First Year Teacher Internship Program

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Agriculture Department

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Part I:
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Quality Criteria 1: Curriculum and Instruction

1. Curriculum and Instruction

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

At Kerman High School we do our best to incorporate the 3 Circles Model of having a balance educational experience for our students. Each class that is taught is based off of educational standards found through the California Department of Education. Kerman High School offers the following courses of study in agriculture science and technology: Introduction to Agricultural Mechanics, Advanced Agricultural Mechanics, ROP Ag Welding Fabrication TIG, Ornamental Horticulture, Floral Design, ROP Art and History of Floral Design, Agricultural Earth Science, Agricultural Biology, Animal Science, Agriculture Leadership and Special Projects in Agriculture. All of the students that are enrolled in an agriculture class must participate in FFA activities and have a SAE record book for each year that they are with the agriculture program. Throughout the school year, students are taught about the FFA organization and they are provided with many opportunities to develop their leaderships skills and work on their personal development.

The agriculture mechanics courses (Introduction to Agricultural Mechanics, Advanced Agricultural Mechanics, and ROP Ag Welding Fabrication TIG) teach students valuable hands on skills that they can directly apply to a future career in the workforce, These courses prepare students with varying levels of agricultural mechanics skills. Students work with metal shop, welding, electrical and construction techniques necessary to be successful in the mechanics shop. These courses fall under an agriculture mechanics pathway that students can take throughout their four years at Kerman High School. These courses fulfill the elective credit for graduation.

The ornamental horticulture course allows students to gain the basic skills necessary to be successful in the nursery, landscape, greenhouse and floral industries. The students develop an understanding of plant science. This course is the entry level course for our plant science pathway. In the 2016-2017 school year we are looking to add ROP Ornamental Horticulture that will be offered every other year in rotation with ROP Art and History of Floral Design so that both horticulture and floral design students can take an upper level course to further their understandings in the horticulture and floral design industry. Students can take ornamental horticulture for their elective credit.

The floral design course provides students with a beginning level understanding of floral design. Students in this course are introduced to several styles of arrangements based upon shapes and occasions. Students are taught about the floral design industry and how the typical business operations of a floral shop work. Students learn how to apply an artistic approach to floral design and how to apply the elements and principles of floral design to their projects. This course is the first course in the floral design/ plant science pathway. The floral design course provides students with the fine arts graduation requirement credit.

The ROP Art and History of Floral Design course is the advanced level of floral design that students are required to take floral design or art fundamentals to be able to take. This course is a two period block class. Students in this class get to apply all of their floral design skills to their work and to try new techniques. This class provides a comprehensive introduction to artistic and creative perception, emphasizing aesthetic valuing through a series of projects. Students work on projects to expand their creativity and they are able to explore other floral design possibilities. Several community functions rely on the arrangements and design that is provided by the student designs from the ROP course. Students follow the requirements set by the ROP Course Competencies list. This class first meets the high school graduation Vocational Education requirement and secondly meets the high school Fine Arts requirement. It additionally meets the UC Visual and Performing Arts area “f”.

Agriculture Earth Science is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. The Agriculture Earth Science course is equivalent and follows the same instruction and testing standards and calendar as the Earth Science course. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student’s life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. This course is the entry level class for most of our students since it is directed towards the incoming freshman. This class meets the high school graduation Physical Science requirement and the UC A-G List Area D.

Agriculture Biology is a one-year, laboratory science course, designed for the college-bound student with career interest in agriculture. The Agriculture Biology course is equivalent and follows the same instruction and testing standards and calendar as the Biology course. Using agriculture as the learning vehicle, the course emphasizes the principals, central concepts, and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth and reproduction in plant and animals genetic ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. This course is the second level agriscience course that we offer at Kerman High School.

This course is directed towards sophomores after they have taken Agriculture Earth Science. This class meets the high school graduation Life Science requirement and additionally meets the UC Lab Science area “d”.

The Animal Science course contains advanced topics of agri-science addressing the integration of basic biological and technological concepts with principles of production agriculture are covered. Emphasis is placed on scientific and production concepts as being practiced in today's agriculture industry. Students that take this course are continuing agriculture students that are either in their 3rd or 4th year of the agriculture program. Students must be a junior or a senior agriculture student to take this course. This course fulfills the elective requirement for graduation and the UC A-G list.

The Agriculture Leadership course is designated to develop responsibility, initiative, creativity, leadership and school pride in the agriculture program. It provides regular class time for planning and organization of meetings, social and recreational activities, elections, service activities, community and other events. Students will have the opportunity to study basic concepts of parliamentary procedure, critical thinking, public speaking and SAE (Supervised Agriculture Experience). FFA participation and SAE projects will be part of the student's grade. Most of the students that take this course are the Chapter FFA Officers or are seeking to be involved in the leadership aspect of the FFA Chapter.

The Special Projects in Agriculture class provides students that want to work on their SAE project to further devote the time needed to do so. The students are able to contract to do individual or group projects for the Agricultural Science or Agricultural Mechanics classes. I do have one student that does this class in floral design and she is able to spend more time on projects and to further develop her floral design skills when she can't fit the two hour ROP Art and History of Floral Design into her schedule. This course is put into place to allow students to continue to be a part of the agriculture department even when there are scheduling conflicts.

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.

At Kerman High School there are three dedicated pathways that students can take to further their education. I do see need for improvements in the plant science category since I would like to create a new course to better serve the needs of our students. The course would be that of the ROP Ornamental Horticulture. I would like to offer this course every other year in rotation with ROP Art and History of Floral Design. I feel that this addition would be a great way to keep students in our program during their fourth year. The pathways are as follows:

Agricultural Science Pathway

1st Year: Agricultural Earth Science → 2nd Year: Agricultural Biology → 3rd Year: Animal Science → 4th Year: Agriculture Leadership

Plant Science/ Floral Design Pathway

1st Year: Floral Design → **2nd Year:** Ornamental Horticulture → **3rd Year:** ROP Art and History of Floral Design → **4th Year:** ROP Ornamental Horticulture (Proposed for 2016-2017)

Agricultural Mechanics Pathway

1st Year: Agricultural Earth Science → **2nd Year:** Introduction to Agricultural Mechanics → **3rd Year:** Advanced Agricultural Mechanics → **4th Year:** ROP Ag Welding Fabrication TIG

These are just the suggested pathways for the students. They are able to take any of the agriculture course as long as they meet the prerequisites for each course. Special Projects in Agriculture can fall into any of the designated pathways. The Foundation Standards are integral to all of the courses in the agriculture department at Kerman High School and they are a part of day to day lesson plans.

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

The counseling department at Kerman High School does an excellent job at providing the students with all of the information that they could need to determine which courses they are needing to take. There are two main career paths that are put into place for students:

College Preparatory Pathway

Graduation and Community College Pathway

College Preparatory Pathway

SUBJECT	KUSD	CSU	UC/PRIVATE	COURSE LIST
(a) History/Social Science	World Geography World History U.S. History Gov't / Econ	World History U.S. History Gov't / Econ	World History U.S. History Gov't / Econ	American Government Sheltered US History US History US History (AP) Sheltered World History World History World History II
(b) English	4 years of English	4 years of College Prep English	4 years of College Prep English	AP English Language and Composition AP English Literature and Composition English 10 English 10 (H) English 11 English 12 English 9 English 9 (H) CSU/University Reading and Writing (CARP)
(c) Math	3 years of Math	3 years of College Prep Math 4 years of Math Recommended	3 years of College Prep Math 4 years of Math Recommended	*Algebra I *Geometry *Algebra 2 Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics
(d) Science	2 years of Science: 1 year of Life Science 1 year of Physical Science	2 years of College Prep Lab Science: 1 year of Life Science 1 year of Physical Science	2 years of College Prep Lab Science: Biology Chemistry or Physics 3 years Science Recommended	AP Biology AP Chemistry AP Biology Sheltered Biology Biology Chemistry AP Chemistry Physics
(e) Foreign Language	2 years of any combination of foreign language and/or visual or Performing Arts	2 years of foreign Language (same language)	2 years of Foreign Language (same language) 3 years of Foreign Language Recommended	*Punjabi 1 Punjabi 2 Punjabi 3 AP Spanish Language Spanish 1 Spanish 2 Spanish 3
(f) Visual & Performing Arts		1 year of an approved College Prep Visual or Performing Art	1 year of an approved College Prep Visual or Performing Art	Advanced Art Advanced Band *Art Foundations *Concert Choir Jazz Band *The Art and History of Floor Design (ROP Floor Design)
(g) Elective		1 year of College Prep Elective (4 th year of math, 3 rd year of science, 3 rd year of foreign language, etc.)	1 year of College Prep Elective (4 th year of math, 3 rd year of science, 3 rd year of foreign language, etc.)	Ag Earth Science Animal Science Earth Science Economics Humanities ROP Sports Medicine Sheltered Earth Science
Tests / Interview	California High School Exit Exam (ELA, Math) with a minimum score of 350 Senior Performance Interview	SAT or ACT	SAT or ACT	
Credits / GPA	240 credits	3.0 GPA (need high SAT scores if under 3.0)	3.3 GPA (minimum)	

For a complete list of UC approved courses visit: <http://www.ucop.edu/doorways/>

Graduation and Community College Pathway

KERMAN HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT	COURSES	CREDITS
English (4 years)	English 9, 10, 11, and 12 – CSU Expository Reading and Writing, honors, and Advanced Placement, Intensive ELA E	40
Driver's Ed / Freshman Social Science	All Drivers' Education Classes	5
World Geography	World Geography	5
World History (one year)	World History, Sheltered World History, World History Honors	10
U.S. History (one year)	U.S. History, Sheltered US History, AP US History	10
American Government (one semester)	All American Government Classes	5
Economics (one semester)	All Economics Classes	5
Physical Science (one year)	Earth Science, Sheltered Earth Science, Ag Earth Science, Chemistry, Agriculture Chemistry, AP Chemistry, Physics	10
Life Science (one year)	Biology, Sheltered Biology, Agriculture Biology, AP Biology	10
Math (three years, one of which must be Algebra 1 level or above)	Algebra 1A, Algebra 1B, Sheltered Algebra 1A and Algebra 1B, Algebra 1, Sheltered Algebra 1, Geometry, Applied Geometry, Algebra 2, Pre-Calculus, AP Calculus AB/BC, AP Statistics, Accounting, ROP Building Construction, ROP Small Business Management, Applied Business Math	30
Physical Education (two years)	Physical Education, Adaptive P.E., Strength Conditioning & P.E. for the Athlete	20
Fine Arts/Foreign Language	All Art classes, Crafts, all Band and Music classes, Drama, Yearbook, Humanities, all Spanish and Punjabi classes, Floral Design	20
Vocational Education (one semester)	All Business classes, all Agriculture classes, all Industrial Technology classes, all Consumer and Family science classes, all Automotive Technology classes, Career Exploration, Work Experience, and all Computer classes beyond the minimum 5 credits for graduation	15
Computer Studies	Computer Applications	5
Electives/Additional	All courses beyond the graduation requirements	70
	TOTAL	260

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

Our school has 61 teachers that are full time teachers and four full time agriculture teachers. This allows for a variety of options for students to take agriculture courses. The counseling department is in charge of developing a master schedule that can accommodate the needs of the students. This is especially important for the agriculture pathways. A majority of the classes that the teachers are teaching are the lower level agriculture courses since those classes have a need for more students. Each of the teachers in the agriculture department teach a higher level agriculture course. Molloy- Agriculture Leadership, Basham- ROP Art and History of Floral Design, Bontrager- Animal Science, Sheehan- ROP Ag Welding Fabrication TIG. Each year we assess what the changing needs of the department are so that we can adjust what we are teaching for our students. See attached master schedule.

Kerman High School
Department Daily Schedule – First Semester
2014-15

[illegible]

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

In each of the agriculture courses there are units that are presented on careers in agriculture. The students are provided with information about all of the career opportunities within the agriculture course's content. Following is a list of targeted careers that we inform our students of:

Agriculture Production

Jobs

Crop Production

Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance

Animal Production

Livestock Handler, Milker, Inseminator, Auctioneer, Veterinarian Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control

Agriculture Mechanics

Jobs

Mechanics

Small Engine Mechanic, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/ Mechanic

Welder

Welder/Helper, Fabricator, Specialized Repair and Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment Operator, Fork Lift Operator, Mechanic Assistant

Agriscience

Jobs

Animal Science

Biologist, Animal Research Scientist, College Instructor, High School Instructor, Geneticist, Feed Analyzer, Meat/Food Inspector,

	Laboratory Technician, Veterinarian, Veterinarian Assistant, Animal Trainer
Plant Science	Arborist, Botanist, Lab Technician, Seed Production, Plant Scientist, Pest Control Advisor, Plant Geneticist, Plant Pathologist, Landscape Designer, Landscape Technician, Landscape Architect
<u>Ornamental Horticulture</u>	<u>Jobs</u>
Greenhouse Management	Greenhouse Worker, Maintenance Foreman, Propagator, Tissue Culture, Specialty Crop Grower
Nursery and Turf Operator	Nursery Worker, Salesperson, Plant Propagator, Gardener, Golf Course Maintenance
Landscape	Grounds Worker, Gardening Business, Garden Store Sales, Landscape Consultant, Organic Pest Control, Sustainable Landscaper
<u>Floral Design</u>	<u>Jobs</u>
Floriculture	Floral Designer, Floral Sales, Floral Delivery, Floral Assistant, Wholesale Florist, Commercial Flower Grower, Event Florist, Interiorscape Designer

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

In each of our classrooms at Kerman High School the teachers are equipped with a desktop computer. The teachers utilize the computers for Microsoft Office Products and for the internet. In my classroom I make powerpoints, do research on subjects and prepare lessons with my computer. Our department has also purchased a subscription for ICEV. ICEV is a

resource website for agricultural subjects. It provides us with lessons, handouts and videos to use throughout our lessons. There are subjects in agriscience, mechanics, plant science, leadership, floral design, animal science and several more. This is a great asset to our technology usage.

Kerman High School has also chosen to become a Google School. This means that we are focusing more upon technology and we are working to have enough Google Chromebooks for all of our students to use. Currently we have five Chromebook Computer Carts that hold 35 computers. Teachers sign up to use the Chromebooks on a Google Calendar so that all of the campus can see who is using the computers in their classrooms. This has worked out well but there have been some challenges that we are facing. One challenge is needing to plan accordingly in case the computers need to be used for something like testing in the Spring. This makes it so teachers can't use the computers in their classrooms since the school is doing all online testing. We used to have a computer lab, but since there are more teachers it has gotten turned into a classroom to accommodate the growing student numbers. Another issue that has arisen is that of not enough modems to keep the internet working on all of the Chromebooks. I have checked the carts out throughout the school year and a couple of times the students have had difficulties connecting to the internet. The tech support on campus has been very supportive and they work their best to solve problems with technology quickly. Over this summer 2015 the school is going to get rewired for having better internet connections in all of the classrooms.

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

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

Within the agriculture department at Kerman High School we have seven computers available for students to use to complete projects. Students create their Record Books using the I Record Book Program, use Microsoft Office to complete FFA Speech Manuscripts, Job Resumes and Job Cover Letters. In the ROP Courses, students are required to create a portfolio that is typed and they must include works samples throughout the year along with job search documents and a portfolio letter of introduction. In my classroom I have three computers with two printers that I allow students to work on with class related work. A lot of assignments are digital since students have access to the Google Drive program. They type those projects and either share them to my email address or print the item based upon the particular assignment requirements.

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

This area is one component that needs to be improved in our department. This school year I am teaching it to my courses. They are practicing record books in the hard copy books to develop important record keeping skills. For the agriscience classes it is more of a challenge to complete record books since the courses are required to keep on track with what the non agriculture science courses are teaching. Most of the students that currently complete record books are those that have raised a livestock project for the Fresno County Fair. I am wanting to change this and our department has set a goal to have all of the agriculture courses teach a unit on record keeping. We want to increase the number of SAE projects in our chapter and I feel that this would help to increase that number since the students can develop their own SAE project.

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

All of the record books are maintained in the Department Files until students are one year following graduation so that the students can access their information needed for their American FFA Degree. When students enter the agriculture program they create their record books in a hard copy record book for their first year. For continuing students they create their record books in the I Record Book program. This allows access for both students and advisors to review the record books from any internet location. This has made it easier for the advisors to check on the students' progress on the record books. I am certain that eventually all students will be using the I Record book system because of its convenience.

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California A-G Credit.

All of the agriculture courses meet the high school graduation requirements. Several of the courses also fulfill the requirements of the UC A-G List. See below what courses count towards:

Introduction to Agricultural Mechanics : Elective Graduation Requirement

Advanced Agricultural Mechanics: Elective Graduation Requirement

ROP Ag Welding Fabrication TIG: Elective Graduation Requirement

Ornamental Horticulture: Elective Graduation Requirement

Floral Design: Fine Art Graduation Requirement

ROP Art History of Floral Design: Fine Art Graduation Requirement, Vocational Education Graduation Requirement, UC Visual and Performing Arts Area F

Agricultural Earth Science: Physical Science Graduation Requirement, UC Physical Science

Agricultural Biology: Life Science Graduation Requirement, UC Life Science Area D

Animal Science: Elective Graduation Requirement, UC Life Science Area D

Agriculture Leadership: Elective Graduation Requirement

Special Projects in Agriculture: Elective Graduation Requirement

Quality Criteria

2: Leadership and Citizenship Development

2. Leadership and Citizenship Development

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

Kerman FFA Chapter was chartered by the State Association in 1930 and was the 109th chapter in California.

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

The Kerman FFA Program of Work is something that has been greatly in need of being updated. Each year only the few required documents have been updated. (Such as the Budget and Agriculture Advisory Committee Members) Those few updates are submitted each year to Chuck Parker, the Regional Supervisor for the San Joaquin Region. For my Master's Project I am updating the Program of Work for the Kerman FFA Chapter. I feel that it is outdated and is something that hasn't been used how it should have been for the past years. This is also an area that the department has wanted to update for the Kerman FFA Chapter.

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

All of the students in the Kerman High School Agriculture Program have a portion of their grade based on participation in FFA Activities. Students are required to participate in four FFA Activities each semester in order to receive full percentage in their agriculture course. At each meeting students are required to sign in for them to receive credit of attending the meeting for one activity point. There is a master list of FFA Activities that is updated after each activity by Cory Molloy (department head). Below is the percentages of the grades for each agriculture class for FFA activities:

Introduction to Agricultural Mechanics : 10%

Advanced Agricultural Mechanics: 10%

ROP Ag Welding Fabrication TIG: 10%

Ornamental Horticulture: 5%

Floral Design: 5%

ROP Art History of Floral Design: 5%

Agricultural Earth Science: 5%

Agricultural Biology: 5%

Animal Science: 10%

Agriculture Leadership: 30%

Special Projects in Agriculture: 10%

In my Floral Design classes and my ROP Art and History of Floral Design class I am going to be increasing the grade percentage for FFA activities to 10% and I will incorporate SAE projects to 5%.

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

All of the student enrolled in agriculture classes in Kerman High School are affiliated with the State FFA Association. Both the R-2 Report and the FFA Student Roster are completed digitally and are submitted to the San Joaquin Regional Supervisor by the deadline.

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

Since our department has four agriculture teachers we able to attend a variety of activities with our students to get our chapter well represented. Here is a list of activities that our chapter participated in as listed on the 2013-2014 FFA Activities Check Sheet:

- Attended State Leadership Conference
- Attended Regional Meeting
- Attended Greenhand Conference
- Participated in Opening and Closing Contest- Sectional
- Participated in Best Informed Greenhand Contest- Sectional
- Participated in Job Interview Contest- Sectional
- Submitted State FFA Degree Applications
- Submitted American FFA Degree Applications
- Submitted Proficiency Application- Sectional
- Participated in any FFA Judging Activity
- Participated in any other FFA Sectional Activity
- Local Leadership Activities: Kerman Ag Expo, City of Kerman Harvest Festival and World Ag Expo

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. (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

- Local Best Informed Greenhand Contest
- Local Opening and 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 Demonstrations Fair
- Local Public Speaking Contest
- Chapter Meeting or Activity
- Other Local Activities

A minimum of 80% of the agriculture students at Kerman High School participate in at least three leadership development activities annually as verified by department records. Below is a list of the most common activities:

- Opening and Closing Contest (Novice, Open and Officer Levels)
- Fresno County Fair
- Blackbeard's- Sectional Activity
- John's Incredible Pizza- Sectional Activity
- Chapter FFA Meetings- Monthly
- Kerman FFA Tri Tip Dinner
- Best Informed Greenhand Contest
- Public Speaking Contest
- Judging Teams: Floriculture, Vegetable Crops, Nursery/ Landscape, Veterinary Science, Livestock and Agricultural Mechanics
- Field Days: Chico Field Day, Merced Field Day, Lathrop Field Day, Reedley Field Day, MJC Field Day, Fresno Field Day, Hanford Field Day, Madera South Field Day, Cal Poly SLO State Finals

Quality Criteria 3: Practical Application of Agricultural Skills

3. Practical Application of Agriculture Skills

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

This is another area of struggle for our department. Currently SAE is not part of the grading criteria for our students in the agriculture program. As a department we are looking to solve this issue by changing our grading scales for next school year to include SAE projects. We want to increase our SAE projects at our school and we feel that we should incorporate the SAE projects as part of a grade. In my Floral Design and ROP Art and History of Floral Design classes I will work to help students learn about SAE options not only in the traditional SAE projects. For awhile most of the projects at Kerman High School have been livestock oriented. I have been working with Cory Molloy to develop more plant based projects.

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

All of the first year students in the Kerman High School Agriculture Program have a plan in place for a SAE project. In my classes I spend a few lessons exploring SAE projects and how to get involved in them. I then have the students create a plan on how they would like to complete a SAE goal within their four years of high school. At Kerman Middle School there is an Introduction to Agriculture course that allows students to learn the basics of agriculture before they get into high school. We are able to get quite a few students that are interested in raising livestock for the Fresno Fair. This is a good way for us to get many of our first year students started with SAE projects from the beginning.

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

This is another area that our department at Kerman High School does need to work on. We feel that probably only 70% of our continuing students have an SAE project. I know that one of the areas that is lacking is that of projects other than the traditional livestock projects. We have a few students that work in an agricultural field, but a majority of our students participate in only livestock projects. I along with my department head, Cory Molloy, have set a goal to get more students involved with SAE projects. We are looking for more plant based projects since we are putting in vegetable crops. We have tilled up the field and laid the drip irrigation down with support from our community businesses. We are going to plant vegetable crops and I want to

start a pumpkin co op SAE project. I tried growing pumpkins before and we called it the Pumpkin Project. We had 15 students that wanted to help out with growing the pumpkins. The pumpkins were started a little late so we didn't get the results we wanted. The students said that they wanted to participate in it again when we start up the pumpkins in June. Projects like these are great for all levels of students and I often see a lot of returning students that choose to participate in these types of projects.

For my ROP Floral Design Students, I have worked to create a community classroom at Kerman Floral. I have a student using this as a work experience SAE Project. This has received large support from my administration and they encourage opportunities like this for students to gain work experience skills. Since my ROP Floral Design class is for juniors and seniors, this type of SAE project is directed towards our returning students. When I started at Kerman, most of the floral design students didn't learn about the FFA and SAE projects since the other teacher chose to not be involved. That has been a challenge for me since most of my returning floral students had the teacher before me for their beginning floral design class. I have seen improvement this past year with the students being more open to participating in FFA activities. For my ROP Floral Design class I have them create three floral arrangements for the Fresno County Fair. These arrangements serve as their SAE projects and we also have them work in the greenhouse and doing arrangements for the community.

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

Student SAE projects are continually visited by the advisor for the specific project. For livestock projects, the students are checked daily for feeding and they have a twice weekly showmanship practice. We feel that it is necessary to check daily progress on a livestock project to see about the health and welfare of the animal. For the horticulture projects that are kept in the greenhouse they are checked weekly to confirm watering schedules and growth progress. For the work experience SAE projects, students are visited twice per year and the people that are working with the students are regularly contacted.

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.

With the KHS Agriculture department, we have two vehicles that are available for the agriculture teachers to use for all SAE activities associated with the program. We have a 2007

Chevrolet Suburban and a 1990 Chevrolet Silverado flat bed truck. Both of these vehicles have a hitch and we have three trailers that we could attach to transport feed and other supplies. If for some reason either of the vehicles were not available, then the teachers can get reimbursed for using their own personal vehicle. The agriculture vehicles are reserved to be used by the agriculture teachers only, so this is typically not an issue. Also, the majority of livestock projects are on the Kerman High School Campus Farm so there are no typical needs for using a personal vehicle.

Quality Criteria

4: Qualified and Professional Personnel

4. Qualified and Professional Personnel

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

Every agriculture teacher has the appropriate credentials for teaching as an agriculture teacher at Kerman High School. Here are the following credentials:

Cory Molloy: Single Subject Teaching Credential, Specialist Instruction Credential (Agriculture)

Tobin Sheehan: Single Subject Teaching Credential, Specialist Instruction Credential (Agriculture)

Codee Bontrager: Single Subject Teaching Credential, Specialist Instruction Credential (Agriculture)

Elizabeth Basham: Single Subject Teaching Credential, Specialist Instruction Credential (Agriculture)

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)

All of our agriculture teachers at Kerman High School have attended at least four professional development activities:

	Molloy	Sheehan	Bontrager	Basham
Fall Region Meeting	x	x	x	x
Region In-Service Day	x	x	x	x
Spring Region Meeting	x	x	x	x
Section In-Service	x		x	
Section In-Service		x		x

Section Inservice		x		
Summer Conference	x	x	x	x
University AGED Skills Wk,				
Professional Development	x	x	xx	x

4C. The agriculture staff meets a minimum of twice a month. (This criteria does not apply to a single person department- mark column N/A = Not applicable)

The agriculture department has meetings on an as needed basis well over the minimum for two time per month. We typically have lunch time meetings where we go over the upcoming activities of the FFA chapter and agriculture department. Our agriculture department works to have a good communication between the agriculture teachers. We often communicate via email, phone and in person. Whenever an issue or concern arises we call a meeting to go over the matter as a group. This proves to work well with our department so that we can keep it functioning properly.

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 criteria does not apply to single person departments- mark column N/A= Not applicable)

A written record of minutes is kept for each of the agriculture staff meetings. Cory Molloy is in charge of keeping the minutes. She sends out an agenda to each of the agriculture teachers prior to the meeting so that we can know what the meeting will be about and if we need to add anything to the agenda to be discussed at the meeting. She also writes down what happens at the meeting and sends out the minutes to the agriculture teachers.

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.

Our school district is good about reimbursing the teachers for expenses. Teachers are no longer reimbursed for classroom supplies through the district. But if it is expenses through the FFA, SAE or CATA activities, then we are reimbursed. We are required to keep a track of the expenses by keeping the receipts and then we submit an ASB check reimbursement request. It usually takes just a few school days to process the request and then a check is issued to the teacher for the expenses. Our district prefers that we put in Purchase Orders for our expenses but they do understand that we can't always get a Purchase Order which is why they provide a reimbursement for those expenses incurred.

Quality Criteria

5: Facilities, Equipment and Materials

5. Facilities, Equipment and Materials

5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

Kerman High School has been undergoing a need to increase in size due to a rapidly growing students body. We are having our largest incoming freshman class of over 400 students. To make room for the incoming students, KHS is adding portable classrooms to provide the space needed. For the agriculture department we are up to necessary modifications and safety measures for all areas. We have a fully accessible farm that has paved driveway so that students of all mobilities can access the farm. We are improving our lamb and goat pens by filling it in with dirt to raise the level of the pens. Within the past two years the swine pens were redone to make it more manageable for the students to access and work with their animals.

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

There is adequate storage space for supplies in all of the agriculture classrooms. In my classroom (room 505) there are two complete walls of storage cupboards. I utilize all of the cupboards in my classroom and I also have storage space out in my floral design lab. In one of our greenhouses, we have converted it into a floral design lab where students can work on projects and I can store supplies. I also have two Tuff sheds that I keep hard goods in. Out on the school farm there are storage areas for the livestock show supplies and feed. We also have a large barn out on the farm that we park our truck that we use for parades. Next to the agriculture mechanics classroom there is a storage space for metal and supplies. We have a garage that we park our agriculture vehicles in and storage space for fair supplies.

My classroom showing ample cupboards and storage space.

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

At Kerman High School we have a school farm that is in the back of the school. This farm has two pastures, pens for lambs and goats, swine pens, steer stalls, scales, wash racks and a show ring, vegetable crop growing area and vineyards. We also have a full size greenhouse with a storage facility and mist house. The floral design facilities include a walk in cooler, classroom, storage sheds and a converted greenhouse that allows for a floral design lab. The agriculture mechanics shop has a welding area, classroom and a fabrication area.

The school farm with vegetable crop potential.
Vineyard is in the back.

Greenhouse with shade area in the back.

Floral lab that is inside of a converted greenhouse.

Welding booths in Ag. Mechanics Shop.

5D. The Agriculture Department has E-mail capabilities.

The entire school at KHS has e-mail and internet capabilities. All of the faculty has their own email address that is through Gmail so it can be accessed through any internet connection. The email format is as follows: firstname.lastname@kermanusd.com. E-mail is the most common form of communication throughout the school since it is quick and convenient.

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

The agriculture facilities at Kerman High School are kept neat and clean so that students and staff can be safe. The individual courses that utilize the spaces are required to clean up after each class. When livestock is present on the facility it is the responsibility of the students that are raising the animals to keep the farm clean. In my floral design classes I provide my students with ample clean up time to ensure that the facilities that I am using are left clean and tidy.

Clean wash rack for livestock.

Clean show ring for livestock.

Clean lamb and goat pens.

Organized metal storage in agriculture mechanics.

Organized potting shed used for the horticulture course.

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

As repairs arise, it is all of the agriculture teacher's responsibilities to put in a work order to the maintenance department. The maintenance department on campus does a good job at keeping our farm and facilities safe and working. A recent example of this is for the repair of the roll up door at the farm garage. I was pulling out the agriculture department's suburban and the roll up door got stuck in the open position. I notified my department head and maintenance. By the next day, the door was fixed. This shows how supportive our maintenance department is of our agriculture program. All facilities and equipment are regularly maintained, repaired or replaced.

Quality Criteria
6: Community,
Business &
Industry
Involvement

6. Community, Business and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outline in the “Agricultural Education Advisory Committee Manual”.

The Agriculture Advisory Committee is a great support for our FFA program. The committee provides the guidance and support necessary to be a successful agriculture program. Many of the Advisory Committee members went to Kerman High School and went through the agriculture program. They are all actively involved in the agriculture industry and possess valuable knowledge that our program uses throughout the year. The members are as follows:

Marvin Schafer: Chairman
Schafer Farms
16025 W Dakota
Kerman, CA 93630
846-8588

Susan Kissinger
Kerman Floral and Gifts
514 S Madera Ave
Kerman , CA 93630
842-7060

Nancy Gragnani: Secretary/ Treasurer
Kerman Middle School teacher/farmer
469 S First Street
Kerman, CA 93630
846-6582

Tammy Barrett
Parent/ KHS Alumni
220 S Madera Ave Sp #17
Kerman, CA 93630

Eric Groppetti
Equipment mechanic
15719 Oak Drive
Kerman, CA 93630

Chad Garewal
North Pacific Seed
PO Box 827
San Joaquin, CA 93660
905-5495

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

The Agricultural Advisory Committee meets three times a year. Once in the Fall, once in January and once in the Spring. All of the agriculture teachers attend the meetings as well. The minutes are kept and are available to verify meetings.

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

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

All of the items in the above list are discussed thoroughly with the KHS Agriculture Advisory Committee. The agriculture teachers present the needs that they see with the department and they discuss them with the advisory committee. This past year was our year to have the Agriculture Advisory Committee review the Agriculture Incentive Grant Checklist. We informed them of the areas that we were needing to check no on so that they could provide insight as to how to reach the requirement and to be able to check yes for the next year. We discussed the current year's budget and asked for recommendations on what we should be purchasing with our budget. Each of these items are updated annually and I will share the newly updated Program Plan with the Agricultural Advisory Committee at their Spring Meeting.

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

The contact information of the Kerman High School Agriculture Advisory Committee Chair is placed on the cover of the Agriculture Incentive Grant Checklist. His information is as follows:

Marvin Schafer- Chairman
16025 W. Dakota
Kerman, CA 93630
559-846-8588

Quality Criteria

7: Career Guidance

7. Career Guidance

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

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

Agriculture students at Kerman High School are counseled regarding career opportunities that they can become involved in for agriculture and agribusiness. When students first enter the agriculture program, they are counseled by their agriculture teacher about SAE and FFA opportunities. Students map out what agriculture courses they plan on taking for their time in high school. College information is presented in classes and the counseling department at KHS presents parents with the information on what courses they need to take and what they need to get into a 4-year university with. I offer guidance to my students when it comes to college and scholarships as well as agriculture careers.

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

At the beginning of each year, students complete a Student Data sheet that is stored in each teacher's classroom. This sheet allows students to plan what they want to do after high school and what they are interested in with agriculture and SAE projects. For those continuing students they update their Student Data Sheets. This information is then put into the R-2 system. Below is a blank copy of our Student Data Sheet:

**AGRICULTURAL EDUCATION STUDENT CAREER SHEET
DATA SHEET**

A. Name: Last Name _____ First Name, MI _____
 B. Gender: Male _____ Female _____
 C. Date: _____
 D. Year in Agriculture Program: _____
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: _____
 (9, 10, 11, 12)
 F. Program of Instruction Being Pursued: (Select Only One)
☐ Plant & Soil Science (4010)
☐ Animal Science (4020)
☐ Agricultural Mechanics (4030)
☐ Agricultural Business (4040)
☐ Ornamental Horticulture (4050)
☐ Forestry & Natural Resources (4060)
☐ Agriscience (4070)
 G. I Am Taking This Course Because: (Select One)
☐ I plan a career in agriculture
☐ Not a career, just an interest in agriculture.
☐ Not interested, placed in class.
 H. Ethnic Origin: (Select Only One)
☐ White
☐ Hispanic
☐ Black (Except Hispanic)
☐ Filipino
☐ Asian or Pacific Islander
☐ American Indian/Native American
☐ Other
 I. Locator Data:
 Street Address: _____
 Phone Number: _____
 Parent/Guardian Name (Print Full Name For Each)
 Mr. _____
 Miss/Mrs./Ms. _____
 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.

 K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College _____
 Community College _____
 Four Year College _____
 Full-Time Student _____
 Part-Time Student _____
 Agriculture Major _____
 Non-Agriculture Major _____
 3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. Be school year. Enter dates previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English I	English 10	English II	English 11
Extra Ed/Sat Sci & WATec	World History	US History	Civics/Economics
Earth Science	Ag Biology	Chemistry or Physics	Chemistry or Physics
Math	Math	Math	Electives/Additional
PE	PE	Electives/Additional	ROP Ag Mech or Adv Ag Mech
Hand Design/Proc Arts/Tec. Lng	Hand Design/Proc Arts/Tec. Lng	ROP Ag Mech or Adv Ag Mech	Floral Design
Computer Apps	Intro to Ag Mech/Voc. Ed	Floral Design	
Intro to Agriculture or Ag Mechanics	Electives		

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

S.A.E.	Site	S.A.E.	Site	S.A.E.	Site	S.A.E.	Site

N. Planned Department/Activity (H.A.)

Parent/Guardian Signature: _____

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

At Kerman High School there have been several articulation agreements that were made with Reedley College. Most of these agreements were made in the early 2000's and they have since then expired. I would like to work to get new agreements established and I plan to get an agreement established with Reedley College for my ROP Floral Design Class. Most of the

previous articulation agreements with Reedley College were for Agriculture Mechanics and Ornamental Horticulture.

A large focus in our school is getting courses qualified for the UC/CSU A-G List. Several of the agriculture courses qualify for the A-G List and we are looking to add ROP Horticulture in the 2016-2017 school year. This course will qualify for the UC/CSU A-G List in the Elective Area and it will hopefully have an articulation agreement with Reedley College. This focus on the college preparation shows that our school wants more of its students to be involved in graduating and going to college.

Quality Criteria

8: Program Promotion

8. Program Promotion

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

At Kerman High School we do have one feeder school where our incoming students come from. The students at Kerman Middle School learn about the agriculture program through several different ways. The first opportunity is for the students to take the Intro to Agriculture Course at Kerman Middle School. Students can take this class as an elective course and it introduces them to animal science, horticulture, floral design, environmental science and some agriculture mechanics. The students go on field trips to local agriculture operations such as local dairies and farms. Several of the students at Kerman Middle School show livestock with the Kerman 4-H group. The second opportunity for incoming students is the Club/ Electives fair that is put on by Kerman High School. In the Spring about one week prior to when the incoming students do their balloting for their classes, two students from each “elective or club class” are sent to Kerman Middle School to promote their organization. We send two of our FFA Officers with recruitment materials to give to the incoming students. One of the items is a pathways handout showing what agriculture students can take for each of their 4 years in high school. Here is what that handout looks like:

At Kerman High School we also have a incoming Freshman Parent's night. This night is where parents can learn about what the requirements are for graduation and what classes that a student should take to be college ready. Some of the general rules are presented by the administration and the student. parent handbooks are given out. The "elective" courses can set up a booth in the back of the Multi Purpose Room for parents to learn about what elective opportunities are available for their student after the meeting. The KHS Agriculture Department always has a large display with examples from floral design, animal science, FFA/leadership, agriculture mechanics and horticulture. All of the agriculture teachers are present, along with the FFA Officers, to answer any questions and to inform the parents about what the agriculture classes are like. This event typically has a pretty good turnout and is helpful for the agriculture department to get more students interested in taking an agriculture class, especially if they did not get a chance to take the Introduction to Agriculture Class. The handout that was provided at the Club/Electives fair is also given out at this event and I give out another handout specifically about the Floral Design and ROP Art and History of Floral Design Courses.

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

At Kerman High School many of the students that attend face financial difficulties in their homes. According to our WASC report, 89% of our students are eligible for free and reduced lunches. The average household income in Kerman is \$31,000. This is well above the poverty line of \$22, 811. This shows the a majority of the families do have some disposable income that they can utilize for school activities. Even though our students are still able to afford expenses for extracurricular activities, the KHS Agriculture Department tries its best to not charge students for activities. Most of our events are no charge to our students. Since we do require four FFA activities as a part of the grade for students, we can't charge for our FFA meetings. We also provide students that are needing official FFA uniform dress with the supplies they need. KHS Agriculture Department has a closet in room 702 where we keep FFA jackets, ties/scarves, white shirts and skirts available for the students to check out. The students are able to use the jackets when they need them for official FFA functions such as State Convention, judging team competitions and for awards ceremonies. We feel that it is important to help out our students that are in need.

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

In addition to the school recruitment activities that the FFA participates in the agriculture department holds some of it's own activities. Each year we hold a Kindergarten Farm Day where students from the local elementary schools come and tour the farm. We have students in the agricultural leadership class run stations and help to teach the students about the different aspects of the agriculture program at KHS. Another activity that I do with the Introduction to Agriculture class is a Floral Design Preview Lesson. This past year I took a few students to Kerman Middle School to teach a lesson on Design Principles in Floral Design. The students at the middle school got to create arrangements and hold competitions between their teams. This was a great experience for the students at both the middle school and high school for recruitment because they were able to see how enjoyable floral design is. I talked to the class about taking agriculture classes in high school and to sign up for floral design.

Quality Criteria 9: Program Accountability and Planning

9. Program Accountability and Planning

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

Each year the Comprehensive Program Plan is submitted to the San Joaquin Regional Supervisor prior to the deadline. This Program Plan is unfortunately very outdated. The last partial update was done in 2008. For my Master's Project I am working on updating the Comprehensive Program Plan and Program of Activities for the Kerman High School Agriculture Department.

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

Updates of the Comprehensive Program Plan are sent out to the Regional Supervisor for the San Joaquin Region by November 15th. The Five Year Acquisition Schedule is an important document for the Kerman High School Agriculture Department because we are always needing to plan for the future. The Five Year Acquisition Schedule is created by the agriculture teachers and then is shared with the Agriculture Advisory Committee and Alumni Group to determine what changes or additions should be made. This is a helpful document so that when our school district asks us what we need funds for, that we can inform them. The Chart of Staff Responsibilities is also updated annually and serves as a tool that helps with dispersing the many responsibilities that our busy department is involved with. It assists in planning out the calendar for the FFA year as well. The FFA Program of work is a document that has been neglected. I have created a new Program of Work that is easy to update and that we can provide to our parents at our Back to School night event. This document is important to our chapter so that students and parents can know about the various opportunities that are present within the Kerman FFA chapter. The Advisory Committee Roster is also updated annually. We try to keep a three year rotation on the Advisory Committee Members so that we can get valuable input from all of the sectors in our community. We keep track of our Advisory Committee Minutes, especially since all of the agriculture teachers are present at the Advisory Committee Meetings. The minutes submitted along with the other documents presented above annually to the San Joaquin Regional Supervisor.

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

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

A Graduate Follow- Up System is used to gather important information from our graduates. The format is not very formal, since most of it is just calling the families of the graduates and asking our community members about the students. I would like to improve upon this making it a more formal system asking important questions to find out how successful our agriculture program was for our graduates. I plan on creating a survey on Google Forms that can be email to graduates. This will be convenient so that we can keep a better track of results. Most of our students have emails and computer access. If they do not then I would mail them a paper version of the Google Form. This will help out the agriculture department to learn what impacts we have made on our students.

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

Information about our graduates was entered onto the R2 program by October 15th.

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

Each year the agriculture department at Kerman High School sits down to discuss our students and the ones that are returning. This takes place at our Officer Retreat during the Summer. Lately we have seen an increase in new students but not as many returning students. We determined this as since the school is growing quickly, we are getting new students in that are just finding the agriculture program. For some reason several of our students choose to become really active in their Sophomore and Junior years, but not as much as their Freshman and Senior Years. We shared this with our officer team and discussed ways of bringing in more students and ways of keeping them. Most of the suggestions were to have incentives for activities and a top participating student reward trip. This is the first year that we are implementing it and we have seen a surge in student participation. We had the biggest turnout in FFA week activities and the students really are becoming more involved. We expect that next year we will have a high retention rate.

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

The R-2, AIG Expenditure Reports, and FFA Roster are sent to the Regional Supervisor prior to October 15th annually.

Quality Criteria

10: Student- Teacher Ratio

10. Student- Teacher Ratio

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

Due to the growing number of students at Kerman High School, some of the agriculture classes have more students than what is the recommended numbers. On average my Floral Design courses have 26 students and my ROP Art and History of Floral Design Class has 14 students. This does show that we are close to the recommended numbers. I know that most of the shop and laboratory-based courses are the one that are slightly over the 20 mark. At Kerman High School we still feel that our numbers are still manageable within the classrooms.

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.)

The total number of students enrolled in agriculture classes does not exceed 75 students per teacher at Kerman High School. We seem to be having more students that are in their first year of agriculture than any other experience level. The exception to this would be for the advanced level courses where all of the students need to meet the prerequisite of already having taken an agriculture course. For example in my Floral Design courses here is the enrollment:

2nd Period: 26 Students	1st Year Students: 22 Students	Continuing Students: 4
3rd Period: 26 Students	1st Year Students: 18 Students	Continuing Students: 8
4th Period: 25 Students	1st Year Students: 20 Students	Continuing Students: 5

ROP Floral Design: 14 Continuing Students

Total Amount of First Year Students: $60 \times .5 = 30$

Total Amount of Continuing Students: 31

Total Number of Students Following Total Count Rules: 61

This data is similar to the Agriculture Mechanics course because that program has seen an increase in first time students as well. The Agricultural Earth Science course is directed towards Freshman, so those classes are comprised of primarily first year students. The Agricultural Biology course is directed towards Sophomores so the classes are about a 75/25 mix of students that are continuing versus students that are within their first year. Overall, our department mostly fulfills this requirement.

Quality Criteria

11: Full Year Employment

11. Full Year Employment

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

At Kerman High School we have four agriculture teachers that are employed year-round. This is just under the recommended teacher to student ratio. Our enrolled number off of the R2 report is 344. We are continuing to see increasing numbers in our agriculture department, most of this is occurring with our new students. We still feel that our student to teacher ratio is very manageable. Most of our students have little behavior issues leaving our classes engaged and focused on learning. I feel that since most of our classes are hands on, the students are more interested in the content and enjoy doing the projects. All of our teachers are on a salary that is contracted for 190 days. We also receive an extended contract of 60 days to be split between the four agriculture teachers for work over the summer. The agriculture teachers also receive a stipend for FFA responsibilities. Our department head also receives a stipend for department head responsibilities.

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. \

At Kerman High School we are very fortunate to have a supportive administration and school board. All of the agriculture teachers have a teaching period for Supervision. This period is very important since each teacher has several responsibilities in addition to the typical classroom teacher responsibilities. Each teacher utilizes the Supervision period in their own ways to get work completed that is necessary for the students with SAE projects and FFA chapter responsibilities. Below is when the agriculture teacher have their prep period and their Supervision period:

Basham: 1st Period Prep, 7th Period Supervision

Bontrager: 2nd Period Prep, 7th Period Supervision

Molloy: 1st Period Prep, 6th Period Supervision

Sheehan: 6th Period Prep, 7th Period Supervision

Quality Criteria

12: Program Achievement

12. Program Achievement

The Agriculture Program meets the requirements of Program Achievement (attach checklist)

Number of students on last year's R-2 Form: 344

12 A. Curriculum and Instruction

Number of UC Approved Agriculture Courses (must be at least one): 4

ROP Art and History of Floral Design: Area F: Visual and Performing Arts

Animal Science: Area D: Laboratory Science

Agricultural Earth Science: Area D: Laboratory Science

Agricultural Biology: Area D: Laboratory Science

12 B. Leadership and Citizenship Development

Number of activities on the approved FFA activity list which the local chapter participated in (must participate in at least 80% of the activities): 14 out of 22 activities

- Attended State Leadership Conference
- Attended Regional Meeting
- Attended Greenhand Conference
- Participated in Opening-Closing Contest- Sectional
- Participated in Best Informed Contest- Sectional
- Participated in Job Interview Contest- Sectional
- Submitted State FFA Degree Application
- Submitted American FFA Degree Application
- Submitted Proficiency Application- Sectional or Regional
- Participated in any FFA Judging Activity
- Participated in any other FFA Sectional Activity
- Participated in Local Leadership Activities (3 maximum)
 - Kerman Ag Expo
 - World Ag Expo
 - City of Kerman Harvest Festival

12 C. Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be at least 5% of the R-2 number)
: 7 of 344 (2%)

This number is lower than we were looking for. We hope to increase this number for the next year. As I have stated prior, there is an increasing number of incoming students and there is a small number of returning students that would be eligible for their State FFA Degree. This is an area that will improve since we are offering more options for SAE projects and working towards getting more students involved with SAE projects.

12 D. Qualified and Professional Activities

Number of teachers who attended a minimum of 5 professional inservice activities (must attached approved Inservice Activities Verification Page): 4

All of our agriculture teachers have attended at least 5 professional inservice activities.

	Molloy	Sheehan	Bontrager	Basham
Fall Region Meeting	x	x	x	x
Region In-Service Day	x	x	x	x
Spring Region Meeting	x	x	x	x
Section In- Service	x		x	
Section In- Service		x		x
Section Inservice		x		
Summer Conference	x	x	x	x
University AGED Skills Wk,				
Professional Development	x	x	xx	x

12 E. Community, Business and Industry Involvement

Number of meetings held by the local Agriculture Advisory Committee (must meet at least 3 times with minutes attached): 3 times- Fall, January and Spring

Name of Agriculture Advisory Committee Chair: Marvin Schafer

Phone Number of Ag. Advisory Committee Chair: 559-846-8588

The Agriculture Advisory Committee keeps track of their meeting minutes and they can be contacted regarding further information about the meetings.

12 F. Retention

Number of students who were in their 3rd and 4th year of agriculture instruction (must be at least 25% of the R-2 number): 119 out of 344 (35%)

Our retention rate meets the minimum recommended amount but it is still a number that we would like to increase. We would like to bring our number up to at least 45% so that we can have more upper level students involved and have more leadership experiences.

12 G. Graduate Follow-Up

Number of program completers graduating last year: 21

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

Last Name	First Name	Graduate Status	
	Dodson	Jessica	Two Year College-Non-Ag Major
	Helmuth	Chris	Two Year College-Ag Major
	Herrick	Cortney	Four Year College-Non-Ag Major
	Maldonado	Maryjane	Two Year College-Non-Ag Major

Olivera	Giana	Four Year College-Ag Major
Phillips	Helena	Two Year College-Non-Ag Major
Quintana	Alysia	Two Year College-Non-Ag Major
Ramirez	Erick	Two Year College-Non-Ag Major
Rivera	Cody	Two Year College-Non-Ag Major
Rodrigues	Jason	Two Year College-Ag Major
Sran	Jaskeert	Four Year College-Ag Major
Torres	Lexie	Location or Position Unknown-
Weathersn	Kristyn	Two Year College-Non-Ag Major
White	Jennifer	Four Year College-Non-Ag Major
Contreras	Courtney	Two Year College-Non-Ag Major
Hernandez	Claudia	Four Year College-Non-Ag Major
Marmolejo	Selena	Two Year College-Non-Ag Major
Velasquez	Cristal	Two Year College-Non-Ag Major
Alcantar	Luis	Two Year College-Non-Ag Major
Martinez	Dayna	Four Year College-Non-Ag Major
Roberts	Nathaniel	Four Year College-Ag Major

Part II: Support Materials

Support
Material 1:
Student Data
Sheets

AGRICULTURAL EDUCATION STUDENT CAREER SHEET

A. Name: [Redacted] Last Name: [Redacted] Locator Data: W46 S. Jones Rd
 B. Gender: Male First Name, MI: [Redacted] Street Address: [Redacted]
 C. Date: 4/11/15 Female: X Phone Number: (559) 688-9507 Parent/Guardian Name (Print Full Name For Each): Therese L. Jones
 D. Year in Agriculture Program: 2nd Mr. Nino Carvalho Miss Mrs. Ma. Vanda Carvalho

E. Grade Level in School: 10 (9, 10, 11, 12)
 F. Program of Instruction Being Pursued: (Select Only One)

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

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

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

I. Please indicate below your plans after graduation from high school:
 1. Go to Work Full - Time ☐
 No Further Education ☐
 Some College Later ☐
 2. Go to College ☒
 Community College ☐
 Four Year College ☒
 Full-Time Student ☒
 Part-Time Student ☐
 Agriculture Major ☒
 Non-Agriculture Major ☐
 3. Go into Military Service ☐

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.
PCA

STUDENT PROG. AND PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9 H		English 10 H		English 11		English 12
	Drugs Ed/Soc Sci & Wild Geo.		World History H		US History		Civics/Economics
	Spanish I		Spanish 2		Math -		Electives/Additional:
	Math - Algebra I		Math - Geometry		Math -		Electives/Additional:
	PE -		PE -		Electives/Additional:		
	Ag Earth Science		Ag Bio				
	Computers		Floral design				
			Elective(s) -				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Animal Care	10	Animal Care	10				

N. Planned Department Activity (FFA)

State Conference 2014		State Conference 2015					
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag Earth Science		Ag Bio				
	Computers		Floral design				

Parents/Guardians Signature:

Shirley Campbell 1/4 2014

AGRICULTURAL EDUCATION STUDENT CAREER SHEET DATA SHEET

A. Name _____
 B. Gender: Male _____
 C. Date: 4/10/15
 D. Year in Agriculture Program: _____
 E. Grade Level in School: _____
 F. Program of Instruction Being Pursued: (Select Only One)
 Plant & Soil Science (4010) _____
 Animal Science (4020) _____
 Agricultural Mechanics (4030) _____
 Agricultural Business (4040) _____
 Ornamental Horticulture (4050) ☒ _____
 Forestry & Natural Resources (4060) _____
 Agriscience (4070) _____
 G. I Am Taking This Course Because: (Select One)
 I plan a career in agriculture _____
 Not a career, just an interest in agriculture. ☒ _____
 Not interested, placed in class. _____
 H. Ethnic Origin: (Select Only One)
 White _____
 Hispanic ☒ _____
 Black (Except Hispanic) _____
 Filipino _____
 Asian or Pacific Islander _____
 American Indian/Native American _____
 Other _____

I. 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.
 Undecided _____

K. Please indicate below your plans after graduation from high school:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College _____
 Community College _____
 Four Year College _____
 Full-Time Student _____
 Part-Time Student ☒ _____
 Agriculture Major _____
 Non-Agriculture Major _____
 3. Go Into Military Service _____

STUDENT PROCCAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drugs Ed/Soc Sci & World Geo.		World History		US History		Civics/Economics
	Math - <u>INTRO MATH</u>		Math -		Math -		Electives/Additional:
	PE -		PE -		Electives/Additional:		Electives/Additional:
	<u>FLORAL DESIGN</u>						
	<u>WOOD SHOP</u>						
	<u>199 Science</u>		Elective(s) -				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
<u>Animal Care</u>	<u>1</u>						

N. Planned Department Activity (FFA)

Parents/Guardians Signature:

Maria Garcia

AGRICULTURAL EDUCATION STUDENT CAREER SHEET DATA SHEET

A. Name: Last Name [REDACTED] First Name, MI [REDACTED] Location Data: [REDACTED]
 B. Gender: Male ☒ Female ☐
 C. Date: 3/6/24
 D. Year in Agriculture Program: 3
 E. Grade Level in School: (1st, 2nd, 3rd, 4th)
 F. Program of Instruction Being Pursued: (Select Only One)
 Plant & Soil Science (4010) _____
 Animal Science (4020) _____
 Agricultural Mechanics (4030) _____
 Agricultural Business (4040) _____
 Ornamental Horticulture (4050) ☒
 Forestry & Natural Resources (4060) _____
 Agriscience (4070) _____

G. I Am Taking This Course Because: (Select One)
 I plan a career in agriculture _____
 Not a career, just an interest in agriculture. ☒
 Not interested, placed in class. _____
 H. Ethnic Origin: (Select Only One)
 White ☒
 Hispanic _____
 Black (Except Hispanic) _____
 Filipino _____
 Asian or Pacific Islander _____
 American Indian/Native American _____
 Other _____

I. 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.
FAHIGUEZ TEACHER OF MATH

K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College ☒
 Community College _____
 Four Year College _____
 Full-Time Student _____
 Part-Time Student _____
 Agriculture Major _____
 Non-Agriculture Major _____
 3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
School Year	School Year	School Year	School Year
Course	Course	Course	Course
English 9	English 10	English 11	English 12
Drives Ed/Soc Sci & World Geo.	World History	US History	Civics/Economics
Math - Algebra I A	Math -	Math -	Electives/Additional:
PE -	PE -	Electives/Additional: Physical Education	Electives/Additional:
		designed by	
		choice, Cooking	
		choice, Recreational	
1	Elective(s) - Wood Shop		

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

[illegible]

- N. Planned Department Activity (PFA)

FFA meetings	Raiding 1 FID	Raiding 2	Raiding 3
Block boards	Block board	Block boards	
Thorn tree	Thorn tree	FID wood	
	FFA meetings	Thorn tree	

Parents/Guardians Signature: _____

Chung-Ping

AGRICULTURAL EDUCATION DATA SHEET IDENTIFICATION SHEET

A. Name: [Redacted] Last Name: [Redacted] First Name, MI: [Redacted]
 B. Gender: Male
 C. Date: April 10, 2015
 D. Year in Agriculture Program: [Redacted]
 E. Grade Level in School: [Redacted]
 F. Program of Instruction Being Pursued: (Select Only One)
 Plant & Soil Science (4010)
 Animal Science (4020)
 Agricultural Mechanics (4030)
 Agricultural Business (4040)
 Ornamental Horticulture (4050)
 Forestry & Natural Resources (4060)
 Agriscience (4070)
 G. I Am Taking This Course Because: (Select One)
 I plan a career in agriculture
 Not a career, just an interest in agriculture
 Not interested, placed in class
 H. Ethnic Origin: (Select Only One)
 White
 Hispanic
 Black (Except Hispanic)
 Filipino
 Asian or Pacific Islander
 American Indian/Native American
 Other

I. 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.
 (Nurse)

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

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

Locator Data:
 Street Address: 14283 West 6th St
 Phone Number: 550-561-6527
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Jose Huerta
 Mrs. Marie Huerta

STUDENT PROJECT AND PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Driver Ed/Sec Sci & World Geo.		World History		US History		Civics/Economics
	Math - Algebra 1		Math - Geometry		Math -		Electives/Additional:
	PE - Freshman		PE - Sophomore		Electives/Additional:		
	Computers		Spanish 2				
	Spanish 1		Floral design				
			Elective(s) -				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Animal Care	4-	Animal Care	4-				
Landscape		Landscape					

N. Planned Department Activity (FFA)

Other Activities	FFA Meetings		
	FFA Banquet		

Parents/Guardians Signature:

[Signature]

AGRICULTURAL EDUCATION IDENTIFICATION SHEET

A. Name: [Redacted] Last Name: [Redacted] First Name, MI: [Redacted] Female ☒
 B. Gender: Male ☐
 C. Date: 4-10-15
 D. Year in Agriculture Program: 2
 E. Grade Level in School: 10 (1st, 2nd, 3rd, 4th)
 F. Program of Instruction Being Pursued: (Select Only One)
 Plant & Soil Science (4010)
 Animal Science (4020)
 Agricultural Mechanics (4030)
 Agricultural Business (4040)
 Ornamental Horticulture (4050)
 Forestry & Natural Resources (4060)
 Agriscience (4070)
 G. I Am Taking This Course Because: (Select One)
 I plan a career in agriculture
 Not a career, just an interest in agriculture.
 Not interested, placed in class.
 H. Ethnic Origin: (Select Only One)
 White
 Hispanic
 Black (Except Hispanic)
 Filipino
 Asian or Pacific Islander
 American Indian/Native American
 Other
 I. Locator Data:
 Street Address: 2236 W. Agriway Ave. Newton, GA 30054
 Phone Number: (539) 846-4936
 Parent/Guardian Name (Print Full Name For Each)
 Mr. Rail Klein
 Miss/Mrs./Ms. Raila Klein
 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.
 College Professor (Karin Tamm)
 K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time
 No Further Education
 Some College Later
 2. Go to College
 Community College
 Four Year College
 Full-Time Student
 Part-Time Student
 Agriculture Major
 Non-Agriculture Major
 3. Go into Military Service

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9 <i>Phonics</i>		English 10 <i>Phonics</i>		English 11 <i>AP World</i>		English 12 <i>AP Lit</i>
	Drvs Ed/Soc Sci & World Geo.		World History <i>Honors</i>		US History <i>Honors</i>		Civics/Economics
	<i>Computer Applications</i>		<i>Chemistry</i>		<i>Math Honors</i>		<i>Calculus</i>
	Math - <i>Geometry</i>		Math - <i>Algebra 2</i>		Math - <i>Calculus</i>		Electives/Additional:
	PE - <i>✓</i>		PE - <i>✓</i>		Electives/Additional:		Electives/Additional:
	<i>English</i>		<i>English</i>		<i>Strength</i>		<i>AP English</i>
	<i>Spanish</i>		<i>Spanish</i>		<i>Strength</i>		<i>Strength</i>
					<i>English 10 (S.T.)</i>		<i>Phonics</i>

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

S.A.E.	Size	S.A.E.	Size	S.A.E.	Size	S.A.E.	Size
				<i>Animal Care</i>	1	<i>Animal Care</i>	1

- N. Planned Department Activity (PFA)

		<i>Student Leadership</i>			
		<i>Awards Ceremony</i>			

Parents/Guardians Signature:

Handwritten Signature

AGRICULTURAL EDUCATION STUDENT CAREER SHEET

DATA SHEET

A. Name [Redacted] Last Name [Redacted] Locator Data: [Redacted]

B. Gender: Male [Redacted] First Name, MI [Redacted] Street Address: 4129 S. Fowles St

C. Date: April 10th 2015 Female [Redacted] Phone Number: (559) 537-2195

D. Year in Agriculture Program: 1st Parent/Guardian Name (Print Full Name For Each) David Kocher

E. Grade Level in School: 10th Mr. [Redacted] Miss/Mrs./Ms. [Redacted]

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Philipino

Asian or Pacific Islander

American Indian/Native American

Other

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.

on your own and related to agriculture

like to be a farmer

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

STUDENT PROJ AM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drugs Ed/Soc Sci & World Geo.		World History		US History		Civics/Economics
	Math -		Math - Algebra 2		Math -		Electives/Additional:
	PE -		PE -		Electives/Additional:		Electives/Additional:
	Foreign Language		Foreign Language		Foreign Language		Foreign Language
	Art		Art		Art		Art
	Physical Education		Physical Education		Physical Education		Physical Education

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

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

N. Planned Department Activity (FFA)

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

Parents/Guardians Signature:

[Signature]

IDENTIFICATION DATA SHEET

A. Name: Last Name: [REDACTED] First Name: [REDACTED] Locator Data: [REDACTED]

B. Gender: Male Female Street Address: 15020 SUNSET AVE

C. Date: 2nd Phone Number: 274-5010

D. Year in Agriculture Program: 2nd Parent/Guardian Name (Print Full Name For Each): HECTOR VASQUEZ

E. Grade Level in School: 10 Mr. Miss/Ms. Valerie Vasquez

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

 Plant & Soil Science (4010)

 Animal Science (4020)

 Agricultural Mechanics (4030)

 Agricultural Business (4040)

 Ornamental Horticulture (4050)

 Forestry & Natural Resources (4060)

 Agriscience (4070)

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

 I plan a career in agriculture

 Not a career, just an interest in agriculture.

 Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

 White

 Hispanic

 Black (Except Hispanic)

 Filipino

 Asian or Pacific Islander

 American Indian/Native American

 Other

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.

(BUSINESS)

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

1. Go to Work Full - Time

 No Further Education

 Some College Later

2. Go to College

 Community College

 Four Year College

 Full-Time Student

 Part-Time Student

 Agriculture Major

 Non-Agriculture Major

3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drugs Ed/Soc Sci & Wild Geo.		World History		US History		Civics/Economics
	Math - Geometry		Math - Algebra 2		Math -		Electives/Additional:
	PE - Freshman		PE - Sophomore		Electives/Additional:		
	Computers		Spanish 1 + 2				
	Wood Tech 1		Elective(s) -				

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

S.A.E.	Size	S.A.E.	Size	S.A.E.	Size	S.A.E.	Size
Animal Care	5	Animal Care	5				
Landscaping		Landscaping					
House Cleaning		House Cleaning					

N. Planned Department Activity (FFA)

	FFA MEETINGS						
	FFA CONVENT						

Parents/Guardians Signature:

[Signature]

AGRICULTURAL EDUCATION STUDENT CAREER SHEET

A. Name: [Redacted] Last Name: [Redacted] First Name, MI: [Redacted] Female: ☒ Locator Data: [Redacted]

B. Gender: Male

C. Date: Apr. 10, 2015

D. Year in Agriculture Program: 4th

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

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

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

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

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

H. Ethnic Origin: (Select Only One)

- ☒ White
- ☐ Hispanic
- ☐ Black (Except Hispanic)
- ☐ Filipino
- ☐ Asian or Pacific Islander
- ☐ American Indian/Native American
- ☐ Other

I. 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.

(Animator)

J. Please indicate below your plans after graduation from high schools:

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

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11 AP		English 12 AP
	Drugs Ed/Soc Sci & World Geo.		World History		US History		Civics/Economics
	Earth Science		Biology		Chemistry		Spanish 2
	Math - Geometry		Math - Algebra 2		Math - Pre-Cal		Electives/Additional:
	PE		PE		Electives/Additional: Jazz Band		Floral Design
	Keyboarding		Percussion		Art Foundation		Adv. Art
	Percussion		Elective(s)		Spanish 1		Library Aide
							Jazz Band

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Animal Care	1	Swine	1	Swine	2	Swine	1
		Animal Care	1	Breeding-Swine	1	Animal Care	1
				Animal Care	1	Breeding-Swine	1

N. Planned Department Activity (FFA)

Fair		Fair		Fair	

Parents/Guardians Signature:

Spethman - 1/1/2008

AGRICULTURAL EDUCATION DATA SHEET STUDENT CAREER SHEET

A. Name [Redacted] Last Name [Redacted] First Name, MI [Redacted] Female ☒
 B. Gender: Male ☐ Female ☒
 C. Date: 4/10/15
 D. Year in Agriculture Program: 1st
 E. Grade Level in School: 9
 (1st, 2nd, 3rd, 4th)
 (9, 10, 11, 12)

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

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

H. Ethnic Origin: (Select Only One)
 White _____
 Hispanic ☒
 Black (Except Hispanic) _____
 Filipino _____
 Asian or Pacific Islander _____
 American Indian/Native American _____
 Other _____

I. 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.
teacher, architect, inventor

K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time _____
 No Further Education _____
 Some College Later _____
 2. Go to College ☒
 Community College _____
 Four Year College _____
 Full-Time Student _____
 Part-Time Student ☒
 Agriculture Major _____
 Non-Agriculture Major _____
 3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drugs Ed/Soc Sci & World Geo		World History		US History		Civics/Economics
	Math -		Math -		Math -		Electives/Additional:
	PE -		PE -		Electives/Additional:		Electives/Additional:
	Spanish 1						
	Latin 1						
	Elective(s) -						

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
ANNUAL CONV	1						

- N. Planned Department Activity (FFA)

HALLMARK MEETING					
MEETING MEETING					
CHAPTER FFA MEETING					

Parents/Guardians Signature:

Robert H. Valley

DATA SP

A. Name: [Redacted] Last Name: [Redacted] Location Data:
 B. Gender: Male First Name, MI: [Redacted] Street Address: 477 S. Chatham Ave
 C. Date: 4/10/13 Female: X Phone Number: (202) 555-1234
 D. Year in Agriculture Program: 1st Parent/Guardian Name (Print Full Name For Each):
 E. Grade Level in School: 10 Mr. [Redacted] Miss/Mrs./Ms. Cynthia [Redacted]

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

K. Please indicate below your plans after graduation from high schools:
 1. Go to Work Full - Time
 2. Go to College

H. Ethnic Origin: (Select Only One)
X White
 Hispanic
 Black (Except Hispanic)
 Filipino
 Asian or Pacific Islander
 American Indian/Native American
 Other
 I plan a career in agriculture
 Not a career, just an interest in agriculture.
 Not interested, please in class.
 No Further Education
 Some College Later
 2. Go to College
 Community College
 Four Year College
 Full-Time Student
 Part-Time Student
 Agriculture Major
 Non-Agriculture Major
 Go into Military Service

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drives Ed/Soc Sel & World Geo.		World History		US History		Civics/Economics
	Earth Science		Biology		Math -		Electives/Additional:
	Math -		Math - (Geometry)		Math -		Electives/Additional:
	PE -		PE -		Electives/Additional:		
	Electives						
	Choir		Elective(s) - Physical Education				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Animal Care	2						
Chickens	2						

N. Planned Department Activity (PFA)

Electives							
Physical Education							
Choir							

Parents/Guardians Signature:

AGRICULTURAL EDUCATION DATA SHEET

A. Name _____ Last Name _____
 B. Gender: Male _____ Female ☒
 C. Date: 4-10-15
 D. Year in Agriculture Program: _____
 E. Grade Level in School: _____
 F. Program of Instruction Being Pursued: (Select Only One)
 _____ Plant & Soil Science (4010)
 _____ Animal Science (4020)
 _____ Agricultural Mechanics (4030)
 _____ Agricultural Business (4040)
☒ Ornamental Horticulture (4050)
 _____ Forestry & Natural Resources (4060)
☒ Agriscience (4070)
 G. I Am Taking This Course Because: (Select One)
☒ I plan a career in agriculture
 _____ Not a career, just an interest in agriculture.
 _____ Not interested, placed in class.
 H. Ethnic Origin: (Select Only One)
☒ White
 _____ Hispanic
 _____ Black (Except Hispanic)
 _____ Filipino
 _____ Asian or Pacific Islander
 _____ American Indian/Native American
 _____ Other

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.
 Undecided

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

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

Locator Data:
 Street Address: 14653 W Dakota Vernon, CA 93620
 Phone Number: 75979943632
 Parent/Guardian Name (Print Full Name For Each)
 Mr. JESSIE VERNON WOLF
 Miss/Mrs./Ms. Nicole R. Wolf

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drugs Hist/Soc Sci & Wild Geo.		World History		US History		Civics/Economics
	Math - Algebra		Algebra 2		Math - Geometry		Electives/Additional:
	PE - Freshman		PE - Sophomore		Math -		Electives/Additional:
	Spanish		Spanish 2		Electives/Additional:		
	Ag. Crib Science		Ag. Biology				
			Elective(s) -				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Animal Care	1	Animal Care	1				
Workshop	1	Workshop	1				

N. Planned Department Activity (FFA)

Planned Department Activity (FFA)		Fall awards					
Decorative							
Animal Care							
Ice Cream Social							
Activities							
Fair							

Print/Signature:

Wade Webb

COMMONWEALTH EDUCATION DATA SHEET

STUDENT CAREER SHEET

A. Name: Last Name [REDACTED] First Name, MI [REDACTED] Female

B. Gender: Male

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School: (1st, 2nd, 3rd, 4th) (9, 10, 11, 12)

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. 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.

Engineer, police officer

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		English 10		English 11		English 12
	Drugs Ed/Soc Sci & World Geo.		World History		US History		Civics/Economics
	Earth Science						
	Math - Integrated Math 1		Math -		Math -		Electives/Additional:
	PE - All State Fitness		PE -		Electives/Additional:		
	Mobile Chat						
	Floral Design						
	Computer Science		Electives -				

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Animal Care							
Home Science							

N. Planned Department Activity (FEA)

Student Leadership					
Future Farmers of America					
John F. Kennedy School					

Parents/Guardians Signature: Maria Amador

Support
Material 2:
Permanent
Student File

2. Permanent Agriculture Student File

In my classroom I keep information about my students in my filing cabinets that are secured. I put into a binder all of the signed syllabus sheets that are given back to me from my students. I keep my record books that my students complete in a cupboard for the first year students. For the students that are over a second year, they keep their record books online in the I Record Book program.

Support
Material 3:
Agriculture
Course Outlines

ROP Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

ROP Art History of Floral Design (meets the CSU and UC A-G Requirement) 11-12 grades

Prerequisite: Floral Design, Art Foundation or teacher permission

This class provides a comprehensive introduction to artistic and creative perception, emphasizing aesthetic valuing through a series of projects, including tempera, pencil flowers, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape, color, balance and emphasis using a series of floral-based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional context, including and understanding that floral designs are affected by society, culture, history, politics and economic influences. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art, will serve as a foundation for more complex work such as multi-part floral designs and creative expression through wedding consultations. The class first meets the high school graduation Vocational Education requirement and secondly meets the high school Fine Arts requirement. It additionally meets the UC Visual and Performing Arts area "F".

Major Units of Instruction

1. Fair Projects
2. Bows
3. Flowers to Wear- Boutonniere and Corsages
4. Care and Handling of Cut Flowers
5. Color Theory and Color Wheel
6. Cultural Projects
7. Community Events
8. Wreaths and Holiday Arrangements
9. Principles of Design- Balance, proportion, scale, focal point, rhythm, line, form, space, depth and texture
10. Advanced Techniques in Floral Arranging
11. Weddings and Funerals
12. History of Floral Design
13. Modern Floral Arranging
14. Selling in the floral shop and pricing strategies
15. Careers in Floral Design
16. Performing Arts and Floral Design

17. Art Appreciation
18. Career Preparation
19. Horticulture
20. FFA and SAE

** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. **

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
2. **Late work is only accepted with prior approval and is not accepted past 1 week late.**
3. Students will arrive to class on time and be prepared.

Housekeeping

1. Grooming is not appropriate in the classroom.
2. The usage of cell phones and earbuds is prohibited during class time. They will be taken to the office and a referral will be written for each occurrence.
3. "The classroom" is anywhere instruction is taking place. All class policies apply regardless of where the class meets (in the classroom, floral lab, greenhouse, school farm or any other location).
4. All other school rules will be followed and any discussion of these rules and their enforcement will take place after school.

Consequences

In the event that a problem should arise, there will be a student/ teacher conference, followed by parent contact (via email or phone call). Should the problem continue, additional action could include detentions, behavior referrals, administrator involvement, loss of privileges and student/teacher/parent conferences.

Restroom Privileges

Students are allowed to use the facilities if they:

1. Obtain permission before leaving.
2. Students must sign out on the student release log, returning to class within 5 minutes.
3. Only 1 student may be out at a time.
4. Failure to follow these rules will result in the loss of this privilege.

Student and Parent Resources

Students will have ample time to complete assignments. If students require more time and assistance in tutoring, I will make myself available to assist in student success. Times will be made available during lunch and after school based upon my availability and the students' schedules.

Classroom Supplies

Students will be creating arrangements that they have the opportunity to take home. If they are wanting to take home the projects, then they must pay a fee for the project. The cost depends upon the materials used in the arrangement.

Personal Portfolio

Students are required to keep a portfolio including a price break down and picture of each project we do in class. A camera is recommended to take pictures and a jump drive/ USB stick to keep them on.

Field Trips and Excursions

Students will have the opportunity to go on field trips in this course. The students will also do smaller trips to Kerman Floral and the Fresno Fairgrounds to gain hands on experiences in the floral industry. Students will receive a permission slip that will need to be signed for the activities.

Community Classroom

Selected students will be sent over to Kerman Floral on Monday, Wednesday and Fridays to do a nonpaid internship. The students will learn the operations of a floral shop, develop sales skills and apply the floral design skills that they have learned in a real world application. Students will be selected based upon readiness for the community classroom.

Grades %

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (Approximately 90%)

Classroom Participation/ Citizenship	15%
Classroom Projects/ Labs	40%
Quizzes/ Tests	10%
Homework	5%
Winter/ Spring Final	10%
Personal Portfolio	10%

2. FFA/ SAE (Approximately 10%)

The FFA, formerly known as Future Farmers of America, is a national organization found in thousands of high school across the United States. The goals of the organization are to develop premier leadership, personal growth, and career success. Your son/ daughter automatically became a member of the National FFA Organization when he/she enrolled in an agriculture class, which floral design is. FFA is a co-curricular organization. There are numerous opportunities to participate both during the school year and after school FFA activities. These activities are given a point value and are part of the students' grades. Students need to participate in 4 activities for each semester to meet the full requirements.

An SAE project is a project designed to encourage students to learn more about an area of interest to them in agriculture. At Kerman High School students have many opportunities to have an SAE project. Students can do livestock projects, floral design projects, home improvement projects, vegetable crops projects and many other opportunities. The portion that the student will be graded upon is the completion of record books to develop the skills of record keeping and responsibility for a project. Time will be utilized within the classroom to complete record books. Time will need to be spent outside of the class time to complete the SAE project.

Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

Prerequisite: None

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three-dimensional designs, history of art, arrangement styles and techniques, as well as, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. FFA participation and SAE projects will part of the student's grade. This class meets the high school Fine Art Graduation Requirement, but does not meet the CSU or UC requirement (currently). This class also meets the high school Vocational Education graduation requirement.

Major Units of Instruction

1. Bows
2. Flowers to Wear
3. Care and Handling of Cut Flowers
4. Tools, Containers and Mechanics- used in the floral class and in industry
5. Tool and Flower Identification
6. Principles of Design- balance, proportion, scale, focal point, rhythm, line, form, space, depth, texture and the Color Wheel (as related to creating a successful floral design)
7. History of Floral Design- from past to present day (rules, design techniques, colors used, flowers and foliage used, containers, etc.)
8. Shapes of Floral Designs- triangle, round, topiary balls, crescent, vertical, bud vase, horizontal, wreaths
9. Potted Plants
10. Flower Anatomy
11. Living Flowers
12. Succulents
13. Selling in the floral shop and pricing strategies
14. Seasonal, holiday and special occasion flowers
15. Wedding Flowers
16. Career opportunities in floral design
17. FFA and SAE

** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. **

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
2. **Late work is only accepted with prior approval and is not accepted past 1 week late.**
3. Students will arrive to class on time and be prepared.

Housekeeping

1. Grooming is not appropriate in the classroom.
2. The usage of cell phones and earbuds is prohibited during class time. They will be taken to the office and a referral will be written for each occurrence.
3. "The classroom" is anywhere instruction is taking place. All class policies apply regardless of where the class meets (in the classroom, floral lab, greenhouse, school farm or any other location).
4. All other school rules will be followed and any discussion of these rules and their enforcement will take place after school.

Consequences

In the event that a problem should arise, there will be a student/ teacher conference, followed by parent contact (via email or phone call). Should the problem continue, additional action could include detentions, behavior referrals, administrator involvement, loss of privileges and student/teacher/parent conferences.

Restroom Privileges

Students are allowed to use the facilities if they:

1. Obtain permission before leaving.
2. Students must sign out on the student release log, returning to class within 5 minutes.
3. Only 1 student may be out at a time.
4. Failure to follow these rules will result in the loss of this privilege.

Student and Parent Resources

Students will have ample time to complete assignments. If students require more time and assistance in tutoring, I will make myself available to assist in student success. Times will be made available during lunch and after school based upon my availability and the students' schedules.

Classroom Supplies

It is my recommendation that each student purchases his or her own colored pencils. In addition to the classroom supplies, there will be an optional lab fee of \$35. If the student wishes to take home their projects, then they would need to pay the fee. I would appreciate it if the fee

was paid by: September 11, 2015. It is also recommended to keep a calculator for doing math components of the course and a jump drive/ USB stick to keep work on.

Floral ID Book

Students are required to record all of the assigned floral identifications in a composition book. The book will be checked and graded. Colored pencils are provided for work in these books.

Personal Portfolio

Students are required to keep a portfolio (1" x 3 ring binder) including a price break down and pictures of each project that we do. Various assignments will be asked to be included in the portfolio. The portfolios will be checked and graded.

Table Setting Final (Winter)

As a culmination to the materials presented in the 1st semester, you will have to create a table setting for a party. You will be required to use all of the things that you have learned in the semester in order to complete the assignment: tools, containers, mechanics, principles of design and proper handling of flowers. You will be required to: completed a write up for the party, create a visual poster, make a materials list, a cost analysis and the arrangement itself. It must create harmony and be visually pleasing in color, shape, size, etc. in order to receive a passing grade.

Wedding Project Final (Spring)

As a culmination to the materials presented in the 2nd semester, you will have to create a professional portfolio for a mock wedding to be presented to a bride. You will also create a bouquet for the bride, along with decorating a wedding cake with flowers for this project. You will be required to use all of the skills that you learned about weddings from this semester as well as all of the design techniques that you have gained throughout the year in order to complete this project.

Grades (%)

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (90%)

Classroom Participation: 10%
Classroom Projects/ Labs: 40%
Quizzes/ Tests: 10%
Homework: 5%
Winter/ Spring Final: 10%
Floral ID Book: 5%
Personal Portfolio: 10%

2. FFA/SAE (10%)

The FFA, formerly known as Future Farmers of America, is a national organization found in thousands of high school across the United States. The goals of the organization are to develop premier leadership, personal growth, and career success. Your son/ daughter automatically became a member of the National FFA Organization when he/she enrolled in an agriculture class, which floral design is. FFA is a co-curricular organization. There are numerous opportunities to participate both during the school year and after school FFA activities. These activities are given a point value and are part of the students' grades. Students need to participate in 4 activities for each semester to meet the full requirements.

An SAE project is a project designed to encourage students to learn more about an area of interest to them in agriculture. At Kerman High School students have many opportunities to have an SAE project. Students can do livestock projects, floral design projects, home improvement projects, vegetable crops projects and many other opportunities. The portion that the student will be graded upon is the completion of record books to develop the skills of record keeping and responsibility for a project. Time will be utilized within the classroom to complete record books. Time will need to be spent outside of the class time to complete the SAE project.

Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

Support Material 4: Course Gradebooks

Aeries Gradebook - Assignment Types

Choose a Gradebook
2 - Final Design - Spring
Change Gradebooks
Print Preview

Forms
Scores by Class
Scores by Student
Scores by Assignment
Quick Data Entry
Edit Assignments
Edit Assignment Types
Delete
TA Mode
Access Log
Gradebook Maintenance
Trends

Reports
Assignments by Student
Gradebook Roster
Gradebook Summary
Assignment Analysis
Final Mark Analysis
Progress by Student
Other
Main Menu
Logout

☒ Doing Weighted Scoring
Assignment Types for (Basham)

1/22/2015 7:39:23 AM
Apply Changes Reset

Code	Description	Points	Weight	% of Grade
0	Classroom Participation	10		10
1	Classroom Projects/Labs	40		40
7	FFA and SAE	5		5
4	Final	10		10
5	Final ID Book	10		10
3	Homework	5		5
6	Personal Portfolio	10		10
2	Quizzes/Tests	10		10
		0		0

Apply Changes Reset

Page Timeout:
19:39

Aeries Gradebook - Assignment Types

Choose a Gradebook

5-ROPHoralDesign - Spring

Choose Gradebook

Print Preview

Forms

Scores by Class

Scores by Student

Scores by Assignment

Quick Data Entry

Edit Assignments

Edit Assignment Types

Sessions

Ta Mode

Access Log

Gradebook Maintenance

Trends

Reports

Assignments by Student

Gradebook Reader

Gradebook Summary

Assignment Analysis

Final Mark Analysis

Progress by Student

Other

Main Menu

Logout

Doing Weighted Scoring

1/22/2015 7:40:30 AM

Assignment Types for (Basham)

Code Description Weight Points % of Grade

0	Classroom Participation		10
1	Classroom Projects/Labs		40
6	FFA and SAT		5
4	Final		10
7	Final ID Book		10
3	Homework		5
5	Personal Portfolio		10
2	Quizzes/ Tests		10
			0

Apply Changes

Reset

Support
Material 5:
Completed SAE
Supervision
Forms

Kerman High School Project Supervision Report

Student: _____ Date: _____

Project: _____ Wt: _____

Pen # _____ Gain: _____

Record Book

Up to Date _____ Needs work _____

Management

Pen: Clean _____ Dirty: _____

Water: Clean _____ Dirty _____ None _____

Feed: Clean _____ Dirty _____ None _____

Animal Disposition

Gentle: _____ Needs work: _____

Feed suggestions

General Comments

Student signature: _____

Advisor signature: _____

**Kerman High School
Project Supervision Report**

Student: Jacob York Date: 7-31-14
Project: Lamb Wt: 108
Pen # 16 Gain: 0

Record Book
Up to Date _____ Needs work ☒

Management
Pen: Clean _____ Dirty: ☒
Water: Clean ☒ Dirty _____ None _____
Feed: Clean _____ Dirty _____ None ☒

Animal Disposition
Gentle: _____ Needs work: ☒

Feed suggestions
- Feed $3\frac{1}{2}$ lbs per day

General Comments
- Needs to be handled more

Student signature: Jacob York
Advisor signature: [Signature]

**Kerman High School
Project Supervision Report**

Student: Roger Porto

Date: 7/31/14

Project: Lamb

Wt: 117

Pen # 11

Gain: 5 lbs

Record Book

Up to Date Needs work ✓

Management

Pen: Clean Dirty: ✓

Water: Clean ✓ Dirty None

Feed: Clean Dirty None ✓

Animal Disposition

Gentle: Needs work: ✓

Feed suggestions

- Increase feed by 1/2 lb.

General Comments

- Needs to be handle more

Student signature: Roger Porto

Advisor signature: Cedee Portogez

**Kerman High School
Project Supervision Report**

Student: Kaylee Guynes Date: 7-12-14
Project: Lamb Wt: 108
Pen # 6 Gain: 0

Record Book

Up to Date Needs work ✓

Management

Pen: Clean ✓ Dirty:
Water: Clean ✓ Dirty None
Feed: Clean ✓ Dirty None

Animal Disposition

Gentle: Needs work: ✓

Feed suggestions

- 3lbs per day

General Comments

- Sit in pen while
lamb eats

Student signature: Kaylee Guynes

Advisor signature: Adelle Borkager

**Kerman High School
Project Supervision Report**

Student: Rebecca Nehring Date: 8-28-11
Project: Lamb Wt: 125
Pen # 10 Gain: 6 lbs

Record Book
Up to Date Needs work ✓

Management
Pen: Clean ✓ Dirty:
Water: Clean ✓ Dirty None
Feed: Clean Dirty None ✓

Animal Disposition
Gentle: ✓ Needs work:

Feed suggestions
- stay at 3lbs per day

General Comments

- You need to work on walking w/ the halter

Student signature: Rebecca Nehring
Advisor signature: Adrian Bontrager

**Kerman High School
Project Supervision Report**

Student: Roger Porto Date: 9-11-14
Project: Lamb Wt: 135
Pen # 11 Gain: 10 lbs

Record Book
Up to Date Needs work ✓

Management
Pen: Clean ✓ Dirty:
Water: Clean ✓ Dirty None
Feed: Clean Dirty None ✓

Animal Disposition
Gentle: ✓ Needs work:

Feed suggestions

- Stay at 3lbs a day

General Comments

- Watch the wool fungus

Student signature: Roger Porto
Advisor signature: Codie Bontrager

**Kerman High School
Project Supervision Report**

Student: Brandon Gragani Date: 9/11/14
Project: Lamb Wt: 120
Pen # 15 ^{less} 2 lbs
Gentle:

Record Book
Up to Date _____ Needs work ✓

Management
Pen: Clean _____ Dirty: ✓
Water: Clean _____ Dirty: ✓ None _____
Feed: Clean _____ Dirty: _____ None ✓

Animal Disposition
Gentle: _____ Needs work: ✓

Feed suggestions
- Reduce hay

General Comments
- Pen is flooded, tie the water to fence

Student signature: Brandon Gragani
Advisor signature: Cedee Pontager

**Kerman High School
Project Supervision Report**

Student: Rebecca Nehring

Date: 9-30-14

Project: Lamb

Wt: 123

Pen # 10

Gain: ~~8~~

Record Book

Up to Date Needs work ✓

LOSS: 2 lbs

Management

Pens: Clean ✓ Dirty:
Water: Clean ✓ Dirty None
Feed: Clean Dirty None ✓

Animal Disposition

Gentle: ✓ Needs work:

Feed suggestions

- Stay at 21lbs per day

General Comments

- Keep using ramp

Student signature: Rebecca Nehring

Advisor signature: Adelle Bontager

**Kerman High School
Project Supervision Report**

Student: Kayla Guynes Date: 10-7-14
Project: Lamb Wt: 130
Pen # 6 Gain: 5 lbs

Record Book
Up to Date: Needs work: ✓

Management
Pen: Clean Dirty: ✓
Water: Clean ✓ Dirty None
Feed: Clean Dirty None ✓

Animal Disposition
Gentle: Needs work: ✓

Feed suggestions
- Reduce hay, lamb looks bloated

General Comments
- Using the ramp

Student signature: Kayla Guynes
Advisor signature: Codie Bontrager

**Kerman High School
Project Supervision Report**

Student: Morgan Barrett Date: 10/7/14
Project: Lamb Wt: 121
Pen # 1 Gain: 2 lbs

Record Book
Up to Date ☒ Needs work ☐

Management
Pen: Clean ☒ Dirty: ☐
Water: Clean ☒ Dirty ☐ None ☐
Feed: Clean ☐ Dirty ☐ None ☒

Animal Disposition
Gentle: ☒ Needs work: ☐

Feed suggestions

- Stay at 3.5 lbs.

General Comments

- Looks great!

Student signature: Morgan Barrett
Advisor signature: Cecilia Bortezaga

**Kerman High School
Project Supervision Report**

Student: Angelica Carrachio

Date: 10/7/14

Project: Market Lamb

Wt: 119

Pen # 8

Gain: 1.5 lbs

Record Book

Up to Date

Needs work ☒

Management

Pen: Clean ☒

Dirty:

Water: Clean ☒

Dirty

None

Feed: Clean

Dirty

None ☒

Animal Disposition

Gentle:

Needs work: ☒

Feed suggestions

- Reduce hay lamb is bloated

General Comments

- Increase amount of showmanship practice

Student signature: Angelica Carrachio

Advisor signature: E. R.

Support
Material 6: SAE
Project
Statement in
Syllabus

ROP Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

ROP Art History of Floral Design (meets the CSU and UC A-G Requirement) 11-12 grades

Prerequisite: Floral Design, Art Foundation or teacher permission

This class provides a comprehensive introduction to artistic and creative perception, emphasizing aesthetic valuing through a series of projects, including tempera, pencil flowers, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape, color, balance and emphasis using a series of floral-based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional context, including and understanding that floral designs are affected by society, culture, history, politics and economic influences. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art, will serve as a foundation for more complex work such as multi-part floral designs and creative expression through wedding consultations. The class first meets the high school graduation Vocational Education requirement and secondly meets the high school Fine Arts requirement. It additionally meets the UC Visual and Performing Arts area "F".

Major Units of Instruction

1. Fair Projects
2. Bows
3. Flowers to Wear- Boutonniere and Corsages
4. Care and Handling of Cut Flowers
5. Color Theory and Color Wheel
6. Cultural Projects
7. Community Events
8. Wreaths and Holiday Arrangements
9. Principles of Design- Balance, proportion, scale, focal point, rhythm, line, form, space, depth and texture
10. Advanced Techniques in Floral Arranging
11. Weddings and Funerals
12. History of Floral Design
13. Modern Floral Arranging
14. Selling in the floral shop and pricing strategies
15. Careers in Floral Design
16. Performing Arts and Floral Design

17. Art Appreciation
18. Career Preparation
19. Horticulture
20. FFA and SAE

** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. **

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
2. **Late work is only accepted with prior approval and is not accepted past 1 week late.**
3. Students will arrive to class on time and be prepared.

Housekeeping

1. Grooming is not appropriate in the classroom.
2. The usage of cell phones and earbuds is prohibited during class time. They will be taken to the office and a referral will be written for each occurrence.
3. "The classroom" is anywhere instruction is taking place. All class policies apply regardless of where the class meets (in the classroom, floral lab, greenhouse, school farm or any other location).
4. All other school rules will be followed and any discussion of these rules and their enforcement will take place after school.

Consequences

In the event that a problem should arise, there will be a student/ teacher conference, followed by parent contact (via email or phone call). Should the problem continue, additional action could include detentions, behavior referrals, administrator involvement, loss of privileges and student/teacher/parent conferences.

Restroom Privileges

Students are allowed to use the facilities if they:

1. Obtain permission before leaving.
2. Students must sign out on the student release log, returning to class within 5 minutes.
3. Only 1 student may be out at a time.
4. Failure to follow these rules will result in the loss of this privilege.

Student and Parent Resources

Students will have ample time to complete assignments. If students require more time and assistance in tutoring, I will make myself available to assist in student success. Times will be made available during lunch and after school based upon my availability and the students' schedules.

Classroom Supplies

Students will be creating arrangements that they have the opportunity to take home. If they are wanting to take home the projects, then they must pay a fee for the project. The cost depends upon the materials used in the arrangement.

Personal Portfolio

Students are required to keep a portfolio including a price break down and picture of each project we do in class. A camera is recommended to take pictures and a jump drive/ USB stick to keep them on.

Field Trips and Excursions

Students will have the opportunity to go on field trips in this course. The students will also do smaller trips to Kernan Floral and the Fresno Fairgrounds to gain hands on experiences in the floral industry. Students will receive a permission slip that will need to be signed for the activities.

Community Classroom

Selected students will be sent over to Kernan Floral on Monday, Wednesday and Fridays to do a nonpaid internship. The students will learn the operations of a floral shop, develop sales skills and apply the floral design skills that they have learned in a real world application. Students will be selected based upon readiness for the community classroom.

Grades %

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (Approximately 90%)

Classroom Participation/ Citizenship	15%
Classroom Projects/ Labs	40%
Quizzes/ Tests	10%
Homework	5%
Winter/ Spring Final	10%
Personal Portfolio	10%

2. FFA/ SAE (Approximately 10%)

The FFA, formerly known as Future Farmers of America, is a national organization found in thousands of high school across the United States. The goals of the organization are to develop premier leadership, personal growth, and career success. Your son/ daughter automatically became a member of the National FFA Organization when he/she enrolled in an agriculture class, which floral design is. FFA is a co-curricular organization. There are numerous opportunities to participate both during the school year and after school FFA activities. These activities are given a point value and are part of the students' grades. Students need to participate in 4 activities for each semester to meet the full requirements.

An SAE project is a project designed to encourage students to learn more about an area of interest to them in agriculture. At Kerman High School students have many opportunities to have an SAE project. Students can do livestock projects, floral design projects, home improvement projects, vegetable crops projects and many other opportunities. The portion that the student will be graded upon is the completion of record books to develop the skills of record keeping and responsibility for a project. Time will be utilized within the classroom to complete record books. Time will need to be spent outside of the class time to complete the SAE project.

Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

Prerequisite: None

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three-dimensional designs, history of art, arrangement styles and techniques, as well as, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. FFA participation and SAE projects will part of the student's grade. This class meets the high school Fine Art Graduation Requirement, but does not meet the CSU or UC requirement (currently). This class also meets the high school Vocational Education graduation requirement.

Major Units of Instruction

1. Bows
2. Flowers to Wear
3. Care and Handling of Cut Flowers
4. Tools, Containers and Mechanics- used in the floral class and in industry
5. Tool and Flower Identification
6. Principles of Design- balance, proportion, scale, focal point, rhythm, line, form, space, depth, texture and the Color Wheel (as related to creating a successful floral design)
7. History of Floral Design- from past to present day (rules, design techniques, colors used, flowers and foliage used, containers, etc.)
8. Shapes of Floral Designs- triangle, round, topiary balls, crescent, vertical, bud vase, horizontal, wreaths
9. Potted Plants
10. Flower Anatomy
11. Living Flowers
12. Succulents
13. Selling in the floral shop and pricing strategies
14. Seasonal, holiday and special occasion flowers
15. Wedding Flowers
16. Career opportunities in floral design
17. FFA and SAE

** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. **

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
2. **Late work is only accepted with prior approval and is not accepted past 1 week late.**
3. Students will arrive to class on time and be prepared.

Housekeeping

1. Grooming is not appropriate in the classroom.
2. The usage of cell phones and earbuds is prohibited during class time. They will be taken to the office and a referral will be written for each occurrence.
3. "The classroom" is anywhere instruction is taking place. All class policies apply regardless of where the class meets (in the classroom, floral lab, greenhouse, school farm or any other location).
4. All other school rules will be followed and any discussion of these rules and their enforcement will take place after school.

Consequences

In the event that a problem should arise, there will be a student/ teacher conference, followed by parent contact (via email or phone call). Should the problem continue, additional action could include detentions, behavior referrals, administrator involvement, loss of privileges and student/teacher/parent conferences.

Restroom Privileges

Students are allowed to use the facilities if they:

1. Obtain permission before leaving.
2. Students must sign out on the student release log, returning to class within 5 minutes.
3. Only 1 student may be out at a time.
4. Failure to follow these rules will result in the loss of this privilege.

Student and Parent Resources

Students will have ample time to complete assignments. If students require more time and assistance in tutoring, I will make myself available to assist in student success. Times will be made available during lunch and after school based upon my availability and the students' schedules.

Classroom Supplies

It is my recommendation that each student purchases his or her own colored pencils. In addition to the classroom supplies, there will be an optional lab fee of \$35. If the student wishes to take home their projects, then they would need to pay the fee. I would appreciate it if the fee

was paid by: September 11, 2015. It is also recommended to keep a calculator for doing math components of the course and a jump drive/ USB stick to keep work on.

Floral ID Book

Students are required to record all of the assigned floral identifications in a composition book. The book will be checked and graded. Colored pencils are provided for work in these books.

Personal Portfolio

Students are required to keep a portfolio (1" 3 ring binder) including a price break down and pictures of each project that we do. Various assignments will be asked to be included in the portfolio. The portfolios will be checked and graded.

Table Setting Final (Winter)

As a culmination to the materials presented in the 1st semester, you will have to create a table setting for a party. You will be required to use all of the things that you have learned in the semester in order to complete the assignment: tools, containers, mechanics, principles of design and proper handling of flowers. You will be required to: completed a write up for the party, create a visual poster, make a materials list, a cost analysis and the arrangement itself. It must create harmony and be visually pleasing in color, shape, size, etc. in order to receive a passing grade.

Wedding Project Final (Spring)

As a culmination to the materials presented in the 2nd semester, you will have to create a professional portfolio for a mock wedding to be presented to a bride. You will also create a bouquet for the bride, along with decorating a wedding cake with flowers for this project. You will be required to use all of the skills that you learned about weddings from this semester as well as all of the design techniques that you have gained throughout the year in order to complete this project.

Grades (%)

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (90%)

Classroom Participation: 10%
Classroom Projects/ Labs: 40%
Quizzes/ Tests: 10%
Homework: 5%
Winter/ Spring Final: 10%
Floral ID Book: 5%
Personal Portfolio: 10%

2. FFA/ SAE (10%)

The FFA, formerly known as Future Farmers of America, is a national organization found in thousands of high school across the United States. The goals of the organization are to develop premier leadership, personal growth, and career success. Your son/ daughter automatically became a member of the National FFA Organization when he/she enrolled in an agriculture class, which floral design is. FFA is a co-curricular organization. There are numerous opportunities to participate both during the school year and after school FFA activities. These activities are given a point value and are part of the students' grades. Students need to participate in 4 activities for each semester to meet the full requirements.

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Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts:

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

Support
Material 7: FFA
Statement in
Syllabus

ROP Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

ROP Art History of Floral Design (meets the CSU and UC A-G Requirement) 11-12 grades

Prerequisite: Floral Design, Art Foundation or teacher permission

This class provides a comprehensive introduction to artistic and creative perception, emphasizing aesthetic valuing through a series of projects, including tempera, pencil flowers, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape, color, balance and emphasis using a series of floral-based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional context, including and understanding that floral designs are affected by society, culture, history, politics and economic influences. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art, will serve as a foundation for more complex work such as multi-part floral designs and creative expression through wedding consultations. The class first meets the high school graduation Vocational Education requirement and secondly meets the high school Fine Arts requirement. It additionally meets the UC Visual and Performing Arts area "F".

Major Units of Instruction

1. Fair Projects
2. Bows
3. Flowers to Wear- Boutonniere and Corsages
4. Care and Handling of Cut Flowers
5. Color Theory and Color Wheel
6. Cultural Projects
7. Community Events
8. Wreaths and Holiday Arrangements
9. Principles of Design- Balance, proportion, scale, focal point, rhythm, line, form, space, depth and texture
10. Advanced Techniques in Floral Arranging
11. Weddings and Funerals
12. History of Floral Design
13. Modern Floral Arranging
14. Selling in the floral shop and pricing strategies
15. Careers in Floral Design
16. Performing Arts and Floral Design

17. Art Appreciation
18. Career Preparation
19. Horticulture
20. FFA and SAE

** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. **

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
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Consequences

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Restroom Privileges

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Classroom Supplies

Students will be creating arrangements that they have the opportunity to take home. If they are wanting to take home the projects, then they must pay a fee for the project. The cost depends upon the materials used in the arrangement.

Personal Portfolio

Students are required to keep a portfolio including a price break down and picture of each project we do in class. A camera is recommended to take pictures and a jump drive/ USB stick to keep them on.

Field Trips and Excursions

Students will have the opportunity to go on field trips in this course. The students will also do smaller trips to Kerman Floral and the Fresno Fairgrounds to gain hands on experiences in the floral industry. Students will receive a permission slip that will need to be signed for the activities.

Community Classroom

Selected students will be sent over to Kerman Floral on Monday, Wednesday and Fridays to do a nonpaid internship. The students will learn the operations of a floral shop, develops sales skills and apply the floral design skills that they have learned in a real world application. Students will be selected based upon readiness for the community classroom.

Grades %

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (Approximately 90%)

Classroom Participation/ Citizenship	15%
Classroom Projects/ Labs	40%
Quizzes/ Tests	10%
Homework	5%
Winter/ Spring Final	10%
Personal Portfolio	10%

2. FFA/ SAE (Approximately 10%)

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Please have your son/ daughter return this part of the letter.

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Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

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Parent Signature: _____ Date: _____

Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kernasusd.com

Course Description

Prerequisite: None

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three-dimensional designs, history of art, arrangement styles and techniques, as well as, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. FFA participation and SAE projects will part of the student's grade. This class meets the high school Fine Art Graduation Requirement, but does not meet the CSU or UC requirement (currently). This class also meets the high school Vocational Education graduation requirement.

Major Units of Instruction

1. Bows
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was paid by: September 11, 2015. It is also recommended to keep a calculator for doing math components of the course and a jump drive/ USB stick to keep work on.

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Personal Portfolio

Students are required to keep a portfolio (1" 3 ring binder) including a price break down and pictures of each project that we do. Various assignments will be asked to be included in the portfolio. The portfolios will be checked and graded.

Table Setting Final (Winter)

As a culmination to the materials presented in the 1st semester, you will have to create a table setting for a party. You will be required to use all of the things that you have learned in the semester in order to complete the assignment: tools, containers, mechanics, principles of design and proper handling of flowers. You will be required to: completed a write up for the party, create a visual poster, make a materials list, a cost analysis and the arrangement itself. It must create harmony and be visually pleasing in color, shape, size, etc. in order to receive a passing grade.

Wedding Project Final (Spring)

As a culmination to the materials presented in the 2nd semester, you will have to create a professional portfolio for a mock wedding to be presented to a bride. You will also create a bouquet for the bride, along with decorating a wedding cake with flowers for this project. You will be required to use all of the skills that you learned about weddings from this semester as well as all of the design techniques that you have gained throughout the year in order to complete this project.

Grades (%)

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (90%)

Classroom Participation: 10%
Classroom Projects/ Labs: 40%
Quizzes/ Tests: 10%
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Floral ID Book: 5%
Personal Portfolio: 10%

2. FFA/SAE (10%)

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Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

Support
Material 8: FFA
Program of
Activities

**Kerman FFA
Program of
Activities
2014-2015**

Unleash Your
Potential...

Program of Work

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Kerman FFA Officer Letter

Dear FFA Members,

We are looking for a great year here at Kerman High School. As an officer team we have prepared fun activities for you to get involved in for the entire year. We are hoping that you will get involved in as many of the activities as you can. With your help our chapter will grow and we will experience many new things. So here's to a great year FFA members and make sure you 'Unleash Your Potential' !

Sincerely,

The 2014-2015 Kerman FFA Officer Team

President: Ashley DeWitte

Treasurer: Natasha Lopez

Vice President: Morgan Barrett

Reporter: Amanda Nehring

Secretary: Sigifredo Vallardes

Sentinel: Breanna Garcia

Advisors' Message

The Advisors of the Kerman FFA Chapter would like to welcome all of the members of the Kerman FFA Chapter for the 2014-2015 school year. We are excited for this year to continue having the success that we have been having. The opportunities that are available are endless for our chapter members to get even more involved.

This year, the officers have set a goal for the FFA members to have our members become more active in chapter activities and to have more SAE projects. As the advisors, we provide guidance to the officers and help them to continue to help the chapter grow. We fully support the chapter officers goals and we feel that it will be something that we can obtain. This program of work will serve as a guide, outlining the activities you can participate in. Use this Program of Work to get involved and to experience new things that you can't experience anywhere else. In order for the chapter officers to reach their goals, they need for all of the members to be active and to be supportive of the FFA chapter. As advisors we are here to lead the way, while the officers and committee members are the ones who will lead the membership and become strong leaders. We want this school year to be the best that you have had in school with all of the new opportunities that we have with the Kerman High School Agriculture Department.

We look forward to working with all of our members, new and returning to keep our program successful. Let's have a great year!

Sincerely,

The Kerman FFA Advisors

Mrs. Basham
Mrs. Bontrager
Mrs. Molloy
Mr. Sheehan

**KERMAN FFA
PROGRAM OF WORK
2014-2015**

Activity	Goals	Ways and Means
<u>Division 1. Supervised Experience</u>		
Provide opportunity for participation in SAE projects	Increase involvement in SAEP	a. Promote SAEP in ag classes b. Encourage breeding projects.
<u>Division 2. Cooperation</u>		
<u>Division 3. Community Services</u>		
Assist in community	To make the community a better place to live To improve public relations To develop civic responsibility	a. Sponsor annual Tri Tip BBQ b. Participate in Harvest Festival c. Foster the Intro to Ag classes through visits and farm tours
<u>Division 4. Leadership</u>		
Providing leadership	Members participate in chapter public speaking and creed contest	a. Give grade and/or points b. Have challenging and well planned Program of Work c. Provide members with information in FFA Constitution
<u>Division 5. Investments and Savings</u>		

Activity	Goals	Ways and Means
Encouraging thrift and investments	Chapter to earn sufficient money to finance activities	<ul style="list-style-type: none"> a. Prepare a chapter budget b. Have treasurer make a report at each meeting d. Check candidates' earnings before raising to next degree e. Use one or more of the following to raise chapter funds: <ul style="list-style-type: none"> 1. Homecoming dinner 2. Chocolate Covered Fundraiser 3. Tri tip BBQ

Division 6. Conduct of Meetings

Planning and conducting satisfactory chapter meetings	Hold ten regular meetings during the year	<ul style="list-style-type: none"> a. Have meetings once monthly b. Schedule executive committee meetings c. Prepare well planned programs for meetings d. Provide activity after each meeting e. Provide refreshment at each meeting f. Discuss calendar with school administration g. All officers memorize parts for all meetings h. Acquire all necessary paraphernalia and equipment from FFA Supply Service i. Officers wear official FFA jacket at meetings j. Display FFA banner k. Have Sentinel prepare FFA meeting room l. Provide special training on ceremonies for new officers
	Use all of the official chapter paraphernalia	
	Use proper official ceremonies at meetings	
Using officers effectively	Chapter select qualified officers	<ul style="list-style-type: none"> a. Select by April 30th b. Keep chapter minutes

Activity**Goals****Ways and Means**
up to date

Invite state officers to visit chapter
Chapter use official secretary's book

- c. Follow approved method of recording minutes
- d. Treasurer keeps balance checked

Division 7. Recreation

Having "fun" through planned recreation

Chapter provide organized recreational activities in:

- a. Sports
- b. Social
- c. Organized tours

- a. Organize an achievement trip for the chapter
- b. Plan social activities
- c. Participation in Sectional Blackbeards Night
- e. Host KHS Sadie Hawkins Dance

Division 8. Public Relations

Promoting the FFA

Use various media to keep the public informed of FFA activities

- a. Make extensive use of local newspaper
- b. Encourage proper wearing of official FFA clothing by members
- c. Maintain a scrapbook
- d. Conduct an 8th grade orientation program
- e. Present FFA awards at an annual awards banquet
- f. Use radio and TV media

Sponsor awards banquet

Division 9. Participation in State and National Activities

Attending conventions

Two chapter members participate in State Convention activities

Have no less than 5 full-time conference participants and no less than 8 one-day participants

- a. Have chapter delegates attend State Convention
- b. Advisor counsel delegates prior to State Convention
- c. Wear official FFA uniform to convention

Activity	Goals	Ways and Means activities
Promoting National FFA	Observe National FFA Week during the week of George Washington's Birthday by sponsoring two activities	<ul style="list-style-type: none"> a. Use material supplied by state association to promote FFA Week b. Bulletin board displays of FFA information
Using National Foundation Awards	Chapter have entries in Foundation Award	<ul style="list-style-type: none"> a. Provide information and application forms b. Keep accurate records on file for award programs c. Submit applications to state office on time d. Obtain and present FFA Foundation medals
Competing in National Chapter Award Program	Meeting the requirements for Superior Chapter	<ul style="list-style-type: none"> a. Plan Program of Work in fall b. Committee chairman and chapter officers consolidate each committee's accomplishments c. Keep program of work up to date d. Keep minutes of all community meetings and officer meetings in notebook
Participating in judging activities	Enter qualified teams in judging contests	<ul style="list-style-type: none"> a. Hold chapter contests b. Chapter assists individuals and contestants as needed c. Participate in CDE contests statewide

Mission and Strategies

FFA makes a positive difference in the lives by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, we the FFA:

1. Develop competent and assertive agricultural leadership.
2. Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthen the confidence of agriculture students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage achievement in supervised agricultural experience programs.
6. Encourage wise management of economic, environmental and human resources of the community.
7. Develop interpersonal skills in teamwork, communication, human relations and interaction.
8. Build Character, Promote Citizenship, Volunteerism and Patriotism.

The Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has a unique significance. THE CROSS SECTION EAR OF CORN provides the foundation of the American Agriculture. It is also a symbol of unity, as corn is grown in every state of the nation. The RISING SUN signifies progress and holds a 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 are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture. The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress.

Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors are NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

Motto

The FFA motto gives members twelve short words to live by as they discover the opportunities available in the organization:

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

The FFA Creed

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

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

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

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

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

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

Judging Teams

Kerman FFA encourages to compete on one of the following teams. These judging teams provide students with new skills in agriculture. With each of these teams students get to travel to various colleges across California to compete and to further develop critical thinking, speaking and leadership skills.

Floriculture	Vegetable Crops
Agriculture Mechanics	Farm Records
Veterinary Science	Livestock Judging
Ornamental Horticulture	Public Speaking/ Job Interview
Opening/Closing Ceremonies	Vine Pruning

Public Speaking

Public speaking contests are very important in the FFA since public speaking is a large part of leadership activities for the FFA. The FFA prepares students for their futures with businesses and careers. Students need to develop their public speaking skills in small and large group settings to be better prepared for their future. There are three contests that Kerman High School enters for public speaking: Prepared Public Speaking, Extemporaneous Public Speaking and Job Interview.

In the Extemporaneous Public Speaking CDE, participants are given 30 minutes to deliver a speech on one of three assigned agricultural topics. Students must learn to think on their feet and develop an argument quickly and persuasively. Participants in the Job Interview CDE submit a resume, complete job applications and participate in mock job interviews with a panel of possible employers. During the Prepared Public Speaking CDE, students write and deliver a six- to eight-minute speech about a current agriculture-related topic. The speaking skills gained through this event help students excel in school, community and career settings.

Kerman FFA Alumni Group

The Kerman FFA Alumni Group is made up of community members that look to support the growing Kerman FFA Chapter. They are there alongside the Kerman FFA Advisors in helping with functions and fundraisers. The Alumni Group holds raffles at the Tri Tip Dinner in effort to help our the Kerman FFA Chapter. The Kerman FFA Alumni Group also puts on a Booster support for students that are showing at the Fresno County Fair. The Alumni Group meets throughout the year to look at ways to help the Kerman FFA Chapter. They are a truly supportive group that is essential to Kerman FFA's success.

Kerman FFA Awards

The community of Kerman is very supportive of the Kerman FFA and they provide several different scholarships for the outgoing program completers. The following is a list of the current awards that are awarded at the Kerman FFA Spring Banquet:

List of awards:

- Outstanding Floral Design Award, Outstanding Welder of the Year, Arlon Shubert Outstanding Ag Mechanics Award, J.V. Lefty Elliot Livestock Award, Outstanding Service to the Chapter (male/ female), FFA Foundation Award (senior), Star Chapter Farmer, Star Greenhand, Chapter Star in Agribusiness

Possible FFA Awards

- Greenhand Degree: 1 year agriculture students
- Chapter FFA Degree: 2nd year agriculture students
- State FFA Degree: 3rd or 4th year agriculture students
- Judging Team Awards
- Speaking Awards
- Outstanding Agriculture Student Awards
- Top Twenty Trip Awards:
 - All twenty students go on an end of the year trip
- Scholarships
- Proficiency Awards (Local, Section, Region, State, Nation)
- Outstanding Exhibitor Award (by specie at the Fall Awards Ceremony)

2014 FFA Fall Awards Application

INSTRUCTIONS: (1) Indicate the award that you are applying for by placing an "X" on the line to the left of the category. *If you are applying for more than one award, you must submit a separate application form for each award.* (2) Obtain all required signatures. (3) Obtain your latest grades from your teachers. (4) Turn in completed application form(s) by 3:30pm on Friday, October 31, 2014 to Mrs. Molloy in room 702.

*If you apply for more than one award, complete the Grade Summary Form only once.

**Current second year students year students will only have a 2013 Record Book to turn in.

OUTSTANDING FRESHMAN PROJECT AWARD

This award is available to all students that were freshman showing at the 2014 Big Fresno Fair. The criterion is that you have excelled in your SAE project, leadership and FFA activities. Documentation should be provided in your Record Book.

OUTSTANDING SOPHOMORE PROJECT AWARD

This award is available to students that were Sophomores showing at the 2014 Big Fresno Fair. The criterion is that you have excelled in your SAE project. Documentation should be provided in your Record Book.

OUTSTANDING JUNIOR PROJECT AWARD

This award is available to all students that were Juniors showing at the 2014 Big Fresno Fair. This award will be granted to the student with the most outstanding Record Book. Completing the book properly, neatly, and in it's entirety will be considered.

OUTSTANDING SENIOR PROJECT AWARD

This award is available to all students that were Seniors showing at the 2014 Big Fresno Fair. This award will be granted to the student with the most outstanding Record Book. Completing the book properly, neatly, and in it's entirety will be considered.

J.V. "Lefty" Elliot Livestock Award: Grades 9-12

Open to the outstanding livestock exhibitor of the year; diversified livestock production is encouraged; SAE and record book required; FFA leadership and activities are considered.

Proficiency Award Areas

_____ Diversified Crop Production (entrepreneurship)

_____ Sheep Production (entrepreneurship)

_____ Ag Mechanics (entrepreneurship or placement)

_____ Poultry Production (entrepreneurship)

_____ Swine Production (entrepreneurship)

_____ Diversified Horticulture Production ~ incl. Floral Design

_____ Dairy Production (placement)

**Kerman FFA
Spring Awards 2013-2014**

Name: _____ Degree: _____

Check only one per page:

- _____ **Outstanding Floral Design Award:** Open to 9-12 grade levels
FFA member must be currently enrolled in Floral Design. He/she must be able to demonstrate skills, techniques, and construction of floral arrangements.
- _____ **Outstanding Welder of the Year:** Grades 10-12
Students must be enrolled currently in the Welding Program. Demonstrated high proficiency in welding and fabrication; involved in FFA activities.
- _____ **Arlon Shubert Outstanding Ag Mechanics Award:** Grades 10-12
Students must be currently enrolled in the Ag Mechanic program. He/she must demonstrate abilities in Ag Mech combined with outside FFA activities and events.
- _____ **J.V. "Lefty" Elliot Livestock Award:** Grades 10-12
Open to the outstanding livestock exhibitor of the year; diversified livestock production is encouraged; SAE and record book required; FFA leadership and activities are considered.
- _____ **Outstanding Service to the Chapter (male/female):** Open to grades 9-12
This award is given to an individual male and female chapter member, for their outstanding commitment, hard work, and dedication to the chapter.
- _____ **FFA Foundation Award (senior):**
Offered to a graduating senior of 2014 who has developed their potential for premier leadership, personal growth, and career success. Has supported activities in the chapters local program and has encouraged individuals to become involved in Agriculture Education.
- _____ **Star Chapter Farmer**
The Star Chapter FFA Degree will be awarded to a member who has an outstanding SAE in production agriculture, has earned their Chapter Degree in the current year, and demonstrates involvement in all phases of the chapter's activities.
- _____ **Star Greenhand**
The Star Greenhand Award is given to a freshman student with outstanding SAE involvement who has also demonstrated exceptional leadership abilities.
- _____ **Chapter Star in Agribusiness**
This award is given to the top applicant in the Chapter who has an SAE program in agribusiness rather than Ag production. FFA involvement is also considered.

TURN IN COMPLETED APPLICATION TO MRS. MOLLOY IN RM 702
BY FRIDAY, APRIL 4TH @ NOON

**Kerman FFA
Spring Awards Application
2013-2014**

Name: _____ Grade level: _____

Year in ag: _____ FFA Degree held: _____

Answer the following questions and check the award(s) for which you are applying.

1. Why are you qualified for this award?

2. What activities have you participated in with the chapter?

3. What are you future plans with the chapter? If you are graduating, what are you future plans?

TURN IN COMPLETED APPLICATION TO MRS. MOLLOY IN RM 702
BY FRIDAY, APRIL 4TH @ NOON

Grade Summary Form

Student's Name: _____

Grade Level: _____

Period	Course Title	Grade	Teacher Comments	Teacher Signature
0				
1				
2				
3				
4				
5				
6				
7				

Required Signatures

I, _____, have completed this 2014 FFA Fall Awards Application
(Student's Name)
to the best of my ability. I attest that all of the information is current and accurate.

Student Signature

Date

I, _____, attest that my son daughter has completed all necessary
(Parent's Name)
information to apply for this 2014 FFA Fall Award area.

Parent Signature

Date

Fairs and Shows

Each year Kerman FFA participates at the Fresno County Fair. This event allows for our students to showcase the hard work and dedication that they have for their SAE projects. Students participate in all types of projects for the fair including: Crops, Floral Arrangements, Agriculture Mechanics, Feature Booth, Horticulture, Swine, Goats, Sheep, Poultry, Rabbits and many more. If these projects sound of interest to you, just ask on of the Agriculture Teachers and they can help to get you started.

Livestock Contract

A Livestock Contract is to be signed by the parents and student that is interested in showing livestock for Kerman FFA at the Fresno County Fair. Attached is the Livestock Contract.

Student: _____

Species: _____

Kerman FFA Livestock Project Checksheet

Before purchase of animal:

- _____ Deposit of at least half the estimated total of the project.
- _____ Attend pre-project meeting with parent.
- _____ All contracts signed and returned.
- _____ All school debts are cleared.
- _____ All previous record books are up to date.
- _____ Student has participated in at least 5 chapter activities in the past year.
New students exempt.

Before fair:

- _____ All debts/payments are received in full.
- _____ Obtained full show uniform.
- _____ Grade check of 2.0 or better with no more than 2 F's.

Before check will be released:

- _____ Complete the FFA Recordbook for all projects by December 15th.
- _____ Thank you notes are cleared and sent within one week from receiving information from fair.
- _____ Obtain and deliver a buyer's gift within one month of auction day.

Student signature

Parent signature

KERMAN AGRICULTURE DEPARTMENT
EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all students to learn and work together, the following requirements are expected of each exhibitor regardless of where the animal is housed.

1. Attend all exhibitor meetings called by advisor.
2. Purchase the show supplies necessary for project.
3. Show efforts to secure a buyer prior to the fair.
4. Have a complete FFA show uniform.
5. Prior to receiving fair checks, students must update record books, clean facilities, write Thank You letters with an envelope and stamp (all letters need to be approved by advisor within **30 days** of auction), and deliver buyers' gift.
6. Lamb exhibitors will be expected to attend the Kerman Lamb Feed cleanup on Sunday morning one week after fair.

Animals housed off campus will be the sole responsibility of the students. Students who keep their animal at home are required to make arrangements with the advisor for project visits as well as contact the advisor when they need assistance.

All rules included in the most current edition of the Kerman High School Student Handbook will be in effect as will all consequences of failure to comply with those rules. Consequences include, but are not limited to, removal from the school farm, removal from the livestock show team, suspension, and expulsion. Kerman FFA advisors and Kerman High School administration reserve final judgment on any non-compliance issues.

** If, at any time, you have the need or desire to change to a different organization (ie 4-H or Independent) this move **MUST** be made 60 days (or 120 days for cattle) prior to opening day of fair.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Advisor signature _____ Date: _____

KERMAN FFA
Purposes, Use & Responsibilities
Of the School Farm Laboratory
And Supervised Agriculture Experience Project

Eligibility for use of farm:

- Enrolled in an agriculture class at Kerman High School throughout the duration of the project.
- Must be in grade 9-12 or a graduate (within 18 months of graduation by fair time).
- Maintain at least a 2.0 GPA (with no more than two F's) through the beginning of fair.
- Must abide by the established rules and regulations.
- Have completed contract on file.

Use of facilities:

- Students and parents are liable for payment of all bills incurred.
- Clearance through the agriculture department must be obtained prior to moving any livestock on or off the farm, eg. changing pen locations. All farm accounts must be cleared before animals are removed from the school farm; this includes taking the animal to the fair.
- No construction of buildings, or additions to existing buildings, will be permitted without prior approval of the agriculture department. No buildings or equipment will be moved into the area without prior consent of the agriculture department.
- Removal of a student from the agriculture program voids the privileges of raising livestock on the premises. Arrangements will be made for the immediate removal or transfer of ownership of the student's project.
- The agriculture department does not guarantee a profit on any project. Loss which might be encountered will be borne by the student involved.
- All animals taken to the fair that make weight must go through auction or private arrangements must be made for the butcher to pick up the animal at the fair. Animals not making market weight must make private arrangements for the butcher to pick up the animal at the fair or have another place lined up to transport and house the animal.

Agriculture Department Responsibilities:

- To provide a learning opportunity which provide a meaningful and rewarding experience for each student.
- Supervise project on a regular basis.
- Acquisition of projects and/or approving animals purchased for fairs.
- Provide the opportunity for facilities for those students keeping animals at the school farm.
- Provide appropriate storage areas for those students keeping animals at the school farm.
- Provide students with the information in regards to school rules, participation policy, fair rules and dates. This information will be posted at the school farm or given to the student.
- Any decisions regarding facilities and policies are the responsibility of the agriculture department in cooperation with the school administration.

Date: _____

FFA Member: _____

Parent/Guardian: _____

Student Responsibilities

- Provide satisfactory care for and conduct of your project according to the standards, guidelines, and needs of the project. They include, but are not limited to the following:
 - Feed animals DAILY as per schedule.
 - Keep animals, pens, and all equipment clean at all times.
 - Remove all trash and manure from pens daily and place in approved receptacles or locations.
 - Keep all feed and tools locked in storage area provided for student use.
 - When you are unable to feed your animal, make arrangements with a responsible party to feed your animal.
 - Make sure the animals (cattle) are halter broke and safe to take to the fairs or they will not go.
- Maintain an accurate and complete project record book available for monthly review by the FFA Advisor.
- Have project insurance. Any loss would be the financial responsibility of the student.
- Attend scheduled fair meetings and project workshops. Participate in scheduled workshops, fair participation and clean-up activities.
- Attend at least 5 FFA activities, including no less than 3 chapter meetings during the school year before fair; does not apply to first-time exhibitors.
- Attend a mandatory fair meeting with a parent/guardian.
- Maintain a 2.0 GPA during the term of the project with no more than 2 "F"s.
 - Initial grade check before the project will be at the 35th week progress report in the spring.
 - Fair eligibility will be determined from the 3rd progress report in the fall.
 - The general appeal may be used when a 2.0 GPA is not present. This appeal may be used only once in four years.
 - Emergency appeal may also be employed for major, personal situations.
- Follow all school rules when at the farm or at the fair and represent the chapter appropriately.
- Request additional project supervision by contacting the agriculture department.
- Leave any messages on the board provided.
- Make efforts to secure a buyer for your animal.
- Agree that any project raised off campus must be approved by an ag teacher.
- Student must turn in a grade report form once a week – during the first Friday of September.
- Any animal medication must be under the direct supervision of school personnel.
- Keep all gates locked and secured.
- Agree to the Supervised Agriculture Experience Project Contract, Exhibitor Contract, Purchasing Contract, Animal Contract & Fair Expectations contract.
- Only livestock students will be allowed on the farm at any time.
- Consequences: "3 Strikes" and your animal is off the farm. Look at attached contracts.

Parent Responsibilities

- Provide student with the transportation to and from project obligations.
- Provide student with FFA show uniform – white pants, white shirt with a collar, FFA jacket and FFA sweat tie.
- Cooperate with the agriculture department to maintain strong discipline and positive school image.
- Any disagreements between a parent(s) and an advisor(s) will be handled appropriately, and will not take place while students are present.
- Provide encouragement for successful completion of the project.
- Assist student in purchasing a buyer for the fair.
- Allow student the responsibility of feeding, cleaning, and tending.
- Agree to the Supervised Agriculture Experience Project Contract, Exhibitor Contract, Purchasing Contract, Animal Contract & Fair Expectations contract.
- Accompany your student onto the farm when supervision is not provided.
- Set an example by wearing appropriate attire (i.e., close-toed shoes and long pants) on the farm.

FFA Member: _____

Parent/Guardian: _____

PLEASE PRINT OR TYPE:

Student's Last Name First Name Home Phone Number

Street Address City Zip

Parent/Guardian Names Work Phone Number

Grade Level Current GPA

IN CASE OF EMERGENCY CONTACT:

Name Relationship Phone Number

CHOICE OF PROJECTS: (check all areas that apply)

Type of animal(s) _____

Hobby _____ and/or Farm _____

ACQUIRED PROJECT: (check appropriate space)

____ Student plans to acquire his/her own project with Ag Department approval.

____ Kennesaw FFA Agriculture Department will acquire the project.

LIVESTOCK INSURANCE: (all projects must pay)

*No insurance is available for poultry projects

___ \$17.50 - Market Lambs

___ \$17.50 - Market Hogs

___ \$98 - Market Steers & Dairy Heifers

Note: Please make checks payable to Keenan FFA

ATTENDANCE FOR FEEDING & CLEANING: (all farm projects)

- Each student must sign in at each feeding - Monday through Sunday

Summer Hours

7:30 to 9:00 AM - Morning Feeding (attendance sheet will be checked daily at 9:00 AM)

6:00 to 8:00 PM - Afternoon Feeding and Cleaning

School-year, Weekday Hours

7:00 to 7:45 AM - Morning Feeding (attendance sheet will be checked daily at 8:00 AM)

6:00 to 8:00 PM - Afternoon Feeding and Cleaning

School-year, Weekend (Fri - Sun) Hours

7:00 to 8:30 AM - Morning Feeding (attendance sheet will be checked daily at 8:00 AM)

6:00 to 8:00 PM - Afternoon Feeding and Cleaning

** Presence on the farm outside of these hours, without a parent, will result in a strike.

** ANY feeding outside listed feeding times, may also result in a strike.

Any breach of this contract will count as a strike on the student's record. One strike will result in a phone call home to the student's parents. The second strike will result in a conference with the student, parents, and principal or assistant principal. The third strike will result in the project being removed from the farm within one week. If the student has no place to keep the project, the animal may be sold at the local auction yard. Transportation/processing fee of \$100 may be assessed by the Keenan High School Ag Department in addition to any fees from the auction yard. The balance from the sale will be paid to the student.

We, the undersigned, have read the RULES, REGULATIONS, RESPONSIBILITIES governing the use of the SCHOOL FARM AND SUPERVISED AGRICULTURE PROJECT. We agree that the use of the farm is a privilege and not a right, and in return for the use of the facilities agree to adhere to these rules and regulations. We further agree that failure to comply with the terms of this contract may cause removal of the student's project from the farm or organization.

Date: _____

FFA Member: _____

Parent/Guardian: _____

FFA Advisor: _____

Fair Expectations

- The dates for the Fresno Fair are October 7th - 15th.
- Each student will be assigned a barn duty each day of the fair. This will ensure that the livestock pens are appropriately maintained and the animals are cared for. Each student will have a minimum amount of shifts not to exceed a three-hour block.
- All students will be expected to assist in the loading and unloading of animals and tack to and from the fair.
- The exhibitor is ultimately responsible for the animal(s) shown. It is the mother's responsibility to see that his or her animal is fed, given clean bedding, and properly cared for the entire time the animal is at the fair.
- Be on time.
- Exhibitors are reminded of the importance of teamwork while at fairs and shows. Fairs and shows are an extension of the classroom and all school rules still apply.
- Each student will be required to participate in showmanship in order to sell.
- Fair checks will be distributed after the fair after the student submits his/her thank you cards, shows an up-to-date recordbook, completes farm clean-up and pays any outstanding bills.
- Behave appropriately.
- Follow all school rules.
- Attend school on days not assigned to fair crew. Failure to do so without a doctor's note for an illness, will result in an unexcused absence.

If I do not follow this agreement, I may be asked to remove my animal from the fair and may not be able to sell.

Student's signature

Date

Parent's Signature

Date

A/E Teacher's Signature

Date

- Market bag
- Feed
- Medication & Wormer
- Livestock Insurance
- Show Supplies
- Fair Entry Fee

Est Swine Budget

	\$200
	\$210
	\$8
	\$30
	\$8
	\$18
	<u>Total</u>
	\$495.00
Sell 250 pound pig @ \$2.24/lb*	\$560.00
Top Offs	\$100.00
Profit	\$165.00

Est Sheep Budget

	\$275
	\$125
	\$5
	\$19
	\$16
	\$10
	<u>Total</u>
	\$450.00
Sell 120 pound lamb @ \$3.75/lb*	\$450.00
Top Offs	\$100.00
Profit	\$100.00

Est Goat Budget

	\$200
	\$100
	\$5
	\$19
	\$16
	\$11
	<u>Total</u>
	\$356.00
Sell 80 pound animal @ \$5.00/lb*	\$400.00
Top Offs	\$100.00
Profit	\$144.00

Est Poultry Meat Pst Budget

	\$5
	\$8
	\$8
	<u>Total</u>
	\$21.00
Sell 1000 chickens @ \$0.21/lb	\$210.00
Top Offs	\$20.00
Profit	\$112.00

*Most show supplies will be supplied by the chapter

*PFA Jacket and Tie Scarf can be purchased for \$70 through the ag dept or at www.thefairchild.org

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Advisor signature: _____ Date: _____

Community Service

Community Service has always been a part of the FFA organization. Community service allows for students to give back to the community that supports them in their endeavours. The Kerman FFA Chapter develops a sense of community with those around and teaches those to give back, especially in times when needed the most.

- We will have a Coats for Kids Drive during the winter to help those in need keep warm during the cold months.
- We will do Free Gift Wrapping in December to wrap gift for community members.
- We will raise funds for Toys for Tots and purchase toys for needy children.
- We will have a Farm Day for Liberty Elementary School Kindergarteners to come and see the agriculture that is happening at our school.
- We will send students over to Kerman Middle School to educate on agriculture and to promote the Agriculture Program.
- We will help plant trees and beautify our local parks.
- We will represent the FFA and help out at community banquets.

2014-2015 FFA Officers

Kerman Chapter Officers

President: Ashley DeWitte

Vice President: Morgan Barrett

Secretary: Sigifredo Valladares

Treasurer: Natasha Lopez

Reporter: Amanda Nehring

Sentinel: Breanna Garcia

Advisors: Cory Molloy, Tobin Sheehan, Codce Bontrager, Elizabeth Basham

West Fresno Madera Section Officers

President: Sean Pimentel, Central

Vice President: Brandi Gourley, Central

First Vice President: Vanessa Miravilla, Madera

Secretary: Morgan Barrett, Kerman

Treasurer: Austin LaSalle, Firebaugh

Reporter: Ashley DeWitte, Kerman

Sentinel: Alex Elisalde, Central

San Joaquin Region Officers

President: Grant Hall, Minarets

Vice President: Aaron Moccardini, Frontier

Vice President: Virat Kang, Madera

Vice President: Brent Oge, Kingsburg

Vice President: Natalie Starich, Hanford

Vice President: Rebecca Duran, Tulare

Vice President: Jennifer Hernandez, North

Secretary: Bianka Patoja, Arvin

Treasurer: Andrew Sousa, Tulare

Reporter: Jenae Hansen, Madera

Sentinel: Tanner Lopez, Minarets

Past State FFA Degrees

1934 Paul Harrison	1938 Ed Santos	1951 Ellis English
1952 Clarence Burrows	1953 Bob Hart	
1954 Robert Martin	1955 John Chernekoff	
Donald Heinz	Richard Hansen	
	Vernon Wolfe	
1956 Robert Romero	1957 Robert Huber	1958 Dennis Wilt
1960 Richard Huber	1963 Mike Perry	1964 Anthony Periera
Marvin Schafer		
1965 Bob Hardy	1966 Wayne King	1968 Jim Petrucelli
John Henderson	Jerry Radinoff	Jerry Van Hoosen
Larry Scheidt	Ken Crouch	
Jerry Clement		
1969 Elmer Huter	1970 Paul Knowles	1971 George Helmuth
	Albert Bopp	Carl Knowles
		Russel Scheidt
1972 Scott Foth	1973 Jeff Helmuth	1974 Glen Foth
	Larry Silva	Bill Haupt
	Joe Porto	Robert Welch
	Ken Samarin	
1975 Joe Furtado	1976 Clint Carlson	1977 Kevin Herman
Dennis Lowe	Ken Walls	Bill Toste
	Tom Walls	Dan Walls
1978 Keith Dettman	1979 John Siliznoff	

1980 Garry Bland Tim Nazaroff Ricky Oaks Richard Toste	1981 Judy Bowles Donnell Long Jon Smith	1982 Michelle Hylton Vevette Gadbois Mark Herman Mike Kissinger
1983 Clayton Bland	1985 Robert Martin Brian Pacheco Steve Toste	1986 Rod Carder David Garham
1987 Sam Kissinger	1988 Douglas Bopp Joey Martin Meschele Dodson Devon Jones	1989 Cindy Crumb Renae Todd
1990 Juliet Amaral Allan Buchnoff Shannon Ragsdale	1991 Melody Frost Shawn Shelton Juan Rodrigues Rudy Aceves Jody Smart	
1992 Jennifer Ambrosini Toni Buchnoff Kristin Coelho Kelly Costa Jerry McMahan Tres Porter	1993 Isabel Castelanos Ralph Chapman Victor Gagnani Maranda Neiderquell Sandy Ragsdale Paul Samarin	1994 Aaron Amaral

1995	Shawna Bakeman	1996	Stacey Abercrombie	1997	Matt Archer
	Cory Carvalho		Freddy Aleorta		Erin Anderson
	Brandy Haupt		Chris Caleforie		Jennifer Gruce
	Chris Odom		Matt Carvalho		Tyson Porter
	Kristy Schaad		Leslie Coleman		Mandy Thompson
	Amanda Steffen		Jason Gaitan		Marc Armstrong
	Nathan Thomas		Julie Garcia		Melissa Medeiros
			Cameron Jones		Leslie Coelho
			Jennifer Odom		Robin Haupt
			William Podsakoff		Jennifer Jones
			Jon Samarin		Nick Podsakoff
			Jessica Valdez		
1998	Shawna Nagy	1999	Yvette Chavez	2000	Janessa Ramirez
	Monique Prater		Patricia Alvarado		Josh Gragnani
	Justin Salenik		Jesse Rodriguez		Benjamin Lewis
	Sean Hodges		Kara Verwey		Donetta Carder
	Laina Teixeira		Rachel Podsakoff		Amber Carlson
	Michelle Lewis		Cassie Healy		Steven Shamp
	Roy Rodriguez		Shawna Lambe		John Foglio
	Chris Chaney		Whitney Reynolds		Alexandria Montgomery
			Hans Lambrecht		Trini Ortiz
			Melanie Armstrong		April Chaney
			Jaime Magallon		Andrew Groppetti
			Tabitha Burton		Heather Haupt
			Tiffany Delgado		Lyndsie Couto

Krystal Charles

Julie Jones

2001 Sarah Gonzalas

Lance Delgado

Erika Anderson

Josh Blair

Traci Haupt

Layci Gragnani

Michelle Carlson

Patrick Abercrombie

Jessica Johnson

Jared Samarin

Frede Serrano

David Blair

2002 Stephanie Hoover

E.G. Huter

Kelsey Gragnani

Jaycee Sanderson

Vicky Reyes

Erin Fries

2003 Kristin Avinelis

Gilbert Navarro

Bradley Abercrombie

Brandon Peterson

Joseph Charles

Kenny Peelman

Katie White

Samantha Marchini

Rachel Carter

Jocelyn Foth

2004 Ashley Couto

Jessica Harris

Kelly Haupt

Kristina Lambrecht

Charles Melton

Deidra Metzler

Kyle Shamp

Tanner Terrano

Theresa Toste

2005 Jennifer Potstada

Dana Lambrecht

Mandy Porto

Cody Melton

Giuliana Hunter

2006 Kim Senety

Lawrence Cervantes

Larissa Selenik

Will Idsinga

Matt Kissinger

Dustin Avinelis

2007 Renee Idsinga

Andrew Stidham

Conrade Metzler

2008- 2013

Vikham Badhesha

Ilana Cantu

Valerie Gomez

Crystal Alvarado

Kayla Bodine

Alexandra Corona

Chelsea Couto

Brittney Decker

Jesus Herrera

Ryan Nazaroff

Melina Temores

Rita Valencia

Jovanni Villa

Savannah Volkoff

Robert Helmut II

Kale Schaffer

Susanne Kerber

2014

Rachel Barcelos

Clay Walker

Levi Davies

Carly Landrum

Alex Spencer

Amanda Mendez

Ross Helmut

Tyler Rowan

Hailey Shelton

Yessenia Ramirez

Courtney Carlton

Kristyn Weatherson

Jennifer White

Giana Olivera

Chris Helmut

Courtney Herrick

Britney Kanorser

Luis Alcantar

Kandace Hansen

Wyatt Wolf

Ashley Dewitte

Matt Richards

Brandon Gagnani

Dayana Martinez

Danielle Velez

Past American FFA Degrees

1975 Joe Porto

1978 Clayton Bland

1988 Brian Pacheco

1996 Erin Anderson

1998 Stacy Abercrombie

1999 Matt Archer

Nicholas Podsakoff

Jason Gatton

William Podsakoff

2000 Sean Hodges

2001 Chris Chaney

Laina Teixeira

Jaime Magallon

Rachel Podsakoff

2002 Layci Gragnani

2003 Jared Smarin

Patrick Abercrombie

Andrew Groppetti

Steven Shamp

Josh Gragnani

2004 Kelsey Gragnani

2005 Nicole Potstada

Heather Haupt

Kristin Avinelis

Traci Haupt

E.G. Huter

2006 Kelly Haupt

2007 Cody Melton

Will L.

Jenny P.

2008 To Present

Joseph Nazaroff

Conrad Metzler

Ryan Nazaroff

Ryan Porto

Jovanni Villa

Savannah Volkoff

Levi Davies

Past Proficiency Award Winners

1996 State Winners- Jason Gayton

1999 National Winner- Christopher Chaney

Specialty Crop Production National Finalist

2000 State Winner- Jared Samarin- Diversified Crop

2001 State Winner- Jared Samarin- Pomology Production

2002 State Winner- Josh Blair- Specialty Animal Production Placement

State Winner- E.G. Huter- Viticulture Production Entrepreneurship

National Finalist- Josh Blair

2003 State Winner- Kristin Avinelis- Diversified Horticulture Entrepreneurship

2004 State Winner- Kenneth Peelman- Pomology

2006 State Winner- Cody Melton- Ag Mechanics Design and Fabrication

2007 State Winner- Ryan Porto- Pomology Entrepreneurship

2014 National Winner- Wyatt Wolf- Ag Mechanics Design and Fabrication

Agriculture Club Past Presidents

1918 Lye Evans	1919 Titus Adolphson	1920 Allen Smith
1921 Roy Anderson	1922 Irvin Jacobsen	1923 Charles Springer
1924 M.A. Steffen	1925 Henry Overgaard	1926 Effin Bavin
1927 Orren West	1928 Joe King	1929 Tom Pederson

Future Farmers Past Presidents

1931 Pete Moradian	1932 Harry Moradian	1933 Wendel Jacobsen
1934 Paul Harrison	1935 Jim Kornoff	1936 Edward Pretzo
1937 Clayton Brown	1938 Ed Santos	1939 Raymond Anderson
1940 Fred Scharf	1941 Abe Shubin	1942 George Gregoroff
1943 William Nazaroff	1944 Jake Kornoff	1945 A.J. Hendrix
1946 George Beluomini	1947 Jack Rugg	1948 Bill Steffen
1949 Louis Bettinsoli	1950 Joe Pacheco	1951 Ellis English
1952 Jordan Lowe	1953 Clarence Burrows	1954 Donald Stanley
1955 Robert Martin	1956 Richard Hansen	1957 Robert Huber
1958 Dennis Wilt	1959 Steve Giacolini	1960 Richard Huber
1961 Bill Slentz	1962 Bruce Kruegar	1963 Mike Perry
1964 Anthony Periera	1965 Bob Hardy	1966 Ken Crouch
1967 Jerry Radinoff	1968 Jim Petrucelli	1969 Mike Sessoyeff
1970 Elmer Huter	1971 Mike Cabral	1972 Russ Scheidt

1973	Scott Foth	1974	Ken Samarin	1975	Glen Foth
1976	Tom Walls	1977	Clint Carlson	1978	Dan Walls
1979	Keith Dettman	1980	Johnnie Siliznoff	1981	Tim Nazarovff
1982	Jon Smith	1983	Alex Siliznoff	1984	Clayton Bland
1985	Donna Maldon	1986	Steve Toste	1987	Rod Carder
1988	Joey Martin	1989	Devon Jones	1990	Cindy Crumb
1991	Juliet Amaral	1992	Jody Smart	1993	Kevin Pacheco
1994	Sandy Ragsdale	1995	Aaron Amaral	1996	Julie Garcia
1997	Jason Gaitan	1998	Matt Archer	1999	Laina Teixeira
2000	Jesse Rodriguez	2001	Andrew Groppetti	2002	Jared Samarin
2003	Kelsey Gragnani	2004	Kristin Avenilis	2005	Kelly Haupt
2006	Many Porto	2007	Adrianna Souza	2008	Joseph Nazarovff
2009	Melina Temores	2010	Alex Corona	2011	Robby Helmuth II
2012	Yesenia Ramirez	2013	Courtney Carlton	2014	Luis Alcantar
2015	Ashley Dewitte				

Honorary Chapter Farmers

1950	Ed Steffen	1953	Arch Tyler	1956	Harold Martin and John Heintz
1957	Peter Wilt	1959	Wilfred Grinstead, Ed Smith and George Poplin		
1960	C.T. Wood and Albert Thompson	1961	Pete Moradian and Paul Vorrhees		
1962	Ellsworth Wolfe, Dale Anderson and John Allen				

1963 Joe Souza **1964** Mae Hansen and Joe Epperson **1965** Robert Arslanian
1966 George Samarin and Paul Dalzell **1967** Joe King
1968 Dorothy Van Hoosen and Harold Van Hoosen and Dale Wolfe
1969 Leroy Le Beuf, Leonard Perry and Irene Pederson
1974 Corky Lindsey, Naomi Samarin, Don Lowe, Eugene Nord
1975 Ray Foth, Albert Butkin and Al Marcucci
1976 Fay Lowe, Rose Porto and Evelyn Knowles
1977 John Carlson, Bob Hardy, Frank Mendes, Austin Radinoff, Bill Radinoff
1978 Dora Gomas, Johnnie Siliznoff, Willie Toste
1979 Lee Weppler, Vernon Dettman and Tom Couto
1980 Ralph Von Flue
1981 Phil Webber, Ray Daggs, Ken Bowles, Anita Siliznoff and Flora Bowles
1970 Lois Breckenridge, Herman Scheidt
1971 Irby Abercrombie, Albert Bopp Sr., Walter Perry, James Ragan
1972 Alex Buchnoff, Jim Buchnoff, Ray Anderson, Nacni Sellers
1982 Roy Bopp **1983** Robert Knowles, Clarence Kissinger, Pete Susoev
1984 Ken Samarin, Bob Hardy, Harold Lindsey and Joe Porto
1985 Dennis Wilt and Clarence Ylarrigui, Arlene Pacheco, Jerry Pacheco, Manuel Ponte
1986 Willi Hardy and Gail Royal

1987 J.V. Lefty Elliot, Paul A. Toste, DVM and Peter Sieperda, Gary Weathers

1988 Arlon Schubert **1989** Scott Foth **1990** Jim Couto and Alice Shuey

1991 Daniel R. Safreno and Rachelle Kellogg

1992 George Porter and Jack Zigler

1993 Frank Toste Jr., Tom and Millie Thomsen, Terri Blehm

1994 Robert and Pam Grace

1995 Steve and Barbara Schaad, Jerry and Barbara Schaad, Jennifer Pederson

1996 Gary and Debbie Coleman, Matt and Pat Abercrombie

1997 Bill and Pearl Podsakoff **1998** Tom and Betty Chaney

2002 Connie Teixeira **2003** Donna Foglio **2004** Brian Pacheco

2005 David and Kathleen Shamp

2006 Rusty and Nancy Gragnani and Heather Hennes

2007 Mike and Kathy Avinelis, Glean and Karen Foth

2008 Kim Tomasetti

2009 To Present

Javier and Anita Temores, Colleen Diltz, Robert Frausto, Mark Yep, Jim Volkoff,
Marvin Schafer, Joe and Wendy Porto

KERMAN CHAPTER FUTURE FARMERS OF AMERICA

CONSTITUTION

ARTICLE I- NAME AND PURPOSE

SECTION A:

The name of this organization shall be the Kerman Chapter of the National FFA Organization. Members are hereinafter referred to as "Future Farmers of America", and the letters FFA may be used to designate the chapter, its members, or activities thereof.

SECTION B:

The purposes of this chapter are as follows:

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of agricultural education in themselves, and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry 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 Kerman Chapter of the FFA is a chartered local unit of the California Association of the FFA, which is chartered by the National FFA Organization.

SECTION B:

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

ARTICLE III- MEMBERSHIP

SECTION A:

The membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; (3) Honorary, as defined by the National FFA constitution.

SECTION B:

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

SECTION C:

Honorary membership in this chapter shall be limited to 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. He/she attends local chapter meetings with reasonable regularity, as determined by the executive committee.
2. He/she shows an interest in and takes part in the affairs of the chapter.
3. He/she pays his/her dues regularly.

ARTICLE IV- EMBLEMS

SECTION A:

The emblem of the FFA shall be the emblem of the chapter.

SECTION B:

Emblems used by the members shall be designed by the National FFA organization.
Article V-Membership Degrees and privileges.

ARTICLE V- DEGREES

SECTION A:

There shall be four possible types of active membership in this chapter. These types are;
(1) The Greenhand FFA Degree; (2) The Chapter FFA Degree; (3) The State FFA Degree;
(4) The American FFA Degree. Each shall be entitled to wear the appropriate emblem
for the degree as set forth in the National Constitution.

SECTION B:

The minimum qualifications for election to each of the aforementioned degrees shall be
set forth in the National Constitution.

SECTION C:

Membership may be terminated by the executive committee or the advisor for conduct
contrary to established regulations or failure to maintain the requirements for active
membership. Termination of membership shall include forfeiture on any dues paid.

ARTICLE VI- OFFICERS

SECTION A:

The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. Additional officers may be elected if deemed necessary by the executive committee and advisors. The Advisor shall be the teacher of agricultural education at Kerman High School. Officers shall perform the usual duties of their respective offices.

SECTION B:

The chapter officers shall be elected by a majority vote of membership, by a secret ballot. The vote will be taken at the regular meeting in April or in the agricultural classroom at noon, the day after the regular meeting held in April.

SECTION C:

All candidates must hold the Chapter FFA Degree or qualify and receive the degree during their term of office. The candidate for president must have completed no less than two years of active membership.

SECTION D:

Only active members in good standing shall be entitled to a vote.

SECTION E:

The officers of the chapter together with Advisor(s) shall comprise the Chapter Executive Committee. The executive committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

ARTICLE VII- MEETINGS

SECTION A:

Regular chapter meetings shall be held once a month during the school year. Such meetings are to be held at a time and place as designated by the executive committee. Special meetings may be called at any time.

SECTION B:

Two delegates shall be chosen annually by the executive committee in the Fall to represent the chapter at the Fall Regional meeting, the Spring Regional meeting as well as the State Leadership Conference. Other delegates may be named to represent the chapter at various other meetings within the state as needed. Delegates will receive half of their State FFA Leadership Conference registration given they attend both regional meetings during their year of service.

SECTION C:

A quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action. For purposes of the Kernan FFA Chapter, a quorum will be defined as 35% + 1 of paid members listed on the secretary's role (but not less than 40 members).

ARTICLE VIII- DUES

SECTION A:

Local dues in this chapter shall be fixed annually by a majority vote of the active members or executive committee.

SECTION B:

Full local, state, and national dues shall be paid by all active members.

ARTICLE IX- AMENDMENTS

SECTION A

This constitution may be amended or changed at any regular chapter meeting by a 2/3 vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of a higher FFA organization.

SECTION B:

Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a 2/3 vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of higher FFA organization.

ARTICLE X- SCHEDULING OF ACTIVITIES

SECTION A:

No activity shall be scheduled without approval of an advisor(s).

ARTICLE XI- CONDUCT OF ACTIVITIES

SECTION A:

The current Kerman High School Student/Parent Handbook will be enforced at ALL FFA activities. In addition to these rules; the following infractions will be enforced:

Major:

1. Possession of anything that is disruptive or that is in any way potentially dangerous to anyone.
2. Students must show respect for other people and property.
3. They must obey all administrators, teachers, staff, and persons in authority at all times.

Minor:

1. Missing a meeting at a sectional, regional, or state convention.
2. Out of the official FFA uniform.

Violation to the current Kerman High School Student/Parent Handbook is a minor or major infraction and will be disciplined under its rules. If a major infraction occurs, the student, if an officer, must resign their office. If the student is not an officer, the case is referred to the executive committee.

ARTICLE XIII- ADVISORS

SECTION A:

In any event that there may be a discrepancy pertaining to any FFA and/or agricultural related activities, the decision shall be determined by the Chapter Advisor(s).

SECTION B:

Every article in this constitution is subject to final interpretation of the high school principal and/or associate principal.

ARTICLE XIV- CHAPTER OFFICERS

SECTION A:

The elected Chapter Officers of the Kerman Chapter of the FFA will all have some duties and responsibilities in common. The following are general duties expected of all officers:

1. A genuine desire to be part of a leadership team.
2. A willingness to accept responsibility.
3. A sincere desire to work with all chapter members in meeting their leadership, personal, and chapter goals.
4. A commitment to lead by example.
5. A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
6. A working knowledge of parliamentary procedure.
7. An ability to memorize their parts in the official ceremonies. There are specific duties and responsibilities that relate directly to each office.
8. Be enrolled in the Agricultural Leadership class.
9. Maintain a 2.5 GPA and must not at any time be included on the Ineligibility list.
10. Participate in at least three leadership activities per year.
11. Attend all regional and sectional meetings with fellow officers.
12. Attend at least one Leadership Officer Training conference per year.
13. Participate in at least two contests per year.
14. Help in recruiting of new FFA members.

SECTION B:

The President shall:

1. Preside over meetings according to acceptable rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio, non-voting member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the POA.
4. Represent the chapter in public relations and official functions.
5. Serve as the official representative of the chapter.
6. Prepare the agenda for each meeting and keep permanent record for those in the Presidents file.

SECTION C

The Vice President shall:

1. Assume all duties of the President if necessary.
2. Develop the POA and serve as an ex-officio, non-voting member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assess progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.

SECTION D:

The Secretary shall:

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each meeting.
3. Issue membership cards.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Keep the POA wall chart up to date.
7. Have on hand for each meeting:
 - a. FFA Chapter Books, Secretary, Treasurer & Program of Activities Workbook or the computer software.
 - b. Copy of the POA including all standing and special committees.
 - c. Official FFA Manual and the National FFA Student Handbook
 - d. Copy of the chapter constitution and bylaws.

8. Send out thank you notes and reminders of upcoming events and meetings to parents, students, and Ag support members with guidance from advisors.

SECTION E:

The Treasurer shall:

1. Receive, record and deposit FFA funds and issue receipts.
2. Present monthly treasurer reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain a neat and accurate FFA Chapter Handbook: Secretary, Treasurer & Program of Activities Workbook or the computer software.
5. Prepare and submit the membership roster and dues to the National FFA Organization through the state FFA association office in cooperation with the secretary.
6. Make responsible judgments in and with matters pertaining to the financial status of our chapter.
7. Keep an inventory of all chapter owned equipment.

SECTION F:

The Reporter shall:

1. Plan public information programs with local radio, television, newspaper and service clubs to make use of other opportunities to tell the FFA story.
2. Release news information to local and regional news media.
3. Publish a chapter newsletter.
4. Prepare and maintain a chapter scrapbook.
5. Send local stories to sectional, regional and state reporters.
6. Send articles and photographs to the FFA New Horizons and other national and regional publications.
7. Work with local media on radio and television appearances and FFA news.
8. Serve as the chapter photographer.
9. In charge of all slideshow presentations including FFA Members Annual Awards Banquet
10. Submit application for Star Reporter

SECTION G:

The Sentinel shall:

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Assist with special features and refreshments.

SECTION K:

The Advisor shall:

1. Supervise chapter activities year-round.
2. Inform prospective students and parents about the FFA.
3. Instruct students in leadership and personal development.
4. Build school and community support for the program.
5. Encourage involvement of all chapter members in activities.
6. Prepare students for involvement in career development events (CDEs) and leadership programs.

ARTICLE XV- IMPEACHMENT:

SECTION A:

An impeachment can be brought against an FFA officer by a 2/3 vote of the FFA Executive Committee present for dereliction of duty. The impeached officer shall have the right to present his/her case before the FFA Executive Committee, after which, the officer shall have the right to present his/her case before the chapter. It requires a 2/3 vote of the chapter membership present at the time of the vote to impeach an officer and dismiss him/her of their duty.

SECTION B:

Once a person resigns, relieved of his/her duties, or a vacancy occurs there may be an election held following the same procedures stated in Article XVI Section A to elect a person to take the vacant office, except in the case of the President. If it is the President, the Vice President shall automatically become the President.

SECTION C:

Any officer that is absent from one chapter meeting without notifying the president or the advisor 24 hours prior to the meeting is subject to recall by a majority of the paid membership present at the meeting during which the recall is presented. Recall for any other reason shall require a 2/3 majority of the paid membership present at the meeting during which the recall is presented.

ARTICLE XVI- MEMBERSHIP

Officer elections:

SECTION A:

Members seeking candidacy for the chapter office must meet the following qualifications:

1. An application packet must be submitted to the chapter advisors which is to be signed by the member's parent or guardian, Kerman High School Administrator, and chapter advisor indicating their approval and the support of the member's candidacy.
2. Application packet will include:
 - a. Officer contract covering the year of potential office.
 - b. Travel request for the year of service.
 - c. Officer application with ALL signatures present.
 - d. Copy of unofficial transcripts.
 - e. Resume
 - f. Two letters of recommendation; letters must be from a former or current teacher, no letters will be accepted from family members or KHS ag teachers.
 - g. Answers to two essay questions.
3. Interviews will be required for each officer candidate. Interview panel will include:
 - a. FFA advisor(s) with no more than two advisor casting a vote
 - b. Administrator
 - c. Ag advisory committee member
- d. Panelists-At-Large (could include a non-ag teacher, another administrator, etc.)
4. A scoring rubric will be used for the interview process (see Appendix A)
5. All interview panelists will have access to the candidates' Application Packet prior to that candidates' interview.
6. Panelists will slate two students for each office, including:
 - a. Pres/VP (student with the highest number of votes will be named President with the other student sliding to the Vice President)

- b. Secretary
- c. Treasurer
- d. Reporter

- 7. Whenever possible, no student will run unopposed.
- 8. Each candidate will present a speech to the membership at the regular chapter meeting where voting will take place.
- 9. The candidate must have good conduct and attendance records in accordance with the Kerman High School Student/Parent Handbook as evidence by a signature of a site administrator.
- 10. The candidate must not be included on the ineligibility list at any time (meaning while submitting an application or holding office) and maintain a GPA of 2.5 or higher.
- 11. Each candidate shall be enrolled in the Ag leadership class while in office, unless prior approval is received by the Ag Leadership teacher.
- 12. Each candidate must be in good standing with the chapter which includes having paid their membership dues for the current school year.

Adopted August 12, 1953

Amended May 11, 1964
Revised August 1994
Revised August 1995
Revised February 2003
Revised May 2005
Revised April 2008
Revised February 2009
Revised July 2011

Kerman High School FFA Leadership Point Award System

***** Top 20 Students Earn the Opportunity to Attend the Top 20 Trip*****

<u>Local Level</u>	<u>FFA Point</u>
Attend Chapter FFA mtg	30
Interview for Chapter/Greenhand officer	50
Receive Greenhand Degree	30
Receive Chapter Degree	100
Receive State Degree	200
Attend a committee mtg outside of class	20
Ag dept work	10/hr
Presentation to service group	25
Tri Tip ticket sales	5 pts/ticket
Chocolate covered fundraiser	5 pts/pound
Fresno Fair Ag Support Ticket sales	20 pts/book
<u>Sectional Level</u>	
Attend a sectional mtg/activity	40
Interviewed for sectional office	40
Serve as sectional officer	100
Attend Leadership Bootcamp	50
Attend Greenhand Conference	80
Receive sectional proficiency	100
<u>Regional Level</u>	
Attend regional mtg/activity	75
Interviewed for regional office	100
Serve as a regional officer	200
Regional gold proficiency	100
<u>State Level</u>	
Attend State Conference (full)	200
Attend State Conference (1-day)	50
Serve as a State Delegate	50
Receive State Recognition	100
Attend Made for Excellence/ Advanced Leadership Academy	100

	<u>FEA Point</u>
Member of a State Finals Team	50
Place as a team or individual	
1 st place	100
2 nd place	90
3 rd place	80
4 th place	70
5 th place	60
**Sub Contest	
1 st place	50
2 nd place	45
3 rd place	40
4 th place	35
5 th place	30
<u>National Level</u>	
Attend National Convention	500
Serve as a National Delegate	150
Receive National recognition	300
<u>Judging Teams</u>	
Participation at a contest	50
Place as a team or individual	
1 st place	50
2 nd place	40
3 rd place	30
4 th place	20
5 th place	10
**Sub contest	
1 st place	25
2 nd place	20
3 rd place	15
4 th place	10
5 th place	5
<u>Fairs and Shows</u>	
Participation with livestock	200
Showmanship	
1 st place	100
2 nd place	90
3 rd place	80
4 th place	70
5 th place	60

6 th place	50
7 th place	40
8 th place	30
9 th place	20
10 th place	10
Round Robin Winner	200

	<u>FFA Point</u>
Breed Champion/Res Champion	50 10
FFA Champion/FFA Res Champion	75
Supreme Champion/Res Supreme Champion	100

Non-Livestock Projects

Crop/Floral/O.H. entries	50 per student
--------------------------	----------------

Large project	100
Medium project	50
Small project	25

Feature booth	100
Landscape booth	100

Best of Show	100
Special Recognition	50

School and Community

Unpaid Community Service thru KFFA	10/hr
Honor Roll	50
Host a Kannami Student	50 (per student)
Participate w/ Kannami Summer Exchange	50
Kids' Day	50
Canned Food Drive/Toy Drive	2 pts/item

Other Activities

Participation in any activity not listed	25
Purchase FFA shirt	25
Purchase FFA sweatshirt	50
Purchase FFA jacket	100
Pay FFA dues	30

Kerman FFA 2014-2015 Calendar of Events

August

- 19 Ice Cream Social Meeting
- 27 Back to School Night

September

- 10 Chapter Meeting & Blackbeard's
- 13 Harvest Festival Parade

October

- 1-12 Fresno Fair
- 18 Lamb Feed
- 21 Halloween Meeting
- 22 Greenhand Conference
- 24 Homecoming Booth

November

- 5 Opening and Closing @ Tranquility
- 17 Chocolate Covered Almonds Fundraiser
- 18 FFA Fall Awards Night
- 30 Top 20 Trip
- 19 Sectional Opening and Closing @ Madera

December

- 6, 12, 13, 19, 20 Gift Wrapping Com. Service
- 9 Holiday Meeting

January

- 13 Chapter FFA Meeting- Flag Football

February

- 10 Valentine's Day Meeting
- 11 Farm Show
- 13 MFE/ ALA @ Visalia
- 21 Tri-Tip BBQ
- 22-28 FFA Week
- 25 Sectional Speaking Contest

March

- 13-14 Chico State Field Day
- 17 John's Incredible Meeting
- 21 Merced Field Day
- 27 Regional Speaking Contest
- 28 MJC Field Day

April

- 7 State Degree Banquet
- 11 Reedley Field Day
- 14 Chapter Meeting
- 18 Fresno State Field Day
- 18-21 State Conference

May

- 1-2 Cal Poly State Finals
- 5 Spring Banquet
- 19 Pool Party Meeting

Support
Material 9:
Recruitment
Program

9. Recruitment Program

At Kerman High School we do have one feeder school where our incoming students come from. The students at Kerman Middle School learn about the agriculture program through several different ways. The first opportunity is for the students to take the Intro to Agriculture Course at Kerman Middle School. Students can take this class as an elective course and it introduces them to animal science, horticulture, floral design, environmental science and some agriculture mechanics. The students go on field trips to local agriculture operations such as local dairies and farms. Several of the students at Kerman Middle School show livestock with the Kerman 4-H group. The second opportunity for incoming students is the Club/ Electives fair that is put on by Kerman High School. In the Spring about one week prior to when the incoming students do their balloting for their classes, two students from each "elective or club class" are sent to Kerman Middle School to promote their organization. We send two of our FFA Officers with recruitment materials to give to the incoming students. One of the items is a pathways handout showing what agriculture students can take for each of their 4 years in high school.

At Kerman High School we also have a incoming Freshman Parent's night. This night is where parents can learn about what the requirements are for graduation and what classes that a student should take to be college ready. Some of the general rules are presented by the administration and the student. parent handbooks are given out. The "elective" courses can set up a booth in the back of the Multi Purpose Room for parents to learn about what elective opportunities are available for their student after the meeting. The KHS Agriculture Department always has a large display with examples from floral design, animal science, FFA/leadership, agriculture mechanics and horticulture. All of the agriculture teachers are present, along with the FFA Officers, to answer any questions and to inform the parents about what the agriculture classes are like. This event typically has a pretty good turnout and is helpful for the agriculture department to get more students interested in taking an agriculture class, especially if they did not get a chance to take the Introduction to Agriculture Class. The handout that was provided at the Club/Electives fair is also given out at this event and I give out another handout specifically about the Floral Design and ROP Art and History of Floral Design Courses.

Kerman High School Suggested Ag Course Pathway

9th grade

Floral Design (voc ed or fine art graduation credit)
and/or
Intro to Ag Mechanics
and/or
Ag Earth Science (physical sci graduation credit/UC "g")

10th grade

Choice of:

- Ag Leadership
- Ag Biology (life sci graduation credit/UC "d")
- Floral Design (voc ed or fine art graduation credit)
- Adv. Ag Mechanics
- Ornamental Horticulture (UC "g" credit)
- Adv. Animal Science (UC "g" credit)

**11th and
12th grade**

Choice of:

- ROP Adv. Mechanics
 - CTE certificate option
- Adv. Animal Science (UC "g" credit)
- Ag Leadership
- ROP Floral Design (fine art & UC fine art)
 - CTE certificate option
- Ornamental Horticulture (UC "g" credit)
- Special Projects

**** Enrollment in any of these classes allows for you to be involved in any aspect of the Kerman FFA Chapter (Big Fresno Fair, off-campus trips, scholarships, awards, activities, etc.)**

QUESTIONS? Contact us!

Ag Mechanics program: Toby Sheehan	toby.sheehan@kermanusd.com	842-2500 x2575
Floral Design program: Elizabeth Basham	elizabeth.basham@kermanusd.com	842-2500 x2559
Animal Science: Codee Bontrager	codee.bontrager@kermanusd.com	842-2500 x2567
Plant Science/Ag Leadership: Cory Molloy	cory.molloy@kermanusd.com	842-2500 x2566
Livestock projects: Mr. Sheehan (pigs) or Mrs. Bontrager (lambs)		

Kerman High School Floral Design Program

At Kerman High School you can take floral design to meet your fine arts requirements and to begin your journey to explore floral design. In floral design you will:

Floral Design (9th- 12th grades) (fine art graduation requirement)

- Do many hands on activities
- Learn how to make a variety of floral arrangements
- Develop your hands on skills
- Have fun!

At Kerman High School you can continue to grow your floral design skills, complete a CTE certificate and get UC fine art credit by:

ROP Floral Design (prerequisite- floral design) (11th-12th grades)

- Further developing your floral design skills
- Learning new and advanced techniques
- Completing projects for the community and events
- Working with the local florist
- Participating in hands on projects
- Fulfilling the fine art graduation requirement
- Having even more fun
- Career Skills Challenge

Both of the classes are part of the Agriculture Department/ FFA which means you will get the opportunity to do:

- Floriculture Judging team
- Leadership activities
- School trips
- Fair
- Student projects (SAE) for hands on experiences

Support
Material 10:
FFA Chapter
Scrapbook

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OVERALL	

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LEADERSHIP

Support
Material 11:
Summer
Activities
Calendar

June 2015

Sun	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
				KHS Gradua- tion Last Day of School	Staff Inservice	
7	8	9	10	11	12	13
		Set Up Class- room	Set Up Class- room			Cal Poly Gradua- tion
14	15	16	17	18	19	20
	Purchase Market Goats	Plant Pumpkins		Live- stock practice		
21	22	23	24	25	26	27
CATA	CATA	CATA	CATA	CATA	CATA	
28	29	30				
	Pumpkin Project Meeting	Live- stock practice

July 2015

SUN	MON	TUE	WED	THU	FRI	SAT
			1 Pumpkin Project	2	3	4 Fourth of July Celebra- tion
5	6	7 Live- stock Practice	8 Pumpkin Project	9 Live- stock Practice	10	11
12	13	14 Live- stock Practice	15 Pumpkin Project	16 Live- stock Practice	17 Green- house and Floral Project Meeting	18
19	20	21 Live- stock Practice	22 Pumpkin Project	23 Live- stock Practice	24	25
26	27	28 Live- stock Practice	29 Pumpkin Project	30 Live- stock Practice	31

August 2015

SUN MON TUE WED THU FRI SAT

1

2 3 4 5 6 7 8

Officer
Retreat
Livestock
Practice
Pumpkin
Project
Curricu-
lum De-
velopment
Livestock
Practice
Curricu-
lum De-
velopment
Livestock
Practice

9 10 11 12 13 14 15

Staff In-
service
Livestock
Practice
Staff In-
service
School
Pumpkin
Project
Back to
School
Pumpkin
Project
Livestock
Practice
Livestock
Practice
Regional
Boot
Camp
Regional
Boot
Camp

16 17 18 19 20 21 22

Livestock
Practice
Livestock
Practice
Pumpkin
Project
Livestock
Practice
Livestock
Practice

23 24 25 26 27 28 29

Livestock
Practice
Livestock
Practice
Pumpkin
Project
Livestock
Practice
Livestock
Practice

30 31

Support
Material 12:
Graduate
Follow Up
Survey

Kerman High School Agriculture Department Graduate Follow Up

How many years were you active in the KHS FFA Program?

- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years

What pathway in the KHS Agriculture Department did you work on?

- ☐ Ornamental Horticulture/ Floriculture
- ☐ Agriculture Mechanics
- ☐ Agriscience/ Animal Science
- ☐ Other:

What are you currently doing?

- ☐ 2 year college
- ☐ 4 year college
- ☐ Trade School
- ☐ Work
- ☐ Other:

Are you doing work related to agriculture? If so what?

What do you feel was beneficial that you learned while in the agriculture program at KHS?

How could KHS improve its agriculture program?

Would you like to take part as a KHS Agriculture Alumni in the Alumni Group?

- ☐ Yes
- ☐ No
- ☐ Maybe

Were there any activities that you would have like to participated in, but you were not informed of? Any that could have been added?

Example: Judging teams, Public Speaking Events, SAE Opportunities

Would you like to provide your contact information for further communication

with the KHS Agriculture Department?

Submit

Never submit passwords through Google Forms.

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Support
Material 13:
Graduate
Follow Up
Survey Results

Support Material 13: Graduate Follow Up Survey Results

At Kerman High School there has been no Graduate Follow up Surveys sent out for a few years. The school unfortunately hasn't had a focus on creating a new Graduate Follow up Survey. I have created a new document that is on a Google Form so that we can hopefully get more student results about our program. We do not have any returned data for this year, so I am working to ensure that this survey gets sent out to our graduating seniors for the Class of 2015. So that we can get an accurate account of how effective our program has been for the students.

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

Graduate Follow-up Report
Filing Year=2014

CA0117 Kerman
Kerman HS
205 S. First St.
Kerman, CA 93630

Printed: 11/28/2014 3:36:40 PM

Total Seniors (Year=2013):	66
Total Seniors having completed 3 or more years of Ag Instruction:	21
Program Completer Status	
Two Year College Ag Major	2
Two Year College Non-Ag Major	11
Four Year College Ag Major	3
Four Year College Non-Ag Major	4
Location or Position Unknown	1

Site developed and maintained by the California FFA Association.

Support
Material 14:
Comprehensive
Program Plan

14. KHS Agriculture Department Comprehensive Program Plan

For my AGED 539 Project I worked to create an updated Comprehensive Program Plan for the Kerman High School Agriculture Department. Please see the section in the back of the binder labeled: AGED 539 Project for the newly updated Comprehensive Program Plan.

Support
Material 15:
Advisory
Committee
Meeting
Agendas

Meeting of the KHS Ag Advisory Committee Agenda
Wednesday, October 15, 2014 3:30 PM
KHS Ag Dept

1.0 Call to Order: PM

2.0 Roll Call –

Marvin Schafer, Chairman, Schafer Farms	Cory Molloy, ag instructor/dept chair
Nancy Gragnani, Sec/Treas	Toby Sheehan, ag instructor
Eric Groppetti, farmer	Codee Bontrager, ag instructor
Chad Garewal, North Pacific Seed	Elizabeth Basham, ag instructor
Susan Kissinger, Kerman Floral	Jim Volkoff, KHS Principal
Tammy Barrett, parent	

3.0 Regular Business

- 3.1 Approval of Minutes from Previous Meeting –
- 3.2 Additions to Agenda –
- 3.3 Approval of Agenda –

4.0 Department Business

- ✓4.1 Fair results
- ✓4.2 Tri Tip sponsorship drive
- ✓4.3 Coming Events
- 4.4 Incentive Grant Review
- 4.5 Department needs
 - 4.5.1 Greenhouse consult
- ✓4.7 Portable classroom placement

5.0 Adjournment - PM

Support
Material 16:
Advisory
Committee
Meeting
Minutes

Meeting of the KHS Ag Advisory Committee **Minutes**
 Wednesday, October 15, 2014 3:30 PM
 KHS Ag Dept

1.0 Call to Order: 3:32 PM

2.0 Roll Call –

☒ Marvin Schafer, Chairman, Schafer Farms	☒ Cory Molloy, ag instructor/dept chair
☒ Nancy Gragnani, Sec/Treas	☒ Toby Sheehan, ag instructor
☒ Eric Groppetti, farmer	Codee Bontrager, ag instructor
Chad Garewal, North Pacific Seed	☒ Elizabeth Basham, ag instructor
☒ Susan Kissinger, Kerman Floral	Jim Volkoff, KHS Principal
☒ Tammy Barrett, parent	

Guests: Robert Frausto, KUSD Superintendent
 Kraig Magnussen, KUSD Asst. Superintendent, CBO

3.0 Regular Business

- 3.1 Approval of Minutes from Previous Meeting – Toby, Tammy (unanimous)
- 3.2 Additions to Agenda – none
- 3.3 Approval of Agenda – Nancy, Tammy (unanimous)

4.0 Department Business

- 4.1 Fair results Advisors reported successes
- 4.2 Tri Tip sponsorship drive
 - 4.2.1 Marvin discussed the goal of the Alumni group that they secure 30 sponsors at \$200 each and asked the committee to participate in this endeavor
 - 4.2.2 Sponsors would receive company name placement, 4 tri tip dinner tickets, as well as thank you notes and public acknowledgement from the chapter
 - 4.2.3 It was suggested that pictures were taken with uniformed students and the donors to be used for PR
- 4.3 Coming Events Chapter calendar was shared with the committee
- 4.4 Incentive Grant Review
 - 4.4.1 California State Incentive Grant Program Checklist was reviewed with the committee with special notes made regarding needed waiver for areas 1H, 3A, and 3C
 - 4.4.2 Criteria 12 was introduced and discussed as a future, long-term goal but it was decided that it was not a feasible venture at this time
- 4.5 Department needs

4.5.1 **Greenhouse consult** It was suggested to contact Riverside Nursery, Monrovia, the Fresno County Cooperative Extension, Farm Bureau and/or the Master Gardeners for help with the greenhouse.

4.6 **Portable classroom placement**

4.6.1 Mr. Frausto and Mr. Magnussen present a district need to place 5 temporary, portable classrooms in the pasture on the ag farm in order to accommodate the rapidly growing population at the high school.

4.6.2 It was estimated that these portables will stay on the farm for 3-5 years, until the new building near the front of the school is built.

4.6.3 Use of these classrooms and what classes as located there will be at the discretion of the site administration.

4.6.4 Mrs. Molloy made the motion to approve the districts need to place the portables on the farm on a temporary basis; Nancy Gragnani seconded

4.6.5 Further discussion was had asking if there was an alternative site. The answer was "no" but that the district did not want to utilize this land for any longer than absolutely necessary.

4.6.6 Motion carried (8-0)

5.0 **Adjournment – 4:45 PM** Cory, Elizabeth (unanimous)

Support
Material 17:
Advisory
Committee
Constitution &
By-Laws

Functions and Duties of the Agriculture Advisory Committee

1. Assist in the development and continuation of the agriculture department.
2. Provide SAE internship/ work experience locations and assist in finding new locations to provide students with valuable hands on experiences.
3. Provide guidance to the agriculture teachers in curriculum development to keep the content applicable to the changing agriculture industry needs.
4. Promote the agriculture program for the community and for incoming students.
5. Support the agriculture program at the district, state and national levels.
6. Help in the evaluation of the effectiveness of the agriculture program and provide ideas of methods for improvement.
7. Assist in gaining support for the organization's legislation.
8. Help the agriculture teachers with finding industry support for the agriculture program in the form of guest speakers, judges for contests, coaches for judging teams and resources for SAE project assistance.
9. Help to gain sponsors for the Tri Tip Dinner and for the awards/ scholarships, supplies and equipment that are necessary for the function of the FFA program.
10. Connect the agriculture department with other organizations in the community to support the growth of agriculture.
11. Provide guidance for determining the skills necessary to enter the agriculture industry so that they can be integrated in the curriculum within the agriculture department.
12. Provide resources to develop supplies for agriculture literacy and preparation of the public speaking competitors.
13. Serve as speakers at community events and organizations to inform the public of the relationship between the school and industry.
14. Assist in developing the 5- year supply acquisition list and provide information on the standards of the suggested equipment.

Agriculture Advisory Committee By-Laws

- I. Committee Operation
 - A. Meetings will be held at a time that coordinates with the committee's schedules and availability.
 - B. At least two meetings will be held each school year. One meeting will be in the Fall and the other meeting will be in the Spring. The exact number of meetings will be determined by the needs of the Kerman High School Agriculture Department.
 - C. An agenda will be created prior to the meeting date and it will be sent out to each of the committee members and agriculture teachers to be reviewed prior to the meeting.
 - D. Meeting sessions will be limited to 1.5 hours.
 - E. Parliamentary procedure will be utilized throughout the meetings and particularly when a decision is to be recorded.
 - F. A quorum will consist of a simple majority of appointed members.
 - G. Meeting minutes will be recorded for each meeting. They will be distributed to each member and the appropriate school officials.
- II. Subcommittees
 - A. Subcommittees may form as needed for special concerns such as and not limited to: Tri Tip, Sponsorships, Leadership (FFA), SAE and curriculum development.
 - B. Subcommittees can be of any size with at least two members.
 - C. Subcommittees will elect their own chairs.
 - D. Subcommittees will keep their own minutes and report back to the main agriculture advisory committee.
- III. Officers
 - A. Officers will be elected by simple majority. Officers shall serve a three year term and may be re-elected following a one-year lapse between terms.
 - B. Officers will include a chair, vice chair and a secretary.
- IV. Member Responsibilities
 - A. Each member is expected to attend meetings and to participate in committee activities.
 - B. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.

Charter for the Kerman High School Agriculture Advisory Committee

I. The committee will be called the Kerman High School Agriculture Advisory Committee. It is authorized by the Kerman High School Agriculture Department and will serve at the pleasure of the governing body.

II. Purposes

The Committee is created for the purpose of working with the Kerman High School Agriculture Program and shall limit its activities to advising on matters that directly concern the instructional program. The specific purpose of the Committee includes the following responsibilities:

- Assist in placing students at employment sites
- Determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations in the community
- 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 agricultural personnel

III. Relationship of Committee to Educational Governing Board

It is the role and sole prerogative of the Board to enact policy. The advisory committee is expected to offer recommendations for instructional programs and to provide information relevant to policy about the instructional program to the administration and instructors.

IV. Membership

Composition: The advisory committee shall consist of at least 3 members. Members will be selected and appointed by the Board. Committee members will constitute a cross-section of the employment community, with special emphasis on private sector employees and employers. Moreover, at least 60 percent of the committee membership should be employees in the target jobs or supervisors of such employees. Membership

shall include representation of minority and target groups whose interests must be served in vocational education.

Term: A term of membership shall last for three years, with one-third of the membership appointed each year. Terms are renewable. Terms will begin on August 1 each year.

V. Organizational Structure

Officers: The committee shall select a chair, vice chair, and secretary who are elected for one- year terms by the membership. Elections will be held at the first meeting of the new membership year.

VI. Procedural Rules

By-Laws: The committee will draft and adopt a set of written by-laws at the organizational meeting of the committee. The by-laws govern committee operation. By-laws require a two-thirds vote for adoption or change.

Meetings: The committee will meet at least two times per year. Written notices of upcoming meetings will be mailed to members at least 10 days before a meeting.

Minutes: Minutes of each meeting will be kept. Copies will be mailed to the board, local administrator(s), instructors, and committee membership within two weeks after a meeting.

Recommendations and Reports: Committee recommendations and reports will be submitted in writing to the board. Documents will include both suggested action and justification for suggestions. The board will respond/ react to such recommendations/ reports in writing.

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.

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.

Agricultural Education

Advisory Committee

Manual

Agricultural Education
High School Leadership Division
California Department of Education

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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district.
Members:
 - 2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
 - 2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
 - 2.4.3 Should exhibit substantial interest in the agriculture program.
 - 2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.

- 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
- 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
- 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
- 2.4.8 Should include representatives of the service areas of agriculture.
- 2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.
- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

- 4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
- 4.2 The letter should:
 - 4.2.1 Indicate that the Ag teacher is supportive.
 - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 4.2.3 Include a request that the member indicate whether he or she will accept.
 - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. Number of meetings

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.
- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members

- 3.1 Three-year terms are recommended.
- 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
- 3.3 Individual preferences in length of service need to be considered.
- 3.4 Limitation should be placed on reappointments.
- 3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
- 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.5 The meeting place should provide a conference table in a quiet environment.
- 4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
 - 5.3.1 This would be self perpetuating.
 - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
 - 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
 - 7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

**WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND
BE OF SERVICE TO YOUR SCHOOL.**

Support
Material 18:
Proficiency
Standards

18. PROFICIENCY STANDARDS

Students are to be graded on their ability to perform different tasks relating to instruction received in the Agricultural program.

Rating Scale:

- 4 - Competent, needs no supervision
- 3 - Moderate competence, needs minimal supervision
- 2 - Limited competence, needs regular supervision
- 1 - Not competent, needs constant supervision
- 0 - Not taught

WORK ATTITUDES:

1. Student is mature and reliable
2. Exhibits good attendance and punctuality.
3. Shows a positive attitude.
4. Shows flexibility when working with other students.
5. Demonstrates the ability to communicate.
6. Works quickly and efficiently.
7. Shows leadership potential.
8. .Looked upon by their peers with respect.
9. Submits work that is neat and accurate.
10. Knows and exhibits proper work behavior.
11. Dress appropriately for work.
12. Shows the desire to learn and improve.
13. Accepts constructive criticism.
14. Follows directions well.
15. Is able to adapt to new situations.
16. Works well under pressure.
17. Shows good judgment.
18. Respects authority.
19. Has a good sense of humor.

4/15/2015

Fresno ROPNET
STUDENT DATA/ATTENDANCE SYSTEM

Fresno ROP Student Data/Attendance System

Tobin: FY 2015

Update Account

Logout

XOP Options

Teacher Home

Email Help

Resources on the Web

Contacts

100 Series - District/State Reports

200 Series - Enrollment Reports

300 Series - Attendance Reports

500 Series - Miscellaneous Reports

2015 01030800-Y03 Ag Welding & Fabrication - Tig
Period 3, 4

Course Competency Awards

Done

#Awarded	Section Competency
00	Occupational and Academic Competencies (core): The listed competencies indicate the student has met the minimum required level of industry standards and/or teacher-developed standards and academic standards.
01	
0	A Student has good safety habits and uses good judgment
0	B Can accurately read and use a measuring tape
0	C Can make simple sketches and read basic blueprints
0	D Can use measuring tools and understands squareness
0	E Can layout, plan, and cut materials efficiently
0	F Can complete an accurate bill of materials
02	
0	A Can arc weld-using 6010, 7018, in the vertical position
0	B Can arc weld-using 6010, 7018 in the overhead position
0	C Can arc weld-using 7024 in the flat position
0	D Can use any of the above electrodes to make butt, corner, lap, and fillet, edge welds
03	
0	A Can use plasma arc cutting process
0	B Can use the cutting torch to make accurate cuts
0	C Can use the oxy-fuel torch to cut saddles in pipes
04	
0	A Can use the TIG process for aluminum welding in flat position
0	B Can use the TIG process for stainless steel welding in flat position
05	
0	A Can use the MIG process for mild steel in the flat position
0	B Can use the MIG process for out of position welds on mild steel
0	C Can use the MIG process for Aluminum welding in the flat position
0	D Can use the MIG process for Stainless steel welding in the flat position
0	E Can properly set up and use the MIG machine for spray arc transfer
06	
0	A Can operate an ironworker to cut flat stock
0	B Can operate an ironworker to notch angle iron
0	C Can operate an ironworker to punch steel
0	D Can operate an ironworker to cut angle iron
0	E Can use a horizontal band saw to cut straight pieces
0	F Can use a horizontal band saw to cut materials at various angles
0	G Can properly sling objects and move them with an overhead crane
07	
0	A Can operate a cold cutting saw
0	B Can operate an abrasive cut-off saw
0	C Can operate a drill press
0	D Can use power hand tools safely and effectively
0	E Can use box and pan break to bend projects
0	F Can use pneumatic shear to cut sheet metal
08	
0	A Can identify metal by there physical appearance
0	B Can control distortion in welding
0	C Can change lenses and head gear on a welding hood
0	D Can change blades on a band saw

ROP Options

Teacher Home

Email Help

Resources on the Web

Contacts

100 Series - District/Site Reports

200 Series - Enrollment Reports

300 Series - Attendance Reports

500 Series - Miscellaneous Reports

2015 04050600-C05 Art & History of Floral Design
Period 5, 6

Course Competency Awards ?

Done

#Awarded	Section Competency
00	Occupational and Academic Competencies (core): The listed competencies indicate the student has met the minimum required level of industry standards and/or teacher-developed standards and academic standards.
01	
11	A Identify #40, 9, 3 and 1-1/2 size ribbon
10	B Make bows with #40, 9, and 3 ribbon acceptable to instructor
9	C Proper use of number 18, 22, and 26 gauge wire
0	D Properly clean flowers to the satisfaction of instructor
0	E Identify 9 of the basic foliage greens and filler
0	F Identify twenty of the basic flowers used in flower arrangements
0	G Identify ten of the basic plants sold in flower shops
0	H Make corsages with a variety of flowers to the satisfaction of instructor
0	I Make bud vases, round, symmetrical and asymmetrical arrangements
10	J Decorate potted plants to the satisfaction of instructor
0	K Demonstrates floral design principles
10	L Has completed a learning packet on safety in the flower shop
0	M Demonstrates proper sales techniques
0	N Demonstrates appropriate telephone techniques
0	O Demonstrates knowledge in receiving orders
0	P Understands color harmony in floral, interior and exterior landscape design
0	Q Trained in material selection and design mechanics for arranging cut flowers
11	R Follows directions well
11	S Shows creativity
0	T Good classroom attendance
J	Work Attitudes
J1	Student:
9	A is able to prepare a resume
0	B is able to accurately fill out a job application
0	C is prepared for a job interview
0	D completes tasks on time
0	E works well in a team and participates effectively
0	F exhibits good judgment
0	G effectively utilizes technology relevant to the course
0	H is able to recognize and solve problems
0	I produces quality work
J2	Academic Application
0	A Effectively demonstrates English language arts skills as integrated into the specific course content (speaking, listening, reading and writing)
0	B Able to apply mathematical skills as integrated into the specific course content
0	C Able to apply science concepts and skills as integrated into the specific course content
11	D Understands and applies social science concepts as integrated into the specific course content (economics, political science, history, government)
0	E Effectively demonstrates visual and performing arts skills and concepts as integrated into the specific course content

Support
Material 19:
Teaching
Credentials

Agency User Search

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

Last Name: BASHAM **Last Known County of Employment:** STANISLAUS COUNTY OFFICE OF EDUCATION **Note:** Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

First Name: ELIZABETH **Adverse and Commission Actions Indicator:**

Middle Name: ANN

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	
> 140026663	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/31/2014	2/1/2019				
> 140026664	Single Subject Teaching Credential	Preliminary	Valid	1/31/2014	2/1/2019				
> 120060612	Certificate of Clearance		Valid	4/4/2012	5/1/2017				

Authorization/Subjects

1 - 1 of 1				
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
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	MA3

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	
Renewal Code	Renewal 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	
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Support
Material 20:
Calendar of
Activities

Kerman FFA 2014-2015 Calendar of Events

August

- 19** Ice Cream Social Meeting
- 27** Back to School Night

September

- 10** Chapter Meeting & Blackbeard's
- 13** Harvest Festival Parade

October

- 1-12** Fresno Fair
- 18** Lamb Feed
- 21** Halloween Meeting
- 22** Greenhand Conference
- 24** Homecoming Booth

November

- 5** Opening and Closing @ Tranquility
- 17** Chocolate Covered Almonds Fundraiser
- 18** FFA Fall Awards Night
- 30** Top 20 Trip
- 19** Sectional Opening and Closing @ Madera

December

- 6, 12, 13, 19, 20** Gift Wrapping Com. Service
- 9** Holiday Meeting

January

- 13** Chapter FFA Meeting- Flag Football

February

- 10** Valentine's Day Meeting
- 11** Farm Show
- 13** MFE/ ALA @ Visalia
- 21** Tri-Tip BBQ
- 22-28** FFA Week
- 25** Sectional Speaking Contest

March

- 13-14** Chico State Field Day
- 17** John's Incredible Meeting
- 21** Merced Field Day
- 27** Regional Speaking Contest
- 28** MJC Field Day

April

- 7** State Degree Banquet
- 11** Reedley Field Day
- 14** Chapter Meeting
- 18** Fresno State Field Day
- 18-21** State Conference

May

- 1-2** Cal Poly State Finals
- 5** Spring Banquet
- 19** Pool Party Meeting

Support
Material 21:
Professional
Growth &
Development

21. Expected Professional Growth and Development Activities

- BTSA Program Meetings and Professional Development
- August 11th- KUSD Inservice Day
- August 11th- ROP Teachers Meeting
- November 13th- Enochs Floral Teacher Conference/ROP Advisory Committee
- November 14th- CATA Regional Meeting and Road Show
- November 19th-20th- New Professionals Conference
- February 18th- Career Skills Challenge Planning Meeting for ROP
- February 28th- Spring Regional Meeting
- KUSD Google Training (2 Days)
- Wednesdays Throughout School Year- Department PLCs
- June 21- 26 - CATA Conference and Agriskills
- April 15 - ROP Advisor's Night

Support
Material 22:
R-2 Report

R2 Teacher Information Kerman HS, Kerman Year: 2014

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Basham	Elizabeth		Female	White	1	Agriculture Specialist				0	Y
Molloy	Cory	M	Female	White	15	Agriculture Specialist					Y
Sheehan	Tobin		Male	White	15	Agriculture Specialist				0	Y
Bontrager	Codee		Female	White	3	Agriculture Specialist				0	Y

Basham, Elizabeth						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0800	prep	0	Prep	
1	2	0855	Intro to Floral Design	23	O.H./Floral	
1	3	1010	Intro to Floral Design	25	O.H./Floral	
1	4	1105	Intro to Floral Design	28	O.H./Floral	
1	5	1235	ROP Floral Design	8	O.H./Floral	
1	6	1330	ROP Floral Design	8	O.H./Floral	
1	7	1430	SAE	0	SAE	

Bontrager, Codee				
Schedule	Period	Beginning Time	Course Title	Type
1	1	0800	Ag Earth Science	Agriscience I
1	2	0855	prep	Prep
1	3	1010	Ag Earth Science	Agriscience I
1	4	1105	Ag Earth Science	Agriscience I
1	5	1235	Adv Animal Science	Animal Science
1	6	1330	Ag Earth Science	Agriscience I
1	7	1430	SAE	SAE

Molloy, Cory				
Schedule	Period	Beginning Time	Course Title	Type
1	1	0800	prep	Prep
1	2	0855	Ag Biology	Ag Biology
1	3	1010	Ag Biology	Ag Biology
1	4	1105	Ag Leadership	Ag Bus Mgt
1	5	1235	Ornamental Horticulture	O.H./Floral
1	6	1330	SAE	SAE
1	7	1430	Ag Biology	Ag Biology

Sheehan, Tobin				
Schedule	Period	Beginning Time	Course Title	Type
1	1	0800	Intro to Ag Mechanics	Ag Mechanics
1	2	0855	Advanced Ag Mechanics	Ag Mechanics
1	3	1010	ROP Welding and Fabricatio	Ag Mechanics
1	4	1105	ROP Welding and Fabricatio	Ag Mechanics
1	5	1235	Intro to Ag Mechanics	Ag Mechanics
1	6	1330	prep	Prep
1	7	1430	SAE	SAE

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

**Kerman HS
R2 Student Report
Year:2014**

Gender

Schnum	ProgName	Male	Female
164	Ag Mech.	3	0
164	Agriscience	153	204
164	O.H.	0	1

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Mech.	3	0
Agriscience	272	85
O.H.	1	0

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Mech.	0	0	0	0	0	0	3
Agriscience	118	2	0	0	0	0	228
O.H.	0	0	0	0	0	0	1

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	133	49	30	20	0	0	0	0	232
2	0	59	6	10	1	0	0	0	76
3	0	0	20	4	1	1	0	0	26
4	0	0	0	13	4	0	0	0	17
5	0	0	0	0	7	0	0	0	7
6	0	0	0	0	0	2	0	0	2
7	0	0	0	0	0	0	1	0	1
Total	133	108	56	47	13	3	1	0	361
Total 9-12									344

Freshman Persistence:

Cohort Year: 2011-2012

Years in Ag Completed	Count	Percent
1	73	63%
2	24	21%
3	4	3%
4	14	12%
Freshman Cohort Students	115	
Average Years Completed	1.6	

Support
Material 23:
Travel Request

KERMAN UNIFIED SCHOOL DISTRICT
STAFF CONFERENCE REQUEST

DATE 08/12/14

REQUESTED BY Elizabeth Basham SITE KHS

CONFERENCE Annual ROP Fresno Conference

LOCATION Clovis, CA CONFERENCE DATE(S) September 17, 2014

LEAVE: Date 09/17/14 Time 7:00am RETURN: Date 09/17/14 Time 3:30pm

** Vehicle must not be picked up prior to leave date and time and must be returned by return date and time when using a District vehicle.

TRANSPORTATION: Own Vehicle ☒ Public Transportation ☐ District Vehicle ☐

** Staff members are not eligible for a mileage reimbursement unless a District vehicle has been requested and is not available or the member has been directed by the Superintendent/designee to use their personal vehicle.

RIDING WITH: _____

To be completed by District Office: Vehicle applicant to use: _____

EXPENDITURES (Estimate): Funding Code: 0100 - 7100 - 0 - 7110 - 1000 - 110001 - 000 - 1000

A. Substitute Pay \$ 110 Number of days substitute is needed 1

B. Registration \$ 0 Purchase order accepted for billing? Yes ☐ No ☐ PO # _____

C. Transportation \$ 0 Public tran. PO accepted for billing? Yes ☐ No ☐ PO # _____

D. Lodging \$ 0 Purchase order accepted for billing? Yes ☐ No ☐ PO # _____

Hotel _____ Conf. # _____

E. Meals \$ 0 Per Diem PO # _____

F. Lodging & Meals \$ 0 Per Diem PO # _____

G. Other Expenses \$ _____ Explain _____

TOTAL \$ 110 Attach all supplementary materials pertaining to this request.

ADVANCE PAYMENT: (BUSINESS SERVICES OFFICE will need approved Staff Conference Request form at least 15 working days prior to registration deadline in order to process advance payment.)

Total advance requested \$ _____ PO # (s) _____

Applicant's Signature E. Basham Date 08/12/14

Principal/Supervisor's Initials: Approved 9/ Not Approved _____ Date 8/20/14

Committee Initials (if applicable): Approved _____ Not Approved _____ Date _____

Superintendent/Designee Initials: Approved 4 Not Approved _____ Date 8-21-14

Comments: _____

To be completed on goldenrod copy upon return or cancellation:

REIMBURSEMENT/VERIFICATION OF ATTENDANCE

Receipts are REQUIRED to validate advance payments and/or to justify claims for reimbursement. Refer to the Certificated and Classified Staff Handbooks, AR 3350, for guidelines regarding reimbursement and expenditures.

☐ Mark here if you did not attend. Indicate reason: _____

I hereby certify that the above expenses were actual and necessary, and were incurred in the performance of my official duty.

Signature of employee after attendance: E. Basham

White - District Yellow - Finance Pink - Applicant/Site Goldenrod - Attendance Verification to DO From Employee

KERMAN UNIFIED SCHOOL DISTRICT
STUDENT ACTIVITY/FIELD TRIP REQUEST

C: 1-8-15
Applicant
Dally

Attach all supplementary materials
pertaining to this request.

Date 12/17/14

Requested by Elizabeth Basham Sponsoring Site/Group KHS Ag. Dept.

Student Activity/Field Trip Nor Cal Spring Trade Show To Expo Hall, San Mateo, CA

Leaving: Date 2/12/15 Time 6am Expenditures (estimate):

Transportation \$90-gas

Lodging \$

Meals \$

Other expenses \$

Returning: Date 2/12/15 Time 5pm

Number of days substitute will be needed 1 Projected Total Cost(s) \$200

Charges to individual students 0 Source of funding AIG

Estimated miles (round-trip) 360 miles

Responsible Employees(s) Elizabeth Basham

Other Chaperone(s) ~~Ally~~ Cory Molloy

How were students selected (if limited) Horticulture students and ROP Floral Design Students

Number of students 9 Cafeteria lunches needed? Yes No

Transportation (car, district bus, chartered bus, etc.) Ag. Vehicle, van

THIS APPLICATION SHALL BE MADE TO THE PRINCIPAL AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

If reimbursement is claimed, immediately following return from activity, the applicant shall submit an itemized expense account and covering receipts to the Business Services Office.

Principal's Recommendation: Approved Not Approved Date 12/13/14

Comments:

Superintendent's Designee's Recommendation:

Approved Not Approved Date 1-7-15

Transportation/Labor Costs:

_____ times _____ equals _____ @ _____ equals _____
Number of buses opening odometer total miles rate sub-total

Signature of Transportation Supervisor _____

Copies: White-District Green-Applicant Yellow-Transportation
Pink-Food Services Goldenrod-File

Support
Material 24:
CATA
Membership
Card

CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Elizabeth Basham

SERVING AGRICULTURE BY TEACHING
2014/2015 ACTIVE MEMBER

Support
Material 25:
Report to
Administration

April 20, 2015

Mrs. Sellick,

I wanted to let you know of the great information that I learned about at the ROP Advisory Meeting on April 15, 2015. At this conference I was able to interact with my peers in Floral Design and Ornamental Horticulture throughout the Fresno County Area. I was able to share my valuable experiences of the Nor Cal Spring Trade Show in February where I was able to interact with various industry leaders. I shared the information from the California Flower Growers Association on how they are creating a certification program that students can take part in.

I learned from other Advisors about the needs for skilled students entering the workforce. They shared similar ideas about needing professional students that are prepared for interviews. We discussed the need of continuing to do portfolios in the ROP courses and how they truly do prepare students for entering the Floriculture/ Horticulture fields. I brought along my Advisor, Susan Kissinger from Kerman Floral and Gifts. She shared the success of our Community Classroom program that we have started this year. This inspired the other teachers to follow in our footsteps. I learned valuable information that I look forward to utilizing in my classroom. Thank you for your support.

Elizabeth Basham

Agriculture Teacher

Kerman High School

Support
Material 26:
Five Year
Acquisition List

Five Year Facility and Equipment Acquisition Schedule

2014-2015

School Farm Improvements

- Construct New Pasture Area
- Recondition Greenhouse and Floral Lab Facilities

Buy Small Bumper-pull Livestock Trailer

2015-2016

New Floral Textbooks

Additional Science Lab Equipment

Continue Greenhouse and Floral Lab Update

Add/Offer Upper Level Course(s)

- Ag. Sales and Service
- Adv. Plant Science

2016-2017

New Ag. Mechanics Textbooks

General Barn Electrical Update

Additional Vehicle

- Diesel Truck of Suburban

2017-2018

New Floral Cooler/ Display Case

Large Animal Facility Drainage

2018-2019

New Floral Cold Box

Replace Stock Trailer

Support
Material 27:
Operating
Budget for
Department

Support Material Criteria 27: Operating Budget for Department

At Kerman High School the Agriculture Department is funded in through:

- AIG (Agriculture Incentive Grant)
- District matching of the AIG
- ASB Accounts for: Livestock, Agriculture Mechanics, Floral Design, Greenhand and FFA
- ROP Funding for ROP Courses
 - o ROP Welding and Fabrication, TIG
 - o ROP Art and History of Floral Design

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2014-15 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Kerman High School	Kerman Unified School District
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent	District Superintendent
	Title

Signature of Agriculture Teacher Responsible for the Program	Signature of Principal
	Contact Phone Number: 559-842-2501

Date of Approval of Local Agency Board:

Funds Requested - Part I

Part II

Part III

Part IV

Total

18-Sep-14

\$5,000.00

\$2,896.00

\$24,000.00

\$0.00

\$31,896.00

Number of Different Agriculture Teachers at Site:

4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	362	\$2,896.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

4

List the Names of the Agriculture Teachers:

1. Toby Sheehan

4. Elizabeth Basham

2. Cory Molloy

5.

3. Codee Bontrager

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	4	\$8,000.00
Criterion 11A - Year-Round Employment	4	\$8,000.00
Criterion 11B - Project Supervision Period	4	\$8,000.00
TOTAL FUNDS REQUESTED PART IV		\$24,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$0.00

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C
--	--	--	---	---	--	---

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		16,896.00		16,896.00
2			Subtotal for 4000	\$16,896.00		\$16,896.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel and conf	2,500.00		2,500.00
4			2. Rentals and Repairs	1,000.00		1,000.00
5			3. Transportation	3,000.00		3,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	\$6,500.00		\$6,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Farm Improvements	2,500.00		2,500.00
10			2. Greenhouse Improve	3000.00		3,000.00
11			3. Small livestock traile	3,000.00		3,000.00
			4.			
12			5.			
13			Subtotal for 6000	\$8,500.00		\$8,500.00
14			Total for 4000-6000 Lines 2, 8, 13	\$31,896.00		\$31,896.00

TOTAL 2014-15 Incentive Grant Allocation:

\$31,896.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

Support
Material 28:
Budget Process

Description of Budget Process

A KHS we have different methods of receiving funds in the Agriculture Department. The primary source of funding for our department is the Agriculture Incentive Grant (AIG). This is annually renewed with an application that is filled out by the Department Head/ Chairperson. The AIG is reviewed with the Agriculture Advisory Committee prior to being submitted to the Regional Supervisor. The AIG is doubled by our school district at Kerman Unified. The Board Members are supportive and have always approved of matching the funds of the AIG. Another source of our budget in the Agriculture Department at KHS is the ROP Funds. This funding is for the ROP Art and History of Floral Design and ROP Agriculture Welding, TIG classes. This amount is provided to the school and is then sent out to all of the ROP courses. The final source of funding for the KHS Agriculture Department is that of the LCAFF (Locally Controlled Funding). This amount is provided to the school district from the State and it is used for instruction for all classes. The LCAFF is divided amongst all of the needs in the school. With the budget our Agriculture Department sits down together to talk about what the purchasing needs of the department are. The Floral Design program and the Agriculture Mechanics program receive a good amount of the budget due to the need of purchasing expensive equipment. Overall, the Department Head submits the necessary paperwork for selecting the useage of funds and Purchase Orders (POs).

Support
Material 29:
Chair Person's
Duties &
Responsibilities

29. Department Chairperson's Duties and Responsibilities

I am not currently the Agriculture Department Chairperson. Cory Molloy is the KHS Agriculture Department Chairperson.

Support
Material 30:
Chart of
Responsibilities

2014-2015 KHS Ag Department Chart of Responsibilities

	Cory	Codee	Elizabeth	Toby
Advisor/Chair Assignments				
Agricultural Department Chair	X			
Chapter FFA Advisors	X	X	X	X
Greenhand FFA Advisor(s)		X		
Instructional Assignments				
Agricultural Leadership	X			
Agricultural Biology	X			
Adv Animal Science		X		
Ornamental Horticulture	X			
Agricultural Earth Science		X		
Floriculture			X	
ROP Floriculture			X	
Introduction to Agriculture Mechanics				X
Advanced Agriculture Mechanics				X
ROP Agriculture Mechanics				X
Facilities / Equipment				
School Farm	X	X		X
Horticulture Unit		X		
Botany Lab			X	
Ag Shop				X
Equipment Maintenance	X	X	X	X
Classrooms	X	X	X	X
Vehicles	X	X	X	X
Department / FFA Paperwork				
Ag Incentive Grant	X			
Ag Department Budget	X			
Chart of Responsibilities	X			
Five Year Plan	X			
FFA Budget	X			
FFA Chapter Affiliation Roster	X			
12 Reports	X			
Facility Requests	X	X	X	X
Program of Work	X			
Fund-raiser Requests	X	X	X	X
Student Activity Requests	X	X		X
Conference Requests	X	X	X	X
Program Plan	X			

	Cory	Codee	Elizabeth	Toby
Accounts				
Ag Incentive	X			
FF	X			
Livestock	X			X
Ag Mechanics				X
Floral			X	
Greenhand		X		
Applications				
FFA Scholarship Applications	Counseling Office			
National Chapter Award Applications	X			
Star Reporter Application	X			
State FFA Band/Choir/Talent	X			
Sectional Officer Applications	X	X		
Regional Officer Applications		X		
State Officer Applications	X	X		
Star Administrator Applications	X			
Star Counselor Applications	X			
Outstanding Chapter Applications	X			
Proficiency Award Applications				X
American Degree Applications				X
State Degree Applications	X	X	X	X
Project Supervision				
FFA Alumni Meetings	X			
Ag Support Livestock Raffle	X			
Ag Mechanics				X
Crop Science	X			
Floral			X	
Horticulture	X			
Poultry & Rabbits	X			
Sheep		X		
Swine				X
Work Experience	X	X	X	X
Fresno Fair Livestock		X		X
Fresno Fair Feature Booth			X	
Fresno Fair Landscape Booth	X			
Fresno Fair Crops	X			
Fresno Fair Ag Mechanics				X
Fresno Fair Floral			X	

	Cory	Codee	Elizabeth	Toby
Fresno Fair Entries	X	X	X	X
Judging Teams				
Auto Mechanics				X
Baking		X		
Best Informed Greenhand		X		
Creed Speaking		X		
Job Interview	X			
Floral Design			X	
Opening Closing				
Novice Team		X		
Open Team	X			
Officer Team	X			
Prepared Speaking	X			
Vet Science		X		
Grapevine Pruning	X			
Nursery Landscape	X			
Farm Records				X
Contests				
Sectional BIG Contest		X		
Sectional Parli Pro Contest				
Sectional Speech Contest	X	X		
Regional Speech Contest (tentative)	X	X		
Regional Parli Pro Contest (tentative)				
Davis Field Day	X	X	X	X
Merced Field Day/Lathrop Field Day		X	X	X
Modesto Field Day	X	X	X	X
Reedley Field Day	X		X	X
State Speech Contest (tentative)	X	X		
State Parli Pro Contest (tentative)				
Fresno Field Day	X	X	X	X
Cal Poly Field Day	X	X	X	X
Fundraisers				
Chocolate Coated Almonds/Raisins				
Donations	X			
Order Forms	X			
Mailers	X			
Tri Tip Dinner				
Tickets	X			

	Cory	Codee	Elizabeth	Toby
Food and Kitchen				X
Inventory and Supplies Order	X	X		
Student Work Crew	X	X	X	X
Parent/Adult Work Crew	X			
Raffle		X	X	
PSAs		X		
Mailers	X			
Setup	X	X		
Work	X	X	X	X
Cleanup	X	X	X	X
Pepsi Fundraiser				X
Banquets				
Fall Awards Night				
Food		X		
Set up and Decorations	X			
Program, Awards, Officers	X			
Spring Awards Banquet				
Food				X
Set up and Decorations		X	X	
Program, Awards, Officers	X			
Student Conferences / Retreat / Meetings				
Chapter Officer Retreat	X	X	X	X
Leadership Bootcamp	X	X		
Fall Regional FFA Meeting	X	X	X	X
National FFA Convention				X
Greenhand Conference		X	X	
Spring Regional FFA Meeting	X	X	X	X
Spring Sectional FFA Meeting	X	X	X	X
State FFA Convention	X	X	X	X
State FFA Convention One Day		X		
Teacher Conferences / Meetings				
Fall Regional CATA Meeting	X	X	X	X
Spring Regional CATA Meeting	X	X	X	X
Road Show	X	X	X	X
Spring Sectional CATA Meeting	X	X	X	X
Summer CATA Conference	X	X	X	X
American Degree Scoring			X	X

	Cory	Codee	Elizabeth	Toby
State Degree Scoring #1	X	X		
State Degree Scoring #2			X	X
FFA Meetings				
Officer Executive Meetings	X			
Greenhand Executive Meetings		X		
August	X	X		X
September	X	X		X
October	X	X	X	X
December	X	X	X	X
January	X	X	X	X
February	X	X	X	X
March	X	X	X	X
April (Officer Elections)	X	X	X	X
Alumni Group Meetings				
September	X			
January	X			
March	X			
Other Assignments				
Yearbook	X			
Chapter Newsletter		X		
Other Activities				
Officer Team / Advisor Picture	X			
Harvest Festival		X		
Christmas Gift Wrapping	X			
Blackbeards / Fall Sectional Activity				X
John's Incredible Pizza/Spring Sec Act.	X			
Homecoming	X			
National FFA Week Breakfast		X		
Toy Drive			X	
Sadie Hawkins Dance	X			
Recruitment/Frosh Orientation		X		
Tulare Farm Show				X
State Degree Banquet				X
Officer Interviews	X			
Officer Planning Meeting	X			

checkmarks indicate the advisor in charge, all advisors are to be on-hand as needed

Support
Material 31:
Substitute
Teacher
Procedure &
Plans

Substitute Teacher Plans for Mrs. Basham on Feb. 12th, 2015

Classroom Rules for All Classes:

- No phones or earbuds out. Take them away and write a referral.
- Only water is allowed. No drinks or food.
- Students must sign out to use the bathroom and take a hall pass. Only one student is allowed out at a time.

3rd Period Floral Design-

- Students are to get their notebooks from the cupboard as they come in. Students are to copy down the information on the board about the flower of the day. Once completed, they are to put their notebooks back into the cupboard.
- Play the Bee Movie for the students. The movie is already in the computer. You just need to logon. My login is Elizabeth.basham and the password is *****. You then need to press play and the speakers are on the computer and you can adjust them as needed. The students need to take 15 notes on the movie to be turned in at the end of class.
- Homework: (due Feb. 17th) Write a 2 paragraph essay about the importance of bees to flowers and to our world.

5th Period ROP Floral Design-

- Students are to continue designing the floral arrangements for Valentine's Day Sales. The students already know what they should be doing and all of the supplies are already in the classroom.
- Make sure that the students clean up the classroom. I have brooms and dustpans for them to use.

Thank you for substituting for me! If you need anything, please feel free to call me. Thanks!

Elizabeth Basham

760-521-1018

Support
Material 32:
Description of
Program
Completer

Program Completion Standards

Agriculture Model Performance Standards and Integrated Performance Activities

The Agriculture Model Performance Standards and Integrated Performance Activities are design to provide a basis for teaching and student assessment in secondary agriculture programs. The performance standards are learning objectives written in terms of higher- order thinking and performance- oriented outcomes. Integrated performance activities are authentic activities developed for classroom use that reflect one or more performance standards. The activities are intended to provide instructors with examples of “hands-on” learning activities to promote the attainment of a given standard or standards. These activities typically integrate multiple area-specific performance standards as well as career and core academic performance standards, hence the name integrated performance standards.

Each standard is designed to be comprehensive enough to provide direction for local agriculture programs, yet flexible enough to allow and encourage local initiative. The standards provide the foundation for the development of integrated performance activities and authentic assessment tasks. The standards and activities were developed by classroom teachers, members of the agriculture industry, and other content specialists.

This document contains model performance standards and integrated activities for Model Core Curricula and Career Path Clusters in Agriculture. The core curriculum is taught in one of the two content areas: Agricultural and Environmental Science and Agricultural Mechanics. The Career Path Clusters in agriculture include: Animal Science, Plant and Soil Science, Agricultural Business Management, Ornamental Horticulture, Agricultural Mechanics, Natural Resources and Forestry. Also included are the Career Performance Standards for Employability, which are common to all vocational education areas. These standards include skills addressing students’ ability to work alone or as a part of a team, to think and solve problems, to act and communicate effectively, and to exhibit fluency in the areas of occupational safety and technological literacy. The career performance standards are listed below.

Career Performance Standards

1. Personal Skills:

Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.

2. Interpersonal Skills:

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, 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, as appropriate. They will recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate, and select from alternative solutions.

4. Communication Skills:

Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

5. Occupational Safety:

Students will understand occupational safety issues including the 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 Literacy:

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 the purpose of professional organizations.

7. Technology Literacy:

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 fields.

Program Completion Standards:

In order for a student to complete a program in agriculture at Kerman High School, they must complete 540 class hours of instruction in three courses within the program. The students needs to have earned their Chapter FFA Degree prior to graduation and have an active SAE project. Each student enrolled in the agricultural program will be a member of the FFA and will be eligible to participate in the organization's activities.

Program Sequences

Year In School	Course Options
9	Introduction to Agricultural Mechanics Floral Design Agricultural Earth Science Ornamental Horticulture
10	Agricultural Biology Advanced Agricultural Mechanics Floral Design Ornamental Horticulture Agriculture Leadership
11	Animal Science ROP AG Welding Fabrication TIG ROP Art and History of Floral Design Agriculture Leadership Special Projects in Agriculture
12	Animal Science ROP AG Welding Fabrication TIG Rop Art and History of Floral Design Agriculture Leadership Special Projects in Agriculture

Support
Material 33:
Articulation
Agreement

There are no active articulation agreements with the courses at Kerman High School. There were several courses that were a part of a 2 + 2 agreement with Reedley college, but they have since then been not a part of an articulation. I would like to reestablish an articulation agreement with Reedley college for my ROP Floral Design Course. I plan to work on this within the next school year.

The focus of the school has been to get more courses counting towards the UC/CSU A-G List. Several of our agriculture courses count towards the A-G List:

- ROP Art and History of Floral Design: Area G- Fine Arts
- Agriculture Earth Science: Area D- Life Science
- Agriculture Biology: Area D- Life Science

Support
Material 34:
Reimbursement
Process

34. Reimbursement Process

The Agriculture Teachers at Kerman High School are reimbursed for their expenses that are for the classroom, FFA, SAE and professional development. The KHS Agriculture Department has several ASB (Associated Student Body) Accounts that are utilized for department expenses. Those accounts are: Floral Design, FFA, Livestock and Agriculture Mechanics. The process to get reimbursed is to collect the receipts from the purchase and to fill out a Check/Purchase Order Request Form. This form needs to be signed and completely filled out prior to submitting to the ASB Secretary. Once the form is turned in it takes about 4 school days to get a check sent to the teacher's mailbox.

KERMAN HIGH SCHOOL STUDENT BODY CHECK/PURCHASE ORDER REQUEST FORM

Please indicate your request: ☒ Check ☐ Purchase Order

This requisition must be properly approved and signed by the student member, the organization advisor, and the administration before any items can be ordered. The purchase order will be issued upon completion of the signatures. Allow 4 school days for processing.

Initial and date to indicate your understanding: EB 12/18/14

Organization: Floral Design

Issue Check/P.O. to: Elizabeth Basham

Address: 542 Karen Ave.

Kerman, CA 93630

Quantity	Item	Unit Cost	Total
	Reimbursement for Pizza		37.36

Grand Total \$ 37.36

ASB Secretary (Initial and date to indicate adequate funds) _____

For office use only
Date Paid _____
Check Number _____
Actual Amount _____

Authorized Student _____ Date _____

Advisor EB Date 12/18/14

Administrator _____ Date _____

Pacifica Pizza of Kerman
15075 W Whitesbridge Ave
Kerman, CA 93630
ph 559-846-9322

Thank you for visiting

TABLE: Take Out #66 - 1 Guest
Your server was Patricia Montes
12/18/2014 11:43:05 AM - ID #: 0106252

ITEM	QTY	PRICE
Classic Combination: Lg	1	\$12.99
- Large Unlimited Special		\$0.00
LG. PEP PIZZA	(2@ \$7.99)	\$15.98
- PROMO PIZZA Discount		(\$2.00)
Bread Stix	1	\$6.99
- Ranch		
Bread Stix	1	\$6.99
- Marinara		
2 lt root beer	1	\$2.79
2 Lt. Sierra Mist	1	\$2.79
Subtotal		\$46.53
Tkt. Discounts		(\$2.00)
Total Taxes		\$3.83
Grand Total		\$50.36
Amount Due:		\$37.36
		37.36
Prev. Payments	Amount	
cash		\$13.00
Total Paid:		\$13.00

Credit Purchase
Name :BASHAM/ELIZABETH A
CC Type :VISA
CC Num :xxxx xxxx xxxx 0132
Reference :978001
Approval :560356
Server :Patricia Montes
Ticket Name :Take Out #66

Payment Amount: \$37.36

Tip: _____

Total: _____

x
CUSTOMER COPY
I agree to pay the amount shown above.

Come back soon!
Post comments @ www.pacificapizza.com

Part III:
AGED 539
Project

AGED 539
Project
Description

AGED 539 Project Description

For my AGED 539 Project I chose to focus upon Quality Criteria 9: Program Accountability and Planning. I chose to update the Kerman FFA and Agriculture Department's Program Plan. The current program plan was greatly outdated and did not reflect the current situation of the Kerman Agriculture Department. To see the completed project look for the AGED 539 Project Tab.

Project Proposal

Name: Elizabeth Basham
Address: 542 Karen Avenue
City, State, Zip: Kerman, CA, 93630
Phone: 760-521-1018
E-mail: Elizabeth.basham@kermanusd.com

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 9: Program Accountability and Planning

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

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

Goal or Purpose of the Project: The purpose of this project is to update and complete the Program Plan for Kerman High School. The current Program Plan is very outdated and doesn't contain all of the information about the current department. I want to update this information so that our department can be more prepared and have the information necessary to run the department correctly and so our department meets the qualifications for the Agriculture Incentive Grant. This Program Plan will be available in a hard copy and a digital copy so that future editing will be easier.

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

- Update of the entire Comprehensive Program Plan for Kerman FFA
 - o Including 25 sections covering the Kerman High School Agriculture Department
- Creation of a Google Drive Comprehensive Program Plan that will be kept digitally
- Printing of the Comprehensive Program Plan

Note: The Comprehensive Program Plan will have all of the items listed on the following website:
<http://www.southernregionffa.org/cata/resources/Programplantemplate/index.html>

Estimated number of hours on this project: 3 hrs. per week over the next 12 weeks.

Estimated expenditures (\$) on this project (your costs) : No out of pocket costs since the printing will take place at Kerman High School and the supplies will be paid for by the Kerman Agriculture Department.

Proposed timeline for completion of the project:

- Rough draft digital copy shared in Google Drive with Dr. Kellogg- March 30th 2015
- Revise and completed digital copy- April 15th, 2015
- Share final digital copy with Dr. Kellogg
- Print out and bring final copy to oral exam

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

I will communicate monthly with Dr. Kellogg via email or phone communication (or more often if questions arise). I will provide Dr. Kellogg access to the digital copy in Google Drive to allow him access to see progress of the digital copy.

For Office Use Only:

Program Plan Templates

- i. [Introduction and Table of Contents](#)
- A. [Job Market](#)
- B. [Targeted Occupations](#)
- C. [Total Program Goals and Objectives](#)
- D. [Program Description of included Courses, SOE 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](#)
 - a. [Firebaugh HS Brochure](#)
 - b. [Sample Newsletter](#)
 - c. [Washington Union HS Brochure](#)

- U. Staff In-service Record.
- V. Staff Minutes
- W. Department Inventory

Project Approved By: T. Baker
Date of Approval: 12/23/14
Quarter student will enroll in AGED 539: Spring 2015 ??

AGED 539 Project

Kerman High School
Agriculture Department
Comprehensive Program
Plan

Updated: April 2015

Comprehensive Program Plan
Table of Contents

- A. Job Market Description
- B. Targeted Occupations
- C. Total Program Goals and Objectives
- D. Program(s) Description of Included Courses, SAE and Leadership Development
- E. Program(s) and/ or Course Subject Matter Content Outline
- F. Program Completion Standards
- G. Description of Facilities and Major Equipment
- H. Five (5) Year Facility and Equipment Acquisition Schedule
- I. Staff Assignments
- J. FFA Program of Activities
- K. School and/or Department Policies Pertaining to:
 - Student Eligibility to Participate in Out-of Class Activities
 - Leadership Development Integration into Program
 - SAE Integration into Program and Other 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
- V. Staff Minutes
- W. Department Inventory
- X. List of Courses That Qualify for Alternative Credit
- Y. Incentive Grant Checklist

A.

Job Market Description

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 as it's most important area. As the look of agriculture in this area changes, it is vital that the educational facilities keep pace with this by supplying students that are prepared to enter this vast job market.

Kerman is located in West Fresno 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 to cold weather. The extremes have brought freezing temperatures that have caused crop damage.

Crop production dominates the area yet there is livestock production as well. Agriculture enterprises include: cotton, tomatoes, hay, beans, grapes, grains, citrus, nuts, dairy and several others. Irrigation is a must during the dry summers. Farmers get their water from irrigation districts and well supplies. Allocation of water have been a continuing problem on the west side of Fresno county, in addition to the drought.

Statistics show that 80% of Kerman High School graduates attend post secondary education with the remainder joining the workforce or the military. In 2013-2014 school year we had 66 Seniors that had taken courses in the agriculture department, with 21 of them being program completers with 3 or more years of agriculture courses. Because of the number of students who seek employment, it is important that they are taught the necessary skills to make them more marketable. These skills are hands-on vocational skills that are taught in the agriculture courses at Kerman High School. Agriculture job skills must be 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 can include: mechanic, welder, secretary, floral assistant, veterinary technician, farm manager, maintenance, landscapes, 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

Targeted Occupations:

We train our students to meet competencies in an occupation in one or more of the “Five Program Areas of Occupation in Agriculture.” Listed below are various jobs within each of the program areas.

Agriculture Production

Jobs

Crop Production

Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance

Animal Production

Livestock Handler, Milker, Inseminator, Auctioneer, Veterinarian Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control

Agriculture Mechanics

Jobs

Mechanics

Small Engine Mechanic, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/ Mechanic

Welder

Welder/Helper, Fabricator, Specialized Repair and Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment Operator, Fork Lift Operator, Mechanic Assistant

Agriscience

Jobs

Animal Science

Biologist, Animal Research Scientist, College Instructor, High School Instructor, Geneticist, Feed Analyzer, Meat/Food Inspector, Laboratory Technician, Veterinarian, Veterinarian Assistant, Animal Trainer

Plant Science

Arborist, Botanist, Lab Technician, Seed Production, Plant Scientist, Pest Control Advisor, Plant Geneticist, Plant Pathologist, Landscape Designer, Landscape Technician, Landscape Architect

Ornamental Horticulture

Jobs

Greenhouse Management

Greenhouse Worker, Maintenance Foreman, Propagator, Tissue Culture, Specialty Crop Grower

Nursery and Turf Operator

Nursery Worker, Salesperson, Plant Propagator, Gardener, Golf Course Maintenance

Landscape

Grounds Worker, Gardening Business, Garden Store Sales, Landscape Consultant, Organic Pest Control, Sustainable Landscaper

Floral Design

Jobs

Floriculture

Floral Designer, Floral Sales, Floral Delivery, Floral Assistant, Wholesale Florist, Commercial Flower Grower, Event Florist, Interiorscape Designer

C. Total Program Goals and Objectives

Total Program Goals and Objectives:

Education by its basic definition denotes the cultivation of the mind through teaching and training. The goals and objectives of the agriculture education program of Kerman High School are based on this concept and they are aimed at serving the students and community. Like all agriculture programs, we have the responsibility of opening the minds of our students to the world's most basic and essential industry of agriculture. Our goals, as outlined below, reflect this philosophy. We are committed to providing quality education in the classroom and in the lab and we will strive to provide meaningful experiences for the students through their SAE and FFA activities. This integrated program will focus on preparing the students for their entrance into the workforce via direct job placement, higher education, or entrepreneurship.

The program goals incorporate a system of assessment and feedback which will enable the staff to provide for continued improvement of the program. The following are a few main goals and objectives for this program.

-
1. Provide the student with an informative view of the agriculture industry at the local, state and national levels.
 2. Develop an interest and spark an intrinsic motivation of students towards involvement in agriculture and community.
 3. Familiarize the students with the plant and animal life around them and the role they play in our environment.
 4. Provide the student with the basic understanding of our natural resources.
 5. Familiarize the student with the career opportunities related to agriculture.
 6. Give students the knowledge and skills that will allow them to enter a career in agriculture or a related field.
 7. Prepare the student for higher education in agriculture or its related fields.
 8. Provide the students with skills and knowledge as to allow them to become involved in the production of food, fiber, and ornamental products.
 9. To promote personal-group relationships with emphasis upon the home, family and the community.
 10. Develop self confidence in the student and the ability to express themselves clearly in all forms of communication.
 11. Develop leadership skills that they can use throughout their lives to better themselves with their careers.
 12. Produce lifelong learners.

D. Program(s)
Description of
Included Courses,
SAE and Leadership
Development

Program(s) Description of Included Courses, SAE and Leadership Development:

Below is the Course Descriptions for all of the Agriculture Courses that is provided to the students when registering for classes by the Counseling Office . This justifies that each of the agriculture courses require SAE participation and FFA participation as a portion of the grade.

AGRICULTURE

A SAE (Supervised Agriculture Experience) project Record Book and participation in the FFA is a requirement for all agricultural classes.

Introduction to Agricultural Mechanics

9-10-11-

Prerequisite: None

An entry-level course to introduce first year Agricultural Mechanics students with safety skills required to work in a shop environment. Students will be exposed to a variety of skills that are needed in the Agricultural Mechanics field. The skills range from tool sharpening, electrical wiring, welding to sheet metal work. Students can purchase projects that will be made in the class. FFA participation and SAE projects will be part of the student's grade.

Advanced Agricultural Mechanics +

10-11-12

Prerequisite: Introduction to Agricultural Mechanics

Advanced Agriculture Mechanics is a course designed for students who have successfully completed Introduction to Agriculture Mechanics and will expand on skills that were previously learned as well as introduce new skills. Some of the skills that can be covered are, advanced electrical, beginning welding and the construction of individual welding projects. The FFA will be taught and each student will also be required to be involved in a productive project and keep a current record book. Students can purchase projects that will be made in the class. FFA participation and SAE projects will be part of the student's grade. Successful completion of this course with a "B" or better will earn 2 units of college credit from Reedley College, as this is a 2+2+2 articulated course.

ROP Ag Welding Fabrication TIG+

11-12

Prerequisite: Advanced Agricultural Mechanics

This course emphasizes welding skills in the advanced phase of electrical arc welding, along with MIG and TIG welding. The primary emphasis is using equipment in out-of-position welding with the application of welding skills learned through equipment fabrication. Students can purchase projects that will be made in the class. FFA participation and SAE projects will be part of the student's grade.

Ornamental Horticulture

9-10-11-12

Prerequisite: none

O.H. offers the student basic skills for the nursery, greenhouse, landscape, and florist industries. This course provides a basic understanding of plant science, its application to practical growing situations, crafts of horticulture and the principles of floral design. Lab fee assessed for the cost involved for paying for materials. Recordkeeping will also be a part of the curriculum.

Floral Design

9-10-11-

Prerequisite: None

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three-dimensional designs, history of art, arrangement styles and techniques, as well as, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. FFA participation and SAE projects will be part of the student's grade. **This class meets the high school Fine Art requirement. This class does not meet the CSU or the UC Fine Art requirement**

ROP Art History of Floral Design (meets the CSU and UC a-g requirement)

11-12

Prerequisite: Floral Design, Art Foundation or teacher permission.

This class provides a comprehensive introduction to artistic and creative perception, emphasizing aesthetic valuing through a series of projects, including tempera, pencil flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape, color, balance and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional context, including and understanding that floral designs are affected by society, culture, history, politics, and economic influences. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art, will serve as a foundation for more complex work such as multi-part floral designs and creative expression through wedding consultations. This class first meets the high school graduation Vocational Education requirement and secondly meets the high school Fine Arts requirement. It additionally meets the UC Visual and Performing Arts area "f".

Agricultural Earth Science (Physical) (meets the CSU and UC a-g requirement)

9-

10-11-12

Prerequisite: None

Agriculture Earth Science is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. The Agriculture Earth Science course is equivalent and follows the same instruction and testing standards and calendar as the Earth Science course. Additionally, the Agriculture Earth Science course is equivalent to the Earth Science course in regards to graduation and college admissions credit. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered on an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills. **This class meets the high school graduation Physical Science requirement.**

Agricultural Biology (Life) (meets the CSU and UC a-g requirement)**10-11-12**

Prerequisite: None

Agriculture Biology is a one-year, laboratory science course, designed for the college-bound student with career interest in agriculture. The Agriculture Biology course is equivalent and follows the same instruction and testing standards and calendar as the Biology course. Additionally, the Agriculture Biology is equivalent to the Biology course in regards to graduation and college admissions credit. Using agriculture as the learning vehicle, the course emphasizes the principals, central concepts, and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth and reproduction in plant and animals genetic ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agriculture applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. This class meets the high school graduation Life Science requirement and additionally meets the UC Lab Science area "d".

Animal Science (meets the CSU and UC a-g requirement)**11-12**

Prerequisite: Junior or Senior agriculture students or permission from agriculture instructor.

Advanced topics of agri-science addressing the integration of basic biological and technological concepts with principles of production agriculture are covered. Emphasis is placed on scientific and production concepts as being practiced in today's agriculture industry. FFA participation and SAE projects will be part of the student's grade. This is an elective course.

Agriculture Leadership**10-11-12**

Prerequisite: Election or appointment to student office, or permission from the agriculture instructor.

This course is designated to develop responsibility, initiative, creativity, leadership and school pride in the agriculture program. It provides regular class time for planning and organization of meetings, social and recreational activities, elections, service activities, community and other events. Students will have the opportunity to study basic concepts of parliamentary procedure, critical thinking, public speaking and SAE (Supervised Agriculture Experience). FFA participation and SAE projects will be part of the student's grade.

Special Projects in Agriculture**10-11-12**

Prerequisite: Successfully completed one full year of Agricultural Science or Agricultural Mechanics. Student must have permission from the supervising agriculture instructor.

Students will contract to do individual or group projects for the Agricultural Science or Agricultural Mechanics classes. FFA participation and SAE projects will be part of the student's grade.

E. Program(s)
and/or Course
Subject Matter
Content Outline

Program/ Course Subject Matter Content

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Advanced Agricultural Mechanics +

10-11-12

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F. Program Completion Standards

Program Completion Standards

Agriculture Model Performance Standards and Integrated Performance Activities

The Agriculture Model Performance Standards and Integrated Performance Activities are design to provide a basis for teaching and student assessment in secondary agriculture programs. The performance standards are learning objectives written in terms of higher- order thinking and performance- oriented outcomes. Integrated performance activities are authentic activities developed for classroom use that reflect one or more performance standards. The activities are intended to provide instructors with examples of “hands-on” learning activities to promote the attainment of a given standard or standards. These activities typically integrate multiple area-specific performance standards as well as career and core academic performance standards, hence the name integrated performance standards.

Each standard is designed to be comprehensive enough to provide direction for local agriculture programs, yet flexible enough to allow and encourage local initiative. The standards provide the foundation for the development of integrated performance activities and authentic assessment tasks. The standards and activities were developed by classroom teachers, members of the agriculture industry, and other content specialists.

This document contains model performance standards and integrated activities for Model Core Curricula and Career Path Clusters in Agriculture. The core curriculum is taught in one of the two content areas: Agricultural and Environmental Science and Agricultural Mechanics. The Career Path Clusters in agriculture include: Animal Science, Plant and Soil Science, Agricultural Business Management, Ornamental Horticulture, Agricultural Mechanics, Natural Resources and Forestry. Also included are the Career Performance Standards for Employability, which are common to all vocational education areas. These standards include skills addressing students’ ability to work alone or as a part of a team, to think and solve problems, to act and communicate effectively, and to exhibit fluency in the areas of occupational safety and technological literacy. The career performance standards are listed below.

Career Performance Standards

1. **Personal Skills:**
Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.
2. **Interpersonal Skills:**
Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, 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, as appropriate. They will recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate, and select from alternative solutions.
4. **Communication Skills:**
Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.
5. **Occupational Safety:**
Students will understand occupational safety issues including the 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 Literacy:**
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 the purpose of professional organizations.
7. **Technology Literacy:**
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 fields.

Program Completion Standards:

In order for a student to complete a program in agriculture at Kerman High School, they must complete 540 class hours of instruction in three courses within the program. The students needs to have earned their Chapter FFA Degree prior to graduation and have an active SAE project. Each student enrolled in the agricultural program will be a member of the FFA and will be eligible to participate in the organization's activities.

Program Sequences

Year In School	Course Options
9	Introduction to Agricultural Mechanics Floral Design Agricultural Earth Science Ornamental Horticulture
10	Agricultural Biology Advanced Agricultural Mechanics Floral Design Ornamental Horticulture Agriculture Leadership
11	Animal Science ROP AG Welding Fabrication TIG ROP Art and History of Floral Design Agriculture Leadership Special Projects in Agriculture
12	Animal Science ROP AG Welding Fabrication TIG Rop Art and History of Floral Design Agriculture Leadership Special Projects in Agriculture

Individual Course Outcome Expectations:

For the agriculture courses at Kerman High School there are set overall course outcomes that are expressed within the syllabus. The syllabus serves as a source for parents to get valuable information about what their student is getting involved with. The following is the course outcome expectations for the agriculture courses at Kerman High School.

For each of the ROP Courses there are set course competency standards that students can earn a certificate of completion. Below are the competency standards for each ROP Agriculture Course.

ROP Art and History of Floral Design:

Occupational and Academic Competencies(core): The listed competencies indicate the student has met the minimum required level of industry standards and/or teacher-developed standards and academic standards.

- Identify #40, 9, 3 and 1-1/2 size ribbon
- Make bows with #40, 9, and 3 ribbon acceptable to instructor
- Proper use of number 18, 22, and 26 gauge wire
- Properly clean flowers to the satisfaction of instructor
- Identify 9 of the basic foliage greens and filler
- Identify twenty of the basic flowers used in flower arrangements
- Identify ten of the basic plants sold in flower shops
- Make corsages with a variety of flowers to the satisfaction of instructor
- Make bud vases, round, symmetrical and asymmetrical arrangements
- Decorate potted plants to the satisfaction of instructor
- Demonstrates floral design principles
- Has completed a learning packet on safety in the flower shop

- Demonstrates proper sales techniques
- Demonstrates appropriate telephone techniques
- Demonstrates knowledge in receiving orders
- Understands color harmony in floral, interior and exterior landscape design
- Trained in material selection and design mechanics for arranging cut flowers
- Follows directions well
- Shows creativity
- Good classroom attendance

Work Attitudes

Student:

- is able to prepare a resume
- is able to accurately fill out a job application
- is prepared for a job interview
- completes tasks on time
- works well in a team and participates effectively
- exhibits good judgment
- effectively utilizes technology relevant to the course
- is able to recognize and solve problems
- produces quality work

Academic Application:

- Effectively demonstrates English language arts skills as integrated into the specific course content (speaking, listening, reading and writing)
- Able to apply mathematical skills as integrated into the specific course content
- Able to apply science concepts and skills as integrated into the specific course content

- Understands and applies social science concepts as integrated into the specific course content (economics, political science, history, government)
- Effectively demonstrates visual and performing arts skills and concepts as integrated into the specific course content

ROP Agricultural Mechanics:

Occupational and Academic Competencies:

- Student has good safety habits and uses good judgement
- Can accurately read and use a measuring tape
- Can make simple sketches and read basic blueprints
- can use measuring tools and understands squareness
- can layout, plan and cut materials efficiently
- Can complete an accurate bill of materials
- Can arc weld-using 6010,7018, in the vertical position
- Can arc weld- using 6010, 7018 in the overhead position
- Can arc weld- using 7024 in the flat position
- Can use any of the above electrodes to make butt, corner, lap, fillet edge welds
- Can use plasma arc cutting process
- Can use the cutting torch to make accurate cuts
- Can use the oxy-fuel torch to cut saddles in pipes
- Can use the TIG process for aluminum welding in flat position
- Can use the TIG process for stainless steel welding in flat position
- Can use the MIG process for mild steel in the flat position
- Can use the MIG process for out of position welds on mild steel
- Can use the MIG process for Aluminum welding in the flat position
- Can use the MIG process for Stainless steel welding in the flat position
- Can properly set up and use the MIG machine for spray arc transfer
- Can operate an ironworker to cut flat stock
- Can operate an ironworker to notch angle iron
- Can operate an ironworker to punch steel
- Can operate an ironworker to cut angle iron
- Can use a horizontal band saw to cut straight pieces
- Can use a horizontal band saw to cut materials at various angles
- Can properly sling objects and move them with an overhead crane
- Can operate a cold cutting saw
- Can operate an abrasive cut-off saw

- Can operate a drill press
- Can use power hand tools safely and effectively
- Can use box and pan break to bend projects
- Can use pneumatic shear to cut sheet metal
- Can identify metal by their physical appearance
- Can control distortion in welding
- Can change lenses and head gear on a welding hood
- Can change blades on a band saw and a cut-off saw
- Can change and clean torch and welding tips
- Can replace ground clamps and electrode holders
- Can change the spool on a MIG welding machine
- Can operate flux core welding equipment in the flat position
- Can operate flux core welding equipment in the vertical position
- Can neatly and correctly prepare a resume
- Can correctly and accurately fill out an employment application
- Can write a letter inquiring about job opportunities
- Can write a thank you and follow-up letter
- Can prepare for an oral job interview
- Can complete a physical questionnaire
- Can prepare and present a >5- minute oral presentation about a given welding area
- Can plan, organize, execute and supervise an experimental project

Work Attitudes:

- Is able to prepare a resume
- Is able to accurately fill out a job application
- Is prepared for a job interview
- Completes task on time
- Works well in a team and participates effectively
- Exhibits good judgment
- Effectively utilizes technology relevant to the course
- Is able to recognize and solve problems
- Produces quality work
- Comes to class on time and has regular attendance

Academic Application:

- Effectively demonstrates English language arts skills as integrated into the specific course content (speaking, listening, reading and writing)
- Able to apply science concepts and skills as integrated into the specific course content

- Able to apply mathematical skills as integrated into the specific course content
- Understands and applies social science concepts as integrated into the specific course content (economics, political science, history, government)
- Effectively demonstrates visual aid performing arts skills and concepts as integrated into the specific course content

Agriculture Earth Science

Mrs. Bontrager

2014 – 2015

Prerequisite: None

Grade Level: 9-10

Elective/Required: Elective, meets 1st term life science requirements

Course Description: Agriculture Physical Science will provide the student with the basic knowledge of the Physical Science in the Agriculture Industry. Professional development and career opportunities in agriculture and the FFA will also be covered in this course. All students are expected to participate both in-class and out-of-class activities.

Course Outline: The following is a list of topics that will be covered in Agriculture Physical & Earth Science course.

- I. Nature of Science
- II. Mapping Our World
- III. Topographic Maps
- IV. Igneous Rock & Minerals
- V. Solar Systems
- VI. Volcanoes/Earthquakes/ Plate Tectonics
- VII. Atmosphere/Meteorology/Climate
- VIII. Oceanography
- IX. Water/Soils
- X. California Geology
- XI. Natural Resources
- XII. FFA/SAE

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

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

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

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

	35%	Tests/Exam and Quizzes
30%		Assignments, Homework, Class work, SOD, Etc.
	25%	Labs
	5%	Participation, Work Ethics, & Attitude

5% FFA (Must attend **4 activities** for full credit)

Advanced Animal Science

Mrs. Bontrager

2014 – 2015

Prerequisite: Students must have passed Ag Biology or Biology.

Grade Level: 11-12

Elective/Required: Elective- meets science related graduation requirements

Course Description: Advanced Animal Science is a one-year elective course designed for vocational-technical students who require competency in all phases and types of livestock and production. Students will study large and small animal species, animal behavior, genetics, reproduction, showing, selection, growth and development, digestive systems, feeds, parasites, diseases, animal welfare, consumer concerns and careers in animal science. Students will be involved in various labs, hands-on activities, and farm work. Students interested in pursuing further education and a career in an animal related career would benefit from this class.

Course Outline: The following is a list of topics that will be covered in Advance Animal Science course.

- A. FFA/SAEs
- B. Animal Agriculture as Science
- C. Livestock (Beef, Dairy, Swine, Poultry & Sheep)
- D. Horses
- E. Small Animals
- F. Animal Behavior
- G. Basic Veterinary Practices
- H. Genetics/ Reproduction
- I. Growth and Development
- J. Digestive Systems
- K. Nutrition (Feeds and Feeding)
- L. Animal Health (Parasites/Diseases)
- M. Animal Welfare/Consumer Concerns
- N. Selection/Showing
- O. Careers in Animal Science

Grading:

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

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

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

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

	35%	Tests/Exam and Quizzes
30%		Assignments, Homework, Class work, SOD, Etc.
	25%	Labs
	5%	Participation, Work Ethics, & Attitude
5%		FFA (Must attend 4 activities for full credit)

Ag Biology 2014~2015
Kerman High School
Mrs. Molloy
559-842-2500 ext. 2566
cory.molloy@kermanusd.com

Course Successful completion of Earth Science and/or Life
Prerequisites Science

Course Description Biology will cover the key biological concepts as outlined in the State Science Standards. The two main goals of the course are to develop a conceptual framework for modern biology and to gain experience and appreciation of biology through experimentation and inquiry. Students will participate in projects that will develop the following skills: writing, critical thinking, technology usage, research, time management, cooperation, and presentation skills.

Course Content The following units will be covered: Scientific method, fields of biology, ecology, cellular biology, reproductive biology, genetics, heredity and evolution, classification, evolution theory, ecosystems, biochemistry, respiration and photosynthesis, and human physiology.

Grading Policy Your grade will be based on performance according to the scale below:

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

Leadership involvement outside of class will be 5% of the total grade at the end of each semester. Examples include (but are not limited to) FFA activities, ASB leadership positions, athletic involvement, other student club involvement, and community service.

The points for the performance grade will be collected from a variety of assignments including homework, weekly packets, in-class activities, lab write-ups, quizzes, test, and participation. You must complete at least **60%** of the total points to pass the class. Rounding of grades is done on a case-by-case situation and is the sole discretion of the teacher.

Grades will be posted periodically. It is the *student's responsibility* to ensure that all grades are properly recorded. Keep all work handed back to you.

Extra Credit Extra credit will be offered periodically throughout the course and it is the student's responsibility to obtain and return on time. No late extra credit will be accepted for any reason.

Required Material 1. Three Ring binder with paper to organize biology work
2. Pencil, Pen, and Highlighter

Absences Because this is a lab science class, absences will greatly affect student achievement. Every effort will be made to help student recover from an absence, but it is the *student's responsibility* to collect warm-ups, notes, worksheets, labs, and assignments that they missed. If you are absent on a lab day, we will arrange a make-up after school that you must attend. Failure to make-up a lab will result in a score of zero. Excused absences have 2 days for everyday absent to make up work. Please refer to the KHS handbook for further reference.

Tardy Policy The school tardy policy will be enforced. Please refer to the KHS Student handbook for specific information. If you enter class late, please go directly to your seat and begin working as best you can without disrupting other students. At the first opportunity, I will check-in with you and help you with the current assignment.

Restroom/Hall I expect you to use the restroom on your own time.

Policy Exceptions will be made for extreme emergencies and will result in the student owing 5 minutes during lunch or after school. Failure to comply will be an automatic referral. Each semester every student will be offered 50 points of extra credit for not using the restroom during class time. Once you have used class time to go the bathroom you will have forfeited your "bathroom" extra credit. You will not leave the room without a pass for any reason.

Cell Phones Don't use them in class. They are not allowed for any reason and will result in an immediate referral. This is a non-negotiable item, if you have an emergency let me know and I promise to help you solve your issue.

Tutoring If you need additional tutoring, I will be available on Wednesday tutorial, after school, or by appointment.

Behavior Both students and the teacher will be responsible to:

Expectations

1. Be prompt
2. Be prepared
3. Show respect for yourself and others
4. Be responsible
5. Be safe

Cheating and Plagiarism I will make a clear distinction between work that must be your own work and work that may be shared. Make sure you also make that distinction. Cheating and plagiarism will have severe consequences. Copying or helping another person on a test will at a minimum will result in an F on the test for all involved. An assignment, such as a formal lab report, copied from another student, the Internet, or any other source will at a minimum result in an F on that assignment.

Substitute Teachers I want to make myself perfectly clear about my thoughts regarding substitute teachers. If a substitute teacher takes my place for any reason, I do not expect nor will I tolerate any form of negative behavior from any student in any class. At all times, you must be courteous, helpful, cooperative, and attentive in the presence of the substitute teacher. You must conduct yourself according to the criteria established under our classroom policies and discipline issues above. When I am absent from class, I expect your behavior to be above and beyond the level usually experienced when I am present in class. If your name is given to me for displaying negative behavior in the classroom, you can expect me to investigate the matter in a thorough and expeditious manner. There will be consequences for behaviors judged to be inappropriate.

As mature young adults I trust that you will act properly in class and take responsibility for your actions. I respect honesty and integrity much more than I do a grade obtained with deceitful behavior. If any of the above responsibilities are ignored I will take appropriate disciplinary action.

ORNAMENTAL HORTICULTURE

Mrs. Molloy

2014-2015

Prerequisite: Algebra 1

Grade Level: 11-12

Elective/Required: Elective- meets science related graduation requirements and meets the UC “g” admission requirement

Course Description: This course will provide the student with theories and principles related to environmental horticulture science. This course is intended to successfully prepare those students who plan on majoring in agricultural sciences at a four-year college and/or university.

Course Outline:
course.

The following is a list of topics that will be covered in Ornamental Horticulture

- I. Agriculture Effects of Environmental Ecology
- II. Plant Reproduction
- III. Nature of Life
- IV. Plant Physiology and Growth
- V. Plant Pathology and Entomology
- VI. Biotechnology Applications in Environmental Horticulture
- VII. Soil Structure and Function
- VIII. Plant Nutriment
- IX. Plant Names and Classifications
- X. Introduction to Seed Plants: Gymnosperms
- XI. Flowering Plants
- XII. Fruits and Seeds
- XIII. Plant Civilizations
- XIV. Floriculture
- XV. Professional Opportunities in Environmental Horticulture Science
- XVI. Agricultural Inter-Personal & Leadership Development

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

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

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

- 35% Tests/Exam and Quizzes
- 30% Assignments, Homework, Class work, SOD, Etc.
- 25% Labs
- 5% Participation, Work Ethics, & Attitude
- 5% FFA (Must attend **4 activities** for full credit)

I have read and understand the course description and grading policy for the Ornamental Horticulture course.

Student

Parent

Kerman High School
Ag Leadership
Mrs. Molloy
2014-2015

Agriculture Leadership is a course designed to assist you in leadership development. In this class you will participate in the planning and execution of chapter activities. You will be expected to participate in out-of-class activities after school as well. Upon successful completion of this course, you will be able to lead and follow in a group setting, plan and deliver a speech, and better understand the efforts that go into the workings of this FFA chapter, among other things.

Thank you for being here!

Class Rules

1. Be here and be on time.
2. No food, drink, or gum in classroom.
3. No hats or hoods in class.
4. No cussing.

Positive Reinforcements

1. A happy teacher ☺
2. Radio on during work sessions.
3. Positive parent contact.
4. Positive learning environment.

Consequences

1. Warning ☹
2. Parent contact.
3. Detention or removal from class.
4. Referral to office.

Grading

90% + = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
59% and below = F

Classwork/homework = 20%
Out-of-class Leadership = 30%
Committee work/participation = 40%
Volunteer hours (5 hrs/semester) = 10%

Topics include (but are not limited to):

The National FFA Organization
Leadership Skills Development
Personal Development

Parliamentary Procedure
Event Planning

Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

Prerequisite: None

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three-dimensional designs, history of art, arrangement styles and techniques, as well as, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. FFA participation and SAE projects will be part of the student's grade. This class meets the high school Fine Art Graduation Requirement, but does not meet the CSU or UC requirement (currently). This class also meets the high school Vocational Education graduation requirement.

Major Units of Instruction

1. Bows
2. Flowers to Wear
3. Care and Handling of Cut Flowers
4. Tools, Containers and Mechanics- used in the floral class and in industry
5. Tool and Flower Identification
6. Principles of Design- balance, proportion, scale, focal point, rhythm, line, form, space, depth, texture and the Color Wheel (as related to creating a successful floral design)
7. History of Floral Design- from past to present day (rules, design techniques, colors used, flowers and foliage used, containers, etc.)
8. Shapes of Floral Designs- triangle, round, topiary balls, crescent, vertical, bud vase, horizontal, wreaths
9. Potted Plants
10. Flower Anatomy
11. Living Flowers
12. Succulents
13. Selling in the floral shop and pricing strategies
14. Seasonal, holiday and special occasion flowers
15. Wedding Flowers
16. Career opportunities in floral design
17. FFA and SAE

** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. **

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
2. **Late work is only accepted with prior approval and is not accepted past 1 week late.**
3. Students will arrive to class on time and be prepared.

Housekeeping

1. Grooming is not appropriate in the classroom.
2. The usage of cell phones and earbuds is prohibited during class time. They will be taken to the office and a referral will be written for each occurrence.
3. "The classroom" is anywhere instruction is taking place. All class policies apply regardless of where the class meets (in the classroom, floral lab, greenhouse, school farm or any other location).
4. All other school rules will be followed and any discussion of these rules and their enforcement will take place after school.

Consequences

In the event that a problem should arise, there will be a student/ teacher conference, followed by parent contact (via email or phone call). Should the problem continue, additional action could include detentions, behavior referrals, administrator involvement, loss of privileges and student/teacher/parent conferences.

Restroom Privileges

Students are allowed to use the facilities if they:

1. Obtain permission before leaving.
2. Students must sign out on the student release log, returning to class within 5 minutes.
3. Only 1 student may be out at a time.
4. Failure to follow these rules will result in the loss of this privilege.

Student and Parent Resources

Students will have ample time to complete assignments. If students require more time and assistance in tutoring, I will make myself available to assist in student success. Times will be made available during lunch and after school based upon my availability and the students' schedules.

Classroom Supplies

It is my recommendation that each student purchases his or her own colored pencils. In addition to the classroom supplies, there will be an optional lab fee of \$35. If the student wishes to take home their projects, then they would need to pay the fee. I would appreciate it if the fee

was paid by: September 11, 2015. It is also recommended to keep a calculator for doing math components of the course and a jump drive/ USB stick to keep work on.

Floral ID Book

Students are required to record all of the assigned floral identifications in a composition book. The book will be checked and graded. Colored pencils are provided for work in these books.

Personal Portfolio

Students are required to keep a portfolio (1" 3 ring binder) including a price break down and pictures of each project that we do. Various assignments will be asked to be included in the portfolio. The portfolios will be checked and graded.

Table Setting Final (Winter)

As a culmination to the materials presented in the 1st semester, you will have to create a table setting for a party. You will be required to use all of the things that you have learned in the semester in order to complete the assignment: tools, containers, mechanics, principles of design and proper handling of flowers. You will be required to: completed a write up for the party, create a visual poster, make a materials list, a cost analysis and the arrangement itself. It must create harmony and be visually pleasing in color, shape, size, etc. in order to receive a passing grade.

Wedding Project Final (Spring)

As a culmination to the materials presented in the 2nd semester, you will have to create a professional portfolio for a mock wedding to be presented to a bride. You will also create a bouquet for the bride, along with decorating a wedding cake with flowers for this project. You will be required to use all of the skills that you learned about weddings from this semester as well as all of the design techniques that you have gained throughout the year in order to complete this project.

Grades (%)

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (90%)

Classroom Participation: 10%
Classroom Projects/ Labs: 40%
Quizzes/ Tests: 10%
Homework: 5%
Winter/ Spring Final: 10%
Floral ID Book: 5%
Personal Portfolio: 10%

2. FFA/ SAE (10%)

The FFA, formerly known as Future Farmers of America, is a national organization found in thousands of high school across the United States. The goals of the organization are to develop premier leadership, personal growth, and career success. Your son/ daughter automatically became a member of the National FFA Organization when he/she enrolled in an agriculture class, which floral design is. FFA is a co-curricular organization. There are numerous opportunities to participate both during the school year and after school FFA activities. These activities are given a point value and are part of the students' grades. Students need to participate in 4 activities for each semester to meet the full requirements.

An SAE project is a project designed to encourage students to learn more about an area of interest to them in agriculture. At Kerman High School students have many opportunities to have an SAE project. Students can do livestock projects, floral design projects, home improvement projects, vegetable crops projects and many other opportunities. The portion that the student will be graded upon is the completion of record books to develop the skills of record keeping and responsibility for a project. Time will be utilized within the classroom to complete record books. Time will need to be spent outside of the class time to complete the SAE project.

Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

ROP Floral Design
Kerman High School
Mrs. Elizabeth Basham
559-842-2500 ext. 2559
Elizabeth.basham@kermanusd.com

Course Description

ROP Art History of Floral Design (meets the CSU and UC A-G Requirement) 11-12 grades

Prerequisite: Floral Design, Art Foundation or teacher permission

This class provides a comprehensive introduction to artistic and creative perception, emphasizing aesthetic valuing through a series of projects, including tempera, pencil flowers, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape, color, balance and emphasis using a series of floral-based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional context, including and understanding that floral designs are affected by society, culture, history, politics and economic influences. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art, will serve as a foundation for more complex work such as multi-part floral designs and creative expression through wedding consultations. The class first meets the high school graduation Vocational Education requirement and secondly meets the high school Fine Arts requirement. It additionally meets the UC Visual and Performing Arts area "F".

Major Units of Instruction

1. Fair Projects
2. Bows
3. Flowers to Wear- Boutonniere and Corsages
4. Care and Handling of Cut Flowers
5. Color Theory and Color Wheel
6. Cultural Projects
7. Community Events
8. Wreaths and Holiday Arrangements
9. Principles of Design- Balance, proportion, scale, focal point, rhythm, line, form, space, depth and texture
10. Advanced Techniques in Floral Arranging
11. Weddings and Funerals
12. History of Floral Design
13. Modern Floral Arranging
14. Selling in the floral shop and pricing strategies
15. Careers in Floral Design
16. Performing Arts and Floral Design

17. Art Appreciation
18. Career Preparation
19. Horticulture
20. FFA and SAE

**** Each unit will have a lecture and lab or hands-on activity in order to fully understand the material presented. ****

Class Rules

1. Every student has the right to learn.
2. The teacher has the right to teach.
3. Anything that prevents numbers 1 and 2 from happening is against the rules and will result in consequences.

Expectations

1. If a student is absent, it is his/her responsibility to meet with the instructor regarding missed assignments. The student will have 2 days for every day absent to complete the work.
2. **Late work is only accepted with prior approval and is not accepted past 1 week late.**
3. Students will arrive to class on time and be prepared.

Housekeeping

1. Grooming is not appropriate in the classroom.
2. The usage of cell phones and earbuds is prohibited during class time. They will be taken to the office and a referral will be written for each occurrence.
3. "The classroom" is anywhere instruction is taking place. All class policies apply regardless of where the class meets (in the classroom, floral lab, greenhouse, school farm or any other location).
4. All other school rules will be followed and any discussion of these rules and their enforcement will take place after school.

Consequences

In the event that a problem should arise, there will be a student/ teacher conference, followed by parent contact (via email or phone call). Should the problem continue, additional action could include detentions, behavior referrals, administrator involvement, loss of privileges and student/teacher/parent conferences.

Restroom Privileges

Students are allowed to use the facilities if they:

1. Obtain permission before leaving.
2. Students must sign out on the student release log, returning to class within 5 minutes.
3. Only 1 student may be out at a time.
4. Failure to follow these rules will result in the loss of this privilege.

Student and Parent Resources

Students will have ample time to complete assignments. If students require more time and assistance in tutoring, I will make myself available to assist in student success. Times will be made available during lunch and after school based upon my availability and the students' schedules.

Classroom Supplies

Students will be creating arrangements that they have the opportunity to take home. If they are wanting to take home the projects, then they must pay a fee for the project. The cost depends upon the materials used in the arrangement.

Personal Portfolio

Students are required to keep a portfolio including a price break down and picture of each project we do in class. A camera is recommended to take pictures and a jump drive/ USB stick to keep them on.

Field Trips and Excursions

Students will have the opportunity to go on field trips in this course. The students will also do smaller trips to Kerman Floral and the Fresno Fairgrounds to gain hands on experiences in the floral industry. Students will receive a permission slip that will need to be signed for the activities.

Community Classroom

Selected students will be sent over to Kerman Floral on Monday, Wednesday and Fridays to do a nonpaid internship. The students will learn the operations of a floral shop, develops sales skills and apply the floral design skills that they have learned in a real world application. Students will be selected based upon readiness for the community classroom.

Grades %

The class is graded according to this scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 and below, F.

1. Classroom (Approximately 90%)

Classroom Participation/ Citizenship	15%
Classroom Projects/ Labs	40%
Quizzes/ Tests	10%
Homework	5%
Winter/ Spring Final	10%
Personal Portfolio	10%

2. FFA/ SAE (Approximately 10%)

The FFA, formerly known as Future Farmers of America, is a national organization found in thousands of high school across the United States. The goals of the organization are to develop premier leadership, personal growth, and career success. Your son/ daughter automatically became a member of the National FFA Organization when he/she enrolled in an agriculture class, which floral design is. FFA is a co-curricular organization. There are numerous opportunities to participate both during the school year and after school FFA activities. These activities are given a point value and are part of the students' grades. Students need to participate in 4 activities for each semester to meet the full requirements.

An SAE project is a project designed to encourage students to learn more about an area of interest to them in agriculture. At Kerman High School students have many opportunities to have an SAE project. Students can do livestock projects, floral design projects, home improvement projects, vegetable crops projects and many other opportunities. The portion that the student will be graded upon is the completion of record books to develop the skills of record keeping and responsibility for a project. Time will be utilized within the classroom to complete record books. Time will need to be spent outside of the class time to complete the SAE project.

Please have your son/ daughter return this part of the letter.

I understand the policies of the Floral Design class and I will put forth my best efforts.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parent Name(s): _____

Contact Phone Number: _____

Parent E-mail: _____

Best Day/ Time to be Reached: _____

Parent Signature: _____ Date: _____

Intro Ag Mechanics

Mr. Sheehan

Kerman High School

Tobin.sheehan@kermanusd.com

Introductory Ag Mechanics is a year long course that will give your student a basic understanding of at least 7 different skill areas that are part of the Agriculture Mechanics Industry. Every student will be expected to participate in at least 4 FFA activities throughout the semester. Safety glasses and welding gloves will be provided, but students are encouraged to also bring in their own if they choose. They will also need to supply a combination lock for the locker they will be assigned which is to only be used for keeping their ag mech supplies and materials in due Aug. 22.

COURSE OUTLINE

Semester 1

Safety	Measurement
Tool ID	FFA
Sheet Metal	Electrical wiring
Plumbing	FFA Creed

Semester 2

Electrical wiring	Electrical testing
Cold Metal	Welding -SMAW

- The students will be working on various projects throughout the year; some projects will be in the ag shop and others may be out of class such as at the KHS Ag Farm. The projects will incorporate multiple areas of Ag Mechanics. (i.e. plumbing, concrete, electrical, etc.)

GRADING POLICY

50%- projects and participation
20%-Tests & Quizzes
10%- FFA Creed
10%-FFA Activities (4 activities per semester)
10%-Fair project

GRADING PERCENTAGES

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

Advanced Ag Mechanics

Mr. Sheehan

Kerman High School

This course will expand on the skills that were taught in the Introductory Ag Mechanics course, and explore other areas in the Ag Mechanics industry. Every student is expected to participate in at least 4 FFA Activities throughout each semester. Each student is expected to supply welding gloves & safety glasses. The student is also expected to supply a combination lock for a locker that will be supplied to them to secure their supplies and materials. The shop supplies are due by Friday August 22.

COURSE OUTLINE

Semester 1

Safety

Measurement

Tool ID

FFA

Welding-

Oxy-Acetylene: Flat, lap, "T"

With filler rod and brazing rod

SMAW-E6011 and E7018

-Flat, horizontal, and vertical positions

-plate, pipe to pipe, and pipe to plate

Semester 2

SMAW-E6011 and E7018

-Flat, horizontal, and vertical positions

-plate, pipe to pipe, and pipe to plate

GMAW-Flat and vertical positions

Project Design & Fabrication

Project Construction-Students will be required to build a project.

- The students will be working on various projects throughout the year; some projects will be in the ag shop and others may be out of class such as at the KHS Ag Farm. The projects will incorporate multiple areas of Ag Mechanics. (i.e. plumbing, concrete, electrical, etc.)

GRADING POLICY

70%-class participation, cleanup, attendance, projects & assigned welds

20%-Tests, quizzes, and bookwork

10%-FFA Activities (4 per semester)

*In the Advanced Ag Mech classes, the student's grade will also be affected by their attendance. They will be allowed four unexcused tardies and two absences per semester before it affects their grade (1% per infraction)

GRADING PERCENTAGES

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

ROP Welding & Fabrication

Mr. Sheehan

Kerman High School

Advanced Agricultural Welding will expand the students' skills that were introduced in the Ag Mechanics classes to meet the demands of the welding and farm shop industry. Students will be expected to work on projects that will test and challenge their skills. Students must supply their own safety glasses, welding gloves, and a 20 ft. quality tape measure by Friday August 22. The student will also need to supply a combination lock to secure their supplies and materials in the shop.

COURSE OUTLINE

Safety

Measurement

Tool ID

Record Books & job portfolio

Welding-

Oxy-Acetylene Flat, lap, T (Filler rod & Brazing Rod)

SMAW-E6011 & E7018

Flat, horizontal, vertical and OH positions

Fillets, "T", butt, & lap in all positions

GMAW-All types and positions

Flux cored and solid wire

Aluminum and stainless welding

GTAW-Basic welds on mild steel, alum, SS

Project Fabrication

- The students will be working on various projects throughout the year; some projects will be in the ag shop and others may be out of class such as at the KHS Ag Farm. The projects will incorporate multiple areas of Ag Mechanics. (i.e. plumbing, concrete, electrical, etc.)
- Outside of these class projects, all students are expected to construct a project for either themselves or for another person!

GRADING POLICY

70%-class participation, cleanup, attendance, projects & assigned welds

20%-Tests, quizzes, and bookwork

10%-FFA Activities (4 per semester)

*In the Advanced Ag Welding class, the student's grade will also be affected by their attendance. They will be allowed four unexcused tardies and two absences per semester before it affects their grade (1% per infraction)

GRADING PERCENTAGES

A=90-100%

D=60-69%

B=80-89%

F=0-59%

C=70-79%

G. Description of Facilities and Major Equipment

Description of Facilities and Major Equipment

The facilities of the agriculture department at Kerman High School are a key component of the program. Learning by doing is the driving force of this curriculum, and it is through practical experience that the students develop an intrinsic motivation to learn more and more. Having the ability to walk outside the classroom and engage in hands-on activities related to the classroom instruction, without having to leave the campus, becomes a powerful tool for instruction.

The facilities include an area for each facet of agriculture that is taught in the program including: classrooms, shop, storage facilities, O.H. and Floral unit, cultivated acreage, pasture facilities, pen space for beef, sheep, goats and swine, 1 tractor and a barn. The following is a list of major equipment and facilities.

Major Equipment Inventory

Item Description	Amount/ #
1997 Pick-Up Truck	1
2005 Suburban	1
40 ft. Stock Trailer	1
20 ft. Flatbed Trailer	1
1953 Flat Bed 2 Ton Truck	1
10 ft. Portable BBQ	1
Massey Furgeson Tractor	1
1990 Toyota Forklift	1
Aluminum Truck Box	1
Tractor Implements	4
2014 Kubota 4 Wheeler	1

Ag. Mechanics/ Welding Shop

Item Description	Number
Overhead Projector	1
6 ft. Break	1
Bench Grinders	6
Wire Wheel Machine	1
Drill Press	1
Band Saw	1
Metal Chop-off Saw	2
Plasma Cutter	1
Portable Oxy-Acetylene Units	1
Portable Welder (Gas Engine)	1
Arc Welders	21
Mig Welders Small	2
Mig Welders	4
TIG Welder	1
Iron Worker	1
Pattern Cutter	1
Pneumatic Shear	1
Sand Blaster	1
Rod Over	1
Cold Cut Saw	1
Slug Cutter	1

Pipe Bender	1
Small Gas Engines	10

O.H./ Floral Unit
129,600 Sq. Ft.

Item Description	Number
Greenhouses	2
Germination/ Mist House	1
Shade House	1
Tool Storage Shed	1
Floral Tools/ Supplies Storage Shed	2
Media Bins	4
Walk-In Refrigerator	1
Tables in Greenhouse	8
Work Tables in Floral Unit	6
Display Floral Cooler	1

Livestock Unit

Item Description	Number
Steer Pens	5
Hog Pens	7
Sheep Pens	25
Carting Tables	2
Blocking Shoots	4

Portable Scales	2
Permanent Scale	1
Steer Waterers	3
Show Ring	1

H. Five (5) Year Facility and Equipment Acquisition Schedule

Five Year Facility and Equipment Acquisition Schedule

2014-2015

School Farm Improvements

- Construct New Pasture Area
- Recondition Greenhouse and Floral Lab Facilities

Buy Small Bumper-pull Livestock Trailer

2015-2016

New Floral Textbooks

Additional Science Lab Equipment

Continue Greenhouse and Floral Lab Update

Add/Offer Upper Level Course(s)

- Ag. Sales and Service
- Adv. Plant Science

2016-2017

New Ag. Mechanics Textbooks

General Barn Electrical Update

Additional Vehicle

- Diesel Truck or Suburban

2017-2018

New Floral Cooler/ Display Case

Large Animal Facility Drainage

2018-2019

New Floral Cold Box

Replace Stock Trailer

I. Staff Assignments

Staff Assignments:

2014- 2015 KHS Ag. Department Chart of Responsibilities

	Cory	Codee	Elizabeth	Toby
Advisor/ Chair Assignments				
Agricultural Department Chair	x			
Chapter FFA Advisors	x	x	x	x
Greenhand FFA Advisor(s)		x		
Instructional Assignments				
Agricultural Leadership	x			
Agricultural Biology	x			
Adv. Animal Science		x		
Ornamental Horticulture	x			
Agricultural Earth Science		x		
Floriculture			x	
ROP Floriculture			x	
Introduction to Agriculture Mechanics				x
Advanced Agriculture Mechanics				x
ROP Agriculture Mechanics				x
Facilities/ Equipment				
School Farm	x	x		x
Horticulture Unit	x			
Floral Lab			x	

Ag Shop				X
Equipment Maintenance	X	X	X	X
Classrooms	X	X	X	X
Vehicles	X	X	X	X
Department/ FFA Paperwork				
Ag Incentive Grant	X			
Ag Department Budget	X			
Chart of Responsibilities	X			
Five Year Plan	X			
FFA Budget	X			
FFA Chapter Affiliation Roster	X			
R2 Reports	X			
Facility Requests	X	X	X	X
Program of Work	X			
Fundraiser Requests	X	X	X	X
Student Activity Requests	X	X	X	X
Conference Requests	X	X	X	X
Program Plan	X			
Accounts				
Ag Incentive	X			
FFA	X			
Livestock	X	X		X
Ag Mechanics				X
Greenhand		X		

Floral			x	
Applications				
FFA Scholarship Applications- Counseling Office				
National Chapter Award Applications	x			
Star Reporter Application	x			
State FFA Band/ Choir/ Talent	x			
Sectional Officer Applications	x	x		
Regional Officer Applications	x			
State Officer Applications	N/A			
Star Administrator Applications	x			
Star Counselor Applications	x			
Outstanding Chapter Applications	x			
Proficiency Award Applications				x
American FFA Degree Applications				x
State Degree Application	x	x	x	x
Project Supervision				
FFA Alumni Meetings	x			
Ag Support Livestock Raffle	x			
Ag Mechanics				x
Crop Science	x			
Floral			x	
Horticulture	x			
Poultry and Rabbits	x			

Sheep		x		
Swine				x
Work Experience	x	x	x	x
Fresno Fair Livestock		x		x
Fresno Fair Feature Booth			x	
Fresno Fair Landscape Booth	x			
Fresno Fair Crops	x			
Fresno Fair Ag Mechanics				x
Fresno Fair Floral			x	
Fresno Fair Entries	x	x	x	x
Judging Teams				
Ag Mechanics				x
Best Informed Greenhand		x		
Creed Speaking		x		
Job Interview	x			
Floral Design			x	
Vegetable Crops			x	
Opening/ Closing				
Novice Team		x		
Open Team	x		x	
Officer Team	x			
Prepared Speaking	x			
Vet. Science		x		
Grapevine Pruning	x			

Nursery Landscape	x			
Livestock				x
Contests				
Sectional BIG Contest	x	x	x	
Sectional Parli Pro Contest				
Sectional Speech Contest				
Regional Speech Contest (Tentative)	x	x		
Regional Parli Pro Contest (Tentative)				
Chico Field Day	x	x	x	x
Merced Field Day/ Lathrop Field Day	x		x	x
Modesto Field Day	x			x
Reedley Field Day	x	x	x	x
Madera Floral Contest			x	
State Speech Contest (Tentative)	x	x		
State Parli Pro Contest (Tentative)				
Fresno Field Day	x	x	x	x
Cal Poly State Finals	x	x	x	x
Fundraisers				
Chocolate Coated Almonds/ Raisins				
Donations	x			
Order Forms	x			
Mailers	x			
Tri Tip Dinner				
Tickets	x			

Food and Kitchen				X
Inventory and Supplies Order	X	X		
Student Work Crew	X	X	X	X
Parent/ Adult Work Crew	X			
Raffle			X	
PSAs		X		
Mailers	X			
Setup	X	X		
Work	X	X	X	X
Cleanup	X	X	X	X
Pepsi Fundraiser				X
Banquets				
Fall Awards Night				
Food		X		
Setup and Decorations	X			
Program, Awards, Officers	X			
Spring Awards Banquet				
Food				X
Set Up and Decorations		X	X	
Program, Awards, Officers	X			
Student Conferences/ Retreat/ Mtgs.				
Chapter Officer Retreat	X	X	X	X
Leadership Bootcamp	X	X		

Fall Regional Meeting	x	x	x	x
National FFA Convention				x
Greenhand Conference		x	x	
Spring Regional FFA Meeting	x	x	x	x
Spring Sectional FFA Meeting	x	x	x	x
State FFA Convention	x	x	x	x
State FFA Convention One Day		x		
Teacher Conferences/ Meetings				
Fall Regional CATA Meeting	x	x	x	x
Spring Regional CATA Meeting	x	x	x	x
Road Show	x	x	x	x
Spring Sectional CATA Meeting	x	x	x	x
Summer CATA Conference	x	x	x	x
American Degree Scoring			x	x
State Degree Scoring #1	x	x		
State Degree Scoring #2			x	x
FFA Meetings				
Officer Executive Meetings	x			
Greenhand Executive Meetings				
August	x	x	x	x
September	x	x	x	x
October	x	x	x	x
November	x	x	x	x
December	x	x	x	x

January	X	X	X	X
February	X	X	X	X
March	X	X	X	X
April (Officer Elections)	X	X	X	X
May	X	X	X	X
Alumni Group Meetings				
September	X			
January	X			
March	X			
Other Assignments				
Scrapbook	X			
Chapter Newsletter		X		
Other Activities				
Officer Team/ Advisor Picture	X			
Harvest Festival	X		X	
Christmas Gift Wrapping	X	X	X	X
Blackbeards/ Fall Sectional Activity		X	X	X
John's Incredible Pizza/ Spring Sec. Act.	X	X	X	X
Homecoming	X		X	X
National FFA Week Breakfast		X	X	
National FFA Week		X	X	
Coats for Kids			X	
Sadie Hawkins Dance	X	X	X	X
Recruitment/ Frosh Orientation	X	X	X	X

Tulare Farm Show		x		x
State Degree Banquet	x	x	x	x
Officer Interviews	x		x	x
Officer Planning Meeting	x			

- Check Marks indicated the advisor in charge, all advisors are to be on-hand as needed

J. FFA Program of Activities

Kerman FFA Program of Activities 2014-2015

**Unleash Your
Potential...**

Program of Work

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Kerman FFA Officer Letter

Dear FFA Members,

We are looking for a great year here at Kerman High School. As an officer team we have prepared fun activities for you to get involved in for the entire year. We are hoping that you will get involved in as many of the activities as you can. With your help our chapter will grow and we will experience many new things. So here's to a great year FFA members and make sure you 'Unleash Your Potential' !

Sincerely,

The 2014-2015 Kerman FFA Officer Team

President: Ashley DeWitte

Treasurer: Natasha Lopez

Vice President: Morgan Barrett

Reporter: Amanda Nehring

Secretary: Sigifredo Vallardes

Sentinel: Breanna Garcia

Advisors' Message

The Advisors of the Kerman FFA Chapter would like to welcome all of the members of the Kerman FFA Chapter for the 2014-2015 school year. We are excited for this year to continue having the success that we have been having. The opportunities that are available are endless for our chapter members to get even more involved.

This year, the officers have set a goal for the FFA members to have our members become more active in chapter activities and to have more SAE projects. As the advisors, we provide guidance to the officers and help them to continue to help the chapter grow. We fully support the chapter officers goals and we feel that it will be something that we can obtain. This program of work will serve as a guide, outlining the activities you can participate in. Use this Program of Work to get involved and to experience new things that you can't experience anywhere else. In order for the chapter officers to reach their goals, they need for all of the members to be active and to be supportive of the FFA chapter. As advisors we are here to lead the way, while the officers and committee members are the ones who will lead the membership and become strong leaders. We want this school year to be the best that you have had in school with all of the new opportunities that we have with the Kerman High School Agriculture Department.

We look forward to working with all of our members, new and returning to keep our program successful. Let's have a great year!

Sincerely,
The Kerman FFA Advisors

Mrs. Basham
Mrs. Bontrager
Mrs. Molloy
Mr. Sheehan

KERMAN FFA PROGRAM OF WORK 2014-2015

Activity	Goals	Ways and Means
<u>Division 1. Supervised Experience</u>		
Provide opportunity for participation in SAE projects	Increase involvement in SAEP	a. Promote SAEP in ag classes b. Encourage breeding projects.
<u>Division 2. Cooperation</u>		
<u>Division 3. Community Services</u>		
Assist in community	To make the community a better place to live	a. Sponsor annual Tri Tip BBQ
	To improve public relations	b. Participate in Harvest Festival
	To develop civic responsibility	c. Foster the Intro to Ag classes through visits and farm tours
<u>Division 4. Leadership</u>		
Providing leadership	Members participate in chapter public speaking and creed contest	a. Give grade and/or points b. Have challenging and well planned Program of Work c. Provide members with information in FFA Constitution
<u>Division 5. Investments and Savings</u>		

Activity	Goals	Ways and Means
Encouraging thrift and investments	Chapter to earn sufficient money to finance activities	<ul style="list-style-type: none"> a. Prepare a chapter budget b. Have treasurer make a report at each meeting d. Check candidates' earnings before raising to next degree e. Use one or more of the following to raise chapter funds: <ul style="list-style-type: none"> 1. Homecoming dinner 2. Chocolate Covered Fundraiser 3. Tri tip BBQ

Division 6. Conduct of Meetings

Planning and conducting satisfactory chapter meetings	Hold ten regular meetings during the year.	<ul style="list-style-type: none"> a. Have meetings once monthly b. Schedule executive committee meetings c. Prepare well planned programs for meetings d. Provide activity after each meeting e. Provide refreshment at each meeting f. Discuss calendar with school administration g. All officers memorize parts for all meetings h. Acquire all necessary paraphernalia and equipment from FFA Supply Service i. Officers wear official FFA jacket at meetings j. Display FFA banner k. Have Sentinel prepare FFA meeting room l. Provide special training on ceremonies for new officers
	Use all of the official chapter paraphernalia	
	Use proper official ceremonies at meetings	
Using officers effectively	Chapter select qualified officers	<ul style="list-style-type: none"> a. Select by April 30th b. Keep chapter minutes

Activity	Goals	Ways and Means
	Invite state officers to visit chapter	up to date
	Chapter use official secretary's book	c. Follow approved method of recording minutes
		d. Treasurer keeps balance checked
<u>Division 7. Recreation</u>		
Having "fun" through planned recreation	Chapter provide organized recreational activities in: <ul style="list-style-type: none"> a. Sports b. Social c. Organized tours 	<ul style="list-style-type: none"> a. Organize an achievement trip for the chapter b. Plan social activities c. Participation in Sectional Blackbeards Night e. Host KHS Sadie Hawkins Dance
<u>Division 8. Public Relations</u>		
Promoting the FFA	Use various media to keep the public informed of FFA activities	<ul style="list-style-type: none"> a. Make extensive use of local newspaper b. Encourage proper wearing of official FFA clothing by members c. Maintain a scrapbook d. Conduct an 8th grade orientation program e. Present FFA awards at an annual awards banquet f. Use radio and TV media
	Sponsor awards banquet	
<u>Division 9. Participation in State and National Activities</u>		
Attending conventions	Two chapter members participate in State Convention activities	<ul style="list-style-type: none"> a. Have chapter delegates attend State Convention b. Advisor counsel delegates prior to State Convention c. Wear official FFA uniform to convention
	Have no less than 5 full-time conference participants and no less than 8 one-day participants	

Activity	Goals	Ways and Means activities
Promoting National FFA	Observe National FFA Week during the week of George Washington's Birthday by sponsoring two activities	<ul style="list-style-type: none"> a. Use material supplied by state association to promote FFA Week b. Bulletin board displays of FFA information
Using National Foundation Awards	Chapter have entries in Foundation Award	<ul style="list-style-type: none"> a. Provide information and application forms b. Keep accurate records on file for award programs c. Submit applications to state office on time d. Obtain and present FFA Foundation medals
Competing in National Chapter Award Program	Meeting the requirements for Superior Chapter	<ul style="list-style-type: none"> a. Plan Program of Work in fall b. Committee chairman and chapter officers consolidate each committee's accomplishments c. Keep program of work up to date d. Keep minutes of all community meetings and officer meetings in notebook
Participating in judging activities	Enter qualified teams in judging contests	<ul style="list-style-type: none"> a. Hold chapter contests b. Chapter assists individuals and contestants as needed c. Participate in CDE contests statewide

Mission and Strategies

FFA makes a positive difference in the lives by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, we the FFA:

1. Develop competent and assertive agricultural leadership.
2. Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthen the confidence of agriculture students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage achievement in supervised agricultural experience programs.
6. Encourage wise management of economic, environmental and human resources of the community.
7. Develop interpersonal skills in teamwork, communication, human relations and interaction.
8. Build Character, Promote Citizenship, Volunteerism and Patriotism.

The Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has a unique significance. THE CROSS SECTION EAR OF CORN provides the foundation of the American Agriculture. It is also a symbol of unity, as corn is grown in every state of the nation. The RISING SUN signifies progress and holds a 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 are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture. The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress.

Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors are NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

Motto

The FFA motto gives members twelve short words to live by as they discover the opportunities available in the organization:

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

The FFA Creed

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

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

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

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

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

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

Judging Teams

Kerman FFA encourages to compete on one of the following teams. These judging teams provide students with new skills in agriculture. With each of these teams students get to travel to various colleges across California to compete and to further develop critical thinking, speaking and leadership skills.

Floriculture	Vegetable Crops
Agriculture Mechanics	Farm Records
Veterinary Science	Livestock Judging
Ornamental Horticulture	Public Speaking/ Job Interview
Opening/Closing Ceremonies	Vine Pruning

Public Speaking

Public speaking contests are very important in the FFA since public speaking is a large part of leadership activities for the FFA. The FFA prepares students for their futures with businesses and careers. Students need to develop their public speaking skills in small and large group settings to be better prepared for their future. There are three contests that Kerman High School enters for public speaking: Prepared Public Speaking, Extemporaneous Public Speaking and Job Interview.

In the Extemporaneous Public Speaking CDE, participants are given 30 minutes to deliver a speech on one of three assigned agricultural topics. Students must learn to think on their feet and develop an argument quickly and persuasively. Participants in the Job Interview CDE submit a resume, complete job applications and participate in mock job interviews with a panel of possible employers. During the Prepared Public Speaking CDE, students write and deliver a six- to eight-minute speech about a current agriculture-related topic. The speaking skills gained through this event help students excel in school, community and career settings.

Kerman FFA Alumni Group

The Kerman FFA Alumni Group is made up of community members that look to support the growing Kerman FFA Chapter. They are there alongside the Kerman FFA Advisors in helping with functions and fundraisers. The Alumni Group holds raffles at the Tri Tip Dinner in effort to help our the Kerman FFA Chapter. The Kerman FFA Alumni Group also puts on a Booster support for students that are showing at the Fresno County Fair. The Alumni Group meets throughout the year to look at ways to help the Kerman FFA Chapter. They are a truly supportive group that is essential to Kerman FFA's success.

Kerman FFA Awards

The community of Kerman is very supportive of the Kerman FFA and they provide several different scholarships for the outgoing program completers. The following is a list of the current awards that are awarded at the Kerman FFA Spring Banquet:

List of awards:

- Outstanding Floral Design Award, Outstanding Welder of the Year, Arlon Shubert Outstanding Ag Mechanics Award, J.V. Lefty Elliot Livestock Award, Outstanding Service to the Chapter (male/ female), FFA Foundation Award (senior), Star Chapter Farmer, Star Greenhand, Chapter Star in Agribusiness

Possible FFA Awards

- Greenhand Degree: 1 year agriculture students
- Chapter FFA Degree: 2nd year agriculture students
- State FFA Degree: 3rd or 4th year agriculture students
- Judging Team Awards
- Speaking Awards
- Outstanding Agriculture Student Awards
- Top Twenty Trip Awards:
 - All twenty students go on an end of the year trip
- Scholarships
- Proficiency Awards (Local, Section, Region, State, Nation)
- Outstanding Exhibitor Award (by specie at the Fall Awards Ceremony)

2014 FFA Fall Awards Application

INSTRUCTIONS: (1) Indicate the award that you are applying for by placing an "X" on the line to the left of the category. *If you are applying for more than one award, you must submit a separate application form for each award.* (2) Obtain all required signatures. (3) Obtain your latest grades from your teachers. (4) Turn in completed application form(s) by 3:30pm on Friday, October 31, 2014 to Mrs. Molloy in room 702.

***If you apply for more than one award, complete the Grade Summary Form only once.**

****Current second year students year students will only have a 2013 Record Book to turn in.**

OUTSTANDING FRESHMAN PROJECT AWARD

This award is available to all students that were freshman showing at the 2014 Big Fresno Fair. The criterion is that you have excelled in your SAE project, leadership and FFA activities. Documentation should be provided in your Record Book.

OUTSTANDING SOPHOMORE PROJECT AWARD

This award is available to students that were Sophomores showing at the 2014 Big Fresno Fair. The criterion is that you have excelled in your SAE project. Documentation should be provided in your Record Book.

OUTSTANDING JUNIOR PROJECT AWARD

This award is available to all students that were Juniors showing at the 2014 Big Fresno Fair. This award will be granted to the student with the most outstanding Record Book. Completing the book properly, neatly, and in it's entirety will be considered.

OUTSTANDING SENIOR PROJECT AWARD

This award is available to all students that were Seniors showing at the 2014 Big Fresno Fair. This award will be granted to the student with the most outstanding Record Book. Completing the book properly, neatly, and in it's entirety will be considered.

J.V. "Lefty" Elliot Livestock Award: Grades 9-12

Open to the outstanding livestock exhibitor of the year; diversified livestock production is encouraged; SAE and record book required; FFA leadership and activities are considered.

Proficiency Award Areas

- _____ Diversified Crop Production (entrepreneurship)
- _____ Sheep Production (entrepreneurship)
- _____ Ag Mechanics (entrepreneurship or placement)
- _____ Poultry Production (entrepreneurship)
- _____ Swine Production (entrepreneurship)
- _____ Diversified Horticulture Production ~ incl. Floral Design
- _____ Dairy Production (placement)

**Kerman FFA
Spring Awards 2013-2014**

Name: _____ Degree: _____

Check only one per page:

- _____ **Outstanding Floral Design Award:** Open to 9-12 grade levels
FFA member must be currently enrolled in Floral Design. He/she must be able to demonstrate skills, techniques, and construction of floral arrangements.
- _____ **Outstanding Welder of the Year:** Grades 10-12
Students must be enrolled currently in the Welding Program. Demonstrated high proficiency in welding and fabrication; involved in FFA activities.
- _____ **Arlon Shubert Outstanding Ag Mechanics Award:** Grades 10-12
Students must be currently enrolled in the Ag Mechanic program. He/she must demonstrate abilities in Ag Mech combined with outside FFA activities and events.
- _____ **J.V. "Lefty" Elliot Livestock Award:** Grades 10-12
Open to the outstanding livestock exhibitor of the year; diversified livestock production is encouraged; SAE and record book required; FFA leadership and activities are considered.
- _____ **Outstanding Service to the Chapter (male/female):** Open to grades 9-12
This award is given to an individual male and female chapter member, for their outstanding commitment, hard work, and dedication to the chapter.
- _____ **FFA Foundation Award (senior):**
Offered to a graduating senior of 2014 who has developed their potential for premier leadership, personal growth, and career success. Has supported activities in the chapters local program and has encouraged individuals to become involved in Agriculture Education.
- _____ **Star Chapter Farmer**
The Star Chapter FFA Degree will be awarded to a member who has an outstanding SAE in production agriculture, has earned their Chapter Degree in the current year, and demonstrates involvement in all phases of the chapter's activities.
- _____ **Star Greenhand**
The Star Greenhand Award is given to a freshman student with outstanding SAE involvement who has also demonstrated exceptional leadership abilities.
- _____ **Chapter Star in Agribusiness**
This award is given to the top applicant in the Chapter who has an SAE program in agribusiness rather than Ag production. FFA involvement is also considered.

TURN IN COMPLETED APPLICATION TO MRS. MOLLOY IN RM 702
BY FRIDAY, APRIL 4TH @ NOON

**Kerman FFA
Spring Awards Application
2013-2014**

Name: _____ Grade level: _____

Year in ag: _____ FFA Degree held: _____

Answer the following questions and check the award(s) for which you are applying.

1. Why are you qualified for this award?

2. What activities have you participated in with the chapter?

3. What are you future plans with the chapter? If you are graduating, what are you future plans?

TURN IN COMPLETED APPLICATION TO MRS. MOLLOY IN RM 702
BY FRIDAY, APRIL 4TH @ NOON

Grade Summary Form

Student's Name: _____

Grade Level: _____

Period	Course Title	Grade	Teacher Comments	Teacher Signature
0				
1				
2				
3				
4				
5				
6				
7				

Required Signatures

I, _____, have completed this 2014 FFA Fall Awards Application
(Student's Name)
to the best of my ability. I attest that all of the information is current and accurate.

Student Signature

Date

I, _____, attest that my son/daughter has completed all necessary
(Parent's Name)
information to apply for this 2014 FFA Fall Award area.

Parent Signature

Date

Fairs and Shows

Each year Kerman FFA participates at the Fresno County Fair. This event allows for our students to showcase the hard work and dedication that they have for their SAE projects. Students participate in all types of projects for the fair including: Crops, Floral Arrangements, Agriculture Mechanics, Feature Booth, Horticulture, Swine, Goats, Sheep, Poultry, Rabbits and many more. If these projects sound of interest to you, just ask on of the Agriculture Teachers and they can help to get you started.

Livestock Contract

A Livestock Contract is to be signed by the parents and student that is interested in showing livestock for Kerman FFA at the Fresno County Fair. Attached is the Livestock Contract.

Student: _____

Species: _____

Kerman FFA Livestock Project Checksheet

Before purchase of animal:

- _____ Deposit of at least half the estimated total of the project.
- _____ Attend pre-project meeting with parent.
- _____ All contracts signed and returned.
- _____ All school debts are cleared.
- _____ All previous record books are up to date.
- _____ Student has participated in at least 5 chapter activities in the past year.
New students exempt.

Before fair:

- _____ All debts/payments are received in full.
- _____ Obtained full show uniform.
- _____ Grade check of 2.0 or better with no more than 2 F's.

Before check will be released:

- _____ Complete the FFA Recordbook for all projects by December 15th.
- _____ Thank you notes are cleared and sent within one week from receiving information from fair.
- _____ Obtain and deliver a buyer's gift within one month of auction day.

Student signature

Parent signature

Kerman FFA
KERMAN AGRICULTURE DEPARTMENT
EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all students to learn and work together, the following requirements are expected of each exhibitor regardless of where the animal is housed.

1. Attend all exhibitor meetings called by advisor.
2. Purchase the show supplies necessary for project.
3. Show efforts to secure a buyer prior to the fair.
4. Have a complete FFA show uniform.
5. Prior to receiving fair checks, students must update record books, clean facilities, write Thank You letters with an envelope and stamp (all letters need to be approved by advisor within **30 days** of auction), and deliver buyers' gift.
6. Lamb exhibitors will be expected to attend the Kerman Lamb Feed cleanup on Sunday morning one week after fair.

Animals housed off campus will be the sole responsibility of the students. Students who keep their animal at home are required to make arrangements with the advisor for project visits as well as contact the advisor when they need assistance.

All rules included in the most current edition of the Kerman High School Student Handbook will be in effect as will all consequences of failure to comply with those rules. Consequences include, but are not limited to, removal from the school farm, removal from the livestock show team, suspension, and expulsion. Kerman FFA advisors and Kerman High School administration reserve final judgment on any non-compliance issues.

**** If, at any time, you have the need or desire to change to a different organization (ie 4-H or Independent) this move MUST be made 60 days (or 120 days for cattle) prior to opening day of fair.**

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Advisor signature _____ Date: _____

KERMAN FFA
Purposes, Use & Responsibilities
Of the School Farm Laboratory
And Supervised Agriculture Experience Project

Eligibility for use of farm:

- Enrolled in an agriculture class at Kerman High School throughout the duration of the project.
- Must be in grade 9-12 or a graduate (within 18 months of graduation by fair time).
- Maintain at least a 2.0 GPA (with no more than two F's) through the beginning of fair.
- Must abide by the established rules and regulations.
- Have completed contract on file.

Use of facilities:

- Students and parents are liable for payment of all bills accrued.
- Clearance through the agriculture department must be obtained prior to moving any livestock on or off the farm, **or changing pen locations**. All farm accounts must be cleared before animals are removed from the school farm; this includes taking the animal to the fair.
- No construction of buildings, or additions to existing buildings, will be permitted without prior approval of the agriculture department. No buildings or equipment will be moved into the area without prior consent of the agriculture department.
- Removal of a student from the agriculture program voids the privileges of raising livestock on the premises. Arrangements will be made for the immediate removal or transfer of ownership of the student's project.
- The agriculture department does not guarantee a profit on any project. Loss which might be encumbered will be borne by the student involved.
- All animals taken to the fair that make weight must go through auction **or** private arrangements must be made for the butcher to pick up the animal at the fair. Animals not making market weight must make private arrangements for the butcher to pick up the animal at the fair **or** have another place lined up to transport and house the animal.

Agriculture Department Responsibilities:

- To provide a learning opportunities which provide a meaningful and rewarding experience for each student.
- Supervise project on a regular basis.
- Acquisition of projects and/or approving animals purchased for fairs.
- Provide the opportunity for facilities for those students keeping animals at the school farm.
- Provide appropriate storage areas for those students keeping animals at the school farm.
- Provide students with the information in regards to school rules, participation policy, fair rules and dates. This information will be posted at the school farm or given to the student.
- Any decisions regarding facilities and policies are the responsibility of the agriculture department in cooperation with the school administration.

Date: _____

FFA Member: _____

Parent/Guardian: _____

Student Responsibilities:

- Provide satisfactory care for and conduct of your project according to the standards, guidelines, and needs of the project. They include, but are not limited to the following:
 - Feed animals DAILY as per schedule.
 - Keep animals, pens, and all equipment clean at all times.
 - Remove all trash and manure from pens daily and place in approved receptacles or locations.
 - Keep all feed and tools locked in storage area provided for student use.
 - When you are unable to feed your animal, make arrangements with a responsible party to feed your animal.
 - Make sure the animals (cattle) are halter broke and safe to take to the fairs or they will not go.
- Maintain an accurate and complete project record book available for monthly review by the FFA Advisor.
- Have project insurance. Any loss would be the financial responsibility of the student.
- Attend scheduled fair meetings and project workdays. Participate in scheduled workdays, fair participation and clean-up activities.
- **Attend at least 5 FFA activities, including no less than 3 chapter meetings during the school year before fair, does not apply to first time exhibitors.**
- Attend a mandatory fair meeting with a parent/guardian.
- Maintain a 2.0 GPA during the term of the project with no more than 2 "F"s.
 - Initial grade check before the project will be at the 35th week progress report in the spring.
 - Fair eligibility will be determined from the 1st progress report in the fall.
 - The general appeal may be used when a 2.0 GPA is not present. This appeal may be used only once in four years.
 - Emergency appeal may also be employed for major, personal situations.
- Follow all school rules when at the farm or at the fair and represent the chapter appropriately.
- Request additional project supervision by contacting the agriculture department.
- Leave any messages on the board provided.
- Make efforts to secure a buyer for your animal.
- Agree that any project raised off campus must be approved by an ag teacher.
- Student must turn in a grade report form once a week – starting the first Friday of September.
- Any animal medication must be under the direct supervision of school personnel.
- Keep all gates locked and secured.
- Agree to the Supervised Agriculture Experience Project Contract, Exhibitor Contract, Purchasing Contract, Animal Contract & Fair Expectations contract.
- Only livestock students will be allowed on the farm at any time!
- **Consequences:** "3 Strikes" and your animal is off the farm. Look at attached contracts.

Parent Responsibilities:

- Provide student with the transportation to and from project obligations
- Provide student with FFA show uniform – white pants, white shirt with a collar, FFA jacket, and FFA scarf/tie
- Cooperate with the agriculture department to maintain strong discipline and positive school image
- Any disagreements between a parent(s) and an advisor(s) will be handled appropriately, and will not take place while students are present
- Provide encouragement for successful completion of the project
- Assist student in pursuing a buyer for the fair
- Allow students the responsibility of feeding, cleaning, and fitting
- Agree to the Supervised Agriculture Experience Project Contract, Exhibitor Contract, Purchasing Contract, Animal Contract & Fair Expectations contract
- Accompany your student onto the farm when supervision is not provided.
- Set an example by wearing appropriate attire (i.e., close-toed shoes and long pants) on the farm.

FFA Member: _____ Date: _____

Parent/Guardian: _____ Date: _____

PLEASE PRINT OR TYPE:

Student's Last Name	First Name	Home Phone Number
Street Address	City	Zip
Parent/Guardian Names	Work Phone Number	
Grade Level	Current GPA	

IN CASE OF EMERGENCY CONTACT:

Name	Relationship	Phone Number
------	--------------	--------------

CHOICE OF PROJECTS: (check all areas that apply)

Type of animal(s) _____

Home _____ and/or Farm _____

ACQUIRED PROJECT: (check appropriate space)

- ☐ Student plans to acquire his/her own project with Ag Department approval.
☐ Kerman FFA Agriculture Department will acquire the project.

LIVESTOCK INSURANCE: (all projects must pay)

*No insurance is available for poultry projects

___ \$17.50 – Market Lambs

___ \$17.50 – Market Hogs

___ \$98 – Market Steers & Dairy Heifers

Note: Please make checks payable to Kerman FFA

ATTENDANCE FOR FEEDING & CLEANING: (all farm projects)

- Each student must sign in at each feeding – Monday through Sunday

Summer Hours

7:30 to 9:00 AM – Morning Feeding (attendance sheet will be checked daily at 9:00 AM)

6:00 to 8:00 PM – Afternoon Feeding and Cleaning

School-year, Weekday Hours

7:00 to 7:45 AM – Morning Feeding (attendance sheet will be checked daily at 8:00 AM)

6:00 to 8:00 PM – Afternoon Feeding and Cleaning

School-year, Weekend (Fri – Sun) Hours

7:00 to 8:30 AM – Morning Feeding (attendance sheet will be checked daily at 8:00 AM)

6:00 to 7:00 PM – Afternoon Feeding and Cleaning

** Presence on the farm outside of these hours, without a parent, will result in a strike.

**ANY feeding outside listed feeding times, may also result in a strike.

Any breach of this contract will count as a strike on the student's record. One strike will result in a phone call home to the student's parents. The second strike will result in a conference with the student, parents, and principal or assistant principal. The third strike will result in the project being removed from the farm within one week. If the student has no place to keep the project, the animal may be sold at the local auction yard.

Transportation/processing fee of \$100 may be assessed by the Kerman High School Ag Department in addition to any fees from the auction yard. The balance from the sale will be paid to the student.

We, the undersigned, have read the RULES/REGULATIONS/RESPONSIBILITIES governing the use of the SCHOOL FARM AND SUPERVISED AGRICULTURE EXPERIENCE PROJECT. We realize that the use of the farm is a privilege and not a right; and in return for the use of the facilities agree to adhere to these rules and regulations. We further realize that failure to comply with the terms of this contract may cause removal of the student's project from the farm or organization.

Date: _____

FFA Member: _____

Parent/Guardian: _____

FFA Advisor: _____

Fair Expectations

- The dates for the Fresno Fair are October 7th – 18th.
- Each student will be assigned a barn duty each day of the fair. This will ensure that the livestock pens are appropriately maintained and the animals are cared for. Each student will have a minimum amount of shifts not to exceed a three-hour block.
- All students will be expected to assist in the loading and unloading of animals and tack to and from the fair.
- The exhibitor is ultimately responsible for the animal(s) shown. It is the member's responsibility to see that his or her animal is fed, given clean bedding, and properly cared for the entire time the animal is at the fair.
- Be on time.
- Exhibitors are reminded of the importance of teamwork while at fairs and shows. Fairs and shows are an extension of the classroom and all school rules still apply.
- Each student will be required to participate in showmanship in order to sell.
- Fair checks will be distributed after the fair after the student submits his/her thank you cards, shows an up-to-date recordbook, completes farm clean-up and pays any outstanding bills.
- Behave appropriately.
- Follow all school rules.
- Attend school on days not assigned to fair crew. Failure to do so, without a doctor's note for an illness, will result in an unexcused absence.

If I do not follow this agreement, I may be asked to remove my animal from the fair and may not be able to sell.

Student's signature

Date

Parent's Signature

Date

Ag Teacher's Signature

Date

Est Swine Budget

• Market hog	\$300
• Feed	\$210
• Medication & Wormer	\$6
• Livestock Insurance	\$20
• Show Supplies	\$5
• Fair Entry Fee	\$16
	○ Total
	<u>\$557.00</u>
Sell 250 pound pig @ \$2.25/lb=	<u>\$562.50</u>
Top Offs	<u>\$100.00</u>
Profit	<u>\$105.50</u>

Est Sheep Budget

• Market Lamb	\$275
• Feed & Hay	\$125
• Medication & wormer	\$5
• Livestock Insurance	\$19
• Fair Entry Fee	\$16
• Bedding (if not donated)	\$10
	○ Total
	<u>\$450.00</u>
Sell 120 pound lamb @ \$3.75/lb=	<u>\$450.00</u>
Top Offs	<u>\$100.00</u>
Profit	<u>\$100.00</u>

Est Goat Budget

• Market Goat	\$200
• Feed & Hay	\$100
• Medication & wormer	\$5
• Livestock Insurance	\$19
• Fair Entry Fee	\$16
• Bedding (if not donated)	\$15
	Total
	<u>\$355.00</u>
Sell 80 pound animal @ \$3.00/lb=	<u>\$240.00</u>
Top Offs	<u>\$150.00</u>
Profit	<u>\$35.00</u>

Est Poultry Meat Pen Budget

• Purchase of 2 birds	\$5
• Feed	\$9
• Fair Entry Fee	\$8
	Total
	<u>\$22.00</u>
Sale of meat pen thru auction =	<u>\$125.00</u>
Top Offs	<u>\$20.00</u>
Profit	<u>\$123.00</u>

*Most show supplies will be supplied by the chapter

*FFA Jacket and Tie/Scarf can be purchased for \$70 through the ag dept or at www.ffaunlimited.org

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Advisor signature: _____ Date: _____

Community Service

Community Service has always been a part of the FFA organization. Community service allows for students to give back to the community that supports them in their endeavours. The Kerman FFA Chapter develops a sense of community with those around and teaches those to give back, especially in times when needed the most.

- We will have a Coats for Kids Drive during the winter to help those in need keep warm during the cold months.
- We will do Free Gift Wrapping in December to wrap gift for community members.
- We will raise funds for Toys for Tots and purchase toys for needy children.
- We will have a Farm Day for Liberty Elementary School Kindergarteners to come and see the agriculture that is happening at our school.
- We will send students over to Kerman Middle School to educate on agriculture and to promote the Agriculture Program.
- We will help plant trees and beautify our local parks.
- We will represent the FFA and help out at community banquets.

2014-2015 FFA Officers

Kerman Chapter Officers

President: Ashley DeWitte

Vice President: Morgan Barrett

Secretary: Sigifredo Valladares

Treasurer: Natasha Lopez

Reporter: Amanda Nehring

Sentinel: Breanna Garcia

Advisors: Cory Molloy, Tobin Sheehan, Codee Bontrager, Elizabeth Basham

West Fresno Madera Section Officers

President: Sean Pimentel, Central

Vice President: Brandi Gourley, Central

First Vice President: Vanessa Miravilla, Madera

Secretary: Morgan Barrett, Kerman

Treasurer: Austin LaSalle, Firebaugh

Reporter: Ashley DeWitte, Kerman

Sentinel: Alex Elisalde, Central

San Joaquin Region Officers

President: Grant Hall, Minarets

Vice President: Aaron Moccardini, Frontier

Vice President: Virat Kang, Madera

Vice President: Brent Oge, Kingsburg

Vice President: Natalie Starich, Hanford

Vice President: Rebecca Duran, Tulare

Vice President: Jennifer Hernandez, North

Secretary: Bianka Patoja, Arvin

Treasurer: Andrew Sousa, Tulare

Reporter: Jenae Hansen, Madera

Sentinel: Tanner Lopez, Minarets

Past State FFA Degrees

1934 Paul Harrison	1938 Ed Santos	1951 Ellis English
1952 Clarence Burrows	1953 Bob Hart	
1954 Robert Martin	1955 John Chernekoff	
Donald Heinz	Richard Hansen	
	Vernon Wolfe	
1956 Robert Romero	1957 Robert Huber	1958 Dennis Wilt
1960 Richard Huber	1963 Mike Perry	1964 Anthony Periera
Marvin Schafer		
1965 Bob Hardy	1966 Wayne King	1968 Jim Petrucelli
John Henderson	Jerry Radinoff	Jerry Van Hoosen
Larry Scheidt	Ken Crouch	
Jerry Clement		
1969 Elmer Huter	1970 Paul Knowles	1971 George Helmuth
	Albert Bopp	Carl Knowles
		Russel Scheidt
1972 Scott Foth	1973 Jeff Helmuth	1974 Glen Foth
	Larry Silva	Bill Haupt
	Joe Porto	Robert Welch
	Ken Samarin	
1975 Joe Furtado	1976 Clint Carlson	1977 Kevin Herman
Dennis Lowe	Ken Walls	Bill Toste
	Tom Walls	Dan Walls

1978 Keith Dettman	1979 John Siliznoff	
1980 Garry Bland	1981 Judy Bowles	1982 Michelle Hylton
Tim Nazaroff	Donnell Long	Vevette Gadbois
Ricky Oaks	Jon Smith	Mark Herman
Richard Toste		Mike Kissinger
1983 Clayton Bland	1985 Robert Martin	1986 Rod Carder
	Brian Pacheco	David Garham
	Steve Toste	
1987 Sam Kissinger	1988 Douglas Bopp	1989 Cindy Crumb
	Joey Martin	Renae Todd
	Meschele Dodson	
	Devon Jones	
1990 Juliet Amaral	1991 Melody Frost	
Allan Buchnoff	Shawn Shelton	
Shannon Ragsdale	Juan Rodrigues	
	Rudy Aceves	
	Jody Smart	
1992 Jennifer Ambrosini	1993 Isabel Castelanos	1994 Aaron Amaral
Toni Buchnoff	Ralph Chapman	
Kristin Coelho	Victor Gragnani	
Kelly Costa	Maranda Neiderquell	
Jerry McMahan	Sandy RAGsdale	
Tres Porter	Paul Samarin	

1995	Shawna Bakeman	1996	Stacey Abercrombie	1997	Matt Archer
	Cory Carvalho		Freddy Alcorta		Erin Anderson
	Brandy Haupt		Chris Caleforie		Jennifer Gruce
	Chris Odom		Matt Carvalho		Tyson Porter
	Kristy Schaad		Leslie Coleman		Mandy Thompsen
	Amanda Steffen		Jason Gaitan		Marc Armstrong
	Nathan Thomas		Julie Garcia		Melissa Medeiros
			Cameron Jones		Leslie Coelho
			Jennifer Odom		Robin Haupt
			William Podsakoff		Jennifer Jones
			Jon Samarin		Nick Podsakoff
			Jessica Valdez		
1998	Shawna Nagy	1999	Yvette Chavez	2000	Janessa Ramirez
	Monique Prater		Patricia Alvarado		Josh Gragnani
	Justin Salenik		Jesse Rodriguez		Benjamin Lewis
	Sean Hodges		Kara Verwey		Donetta Carder
	Laina Teixeira		Rachel Podsakoff		Amber Carlson
	Michelle Lewis		Cassie Healy		Steven Shamp
	Roy Rodriguez		Shawna Lambe		John Foglio
	Chris Chaney		Whitney Reynolds	Alexandria Montgomery	
			Hans Lambrecht	Trini Ortiz	
			Melanie Armstrong	April Chaney	
			Jaime Magallon	Andrew Groppetti	
			Tabitha Burton	Heather Haupt	

Tiffany Delgado

Lyndsie Couto

Krystal Charles

Julie Jones

2001 Sarah Gonzalas

Lance Delgado

Erika Anderson

Josh Blair

Traci Haupt

Layci Gragnani

Michelle Carlson

Patrick Abercrombie

Jessica Johnson

Jared Samarin

Frede Serrano

David Blair

2002 Stephanie Hoover

E.G. Huter

Kelsey Gragnani

Jaycee Sanderson

Vicky Reyes

Erin Fries

2003 Kristin Avinelis

Gilbert Navarro

Bradley Abercrombie

Brandon Peterson

Joseph Charles

Kenny Peelman

Katie White

2004 Ashley Couto

Jessica Harris

Kelly Haupt

Kristina Lambrecht

Charles Melton

Deidra Metzler

Kyle Shamp

2005 Jennifer Potstada

Dana Lembrecht

Mandy Porto

Cody Melton

Giuliana Hunter

Samantha Marchini

Rachel Carter

Jocelyn Foth

2006 Kim Senety

Lawrence Cervantes

Larissa Selenik

Will Idsinga

Matt Kissinger

Dustin Avinelis

Tanner Torrano

Theresa Toste

2007 Renee Idsinga

Andrew Stidham

Conrade Metzler

2008- 2013

Vikham Badhesha

Llana Cantu

Valerie Gomez

Crystal Alvarado

Kayla Bodine

Alexandra Corona

Chelsea Couto

Brittney Decker

Jesus Herrera

Ryan Nazaroff

Melina Temores

Rita Valencia

Jovanni Villa

2014

Rachel Barcelos

Clay Walker

Levi Davies

Carly Landrum

Alex Spencer

Amanda Mendez

Ross Helmuth

Tyler Rowan

Hailey Shelton

Yesenia Ramirez

Courtney Carlton

Kristyn Weatherson

Jennifer White

Luis Alcantar

Kandace Hansen

Wyatt Wolf

Ashley Dewitte

Matt Richards

Brandon Gagnani

Dayana Martinez

Savannah Volkoff

Giana Olivera

Robert Helmuth II

Chris Helmuth

Kale Schaffer

Cortney Herrick

Susanne Kerber

Britney Kanorser Danielle Velez

Past American FFA Degrees

1975 Joe Porto

1978 Clayton Bland

1988 Brian Pacheco

1996 Erin Anderson

1998 Stacy Abercrombie

1999 Matt Archer

Nicholas Podsakoff

Jason Gaton

William Podsakoff

2000 Sean Hodges

2001 Chris Chaney

Laina Teixeira

Jaime Magallon

Rachel Podsakoff

2002 Layci Gragnani

2003 Jared Smarin

Patrick Abercrombie

Andrew Groppetti

Steven Shamp

Josh Gragnani

2004 Kelsey Gragnani

2005 Nicole Potstada

Heather Haupt

Kristin Avinelis

Traci Haupt

E.G. Huter

2006 Kelly Haupt

2007 Cody Melton

Will I.

Jenny P.

2008 To Present

Joseph Nazaroff

Conrad Metzler

Ryan Nazaroff

Ryan Porto

Jovanni Villa

Savannah Volkoff

Levi Davies

Past Proficiency Award Winners

1996 State Winners- Jason Gayton

1999 National Winner- Christopher Chaney

Specialty Crop Production National Finalist

2000 State Winner- Jared Samarin- Diversified Crop

2001 State Winner- Jared Samarin- Pomology Production

2002 State Winner- Josh Blair- Specialty Animal Production Placement

State Winner- E.G. Huter- Viticulture Production Entrepreneurship

National Finalist- Josh Blair

2003 State Winner- Kristin Avinelis- Diversified Horticulture Entrepreneurship

2004 State Winner- Kenneth Peelman- Pomology

2006 State Winner- Cody Melton- Ag Mechanics Design and Fabrication

2007 State Winner- Ryan Porto- Pomology Entrepreneurship

2014 National Winner- Wyatt Wolf- Ag Mechanics Design and Fabrication

Agriculture Club Past Presidents

1918	Lye Evans	1919	Titus Adolphson	1920	Allen Smith
1921	Roy Anderson	1922	Irvin Jacobsen	1923	Charles Springer
1924	M.A. Steffen	1925	Henry Overgaard	1926	Effin Bavin
1927	Orren West	1928	Joe King	1929	Tom Pederson

Future Farmers Past Presidents

1931	Pete Moradian	1932	Harry Moradian	1933	Wendel Jacobsen
1934	Paul Harrison	1935	Jim Kornoff	1936	Edward Pretzo
1937	Clayton Brown	1938	Ed Santos	1939	Raymond Anderson
1940	Fred Scharf	1941	Abe Shubin	1942	George Gregoroff
1943	William Nazaroff	1944	Jake Kornoff	1945	A.J. Hendrix
1946	George Beluomini	1947	Jack Rugg	1948	Bill Steffen
1949	Louis Bettinsoli	1950	Joe Pacheco	1951	Ellis English
1952	Jordon Lowe	1953	Clarence Burrows	1954	Donald Stanley
1955	Robert Martin	1956	Richard Hansen	1957	Robert Huber
1958	Dennis Wilt	1959	Steve Giacolini	1960	Richard Huber

1961	Bill Slentz	1962	Bruce Kruegar	1963	Mike Perry
1964	Anthony Periera	1965	Bob Hardy	1966	Ken Crouch
1967	Jerry Radinoff	1968	Jim Petrucelli	1969	Mike Sessoyeff
1970	Elmer Huter	1971	Mike Cabral	1972	Russ Scheidt
1973	Scott Foth	1974	Ken Samarin	1975	Glen Foth
1976	Tom Walls	1977	Clint Carlson	1978	Dan Walls
1979	Keith Dettman	1980	Johnnie Siliznoff	1981	Tim Nazaroff
1982	Jon Smith	1983	Alex Siliznoff	1984	Clayton Bland
1985	Donna Maldon	1986	Steve Toste	1987	Rod Carder
1988	Joey Martin	1989	Devon Jones	1990	Cindy Crumb
1991	Juliet Amaral	1992	Jody Smart	1993	Kevin Pacheco
1994	Sandy Ragsdale	1995	Aaron Amaral	1996	Julie Garcia
1997	Jason Gaitan	1998	Matt Archer	1999	Laina Teixeira
2000	Jesse Rodriguez	2001	Andrew Groppetti	2002	Jared Samarin
2003	Kelsey Gragnani	2004	Kristin Avenilis	2005	Kelly Haupt
2006	Many Porto	2007	Adrianna Souza	2008	Joseph Nazaroff
2009	Melina Temores	2010	Alex Corona	2011	Robby Helmuth II
2012	Yesenia Ramirez	2013	Courtney Carlton	2014	Luis Alcantar
2015	Ashley Dewitte				

Honorary Chapter Farmers

1950 Ed Steffen **1953** Arch Tyler **1956** Harold Martin and John Heintz

1957 Peter Wilt **1959** Wilfred Grinstead, Ed Smith and George Poplin

1960 C.T. Wood and Albert Thompson **1961** Pete Moradian and Paul Vorrhees

1962 Ellsworth Wolfe, Dale Anderson and John Allen

1963 Joe Souza **1964** Mae Hansen and Joe Epperson **1965** Robert Arslanian

1966 George Samarin and Paul Dalzell **1967** Joe King

1968 Dorothy Van Hoosen and Harold Van Hoosen and Dale Wolfe

1969 Leroy Le Beuf, Leonard Perry and Irene Pederson

1974 Corky Lindsey, Naomi Samarin, Don Lowe, Eugene Nord

1975 Ray Foth, Albert Bufkin and Al Marcucci

1976 Fay Lowe, Rose Porto and Evelyn Knowles

1977 John Carlson, Bob Hardy, Frank Mendes, Austin Radinoff, Bill Radinoff

1978 Dora Gomas, Johnnie Siliznoff, Willie Toste

1979 Lee Weppler, Vernon Dettman and Tom Couto

1980 Ralph Von Flue

1981 Phil Webber, Ray Daggs, Ken Bowles, Anita Siliznoff and Flora Bowles

1970 Lois Breckenridge, Herman Scheidt

1971 Irby Abercrombie, Albert Bopp Sr., Walter Perry, James Ragan

1972 Alex Buchnoff, Jim Buchnoff, Ray Anderson, Nacni Sellers

1982 Roy Bopp **1983** Robert Knowles, Clarence Kissinger, Pete Susoev

1984 Ken Samarin, Bob Hardy, Harold Lindsey and Joe Porto

1985 Dennis Wilt and Clarence Ylarrigui, Arlene Pacheco, Jerry Pacheco, Manuel Ponte

1986 Willi Hardy and Gail Royal

1987 J.V. Lefty Elliot, Paul A. Toste, DVM and Peter Sieperda, Gary Weathers

1988 Arlon Schubert **1989** Scott Foth **1990** Jim Couto and Alice Shuey

1991 Daniel R. Safreno and Rachelle Kellogg

1992 George Porter and Jack Zigler

1993 Frank Toste Jr., Tom and Millie Thomsen, Terri Blehm

1994 Robert and Pam Gruce

1995 Steve and Barbara Schaad, Jerry and Barbara Schaad, Jennifer Pederson

1996 Gary and Debbie Coleman, Matt and Pat Abercrombie

1997 Bill and Pearl Podsakoff **1998** Tom and Betty Chaney

2002 Connie Teixeira **2003** Donna Foglio **2004** Brian Pacheco

2005 David and Kathleen Shamp

2006 Rusty and Nancy Gagnani and Heather Hennes

2007 Mike and Kathy Avinelis, Glean and Karen Foth

2008 Kim Tomasetti

2009 To Present

Javier and Anita Temores, Colleen Diltz, Robert Frausto, Mark Yep, Jim Volkoff,
Marvin Schafer, Joe and Wendy Porto

KERMAN CHAPTER FUTURE FARMERS OF AMERICA

CONSTITUTION

ARTICLE 1- NAME AND PURPOSE

SECTION A:

The name of this organization shall be the Kerman Chapter of the National FFA Organization. Members are hereinafter referred to as "Future Farmers of America", and the letters FFA may be used to designate the chapter, its members, or activities thereof.

SECTION B:

The purposes of this chapter are as follows:

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of agricultural education in themselves, and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry 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 Kerman Chapter of the FFA is a chartered local unit of the California Association of the FFA, which is chartered by the National FFA Organization.

SECTION B:

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

ARTICLE III- MEMBERSHIP

SECTION A:

The membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; (3) Honorary, as defined by the National FFA constitution.

SECTION B:

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

SECTION C:

Honorary membership in this chapter shall be limited to 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. He/she attends local chapter meetings with reasonable regularity, as determined by the executive committee.
2. He/she shows an interest in and takes part in the affairs of the chapter.
3. He/she pays his/her dues regularly.

ARTICLE IV- EMBLEMS

SECTION A:

The emblem of the FFA shall be the emblem of the chapter.

SECTION B:

Emblems used by the members shall be designed by the National FFA organization.
Article V-Membership Degrees and privileges.

ARTICLE V- DEGREES

SECTION A:

There shall be four possible types of active membership in this chapter. These types are;
(1) The Greenhand FFA Degree; (2) The Chapter FFA Degree; (3) The State FFA Degree;
(4) The American FFA Degree. Each shall be entitled to wear the appropriate emblem
for the degree as set forth in the National Constitution.

SECTION B:

The minimum qualifications for election to each of the aforementioned degrees shall be
set forth in the National Constitution.

SECTION C:

Membership may be terminated by the executive committee or the advisor for conduct
contrary to established regulations or failure to maintain the requirements for active
membership. Termination of membership shall include forfeiture on any dues paid.

ARTICLE VI- OFFICERS

SECTION A:

The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. Additional officers may be elected if deemed necessary by the executive committee and advisors. The Advisor shall be the teacher of agricultural education at Kerman High School. Officers shall perform the usual duties of their respective offices.

SECTION B:

The chapter officers shall be elected by a majority vote of membership, by a secret ballot. The vote will be taken at the regular meeting in April or in the agricultural classroom at noon, the day after the regular meeting held in April.

SECTION C:

All candidates must hold the Chapter FFA Degree or qualify and receive the degree during their term of office. The candidate for president must have completed no less than two years of active membership

SECTION D:

Only active members in good standing shall be entitled to a vote.

SECTION E:

The officers of the chapter together with Advisor(s) shall comprise the Chapter Executive Committee. The executive committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

ARTICLE VII- MEETINGS

SECTION A:

Regular chapter meetings shall be held once a month during the school year. Such meetings are to be held at a time and place as designated by the executive committee. Special meetings may be called at any time.

SECTION B:

Two delegates shall be chosen annually by the executive committee in the Fall to represent the chapter at the Fall Regional meeting, the Spring Regional meeting as well as the State Leadership Conference. Other delegates may be named to represent the chapter at various other meetings within the state as needed. Delegates will receive half of their State FFA Leadership Conference registration given they attend both regional meetings during their year of service.

SECTION C:

A quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action. For purposes of the Kerman FFA Chapter, a quorum will be defined as 35% + 1 of paid members listed on the secretary's role (but not less than 40 members).

ARTICLE VIII- DUES

SECTION A:

Local dues in this chapter shall be fixed annually by a majority vote of the active members or executive committee.

SECTION B:

Full local, state, and national dues shall be paid by all active members.

ARTICLE IX- AMENDMENTS

SECTION A

This constitution may be amended or changed at any regular chapter meeting by a 2/3 vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of a higher FFA organization.

SECTION B:

Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a 2/3 vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of higher FFA organization.

ARTICLE X- SCHEDULING OF ACTIVITIES

SECTION A:

No activity shall be scheduled without approval of an advisor(s).

ARTICLE XI- CONDUCT OF ACTIVITIES

SECTION A:

The current Kerman High School Student/Parent Handbook will be enforced at ALL FFA activities. In addition to these rules; the following infractions will be enforced:

Major:

- I. Possession of anything that is disruptive or that is in any way potentially dangerous to anyone.
2. Students must show respect for other people and property.
3. They must obey all administrators, teachers, staff, and persons in authority at all times.

Minor:

1. Missing a meeting at a sectional, regional, or state convention.
2. Out of the official FFA uniform.

Violation to the current Kerman High School Student/Parent Handbook is a minor or major infraction and will be disciplined under its rules. If a major infraction occurs, the student, if an officer, must resign their office. If the student is not an officer, the case is referred to the executive committee.

ARTICLE XIII- ADVISORS

SECTION A:

In any event that there may be a discrepancy pertaining to any FFA and/or agricultural related activities. the decision shall be determined by the Chapter Advisor(s).

SECTION B:

Every article in this constitution is subject to final interpretation of the high school principal and/or associate principal.

ARTICLE XIV- CHAPTER OFFICERS

SECTION A:

The elected Chapter Officers of the Kerman Chapter of the FFA will all have some duties and responsibilities in common. The following are general duties expected of all officers:

1. A genuine desire to be part of a leadership team.
2. A willingness to accept responsibility.
3. A sincere desire to work with all chapter members in meeting their leadership, personal. and chapter goals.
4. A commitment to lead by example.
5. A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
6. A working knowledge of parliamentary procedure.
7. An ability to memorize their parts in the official ceremonies. There are specific duties and responsibilities that relate directly to each office.
8. Be enrolled in the Agricultural Leadership class.
9. Maintain a 2.5 GPA and must not at any time be included on the Ineligibility list.
10. Participate in at least three leadership activities per year.
11. Attend all regional and sectional meetings with fellow officers.
12. Attend at least one Leadership Officer Training conference per year.
13. Participate in at least two contests per year.
14. Help in recruiting of new FFA members.

SECTION B:

The President shall:

1. Preside over meetings according to acceptable rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio, non-voting member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the POA.
4. Represent the chapter in public relations and official functions.
5. Serve as the official representative of the chapter.
6. Prepare the agenda for each meeting and keep permanent record for those in the Presidents file.

SECTION C

The Vice President shall:

1. Assume all duties of the President if necessary.
2. Develop the POA and serve as an ex-officio, non-voting member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assess progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.

SECTION D:

The Secretary shall:

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each meeting.
3. Issue membership cards.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Keep the POA wall chart up to date.
7. Have on hand for each meeting:
 - a. FFA Chapter Books. Secretary, Treasurer & Program of Activities Workbook or the computer software.
 - b. Copy of the POA including all standing and special committees.

- c. Official FFA Manual and the National FFA Student Handbook
 - d. Copy of the chapter constitution and bylaws.
8. Send out thank you notes and reminders of upcoming events and meetings to parents, students, and Ag support members with guidance from advisors.

SECTION E:

The Treasurer shall:

1. Receive, record and deposit FFA funds and issue receipts.
2. Present monthly treasurer reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain a neat and accurate FFA Chapter Handbook: Secretary, Treasurer & Program of Activities Workbook or the computer software.
5. Prepare and submit the membership roster and dues to the National FFA Organization through the state FFA association office in cooperation with the secretary.
6. Make responsible judgments in and with matters pertaining to the financial status of our chapter.
7. Keep an inventory of all chapter owned equipment.

SECTION F:

The Reporter shall:

1. Plan public information programs with local radio, television, newspaper and service clubs to make use of other opportunities to tell the FFA story.
2. Release news information to local and regional news media.
3. Publish a chapter newsletter.
4. Prepare and maintain a chapter scrapbook.
5. Send local stories to sectional, regional and state reporters.
6. Send articles and photographs to the FFA New Horizons and other national and regional publications.
7. Work with local media on radio and television appearances and FFA news.
8. Serve as the chapter photographer.
9. In charge of all slideshow presentations including FFA Members Annual Awards Banquet
10. Submit application for Star Reporter

SECTION G:

The Sentinel shall:

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Assist with special features and refreshments.

SECTION K:

The Advisor shall:

1. Supervise chapter activities year-round.
2. Inform prospective students and parents about the FFA.
3. Instruct students in leadership and personal development.
4. Build school and community support for the program.
5. Encourage involvement of all chapter members in activities.
6. Prepare students for involvement in career development events (CDEs) and leadership programs.

ARTICLE XV- IMPEACHMENT:

SECTION A:

An impeachment can be brought against an FFA officer by a 2/3 vote of the FFA Executive Committee present for dereliction of duty. The impeached officer shall have the right to present his/her case before the FFA Executive Committee, after which, the officer shall have the right to present his/her case before the chapter. It requires a 2/3 vote of the chapter membership present at the time of the vote to impeach an officer and dismiss him/her of their duty.

SECTION B:

Once a person resigns, relieved of his/her duties, or a vacancy occurs there may be an election held following the same procedures stated in Article XVI Section A to elect a

person to take the vacant office, except in the case of the President. If it is the President, the Vice President shall automatically become the President.

SECTION C:

Any officer that is absent from one chapter meeting without notifying the president or the advisor 24 hours prior to the meeting is subject to recall by a majority of the paid membership present at the meeting during which the recall is presented.. Recall for any other reason shall require a 2/3 majority of the paid membership present at the meeting during which the recall is presented.

ARTICLE XVI- MEMBERSHIP

Officer elections:

SECTION A:

Members seeking candidacy for the chapter office must meet the following qualifications:

1. An application packet must be submitted to the chapter advisors which is to be signed by the member's parent or guardian, Kerman High School Administrator, and chapter advisor indicating their approval and the support of the member's candidacy.
2. Application packet will include:
 - a. Officer contract covering the year of potential office.
 - b. Travel request for the year of service.
 - c. Officer application with ALL signatures present.
 - d. Copy of unofficial transcripts.
 - e. Resume
 - f. Two letters of recommendation; letters must be from a former or current teacher, no letters will be accepted from family members or KHS ag teachers.
 - g. Answers to two essay questions.
3. Interviews will be required for each officer candidate. Interview panel will include:
 - a. FFA advisor(s) with no more than two advisor casting a vote
 - b. Administrator
 - c. Ag advisory committee member
- d. Panelists-At-Large (could include a non-ag teacher, another administrator, etc.)
4. A scoring rubric will be used for the interview process (see Appendix A)

5. All interview panelists will have access to the candidates' Application Packet prior to that candidates' interview.
6. Panelists will slate two students for each office, including:
 - a. Pres/VP (student with the highest number of votes will be named President with the other student sliding to the Vice President)
 - b. Secretary
 - c. Treasurer
 - d. Reporter
7. Whenever possible, no student will run unopposed.
8. Each candidate will present a speech to the membership at the regular chapter meeting where voting will take place.
9. The candidate must have good conduct and attendance records in accordance with the Kerman High School Student/Parent Handbook as evidence by a signature of a site administrator.
10. The candidate must not be included on the ineligibility list at any time (meaning while submitting an application or holding office) and maintain a GPA of 2.5 or higher.
11. Each candidate shall be enrolled in the Ag leadership class while in office, unless prior approval is received by the Ag Leadership teacher.
12. Each candidate must be in good standing with the chapter which includes having paid their membership dues for the current school year.

Adopted August 12, 1953

Amended May 11, 1964

Revised August 1994

Revised August 1995

Revised February 2003

Revised May 2005

Revised April 2008

Revised February 2009

Revised July 2011

Kerman High School FFA Leadership Point Award System

**** Top 20 Students Earn the Opportunity to Attend the Top 20 Trip****

<u>Local Level</u>	<u>FFA Point</u>
Attend Chapter FFA mtg	30
Interview for Chapter/Greenhand officer	50
Receive Greenhand Degree	30
Receive Chapter Degree	100
Receive State Degree	200
Attend a committee mtg outside of class	20
Ag dept work	10/hr
Presentation to service group	25
Tri Tip ticket sales	5 pts/ticket
Chocolate covered fundraiser	5 pts/pound
Fresno Fair Ag Support Ticket sales	20 pts/book
<u>Sectional Level</u>	
Attend a sectional mtg/activity	40
Interviewed for sectional office	40
Serve as sectional officer	100
Attend Leadership Bootcamp	50
Attend Greenhand Conference	80
Receive sectional proficiency	100
<u>Regional Level</u>	
Attend regional mtg/activity	75
Interviewed for regional office	100
Serve as a regional officer	200
Regional gold proficiency	100
<u>State Level</u>	
Attend State Conference (full)	200
Attend State Conference (1-day)	50
Serve as a State Delegate	50
Receive State Recognition	100
Attend Made for Excellence/	100

Advanced Leadership Academy

	<u>FFA Point</u>
Member of a State Finals Team	50
Place as a team or individual	
1 st place	100
2 nd place	90
3 rd place	80
4 th place	70
5 th place	60
**Sub Contest	
1 st place	50
2 nd place	45
3 rd place	40
4 th place	35
5 th place	30
<u>National Level</u>	
Attend National Convention	500
Serve as a National Delegate	150
Receive National recognition	300
<u>Judging Teams</u>	
Participation at a contest	50
Place as a team or individual	
1 st place	50
2 nd place	40
3 rd place	30
4 th place	20
5 th place	10
**Sub contest	
1 st place	25
2 nd place	20
3 rd place	15
4 th place	10
5 th place	5
<u>Fairs and Shows</u>	
Participation with livestock	200
Showmanship	
1 st place	100
2 nd place	90

3 rd place	80
4 th place	70
5 th place	60
6 th place	50
7 th place	40
8 th place	30
9 th place	20
10 th place	10
Round Robin Winner	200

	<u>FFA Point</u>
Breed Champion/Res Champion	50 10
FFA Champion/FFA Res Champion	75
Supreme Champion/Res Supreme Champion	100

Non-Livestock Projects

Crop/Floral/O.H. entries	50 per student
Large project	100
Medium project	50
Small project	25
Feature booth	100
Landscape booth	100
Best of Show	100
Special Recognition	50

School and Community

Unpaid Community Service thru KFFA	10/hr
Honor Roll	50
Host a Kannami Student	50 (per student)
Participate w/ Kannami Summer Exchange	50
Kids' Day	50
Canned Food Drive/Toy Drive	2 pts/item

Other Activities

Participation in any activity not listed	25
Purchase FFA shirt	25
Purchase FFA sweatshirt	50
Purchase FFA jacket	100
Pay FFA dues	

Kerman FFA 2014-2015 Calendar of Events

August

- 19** Ice Cream Social Meeting
- 27** Back to School Night

September

- 10** Chapter Meeting & Blackbeard's
- 13** Harvest Festival Parade

October

- 1-12** Fresno Fair
- 18** Lamb Feed
- 21** Halloween Meeting
- 22** Greenhand Conference
- 24** Homecoming Booth

November

- 5** Opening and Closing @ Tranquility
- 17** Chocolate Covered Almonds Fundraiser
- 19** Pool Party Meeting
- 18** FFA Fall Awards Night
- 30** Top 20 Trip
- 19** Sectional Opening and Closing @ Madera

December

- 6, 12, 13, 19, 20** Gift Wrapping Com. Service
- 9** Holiday Meeting

January

- 13** Chapter FFA Meeting- Flag Football

February

- 10** Valentine's Day Meeting
- 11** Farm Show
- 13** MFE/ ALA @ Visalia
- 21** Tri-Tip BBQ
- 22-28** FFA Week
- 25** Sectional Speaking Contest

March

- 13-14** Chico State Field Day
- 17** John's Incredible Meeting
- 21** Merced Field Day
- 27** Regional Speaking Contest
- 28** MJC Field Day

April

- 7** State Degree Banquet
- 11** Reedley Field Day
- 14** Chapter Meeting
- 18** Fresno State Field Day
- 18-21** State Conference

May

- 1-2** Cal Poly State Finals
- 5** Spring Banquet

K.School and/or
Department Policies
Pertaining To:

- Student Eligibility to Participate in Out-of- Class Activities
- Leadership Development Integration into Program
- SOE Integration into Program and Other Policies

KERMAN HIGH SCHOOL

205 South First Street
Kerman, California 93630
(209) 846-5383

MISSION STATEMENT

The central purpose of Kerman High School is to prepare all students to be responsible citizens, leaders, and family members who communicate effectively, find meaningful employment, contribute to a global, multi-cultural society, and continue to learn and adapt in a rapidly changing world. To achieve this mission, Kerman High School will provide a safe, supportive, positive educational environment.

ACADEMICS

FAILURE NOTICES/PROGRESS REPORTS

It is the responsibility of each teacher to notify parents when a student is in danger of failing. No student may be given an "F" or a "No Mark" on a quarter/semester report without first receiving a failure notice. Progress reports will be issued in the middle of each quarter. A grade of D, F, or NM are considered to be failure notices.

Because grades are computed and mailed home approximately every four and a half weeks, a more frequent grade check is not needed in most cases. However, if a parent/guardian desires a more frequent check,, then a progress report form may be picked up from the office. It is the responsibility of the student to get grades. Kerman High will not be responsible for mailing these home.

GRADE STANDARDS FOR CO/EXTRA-CURRICULAR ACTIVITIES

To be eligible to participate in co-/extra-curricular activities as defined in this regulation, a student in grades 9-12 shall have earned a minimum of 2.0 or "C" grade point average during the preceding grading period. Beginning with the class of '96 and all subsequent classes, eligibility will be determined by passing six out of eight classes.

The grade point average and determination of eligibility shall be based on quarter or semester marks and arrived at by averaging the grades of all classes taken.

All students participating in co-/extra-curricular activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation by undertaking the prescribed course of study and meeting the standards of proficiency established by the district.

Extra-curricular activities are those programs having all the following characteristics:

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in either the selection, planning, or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extra-curricular activities are not part of the regular school curriculum, do not offer credits, and do not take place during classroom time. These activities are:

1. Athletic practices and competitions

2. Dances (football homecoming dance, winter semi-formal, basketball homecoming dance, junior prom, FFA dance, all other dances).
3. Spanish Club activities (all activities - none are graded)
4. Pep and cheer squad activities and competitions (not related to the classroom)
5. Senior Class Grad Nite (Disneyland) (2.0 not in effect)
6. Block K activities (all activities - none are graded)
7. U.M.A.S. activities (all activities - none are graded)
8. T.O.T. activities (all activities - none are graded)
9. C.S.F. activities (all activities - none are graded)
10. Interact activities (all activities - none are graded)
11. Friday Night Live (all activities - none are graded)
12. FFA activities
13. Astronomy Club (all activities - none are graded)
14. Fine Arts Club (all activities - none are graded)
15. Plays and talent shows (non-classroom)
16. Flag and letter carrier practices and performances (all activities - none are graded)

A Special Education student not achieving eligibility shall be deemed eligible if the appropriate site I.E.P. Team determines the student is achieving his/her assigned individual program satisfactorily or if the student has been improperly placed. It shall be the responsibility of the student in question to appeal to the site team. This request should be made during the first ten (10) school days of the quarter in which the student is seeking eligibility. It shall be the responsibility of the team to issue its judgment(s) in writing to the site principal.

New eligibility and ineligibility lists for appropriate co-/extra-curricular activities will become effective on the tenth (10th) school day after the end of the preceding quarter.

GRADING PROCEDURES

All students will be given a copy of each teacher's grading procedure and policy by the end of the first week of school. All teachers will have a copy of their grading procedures and policies on file and approved by the principal and assistant principal.

GRADUATION, EARLY

It is the philosophy of Kerman High School that students are best served and educated by completing the requirements for a diploma in the usual 4 year program. However, if a student has extenuating circumstances and wishes to be an exception to the rule by earning a diploma in 3 to 3 1/2 years, he or she should meet with a Learning Director for further information.

KERMAN HIGH SCHOOL **COURSE DESCRIPTION HANDBOOK**

This course description handbook of approved courses is provided to help you and your parents select a program of classes leading to the awarding of a diploma from Kerman High School. You are urged to carefully read the graduation requirements on page 2 and consider carefully your educational goals when choosing classes. Please note on page 4 which graduation requirements each class satisfies.

Courses offered by Kerman High will be selected from this handbook based on the needs of the students, the availability of staff, and projected enrollment. Classes are year long unless otherwise noted.

All students must register for a full schedule of classes, with the exception of seniors who have parent and Learning Director approval. Students who have not passed minimum competency tests are required to take remediation classes, particularly if they will be juniors or seniors. Any exceptions to this must be cleared through the Learning Directors. The Learning Directors will keep four-year planning guides on file for you. You should update these annually.

If you have questions about any classes, talk to the teacher of the class or to your Learning Director. If you need help planning a schedule, talk to your parents or to the Learning Director.

IMPORTANT STATEMENT TO STUDENTS AND PARENTS

Kerman High School will do everything possible to assist students in reaching their goal of graduating on time; however, it is the responsibility of students and parents to make sure of the number of units needed to graduate.

As you register for your senior year, make sure you are taking enough credits to graduate. If you are unsure of the number of credits needed, please see one of the Learning Directors.

Remember--this is your responsibility.

Fees

Fee Waivers: If a student is enrolled in a course with a fee requirement, but cannot afford to pay it, parents may request the school to waive the fee. This request should be made in writing to the Principal. If a fee is waived for a student project, then the project becomes the property of Kerman High School.

Fee waivers are not available for Advanced Placement Examinations, but parents may request a fee reduction on a form available from the Advanced Placement Coordinator.

2+2+2 Program

Some courses have been articulated with Fresno City College, West Hills College, and/or Reedley Community College. This means that students can receive college credit for these courses, minimize needless duplication, and save time and money. See the course description for details. Look for a '+' to indicate these courses.

GRADUATION REQUIREMENTS

I. A student must earn a minimum of 260 credits over four years. This is achieved by taking seven periods per semester for eight semesters, earning 5 credits per class! 35 credits per semester. In order to be awarded the 5 credits per semester, the student must earn a grade of "D" or better.

II. Academic requirements are as follows which include 190 credits in required subjects and 70 credits are in elective/additional credits:

<u>Subject</u>	<u>Credits Required</u>
English (4 years)	40
Driver's Ed/Freshman Social Science	5
World Geography	5
World History (one year)	10
U.S. History (one year)	10
Civics (one semester)	5
Economics (one semester)	5
Science (two years) physical & life	20
Math (three years, one of which must be Algebra 1 level or above)	30
Physical Education (two years)	20
Fine Arts and/or Foreign Language	20
Vocational Education	15
Computer Applications (one semester only-state mandated)	5
Electives/Additional (all courses beyond the graduation requirements)	70
<hr/>	
Total: 260	

III. Senior Performance Interview: This is one of the senior proficiency requirements of Kerman Unified School District. In addition to passing the interview, you will be required to prepare an employability portfolio. This proficiency must be met before you can be granted a high school diploma.

IV. You must pass the (CAHSEE) California High School Exit Exam in English and Math.

Promotion Through Grade Levels: In order to move from one grade level to the next, you should maintain a minimum number of credits, as follows: (Keep track of these and make use of summer school if you fall behind).

To Be Promoted To:	Minimum Credits Required
10th Grade	60
11th Grade	120
12th Grade	190

Five credits are awarded when the student earns a passing grade (A,B,C,D) in a class for a semester. **Students cannot earn credits for a semester course that has already been passed, unless the course is specified as repeatable for credit.**

Senior Reclassification Policy

Promotion /Retention

A student is only considered for reclassification if at the end of his/her third year of high school, he/she has not accumulated at 190 credits toward graduation. Every third-year student is evaluated based upon the number of credits earned towards graduation and is categorized as follows:

If a student has accumulated 190 or more credits, he/she will have Senior class status - which means he/she will qualify for June graduation if he/she passes all seven classes both semesters.

If a student has accumulated 170-189 credits, he/she will be on "probationary" Senior class status. Student will have to take extra classes during the fall and spring semesters if he/she plans to graduate in June. A conference with their Learning Director is necessary to plan the senior year schedule.

If a student has accumulated 169 or fewer credits, student will not have Senior class status. This means he/she will not be able to participate in any Senior class activities or take certain senior-level classes, i.e. Civics/Economics. A student who has not been given Senior class status must attend a conference with their Learning Director so that a plan can be developed to assist him/her in achieving a high school diploma.

Honor Classes

Students who are in 11th and 12th grade Honors classes will receive an extra quality point for a semester grade of "A" or "B" or "C" in that Honors class; i.e., an "A" will be worth 5 points on the G.P.A. scale, a "B" will be worth 4 points and a "C" will be worth 3 points. No quality point will be given for a grade of "D" or below.

Advanced Placement Grading Policy

A quality point shall be given in all classes designated as Advanced Placement (AP) at Kerman High School. Said point shall be used for computation of the cumulative grade point average for all school related and external reporting of grades unless specified otherwise by colleges or programs. No quality point will be given for a grade of "D" or below. No quality point will be computed for honors courses taken in the 9th and 10th grade. The use of the point shall manifest itself as:

A=5 points

B =4 points

C = 3 points

WHICH CLASSES MEET THE GRADUATION REQUIREMENTS?

English -	English 9, 10, 11, and 12- regular, honors, and Advanced Placement, all Basic English Classes, all ELD Classes
Drivers Education -	All Drivers' Education Classes
World Geography -	World Geography (beginning with the Class of 2005)
U.S. History -	U.S. History - regular, honors
World History -	World History - regular, honors
Civics -	All Civics Classes
Economics -	All Economics Classes
Physical Science -	Microscience, Macroscience, Physics, Chemistry, Advanced Placement Chemistry, Basic Earth Science
Life Science -	Microscience, Macroscience, Biology, Human Anatomy and Physiology, Advanced Placement Biology, completion of both Intro to Agriculture and Agriculture Biology, Earth Science, Ag Earth Science, completion of both Intro to Agriculture and Beginning Plant & Animal Science
Math-	Algebra 1A, Algebra 1B, Algebra I, Geometry, Applied Math 1, Applied Math 2, Intermediate Algebra, Functions, Analytic Geometry, Calculus, Intro to Drafting, ROP Accounting, & ROP Building Construction (must pass Algebra 1 level or above)
Physical Education -	Physical Education, Adapted P.E., Strength Conditioning & P.E. for Athletes
Fine Arts/ Foreign Language -	All art classes, all band and music classes, Drama, yearbook, and humanities, All Spanish and Punjabi classes, Floral Design
Vocational Education -	All business classes, all agriculture classes, all industrial arts classes, culinary arts, all automotive classes, career exploration, work experience, and computer classes beyond the minimum 5 credits for graduation
Computer Studies -	Computer Applications, Computer Concepts, & Computer Literacy

10TH GRADE

Due Date: _____

[illegible]

COURSE REQUEST FOR 2015-2016

11TH GRADE

Student Name _____ ID# _____ Birthdate _____

Due Date: _____

Fill in the box to the left next of the courses you select. Example: ☐

Course ID	Course Title
ENGLISH	
☐	2169 AP EngLang/Comp
☐	2103 English 11
☐	2102 English 10
☐	2101 English 9
☐	2180 ELD 120
☐	2182 ELD 300
☐	2184 ELD 450
☐	2185 ELD 450 Adv
SOCIAL SCIENCE	
☐	2546 Frosh ScSci/Dr Ed
☐	2797 World Geography
☐	2711 World History
☐	2709 US History
☐	2175 AP US History
☐	7107 Shltr World History
MATH	
☐	2410 Int Math 1
☐	2412 Int Math 1B
☐	2420 Int Math 2
☐	2492 Geometry
☐	2408 Algebra 2
☐	2008 Pre Calculus
☐	2483 AP Statistics
☐	2494 Applied Geometry
PHYSICAL EDUCATION	
☐	2598 Strngth/Condng
☐	2509 PE for Athlete
☐	2507 Phys Ed/Health 9
☐	2508 Phys Ed/Health 10
☐	2510 PE For Ath Per 0
SCIENCE	
☐	2603 Biology
☐	7110 Shltr Biology
☐	4010 Ag Biology+RW
☐	2607 Chemistry
☐	2631 Ag Earth Science
☐	2630 Earth Science
☐	2613 Physics
☐	2670 AP Biology
☐	2671 AP Chemistry

Course ID	Course Title
FINE ARTS	
☐	2301 Jazz Band-0 Period
☐	2300 Advanced Band
☐	2302 Percussion
☐	2398 Guitar
☐	2337 Bass Choir
☐	2305 Concert Choir
☐	2338 Treble Choir
☐	2821 Art Foundation
☐	2823 Advanced Art
☐	2235 Punjabi 1
☐	2236 Punjabi 2
☐	2237 Punjabi 3
☐	2206 Spanish 1
☐	2226 Spanish 2
☐	2207 Spanish 3
☐	2276 AP Spanish Lang
☐	2228 Span 1 Nvt Spk
☐	2230 Span 2 Nvt Spk
☐	2898 Yearbook
NON-DEPARTMENTAL	
☐	2719 Leadership
☐	4402 Transition Aide
☐	4401 Bilingual Tutor
☐	9999 School Services
☐	2695 Sci Lab Assist
☐	9010 HSEE/English
☐	9012 HSEE/Math
☐	8000 Unscheduled 6th Per.
☐	8001 Unscheduled 7th Per.
SPECIAL EDUCATION	
☐	3030 Social Science
☐	3004 Life Skills English
☐	3001 English
☐	2802 Crafts
☐	3024 Math
☐	3003 Science
☐	4901 Workability
☐	3100 Resource
☐	Resource Teacher:

Course ID	Course Title
VOCATIONAL ED	
☐	4098 Ag Leadership
☐	4031 Intro Ag Mech+R
☐	4032 Adv Ag Mech+RW
☐	4050 Ornamental Horticulture
☐	4081 Animal Science
☐	4602 Accounting+F
☐	2450 Comptr Applic+FW
☐	7118 Shltr Computer Applic
☐	2454 Computer Concepts
☐	5531 Wood Tech 1
☐	5532 Wood Tech 2
☐	5533 Wood Tech 3
☐	4051 Floral Design
☐	4609 Intro to CSI
☐	4618 Foods 1
☐	4619 Foods 2
☐	4698 Lib/Media Aide
☐	6002 Career Exploration
☐	4900 Work Experience
☐	4620 Java Programming
☐	2503 ROP Athletic Training
☐	5655 AutoMech Fndmtl X2
☐	5628 ROP Ag WldgFabTIG X2
☐	4616 ROP Floral Design X2
☐	4615 ROP Culinary Arts X2
☐	4611 ROP SmlBusMgnt X2
☐	5501 ROP BldgConst X2
☐	4607 ROP CCJ X2
☐	5503 ROP BldgConst-0 X2
☐	5689 ROP Sys Tech X2
☐	4603 ROP Webpage Des X2
X2 = 2 Periods	
List 3 alternate classes, different than those you selected already.	
Course ID	Course Title
1	
2	
3	
12/16/2014	

COURSE REQUEST FOR 2015-2016

12TH GRADE

Student Name _____

ID# _____

Birthdate _____

Due Date: _____

Fill in the box to the left next of the courses you select. Example: ☐

Course ID	Course Title
ENGLISH	
☐ 2168	AP EngLit/Comp
☐ 2098	CSU/EAP ExpRdWrtg
☐ 2104	English 12
☐ 2103	English 11
☐ 2102	English 10
☐ 2101	English 9
☐ 2180	ELD 120
☐ 2182	ELD 300
☐ 2184	ELD 450
☐ 2185	ELD 450 Adv
☐	
SOCIAL SCIENCE	
☐ 2711	World History
☐ 2709	US History
☐ 2705	American Gov
☐ 7107	Shltr World History
☐	
MATH	
☐ 2410	Int Math 1
☐ 2412	Int Math 1B
☐ 2420	Int Math 2
☐ 2492	Geometry
☐ 2494	Applied Geometry
☐ 2408	Algebra 2
☐ 2008	Pre Calculus
☐ 2483	AP Statistics
☐ 2480	AP Calc AB+F
☐ 2481	AP Calc BC+F
☐	
PHYSICAL EDUCATION	
☐ 2598	Strngth/Condng
☐ 2509	PE for Athlete
☐ 2507	Phys Ed/Health 9
☐ 2508	Phys Ed/Health 10
☐ 2510	PE For Ath Per 0
SCIENCE	
☐ 2603	Biology
☐ 7110	Shltr Biology
☐ 2607	Chemistry
☐ 4010	Ag Biology+RW
☐ 2631	Ag Earth Science
☐ 2630	Earth Science
☐ 2613	Physics
☐ 2670	AP Biology
☐ 2671	AP Chemistry
☐	
☐	
☐	

Course ID	Course Title
FINE ARTS	
☐ 2301	Jazz Band-0 Period
☐ 2300	Advanced Band
☐ 2302	Percussion
☐ 2398	Guitar
☐ 2337	Bass Choir
☐ 2305	Concert Choir
☐ 2338	Treble Choir
☐ 2821	Art Foundation
☐ 2823	Advanced Art
☐ 2235	Punjabi 1
☐ 2238	Punjabi 2
☐ 2237	Punjabi 3
☐ 2206	Spanish 1
☐ 2226	Spanish 2
☐ 2207	Spanish 3
☐ 2228	Span 1 Nvt Spk
☐ 2230	Span 2 Nvt Spk
☐ 2276	AP Spanish Lang
☐ 2898	Yearbook
☐	
NON-DEPARTMENTAL	
☐ 2719	Leadership
☐ 4402	Transition Aide
☐ 4401	Bilingual Tutor
☐ 9999	School Services
☐ 2695	Sci Lab Assist
☐ 9010	HSEE/English
☐ 9012	HSEE/Math
☐ 2401	CSU/EAP Math
☐ 8000	Unscheduled 6th Per.
☐ 8001	Unscheduled 7th Per.
☐	
☐	
☐	
SPECIAL EDUCATION	
☐ 3030	Social Science
☐ 3004	Life Skills English
☐ 3001	English
☐ 2802	Crafts
☐ 3024	Math
☐ 3003	Science
☐ 4901	Workability
☐ 3100	Resource
☐	
☐	Resource Teacher:
☐	
☐	
☐	
☐	

Course ID	Course Title
VOCATIONAL ED	
☐ 4098	Ag Leadership
☐ 4031	Intro Ag Mech+R
☐ 4032	Adv Ag Mech+RW
☐ 4050	Ornamental Horticulture
☐ 4081	Animal Science
☐ 4602	Accounting+F
☐ 2450	Comptr Applic+FW
☐ 7118	Shltr Computer Applic
☐ 2454	Computer Concepts
☐ 5531	Wood Tech 1
☐ 5532	Wood Tech 2
☐ 5533	Wood Tech 3
☐ 5534	Wood Tech 4
☐ 4051	Floral Design
☐ 4609	Intro to CSI
☐ 4618	Foods 1
☐ 4619	Foods 2
☐ 4620	Java Programming
☐ 4900	Work Experience
☐ 6002	Career Exploration
☐ 4698	Lib/Media Aide
☐ 2503	ROP Athletic Training
☐ 5655	AutoMech Fndmtl X2
☐ 5689	ROP Sys Tech X2
☐ 4611	ROP SmlBusMngt X2
☐ 5501	ROP Bldg Const X2
☐ 4603	ROP Webpage Des X2
☐ 4607	ROP CCJ X2
☐ 4616	ROP Floral Design X2
☐ 4615	ROP Culinary Arts X2
☐ 5503	ROP Bldg Const-0 X2
☐ 5628	ROP AgWldgFabTIG X2
☐	
☐	
☐	
☐	X2 = 2 Periods
☐	
☐	
List 3 alternate classes, different than those you selected already.	
Course ID	Course Title
1	
2	
3	
12/16/2014	

L. Proficiency Standards for Program Completers

PROFICIENCY STANDARDS

Students are to be graded on their ability to perform different tasks relating to instruction received in the Agricultural program.

Rating Scale:

- 4 - Competent, needs no supervision
- 3 - Moderate competence, needs minimal supervision
- 2 - Limited competence, needs regular supervision
- 1 - Not competent, needs constant supervision
- 0- Not taught

WORK ATTITUDES:

1. Student is mature and reliable
2. Exhibits good attendance and punctuality.
3. Shows a positive attitude.
4. Shows flexibility when working with other students.
5. Demonstrates the ability to communicate.
6. Works quickly and efficiently.
7. Shows leadership potential.
8. .Looked upon by their peers with respect.
9. Submits work that is neat and accurate.
10. Knows and exhibits proper work behavior.
11. Dress appropriately for work.
12. Shows the desire to learn and improve.
13. Accepts constructive criticism.
14. Follows directions well.
15. Is able to adapt to new situations.
16. Works well under pressure.
17. Shows good judgment.
18. Respects authority.
19. Has a good sense of humor.

KERMAN UNIFIED SCHOOL DISTRICT
SENIOR PROFICIENCY
JOB PREPAREDNESS PROGRAM

Beginning with the 1993-94 school year, Kerman Unified School District has included senior performance interviews as part of its senior proficiency requirements. This performance interview must be passed by all Kerman Unified students in order for them to receive their high school diploma. In addition to the interview itself, the student's will have prepared a portfolio which will consist of a resume, a completed job application, the students transcript, cover and application letters, personal information, and a collection of the student's best work.

All of these job market entry skills have been integrated into the curriculum at Kerman High. Students will actually begin this program, starting in their freshman year and by the senior year, will have gone through a series of studies that will prepare them with the skills necessary to meet today's job market requirements. Also, a part of the curriculum which helps prepare Kerman students, is a new program called "Career Connections", a program which devotes 45 minutes per week to career guidance, exploration, and job seeking skills. In "Career Connections", students are provided a personal portfolio binder to accumulate any and all job seeking components. This binder is issued early in the students high school career and is housed in the Kerman High library. Upon successfully completing all of the program requirements, students in the 12th grade are awarded their individual personal portfolio binders. This is a reward for a job well done.

All interviews are being conducted by district personnel and volunteer business representatives from the Kerman community. The interview teams presently consist of one district and two business representatives. This arrangement has established a strong tie and partnership with the Kerman business community and Kerman Unified. Presently, the interviews are being held weekly at the Kerman Unified School District office. Times of the interview appointments run from 3:30 to 6:10 in the afternoon. Student evaluation is based on the completion and content of all portfolio requirements. Interview listening and answering skills as well as non-verbal criteria, such as posture, gestures, appropriate dress and neatness are also evaluated. Students who are not successful at the interview, who are late, or who fail to make their interview appointment are asked to reschedule. Since Kerman High has an A,B,C, no credit grading system students cannot fail their interviews, but will reschedule and redo until they meet all necessary requirements.

M. Teacher Data Sheet for Each Teacher

Agency User Search

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

Last Name: BASHAM

Last Known County of Employment: STANISLAUS COUNTY OFFICE OF EDUCATION

First Name: ELIZABETH

Adverse and Commission Actions Indicator:

Middle Name: ANN

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 terms.

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
140026663	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/31/2014	2/1/2019			
140026664	Single Subject Teaching Credential	Preliminary	Valid	1/31/2014	2/1/2019			
120060612	Certificate of Clearance		Valid	4/4/2012	5/1/2017			

Authorization/Subjects

1 - 1 of 1

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.	AG21	Agriculture	NAJ	

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

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
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

Agency User Search

BONTRAGER, COORE > Documents

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

Last Name: BONTRAGER
 First Name: COORE
 Middle Name: LEE

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
140140488	Single Subject Teaching Credential	Clear	Valid	7/28/2014	8/1/2019	6/9/2011		
110112267	Single Subject Teaching Credential	Preliminary	Valid	6/9/2011	7/1/2016	6/9/2011		
110112264	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/9/2011	7/1/2016	6/9/2011		

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major / Minor	Added Authorization Date
ELAI	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 context 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 credential or permits held, as specified in Education Code Section 44233.3.	NONE			
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	

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

Agency User Search

Last Name: MULLOY
 First Name: CORY
 Middle Name: MORTIE

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
> 150042747	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/1/2015	6/1/2020	5/17/2000		
> 150042737	Single Subject Teaching Credential	Clear	Valid	6/1/2015	6/1/2020	5/17/2000		
> 101215765	Single Subject Teaching Credential	Clear	Valid	6/1/2010	6/1/2015	5/17/2000		
> 101215767	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/1/2010	6/1/2015	5/17/2000		
> 080146625	Crosscultural, Language and Academic Development Certificate	Clear	Valid	4/2/2008		4/2/2008		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
A3A1	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.	AGR1	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

Agency User Search

SHEEHAN, TOBIN > Document:

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

Last Name: SHEEHAN
 First Name: TOBIN
 Middle Name: SEAN

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
10168835	Single Subject Teaching Credential	Clear	Valid	1/1/2011	1/1/2016	12/22/2000		
10168836	Specialized Instruction Credential (Agriculture)	Clear	Valid	1/1/2011	1/1/2016	12/22/2000		
080102132	Crosscultural, Language and Academic Development Certificate	Clear	Valid	2/12/2008		2/12/2008		

Authorization/Subj

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
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.	AGB1	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.	

Employment Restrictions

Employment Restrictions	No Records

N. Roster of Agriculture Advisory Committee

2014-2015 Kerman Ag Department Advisory Committee

Marvin Schafer – chairman

16025 W Dakota Kerman, CA 93630
846-8588

Nancy Gragnani - Sec/Treasurer

469 S First Street
Kerman, CA 93630
846-6582

Eric Groppetti

15719 Oak Drive
Kerman, CA 93630

Chad Garewal

Po Box 827
San Joaquin, CA 93660
905-5495

Susan Kissinger

514 S Madera Ave
Kerman, CA 93630
842-7060

Tammy Barrett

220 S Madera Ave
Kerman, CA 93630
476-6339

O. Advisory Committee Minutes

Meeting of the KHS Ag Advisory Committee **Minutes**
 Wednesday, October 15, 2014 3:30 PM
 KHS Ag Dept

1.0 Call to Order: **3:32 PM**

2.0 Roll Call –

<u> X </u> Marvin Schafer, Chairman, Schafer Farms	<u> X </u> Cory Molloy, ag instructor/dept chair
<u> X </u> Nancy Gragnani, Sec/Treas	<u> X </u> Toby Sheehan, ag instructor
<u> X </u> Eric Groppetti, farmer	<u> </u> Codee Bontrager, ag instructor
<u> </u> Chad Garewal, North Pacific Seed	<u> X </u> Elizabeth Basham, ag instructor
<u> X </u> Susan Kissinger, Kerman Floral	<u> </u> Jim Volkoff, KHS Principal
<u> X </u> Tammy Barrett, parent	

Guests: Robert Frausto, KUSD Superintendent
Kraig Magnussen, KUSD Asst. Superintendent, CBO

3.0 Regular Business

3.1 Approval of Minutes from Previous Meeting – **Toby, Tammy (unanimous)**

3.2 Additions to Agenda – **none**

3.3 Approval of Agenda – **Nancy, Tammy (unanimous)**

4.0 Department Business

4.1 Fair results **Advisors reported successes**

4.2 Tri Tip sponsorship drive

4.2.1 **Marvin discussed the goal of the Alumni group that they secure 30 sponsors at \$200 each and asked the committee to participate in this endeavor**

4.2.2 **Sponsors would receive company name placement, 4 tri tip dinner tickets, as well as thank you notes and public acknowledgement from the chapter**

4.2.3 **It was suggested that pictures were taken with uniformed students and the donors to be used for PR**

4.3 Coming Events **Chapter calendar was shared with the committee**

4.4 Incentive Grant Review

4.4.1 **California State Incentive Grant Program Checklist was reviewed with the committee with special notes made regarding needed waiver for areas 1H, 3A, and 3C**

- 4.4.2 Criteria 12 was introduced and discussed as a future, long-term goal but it was decided that it was not a feasible venture at this time
- 4.5 Department needs
 - 4.5.1 Greenhouse consult It was suggested to contact Riverside Nursery, Monrovia, the Fresno County Cooperative Extension, Farm Bureau and/or the Master Gardeners for help with the greenhouse.
- 4.6 Portable classroom placement
 - 4.6.1 Mr. Frausto and Mr. Magnussen present a district need to place 5 temporary, portable classrooms in the pasture on the ag farm in order to accommodate the rapidly growing population at the high school.
 - 4.6.2 It was estimated that these portables will stay on the farm for 3-5 years, until the new building near the front of the school is built.
 - 4.6.3 Use of these classrooms and what classes as located there will be at the discretion of the site administration.
 - 4.6.4 Mrs. Molloy made the motion to approve the districts need to place the portables on the farm on a temporary basis; Nancy Gragnani seconded
 - 4.6.5 Further discussion was had asking if there was an alternative site. The answer was “no” but that the district did not want to utilize this land for any longer than absolutely necessary.
 - 4.6.6 Motion carried (8-0)
- 5.0 Adjournment – 4:45 PM Cory, Elizabeth (unanimous)

P. Current Year Budget

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2014-15 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Kerman High School

Kerman Unified School District

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

District Superintendent

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: 559-842-2501

Date of Approval of Local Agency Board:

18-Sep-14

Funds Requested - Part I

\$5,000.00

Part II

\$2,896.00

Part III

\$24,000.00

Part IV

\$0.00

Total

\$31,896.00

Number of Different Agriculture Teachers at Site:

4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	362	\$2,896.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

4

List the Names of the Agriculture Teachers:

1. Toby Sheehan

4. Elizabeth Basham

2. Cory Molloy

5.

3. Codee Bontrager

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	4	\$8,000.00
Criterion 11A - Year-Round Employment	4	\$8,000.00
Criterion 11B - Project Supervision Period	4	\$8,000.00

TOTAL FUNDS REQUESTED PART IV

\$24,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$0.00

PART V - FINANCIAL SCHEDULE

Part A

		A	B	C
--	--	---	---	---

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds	Matching Funds
1	4000	Books & Supplies		16,896.00	16,896.00
2			Subtotal for 4000	\$16,896.00	\$16,896.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel and conf	2,500.00	2,500.00
4			2. Rentals and Repairs	1,000.00	1,000.00
5			3. Transportation	3,000.00	3,000.00
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$6,500.00	\$6,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Farm Improvements	2,500.00	2,500.00
10			2. Greenhouse Improve	3,000.00	3,000.00
11			3. Small livestock traile	3,000.00	3,000.00
			4.		
12			5.		
13			Subtotal for 6000	\$8,500.00	\$8,500.00
14			Total for 4000-6000 Lines 2, 8, 13	\$31,896.00	\$31,896.00

TOTAL 2014-15 Incentive Grant Allocation:

\$31,896.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct. No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

Q. Signed
Articulation
Agreement and/or
Evidence of
Articulation

There are no active articulation agreements with the courses at Kerman High School. There were several courses that were a part of a 2 + 2 agreement with Reedley college, but they have since then been not a part of an articulation. I would like to reestablish an articulation agreement with Reedley college for my ROP Floral Design Course. I plan to work on this within the next school year.

The focus of the school has been to get more courses counting towards the UC/CSU A-G List. Several of our agriculture courses count towards the A-G List:

- ROP Art and History of Floral Design: Area G- Fine Arts
- Agriculture Earth Science: Area D- Life Science
- Agriculture Biology: Area D- Life Science

R. Graduate Follow- Up System

Our current graduate follow-up system is not as formal as it could be. We would like to change this since we feel that it is important for the alumni students to keep involved with the chapter. The graduate follow-up is what is tracked on the R-2 program. When going through the list of students that had graduated we ask their families and other community members that know those students. This works for our small community, so that we can keep a track of our graduates. We also have a Kerman Alumni group that the graduates can participate in. Beginning this next year we are going to implement a Google Docs form that the graduates can fill out for instant follow-up.

S. List of Active Placement Sites

Active Placement Sites for SAE Projects:

- Kerman Floral and Gifts
- Kenneson Farms
- Dietrick Farms
- Pacheco Dairy, Inc.
- Wally's Tire and Wheel
- Helena Chemical
- Schafer Farms

T. Recruitment Activities and Materials

Kerman High School Suggested Ag Course Pathway

9th grade

Floral Design (voc ed or fine art graduation credit)
and/or
Intro to Ag Mechanics
and/or
Ag Earth Science (physical sci graduation credit/UC "g")

10th grade

Choice of:

- Ag Leadership
- Ag Biology (life sci graduation credit/UC "d")
- Floral Design (voc ed or fine art graduation credit)
- Adv. Ag Mechanics
- Ornamental Horticulture (UC "g" credit)
- Adv. Animal Science (UC "g" credit)

**11th and
12th grade**

Choice of:

- ROP Adv. Mechanics
 - CTE certificate option
- Adv. Animal Science (UC "g" credit)
- Ag Leadership
- ROP Floral Design (fine art & UC fine art)
 - CTE certificate option
- Ornamental Horticulture (UC "g" credit)
- Special Projects

**** Enrollment in any of these classes allows for you to be involved in any aspect of the Kerman FFA Chapter (Big Fresno Fair, off-campus trips, scholarships, awards, activities, etc.)**

QUESTIONS? Contact us!

Ag Mechanics program: Toby Sheehan	tobyin.sheehan@kermanusd.com	842-2500 x2575
Floral Design program: Elizabeth Basham	elizabeth.basham@kermanusd.com	842-2500 x2559
Animal Science: Codee Bontrager	codee.bontrager@kermanusd.com	842-2500 x2567
Plant Science/Ag Leadership: Cory Molloy	cory.molloy@kermanusd.com	842-2500 x2566
Livestock projects: Mr. Sheehan (pigs) or Mrs. Bontrager (lambs)		

Kerman High School Floral Design Program

At Kerman High School you can take floral design to meet your fine arts requirements and to begin your journey to explore floral design. In floral design you will:

Floral Design (9th- 12th grades) (fine art graduation requirement)

- Do many hands on activities
- Learn how to make a variety of floral arrangements
- Develop your hands on skills
- Have fun!

At Kerman High School you can continue to grow your floral design skills, complete a CTE certificate and get UC fine art credit by:

ROP Floral Design (prerequisite- floral design) (11th-12th grades)

- Further developing your floral design skills
- Learning new and advanced techniques
- Completing projects for the community and events
- Working with the local florist
- Participating in hands on projects
- Fulfilling the fine art graduation requirement
- Having even more fun
- Career Skills Challenge

Both of the classes are part of the **Agriculture Department/ FFA** which means you will get the opportunity to do:

- Floriculture Judging team
- Leadership activities
- School trips
- Fair
- Student projects (SAE) for hands on experiences

U. Staff In-service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 2013-14 School Kerman High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Molloy	Sheehan	Bontrager	Potstada/Basham	
Fall Region Meeting	X	X	X	X	
Region In-service Day	X	X	X	X	
Spring Region Meeting	X	X	X	X	
Section In-service*	X		X		
Section In-service*		X		X	
Section In-service*		X			
Section In-service*					
Summer Conference					
University AgEd Skills Week	X	X	X	X	
Professional Development **	X	X	XX		

* 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 FCOE Science PLC (3-day) ~ Molloy/Bontrager

2 National FFA Convention ~ Bontrager/Sheehan

3

4

5

V. Staff Minutes

KHS Agriculture Department Collaboration Meeting

August 18, 2014 - minutes

Meeting Norms: The members of the KHS Agriculture Department have agreed that the following will be the norms followed in and out of our collaboration meetings:

- Agenda for every meeting
- Attendance should be punctual to all meetings
- All paperwork turned in for any off campus activity. Paperwork must be turned in, in a timely manner.
- Recognize the efforts of cross curricular development.
- Identify students who are experiencing learning difficulties and provide them the additional support and opportunities necessary for them to succeed.
- Work together rather than in isolation – share ideas, materials and lend a hand willingly
- Demonstrate to our colleagues, administration and community that we are tightly aligned
 - We not I
 - Promote common goals
 - Sharing loads

Guiding Questions:

- What standards are to be taught? (Curriculum)
- How will we know if kids get it? (Assessment)
- How will we respond when kids don't get it? (Instruction)
- How do we respond when kids do get it? (Instruction)

1. Call to Order: pm

2. Roll Call -

X	Toby Sheehan	X	Elizabeth Basham
X	Cory Molloy	X	Codee Bontrager
		X	Jim Volkoff, Principal

3. Regular Business -

- a. Approval of Minutes from Previous Meeting **none**
- b. Additions to Agenda **none**
- c. Approval of Agenda **Elizabeth, Codee**

4. Old Business –

5. New Business –

- a. Officer/advisor picture
 - i. **Maxwells Studio, Sept 20 @ 9:00am; officers only**
- b. National Convention update
 - i. **Mr. Sheehan will be accompanying Wyatt Wolf and alumnae Courtney Carlton. The Wolf/Alles family will be traveling with them as well.**
 - ii. **Flight and hotel reservations have been made; payment arrangements are in the works with Diane Rodriguez at the District Office**
 - iii. **The group will leave Oct 27 and return Nov 2**
- c. Fair entries
 - i. **Crops (Molloy), OH (Molloy), Floral (Basham), and Mechanic (Sheehan) entries are due within the next week.**
 - ii. **The fair schedule was reviewed**
 - iii. **Paperwork has been submitted**
- d. Regional Roadshow/CATA mtg
 - i. **Nov14-15**
 - ii. **Reservations have been made for Molloy, Basham, and Bontrager**
 - iii. **Registration paperwork has been submitted**
 - iv. **Sheehan still needs to submit his staff conference request**
- e. Homecoming Dinner
 - i. **Oct 24th**
 - ii. **Catered by Rick Helm for \$5 per plate**
 - iii. **Tickets will be \$10**
 - iv. **It is our hope that this profit will help make up for the loss in profit margin in the chocolate covered fundraiser**
- f. New Professionals

- i. Basham and Bontrager would like to go
 - ii. November 19 and 20 in Fresno
 - iii. They will not stay overnight
- g. Pumpkin project /cooperative SAE's
 - i. Pumpkins will be completed as garden beds in front of the greenhouse
 - ii. This project is unintended to be a cooperative SAE opportunity to attempt to involve as many students as possible in SAE projects
 - iii. The department discussed the importance of creating more opportunities for as many students as possible to get involved with projects.
- h. Fresno Rescue Mission project
 - i. This is an opportunity for the department to serve as consultants to the community so that the mission can grow a garden for their residents to sustain themselves.
 - ii. Mrs. Basham is the point person for Kerman HS on this project
 - iii. She was counseled to attend the mission with at least one other volunteer from either Kerman or a neighboring school that is also participating.

6. Adjournment – 4:10 pm

KHS Agriculture Department
Collaboration Meeting
September 4, 2014 minutes

Meeting Norms: The members of the KHS Agriculture Department have agreed that the following will be the norms followed and out of our collaboration meetings:

- Agenda for every meeting
- Attendance should be punctual to all meetings
- All paperwork turned in for any off campus activity. Paperwork must be turned in, in a timely manner.
- Recognize the efforts of cross curricular development.
- Identify students who are experiencing learning difficulties and provide them the additional support and opportunities necessary for them to succeed.
- Work together rather than in isolation – share ideas, materials and lend a hand willingly
- Demonstrate to our colleagues, administration and community that we are tightly aligned
 - We not I
 - Promote common goals
 - Sharing loads

Guiding Questions:

- What standards are to be taught? (Curriculum)
- How will we know if kids get it? (Assessment)
- How will we respond when kids don't get it? (Instruction)
- How do we respond when kids do get it? (Instruction)

1. **Call to Order:** pm

2. **Roll Call -**

X	Toby Sheehan	X	Elizabeth Basham
X	Cory Molloy	X	Codee Bontrager
X	Rachel Martinez, student teacher		Jim Volkoff, Principal

3. **Regular Business -**

- a. Approval of Minutes from Previous Meeting **Elizabeth, Toby**
- b. Additions to Agenda **none**
- c. Approval of Agenda **Codee, Elizabeth**

4. **Old Business -**

- a. Officer/~~advisor~~ picture 9/20/14 @ 9:00am
- b. Regional Roadshow/CATA mtg **Payment from the DO has been paid to Tenaya**
- c. Homecoming Dinner **Oct 24, \$10, sales 10/6-10/17/14**
- d. New Professionals **Bontrager and Basham**
- e. Pumpkin project /cooperative SAE's **Going well, 16 students involved**
- f. Fresno Rescue Mission project **Washington Union is the other school involved**

5. **New Business -**

- a. Advisory Committee meeting date
 - i. ~~9/17/14 @ 3:30pm~~
 - ii. **10/15/14 @ 3:30pm**
- b. LES kinder visit ~ 9/24 AM
- c. September activity coverage
 - i. Blackbeards ~ 9/10 **all advisor except Molloy**
 - ii. Harvest Festival ~ 9/13 **Molloy/Basham/Martinez**
 - iii. Officer pics ~ 9/20
- d. Plan for student teacher
- e. Floral textbook request
- f. Dept head meeting
 - i. Floral textbook
 - ii. Scholarship fraud consequences

6. **Adjournment - pm**

KHS Agriculture Department
Collaboration Meeting
October 28, 2014

Meeting Norms: The members of the KHS Agriculture Department have agreed that the following will be the norms followed and out of our collaboration meetings:

- Agenda for every meeting
- Attendance should be punctual to all meetings
- All paperwork turned in for any off campus activity. Paperwork must be turned in, in a timely manner.
- Recognize the efforts of cross curricular development.
- Identify students who are experiencing learning difficulties and provide them the additional support and opportunities necessary for them to succeed.
- Work together rather than in isolation – share ideas, materials and lend a hand willingly
- Demonstrate to our colleagues, administration and community that we are tightly aligned
 - We not I
 - Promote common goals
 - Sharing loads

Guiding Questions:

- What standards are to be taught? (Curriculum)
- How will we know if kids get it? (Assessment)
- How will we respond when kids don't get it? (Instruction)
- How do we respond when kids do get it? (Instruction)

1. Call to Order: 12:07 pm

2. Roll Call -

	Toby Sheehan	X	Elizabeth Basham
X	Cory Molloy	X	Codee Bontrager
	Rachel Martinez, student teacher		Jim Volkoff, Principal

3. Regular Business -

- a. Approval of Minutes from Previous Meeting **Codee, Liz**
- b. Additions to Agenda **as noted**
- c. Approval of Agenda **Codee, Liz**

4. Old Business -

- a. Fair support tickets update **all due by Wednesday, 11/5**
- b. Greenhand Conference **16 attended, all went well**
- c. Greenhand officer elections **interviews are on 10/29 and 10/30; 8 applicants; if anyone missed their interview, they are disqualified. (if 6 candidates are not interviewed, we will not have a team)**
- d. Board Association dinner **Students were great! All went well.**
- e. Kerman Ag Expo
 - i. Oct 30, 2014
- f. Homecoming dinner **Approx \$850 profit; do NOT order extras next year. Order as many as were bought, the dinners not picked up, can be sold**
- g. Fall Food Fair ~ 10/31/14 **Asking for hot dog and bun donations**

5. New Business -

- a. Education Matters **(to be covered at next meeting)**
- b. Account update **Down \$1500+ from this time next year. We need to re-visit expenditures as students are not fundraising.**
- c. Opening and Closing contest
 - i. Tranquility ~ Nov 5?? **Liz's open team only; students are flaking!!**
 - ii. WF/M ~ Nov 19 **Officers + Liz's team only??**
- d. Fall Awards ~ Nov 18 @ 6:30pm
 - i. Applications dues 10/31
- e. Top 20 Trip logistics **Teachers will track as their own students**
 - i. FFA Fridays
 - ii. Student point sheet maintenance
- f. Gift wrapping
 - i. Dec 6 10:00-2:00 (Kerman Floral)
 - ii. Dec 12 5:00-7:00pm (Sun Empire book fair)
 - iii. Dec 13 10:00-4:00 (Wal Mart)
 - iv. Dec 13 1:30-5:30 (craft fair)
 - v. Dec 19 4:00-7:00 (location TBA)

vi. Dec 20 10:00-6:00 (Wal Mart)

e. Animal Science/Vet Tech course information Codee presented information on possibly adding a certified vet assistant component to the Adv Animal Science class; no action was taken.

6. Adjournment - 12:32 pm

KHS Agriculture Department Collaboration Meeting December 16, 2014

Meeting Norms: The members of the KHS Agriculture Department have agreed that the following will be the norms followed and out of our collaboration meetings:

- Agenda for every meeting
- Attendance should be punctual to all meetings
- All paperwork turned in for any off campus activity. Paperwork must be turned in, in a timely manner.
- Recognize the efforts of cross curricular development.
- Identify students who are experiencing learning difficulties and provide them the additional support and opportunities necessary for them to succeed.
- Work together rather than in isolation – share ideas, materials and lend a hand willingly
- Demonstrate to our colleagues, administration and community that we are tightly aligned
 - We not I
 - Promote common goals
 - Sharing loads

Guiding Questions:

- What standards are to be taught? (Curriculum)
- How will we know if kids get it? (Assessment)
- How will we respond when kids don't get it? (Instruction)
- How do we respond when kids do get it? (Instruction)

1. **Call to Order: 11:55 am**

2. **Roll Call -**

X	Toby Sheehan	X	Elizabeth Basham
X	Cory Molloy	X	Codee Bontrager
			Jim Volkoff, Principal

3. **Regular Business -**

- a. Approval of Minutes from Previous Meeting **Toby, Codee**
- b. Additions to Agenda **as noted**
- c. Approval of Agenda **Toby, Liz**

4. **Old Business -**

- a. Record Books **sign ups for help are available in Molloy's room**
- b. State FFA Conference **a meeting needs to be held in January**
- c. Chocolate covered fundraiser **\$2200 profit to date; next year, solicitation for product needs to begin earlier and we need to ask for a specific amount from each donor (50# almonds)**
- d. Gift wrapping

5. **New Business -**

- a. Work orders? Podsakoff wants anything and everything!
 - i. **Palm tree trimming**
 - ii. **Lights checked in the shop**
 - iii. **Projector mounted in 703**
 - iv. **Garage door repaired**
- b. Department Head meeting debrief
- c. Budget status
 - i. ATV purchase
 - ii. Any need PO's on this fiscal year need to be submitted by Feb 28, 2015
 1. **Summer conference PO's need to be in ASAP**
 2. **All monies need to be encumbered by Feb 28, 2015**
 3. **Admin needs to define "timely" when processing in involved**
 4. **If the ATV is purchases/donated, it will NOT be loaned out; admin needs to be on board; dept need is marginal but it is felt that a partnership or a donation would be beneficial; \$4000 budget on our end**
 5. **Fill dirt is needed for the arena, behind the steer pens, and in the lamb pens**
- d. CDE teams
 - i. Grapevine Pruning
 - ii. Floral Design
 - iii. Veg Crops
 - iv. Nursery/Landscape
 - v. Public Speaking

- vi. Livestock
- vii. Ag Mechanics
- viii. Best Informed Greenhand
- ix. Vet Science

- 1. Minimal UC Davis FD is recommended due to cost of the trip and the poor quality of the contest
- 2. Vines need to register for Fowler, Reedley, and State Finals

e. Award applications

f. FFA account status

g. FFA point system

- i. Motion was made by Toby to table this discuss until the end of the school year, seconded by Liz; motion to table was approved

h. FARMS application

i. Tri Tip BBQ assignments

6. Adjournment - 12:17 pm

** New Buiness items 5h and 5i were not covered and will be handled at the next department meeting

KHS Agriculture Department
Collaboration Meeting
January 12/14, 2015 **minutes**

Meeting Norms: The members of the KHS Agriculture Department have agreed that the following will be the norms followed and out of our collaboration meetings:

- Agenda for every meeting
- Attendance should be punctual to all meetings
- All paperwork turned in for any off campus activity. Paperwork must be turned in, in a timely manner.
- Recognize the efforts of cross curricular development.
- Identify students who are experiencing learning difficulties and provide them the additional support and opportunities necessary for them to succeed.
- Work together rather than in isolation – share ideas, materials and lend a hand willingly
- Demonstrate to our colleagues, administration and community that we are tightly aligned
 - We not I
 - Promote common goals
 - Sharing loads

Guiding Questions:

- What standards are to be taught? (Curriculum)
- How will we know if kids get it? (Assessment)
- How will we respond when kids don't get it? (Instruction)
- How do we respond when kids do get it? (Instruction)

1. Call to Order: 12:05 pm; 2:10pm

2. Roll Call -

X	Toby Sheehan	X	Elizabeth Basham
X	Cory Molloy	X	Codee Bontrager
			Pam Sellick, Principal

3. Regular Business -

- a. Approval of Minutes from Previous Meeting **Codee, Liz**
- b. Additions to Agenda **as noted**
- c. Approval of Agenda **Toby, Codee**

4. Old Business -

- a. Record Books/State Degree/Proficiency assignments
 - i. **Staff divided up candidates in order to process state applications and proficiency applications**
- b. State FFA Conference
 - i. **Student interest meeting on Wed at lunch**
 - ii. **4 students are interested in all conference participation, 2 students for one-day, 4 for band/choir**
- c. ATV purchase
 - i. **Department agreed on the purchase**
 - ii. **Use must be limited to ag department**
 - iii. **Pam is in agreement about purchase as well as the usage**
- d. Work orders
 - i. **Lights in shop**
 - ii. **Shop heater**
 - iii. **Projector mounted in 703**
 - iv. **Missing ceiling panel in 702**
 - v. **Palm tree pruning**
 - vi. **Garage (rolling) door**

5. New Business -

- a. Tri Tip status
 - i. **Toby ~ food**
 - ii. **Codee ~ PSA's**
 - iii. **Liz ~ raffle**
 - iv. **Cory ~ ticket sales and work crews**
 - v. **Cory will meet with Doug regarding dry goods order and beans**
 - vi. **Cory to mail out donor letters and follow up with phone calls**
- b. Alumni meeting (Monday 1/13/15 @ 6:30pm)
 - i. **Alumni to sponsor tri tip (\$200)**
 - ii. **They plan to revisit a Fall Pork BBQ dinner**

- c. Farm Show
 - i. Wednesday, Feb 11
 - ii. Sign ups with Sheehan and will start at the chapter meeting Tuesday
- d. San Joaquin Region CTE Consortium
 - i. Dept recommends involvement
 - ii. Admin is on board and will submit a letter as such
- e. National Convention
 - i. Parent meeting will be held in March in conjunction with Alumni meeting
- f. Student teacher(s)
 - i. One, possibly two
 - ii. We expect to hear for sure by early next week
- g. FARMS
 - i. Liz will follow up on application
- h. Field Day attendance/registration
 - i. We will attend Chico FD, Liz to price a bus vs hotels
 - ii. Toby will be responsible for all field day registrations
- i. Sadies
 - i. Club theme; "Sadies at Club K" pending admin approval
- j. Mtg with Pam
 - i. Cory met with Pam regarding RTV purchase, approved
 - ii. Suburban use; Pam will discuss liability of damage from other dept with Robert
 - iii. Consortium participated discussed and agreed

6. **Adjournment – 12:30 pm: 3:20pm**

W. Department Inventory

A thorough department inventory will take place in June of 2015. Our current inventory is very outdated and is not accurate to what the department has. Once it is updated it will be added to the Comprehensive Program Plan.

X. List of Courses That Qualify for Alternative Credit

All of the agriculture courses meet the high school graduation requirements. Several of the courses also fulfill the requirements of the UC A-G List. See below what courses count towards:

Introduction to Agricultural Mechanics : Elective Graduation Requirement

Advanced Agricultural Mechanics: Elective Graduation Requirement

ROP Ag Welding Fabrication TIG: Elective Graduation Requirement

Ornamental Horticulture: Elective Graduation Requirement

Floral Design: Fine Art Graduation Requirement

ROP Art History of Floral Design: Fine Art Graduation Requirement, Vocational Education Graduation Requirement, UC Visual and Performing Arts Area F

Agricultural Earth Science: Physical Science Graduation Requirement, UC Physical Science

Agricultural Biology: Life Science Graduation Requirement, UC Life Science Area D

Animal Science: Elective Graduation Requirement, UC Life Science Area D

Agriculture Leadership: Elective Graduation Requirement

Special Projects in Agriculture: Elective Graduation Requirement

Y. Incentive Grant Checklist

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Kerman High School DATE 10/15/2015

AG DEPARTMENT CHAIR Cory Molloy

QUALITY CRITERIA 1 - 9

Failure to meet any part of a Quality Criteria may result in the loss of 10% of the incentive funds up to a maximum of 25%.

Loss of funds can be avoided with an approved variance request which may be granted for one year on any Quality Criteria 1-9.

QUALITY CRITERIA 10, 11 or 12

Failure to meet either Quality Criteria 10, 11 or 12 (when applied for) will result in the loss of the funds applied for in that criteria.

Department Head Signature

Advisory Committee Chairperson Signature
(for programs conducting Advisory Committee Reviews)

Regional Supervisor Signature

Advisory Committee Chair Contact information

Name Marvin Schafer
Address 16025 W Dakota
City Kerman, CA
Phone 559-846-8588

Zip 93630

Revised 1/10

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes No

X	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.
X	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.
X	1C.	Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
X	1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
X	1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
X	1F.	The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
X	1G.	The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> * Computerized Record Book * Agriculture Term Paper * Job Resume * Portfolio Letter of Introduction <ul style="list-style-type: none"> * Agriscience Fair Report * Agriculture/FFA Speech Manuscript * Job Cover Letter * Other Agriculture Related Project </div>
X	1H.	Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
X	1I.	Record books of all students are maintained in the Department files until one year following graduation.
X	1J.	Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes No

X	2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
X	2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
X	2C.	Every student is given a grade based upon participation in leadership activities.
X	2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
X	2E.	Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

X	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: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1) * Local Best Informed Greenhand Contest * Local Creed Speaking Contest * Local Opening & Closing Contest * Local COOP Quiz Contest * Local Program of Work Committee(s) * Local Demonstration Fair * Local Agriscience Fair Exhibition * Local Public Speaking Contest * Local Parliamentary Procedure Contest * Chapter Meeting or Activity * Any Section, Region, or State Activity * Other Local Activities
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3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

X	3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
X	3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
X	3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)
X	3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
X	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.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

X	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.
X	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).
X	4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X	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 criteria does not apply to single person departments - mark column N/A = Not Applicable)
X	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.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

X	5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X	5B.	There is adequate storage space for materials, records, equipment and supplies.
X	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):

		<ul style="list-style-type: none"> * School Farm Laboratory * Growing Area 	<ul style="list-style-type: none"> * Greenhouse * Agriculture Shop
X	5D.	The Agriculture Department has E-Mail capabilities.	
X	5E.	The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.	
X	5F.	Facilities and equipment are regularly maintained, repaired, or replaced.	

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes No

X	6A.	The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".	
X	6B.	The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)	
X	6C.	The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes <ul style="list-style-type: none"> * Job Market Description * Total Program Goals & Objectives * Course Subject Matter Outlines * 5 Year Facility & Equipment Acquisition * Graduate Follow Up <ul style="list-style-type: none"> * Targeted Occupations * Program Description - Courses, SAE, FFA * Program Completion Standards * Current Year Budget * List of Active placement Sites 	
X	6D.	The contact information of the Advisory Committee Chair has been provided on the cover of this checklist	

7. CAREER GUIDANCE

Yes No

X	7A.	Students are counseled regarding: (FS 3.0) <ul style="list-style-type: none"> * Career opportunities in Agriculture and Agribusiness * Agriculture and academic courses necessary to complete career pathway offerings * Post-secondary education and training options.
X	7B.	All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
X	7C.	Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes No

X	8A.	An Agricultural Education program recruitment brochure or similar document is used to promote the program.
X	8B.	Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X	8C.	The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

X	9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
X	9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X	9C. A follow-up system is used which gathers the following information from program <ul style="list-style-type: none">* Status of employment or school enrolled within* Opinion regarding the value and relevance of the agriculture program* Suggestions for improving the agriculture program
X	9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th.
X	9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X	9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11 and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes No

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

11. FULL YEAR EMPLOYMENT

Yes No

X	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.
X	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.

12. PROGRAM ACHIEVEMENT

Yes No

	12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)
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ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2013-14 School Kerman High School

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference		
Attended Greenhand Conference	X	
Attended Made for Excellence Conference		
Attended Advanced Leadership Academy		
Attended Sacramento Experience		
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional		
Participated in Extemporaneous Speaking - Sectional		
Participated in Creed Recitation - Sectional		
Participated in Job Interview Contest - Sectional	X	
Participated in Agricultural COOP Quiz Contest - Sectional		
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application	X	
Submitted Proficiency Application - Sectional or Regional	X	
Submitted Chapter Award Application - Sectional or Regional		
Participated in Project Competition - Sectional		
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)		
1. Kerman Ag Expo	X	
2. City of Kerman Harvest Festival	X	
3. World Ag Expo	X	
TOTAL AREAS MET	14	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** **2013-2014** **School** **Kerman High School**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Molloy	Sheehan	Bontrager	Botstad/Basham	
Fall Region Meeting	X	X	X	X	
Region In-service Day	X	X	X	X	
Spring Region Meeting	X	X	X	X	
Section In-service*	X		X		
Section In-service*		X		X	
Section In-service*		X			
Section In-service*					
Summer Conference	X	X	X	X	
University AgEd Skills Week					
Professional Development **	X	X	XX		

* 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 FCOE Science PLC (3-day)

2 National FFA Convention

3

4

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