5<sup>th</sup>, with an orientation meeting to review supplies and floral materials at 2:00 PM. Time to rest, plan, and sketch follows with the designing starting promptly at 6:00 PM until 10:00 PM. The workroom must then be cleaned and prepped for the student design competition the following day. AES candidates design work is evaluated the following morning on July 6<sup>th</sup>, and a reception showcasing our design work is that evening, allowing for feedback from general members, but no formal evaluation is given until August. In August candidates are informed of their pass or fail status from the PFDE. If passing, candidates are invited to be inducted into the organization, and the ceremony takes place the following year at the National Symposium. This is a “high stakes” evaluation where you either pass or fail. If an AES candidate fails, they must retest in the future (at full price again) and complete the AES in full again. This year 43 of the 111 candidates that tested in AES passed, myself being one of them.
- ❖ 2008 – My husband I attended the National Symposium in Chicago, Illinois where I was inducted as a member of AIFD and attended the professional training workshops as an instructor for floral design at Dinuba High School.
- ❖ 2010 – I attended the National Symposium in Boston, Massachusetts and learned the steps to become a member of the evaluation committee for AIFD. This requires designation as a Certified Evaluator and Judge (CEJ).
- ❖ 2011 – I attended National Symposium in San Francisco, California.
- ❖ 2013 – I began the evaluation process for CEJ designation: participating in three curriculum workshops, an evaluation of a design, taking the online Evaluator Test and passing with 80% or higher. The final step is an actual design evaluation workshop and assessment to take place at a National Symposium. I attended the National Symposium in Las Vegas, Nevada, but missed the evaluator assessment because of my attendance at the CATA summer conference.
- ❖ 2014 – I hope to pass the Evaluator assessment to complete my CEJ designation and be of service to the organization as an evaluator in the PFDE and AES sessions in the future.

**Progress Report:** How will you inform the Cal Poly faculty of your progress on a regular basis? Each year I have reported to the Agriculture Education faculty as I participated in the AIFD organization. Throughout my time as an agriculture teacher I have continually served the CATA in any capacity possible to facilitate other teachers of floral design. I have done this through Regional Roadshows, teaching AgriSkills courses at Summer Conference, assisting Cal Poly lecturer Melinda Lynch, AIFD in teaching her students in master’s degree courses. I have also reported directly to Dr. Kellogg on all stages of this process.

***For Office Use Only:***

Project Approved By: \_\_\_\_\_.

Date of Approval: \_\_\_\_\_.

Quarter student will enroll in AGED 539: \_\_\_\_\_.

Name: Christine Henderson  
Address: 3330 w. Sady Ave  
City, State, Zip: Visalia, CA 93291  
Phone: (559) 967-0117  
E-mail: gardengracedesigns@hotmail.com

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***For Office Use Only:***

Project Approved By: Brian Kellogg

Date of Approval: 3/10/14

Quarter student will enroll in AGED 539: Winter 2014



American Institute of Floral Designers  
720 Light St. / Baltimore, MD 21230

## *Certificate of Attendance*

*The Above Named Individual has attended an AIFD Accreditation/Membership Workshop  
and is therefore eligible to Participate in an AIFD Accreditation Evaluation Program  
Subject to the Payment of Appropriate Fees and Advance Registration as set by AIFD.*

  
AIFD Executive Director

*AIFD Seattle*

*7/8/05*

Date

  
AIFD Membership Committee Rep.



# American Institute of Floral Designers

To: AIFD Registered Candidates

We are pleased to announce to you that the opportunity to enroll to be a part of the 2007 AIFD Accreditation Evaluation Session is now open to all Registered Candidates such as yourself. Be sure to note: **with proof that you have achieved the required pre-requisite attendance, you are guaranteed a position at this year's AES, but your registration materials and \$250 deposit must be received by March 30, 2007 to assure that guarantee.** After that date, you may still be able to register to participate in the AES in Palm Desert, CA, but there is no guarantee as design tables will be given on a space-available basis, and we do anticipate that all spaces will be allocated quickly.

The 2007 AES will take place in the Spring Ballroom of the J.W. Marriott Resort & Spa (74855 Country Club Dr., Palm Desert, CA 92206). **Please note the following schedule** -- There will be an important orientation program at 2:00 p.m. on Thursday, July 5 (*check-in at 12:00 p.m.*). At 5:00 p.m. there will be a coffee reception with the AIFD National Board and Membership Committee. At 6:00 p.m. the actual AES designing will take place. You will have until 10:00 p.m. sharp to complete your designs -- failure to stop designing when directed will lead to your work being disqualified. During the orientation session, you will receive all flowers and materials needed to complete your five designs. **Please note: you are now only allowed to bring the following tools into the AES design room: extension cord, floral knife, glue pan and glue, pruners, ribbon shears, and wire cutters.** You will also be given specific instructions as to categories of design, and all of your individual questions will be answered. This year we are introducing a complimentary dynamic education program offered exclusively to AIFD Registered Candidates who are also registered for Symposium. AIFD members Gerry Toh and Michael Quesada will be the presenters on Friday, July 6, from 1 p.m. to 4 p.m. We hope that you will take advantage of this great opportunity.

There are two options available to you in terms of registering to be a part of the Accreditation Evaluation Session: 1) \$1,350 for AES only; or 2) \$1,600 which includes a full registration attend the exciting AIFD Symposium "The Edge of Paradise" which will take place in the same hotel July 7-11. Remember, your Application to Participate in the Palm Desert, CA, AES must be accompanied by a minimum of a \$250 non-refundable deposit toward the Evaluation fee. By June 1, the remaining balance of the Evaluation Fee must be received or you will be subject to an additional \$100/per week for each week's delay. If final payment is not received by June 21<sup>st</sup>, your application to participate in the AES will be denied and the \$250 deposit will not be refunded. **Remember, your Application to Participate and deposit must be received by March 30th or AIFD cannot guarantee you a position in Palm Desert, CA**

As soon as your application is received we will send to you a floral design "Terms Exercise" consisting of 25 questions. You will need to complete this exercise and return it to AIFD by June 1. (Candidates who have previously participated in an AES will not need to complete the terms exercise.) The answers to these questions can be found in the *AIFD Book of Floral Terminology* which has been sent to you previously. You should also make your hotel and travel arrangement as soon as possible. The hotel registrations can be made by calling 760-341-2211 (*be sure to mention AIFD to get our \$115 rate*).

P.S. Detailed program and registration information for the AIFD National Symposium will be mailed to you in the next couple of weeks. Much is already online at [www.aifd.org](http://www.aifd.org). You do not need to complete that form as your registration for the AES/Symposium will suffice.

**AIFD Announces 2007 AES Plans;  
Registered Candidates Invited to Participate**

AIFD Registered Candidates are being invited to participate in the 2007 AIFD Accreditation Evaluation Session (AES) which will take place on Thursday, July 5, at the J.W. Marriott Resort & Spa, Spring Ballroom located at 74855 Country Club Drive, Palm Desert, Calif.

To be guaranteed participation in this year's AES, the Registered Candidates must have their application and \$250 non-refundable deposit to the AIFD office by **March 30**. After that, design tables will be awarded on a space-available basis.

The AES will begin with an important orientation program at 2 p.m. (**check-in is at noon**). During the orientation session, candidates will receive all flowers and materials needed to complete their five designs.

At 5 p.m. there will be a coffee reception with the AIFD National Board and Membership Committee. At 6:00 p.m. the actual AES designing will take place. Candidates will have until 10 p.m. sharp to complete their designs — failure to stop designing when directed will lead to disqualification. Candidates are responsible for cleaning their work area at this time.

Candidates are only allowed to bring the following tools into the AES design room: extension cord, floral knife, glue pan and glue, pruners, ribbon shears, and wire cutters.

There are two options available in terms of registering to be a part of the AES: 1) \$1,350 for AES only; or 2) \$1,600 which includes a full registration to attend the exciting AIFD Symposium "The Edge of Paradise" which will take place in the same hotel July 7-11.

On Friday, July 6, after the AIFD National Membership Committee has completed its evaluations, there will be a 7 p.m. cash bar reception and viewing of the Candidate designs. This two-hour event will be the only time that Candidate work is displayed. At the conclusion of the reception, Candidates may take their flowers.

This year AIFD is introducing a complimentary dynamic education program offered exclusively to AIFD Registered Candidates who are also registered for Symposium. AIFD members Gerry Toh and Michael Quesada will be presenters on Friday, July 6 from 1 p.m.-4 p.m. AIFD encourages registered candidates to take advantage of this great opportunity.

Dear AIFD Candidate:

Thank you for your Application to Participate in AIFD's 2007 Accreditation Evaluation Session which will take place on **Thursday, July 5 in the Spring Ballroom of the J.W. Marriott Desert Spring Resort and Spa, Palm Desert, CA.** All of the members of AIFD join in extending to you best wishes in your career pursuit – AIFD Accreditation.

As part of your Accreditation process, you need to successfully complete a 25-question floral design Terms Exercise based on knowledge extracted from the *2<sup>nd</sup> Printing of the AIFD Book of Floral Terminology* which you should have already received. Enclosed with this letter is your personalized Terms Exercise. Please review and answer the questions, and then return your completed exercise to AIFD by no later than June 1.

For your record and as an important reminder, we have received the following payment(s) from you for your participation in the Accreditation Evaluation Session:

- ☒ **\$1,600 Payment** – *(includes AES registration, Full Symposium Registration, \$250 non-refundable deposit and \$150 for 2007-08 Registered Candidate dues.)*
- ☐ **\$1,350 Payment** – *(includes AES registration, \$250 non-refundable deposit and \$150 for 2007-08 Registered Candidate dues.)*
- ☐ **\$250 Deposit** *(By June 1, the remaining balance of the Evaluation Fee must be received or you will be subject to an additional \$100/week for each week's delay. If final payment is not received by June 15<sup>th</sup>, your application to participate in the Palm Desert, CA Accreditation Evaluation Session will be denied and the deposit will be forfeited.)*
- You indicated with your application that you would:*
- ☐ *Register for the AES and Symposium*
- ☐ *Register for the AES, only*
- ☐ **\$250 Deposit + \_\_\_\_\_** toward your final payment.
- You indicated with your application that you would:*
- ☐ *Register for the AES and Symposium*
- ☐ *Register for the AES, only*

Please be sure to make your hotel and travel arrangements soon. The hotel registration can be made by calling 1-800-228-9290 or the Resort at 1-760-341-2211 *(be sure to mention AIFD to get our \$115 rate)*. Remember, you will need to be present by 2:00 p.m. on Thursday, July 5 for the AES orientation session *(Registration opens at noon)*. At 5:00 p.m., there will be a coffee reception with the AIFD National Board and Membership Committee. At 6:00 p.m. the actual AES designing will take place. You will have until 10:00 p.m. to complete your designs. During the orientation session, you will receive all flowers and materials needed to complete your five designs. Please note: you are now only allowed to bring the following tools into the AES design room: extension cord, floral knife, glue pan and glue, pruners, ribbon shears, and wire cutters.

Lastly, in the near future, you will receive detailed program and registration information for the AIFD National Symposium. It is now available at [www.AIFD.org](http://www.AIFD.org). If you have already indicated that your AES registration includes a Full Symposium registration, you do not have to register again for Symposium. If your AES registration was for the AES only, but you would like to attend a day or two of Symposium, please register for this early, as partial registrations will sell out.

Again, best wishes in your pursuit to become an Accredited Member of AIFD. **BEFORE CLOSING – PLEASE BE SURE TO REVIEW ACCREDITATION UPDATE INFORMATION AT [WWW.AIFD.ORG](http://WWW.AIFD.ORG).**



## AIFD Terms Exercise

*As part of your desire to become an Accredited Member of the American Institute of Floral Designers (AIFD), you need to successfully complete the following 25-question open-book exercise. The following questions and their answers are based on information found in the AIFD Book of Floral Terminology, 2<sup>nd</sup> edition.*

Please circle the correct answer and return your completed exercise to AIFD, 720 Light St. Baltimore, MD 21230 by June 1, 2007. Be sure to indicate your name below:

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

1. An example of mass material:  
a. gladiola      b. rose      c. pittosporum      d. gypsophilia
2. Florist wire is sold by gauge. A thin, light wire would be what number gauge?  
a. 1      b. 12      c. 28      d. 56
3. The secondary colors consist of:  
a. green, orange, violet      c. yellow, red, blue  
b. Violet, blue, red      d. green, yellow, blue
4. A zigzag line is a line that moves the eye in:  
a. a straight line      c. sharp alternating directions  
b. a circular line      d. a parallel line with the horizontal plane
5. A \_\_\_\_\_ is a corsage to be worn on the wrist.  
a. wreath      b. hairpiece      c. wristlet      d. pommander
6. The process of creating a surface by applying foliage in an overlapping manner to give texture and/or form to a container or surface by means of sewing, stapling, gluing, etc.  
a. leafwork      b. lei      c. lattice work      d. line
7. A gathering of several similar materials together and inserting them into an arrangement as one.  
a. bunting      b. combing      c. collaring      d. bunching
8. More typically a decorative addition rather than mechanical, these rings draw attention to a particular component.  
a. baling      b. binding      c. banding      d. removing
9. Rolling back petals of a flower to create a more open blossom.  
a. petalling      b. reflexing      c. sewing      d. tailoring
10. Placing materials atop each other without space between each component.  
a. stacking      b. sheltering      c. sectioning      d. veiling
11. The water-conducting tissue of plants.  
a. xylem      b. phloem      c. peduncle      d. pedicel
12. A chemical compound used as an additive to prevent the growth of bacteria in vase water.  
a. acidifier      b. biocide      c. botrytis      d. citric acid

13. A program focused on proper care & handling of cut flowers in the channel of distribution is:  
a. floriculture   b. garden club   c. chain of life   d. new convention
14. An arrangement characterized by an established focal area near the base of the container. All stems appear to radiate from the base. The height must be at least one and one half to two times the height and width of the container, whichever is greater. This design style is known as  
a. volumetric   b. vegetative   c. Western line design   d. Ikebana
15. A European term. A distinctive non-vegetative linear design that is usually associated with vertical, horizontal and diagonal forms is called  
a. graphic design   b. formalinear   c. free-style design   d. geometric design
16. Using the senses of sight or touch, this element of design helps people define the surface quality of an object.  
a. texture   b. pattern   c. form   d. line
17. Broken, implied or static, this element of design aids in eye movement through a design.  
a. texture   b. pattern   c. form   d. line
18. The portion of a design engaged by objects. An area occupied by flowers, foliage or other objects within a floral design.  
a. positive space   b. negative space   c. accent   d. focal point
19. The silhouette or outline of a flower or arrangement as observed against its background, including solids and spaces. a. pattern   b. texture   c. line   d. design
20. A state of equilibrium where both sides of the design are equal  
a. asymmetrical design   b. symmetrical design   c. composition   d. form
21. A cattleya orchid is paired with a sweetheart rosebud for a child's corsage. The problem with this design is that  
a. the rose should be used alone  
b. the orchid is disproportionate to the sweetheart rosebud for a child's corsage  
c. a child should not wear orchids  
d. corsages should only be worn on the wrist
22. Adding a bird to an arrangement is an example of a(n)  
a. focal area   b. accent   c. color   d. balance
23. The organization of components into a harmonious whole resulting in a cohesive relationship of all parts defines. a. unity   b. balance   c. theme   d. harmony
24. A teacup design is deemed too small for a dining room table for 10. What is wrong?  
a. theme is inappropriate  
b. teacup design is under scale for larger table  
c. floral selection to fill teacup would be difficult  
d. proportion of flowers to container may or may not be appropriate.
25. When developing a focal area in a line-mass arrangement, a designer can place materials at different heights within a design rather than on the same plane. This results in a sense of.  
a. facing   b. depth   c. accent   d. Ikebana

0303

# AIFD Announces 2007 AES Results

Forty-three of 111 candidates who participated in the American Institute of Floral Designers' (AIFD) Accreditation Evaluation Session (AES) in Palm Desert, Calif., were successful in their quest, AIFD recently announced.

Held July 5, immediately prior to AIFD's acclaimed National Symposium, the AES provides the Institute a forum in which candidates seeking to become Accredited Members of AIFD can be evaluated based on ten points of professional floral design including mechanics, balance, color, theme, line and creativity.

The candidates who were successful in their AES evaluations will be inducted as members of AIFD during the 2008 Symposium which will be held in Chicago, July 3-7.

"To receive the AIFD accreditation is a very prestigious honor awarded only to those who are able to achieve a successful AES evaluation and who have indicated their desire to help promote the art of professional floral design," noted **Tom Simmons** AIFD

of Palm Springs, Calif., the new president of the Institute. "AIFD has high standards, and even though we are very anxious to grow membership, we will never lower the standards we have set for Accredited Membership. AIFD strives to hold the bar high and motivate designers to achieve that mark."

During an AIFD AES, candidates are provided all their flowers and materials and are given four hours to create five designs (funeral, base arrangement, flowers-to-wear, bridal, and designer's choice). The specific type of design for each of these categories, i.e., standing easel in the funeral category, is not made known to the candidates until right before they begin their designing. The candidates are also unaware of what flowers and materials they will be provided.

AIFD's influence in the floral industry is felt worldwide as is indicative of the 43 candidates who were successful in their AES evaluations: 14 were from outside the United States. Following is the full list of successful candidates.

**Marlene Adams**  
Atlantic City, NJ

**Debra Barrett**  
Honolulu, HI

**Julie Beck**  
San Antonio, TX

**Alisha Simone Bell**  
Franklin Park, NJ

**Polly Berginc**  
Butler, PA

**Juan Roberto Rivera Almaguer**  
Monclova, Coahuila, MEXICO

**Debbie Alvarez**  
Ventura, CA

**Yunita Ayukemala**  
Jakarta, INDONESIA

**Aisha Booker**  
Memphis, TN

**Melanie Burnett**  
Lake Havasu City, AZ

**Judy Chance**  
La Jolla, CA

**Myung-Sim Choi**  
Seoul, KOREA

**Gail Chronister**  
Tucson, AZ

**Jodi Duncan**  
Harrisburg, IL

**Catherine Epright**  
Middletown, CT

**Tamar Etziony**  
San Francisco, CA

**Julian V. Garza**  
Santa Barbara, CA

**Via Hyonim Gim**  
Artesia, CA

**Guillermo 'Wil' Gonzalez**  
Ukiah, CA

**Lois Hiranaga**  
Pala, HI

**Susan Huelsman**  
Twinsburg, OH

**Shelly Huynh-Lewis**  
Salt Lake City, UT

**Vilailuck Indravudh**  
Anaheim, CA

**Eun Seon Jeong**  
Seoul, KOREA

**Jong Ja Jun**  
Highland, CA

**Darlynn Katke**  
Laguna Niguel, CA

**Eunok Kim**  
Irvine, CA

**Ji Seon Kim**  
Seoul, KOREA

**Tina (Jeong Ok) Kim**  
Brea, CA

**Yeon Jung Kim**  
Buena Park, CA

**Patricia L. Klawans AZMF**  
Tucson, AZ

**Christine Lancaster**  
Visalia, CA

**Susanne Law**  
Surrey, CANADA

**Benjamin Q. Lee KMF**  
Frankfort, KY

**Jea Hyun Lee**  
Kyunggi-do, KOREA

**Kyoung Ran Lee**  
Seoul, KOREA

**Seong Jin Lee**  
Kyunggi-do, KOREA

**Wi Joo Lee**  
Seoul, KOREA

**Jeff Lott**  
Monroe, GA

**Alexis Judith MacLeod**  
Sechelt, CANADA

**Jody L. McLeod**  
Clayton, NC

**Jenny McNiece**  
Grover Beach, CA

**Elizabeth Cristina Nunez Yopez**  
Zapopan, Jalisco, MEXICO

**Joo Young Park**  
Seoul, KOREA

**Madeline Presler-McDonald**  
Rock Hill, SC

**Helen Serrant**  
Ponce, PR

**Kenneth Snauwaert**  
Las Vegas, NV

**Katharina Stuart**  
El Cerrito, CA

## **AIFD Announces 2007 AES Results**

**September 1 , 2007**

**FOR IMMEDIATE RELEASE**

**CONTACT: Tom Shaner, CAE or Eric Grammer**

(Baltimore, MD) — Forty-three of 111 candidates who participated in the American Institute of Floral Designers' (AIFD) Accreditation Evaluation Session (AES) in Palm Springs, CA, were successful in their quest, it was announced by AIFD today. Held July 5 immediately prior to AIFD's acclaimed National Symposium, the AES provides the Institute a forum in which candidates seeking to become Accredited Members of AIFD can be evaluated based on ten points of professional floral design including mechanics, balance, color, theme, line and creativity.

The candidates who were successful in their AES evaluations will be inducted as members of AIFD during the 2008 Symposium which will be held in Chicago, IL, July 3-8.

"To receive the AIFD accreditation is a very prestigious honor awarded only to those who are able to achieve a successful AES evaluation and who have indicated their desire to help promote the art of professional floral design," noted Tom Simmons AIFD

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AIFD's influence in the floral industry is felt worldwide as is indicative of the 43 candidates who were successful in their AES evaluations: 29 were from the U.S., 8 from Korea, 2 from Mexico, 2 from Canada, and 1 from Indonesia and Puerto Rico.

The US state adding the largest group to AIFD were California with fifteen. Arizona followed with three.

For further information on AIFD's Accreditation process please [click here](#).

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## **Induction invitees listed by last name & geographically**

### **ARIZONA**

**Melanie Burnett**

Lake Havasu City, AZ

**Gail Chronister**

Tucson, AZ

**Patricia L. Klawans AZMF**

*English Garden Flowers & Gifts*

Tucson, AZ

### **CALIFORNIA**

**Debbie Alvarez**

Ventura, CA

**Judy Chance**

*Jasmine Creek Florist*

La Jolla, CA

**Tamar Etziony**

*Flowers by Tami's Design*

San Francisco, CA

**Julian V. Garza**

*Kaleidoscope Flowers*

Santa Barbara, CA

**Via Hyonim Gim**

*Pioneer Flowers*

Artesia, CA

**Guillermo 'Wil' Gonzalez**

Ukiah, CA

**Vilailuck Indravudh**

*Avante Gardens*

Anaheim, CA

**Jong JA Jun**

Highland, CA

**Darlynn Katke**

Laguna Niguel, CA

**Eunok Kim**

Irvine, CA

**Tina (Jeong OK) Kim**

Brea, CA

**Yeon Jung Kim**

Buena Park, CA

**Christine Lancaster**

*Garden Grace Designs*

Visalia, CA

**Jenny McNiece**

*Jenny McNiece Flowers*

Grover Beach, CA

**Katharina Stuart**

Katharina Stuart Floral Art & Design

El Cerrito, CA

### **CONNECTICUT**

**Catherine Epright**

*Datura, A Modern Garden*

Middletown, CT

### **GEORGIA**

**Jeff Lott**

*The Garden Gate Florist*

Monroe, GA

### **HAWAII**

**Lois Hiranaga**

Paia, HI

### **ILLINOIS**

**Jodi Duncan**

*At Home With J Duncan*

Harrisburg, IL

### **KENTUCKY**

**Benjamin Q. Lee KMF**

*The Milam House*

Frankfort, KY

## **NEVADA**

**Kenneth Snauwaert**  
*Flower Fair*  
Las Vegas, NV

## **NORTH CAROLINA**

**Jody L. McLeod**  
*Annie V's Florist*  
Clayton, NC

## **OHIO**

**Susan Huelsman**  
Twinsburg, OH

## **SOUTH CAROLINA**

**Madeline Presler-McDonald**  
*Plant Peddler Flower Shoppe*  
Rock Hill, SC

## **TENNESSEE**

**Aisha Booker**  
*Le Fleur*  
Memphis, TN

## **UTAH**

**Shelly Huynh-Lewis**  
*The Orchid Dynasty*  
Salt Lake City, UT

## **International induction invitees listed geographically**

### **CANADA**

**Susanne Law**  
Surrey, BC Canada

**Alexis Judith MacLeod**  
Sechelt, BC Canada

### **INDONESIA**

**Yunita Ayukemala**  
*Bunga Boutique*  
Jakarta, Indonesia

### **KOREA**

**Myung-Sim Choi**  
*Merry Bell Flower Shop*  
Seoul, Korea

**Eun Seon Jeong**  
*Schoolflower*  
Seoul, Korea

**Ji Seon Kim**  
Seoul, Korea

**Jea Hyun Lee**  
Kyunggi-do, Korea

**Kyoung Ran Lee**  
Seoul, Korea

**Seong Jin Lee**  
Kyunggi-do, Korea

**WI Joo Lee**  
Seoul, Korea

**Joo Young Park**  
*Schoolflower*  
Seoul, Kyung Kido, Korea

### **MEXICO**

**Juan Roberto Rivera Almaguer**  
*Rivguer's Diseno y Arte Floral*  
Monclova, Coahuila, Mexico

**Elizabeth Cristina Nunez Yopez**  
*Fiorissima Internacional*  
Zapopan, Jalisco, Mexico

### **PUERTO RICO**

**Helen Serrant**  
*Academia Serrant*  
Ponce, PR

## **NORTH CAROLINA**

**Jody L. McLeod**  
*Annie V's Florist*  
Clayton, NC

## **OHIO**

**Susan Huelsman**  
Twinsburg, OH

## **SOUTH CAROLINA**

**Madeline Presler-McDonald**  
*Plant Peddler Flower Shoppe*  
Rock Hill, SC

## **KOREA**

**Myung-Sim Choi**  
*Merry Bell Flower Shop*  
Seoul, Korea

**Eun Seon Jeong**  
*Schoolflower*  
Seoul, Korea

**Ji Seon Kim**  
Seoul, Korea

**Jea Hyun Lee**  
Kyunggi-do, Korea

## Christine Henderson

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**From:** Kristen Shoemaker [KristenShoemaker@assnhqtrs.com]  
**Sent:** Monday, August 27, 2007 12:13 PM  
**o:** Christine Henderson  
**Subject:** RE: Accreditation  
**Attachments:** LancasterLetter.doc

Christine,

Please find attached a letter explaining your AES Test Results. I have retyped here your summary scores from your summary sheet, which you will receive along with every score sheet from every judge. If you have any questions, please contact the Membership Chair, Ted Bruehl, at [TBLSAIFD@yahoo.com](mailto:TBLSAIFD@yahoo.com).

Sympathy Tribute:	4.14
Wedding:	4.12
Arrangement:	3.92
Designer's Choice:	4.48
Flowers to Wear:	4.24
<b>Total Design Points:</b>	<b>20.90</b>

Approved for Accreditation – Congratulations!

Kristen Shoemaker  
Membership Director  
American Institute of Floral Designers  
720 Light St.  
Baltimore, MD 21230  
410-752-3318  
Fax: 410-752-8295  
[www.aifd.org](http://www.aifd.org)

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**From:** Christine Henderson [<mailto:chenderson@dinuba.k12.ca.us>]  
**Sent:** Monday, August 27, 2007 2:53 PM  
**To:** AIFD  
**Subject:** Accreditation

Hello! I was just checking to see if the letters about accreditation have been sent out. At Symposium they said we'd hear by mid to late August, and I am so anxious to hear the news (good or bad). I had just changed my address before Symposium and am afraid that the letter went to my old address. Is there anyway you can let me know any news you have? Thank you SO much!

My current address is:  
3330 W. Sady Ave.  
Visalia, CA 93292

Christine Lancaster  
Garden Grace Designs



# American Institute of Floral Designers

August 15, 2007

Christine Lancaster  
Garden Grace Designs  
3330 Sady Ave.  
Visalia, CA 93291

Dear Christine:

I am pleased to inform you that the design work you presented during the AIFD Accreditation Evaluation Session in Palm Desert, California (July 5, 2007) was evaluated by the AIFD Membership Committee and approved. The Membership Committee thus recommended that you be extended an invitation to be inducted into AIFD, and the Executive Committee, acting in behalf of the National Board of Directors, has favorably accepted that recommendation. Next spring (2008) you will receive a formal invitation to be inducted into AIFD during ceremonies at the National Symposium in Chicago, Illinois July 3-7, 2008.

Along with a formal letter inviting you to become an Accredited Member of AIFD, you will receive an invoice for your induction fee and for your 2008-2009 annual membership dues. You will also be asked to provide a 5" x 7" glossy photograph of yourself and to complete a short personal information form which the AIFD office uses when preparing the annual Membership Directory.

While all of us in AIFD look forward to welcoming you into membership, it is important that I remind you that until your official induction into membership during the National Symposium, you must refrain from using the AIFD designation. Even though you will have a waiting period before your induction, you can take great pride and satisfaction in knowing that you have reached a very special plateau in your career.

Until your induction, you will still be considered an AIFD Registered Candidate and, as such, you will receive a copy of the AIFD Membership Directory which will list your name, and you may attend AIFD events at member prices. You will also continue to receive copies of the *AIFD Focal Points*.

On behalf of the National Board, I look forward to welcoming you into AIFD, an organization promoting personal growth and education within the floral industry. Your induction will be a new beginning for your career. I know that you will find even more to learn and even more ways to grow as a member of AIFD. I look forward to presenting you with your gold pin in Chicago. In the meantime, if you have any questions, please contact me at [TBLSAIFD@yahoo.com](mailto:TBLSAIFD@yahoo.com), or you can contact me at [972-659-9490](tel:972-659-9490).

Sincerely,

  
Ted Bruehl AIFD

Membership Chairman



# American Institute of Floral Designers

## INSTRUCTIONS GOVERNING USE OF AIFD DESIGNATION

1. Individuals who have achieved the AIFD designation are the only persons eligible to use this designation after their names. The designation has been added to each new inductee's record in the database at Association Headquarters, and all mail, lists, etc., will reflect the newly inducted status.
2. It should be noted that AIFD is a professional designation which applies to individuals only, and which is earned through personal skill and creativity, as displayed by successful completion of the membership process; AIFD, therefore does not apply to the inductee's company as a whole. It is the responsibility of the new designee to ensure that business cards, stationary, etc., reflect the personal and individual nature of the designation. These materials should indicate clearly that the individual -- and not his or her company or other entity -- has achieved the AIFD designation.
3. Only paid, current members of AIFD may use the AIFD designation. Be sure to pay your annual dues in a timely manner to preserve your right to use the designation. You will receive an invoice around March 1 of next year. Payment is due by June 15, but you will save money if you pay by the May 1 "early bird" discount date.

If there are any questions regarding the use of the AIFD designation, please call AIFD headquarters at (410) 752-3318.



# American Institute of Floral Designers

**TO:** Christine Henderson

**FROM:** Kristen Shoemaker  
Membership Director

**DATE:** March 4, 2008

**RE:** Induction Invitation

On behalf of the Board of Directors, it is my honor to extend to you an invitation to accept membership into the American Institute of Floral Designers.

Before the official AIFD Accredited Membership Certificate can be presented to you -- during the exciting upcoming National Symposium in Chicago, IL, -- you are asked to return your \$150.00 Membership Accreditation Fee and \$225.00 for your first year's membership investment (2008-2009). An invoice has been enclosed for your convenience. **These fees must be received by June 1, 2008 in order for you to be inducted.**

**In addition, it is important that you please complete and return the enclosed Member Data Form and furnish a 5 x 7 black & white photograph of yourself.** These will be used for your listing in the AIFD Membership Directory.

We look forward to presenting your AIFD Accreditation Certificate in Chicago, IL. For your information, new members will be recognized on Saturday, July 6, during ceremonies at 6:30 p.m. Encourage your friends and family to register for the Awards & Installation Dinner to share in your special night. Just before that, at 5:00 p.m., there will be a private reception for Inductees, hosted by the AIFD Board. During the reception, we will take a picture of you, AIFD President Tom Simmons and Membership Chairman Ted Bruehl. **Also, please note that there will be an Inductee and Membership Committee Rehearsal at 5:30 p.m. on Friday, July 4.** This is to ensure that everything runs smoothly during the actual induction ceremony.

We urge you to make every effort to attend Symposium and be recognized in person. A Symposium registration form is included for your use. Register early as we anticipate an early sell-out. **If you are planning to attend this ceremony, but will not be registering for Symposium, please notify AIFD Headquarters.**

If you have any questions, please call me 410-752-3318.

Thank you.



**t h r e e   b u n c h   p a l m s**  
productions

**November 12, 2007**

**Christine Lancaster  
Garden Grace Designs  
3330 Sady Ave.  
Visalia, CA 93291**

**Congratulations! I was extremely pleased to know that you successfully passed the Accreditation Evaluation Session. As I am sure you have received a letter from Ted Bruehl AIFD Membership Chairman, I also want to personally extend the invitation to be inducted into AIFD. The ceremony will take place during the National Symposium in Chicago, Illinois July 3-7, 2008.**

**Having received a similar letter many years ago, I remember the anticipation of having to wait for the results and once the letter arrived, the mixture of nerves and excitement was unbelievable. Upon opening the envelope and discovering that I had successfully passed the evaluation, extreme pleasure and happiness overtook me.**

**On behalf of the National Board, I look forward to welcoming you into AIFD and even more, look forward to pinning you with your own gold AIFD Accredited pin during the Induction ceremony. Let the excitement you experienced at the receipt of that letter continue all the way to Chicago.**

**Warmest wishes,**

**Tom Simmons AIFD  
President**

## AIFD 2008 Inductees

Juan Roberto Rivera Almaguer

Debbie Alvarez

Yunita Ayukemala

Aisha Booker

Melanie Burnett

Judy Chance

Myung-Sim Choi

Gail Chronister

Jodi Duncan

Catherine Epright

Tamar Etziony

Julian V. Garza

Via Hyonim Gim

Guillermo 'Wil' Gonzalez

Christine Henderson

Lois Hiranaga

Susan Huelsman

Shelly Huynh-Lewis

Vilailuck Indravudh

Eun Seon Jeong

Jong Ja Jun

Darlynn Katke

Eunok Kim

Ji Seon Kim

Tina (Jeong Ok) Kim

Yeon Jung Kim

Patricia L. Klawans

Susanne Law

Benjamin Q. Lee

Jea Hyun Lee

Kyoung Ran Lee

Seong Jin Lee

Wi Joo Lee

Jeff Lott

Alexis Judith MacLeod

Jody L. McLeod

Jenny McNiece

Elizabeth Cristina Nunez Yepez

Joo Young Park

Madeline Presler-McDonald

Helen Serrant

Kenneth Snauwaert

Katharina Stuart

You are Invited to a Reception  
Hosted by  
The American Institute of Floral Designers  
Board of Directors  
and  
Membership Committee  
To Honor  
AIFD's 2008 Member Inductees

Saturday, July 5, 2008  
at 5:00 p.m.

in the Boulevard Ballroom, 2<sup>ND</sup> Floor



# The American Institute of Floral Designers Certificate of Accreditation

Be it hereby known that

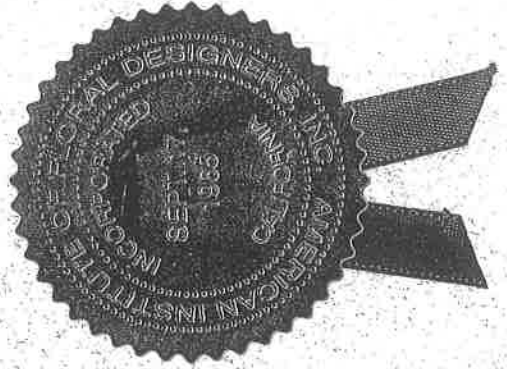
*Christine Henderson*

has fulfilled all requirements to be recognized as a professional floral designer and is properly qualified to be known as an Accredited Member of the American Institute of Floral Designers.

This Accreditation Certificate confers all rights, privileges and responsibilities granted to an Accredited Member. The high honor of using the AIFD designation is hereby granted so long as all requirements of Accredited Membership including those of continuing education are consistently fulfilled.

The corporate seal of The American Institute of Floral Designers is hereunto affixed  
officially proclaiming Accredited Membership

*July 5, 2008*



*Jan Simmons AIFD*  
President

*Julie R. R. AIFD*  
Membership Chairperson





# THE AMERICAN INSTITUTE OF FLORAL DESIGNERS

## Code of Ethics and Professional Practice

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Members of the American Institute of Floral Designers assume the following obligations:

### TO THE PROFESSION

Members of the Institute will encourage individuals who demonstrate excellence in floral design to achieve professional certification.

### TO THE ALLIED PROFESSIONS

Members of the Institute will work for the furtherance of trade relations, appropriate business procedure, and product knowledge through education and cooperation.

### TO THE STUDENT

Members of the Institute will give assistance, supervision and encouragement to novices wishing to acquire knowledge of the functions, duties and responsibilities of a professional designer.

### TO THE PUBLIC

Members of the Institute will produce and complete with integrity, value, and creativity their highest quality of design.

### TO THE INSTITUTE

Members of the Institute will support and promote the development of programs and procedures to stimulate the advancement of creative floral design and professionalism. Members will nurture the advancement of the Institute's position as an industry information source; give encouragement to one another to achieve our common goals, and work for the betterment of the profession, the allied profession, the student and the public.



# The American Institute of Floral Designers Certificate of Accreditation

Be it hereby known that

*Christine Henderson AIFD*

has fulfilled all requirements to be recognized as a professional floral designer and is properly qualified to be known as an Accredited Member of the American Institute of Floral Designers.

This Accreditation Certificate confers all rights, privileges and responsibilities granted to an Accredited Member. The high honor of using the AIFD designation is hereby granted so long as all requirements of Accredited Membership including those of continuing education are consistently fulfilled.

The corporate seal of The American Institute of Floral Designers is hereunto affixed  
officially proclaiming Accredited Membership



*Walter Fedyshyn*  
\_\_\_\_\_  
President

*Jo R. B. AIFD*  
\_\_\_\_\_  
Membership Chairperson

# AIFD

## Membership > Maintaining AIFD Accreditation

[Printer Friendly Version](#)

After a participant has successfully completed his or her Accreditation Evaluation Program, he or she will be extended an invitation to become an Accredited Member of AIFD.

Candidates will need to then pay a \$175 Certification Fee (*includes payment for their member pin, certificate and induction flowers*), and their first year's membership dues which are now also \$175. Upon payment of these fees, candidates will be inducted into AIFD membership during ceremonies at the National Symposium.

To maintain the status of an Accredited Member of AIFD, members must pay their annual membership dues ([click here to renew your membership online](#)) and meet certain continuing education requirements every three years. The Continuing Education requirements can be easily accumulated by attending a Symposium or by attending a plethora of other floral industry design education programs. Continuing Education units can also be earned through demonstrated leadership and participation in floral industry organizations including AIFD.

Every three years for the first 21 years of a member's membership, he or she must earn 25 Continuing Education units and must submit proof of same, along with a re-accreditation fee of \$90 to AIFD. See the chart below to learn more about how to earn your 25 Continuing Education units

### [Click here to Download the AIFD Continuing Education Renewal Application](#)

#### How to Earn Your 25 CE/Service Units Every 3 Years

<b>National Symposium</b>	<b>CEUs Earned</b>
Attendance to all educational programs	20 (or 5 per full day)
Stage or Program presentation	25
<b>Regional Symposium</b>	
Attendance	10
Stage Presentation	15
Other Program	10
<b>AIFD Across America</b>	
Attendance	10
Presenter	15
<b>Allied Design Program</b>	
Attendance	3 (Max. 9 pts)
Design Program Presenter	5

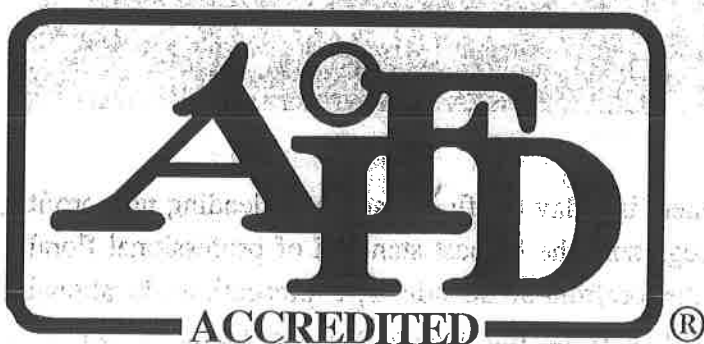
<b>State Conventions</b>	
Attendance	5
Design Program Presenter	10
<b>Wholesale Design Program</b>	
Attendance	3 (Max. 9 pts)
Design Program Presenter	5
<b>Educator</b>	
University Instructor	10/for 3 years
Floral Design School Instructor	5/for 3 years
<b>Public Presentations</b>	
Presenter	2 (Max. 10 pts)
Attendee	1 (Max. 5 pts)
<b>Design Articles in National Floral Publication</b>	
Writer	5 (Max. 10 pts)
Designer - No Ads	5 (Max. 10 pts)
<b>Design Articles in State/Local Industry Publication</b>	
Writer	2 (Max. 10 pts)
<b>Leadership Service</b>	
Officer AIFD National	4 per year
Director AIFD National	3 per year
Officer/Director AIFD Regional Chapter	2 per year
Officer/Director Other National Floral Organization	1 per year
Officer/Director State/Local Floral Organization	1 per year
Committee Chairperson AIFD	2 per year
Committee Chairperson Other National Floral Organization	2 per year
Committee Chairperson State/Local Floral Organization	1 per year
Membership Committee AIFD	2 per year
Committee Member AIFD	1 per year
Committee Member Other National Floral Organization	1 per year
Committee Member State/Local Floral Organization	1 per year

# Continuing Education Renewal

- Report Form
- Criteria
- Procedures

**For additional information contact:**

American Institute of Floral Designers  
720 Light St.  
Baltimore, MD 21230  
410-752-3318  
Fax: 410-752-8295  
E-mail: AIFD@assnhqtrs.com





## RENEWAL APPLICATION



### MAINTAINING ACCREDITATION

Continual professional development activities are essential in enabling professional floral designers to demonstrate their creative abilities and talent. Therefore, to maintain accreditation as a member of the American Institute of Floral Designers, or to retain the coveted CFD designation, floral designers must accumulate 25 points of continuing education or floral industry leadership every three (3) years and submit a completed Continuing Education Renewal Report form. Please note: AIFD accredited members must report a minimum of five (5) leadership/services/educator/presenter units as part of their 25 unit report.

### AIFD AND CFD MUST RENEW AT THREE-YEAR INTERVALS

Continuing education points for renewal of AIFD Accreditation or CFD designation can be earned from the date immediately following the National Symposium in which an AIFD member was inducted or in which a CFD designer obtained their CFD designation, until the final date of a National Symposium three years later; then, in a similar pattern for each of the next three year periods.

AIFD Accredited members, upon reaching 21 years of continuous Accredited Membership, shall be waived from needing to meet further continuing education requirements provided that he or she maintains his or her membership in good standing with the Institute. Also, should an AIFD member reach the age of 65 and be fully retired from the floral industry, the requirement of continuing education shall be waived. **There is no 21 year waiver for CFD designers.**

### PROCEDURES

Approximately twelve months prior to the expiration of any three year continuing education renewal cycle, AIFD will mail reminder notices of the continuing education renewal cycle to all AIFD Accredited Members and CFD Designers. Your CE Renewal Report will be kept on file by AIFD. Renewal forms are retained for three (3) years by the Institute's Accreditation Department. If you plan to complete your 25 CE credits by attending the next Symposium, please indicate such and AIFD will verify your attendance.

### FEES

There is NO fee requirement when submitting a CE maintenance report. Reporting forms are due by June 15 of your CE Renewal Year. If you are unsure of your renewal year, please contact AIFD Headquarters.

The Board of Directors of the American Institute of Floral Designers and its Accreditation and Certified Floral Designer Evaluation Committees have set the following policy to address the loss of Accreditation/Certification due to failure to meet the renewal requirement:

*A floral designer who has not acquired sufficient continuing education points for renewal on the scheduled renewal date will be notified in writing that his or her Accreditation or Certification is suspended and that he/she is prohibited from using the AIFD/CFD designation and will no longer be listed as an AIFD Accredited Member or Certified Floral Designer until the floral designer:*

- 1. Resubmits to the Professional Floral Design Evaluation (PFDE) process and successfully meets the criteria for Accreditation/Certification; or*
- 2. Accumulates and reports a total of 25 continuing education units within one year of his or her date of suspension.*

Should an AIFD Accredited Member or CFD Designer fail to comply with either of the above or fail to submit his or her annual membership or certification dues within 12 months, he or she will lose his or her Accreditation/Certification with AIFD and shall have no alternative but to resubmit to the PFDE process and successfully meet the appropriate criteria.



## ACCREDITATION/CERTIFICATION CE RENEWAL REPORT FORM



Name \_\_\_\_\_ Year of AIFD Induction or Year CFD Obtained \_\_\_\_\_

Date of Last Renewal (if applicable) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Country \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

This form must be postmarked no later than June 15 prior to your renewal date.\* AIFD Accredited Members and CFD Designers must report their continuing education points every three years. AIFD Accredited Members are waived of this requirement after 21 years of Accredited membership.

\* Attendance to the National Symposium immediately following the June 15th deadline will count toward your continuing education renewal. If it is your intention to attend this Symposium in order to fulfill your continuing education requirement, please complete this form and indicate on it that you WILL attend the upcoming Symposium. Then mail, email or complete online your continuing education renewal report to AIFD so that it is received by the June 15th deadline. AIFD staff will verify that you did attend the Symposium.

### TO REPORT CONTINUING EDUCATION

- A minimum of 25 points of continuing education is required. (See the chart on the following page for an outline of how to earn continuing education units.) **AIFD members must report a minimum of five (5) of their 25 units as leadership/services/educator/presenter units.**
- All activities that you list must only be activities performed since the end of the Symposium in which you were inducted or the year you earned your CFD designation, or the last day of the Symposium which began your present continuing education renewal cycle.
- It is important that all relevant information is provided on the form, and appropriate attachments included as requested. Incomplete applications may be returned for additional information. (Please note, the June 15th reporting deadline will remain in effect.)
- You may reproduce this form on your word processor. If needed, you may add supplemental pages to this form.
- You must review and sign a statement agreeing that you will continue to adhere to the AIFD Code of Ethics.
- You may also submit this form online at [www.aifd.org](http://www.aifd.org).

I certify that the attached information is complete and accurate to the best of my knowledge.

I understand that AIFD reserves the right to revise or update the renewal requirements, Code of Ethics, and other material, and that it is my responsibility to be aware of AIFD's current requirements. I further understand that I am obligated to inform AIFD of changed circumstances that may materially affect my renewal application.

I understand and agree AIFD Accreditation or CFD Certification does not constitute AIFD's warranty or guarantee of my fitness or competency to provide artistic professional floral design. I authorize AIFD to include my name in a list of Accredited Members/CFD Designers and agree to use the related AIFD trade names, trademarks, and logos only as permitted by AIFD policy. I further understand and agree that AIFD may also use anonymous and aggregate application and examination data for statistical and research purposes.

Signature \_\_\_\_\_

Date \_\_\_\_\_



## ACCEPTABLE PROFESSIONAL POINTS FOR AIFD/CFD CONTINUING EDUCATION



The AIFD Accreditation Committee has identified several areas of education and leadership endeavors through which renewal may be maintained. They are listed below. The Committee and the AIFD Board of Directors will continuously review other options to identify those activities which, in their judgement, merit inclusion. To report the continuing education units you have earned in the past three years, simply note in the right hand column below those areas for which you should be awarded CEUs.

### Maintaining Your AIFD Accreditation

(How to Earn Your 25 CE/Service Units Every 3 Years)

*\*AIFD Accredited Members must have 5 of their 25 CE points consisting of leadership/services/educator/presenter units*

CE/LEADERSHIP ACTIVITIES	CEUS EARNED	WHEN & WHERE	CEU POINTS
<b>National Symposium</b>			
Attendance to all educational programs	20 (or 5 per full day)	_____	_____
*Stage or Program presentation	25	_____	_____
Full set of DVDs and Test	10	_____	_____
<b>Regional Symposium</b>			
Attendance	10	_____	_____
*Stage Presentation	15	_____	_____
Other Program	10	_____	_____
<b>Education Partner Programs</b>			
Attendance (8 hours)	5 (Maximum 10 pts)	_____	_____
<b>AIFD Hands-on Workshops</b>			
Attendance	5 (Maximum 10 pts)	_____	_____
<b>AIFD Online Classes</b>			
One Course	3 (Maximum 5 classes)	_____	_____
<b>State Conventions</b>			
Attendance	5	_____	_____
*Design Program Presenter	10	_____	_____
<b>Wholesale Design Program</b>			
Attendance	3 (Maximum 9 pts)	_____	_____
*Design Program Presenter	5	_____	_____
<b>Educator</b>			
*University Instructor	10/for 3 years	_____	_____
*Floral Design School Instructor	5/for 3 years	_____	_____
<b>Public Presentations</b>			
*Presenter	2 (Maximum 10)	_____	_____
Attendee	1 (Maximum 5)	_____	_____

Continued on next page



## ACCEPTABLE PROFESSIONAL POINTS FOR AIFD/CFD CONTINUING EDUCATION



*continued*

### Design Articles in National Floral Publication

Writer 5 (Maximum 10)

Designer - No Ads 5 (Maximum 10)

### Design Articles in State/Local Industry Publication

Writer 2 (Maximum 10)

### \*Leadership Service

Officer AIFD National 4 per year

Director AIFD National 3 per year

Officer/Director AIFD Regional Chapter 2 per year

Officer/Director Other National Floral Org 1 per year

Officer/Director State/Local Organization 1 per year

Committee Chairperson AIFD 2 per year

Committee Chairperson National Floral Org 2 per year

Committee Chair State/Local Floral Org 1 per year

Membership Committee AIFD 2 per year

Committee Member AIFD 1 per year

Committee Member National Floral Org 1 per year

Committee Member State/Local Floral Org 1 per year

Total CEUs Granted \_\_\_\_\_  
Of which \_\_\_\_\_ are leadership units.  
(For AIFD Accredited Members Only)

\*AIFD Accredited Members must accumulate a minimum of five (5) units of leadership/services/educator/presenter units.



## SCHEDULE FOR REPORTING CEU'S



AIFD is demonstrating leadership in floral design education by asking that its Accredited Members and CFD Designers obtain 25 continuing education and industry leadership accomplishments based on their year of AIFD induction or the year that they obtained their CFD Designation. *\*AIFD Accredited Members must have 5 of their 25 CE points consisting of leadership/services/educator/presenter units.* If you are unsure of your renewal year, please contact AIFD Headquarters.

# AMERICAN INSTITUTE OF FLORAL DESIGNERS

Established in 1965, the American Institute of Floral Designers is today the floral industry's leading non-profit organization dedicated to establishing, maintaining and recognizing the highest standard of professional floral design. AIFD and its worldwide Accredited Members are in the forefront of the industry in presenting educational design programs and in designing flowers for such renowned events as the Tournament of Roses Parade, Academy Awards, and Presidential Inaugurations. They are an extraordinary group of talents artists.

Accredited membership in AIFD is extremely selective and can be obtained only after a candidate has effectively demonstrated advance professional ability of his or her floral artistry. Members proudly wear the **AIFD** addendum on their name to recognize that their peers have found them to be "Accredited In Floral Design." They must continue to demonstrate their "cutting edge" art through a continuing education requirement.

Each July, AIFD presents its acclaimed National Symposium. Considered to be the most important design education event in the floral industry, this dynamic conclave attracts designers, educators and interested individuals from all corners of the world.

In the U.S., AIFD Accredited Members participate in six regional chapters that each host activities for the education of the floral industry as well as for the floral consumer market. AIFD supports student chapters located on the campuses of major colleges and universities.

Through its Foundation, the Institute also offers scholarships to talented young designers. AIFD Partners Members, as manufacturers and distributors of products and services to the floral industry, are also an important part of the Institute as they help fund numerous design education events.

Accredited Members of AIFD as well as CFD Designers in your area are uniquely qualified to help you create the floral and decorating accents that express your individual style. To locate an Accredited Member of AIFD or a CFD Designer, simply go to [www.AIFD.org](http://www.AIFD.org).





American Institute of Floral Designers

FIND A DESIGNER

Search this site...



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EDUCATION

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CHAPTERS

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Certified Floral  
Evaluator/Judge Program

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Pay Your Dues

Continuing Education  
Renewal

Recognizing Laureates

Industry Partners

## Find a Designer

### AIFD Member Search Results

#### AIFD Members

First Name	Last Name	Title	Region	City	State	Country	Category	Business Info
Christine	Handerson	AIFD, CFD	SW	Visalia	CA	UNITED STATES	Retail Floral - Owner	<a href="#">View</a>

#### Certified Floral Designers

First Name	Last Name	Title	Region	City	State	Country	Category	Business Info

# **2013 AIFD Certified Floral Evaluators/Judges**

This recognition is presented to those who demonstrate willingness to dedicate their knowledge and be of service to the floral industry and maintain integrity, respect and professionalism at all times. These individuals stood out by being impartial and consistent in their decisions at all times, being able to validate all of their decisions and having the ability to give competent feedback and praise. These are all qualities any judge or evaluator should possess.

To be eligible, the candidate must successfully complete all rigorous requirements. These requirements include: participating and completing the three required curriculum (workshops), completing an actual design evaluation workshop and assessment and passing the On-line Evaluator Test with an 80% or higher.

AIFD is proud to announce the following individuals who are now recognized as an AIFD Certified Floral Evaluator/Judge as of August 2013. This certification will be recognized by AIFD and the Floral Industry and the recipient can henceforth use this title with their name. They can now evaluate at the AIFD Professional Floral Design Evaluation (PFDE) program if asked by the AIFD Membership Committee and they can judge local, state, regional and national floral design competitions as an AIFD Certified Floral Evaluator/Judge.

**Marie Ackerman AIFD, CFD**  
**Tom Bowling AIFD, CFD**  
**Jamie Chae AIFD, CFD**  
**Carol Chapple AIFD, CFD**  
**Jose Luis Silva Davila AIFD, CFD**  
**Rocio del Pilar Silva Davila AIFD, CFD**  
**Tim Farrell AIFD, CFD**  
**Teresa Godfrey AIFD, CFD**  
**Ikuko Hashimoto AIFD, CFD**  
**Mary Linda Horn AIFD, CFD**  
**Wendy Infanger AIFD, CFD**  
**Sharon Ivey AIFD, CFD**  
**J. Paul Jaras AIFD, CFD**  
**Karen Kent AIFD, CFD**

**Leanne Kesler AIFD, CFD**  
**Dov Kupfer AIFD, CFD**  
**Louisa Lam AIFD, CFD**  
**Carolyn Minutillo AIFD, CFD**  
**Crescentia Motzi AIFD, CFD**  
**Ken Norman AIFD, CFD**  
**Wendy Pine AIFD, CFD**  
**Linda Robbins AIFD, CFD**  
**Iris Salmon AIFD, CFD**  
**Rich Salvaggio AIFD, CFD**  
**D. Damon Samuel AIFD, CFD**  
**Ken Senter AIFD, CFD**  
**Samuel Vanwert AIFD, CFD**

