Fort Bragg Agriculture Department

Program Plan and Department Information

Est. 2013
Reflection on Quality Criteria Standards
Fort Bragg High School Agriculture Department currently utilizes the newly revised California Career Technical Education Model Curricular Standards, Next Generation Science Standards and Common Core Literacy Standards. All of these standards are used to develop engaging and relevant lessons for the students in all of the courses currently taught.

The curriculum and courses for Fort Bragg High School Agriculture Department are still in the developing stages in regards to complete career pathways for students to pursue. Currently we offer a general Agriculture Science pathway with the opportunity for students to explore different agriculture opportunities. There is a plan to develop more specific career pathways and consider an alternating years course plan to offer students more variety in courses. With a single person department the challenge is having the variety of courses for students as well as complete pathways for program completing students.

Current courses offered:
- Agriculture Earth Science
- Agriculture Biology
- Environmental Horticulture
- Agriculture Mechanics

Possible courses in the future:
- Veterinary Science
- Agriculture Chemistry
- Agriculture Leadership

Within each of the courses taught there are a variety of teaching techniques present. Technology is utilized in each of the courses through various methods. Some of these include projects, presentations and recordkeeping skills. Industry representatives, field trips and career investigations are included in all courses taught as they pertain to that course. This offers students the opportunity to explore options in that field during high school as well as beyond their high school years.
Fort Bragg High School Agriculture Department

QUALITY CRITERIA TWO:
LEADERSHIP & CITIZENSHP DEVELOPMENT

Fort Bragg High School Agriculture Department re-established its FFA charter in October of 2013 because of the support of community members and parents within the Fort Bragg community.

All students enrolled in an agriculture course at Fort Bragg High School are automatically members of the FFA. With the membership comes the opportunity for students to develop leadership and citizenship skills. These opportunities are not available to all high school students; therefore agriculture students have the advantage through leadership and citizenship development events.

Students enrolled in agriculture courses have a specific portion of their grade associated with their involvement in FFA activities. Each course outlines that 10% of their grade be dedicated to their involvement in FFA, 10% for SAE projects and the remaining 80% is other classwork (specific to the course). Therefore any students in an agriculture course cannot earn an “A” unless they are involved in the leadership and citizenship activities of the FFA. To earn the entire 10% of the FFA portion of their grade, students must participate in a minimum of four activities per semester. The participation is recorded on the FFA activities page in the recordbook and verified through activity sign-in sheets of all FFA activities throughout the year.

The Fort Bragg Agriculture Department strives to make FFA activities available to all students by offering activities at different times, on different days of the week and providing financial assistance when necessary. These activities are organized for the members by the chapter officer team and committee members. Reflections on all FFA activities occur after the event to discuss the involvement, successes and improvements for the future.

The Fort Bragg Agriculture Department does have some students who choose not to participate in FFA activities; however the majority of the students participate in the four activities per semester and beyond those requirements.
QUALITY CRITERIA THREE: 
PRACTICAL APPLICATION OF AGRICULTURE SKILLS

Fort Bragg High School Agriculture Department provides students the opportunity to learn and develop practical occupational skills both in and out of the classroom. In the classroom I constantly enhance activities by including hands-on activities that provide a real world experience to all students. A tour of the classroom, shop and school farm would be evidence of the occupational skills students are learning and applying to practical situations. The courses offered to students that allow them to learn these skills include agriculture mechanics, environmental horticulture and animal science. Through these courses, projects are developed to be completed during class time and have included: the construction of pig pens, fences, about 300 square feet of garden space and the introduction of rabbit breeding projects. There are future plans of expanding the garden space, greenhouse and shade house growing space, additional animal pens and construction of larger projects in the agriculture mechanics course. Since the resurrection of the Fort Bragg Agriculture department began in August 2013 many advances have been made, but we look to the future for the facilities and equipment we will need to truly offer students the opportunities to develop and demonstrate occupational experience skills as a part of a complete program.

A part of our program that takes the developing of occupational skills to the next level is students creating their own hands-on project. This project is known as their Supervised Agriculture Experience (SAE). Similar to the FFA portion of an agriculture student’s grade, their SAE project is counted as a component of their grade. Each course outlines that 10% of their grade be dedicated to their SAE projects, 10% for involvement in FFA, and the remaining 80% is other classwork (specific to the course). Therefore any students in an agriculture course cannot earn an “A” unless they maintain an SAE project year round. In order to earn the entire 10% for their SAE project students must complete a minimum of 10 hours of work on their SAE project for the fall semester and 15 hours of work on their SAE project for the spring semester. A component of their SAE and grade is maintaining an official FFA recordbook and providing documentation of their project in a semester report due at the end of each semester. Not all students take part in the SAE project, however about 65% of the students exceed the requirements for their grade. I expect in the coming years to have the percentage of students participating higher and to have students participate in proficiencies and local fairs.

Despite challenges with lack of equipment and facilities, the Fort Bragg Agriculture Department strives to provide students the opportunity to participate with a variety of SAE projects. These hurdles will be overcome and SAE projects will be advised with much more ease because we have the support of our community to get the agriculture department going strong again.
Fort Bragg High School Agriculture Department

QUALITY CRITERIA FOUR: QUALIFIED AND COMPETENT PERSONNEL

Fort Bragg High School had one probationary agriculture teacher. I am that teacher and am working towards tenured status. A part of my vision for the Fort Bragg Agriculture Department is to have two agriculture teachers in the next five years. With budget changes and funding in the state of the unknown only time will tell if my vision will become reality. All of the teachers employed by the Fort Bragg Unified School District are qualified and competent to teach the area in which they teach.

The agriculture instructor at Fort Bragg High School holds a valid Agriculture Specialist Teaching Credential that authorizes me to teach agriculture courses. This credential also authorizes that I have had a minimum of 3000 hours of occupational work experience in agriculture.

Finding ways to enhance engagement in the classroom is always something I strive for. My participation in professional activities offered through CATA, Fort Bragg Unified School District and Mendocino County Office of Education help to create an effective teaching environment that changes with the availability of technology and resources.

The staff at Fort Bragg High School is supportive of the agriculture department and FFA. My principal, Mrs. Rebecca Walker is very supportive of all department and FFA activities despite her lack of knowledge when it comes to what an agriculture department might look like. Our counselors are supportive of the growing program, but I will admit that I need to do more to educate them about the program and it's requirements for students. In addition to educating Fort Bragg High School staff, I would like to inform the school board about what we are doing with our program. I can see my students giving at least one presentation to the board each year and creating an agriculture open house day where tours of the facilities and happenings can provide a visual of progress being made. This year our superintendent is retiring, therefore I know I will be having many discussions with our newly appointed superintendent this next year about our program. I hope to get more staff involved in FFA activities next year and development a more hands on approach for administrators and counselors.
The facilities, equipment and materials of Fort Bragg High School Agriculture Department are almost non-existent.

Currently the program consists of a classroom that is connected to the shop. This classroom is used for all classes taught within the program. We are fortunate that this classroom is near the school farm. The school farm is the same setup as it was ten years ago when the agriculture program was shut down. This means that most of the buildings are rotted and falling apart. At this time a very generous company is working with other agriculture supporters in town to revamp the entire school farm to make it a functional space for students to work in.

A lack of record keeping from the time without an agriculture program means that much of the equipment has left without a record of where it went. Therefore, the agriculture department is working to replace needed items or fix what little is left.

Needed materials are purchased as necessary and then stored in the classroom currently. Once the school farm is done, we will have a storage facility for equipment, tools and materials.
In October of 2013 the Agriculture Advisory Committee at Fort Bragg High School was established. It is made up of individuals who represent the community, our prevalent industries, parents and staff. The committee will meet four or five times during the 2013-2014 school year because it is the first year back for the program. After the first year the committee will meet two to three times per year and usually meets at the agriculture department facilities. The agriculture advisory committee has played a crucial role in the resurrection of the agriculture department and hopes to see the program develop and grow.

The Fort Bragg Agriculture Department hopes to form a boosters or parent group to help with events and financial support. There are many parents in the program who want to be involved and this will be the perfect way to enhance their involvement.

The agriculture department has developed working relationships with a couple of community organizations aimed at helping students succeed. The agriculture teacher and students have worked with the Fort Bragg Shrine Club and Fort Bragg Grange to promote the agriculture department and FFA program within the community. We hope to continue working with these groups and expand our reach to other community organizations.
Quality Criteria Seven: Career Guidance

Every student enrolled in an agriculture class within the Fort Bragg High School Agriculture Department completes a student data sheet at the beginning of the year and adds it to their updated student file. The student data sheets are kept in student files stored in the agriculture department. All files are kept at hand for reference by students and instructors for two years after the student has graduated. Along with the student data sheets, students can find their recordbooks and important information about their time in the agriculture department.

The agriculture department works closely with the counselors to offer suitable courses for the student population. The agriculture department does its best to communicate with the counselors about the courses and what students would best fit any particular course. In addition to working with the counselors, the agriculture department feels it is crucial to educate the 8th grade students about possible courses prior to their course selections are made. We participate in the incoming “freshmen orientation” to inform 8th graders of the opportunities available to them through the agriculture department. This orientation usually takes place in February or March in the school gym, where the 8th graders have a chance to talk to teachers from each of the departments school wide. A presentation is created for this night focusing on classes, FFA and SAE, but because of limited time per rotation the information is also printed on a flyer for interested students or parents to take home and look over. Contact information for the agriculture instructor can be found on the flyer, in the case that the interested student or parent has a question after the orientation is over. In the future we hope to host a special event for interested 8th graders in the agriculture department that would allow the current students to share what they have learned and their experiences through FFA and their SAE projects. This special event would hopefully increase the number of freshman our program has each year.

All students are welcome to enroll in the agriculture department. Currently students enrolled in agriculture courses represent most populations of students at the high school ranging from advanced placement students to students with educational modifications. Due to the various courses taught the agriculture department is able to provide success to many students who don't find success in other courses. In cases where safety may be of issue, educational aids and severe modifications are available to the student.

In all agriculture classes students are informed about different career paths available to them. Agriculture career units are a component in each agriculture class and often these units include guest speakers who can provide the real experiences for careers within our community. All students also take part in the
school-wide career fair every other year, which allows them to explore various career options in a single day.

The Fort Bragg Agriculture department will be exploring options to create articulation agreements with the local community college. When these opportunities become available to students, they will be made aware of the post-secondary education units available. This articulation agreement will most likely occur between the Fort Bragg Agriculture department and Mendocino College.
Quality Criteria Eight: Program Promotion

Program promotion is essential to any agriculture program and especially to the elective courses offered. If the agriculture department didn’t work hard to promote the program we would not be as successful as we have been this first year back. There is a distinct plan to improve our program promotion to inform students, parents, counselors, other teachers, administrators, board members and the community about our program. There is a clear understanding that without program promotion we would not have a developing program and FFA chapter.

This year we began with two major events to begin the promotion of our program. Those events were FFA week activities and freshman orientation for 8th graders. National FFA week proved to be a challenge for us due to the fact that we don’t have school during FFA week. Despite this major challenge the agriculture department and students worked hard to create educational and awareness events the week prior to National FFA week. The freshman orientation was a great way to make personal connections with incoming freshman and will be enhanced for the coming years to include more success stories from current students. Beyond these two events we developed two fundraisers to promote the Fort Bragg FFA name within the community. Through our holiday floral arrangement fundraiser we spread our name within the community by creating and selling beautiful arrangements that highlighted both the work of the students as well as the thriving forestry industry around us. The second fundraiser planned for the spring is the chicken take-out BBQ. All of these events have created a positive image for our program and made the community aware that the program is being brought back.

In addition to the previous stated events, we have worked with the local newspaper to print articles about the program and made appearances at the school board meetings. The agriculture instructor also ensures that the faculty at Fort Bragg High School is aware of the department’s happenings through faculty meetings and personal interactions. In just the first year, Fort Bragg FFA has participated in multiple CDE competitions and will have students exhibiting at the local fairs.
QUALITY CRITERIA NINE: PROGRAM ACCOUNTABILITY AND PLANNING

The agriculture department does not have a specified assessment system, but works with the science department at Fort Bragg High School to develop up-to-date rigorous for the agriscience courses. The elective classes are assessed through project-based assessments that meet industry standards. Fort Bragg High School is implementing the use of Data Director for assessment analysis and the agriculture department will participate in this implementation for at least half of its assessments in the science courses. While Data Director does provide immediate easy to understand feedback in regards to specific questions and standards, it takes time to input this information into the system and availability of scanning cameras is limited. Changes to teaching standards will also be leading to changes in assessments for both the agriculture department and Fort Bragg high school.

This year the agriculture department has begun to develop its comprehensive plan. I will be working with Mr. Hugh Mooney, North Coast Region Supervisor, to develop and review the comprehensive plan for Fort Bragg High School Agriculture Department.

The agriculture instructor and school secretary work to ensure the funding for the agriculture department is recorded and tracked. A budget is created to ensure the department has a plan for its funding and support for long term planned expenditures. This is a learning experience for our district and it has become very apparent that communication is the key to success and proper spending.

A follow up system will be developed to gather information from program graduates for the online R2/FFA roster. Communication with Mr. Hugh Mooney will continue to ensure Fort Bragg Agriculture Department completes all requirements to the highest degree possible.
QUALITY CRITERIA TEN: STUDENT-TEACHER RATIO

Unlike many other agriculture programs in the state of California, the Fort Bragg Agriculture department has been able to successfully stay within the recommended student to teacher ratio within its classes. The plans for the future are to stay within the recommended student-teacher ratio, although growing the program may warrant exceeding the recommendation.

As stated before currently I am meeting the recommended student-teacher ratio in all of my classes. Currently my course student-teacher ratios are: Environmental Horticulture (laboratory) 5:1, Agriculture Biology Section I (classroom) 19:1, Agriculture Biology Section II (classroom) 18:1, Agriculture Mechanics (laboratory) 6:1, and Agriculture Earth Science (classroom) 22:1.

The Fort Bragg Agriculture Department is a new program this year and will continue to grow and develop as years pass. I envision the courses growing in popularity and interest, which will increase the number of students. The advantage of developing a program in a small school and supportive district is my class sizes will stay in the 20-28 student range, allowing for successful teaching practices.

In regards to the number of students advised with FFA and SAE projects, there are currently 70 students enrolled and being advised. Many programs, especially in our section, benefit from a project supervision period, allowing them to visit projects throughout the school day. I do not receive a project supervision period, although I don’t feel our chapter is being affected as a result of it, as I make it a point to visit each of my students and their projects. I feel the addition of a project supervision period in my schedule would take the opportunity of an agriculture class away from students, which is not a goal of mine.
QUALITY CRITERIA ELEVEN: FULL YEAR EMPLOYMENT

Previously the Agriculture Instructor was an employee of Mendocino County Office of Education/ROP and had compensation for student contact hours and an SAE period. Due to the change of funding the school district took on the employment this year with the impending closure of the ROP program statewide.

Currently Fort Bragg High School the Agriculture Instructor/FFA Advisor is employed with full class sections for the school year. I do not have an extended contract that pays 20% of my base salary, nor do I have compensation for summer work and FFA activities throughout the year. The district's plan is to develop an extended contract or FFA stipend to pay me for the summer fair and FFA activities. With the changes in financial situation of our district currently this is still unknown.
Project
First Year Teacher Internship Project Proposal

Quality Criteria Addressed: Six – Community, Business and Industry Involvement

Purpose of the Project: The purpose of this project is to develop and implement an Agriculture Advisory Committee for the Fort Bragg Agriculture Department. The advisory committee will serve as the bridge between the agriculture department, the school and community. An advisory committee is a crucial component to a successful agriculture department and aids in the development and direction of a program.

Specific Objectives to Accomplish:
- I will identify key people to serve on the Agriculture Advisory Committee that represent our community’s agriculture industry.
- I will contact potential advisory members through personal interactions and formal letters inviting them to serve as committee members.
- I will present the purpose and functions of an agriculture advisory committee to the school board for their approval. This will serve the purpose of having the support of the school board for the agriculture advisory committee.
- I will create a constitution and bylaws for the agriculture advisory committee. The school board as well as the agriculture advisory committee will approve the constitution and bylaws.
- I will make phone calls and send invitation letters to the advisory members inviting them to the first meeting, where I will introduce the program and provide and agenda.
- I will develop a recognition system for current advisory members and end of service awards.

Estimated number of hours worked on this project: 50-60 hours

Estimated cost of supplies for the project: $195.00
- Mailing costs - $15.00
- Binders - $20.00
- Paper, envelopes & ink - $20.00
- Recognition supplies – $140.00

Proposed timeline for completion of project:
- August – Begin identifying potential committee members
- September – Send invitation to potential committee members
- October – Send the first meeting invitation and hold first meeting
- October – January – Committee members approve constitution and bylaws
- February – School board presentation (must be done in February due to board’s schedule)
- March – May – Hold second meeting
• Ongoing – Communicate with committee members about chapter activities and the development of the agriculture program

Progress Report – How will you inform the Cal Poly Faculty of your progress on a regular basis?

I will keep in contact with my master's committee chair, Dr. Bill Kellogg, on a weekly basis through email as well as CC'ing my other committee members. I will keep him abreast of the progress of the project and inform him of any needs I may have from Cal Poly Staff. Dr. Kellogg can then pass any necessary information on to any other Cal Poly Staff that may need to be informed of the progress of my project.

For Office Use Only:
Project Approved by: [Signature]
Date of Approval: Fall 2014
Quarter student will enroll in AGED 539: Fall 2015
September 9, 2013

Mrs. Janet Meacham
31800 Hwy 20
Fort Bragg, CA 95437

Dear Mrs. Meacham,

Fort Bragg Unified School District is committed to providing its students many opportunities and experiences through which to become aware of, explore, and plan for a career in Agriculture. To improve our programs, curriculum, and delivery strategies, we are creating an Agriculture Advisory Committee. To be effective and relevant, we believe it is critical that representatives from business and industry, community leaders, parents, students, and school staff all have opportunity to provide input and service on this committee.

We would like to invite you to serve on our Agriculture Advisory Committee. You have been recommended as a person with respected knowledge and experience, and as one who will make a valuable contribution to this committee. By serving on this committee, you have the opportunity to guide the Fort Bragg High School Agriculture Department, prepare students for their future, and promote and advocate the importance of agriculture awareness, exploration and planning.

The Agriculture Advisory Committee meets twice each school year. Pending the Fort Bragg School Board approval, the first meeting is scheduled for Tuesday, October 29, 2013 in the agriculture department located in the ROP building of Fort Bragg High, from 6:00-7:30 PM. Since this is the first meeting, there will be a few more items to complete than normal. However, we thank you for any time you can spare in helping the department.

Should you choose to join us, please enter the campus from Dana Street into the north parking lot, drive to the east end of campus, where you can park in the ROP area.

Please consider our invitation and let us know of your decision no later than Monday, September 30, 2013. A response form and self-addressed, stamped envelope is included for your convenience. We look forward to hearing from you and appreciate your consideration. If you have questions or concerns, please contact me at mschmitt@fbbsd.us or 707-964-9000 ext 114.

Sincerely,

Megan Schmitt
Agricultural Science Teacher
Good Evening

My name is Megan Schmitt and I am an Agricultural Instructor at the High School as well as an FFA Advisor.

I would like to bring to your attention the formation of an Agriculture Advisory Committee made up by local community members, farmers, ranchers and educators. This Committee is required by the Agriculture Incentive Grant that Agriculture Departments around the State of California receive.

An Agriculture Advisory Committee is based on the needs of the people and industry for which they serve. Advisory committees are established systems for using industry professionals 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 and 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. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

Agriculture Advisory Committee’s have no administrative or legislative authority. They cannot 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 Agriculture Department asks that you approve this committee as we get it as well as our new program up and running.

Thank you for your time. Are there any questions?
Advisory Committee for Agriculture Education  
Fort Bragg Unified School District  
Fort Bragg High School Agriculture Department  
Fort Bragg, California

SECTION A- PURPOSE:

Article 1. The agriculture Advisory Committee shall exist only during such time as it is authorized by the administration of the District of the Board of Education.

Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teacher(s), the school and district administration or the Board of Education. It shall limit its activities to matters concerning the Agriculture Education Department.

Article 3. It shall be the duty of the Advisory committee to:
   a) Study the needs of the community related to the work of the Agriculture Department
   b) Suggest and advise in areas of education pertaining to the objectives of the district's Agriculture Education program.
   c) Review the departments' ability to meet state standards in Agriculture Education.
   d) Review and evaluate facilities and equipment available for the use of instruction.
   e) Assist in evaluation of the agriculture programs instruction, curriculum and course content being provided to the students.
   f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices that may be applicable.
   g) Serve as an avenue of communication between the Agriculture Department and the community.
   h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members and parents.
   i) The Advisory committee shall have an appointed chair, vice chair. The secretary shall be one of the Agriculture instructors from the department.

Section B- Membership

Article 1. There shall be a maximum of 14 members on the Agriculture Advisory Committee, with a variety of representation from the animal science, horticulture, agriculture mechanics, and agriculture business pathways as well as other business, community, and educational representatives who serve the agriculture industry or agriculture department.

Article 2 Members shall be selected in such a way that they represent a cross-section of the farm and business community served by the Agriculture Department.

Article 3. Members shall be nominated by the Agriculture Department Staff.
Article 4. Members shall be notified of their appointment by the Agriculture Department Chairman.

Article 5. Members:
A) The term of membership shall be for three years and can be renewed at the end of the term.
B) Have the only voting rights of the committee.
C) Appoint/approve an acting chairman, vice chairman and secretary.

Article 6. The Chairman's membership may be as consecutive as the Agriculture Department Staff, and Agriculture Advisory Committee see fit.

Article 7. An individual shall lose membership if he/she fails to take an active role in the committee's activities or is no longer a positive contributing member of the committee. The committee will make this decision after consulting with the Agriculture Department Staff.

Article 8. The Board of Education shall appoint a Board Member and the District superintendent or his representative to act as a non-voting member of the committee.

Article 9. The Superintendent and Board Member will not be voting members but may attend meetings.

Article 10. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Article 11. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Section C- Meetings

Article 1. The committee shall meet no less than two times per year, ideally three times per year. The Agriculture Department Chairman and the Agriculture Advisory Committee Chairmen will decide on meeting dates.

Article 2. The Chairman as necessary may call special meeting during the year.

Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.

Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

Article 5. A quorum will consist of 7 voting members of the committee.

Section D- Chairman

Article 1. The Agriculture Advisory Committee Chairperson shall be elected each fall from the group of members who has served on the existing committee for at least one year. Their duties shall be:
   a) To preside at all committee meetings.
   b) To appoint special committees which may include persons other than the committee members.
   c) To call special meetings as needed.

Article 2. The duties of the Agriculture Department Chairman shall be:
   a) To keep attendance records of the committee members.
   b) To keep a record of discussion, recommendations, motions passed and committee appointments.
c) To maintain a permanent record file of all committee activities.
d) To distribute minutes of the committee meetings and copies of other committee documents to the committee members, Board of Education members, school site administration, superintendent, agriculture staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
e) To prepare the agenda for the committee meetings if requested to do so by the committee.

Section E- Changes in By-Laws and Constitution:

Article 1. Suggestions for changes in the Constitution and By-Laws must be presented to the chairman and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before adaptation.

Submitted by Fort Bragg High School Agriculture Department to the Agriculture Advisory Committee, Fort Bragg, California, October 29, 2013.

APPROVED BY THE FORT BRAGG UNIFIED SCHOOL DISTRICT:

1. AGRICULTURE ADVISORY COMMITTEE

______________________________
Date

______________________________
Ft Bragg Ag Advisory Committee Chairperson

2. BOARD OF EDUCATION

______________________________
Date
Please complete the details below and respond accordingly:

Name: ___________________________________________ Phone # _____________________________

Address: ____________________________________________

__________________________________________________________

Occupation: ____________________________________________

Place of business: ____________________________________________

Address: ____________________________________________

__________________________________________________________

How do you feel you can help and support the Fort Bragg Ag Department?

________________________________________________________________________________________

________________________________________________________________________________________

1. I accept the invitation to sit on the Agriculture Advisory Committee for Fort Bragg FFA.

   Yes ________ I am not able to at this time ________

2. I can attend the first Meeting on Tuesday, October 29, 2013 at 6:00 PM.

   Yes ________ I am not available at scheduled time ________

Please respond to the questions and return in the self addressed and stamped envelope provided by Monday, September 30, 2013.

We thank you in advance and hope to hear from you soon.

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The FFA Mission

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

Ag Advisory AGENDA
October 29th, 2013 at 6pm in the Ag Department

1. Meeting called to Order
2. Introduction of Members
3. Appoint Secretary and Chairperson
4. Approve Bylaws
5. Ag Department Tour
6. Fundraising efforts/Donations
7. Update on FFA Activities (Handout of FFA Activities & Calendar)
8. Update on Classes (All):
   a. Ag Earth Science
   b. Ag Biology
   c. Ag Mechanics
   d. Environmental Horticulture
   e. What classes would YOU like to see in the future?
9. Planned Projects for 2014 Redwood Empire Fair:
   a. Swine
   b. Goats
   c. Sheep
   d. Rabbits
   e. Steer (1)
10. Planned Projects for 2014 Boonville Fair:
    a. Student grown crops
    b. Educational Display
11.5 Year Plan:
    a. Vehicle (Van, Truck)
    b. Trailer
    c. School Farm – Update on what we have now
12. Date, Time for next meeting
13. Adjourn
Agriculture Advisory Meeting Minutes – October 20th, 2013

Megan Schmitt called the meeting to order at 6:13 PM. Megan introduced the members to each other as not everyone knew each other. Members present included Carla Canclini, Myles Anderson, Larry Tunzi, George Hollister, Bernie Norvell and Janet Meacham. The members were also introduced to the high school principal, Becky Walker and one of the high school counselors, Kathy Babcock. A brief overview of the role of the agriculture advisory was presented and discussion regarding their individual roles continued. Larry Tunzi moved to appoint Carla Canclini as the committee chair and Megan Schmitt as the committee secretary. Bernie Norvell seconded the motion and the motion passed with a majority vote.

The group looked over the committee bylaws. Some discussion occurred and it was agreed upon that the approval of the bylaws would be tabled to the next meeting so each member had time to look over the bylaws at their own speed.

Megan Schmitt took the committee on a 45 minute tour of the facilities. She showed the members the space that the agriculture department had to work with and the state of the facilities which had been present when the agriculture department was previously intact. There was concern about the state of some of the buildings and the amount of space available to the agriculture mechanics class in the shop. The concerns were heard by all parties involved and everyone understood that this year was really going to be a year of transition and education of all people involved. The committee also discussed the accessibility of a truck and trailer to the agriculture department. There is a county truck that is a 1991 and was there when the program was open 8 years ago. Currently there is not a trailer for the agriculture department to use.

Megan presented the plans of a holiday fundraiser of floral arrangements for this December and that currently over $2000 had been donated to the chapter to re-instate the program. One of the major donations was to purchase a chapter set of FFA jackets for students to borrow.

A brief discussion on FFA activities for the year demonstrated that the Fort Bragg Agriculture department was going to be busy in just its first year back. Each member was given a calendar of currently planned FFA activities for the year.

Current classes being taught include 2 sections of Ag Biology, 1 section each of Ag Earth, Environmental Horticulture and Ag Mechanics. Each of these courses with the exception of Ag Mechanics meets the CSU A-G requirements.

The Fort Bragg Agriculture department has the opportunity for students to exhibit projects at two different fairs. One being the Redwood Empire Fair (REF) in Ukiah where market animals are exhibited and sold at auction. This year it looks like we will have swine, goats
and possibly a steer at the REF in Ukiah. The second fair is the Mendocino County Fair (MCF) in Boonville. At the MCF students will present different crops they have grown and participate in the educational displays. This fair is not a market animal fair. In the future we hope to have breeding projects shown at the MCF.

The last item on the agenda was to discuss our next meeting time. It was decided we would meet after the first of the year and Megan Schmitt would email everyone to decide what day would work best for everyone.

The meeting was adjourned at 8:33 PM.
Ag Advisory Meeting AGENDA
January 9, 2014

1. FFA Officers Activity update

2. Approval of the By-laws (presented at the last meeting)

3. Fundraiser Update

4. MFE/ALA
   a. Transportation
   b. Costs

5. State Convention
   a. Transportation
   b. Costs

6. Courses for next year

7. Additions from the advisory members
Agriculture Advisory Meeting Minutes - January 9th, 2014

Carla Cancini called the meeting to order at 6:02 PM. Members present included Carla Cancini, Myles Anderson, Larry Tunzi, George Hollister and Bernie Norvell. Non-voting members present included Becky Walker and Kathy Babcock.

Leanna Elledge the 2013-2014 Chapter FFA Secretary welcomed the committee and gave them a brief overview of some of the recent FFA activities. She included the participation of the FFA with the Fort Bragg Police Department with the Blue Santa program. The chapter decorated 6 trees for needy families within the community and worked with the police department to get them delivered along with gifts that had been donated and purchased by the police department. Leanna also explained the community outreach that the FFA was doing with the Masonic group in Fort Bragg, specifically the Shriners. The chapter will be sending 5 students to Sacramento this weekend for the MFE/ALA leadership conferences and has a lot more planned for the spring.

At the last meeting it was agreed that the bylaws would be looked over by all members and a decision would be made at this meeting. Larry Tunzi moved to approve the bylaws as presented. Bernie Norvell seconded the motion. There was no discussion and the motion passed with a unanimous decision.

Megan Schmitt gave a brief report on the holiday floral arrangement fundraiser. Over 100 arrangements were sold and thanks to the local supply of fresh greens there was very little in expenses. There was a net profit of just over $1000 and Megan as well as the people who purchased said it was a good price point. There is a plan to continue the fundraiser next year. A spring take out chicken BBQ has been planned for April.

Transportation is a major concern and expense for the agriculture department. Students have to offset some of the cost by paying additional money to attend leadership conferences and field days. The chapter will be attending MFE/ALA this weekend and State Conference in April. For just these two conferences the transportation is over $2000 because the department is having to rent vehicles and paying for days they aren’t actually using the vehicle (typically Sundays). The committee discussed options for transportation, but we know this is a school wide problem. Becky Walker let the committee know that the district is aware of this problem and is working on getting district vans that can be used on a first come, first serve basis. The chapter is offsetting some of the costs for the students with the fundraisers we are doing, but it is not nearly enough.

The committee discussed some ideas for courses/curriculum they would like to see present in the Fort Bragg Agriculture department. An advanced science is needed to complete pathways. Some options discussed included Ag Chemistry or Veterinary Science. Other topics they would like to see are viticulture, forestry and aquaculture due to the presence of these industries within the Fort Bragg community. Megan presented the idea of possibly have an explorations type course that could include many of these. The challenge with a course like that however is that it would only count as an elective and many of our students don’t have a lot of room in their schedules for an elective. George Hollister suggested having guest speakers from Jackson State Demonstration Forest come in to discuss forestry career opportunities.
Myles reminded Megan that the ear tag counts for the Redwood Empire Fair are due to Michael Braught on Monday January 13th. A brief discussion of the Mendocino Junior Livestock Committee Meetings followed. Changes to the fair and other information pertinent to the participation of Fort Bragg FFA students was presented.

The next meeting will be held on June 3rd, 2014.

Carla adjourned the meeting at 7:48 PM.
Ag Advisory Meeting

June 3, 2014

1. Activity Update

2. Class update (tentative – updated today)
   a. Horticulture
   b. Ag Earth
   c. Ag Bio
   d. Ag Bio
   e. Conference
   f. Ag Mechanics

3. State of Ag Incentive Grant Funds
   a. Extended work contract/funding

4. “Ag” “Truck”
   a. Options

5. Changes/updates for next year
   a. School Farm
      b. Shop

6. Additions from the advisory members
Agriculture Advisory Meeting Minutes - June 3rd, 2014

Carla Cancolini called the meeting to order at 6:18 PM. Members present included Carla Cancolini, Myles Anderson, George Hollister, Janet Meacham and Bernie Norvell.

Lane Norvell, 2013-2014 Chapter FFA President gave an update on the activities the FFA has done this spring. The Chicken BBQ Take Out Dinner fundraiser was super successful selling over 300 dinners. He also gave an update on the Redwood Empire Fair (REF). Fort Bragg FFA has 6 swine and 2 goats being exhibited. One of those students has never shown before.

An updated teaching schedule was presented to the members. The courses will stay the same as last school year with the exception of what period they will be taught. Student numbers have increased from 60 at the beginning of this school year to over 150 signed up and only room for approximately 115 in the classes. A lot of progress was made in the student interest in just one year.

The committee discussed their role in helping with the fight to keep the Agriculture Incentive Grant intact. Letters were written and phone calls made. The Mendocino County Farm Bureau is doing everything they can as well to support the funding being put back into the budget. With the funding still unsure, we discussed what we would do if it didn’t get approved. Additional community support would be needed and more fundraisers to provide opportunities for students to participate in FFA activities. In conjunction with the funding for the program, the advisory committee is concerned about Megan’s extended contract for summer and FFA activities. Megan is working with Don Armstrong, Superintendent, to get this worked out. With a new superintendent coming in next year it will be resolved by the end of the school year. A meeting is scheduled for June 12th.

The next major topic of discussion was the agriculture vehicle. Currently, the agriculture department doesn’t have a vehicle because the ag truck blew up when Megan was weighing animals for REF. Myles said he will make contact with Campbell Global to see if they have any work vehicles they are going to auction soon. Carla said she will get in contact with the Sherriff’s office to see if they have anything that can either be purchased or donated. The committee members will stay in contact with Megan in regards to developments on this front since she is currently using her own vehicle for everything.

Campbell Global has also made the school farm their next community project. Megan met with Joe Surph and Chris Hannon (Campbell representatives) as well as Bruce Tripplett, FBHS Vice Principal to discuss possible projects on the school farm. Work will begin on the school farm this summer with the major project of getting the area leveled and accessible. Water and electricity will be plumbed all areas and will be marked for future reference. Currently the water and electrical work is hit and miss and was put in without being marked. Other projects will be determined as the whole project progresses. This is an exciting opportunity for the program and will provide a lot of opportunities for the students. Lastly the shop configuration and resources was discussed. Now that the shop will no longer be shared with the automotive program, the agriculture mechanics class will have more space and be able to produce some quality projects. There will be many challenges along the way to create a functional and safe work space for
students, but the Fort Bragg Agriculture department is growing at a tremendous rate right now and is taking every opportunity to let students explore the agriculture industry.

Janet let Megan know if she needed anything for fair to let her know. She can order anything as far as supplies and materials. Myles reminded the group that there is quite a bit of work to be done and Megan will need everyone on the committee's support as well as other people within the community.

The meeting was adjourned by Carla Canclini at 8:17 PM.
Agriculture Advisory Recognition Program

After two years of service on the committee, the member can choose to continue serving and be voted to be re-instated or the member can retire from their position on the committee. At the culmination of their service the advisory member will receive a Fort Bragg Agriculture Department and FFA gift bag. The gift bag includes: a reusable shopping bag with the Fort Bragg logo, a drink tumbler with straw with the Fort Bragg logo, a button that states "I support FFA" and an annual invitation/ticket to the Fort Bragg FFA's Awards Dinner.
Supporting Completion Materials
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<th>Topic</th>
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<td>Student Data Sheets</td>
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<td>Permanent Filing System</td>
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<td>Course Outlines</td>
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<td>Grade Book</td>
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<td>SAE Supervision Forms</td>
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<td>School Board Policy - SAE</td>
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<td>School Board Policy - FFA</td>
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<td>Program of Activities</td>
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<td>Recruitment</td>
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<td>FFA Chapter Scrapbook</td>
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<td>Summer Activities Calendar</td>
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<td>Comprehensive Program Plan</td>
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<td>Ag Advisory Committee Meeting Agendas</td>
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<td>Ag Advisory Committee Meeting Minutes</td>
<td>16</td>
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<td>Professional Development Report</td>
<td>25</td>
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<td>5-year Acquisition Plan</td>
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<td>Operating Budget</td>
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<td>Budget Process</td>
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<td>Department Chair Responsibilities</td>
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<td>Substitute Teacher Procedures &amp; Plans</td>
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<td>&quot;Program Completer&quot;</td>
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<td>2 + 2 Agreements</td>
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<td>Reimbursement Process</td>
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Section 1
Student Data Sheets
Student Data Sheets

The agriculture instructor and students utilize Student Data Sheets to plan and accommodate students for their path of study. The Student Data Sheets are kept in the students file along with the student's recordbook(s) and other pertinent information. The student data sheet assists specifically with the completion of the R2 and tracking program retention. 10 student data sheets have been provided as examples.
<table>
<thead>
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<th>Program of Instruction Being Pursued: Select One (Only one)</th>
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<tr>
<td>Animal Science (4010)</td>
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<tr>
<td>Agricultural Business (4040)</td>
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<td>Agricultural Mechanizations (4020)</td>
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<td>Animal Science (4020)</td>
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<td>Plant &amp; Soil Science (4010)</td>
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**A. Education:**

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<tr>
<th>Program</th>
<th>Grade Level in School</th>
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**B. Date: 9/16/10**

**C. Career/Major:**

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<tr>
<th>Estimate &amp; First Name (If you have a chosen major, please rank your choice by marking the box that best fits your career objectives.)</th>
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<tr>
<th>Career/Major</th>
<th>Estimate &amp; First Name (If you have a chosen major, please rank your choice by marking the box that best fits your career objectives.)</th>
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<tr>
<td><strong>Agricultural Education</strong></td>
<td><strong>Student Data Sheet</strong></td>
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</table>
1. Go to Work Full-Time School:
   Please indicate below your plans after graduation from high school.

   - Agriculture (410)
   - Forestry & Natural Resources (4060)
   - Agricultural Science (4090)
   - Agricultural Economics & Finance (6030)
   - Animal Science (4200)
   - Plant & Soil Science (4101)
   - Fisheries (6410)
   - Forestry (640)

2. Go to College
   Some College Later
   No Further Education

3. Go into Military Service

4. Non-Agricultural Major
   Agriculture Major
   Part-Time Student
   Full-Time Student
   For Year College
   Community College

5. 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
   parentheses () an explanation in agriculture you would enjoy doing.

6. Not interested, placed in class, not a career, just an interest in agriculture.
   Not a career, I plan a career in agriculture.

7. I am taking this course because (select one):
   (1) to get credit
   (2) for fun

8. Grade level in school:
   [ ] 9th Grade
   [ ] 10th Grade
   [ ] 11th Grade
   [ ] 12th Grade

9. Year in agriculture program:
   [ ] Freshman
   [ ] Sophomore
   [ ] Junior
   [ ] Senior

10. Program of instruction (blank if none):
    [ ] Animal Science
        [ ] Plant Science
        [ ] Environmental Science
        [ ] Agri-Business
        [ ] Agri-Policy

11. Are you Hispanic or Latino? (check one): Yes
12. Name:
    [ ] First Name:
    [ ] Last Name:

13. Gender: Male
    [ ] Female

14. Date: 1/1/10

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET
### Parent/Guardian Signature:

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### Planned Department Activity (PDA):

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### Supervised Agricultural Experience Plan (Project Program should be related to career goal):

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

**Student Program Planning Form**
**Agricultural Education - Student Career Data Sheet**

**Name:**

**Date:**

**Program of Instruction Being Pursued:**
- [ ] Agribusiness (4950)
- [ ] Agricultural Education (4950)
- [ ] Agriculture (4930)
- [ ] Animal Science (4920)
- [ ] Plant & Soil Science (4910)

**Other:**

**Are You Interested in a Career in Agriculture?**
- [ ] Yes
- [ ] No

**If Yes, Describe:***

**H. Department:**

**I. Grade Level in School:**

**II. Year in Agricultural Program:**

**A. Major:**

**B. Minor:**

**C. Other:**

**D. Previous Education:**
- [ ] No Further Education
- [ ] High School Graduated
- [ ] College
- [ ] Technical Training
- [ ] Apprenticeship (4960)
- [ ] Workforce Development (4960)

**E. Academic Areas of Emphasis:**
- [ ] Animal Science
- [ ] Crop Science
- [ ] Field Crops
- [ ] Greenhouse
- [ ] Horticulture
- [ ] Livestock
- [ ] Pest Management
- [ ] Plant Science
- [ ] Poultry
- [ ] Soils
- [ ] Water Management

**F. Interests:**
- [ ] Business/Management
- [ ] Communication
- [ ] Family & Consumer Science
- [ ] Food Science
- [ ] Information Technology
- [ ] Marketing
- [ ] Science
- [ ] Social Science
- [ ] Vocational/Technical

**G. Future Plans:**
- [ ] Go into Military Service
- [ ] Non-Agricultural Major
- [ ] Agribusiness
- [ ] Agricultural Education
- [ ] Other (Specify)

**H. Do You Desire to Remain in Agriculture?**
- [ ] Yes
- [ ] No

**I. When You Eventually Make Your Place in the World, What Would You Like to Do?**

**J. If You Are Not Interested in Agriculture, What Other Interest Do You Have?**

---

**AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET**

**Name:**

**Date:**

**Program of Instruction Being Pursued:**
- [ ] Agribusiness (4950)
- [ ] Agricultural Education (4950)
- [ ] Agriculture (4930)
- [ ] Animal Science (4920)
- [ ] Plant & Soil Science (4910)

**Other:**

**Are You Interested in a Career in Agriculture?**
- [ ] Yes
- [ ] No

**If Yes, Describe:**

**H. Department:**

**I. Grade Level in School:**

**II. Year in Agricultural Program:**

**A. Major:**

**B. Minor:**

**C. Other:**

**D. Previous Education:**
- [ ] No Further Education
- [ ] High School Graduated
- [ ] College
- [ ] Technical Training
- [ ] Apprenticeship (4960)
- [ ] Workforce Development (4960)

**E. Academic Areas of Emphasis:**
- [ ] Animal Science
- [ ] Crop Science
- [ ] Field Crops
- [ ] Greenhouse
- [ ] Horticulture
- [ ] Livestock
- [ ] Pest Management
- [ ] Plant Science
- [ ] Poultry
- [ ] Soils
- [ ] Water Management

**F. Interests:**
- [ ] Business/Management
- [ ] Communication
- [ ] Family & Consumer Science
- [ ] Food Science
- [ ] Information Technology
- [ ] Marketing
- [ ] Science
- [ ] Social Science
- [ ] Vocational/Technical

**G. Future Plans:**
- [ ] Go into Military Service
- [ ] Non-Agricultural Major
- [ ] Agribusiness
- [ ] Agricultural Education
- [ ] Other (Specify)

**H. Do You Desire to Remain in Agriculture?**
- [ ] Yes
- [ ] No

**I. When You Eventually Make Your Place in the World, What Would You Like to Do?**

**J. If You Are Not Interested in Agriculture, What Other Interest Do You Have?**

---

**AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET**

**Name:**

**Date:**

**Program of Instruction Being Pursued:**
- [ ] Agribusiness (4950)
- [ ] Agricultural Education (4950)
- [ ] Agriculture (4930)
- [ ] Animal Science (4920)
- [ ] Plant & Soil Science (4910)

**Other:**

**Are You Interested in a Career in Agriculture?**
- [ ] Yes
- [ ] No

**If Yes, Describe:**

**H. Department:**

**I. Grade Level in School:**

**II. Year in Agricultural Program:**

**A. Major:**

**B. Minor:**

**C. Other:**

**D. Previous Education:**
- [ ] No Further Education
- [ ] High School Graduated
- [ ] College
- [ ] Technical Training
- [ ] Apprenticeship (4960)
- [ ] Workforce Development (4960)

**E. Academic Areas of Emphasis:**
- [ ] Animal Science
- [ ] Crop Science
- [ ] Field Crops
- [ ] Greenhouse
- [ ] Horticulture
- [ ] Livestock
- [ ] Pest Management
- [ ] Plant Science
- [ ] Poultry
- [ ] Soils
- [ ] Water Management

**F. Interests:**
- [ ] Business/Management
- [ ] Communication
- [ ] Family & Consumer Science
- [ ] Food Science
- [ ] Information Technology
- [ ] Marketing
- [ ] Science
- [ ] Social Science
- [ ] Vocational/Technical

**G. Future Plans:**
- [ ] Go into Military Service
- [ ] Non-Agricultural Major
- [ ] Agribusiness
- [ ] Agricultural Education
- [ ] Other (Specify)

**H. Do You Desire to Remain in Agriculture?**
- [ ] Yes
- [ ] No

**I. When You Eventually Make Your Place in the World, What Would You Like to Do?**

**J. If You Are Not Interested in Agriculture, What Other Interest Do You Have?**

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**STUDENT PROGRAM PLANNING FORM**
3. Go into Military Service
   - Non-Agriculture Major
   - Agriculture Major
   - Part-Time Student
   - Full-Time Student
   - Your Year College

2. Go to College
   - Some College Level
   - No Further Education

1. Go to Work Full-Time

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

   Agriculture (4019)
   - Forestry & Natural Resources (4050)
   - Commercial Agriculture (4040)
   - Agricultural Mechanics (4050)
   - Animal Science (4020)
   - Plant & Soil Science (4010)

I. Program of Instruction Before Pursued: (Select Only One)

   Mr. Christian E. (Elco's)

H. Date: 4-8-14

G. When you eventually reach your place in this world, what would you do?

   - Plan a career in Agriculture

F. I am taking this course because (Select One)
   - 11th or 12th
   - (Select All That Apply)

E. Grade Level in School:
   - Year in Agriculture Program:

D. Physical, Chemical, Biological, and Geographical Names

C. Are you Hispanic or Latino? (Check one): Yes

B. Gender: Male
   - Female

A. Name
# Student Program Planning Form

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Agricultural Education - Student Career Data Sheet

Please indicate below your plans after graduation from high school:

1. I plan to work full-time (select one):
   - Agriculture (4070)
   - Forestry & Related Resources (4060)
   - Commercial Horticulture (4050)
   - Agricultural Mechanics (4030)
   - Animal Science (4020)
   - Plant & Soil Science (4010)

2. I plan to go to college (select one):
   - Some College Later
   - Attend College Later
   - Go to College
   - Go into Military Service
   - Non-Agriculture Major
   - Other (Specify) ________

3. Why do you eventually like to go into agriculture, place in which you would enjoy doing?

   - Personal Interest
   - No Interest
   - Professional Interest
   - Other (Specify) ________

4. Name of Agricultural Program (select one):
   - American Indian
   - Asian Indian
   - Black or African American
   - Filipino
   - Korean
   - Japanese
   - Chinese
   - Cambodian
   - Vietnamese
   - Other (Specify) ________

5. Are you Hispanic or Latino (check one): Yes ________ No ________

   - Hispanic/Latino: Name/Name(s) ________
   - City, Zip: ________
   - State: ________

   - Date: ________

   - Name(s) ________
   - Gender: Male ________ Female ________

   - Race/Ethnicity: ________

   - Parent/Rel (First Name, Last Name) ________

   - Phone: ________

   - Block Letter: ________

   - Revised 7-9-10
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**Student Program Planning Form**

*Planned courses of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in.*

*Parent/Guardian Signature:

*N. Planned Department Activity (PDA):*
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</table>

<table>
<thead>
<tr>
<th>Program of instruction being pursued: (Select only one)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture (410) Forestry &amp; Natural Resources (490)</td>
<td></td>
</tr>
<tr>
<td>Commercial Horticulture (450) Agricultural Economics (490)</td>
<td></td>
</tr>
<tr>
<td>Animal Science (420) Plant &amp; Soil Science (410)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent or Guardian Name/Plural Name for Record:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K. Home Address:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>City, Zip Code:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L. Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7/16/19</td>
<td></td>
</tr>
</tbody>
</table>

AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET
<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Senior Year</td>
<td>Junior Year</td>
<td>Sophomore Year</td>
</tr>
<tr>
<td>AG Mechanics</td>
<td>AG Algebra 2</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>World History</td>
<td>English 10</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Physics</td>
<td>AG Algebra 3</td>
<td></td>
</tr>
<tr>
<td>Gov/Civics</td>
<td>Algebra 1</td>
<td></td>
</tr>
<tr>
<td>English 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

I. Go to work Full-Time
   School:

K. Please indicate below your plans after graduation from high school...
   \[\text{Program of Instruction Being Pursued: (Select Only One)}\]
   \begin{itemize}
   \item [\text{Agriculture (4670)}]
   \item [\text{Forestry, Natural Resources (4690)}]
   \item [\text{Commercial Agriculture (4690)}]
   \item [\text{Agricultural Business (4900)}]
   \item [\text{Agricultural Mechanics (4920)}]
   \item [\text{Animal Science (4920)}]
   \item [\text{Plant & Soil Science (4910)}]
   \end{itemize}

C. When you eventually take your place in this world, what would you do?

G. I plan a career in agriculture

F. I am taking this course because (Select One):
   \begin{itemize}
   \item [\text{Grade Level in School: (9, 10, 11, 12, 13, 14, or 15, 16 or 17))}]
   \end{itemize}

D. Year in Agriculture Program:

X. American Indian or Alaska Native

A. Name

B. Gender: Male

C. Ethnicity/Race: [ ] American Indian or Alaska Native

H. Date: 4-7-90

Rev. 7-18-70
## 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.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>Course</td>
<td>School Year</td>
<td>Course</td>
</tr>
<tr>
<td>Freshman Year</td>
<td>English 10</td>
<td>Sophomore</td>
<td>English 11</td>
</tr>
<tr>
<td></td>
<td>Ag science</td>
<td>School</td>
<td>English 12</td>
</tr>
<tr>
<td></td>
<td>English 1</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.E.</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 2</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.E.</td>
<td>Year</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse</td>
<td>Hay</td>
<td>Dairy</td>
<td>Feed</td>
<td>Crop</td>
<td>Seed</td>
<td>Crop</td>
<td>Seed</td>
</tr>
</tbody>
</table>

### N. Planned Department Activity (PDA)

<table>
<thead>
<tr>
<th>PDA Type</th>
<th>Project</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ____________________________
When I grow up I want to be an agriculturist

3. Go into Military Service
   - Non-Agriculture Major
   - Agriculture Major
   - Part-Time Student
   - Full-Time Student
   - Younger College
   - Community College

2. Go to College
   - Some College Letter
   - No further Education

1. Go to Work, Full-Time
   - School:

Please indicate below your plans after graduation from high school:

- Agriculture (410)
- Forestry & Natural Resources (460)
- Environmental Horticulture (460)
- Agricultural Business (460)
- Agricultural Mechanics (460)
- Animal Science (420)
- Plant & Soil Science (410)

Program of Interest/Desired Field: (Select One)

Refund Forms (Check All That Apply)

B. Gender: Male
   - Yes
   - No

C. Ethnicity: Asian
   - Yes
   - No

D. Year in Agricultural Program:
   - Grade Level in School:
   - First Grade (1st grade, 2nd grade, etc.):

E. I am taking this course because:
   - (Select one)

F. I plan a career in agriculture.
   - Not interested.
   - Interested but not in agriculture.

G. I plan a career in agriculture.
   - Interested 
   - Not interested.
### Student Program Planning Form

<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
<th>College Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. 1</td>
<td>Freshman</td>
<td>1</td>
<td>American</td>
</tr>
<tr>
<td>Eng. 12</td>
<td>Freshman</td>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Freshman</td>
<td>1</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Sophomore</td>
<td>2</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Junior</td>
<td>3</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Senior</td>
<td>4</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Senior</td>
<td>5</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Senior</td>
<td>6</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Senior</td>
<td>7</td>
<td>History</td>
</tr>
<tr>
<td>Eng. 10</td>
<td>Senior</td>
<td>8</td>
<td>History</td>
</tr>
</tbody>
</table>

**Note:** Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.
<table>
<thead>
<tr>
<th>A. What is your major?</th>
<th>B. Did you complete your education?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Business</td>
<td>C. Did you graduate from college?</td>
</tr>
<tr>
<td>Agriculture Education</td>
<td>D. If yes, which major did you major in?</td>
</tr>
<tr>
<td>Animal Science</td>
<td>E. If yes, which college did you graduate from?</td>
</tr>
<tr>
<td></td>
<td>F. If yes, what is your degree level?</td>
</tr>
</tbody>
</table>

3. Do you have military service?
   - Yes
   - No

2. Do you have a college degree?
   - Yes
   - No

1. Do you work full-time?
   - Yes
   - No

Please indicate below your plans after graduation from high school:

- Attend college
- Work
- Military service
- Other (please specify)
## Student Program Planning Form

**Parents/Guardians Signature:**

```
I hereby certify that I will continue
my studies towards
my academic goal.

Signature:
Date:
```

<table>
<thead>
<tr>
<th>S.A.F.</th>
<th>S.E.</th>
<th>S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**CTE Program:**

<table>
<thead>
<tr>
<th>S.A.F.</th>
<th>S.E.</th>
<th>S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cumulative Grade:**

<table>
<thead>
<tr>
<th>S.A.F.</th>
<th>S.E.</th>
<th>S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Attended Activities:**

- Art/Photography
- Social Media
- Extracurricular
  - AP Literature
  - Math Class
  - Advanced Placement

**Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goals:**

- I have chosen to study the following courses to meet my occupational goal. Each course listed is currently being taken and is planned to be taken in the future.

---

**Notes:**

- I have chosen to study the following courses to meet my occupational goal. Each course listed is currently being taken and is planned to be taken in the future.

---

**School Year:**

- Sophomore Year
- Junior Year
- Senior Year
- Freshman Year
Section 2
Permanent Filing System
Permanent Filing System

Currently the agriculture department has a file cabinet that is split into the graduating classes and houses all of the students' student data sheets and recordbooks. The top drawer contains the graduated class of 2014 and the current class of seniors 2015. The second drawer contains the current juniors class of 2016. The third drawer contains the current sophomores class of 2017 and the bottom drawer contains the current freshman class of 2018. Within each class students are alphabetized for easy access to the files. Each student has a file that contains their graduation year on the left of the tab and their full name. This makes organizing and tracking students files easier.

As our program grows and continues to thrive additional file cabinets will be needed and additional storage area for these records will be added.
Section 3
Course Outlines
Course Outlines

Each course taught at Fort Bragg High School has a detailed course outline that can be accessed through the counseling office or on the agriculture department website. Each student receives a course syllabus at the beginning of the year, which correlates to the course in which they are enrolled. The course syllabus outlines the grading policy and references the percentage of the student’s grade that will be based upon their Supervised Agriculture Experience (SAE) and FFA activity involvement.

Current courses include
   - Agriculture Biology
   - Agriculture Earth Science
   - Agriculture Mechanics
   - Environmental Horticulture

UC Approved Courses

Currently Fort Bragg High School Agriculture Department has three of its courses approved through the UC system. The courses and their approved category are listed below.

- Agriculture Biology Biological Science Lab Science ‘D’
- Agriculture Earth Science Physical Science Elective ‘G’
- Environmental Horticulture Physical Science Elective ‘G’
Agriculture Leadership is repeatable for 10th – 12th grade students

**Agri-science Pathway**

- **Ag Earth** *(9th)*
- **Ag Biology** *(10th)*
- **Environmental Horticulture/Vet Science** *(11th - 12th)*
  (courses alternate every other year)

**Agriculture Mechanics Pathway**

- **Ag Earth/Ag Biology** *(9th or 10th)*
- **Ag Mechanics I** *(10th - 12th)*
  (can be a student with biology pre-requisite that has attended a chapter FFA meeting in the previous year)
- **Ag Mechanics II** *(11th & 12th)*
  (must have complete Ag Mech I)
Fort Bragg High School Agriculture Biology
UC Approved for “d” Credit

Teacher Contact
First Name: Megan
Last Name: Schmitt
Phone Number: (707) 964-9000
E-mail: mschmitt@fbbsd.us
Course Title: Agriculture Biology/Ag Bio
Subject Area: d – lab
Category: Science-Biological
Grade Level course designed for: 9th, 10th, 11th, 12th
Unit Value: 1.0 (one year equiv.)

Name of Industry Sector: Agriculture and Natural Resources
Name of Career Pathway: Plant and Soil Science

Brief Course Description
Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. Students with ninth grade honors only and tenth through twelfth grade students who plan to enter a college and/or university with a major in agriculture. This is an approved UC course that fulfills the “d” lab credit. Emphasis on FFA and SAE is taught throughout the course.

Pre-Requisites Geometry: Required

Textbook
Title: Biology
Edition:
Publication Date: 2007
Publisher: Prentice Hall
Author(s): Miller Levine
Usage: Text, read in entirety or near entirety

Supplemental Instructional Materials
- Agriculture Model Curriculum Lesson Plans for plant and animal science
- Lab books associated with each textbook
- Instructor lab manuals
- Instructor manual for all textbooks
- Instructor CDs for textbooks
- Appropriate websites
II. COURSE GOALS:
1. To learn the nature of scientific inquiry and incorporate the use of scientific method in laboratory investigations that pertains to biological and agricultural principles.
2. To be familiar with the theory of cell biology and its application to the organization of all living organisms.
3. To identify and understand the processes of cellular and organism growth and reproduction.
4. To recognize the diversity of life and the interrelationships among all organisms.
5. To understand the role of genetics in organism variation and adaptation.
6. To understand the role of genetics as it pertains to the development of multicellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
7. To acquire biological and agricultural research vocabulary, and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
8. To understand the stability in an ecosystem is a balance between competing effects.
9. To understand fundamental cellular and systematic functions and processes.
10. To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.
11. To participate in an active SAE project year round.
12. To develop as a leader and communicator through FFA activities.

III. COURSE OBJECTIVES:
A. Students should be able to:
1. Intelligently discuss theories on the origins of life.
2. Describe the characteristics of living organisms.
3. Describe the characteristics of plant and animal cells with respect to their structure and chemistry.
4. Compare and contrast the roles of meiosis and mitosis in cellular and organism reproduction.
5. Define the chromosome theory of heredity, Mendelian genetics, geneenzyme relationships, and apply this knowledge to animal inheritance.
6. Distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationships among plants and animals.
7. Identify the structural and functional similarities and differences among the major animal, plant, and proist phyla.
8. Analyze the major organ systems of animals and understand their function.
9. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
10. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
11. Identify the environmental and genetic factors that influence variation among organisms.
12. Demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance, and examination of micro-organism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretative skills.

IV. COURSE OUTLINE
A. Introduction to Agricultural Biology
1. What is Agricultural Biology and its Importance
2. Research Uses of Agricultural Biology
3. The Scientific Method
4. The Metric System
B. Organisms and Their Ecological Environment
1. Biodiversity
2. Conserving Natural Resources
3. Agricultural Practices Beneficial and Harmful to the Environment
4. The Ecosystem and Population Fluctuations
5. The Nitrogen Cycle
6. The Oxygen Cycle
7. The Food Web
C. Cell Biology
1. Plant and Animal Cell Identification and Functions
2. Plant and Animal Cell Structures and Functions
3. Cellular Respiration
4. Cellular Transport
5. Cell Differentiation
6. Chemiosmotic Gradients and ATP Production
7. Macromolecules in Cells
D. Inorganic Foundations that Support Life
1. Soil and Water: The Chemical Foundation
2. Atomic and Molecular Structure and Chemical Bonding
3. Basic Soil Components
4. Soil Formation Factors and Horizons
5. Soil Texture and Structure
6. Soil Organisms and Organic Matter
7. Interrelationships of Plants and Soil
8. Water Movement Properties
9. Soil and Water Management
E. Plant and Animal Classifications
1. Development of the Binomial System of Nomenclature
2. Classifications of Major Groups of Plants and Animals
3. Evolutionary Relationships
4. Development of the Kingdom Concept
5. Comparisons of Modern Agricultural Plants and Animals
F. Plant Physiology, Reproduction, Photosynthesis, and Growth
1. Plant Structures and the Process of Photosynthesis
2. Plant Growth Requirements
3. Monocotyledons and Dicotyledons
4. Sexual and Asexual Reproduction
5. Research Applications to Plant Biotechnology
6. Chemical and Environmental Factors Affecting Plant Growth
G. Animal Physiology and Reproduction
1. Internal Systems of Animals
2. The Digestive Process
3. The Respiratory System
4. The Reproductive System
5. The Circulatory System
6. The Endocrine System
7. The Nervous System
8. The Immune System
H. Animal Nutrition
1. Feed Identification and Nutrient Evaluation
2. Feed Additives
3. Ration Formulation
4. Animal Nutrient Requirements
5. Vitamin and Amino Acid Requirements
6. Nutritional Diseases
   1. Animal Health and Diseases
      1. Disease Agents
      2. Causes of Disease
      3. Infectious and Noninfectious Diseases
      4. Animal Health Practices
   5. Common Internal and External Parasite Lifecycles
J. Plant and Animal Genetics
1. Heritability and Genetic Traits
2. Dominant and Recessive Genes
3. Genotype and Phenotype
4. Cellular Reproduction: Mitosis and Meiosis
5. Physical and Chemical Structures Involved in Genetics
6. DNA and Types of DNA
7. DNA Replication
8. Mendel - Independent Assortment and Segregation
9. Biotechnology and Cloning
10. Proteins and RNA
11. Role and Function of Amino Acids in Genetics
12. Mutation and Sexual Reproduction
K. Agricultural Biology Research Project
1. Development and Formulation of Agriscience/Science Fair Project
2. Research Principles and Design
3. Statistical Management and Analysis of Agriscience/Science Fair Project
4. Instructional Supervision and Coordination
L. Leadership and Team Building Development
1. Oral and Speaking Presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

V. KEY ASSIGNMENTS:
A. Weekly Reading & Writing Assignments
B. Weekly Laboratory Activities and Write-Ups
C. Agricultural Biology Term Paper
D. Supervised Agricultural Experience Project & Record Book
E. Student Seminar Presentation Related to Agricultural Biology Topic
F. Portfolio of Laboratory Exercises (1” ringed binder)
G. Leadership of Development Activities

VIII. ASSESSMENT METHODS:
A. Assessment opportunities that allow continuous evaluation of students’ progress should be embedded throughout the course and should be a learning experience. All students will be expected to achieve a high understanding of all topics; often demonstration of knowledge will occur in a
public forum. The following strategies, which include both formal and informal assessment techniques, may include, but are not limited to:
1. Performance-based assessments, such as demonstrations, discussions, simulations, and projects
2. Presentations, (both team and individual) written assignments (both team and individual)
3. Ongoing and cumulative portfolio of investigative accomplishments
4. Written tests and quizzes with a variety of short answer and essay questions
5. Written assignments (such as justifications, investigations and research, evaluative or technical), and individual and group assessments including the assessment working relationships

LABORATORY ACTIVITIES:
A. The Scientific Method
B. Analyzing Ecosystems
C. Checking Water for Coliform Bacteria
D. Genotypic and Phenotypic Ratios
E. Cell Identification
F. Flower Dissection and Pollen Growth Germination
G. Secondary and Microelements with N-P-K Tissue Tests on Plants
H. Animal Tract Dissection
I. Reproductive Tract Dissection
J. Feed Nutrient Analysis
K. Factors Affecting Photosynthesis
L. Effects of Leaf Surface Area, Air Movement, and Light on Transpiration Rates
M. Effects of Light Quality on Plant Growth
N. Artificial Insemination and Embryo Transfer
O. Phototropism
P. The Hydrologic Cycle
Q. Comparison of Soil vs. Non-Soil Plant Culture
R. Effects of Nutrient Concentrations on Hydroponics Plant Growth
S. Effects of Chemicals (Herbicides) on Plants
T. Herbicide Biopsy
U. Effects of Rooting Hormone on Root Development
V. Balancing Feed Rations
W. Anther Culture
X. DNA Extraction
Y. Probability of Trait Inheritance
Z. Tissue Culture
AA. Seed Dispersal
BB. Genetic Probability
CC. Insect Identification
DD. Environmental Forcing Structures
EE. Comparison of Asexual Propagation Methods
FF. Water Quality
GG. Plant Pigment Chromatography
Fort Bragg High School Agriculture Earth Science
UC Approved for “g” Credit

Teacher Contact
First Name: Megan
Last Name: Schmitt
Phone Number: (707) 964-9000
E-mail: mschmitt@fbisd.us
Course Title: Agriculture Earth Science/Ag Earth
Subject Area: g - elective
Category: Science-Physical
Grade Level course designed for: 9th, 10th
Unit Value: 1.0 (one year equiv.)

Name of Industry Sector: Agriculture and Natural Resources
Name of Career Pathway: Plant and Soil Science

Brief Course Description
Earth Science is a one year science class. This course will consist of studies pertaining to earth science and general physical science ideas including atoms and matter, soil, rocks, and minerals, California geology, space and basic astronomy, as well as any other items or themes listed in the Next Generation Science Standards. 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 and traditional classroom and laboratory activities. The course is centered on a laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science, and other curricular areas, including written and oral reporting skills. Emphasis on FFA and SAE is taught throughout the course.

Textbook
Title: Earth Science
Edition:
Publication Date: 2007
Publisher: Holt
Author(s): Allison, M., DeGaetano, A., Pasachoff, J.
Usage: Text, read in entirety or near entirety

Supplemental Instructional Materials
- Agriculture Model Curriculum Lesson Plans for plant and animal science
- Lab books associated with each textbook
- Instructor lab manuals
- Instructor manual for all textbooks
- Instructor CDs for textbooks
- Appropriate websites
COURSE GOALS

1. Develop knowledge and understanding of practical and essential Earth Science concepts and the principles Earth Science shares with other disciplines.
2. Understand basic principles of Earth System Science and think from an Earth System Science perspective
3. Develop an understanding of scientific inquiry and abilities needed to conduct scientific inquiry.
4. Understand the nature, origin, and distribution of Earth’s energy, mineral, and water resources; understand technologies used to locate, extract, and process these resources; and be aware of the dependency on these resources to satisfy our wants, needs, and expectations.
5. Utilize agricultural applications as a relevant vehicle to teach Earth Science principles and improve the scientific literacy of students.
6. Strengthen instruction in science for students pursuing professional level careers in agriculture.
7. Integrate mathematics, language arts, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agriculture industry.
8. Meet a portion of the laboratory science requirement for admission to the University of California and California State University systems.
9. Develop a sense of interrelationships between earth science and its relationship to agricultural applications.

COURSE OUTLINE

A. Agriscience in the Information Age
   1. California Agriculture
   2. Professional Career Opportunities in Agriscience
   3. Supervised Agriscience Experience
   4. Leadership Development in Agriscience

B. Earth Science
   1. The Nature of Science
   2. What is Earth Science
   3. Mapping our World
   4. Latitude and Longitude
   5. Types of maps

C. Composition of Earth
   1. Matter and Atomic Structure:
      a. What are elements?
      b. How atoms combine
      c. States of matter
   2. Minerals:
      a. What is a mineral?
      b. Identifying Minerals
      c. Igneous Rock
      d. What are igneous rocks?
      e. Classifying igneous rocks
      f. Sedimentary and Metamorphic Rocks
      g. Formation of Sedimentary Rocks
      h. Types of Sedimentary Rocks
      i. Metamorphic Rocks

D. Surface Processes on Earth
   1. Weathering, Erosion, and Soil:
      a. Weathering
      b. Erosion and Deposition
c. Formation of Soil
2. Mass Movements, Wind, and Glaciers:
a. Mass Movement at Earth's Surface
b. Wind
c. Glaciers
d. Surface Water
e. Surface Water Movement
f. Stream Development
g. Lakes and Freshwater Wetlands
h. Groundwater
i. Movement and Storage of Groundwater
j. Groundwater Erosion, Deposition, and Systems
E. FFA Leadership, Critical Thinking & Interpersonal Skill Development
1. Aims and Purposes; History and Background
2. FFA Leadership Opportunities
3. FFA Contests and Judging Activities
4. FFA Record Keeping of SAE Project
5. Parliamentary Procedure
F. The Atmosphere and the Oceans
1. Atmosphere:
a. Atmospheric Basics
b. State of Atmosphere
c. Moisture in Atmosphere
d. Meteorology
2. The Causes of Weather:
a. Weather Systems
b. Gathering Weather Data
c. Weather Analysis
3. The Nature of Storms:
a. Thunderstorms
b. Severe Weather
c. Tropical Storms
d. Recurring Weather
4. Climate:
What is Climate?
Climate Classification
c. Climatic Changes
d. The Human Factor
e. Physical Oceanography
5. The Oceans:
a. Seawater
b. Ocean Movements
c. Marine Environment
d. Shoreline Features
e. The Seafloor
G. The Dynamic Earth
1. Plate Tectonics:
a. Drifting Continents
b. Seafloor Spreading
c. Theory of Plate Tectonics
d. Causes of Plate Motions
2. Volcanic Activity:
a. Magma
b. Intrusive Activity
c. Volcanoes
3. Earthquakes:
a. Forces Within the Earth
b. Seismic Waves and Earth's Interior
c. Measuring and Locating Earthquakes
d. Earthquakes and Society
4. Mountain Building
a. Crust-Mantle Relationships
b. Convergent-Boundary Mountains
c. Other types of Mountains
H. Resources and the Environment
1. Earth Resources:
a. What are resources? Renewable Vs. Non-Renewable
b. Land Resources
c. Air Resources
d. Water Resources
2. Energy Resources:
a. Conventional Energy Resources
b. Alternative Energy Resources
c. Conservation of Energy Resources
d. Human Impact on Earth Resources
3. Populations and the Use of Natural Resources:
a. Human Impact on Land Resources
b. Human Impact on Air Resources
c. Human Impact on Water Resources

IV. ASSESSMENT METHODS
A. Tests – including teacher made and standardized tests developed by authors.
B. Evaluation of class assignments.
C. Classroom activities.
D. Laboratory research investigations
E. Homework & Reading assignments.
F. Research Paper.

V. LABORATORY ASSIGNMENTS
A. Graphing Data
B. Metrics Measurement
C. Daylight Hours on Earth
D. Planet Sizes
E. Solar System Distance
F. What does a Can of Pepsi Weigh on Other Planets
G. H-R Diagram
H. Composition of Air and Layers of the Atmosphere
I. Convection Currents
J. Calculating Relative Humidity
K. Weather Station Model
L. Rain Shadow Effect
M. Dew Point
N. Tree Ring Growth
O. Pangaea Puzzle- Do the Pieces Fit
P. Locating an Earthquake
Q. Virtual Earthquake
R. Volcano Identity
S. Pet Rock Investigation
T. Crayon Rock
U. Distillation Lab
V. The Ups and Downs of the Ocean Floor
W. Movement of a Water Particle in a Wave
X. California Commodity Map
Y. Plant Commodity Investigation
Z. Egg Dissection
AA. Butter
BB. Ice Cream
Fort Bragg High School Agricultural Mechanics

COURSE OUTLINE

Teacher Contact
First Name: Megan
Last Name: Schmitt
Phone Number: (707) 964-9000
E-mail: mschmitt@fbbsd.us
Course Title: Agriculture Mechanics
Grade Level course designed for: 11th, 12th
Unit Value: 1.0 (one year equiv.)

Name of Industry Sector: Agriculture and Natural Resources
Name of Career Pathway: Mechanics and Engineering Technology

Possible Job Titles
Farm Machine Operator
Farm Machine Tender
Farm equipment Operator
Field Hauler
Ranch hand
Farm Hand - General
Heavy Equipment Operator
Tractor Mechanic Helper
Farm Equipment Mechanic
Farm Equipment Mechanic Apprentice
Farm Machine Set-Up Mechanic
Inspector & Tester (Ag Equip)
Assembly Repairer (Ag Equip)
Equipment Greaser
Ag Equip Assembler & Fitter
Truck Driver

Brief Course Description

This competency-based course prepares students for entry-level positions in the Agriculture industry. Students will study farm equipment operation, repair welding, general farm maintenance including fence and shed construction, electricity, plumbing, concrete, surveying and rope work. This course includes classroom instruction, practical lab work on farm equipment. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Textbook
Title: Agriculture Mechanics: Fundamentals & Applications
Edition: 6th
Publication Date: 2010
Publisher: Delmar
Student Outcomes and Objectives:
1. Demonstrate the ability to use equipment for different leveling, profile leveling, and contour mapping.
2. Identify and maintain tools used for the subject areas of the course.
3. Demonstrate the ability to plumb water systems using steel, copper, and plastic pipe.
4. Demonstrate skills needed for fabrication using lumber.
5. Demonstrate skills needed to layout and fabricate sheet metal items.
6. Demonstrate the ability to electrically wire a service entrance panel for 110 volt and 220 volt service and complete a variety of electrical circuits.
7. Demonstrate the ability to make common knots, hitches, and splices.
8. Demonstrate the ability to read a blueprint.

Course Outline
I. CAREER PREPARATION
   A. Career Planning and Management.
      1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
         a. Students will identify skills needed for job success
         b. Students will identify the education and experience required for moving along a career ladder.
      2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.
         a. Students will describe how to find a job.
         b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements.
      3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.
         a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications.
         b. Students will participate in mock job interviews.
      4. Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
         a. Students will conduct a self-assessment and explain how professional qualifications affect career choices.
      5. Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
         a. Contact two professional organization and identify the steps to become a member.
      6. Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
         a. Students will describe careers in the agriculture industry sector.
         b. Students will identify work-related cultural differences to prepare for a global workplace.
   B. Technology
      1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy.
      2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.
   C. Problem solving and Critical Thinking.
      1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.
      2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.
   D. Health and Safety.
      1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
      2. Understand critical elements of health and safety practices related to a variety of business environments.
   E. Responsibility & Flexibility.
      1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.
      2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community.
      3. Understand the need to adapt to varied roles and responsibilities.
1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
2. Understand the concept and application of ethical and legal behavior consistent with workplace standards.
   a. Contact a business and obtain a copy of their rules for employment.
   b. Role play different ethical scenarios.
3. Understand the role of personal integrity and ethical behavior in the workplace.

G. Leadership and Teamwork.
1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals.
2. Understand the ways in which professional associations, such as FFA, and competitive career development activities enhance academic skills, career choices, and contribute to promote employability.
3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

Topics to be covered

TOOL USE AND MAINTENANCE AND SHOP SAFETY FOR FARM CONSTRUCTION WORK
  Hand & Power Tools
  Tool Identification, Safety, and Use
  Tool Selection for the Ag Mechanics Shop
  Sharpening Hand Tools and Grinder Safety
  Grinder and Wheel Selection
  Tool Sharpening Procedures
  Tool Handle Fitting
  Cutting Tool Construction and Repair
  Surveying, squaring and leveling tools.
  Safety Rules and Conditions
  Shop Safety Practices
  Shop Cleaning and Tool storage

MEASURING AND MARKING
  Measurement Systems
  Reading Measuring Tools
  Calipers and Micrometers
  Linear Measurements
  Square Measurements
  Cubic Measurements
  Weights and Measures

FASTENERS
  Types and Uses of Fasteners
  Selecting Fasteners

WOOD WORKING
  Selecting Wood & Lumber
  Measuring & Marking Wood
  Woodworking Hand Tools
  Woodworking Power Tools
  Fastening Wood Joints

SHEET METAL:
  Metalworking Safety
  Identification and Use of Basic Metalworking Tools.
  Types and Properties of Common Metalworking Materials
  Layout and Transferring on Metal
  Sheet Metalwork
  Cutting & Bending

PLUMBING:
  Plumbing Materials
  Plumbing Fittings
  Plumbing Tools
  Layout and Measuring
CONSTRUCTION MATERIALS
Calculating necessary materials and creating a materials list.
Generating and calculating bills of materials
Fasteners (All Types)

PROJECT DESIGN
Blueprint reading
Preparing a Working Drawing
Project Planning & Construction

ELECTRICAL
Electrical Safety
Wire Splices and Connections
Conductors and Over-current Protection
Simple Circuit Installation (Lights & Receptacles)
120 and 240 volt circuits
Testing Electric Circuits

ROPEWORK
Selection and Use of Rope
Rope Identification and Care
Knots, Hitches, and their Uses
Splicing Rope

INTRODUCTION TO WELDING:
Arc Welding
  Welding Equipment and Safety
  Striking and Maintaining an Arc
  Four Basic Weld Joints
  Controlling Distortion
  Weld Testing
Oxyacetylene Welding
  Oxyacetylene Equipment & Safety
  Oxyacetylene Equipment Setup
  Four Basic Oxyacetylene Welds
  Brazing, Cutting, and Heating of Metal

Additional recommended/optional items
a. Articulation: None currently exist.
b. Academic credit: No alternative academic credit agreements currently exist
c. Instructional strategies:
  Assignments:
  Tool identification, reports, and lab participation.
  Methods of Evaluation:
  The types of writing assignments required:
  Written homework
  The problem-solving assignments required:
  Homework problems
  Quizzes
  Exams
  The types of skill demonstrations required:
  Class performances
  Projects to match skills
  The types of objective exams used in the course:
  Multiple choice
  True/False
  Matching items
Fort Bragg High School Environmental Horticulture Science
UC Approved for “g” Credit

Teacher Contact
First Name: Megan
Last Name: Schmitt
Phone Number: (707) 964-9000
E-mail: mschmitt@fbbsd.us
Course Title: Environmental Horticulture Science
Subject Area: g – Elective
Category: Science-Biological
Grade Level course designed for: 11th, 12th
Unit Value: 1.0 (one year equiv.)

Name of Industry Sector: Agriculture and Natural Resources
Name of Career Pathway: Plant and Soil Science

Brief Course Description
This course is designed to provide students with the theories and principles related to environmental horticulture science. This course will also prepare those students planning on majoring in agricultural sciences at a 4-year college or university.

Environmental Horticulture Science is aligned with the CDE course that has been approved by the UC.

Pre-Requisites Algebra I: Required

Textbook
Title: Introductory to Horticultural Science
Edition: 7th
Publication Date: 2006
Publisher: Delmar
Author(s): Riley, H.
Usage: Text, read in entirety or near entirety

Textbook 2
Title: Sunset Western Garden Book
Edition: 9th
Publication Date: 2010
Publisher: Oxmoor House
Author(s): Editors of Sunset Magazine
Usage: Supplementary or Secondary Text
Excerpts – pertinent chapters to course outline

Supplemental Instructional Materials
- Agriculture Model Curriculum Lesson Plans for Horticulture
• Lab books associated with each textbook
• Instructor lab manuals
• Instructor manual for all textbooks
• Instructor CDs for textbooks
• Appropriate websites

Course Purpose

Students will be able to:

• Develop an appreciation of horticulture.
• Incorporate scientific methods and biological principles with modern agricultural practices.
• Create an awareness of the importance of horticulture.
• Prepare for college level entry in the various disciplines of horticulture.
• Understand the importance of plants, their uses, and incorporation of plants in our society.
• Familiarize with cell theory and its application to the organization of all organisms.
• Recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
• Recognize the diversity of life and the interrelationships among all organisms
• Understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
• Understand the historical and descriptive nature of horticulture as a science.
• Acquire agricultural and biological terminology and the reading, writing, critical thinking skills necessary.

Course Outline

I. The Horticulture Industry
   1. Careers within the industries
   2. Diversity of product
   3. Plant Taxonomy: How plants are named
   4. Locations of production

II. Plant Names and Classifications
   1. Development of kingdom concept
   2. Development of the binomial system of nomenclature
   3. Classification of major plants
   4. Synoptic key to major plant groups

III. Plant Physiology, Reproduction and Growth
   1. Roots, stems, leaves structures, and functions
   2. Plant growth requirements
   3. Plant nutritional needs
   4. Plant cell structure and function
   5. Cell wall function
6. Process of photosynthesis  
7. Process of respiration  
8. Process of transpiration  
9. Plant hormones  

IV. Plant Propagation: Sexual & Asexual  
   1. Requirements for seed germination  
   2. Environmental modifications for growth  
   3. Monocot vs. Dicot  
   4. Managing plant growth  
   5. Asexual propagation  

V. Plant Nutrients  
   1. Primary, secondary, and micro-nutrients  
   2. Function of nutrients in plant growth  
   3. Nutrient deficiencies and symptoms  
   4. Modifying growth  
   5. Nitrogen fixation and absorption  

VI. Soils Structure and Function  
   1. Components function and structure  
   2. Soil formation  
   3. Soil horizons  
   4. Soil types  
   5. Measurement of organic matter in soil  
   6. Soil pH  

VII. Vegetable and Fruit Production  
   1. Varieties of fruits/vegetables  
   2. Planning and preparing sites  
   3. Commercial production  
   4. Management practices  

VIII. Flower Structures and Functions  
   1. Structure and function of flowering plants  
   2. Classification in flowering plants  
   3. Role of flowers in fruit and sexual reproduction  
   4. Annuals, biennials, and perennials  

IX. Agricultural Effects of the Environment  
   1. Agriculture practices, beneficial/ harmful  
   2. Erosion  
   3. The nitrogen cycle  
   4. The carbon cycle  
   5. Water cycle  

X. Plant Pathology and Entomology  
   1. Identification, metamorphosis and control of insects  
   2. Identification and control of weeds  
   3. Biological control
4. Fungicides, rodenticides, molluscicides and nematocides
5. Common diseases
6. Orders of insects

XI. Biotechnology Application in Horticulture
   1. Biotechnology
   2. Tissue culture
   3. Genetic engineering

XII. Plant Research Projects
   1. Development of horticulture projects
   2. Statistical management of project
   3. Analysis of results

XIII. Agricultural Leadership Development
   1. Completion of a supervised agriculture experience program
   2. Development of listening, speaking, writing, and reading skills
   3. Critical thinking and group team building
   4. Agriculture presentations

Key Assignments

Laboratory Activities

• The Scientific Method
• Analyzing Ecosystems
• Water Tests
• Cell Identification
• Flower Dissection
• N-P-K Growth Trial
• Seed Viability through Seed Germination
• Determining Salt Tolerance
• Factors Affecting Photosynthesis
• Transpiration Rates
• Effects of Light Intensity
• Effects of Rooting Hormone on Root Development
• Effects of Chemicals
• Insect Identification and Collection
• Leaf Identification and Collection
• Flower Dissection and Part identification
• Soil pH Testing
• Determining Soil Texture using Textural Triangle Chart
• Comparison of Asexual Propagation Method
• Weed Identification
• Using plant hormones, stimulate plant growth
• Display Techniques for Pruning Fruit Trees and Roses

• Landscape Design Project: Students will be responsible for the development and installation of a landscape plot.
• Supervised Agriculture Experience Project and Record Book: Students will create a budget, business plan, and keep an accurate and up-to-date journal of their plant(s) project.

• Plant Identification: Students will be given the botanical and common name of the plant and must determine; sunset zone, growth rates, sun exposure needs, distinguishing characteristics, landscape uses and common pests associated with each plant.

• School Plant Project: Each student will be required to raise plants from seeds, cuttings or plugs. Students will market their product at the FFA Chapter plant sales.

Instructional Methods and/or Strategies

• Lecture and direct instruction
• Laboratory investigations and research
• Interactive technology-based critical thinking activities
• Industry experts
• Reading assignments
• Group and individual horticulture projects
• Audio and visual materials
• Tours of diverse horticulture production
• Internet appropriate websites and research

Assessment Methods and/or Tools

• Quizzes, Tests, Final Exams
• Laboratory Investigation
• Written Assignments
• Leadership Activities
• Research Project and Report
• Supervised Agriculture Experience Projects and Record Books
• Demonstrations
• Oral Presentations
Section 4
Grade Book
Highlighted FFA & SAE
Grade Book

Fort Bragg High School uses Aeries to keep track of grades for each course. Grades are based upon the traditional 10% scales and the grade breakdown is course specific. Grades are updated on a weekly basis. Grades can be accessed by students and parents online through the Aeries portal. 20% of the student's grade in agriculture is based upon their FFA and SAE involvement.

The 20% of their grade is determined with monthly SAE checks and a minimum of four FFA activities per semester.
### Gradebook Summary

**1 - E Horticulture - Spring**

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<th>Student Name</th>
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*Indicates Max Values of 0 (zero).  **Assignments are not counted until graded.

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Scores Based Upon Graded Assignments 1 - 999
## Gradebook Summary

**1 - E Horticulture - Spring**

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### Scores Based Upon Graded Assignments 1 - 999

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* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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**4 - Ag Biology - Spring**

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## Gradebook Summary

### 4 - Ag Biology - Spring

| Student Name | Grd | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | Perc | Mk |
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* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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* Indicates Max Values of 0 (zero). **Assignments are not counted until graded.

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### Gradebook Summary

**4 - Ag Biology - Spring**

| Student Name | Grd | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | Perc. | Mrk |
|--------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|------|-----|
| **Max Points:** | 25 | 32 | 20 | 100 | 20 | 10 | 25 | 25 | 50 | 60 | 49 | 166 | 20 | 15 |       |     |
| **Grading Completed:** | | | | | | | | | | | | | | | | 74 Assmmts |
| 10 | 25 | 20 | 20 | 85 | 19 | 6 | 25 | 20 | 50 | 60 | 48 | 93 | 35 | 15 | 81.59 | B- |
| 10 | 25 | 17 | 10 | 65 | 18 | 10 | 25 | 20 | 50 | 55 | 28 | 95 | 20 | 15 | 81.28 | B- |
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| 12 | 15 | 21 | 10 | 30 | 15 | 10 | 25 | 13 | 50 | 30 | 21 | 98 | 10 | 10 | 62.29 | D- |
| 11 | 25 | 24 | 20 | 90 | 20 | 10 | 25 | 22 | 50 | 55 | 49 | 120 | 30 | 15 | 92.79 | A- |
| 10 | 25 | 13 | 15 | 25 | 20 | 50 | 26 | 118 | 10 | 15 | 60.57 | D- |
| 10 | 25 | 0 | 15 | 60 | 20 | 10 | 25 | 13 | 50 | 60 | 49 | 107 | 30 | 7 | 70.51 | C+ |
| 10 | 22 | 0 | 10 | 80 | 20 | 10 | 25 | 18 | 50 | 47 | 79 | 0 | 7 | 70.51 | C- |
| 11 | 25 | 24 | 20 | 10 | 25 | 25 | 50 | 60 | 46 | 126 | 0 | 10 | 72.72 | C- |
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| 10 | 25 | 26 | 10 | 70 | 20 | 10 | 25 | 20 | 50 | 60 | 47 | 130 | 20 | 15 | 89.23 | B+ |
| 11 | 15 | 26 | 8 | 75 | 20 | 10 | 25 | 30 | 50 | 40 | 31 | 96 | 10 | 12 | 59.13 | F |

*Indicates Max Values of 0 (zero). **Assignments are not counted until graded.*

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### Gradebook Summary

**6 - Ag Earth Sci. - Spring**

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* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
## Gradebook Summary

**6 - Ag Earth Sci. - Spring**

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* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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**6 - Ag Earth Sci. - Spring**

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### Scores Based Upon Graded Assignments 1 - 999

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**Max Points:** 100

**Grading Completed:** 75 Assmnts

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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero).

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Scores Based Upon Graded Assignments 1 - 999

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</table>

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.

<table>
<thead>
<tr>
<th>#</th>
<th>Type</th>
<th>Description</th>
<th>Assigned Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Classwork</td>
<td>Daily Tasks 2/10 to 2/13</td>
<td>2/10/2014 2/13/2014</td>
</tr>
<tr>
<td>17</td>
<td>Classwork</td>
<td>Daily Tasks 2/10 to 2/13</td>
<td>2/10/2014 2/13/2014</td>
</tr>
<tr>
<td>21</td>
<td>FFA and SAE</td>
<td>FFA Activities part one</td>
<td>1/13/2014 3/21/2014</td>
</tr>
<tr>
<td>29</td>
<td>Classwork</td>
<td>Daily Tasks 4/10</td>
<td>4/10/2014 4/10/2014</td>
</tr>
</tbody>
</table>
## Gradebook Summary

**5 - Ag Mech (ROP) - Spring**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Grd 31</th>
<th>Grd 32</th>
<th>Grd 33</th>
<th>Grd 34</th>
<th>Grd 35</th>
<th>Grd 36</th>
<th>Grd 37</th>
<th>Grd 38</th>
<th>Perc</th>
<th>Mrk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max Points:</td>
<td></td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td>50</td>
<td>100</td>
<td>20</td>
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</table>

**Grading Completed:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grd 31</th>
<th>Grd 32</th>
<th>Grd 33</th>
<th>Grd 34</th>
<th>Grd 35</th>
<th>Grd 36</th>
<th>Grd 37</th>
<th>Grd 38</th>
<th>Perc</th>
<th>Mrk</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>85</td>
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<td>40</td>
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<td>70</td>
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<td>9</td>
<td>50</td>
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<td>95.38</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td>50</td>
<td>85</td>
<td>35</td>
<td>102.53</td>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scores Based Upon Graded Assignments 1 - 999**

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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<thead>
<tr>
<th>#</th>
<th>Type</th>
<th>Description</th>
<th>Assigned</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Class Participation</td>
<td>4/28/2014 5/2</td>
<td>4/28/2014</td>
<td>5/2/2014</td>
</tr>
<tr>
<td>33</td>
<td>Class Participation</td>
<td>5/12/2014 5/16</td>
<td>5/12/2014</td>
<td>5/16/2014</td>
</tr>
<tr>
<td>38</td>
<td>FFA and SAE</td>
<td>FFA Activities Part 23/24/2014 6/13/2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 5
SAE Supervision Forms
Project Supervision Forms

The Fort Bragg Agriculture department utilizes a project supervision form when visiting students at their homes or at the location of their SAE project. This form is used to document the time and project as well as to provide feedback in regards to the project. Currently I am working on developing a separate home visit form to be more specific to the conversations that occur during a home visit versus a project visit. All visitation forms are copied upon return to school from the visit. One copy is kept as a record for the teacher, student and student’s permanent file in the agriculture department. Currently I am the only agriculture instructor and therefore supervise all projects. This year we have six market swine, two market goats and approximately eight horticulture projects being exhibited at the Redwood Empire Fair in Ukiah.
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: ___________________________ Date: ________________

Project Site Address: __________________________________________

Travel (miles): _______________ Duration of visit: _______________

Description and observations of current SAE project:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

(Current Weight) – (Last Weight) / (Days Since Last Weight) x (Days Until Fair) / (This Weight) = ADG

Suggestions, comments and instruction offered to student: _______________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Future needs, education, support and/or follow-up: _________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

____________ _____________ _____________ _____________
Record book status: Excellent Good Poor

Student signature: ________________________________

Instructor signature: ________________________________
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Ashley Haasfield Date: 1/4/15

Project Site Address: Ross Ranch

Travel (miles): 50 RoundTrip Duration of visit: 2 hours

Description and observations of current SAE project:

good weight
hauler broke
steer has temper tantrums

\[ \text{Current Weight} - \text{(Last Weight)} \div \text{(Days Since Last Weight)} \times \text{(Days Until Fair)} \div \text{(This Weight)} = \text{ADG} \]

Suggestions, comments and instruction offered to student:

tie up head @ least 1 hr a day

Drench for bugs

Future needs, education, support and/or follow-up:

northern exposure camp?
next weight in 1/25/15

Record book status: Excellent Good Poor

Student signature: Ashley Haasfield

Instructor signature: Melaga LIA
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Amelia Wirt          Date: 10/14/14

Project Site Address: Airport Rd

Travel (miles): 16 roundtrip  Duration of visit: 30 min

Description and observations of current SAE project:

- Clean stalls w/ ample feed
- misty is being broken

Suggestions, comments and instruction offered to student:

- Work w/ misty everyday

Future needs, education, support and/or follow-up:

- look into shoreline riders

Record book status: Excellent

Student signature: Amelia Wirt

Instructor signature: Meg Sandiford
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Harlie Liljeberg   Date: 12/12/14

Project Site Address: McPherson

Travel (miles): 2 miles   Duration of visit: 30 min

Description and observations of current SAE project:

- Coop under construction
- Clean area prepped & ready

Suggestions, comments and instruction offered to student:

- Consult local feed stores for chick delivery dates

Future needs, education, support and/or follow-up:

- Get show book from Schmitt

Record book status: Excellent

Student signature: Harlie Liljeberg

Instructor signature: Megandt
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Leanna Ellige  Date: 4/15

Project Site Address: Ross Ranch

Travel (miles): 25 one way  Duration of visit: 2 hours

Description and observations of current SAE project:

- Tie up head to build muscles
- Drench for hair
- Good overall health

\[
\frac{426 - 210}{\text{Days Since Last Weight}} \times \frac{\text{Days Until Fair}}{\text{This Weight}} = \text{ADG}
\]

Suggestions, comments and instruction offered to student:

- Drench w/ Listerine & shampoo to help w/ lice, fleas & ticks

Future needs, education, support and/or follow-up:

- Northern exposure camp?
- Another weigh day 1/25

Record book status: Excellent Good Poor

Student signature: \underline{Leanna Ellige}

Instructor signature: \underline{Mejia SAA}
Description and observations of current SAE project:

**Home visit, discussed possible projects that explore expansion of garden**

Suggestions, comments and instruction offered to student:

**possible SAE grants**

Future needs, education, support and/or follow-up:

**discuss funding**

Record book status: [ ] Excellent [ ] Good [ ] Poor

Student signature: [Signature]

Instructor signature: [Signature]
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Amy Pokorney  Date: 1/4/15

Project Site Address: Pudding Creek

Travel (miles): 8  Duration of visit: 1 hour

Description and observations of current SAE project:

2 goats, developing a breeding project

Suggestions, comments and instruction offered to student:

establish a feeding routine
morning & night

Future needs, education, support and/or follow-up:

research plants in the yard that could be poisonous if goats get out

Record book status: Excellent

Student signature: Amy Pokorney

Instructor signature: Meegold AA
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Ruby Hall  Date: 1/8/15

Project Site Address: Pudding Creek

Travel (miles): 8  Duration of visit: 45 min

Description and observations of current SAE project:

pen set up, safe & secure
2 breeding boer does

Suggestions, comments and instruction offered to student:

secure gate
less grain, more roughage

Future needs, education, support and/or follow-up:

move does to school farm

Record book status: Excellent  Good  Poor

Student signature: Ruby Hall  

Instructor signature: [Signature]
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Chris Lehnhardt  Date: 1/13/15

Project Site Address: School Farm

Travel (miles): __________  Duration of visit: 20 min

Description and observations of current SAE project:
CA Rabbits
Ample H2O & Feed

Suggestions, comments and instruction offered to student:
breeding timing
space to breed/cage size

Future needs, education, support and/or follow-up:
calculate days to breeding

Record book status: Excellent  Good  Poor

Student signature: [Signature]
Instructor signature: [Signature]
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Annalesa Christensen  Date: 1/12/15
Project Site Address: School Farm
Travel (miles): ____________________ Duration of visit: __30-min__

Description and observations of current SAE project:

new French h'op
in new location
(clean area)

Suggestions, comments and instruction offered to student:

clear drop pan every other day
be sure has H2O always

Future needs, education, support and/or follow-up:

research breeding processes

Record book status: Excellent [ ] Good [O] Poor [ ]
Student signature: _______________________
Instructor signature: ________
Supervised Agriculture Experience (SAE) Project Visitation Form
Fort Bragg High School Agriculture Department
Advisor – Miss Schmitt (209) 712-6181

Name: Perla Colli-Naal  Date: 1/20/15

Project Site Address: School Farm

Travel (miles):  Duration of visit: 20 min

Description and observations of current SAE project:

new mini-lop rabbit
great cage set-up

clean & has ample H2O

Suggestions, comments and instruction offered to student:

Feed 1/4 c each day

Future needs, education, support and/or follow-up:

Weekend feedings?

Record book status:  Excellent  Good  Poor

Student signature:  

Instructor signature:  


Section 6
School Board Policy - SAE
Copy of School Board-approved Policy on SAE

Currently there isn't a school board approved policy, however we do have a statement concerning enrollment in the agriculture department and the SAE & FFA requirements approved by the high school principal.

Also provided are the course syllabi with the requirement for SAE highlighted.
Agriculture Department

General information: All students involved in an agriculture class are required to become members of the Future Farmers of America (FFA). All students will choose an agriculturally related project, Supervised Agriculture Experience (SAE) and maintain a California FFA record book as part of their academic grade. All students will participate in a minimum of four FFA activities each semester as a part of their academic grade. This program is intra-curricular and outside activities are required.

Agriculture Mechanics shop safety: Shop safety is an area of prime importance within the agriculture department. Students will be working around and operating machinery and equipment, which require full and undivided attention to the task at hand. For that reason, failure to follow safety rules and practices, horseplay and other types of undesirable behavior cannot and will not be tolerated in the agriculture mechanics shop classes.

Depending on the type of shop safety infraction, the consequences may range from a warning, parental notification by letter, to removal from the class for the safety of all concerned. Shop safety is a serious matter and any violation of shop safety rules and practices shall not be taken lightly. If you cannot follow your teacher’s directions, obey class rules, and be sensible in what you do, an agriculture mechanics class is not for you and you should not sign up for the class.

**Education Code: Section 52454**

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

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

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

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

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

[Signature]
1/5/15
Agriculture Biology
Fort Bragg High School
Miss Schmitt
Agriculture Department

Course Description
Designed for the college-bound student with interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. In addition learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture.

Classroom Guidelines
1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. Be Considerate – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. Be Prepared – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. Be Respectful – Respect your classmates and teacher’s opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. Be Responsible – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Ask permission before going to the bathroom. (2 free passes per grading period)
7. Clean up your own mess as well as the entire classroom at the end of every period.
8. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Binder with dividers
2. Lined Paper
3. Pencil or Pens
4. Colored Pencils
5. Highlighter
6. Expo Marker
Grading

It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it’s important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

<table>
<thead>
<tr>
<th>Required Class Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classwork</strong></td>
<td>30%</td>
</tr>
<tr>
<td>(notebook and assignments)</td>
<td></td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>50%</td>
</tr>
<tr>
<td>(This will include quizzes, projects and tests)</td>
<td></td>
</tr>
<tr>
<td><strong>FFA &amp; SAE</strong></td>
<td>20%</td>
</tr>
<tr>
<td>(4 FFA activities are required per semester &amp; each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)</td>
<td></td>
</tr>
</tbody>
</table>

A list of FFA activities will be provided and can be found on Schmitt’s website.

There will be a total of 4 FFA activity grades. 2 FFA activity points will be due for each grade.

- October 10th
- December 19th
- March 20th
- June 12th

FFA activity points are earned for participating in any FFA activity. The activity point chart can be checked in Schmitt’s Classroom and is updated after each activity based upon the sign in sheets.

FFA, SAE, and Record books

If a student wishes to participate at fairs, shows and leadership conferences through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a MINIMUM of 4 FFA activities per semester and maintain an up-to-date record book for their SAE.

I, ________________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature ________________________________ Date ____________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature ________________________________ Date ____________
Course Description
Earth Science is a course designed to give students an overview of the world around us. This class meets the California Educational Code. Throughout the year this course will cover; the scientific method, cycles in nature, earth’s atmosphere, geography, astronomy, meteorology, plate tectonics, oceanography, and cartography. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. Be Considerate – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. Be Prepared – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. Be Respectful – Respect your classmates and teacher’s opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. Be Responsible – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Ask permission before going to the bathroom. (2 free passes per grading period)
7. Clean up your own mess as well as the entire classroom at the end of every period.
8. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Binder with dividers
2. Lined Paper
3. Pencil or Pens
4. Colored Pencils
5. Highlighter
6. Expo Marker
Grading
It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

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<thead>
<tr>
<th>Required Class Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork (projects, notebook and assignments)</td>
<td>40%</td>
</tr>
<tr>
<td>Assessments (This will include quizzes, projects and tests)</td>
<td>40%</td>
</tr>
<tr>
<td>FFA &amp; SAE (4 FFA activities are required per semester &amp; each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)</td>
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I, ___________________________________________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature __________________________________________ Date __________________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature ___________________________________ Date _______________
Agriculture Mechanics  
Fort Bragg High School  
Miss Schmitt  
Agriculture Department

Course Description
Beginning shop students develop creativity, imagination, and craftsmanship in introductory agriculture mechanics. Students design and construct required projects in electricity, woodwork, plumbing, rope work, concrete and metal fabrication. This course will incorporate hands-on learning as well as real world application of mechanics. In addition learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture mechanics. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. **Be On Time** – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. **Be Considerate** – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. **Be Prepared** – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
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6. Clean up your own mess as well as the entire classroom at the end of every period.
7. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Lined paper  
2. Highlighter  
3. Pencil or Pens  
4. Colored Pencils  
5. Coveralls/Clothes  
6. Safety Glasses
Grading

It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

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<thead>
<tr>
<th>Required Class Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork (projects, notebook and assignments)</td>
<td>10%</td>
</tr>
<tr>
<td>Project Evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation (Daily points will be given for participation and documentation of work done)</td>
<td>60%</td>
</tr>
<tr>
<td>FFA &amp; SAE (4 FFA activities are required per semester &amp; each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)</td>
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- March 20th
- June 12th

FFA activity points are earned for participating in any FFA activity. The activity point chart can be checked in Schmitt's Classroom and is updated after each activity based upon the sign in sheets.

FFA, SAE, and Record Book

If a student wishes to participate at fairs, shows and leadership conferences through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a MINIMUM of 4 FFA activities per semester and maintain an up-to-date record book for their SAE.

I, ________________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature ________________________________ Date ________________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature ________________________________ Date ________________
Course Description
This course is designed to teach students basic skills used in the horticulture industry. After completing this course students will have the skills to be successful in an entry level position in the horticulture industry. Course content and "hands on" learning aspects will concentrate on the following areas: Horticulture Industry and Terminology, Plant Science, Plant Propagation, Plant Identification, Greenhouse management, Landscape Design and Fruit and Vegetable Gardening. The course will also provide students with the opportunity to create their own plant (SAE) projects. Through this students learn basic accounting and leadership skills that are emphasized through involvement in the FFA. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. **Be On Time** – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. **Be Considerate** – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. **Be Prepared** – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. **Be Respectful** – Respect your classmates and teacher’s opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. **Be Responsible** – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
3. Class time is for you to work on assignments and ask the teacher questions about class activities.
4. There is no food or sodas allowed in this classroom (water only)
5. Ask permission before going to the bathroom. (2 free passes per grading period)
6. Clean up your own mess as well as the entire classroom at the end of every period.
7. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Lined paper
2. Highlighter
3. Pencil or Pens
4. Colored Pencils
5. Coveralls/Clothes
6. Gloves
Grading
It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

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<th>Required Class Activities</th>
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<td>Classwork (projects, notebook and assignments)</td>
<td>10%</td>
</tr>
<tr>
<td>Plant ID Book</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation (Daily points will be given for participation and documentation of work done)</td>
<td>50%</td>
</tr>
<tr>
<td>FFA &amp; SAE (4 FFA activities are required per semester &amp; each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)</td>
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A list of FFA activities will be provided and can be found on Schmitt's website.

There will be a total of 4 FFA activity grades. 2 FFA activity points will be due for each grade.
- October 10th
- December 19th
- March 20th
- June 12th

FFA activity points are earned for participating in any FFA activity. The activity point chart can be checked in Schmitt's Classroom and is updated after each activity based upon the sign in sheets.

FFA, SAE, and Record books
If a student wishes to participate at fairs, shows and leadership conferences through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a MINIMUM of 4 FFA activities per semester and maintain an up-to-date record book for their SAE.

I, ___________________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature ________________________________ Date ________________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature __________________________ Date ________________
Section 7
School Board Policy - FFA
Copy of School Board-approved Policy on FFA

Currently there isn’t a school board approved policy, however we do have a statement concerning enrollment in the agriculture department and the SAE & FFA requirements approved by the high school principal.

Also provided are the course syllabi with the requirement for FFA highlighted.
Agriculture Department

General information: All students involved in an agriculture class are required to become members of the Future Farmers of America (FFA). All students will choose an agriculturally related project, Supervised Agriculture Experience (SAE) and maintain a California FFA record book as part of their academic grade. All students will participate in a minimum of four FFA activities each semester as a part of their academic grade. This program is intra-curricular and outside activities are required.

Agriculture Mechanics shop safety: Shop safety is an area of prime importance within the agriculture department. Students will be working around and operating machinery and equipment, which require full and undivided attention to the task at hand. For that reason, failure to follow safety rules and practices, horseplay and other types of undesirable behavior cannot and will not be tolerated in the agriculture mechanics shop classes.

Depending on the type of shop safety infraction, the consequences may range from a warning, parental notification by letter, to removal from the class for the safety of all concerned. Shop safety is a serious matter and any violation of shop safety rules and practices shall not be taken lightly. If you cannot follow your teacher’s directions, obey class rules, and be sensible in what you do, an agriculture mechanics class is not for you and you should not sign up for the class.

**Education Code: Section 52454**

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

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

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

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

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

[Signature]

1-5-15
Agriculture Biology
Fort Bragg High School
Miss Schmitt
Agriculture Department

Course Description
Designed for the college-bound student with interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. In addition learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture.

Classroom Guidelines
1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. Be Considerate – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don't interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. Be Prepared – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. Be Respectful – Respect your classmates and teacher’s opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. Be Responsible – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Ask permission before going to the bathroom. (2 free passes per grading period)
7. Clean up your own mess as well as the entire classroom at the end of every period.
8. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Binder with dividers
2. Lined Paper
3. Pencil or Pens
4. Colored Pencils
5. Highlighter
6. Expo Marker
Grading

It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

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<tr>
<th>Required Class Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classwork</strong> (notebook and assignments)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Assessments</strong> (This will include quizzes, projects and tests)</td>
<td>50%</td>
</tr>
<tr>
<td><strong>FFA &amp; SAE</strong> (4 FFA activities are required per semester &amp; each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)</td>
<td>20%</td>
</tr>
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A list of FFA activities will be provided and can be found on Schmitt's website.

There will be a total of 4 FFA activity grades. 2 FFA activity points will be due for each grade.
- October 10th
- December 19th
- March 20th
- June 12th

FFA activity points are earned for participating in any FFA activity. The activity point chart can be checked in Schmitt's Classroom and is updated after each activity based upon the sign in sheets.

FFA, SAE, and Record books

If a student wishes to participate at fairs, shows and leadership conferences through the FFA as well as earn the rewards, degrees and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a MINIMUM of 4 FFA activities per semester and maintain an up-to-date record book for their SAE.

I, ________________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature ___________________________ Date ________________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature ___________________________ Date ________________
Ag Earth Science  
Fort Bragg High School  
Miss Schmitt  
Agriculture Department

Course Description
Earth Science is a course designed to give students an overview of the world around us. This class meets the California Educational Code. Throughout the year this course will cover; the scientific method, cycles in nature, earth’s atmosphere, geography, astronomy, meteorology, plate tectonics, oceanography, and cartography. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. Be Considerate – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. Be Prepared – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. Be Respectful – Respect your classmates and teacher’s opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. Be Responsible – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Ask permission before going to the bathroom. (2 free passes per grading period)
7. Clean up your own mess as well as the entire classroom at the end of every period.
8. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Binder with dividers  
2. Lined Paper  
3. Pencil or Pens  
4. Colored Pencils  
5. Highlighter  
6. Expo Marker
Grading
It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it’s important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

<table>
<thead>
<tr>
<th>Required Class Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
</table>
| **Classwork**
  (projects, notebook and assignments) | 40% |
| **Assessments**
  (This will include quizzes, projects and tests) | 40% |
| **FFA & SAE**
  (4 FFA activities are required per semester & each student is required to begin and maintain a project related to agriculture, including an up-to-date record book) | 20% |

A list of FFA activities will be provided and can be found on Schmitt’s website.

There will be a total of 4 FFA activity grades. 2 FFA activity points will be due for each grade.
- October 10th
- December 19th
- March 20th
- June 12th

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**FFA, SAE, and Record books**
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I, __________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature __________________________ Date __________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature __________________________ Date __________
Agriculture Mechanics
Fort Bragg High School
Miss Schmitt
Agriculture Department

Course Description
Beginning shop students develop creativity, imagination, and craftsmanship in introductory agriculture mechanics. Students design and construct required projects in electricity, woodwork, plumbing, rope work, concrete and metal fabrication. This course will incorporate hands-on learning as well as real world application of mechanics. In addition learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture mechanics. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. **Be On Time** – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. **Be Considerate** – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
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4. **Be Respectful** – Respect your classmates and teacher’s opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. **Be Responsible** – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
3. Class time is for you to work on assignments and ask the teacher questions about class activities.
4. There is no food or sodas allowed in this classroom (water only)
5. Ask permission before going to the bathroom. (2 free passes per grading period)
6. Clean up your own mess as well as the entire classroom at the end of every period.
7. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Recommended Materials
1. Lined paper
2. Highlighter
3. Pencil or Pens
4. Colored Pencils
5. Coveralls/Clothes
6. Safety Glasses
Grading
It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

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<tbody>
<tr>
<td>Classwork (projects, notebook and assignments)</td>
<td>10%</td>
</tr>
<tr>
<td>Project Evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>60%</td>
</tr>
<tr>
<td>(Daily points will be given for participation and documentation of work done)</td>
<td></td>
</tr>
<tr>
<td>FFA &amp; SAE (4 FFA activities are required per semester &amp; each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)</td>
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A list of FFA activities will be provided and can be found on Schmitt's website.

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FFA, SAE, and Record books
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I, ___________________________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature ______________________________ Date ______________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature ___________________________ Date ______________
Environmental Horticulture
Fort Bragg High School
Miss Schmitt
Agriculture Department

Course Description
This course is designed to teach students basic skills used in the horticulture industry. After completing this course students will have the skills to be successful in an entry level position in the horticulture industry. Course content and "hands on" learning aspects will concentrate on the following areas: Horticulture Industry and Terminology, Plant Science, Plant Propagation, Plant Identification, Greenhouse management, Landscape Design and Fruit and Vegetable Gardening. The course will also provide students with the opportunity to create their own plant (SAE) projects. Through this students learn basic accounting and leadership skills that are emphasized through involvement in the FFA. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
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5. Be Responsible – You EARN your grade in this class; I don’t GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
3. Class time is for you to work on assignments and ask the teacher questions about class activities.
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Recommended Materials
1. Lined paper
2. Highlighter
3. Pencil or Pens
4. Colored Pencils
5. Coveralls/Clothes
6. Gloves
Grading
It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. Make-ups for quizzes will only be given for excused absences. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made.

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I, ___________________________ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature ___________________________ Date ________________

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature ___________________________ Date ________________
Section 8
Program of Activities
FFA Program of Activities

The Fort Bragg FFA Program of Activities is developed each year with information for students, administrators and community members about the agriculture program. The agriculture instructor and FFA officers compile the program of activities as a part of the annual officer retreat/training. It covers pertinent information for SAE projects, program goals and general information about agriculture education.

A copy of the 2014-2015 Program of Activities is attached.
Fort Bragg High School FFA

Fort Bragg School Agriculture Department

2014-2015

Program of Activities
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>President's Message</td>
<td>2</td>
</tr>
<tr>
<td>Officers Message</td>
<td>2</td>
</tr>
<tr>
<td>Advisor's Message</td>
<td>3</td>
</tr>
<tr>
<td>Chapter Goals</td>
<td>4</td>
</tr>
<tr>
<td>Calendar of Activities</td>
<td>5</td>
</tr>
<tr>
<td>Agriculture Education and the FFA</td>
<td>6</td>
</tr>
<tr>
<td>FFA Mission</td>
<td>7</td>
</tr>
<tr>
<td>FFA Motto</td>
<td>7</td>
</tr>
<tr>
<td>FFA Colors</td>
<td>7</td>
</tr>
<tr>
<td>FFA Emblem and Symbols</td>
<td>8</td>
</tr>
<tr>
<td>FFA Creed</td>
<td>9</td>
</tr>
<tr>
<td>FFA Official Dress and Proper use of jacket</td>
<td>10</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>11</td>
</tr>
<tr>
<td>Community Service</td>
<td>12</td>
</tr>
<tr>
<td>Cooperation of Fort Bragg FFA and other organizations</td>
<td>12</td>
</tr>
<tr>
<td>Supervised Agricultural Experience (SAE)</td>
<td>13</td>
</tr>
<tr>
<td>Leadership within the FFA</td>
<td>14</td>
</tr>
<tr>
<td>Chapter Resources and Website</td>
<td>15</td>
</tr>
<tr>
<td>Meeting Conduct</td>
<td>16</td>
</tr>
<tr>
<td>Scholastic Achievements</td>
<td>17</td>
</tr>
<tr>
<td>Scholarships</td>
<td>17</td>
</tr>
<tr>
<td>Public Relations</td>
<td>18</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>19</td>
</tr>
<tr>
<td>Fair Participation</td>
<td>20</td>
</tr>
<tr>
<td>Official Show Uniform</td>
<td>20</td>
</tr>
<tr>
<td>Fort Bragg FFA Constitution</td>
<td>21-27</td>
</tr>
<tr>
<td>Fort Bragg FFA History</td>
<td>28</td>
</tr>
</tbody>
</table>
Chapter President's Message

To be filled in

Chapter Officer's Message

To be filled in
Advisor’s Message

Dear Fort Bragg FFA Chapter Members,

I would like to welcome each and every member to the Fort Bragg FFA and Agriculture department for the 2014-2015 school year.

This year you will have the opportunity to begin a tradition here at Fort Bragg High School. The mission this year is to develop leadership, motivation and an environment that is conducive to continuing the path to success. My hope is that each agriculture student uses their education through agriculture classes as preparation for high education, employment and successes in their future.

I am committed to making a positive difference in the lives of the students who pass through the doors of the Fort Bragg Agriculture Department. I encourage each of my students to take full advantage of the opportunities available through agriculture and the FFA and enjoy the time you have to become a strong individual.

I look forward to working with you this year as we “Ride the Wave” and continue to develop the Fort Bragg chapter within the state of California. The opportunities are endless.

Sincerely,

[Signature]

Miss Megan Schmitt
Fort Bragg FFA Advisor
Chapter Goals

The 2014-2015 Chapter officers developed the following goals for our new chapter this year.

1. Begin and maintain an FFA chapter
   a. Complete all paperwork for our FFA charter
   b. Create meaningful activities for members to participate in
   c. Develop a program of activities for members
   d. Motivate members to become involved

2. Develop Leadership
   a. Develop and strengthen communication skills
   b. Develop and strengthen speaking skills
   c. Create a record-keeping system for the secretary and treasurer

3. Develop agriculture resources and curriculum
   a. Create a range of SAE opportunities for students (horticulture to market animals)
   b. Generate a pathway of courses for students to enroll in

4. Construct/re-purpose facilities for agriculture use
   a. School Farm
      i. Rebuild/renovate existing facilities for market animal projects
      ii. Construct rabbit hutch and chicken coop for SAE projects
   b. Horticulture
      i. Re-purpose the marine lab for a horticulture facility
      ii. Create horticulture SAE opportunities
      iii. Build raised planter beds
      iv. Improve communication with the Noyo Food Forest
   c. Ag Mechanics
      i. Construct 5 welding booths
      ii. Organize shop to accommodate the new Ag Mechanics course and the existing Auto Shop class
      iii. Create mechanics SAE opportunities

5. Increase community involvement
   a. Reach out to the community for projects and resources
   b. Develop an Agriculture Advisory Committee
   c. Collaborate with the Timberwolf Boosters Club
   d. Invite community to an agriculture department open house
Fort Bragg FFA’s 2014-2015 Activity Calendar

**August**
- 18th - First Day of School
- 29th - T-shirt orders due

**September**
- 2nd - Start selling pork loin dinner tickets
- 8th - Lunch FFA Meeting
- 12-14th - Boonville Fair
- 15th - Minimum Day
- 17th - Pork-Loin tickets due
- 19th - End of first grading period
- 19-20th - COLC
- 22nd - Greenhand Leadership Conference
- 26th - Pork-Loin takeout dinner pickup

**October**
- 3rd - Homecoming
- 11th - Parliamentary procedure training
- 13-17th - No school
- 20th - Lunch Meeting
- 26th - Start of National Convention
- 31st - End of second grading period

**November**
- 3rd - Minimum Day
- 10th - Night Meeting/Movie night
- 11th - No school
- 12th - Mendo/Lake opening/closing contest
- 17th - Start selling floral arrangements
- 21st - Minimum Day
- 24-25th - No school

**December**
- 4th - Floral arrangement orders due
- 8th - Night FFA meeting
- 11th - Mendo/Lake skate night
- 17th - 18th - Minimum Day
- 18-19th - Pick up floral arrangements
- 22-23rd - No school

**January**
- 9-10th - MFE/ALA
- 12th - Minimum Day
- 12th - Night FFA meeting
- 19th - Minimum day
- 21st - Mendo/Lake state degree scoring
- 26th - North coast proficiency scoring

**February**
- 7th - Arbuckle field day
- 9th - Night FFA meeting
- 16-20th - No school
- 25th - Mendo/Lake speaking contest
- 27th - End of grading period

**March**
- 7th - UC Davis field day
- 9th - Night FFA meeting
- 14th - Chico field day
- 16th - Chicken BBQ tickets sales start
- 21st - Merced field day
- 23rd - Minimum day
- 27th - North Coast speaking finals @ Livermore
- 28th - North Coast regional FFA meeting - Livermore

**April**
- 1st - Chicken BBQ tickets due
- 4th - CRC field day
- 10th - Minimum day
- 10th - Chicken BBQ Dinner
- 13-17th - No school
- 18th - Fresno Field day
- 19-21st - State Convention
- 24th - End of grading period
- 27th - Lunch FFA meeting

**May**
- 2nd - State FFA Finals @ Cal Poly
- 11th - Banquet
- 13th - Mendo/Lake meeting
- 25th - No school

**June**
- 4th - Minimum day
- 9-12th - Minimum Day
- 12th - Last day of school & End of semester
- 16th-18th - North Coast officer retreat
FFA and Agriculture Education

When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal, academic and career experiences essential for your success. Get to know the “three circles” that make this possible.

Classroom/Laboratory Instruction- Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

Supervised Agricultural Experience (SAE)- Nothing takes your skills to highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

FFA- As an FFA member, you’ll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you’ll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you’re getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don’t just settle for a high school diploma when you can get set for life.

![Three circles diagram](image-url)
FFA Mission

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

To accomplish its mission, FFA:

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

FFA Motto

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

![FFA Motto](image)

FFA Colors

The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.
Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.

The cross-section of an ear of corn serves as the emblem’s foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.

The rising sun appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

The plow is a symbol of labor and tillage of the soil.

The owl represents knowledge and wisdom.

The eagle is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the words, “Agriculture Education” surrounding the letters “FFA” indicate that the FFA is an important part of the agricultural education program.
The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

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 even as the better things we now enjoy have come to us from the struggles of former years.

I believe in the promise of better days through better ways.

I believe in the joys of agricultural life, and the fact 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 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 the joys of being happy 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 influence in my home and community which will stand solid for my part in that task.

I believe in traditions of our national life and that I can exert an inspiring influence.

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 even as the better things we now enjoy have come to us from the struggles of former years.
FFA Official Dress

One of the most unifying elements for any group is its uniform. In FFA, the uniform members wear to local, state and national functions is called official dress. It provides identity and gives the organization a distinctive and recognizable image.

Proper Use of the FFA Jacket

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat at all times.
- The back of the jacket includes only: a large official FFA emblem, the name of the state association and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia should not be attached to or worn on the jacket.
- When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer pins, and other award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held and the highest award earned by the member.

Official FFA Dress

- Official dress for female members is a black skirt, white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
- The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.
Code of Ethics

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization’s image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

The FFA Code of Ethics

FFA Members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. I pledge to:

- Develop my potential for premier leadership, personal growth and career success
- Make a positive difference in the lives of others.
- Dress neatly and appropriately for the occasion.
- Respect the rights of others and their property.
- Be courteous, honest and fair with others.
- Communicate in an appropriate, purposeful and positive manner.
- Demonstrate good sportsmanship be being modest and winning and generous in defeat.
- Make myself aware of FFA programs and activities and be an active participant.
- Conduct and value a supervised agricultural experience program.
- Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
- Appreciate and promote diversity in our organization.
Community Service

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

The Fort Bragg FFA will develop a sense of community service among the entire membership.

- Our chapter will cooperate and work with the high schools community food drive.
- We will assist with community projects and activities when called upon by the Rotary or other community organizations.
- We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.

Cooperation

The Fort Bragg FFA Chapter will work to develop a sense of comradery among the entire membership and with other organizations in which they work with. Those organizations are listed below, but not limited to these organizations only.
- Other FFA chapters (locally, regionally, state-wide)
- Fort Bragg High School
- Fort Bragg Unified School District
- Redwood Empire Fair
- Mendocino County Fair
- Noyo Food Forest
S.A.E. (Supervised Agricultural Experience)

What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to prove your abilities to future employers – and to yourself.

Fort Bragg FFA’s SAE Program

- All members are encouraged to begin and maintain an SAE project.
- All members are encouraged to highlight and compete with their SAE projects at local and statewide shows.
  - The chapter will conduct exhibitor/parent meetings to inform parents and members of their responsibilities at the various shows.
  - All projects exhibited at the shows must be entered through the FFA divisions and must have approval from the advisor.
  - All members exhibiting at the various shows must be in good academic standing and meet all school regulations for extra-curricular activities.
- Members are encouraged to apply for advanced degrees and awards as a result of the knowledge gained from their SAE projects.
- Members are encouraged to enhance and expand their SAE projects as they progress within the agriculture program at Fort Bragg High School.
- Members are expected to communicate with the advisor concerning their SAE project and seek help when needed.
Leadership (FFA)

Leadership is the ability to guide or influence others to work toward a meaningful goal while helping each other to develop themselves as a group of members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

Students will have the opportunity to build their leadership skills and apply them through their involvement in the following activities.

- Public speaking
  - Creed
  - Opening/closing
  - Job interview
- Committees
  - Awards banquet
  - Chapter meetings
  - Community service
  - Point of awards
- Degrees and Awards
  - Degrees
  - Proficiencies
  - Scholarships
- Officer/Leadership Training
  - Chapter Officer Leadership Conference
  - Made for Excellence
  - Advanced Leadership Academy
  - State FFA Conference
  - Greenhand Leadership Conference
  - Sacramento Leadership Experience
- Offices
  - Chapter office
  - Sectional office
  - Regional office
  - State office
Chapter Resources

Webpage – Information about classes and FFA activities can be found on Miss Schmitt’s school webpage. The information is updated weekly and reminders are sent out VIA Remind 101.

http://tinyurl.com/fbhssag

Sign up for Remind 101 announcements by texting @fbhssfa to (209) 230-9552.
Conduct of Meetings

Hold Regular, Well-Planned Meetings that Capture the Chapter’s Interest and Participation

- Have weekly Chapter Officer Meetings
- Have regular month Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well-planned program before meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Conduct an Awards banquet at the culmination of the academic year to present awards and highlight the accomplishments of members.

The Official Ceremonies will be used at all Meetings

- All officers are required to learn their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.
Scholastic Achievement and Scholarships

The chapter will encourage students to strive for academic excellence.

1. Improve scholarship of FFA members in all academic subjects
   A. Encourage members to strive for C.S.F. standards
   B. Strive to have all FFA members on the honor roll
   C. Award points on the Chapter Point Awards system for good grades
   D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
   E. Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.

2. Will encourage Seniors to apply for scholarships available to them in order to continue their education.
   A. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
   B. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent's affiliation with a lodge or places of employment.

3. Scholastic Awards
   A. Awards will be given to the Agriculture students in each grade level with the highest GPA.
Public Relations

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

Media

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc…)
- Extend and participate in new communication technology resources such as Facebook

FFA Week

- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

Various FFA Events and Activities

- Select worthy persons as Honorary Chapter farmers
- Recognize worthy individuals to receive Certificates of Appreciation
- Host various award recognition ceremonies for parents and families of FFA members
- Maintain a chapter scrapbook

Fort Bragg High School

- Regular communication sessions with FBHS administration and counselors
- Assist and support various school activities
Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the year following graduation.

- As graduate members, the chapter will encourage these members to:
  - Exhibit at fairs until eligibility membership expires
  - Apply for advanced degrees such as the American FFA Degree
  - Apply for proficiency awards in their SAE area
  - Continue an active role in participation in local activities
  - Attend all chapter meetings

- The Chapter will utilize the expertise of alumni members when needed by the Chapter.
  - To help coach judging teams
  - To serve as judges of local FFA contests
  - To assist in money raising activities
  - Provide facilities for SAE projects
Fairs and Official Show Uniforms

Official Show Uniform

The official Show Uniform for FFA members consists of:

- White collared shirt or blouse, white pants, FFA tie/scarf, and FFA jacket. Shoes should be appropriate for what you are showing.

Fairs

The Fort Bragg FFA Chapter is involved in many fairs throughout the year. The animals that are exhibited include sheep, beef, swine, rabbits, meat goats and dairy goats. Members are encouraged to exhibit agriculture mechanics projects as well as the horticulture divisions.

The fairs that are attended are:
- Redwood Empire Fair in Ukiah (August)
- Mendocino County Fair in Booneville (September)

Fair budgets for all animal species will be available through the respective species handbook. Those will be available to students and parents at the exhibitor meeting as well as from the agriculture department.
Chapter Constitution

Constitution of the Fort Bragg FFA Chapter Revised September 2013

Article I: Names and Purposes

Section A. The name of this organization shall be the Fort Bragg FFA Chapter (Future Farmers of America) #CA0088**

Section B. The Purposes for which this Chapter is formed are as follows:
1. To improve agriculture conditions and practices in and about Mendocino County
2. To develop agricultural skills or prepare for leadership, cooperative attitudes and rural responsibility, in individuals preparing to enter an agricultural occupation.
3. To advance the cause of agriculture education and to encourage the FFA.
4. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education.

Article II: Organization

Section A. The Chapter of the Future Farmers of America is a charted local entity of the Mendocino-Lake Section of the California Association, made up of local members.

Article III: Membership Organization

Section A. Membership in this organization shall be active and honorary.

Section B. Membership is limited to students enrolled in Agriculture education at Fort Bragg High School.

Section C. Membership of graduates is limited to students that were active members their Senior year and graduated from high school.

Section D. The Fort Bragg FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section E. No students may participate in any FFA activities unless they are members in good standing.
Section F. The FFA Advisor(s) at their own discretion have the right to dismiss any member from the Fort Bragg FFA organization at any time.

Section G. Active work in this chapter shall be carried on by active members.

Section H. Award recipients must attend Chapter awards banquet to receive any awards.

Section I. All members exhibiting livestock at fairs and shows must attend the fair awards ceremony.

Section J. High School members exhibiting at fairs and shows must attend 6 chapter meetings to be eligible to show. All graduates are strongly encouraged to attend 6 agricultural related meetings or activities.

Article IV: Officers

Section A. The chapter officers for the Fort Bragg FFA shall be President, Vice President, Secretary, Treasurer, Reporter, and Sentinel.

Section B. All elected chapter officers shall hold office for one year after election or until successors are selected as described in Article IV, Section G.

Section C. Application for chapter office shall be available two weeks prior to selection of officers via the Nominating Committee. All applications will be screened by the nominating committee.

Section D. Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.

Section E. All officers must be enrolled in the Agriculture Leadership class.

Section F. All officers must have all of their SAE projects in the FFA.

Section G. Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the Nominating Committee.

Section H. No officer may be impeached without due process as defined in Article VII.

Section I. The Nominating Committee shall select the chapter officers.

Section J. The Nominating Committee shall be composed of two student representatives from the 9th grade, 10th grade, 11th grade, 12th grade, the retiring 12th grade FFA chapter president, and advisors. Nominating Committee members are not eligible to run for chapter office. In the event the current FFA chapter president is not in the 12th grade, their spot on the Nominating Committee will remain vacant. The Nominating Committee will review officer applications, conduct interviews of prospective candidates, and select each chapter officer via a unanimous vote within the Nominating Committee.
Section K. The time for Nominating Committee selection shall be set by the FFA Officer Team, and the Advisors.

Section L. All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for six week period. If by the end of the next six week period, the grade average has not improved to a 3.0 or above, or does not become academically eligible, they will be replace by the manner described in Article IV, Section G.

Section M. All newly elected officers are required to attend the Chapter Officer Leadership Retreat to be held the summer prior to the school year that they serve as an officer as well as the fall Chapter Officer Leadership Conference (COLC). Officers which do not attend the conference, except for reasons beyond their control, i.e. severe illness, death in the family, will be replaced in the manner described in Article IV, Section G.

Article V: Duties of Officers

Section A. The duties and responsibilities of Chapter Officer shall be:
1. Attend all Chapter and Chapter Officer meetings.
2. Attend Chapter and Regional Officer Leadership Training Conference
3. Cooperate with advisors on all activities.
4. Be able to lead by example. Act and perform in a manner which is becoming of an FFA Chapter officer at all times.
5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership TEAM.
7. Be familiar with the Chapter constitution and bylaws.
8. Be willing to accept responsibility.
9. Be familiar with parliamentary procedure.

Section B. The duties and responsibilities of the President shall be:
1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other offices to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.

8. Follow up Chapter activities and check on progress being made.

9. Keep Chapter activities moving in a satisfactory manner.

10. Prepare agenda for Executive and Chapter meetings with the secretary.

11. Coordinate the activities of the Chapter and keep in touch with the progress of activities.

Section C.

The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.

2. Preside at meetings in absence of the president.

3. Be prepared to assume duties and responsibilities of the president.

4. In charge of insuring that all committee work of the Chapter is completed satisfactorily.

5. Responsible for the invocation at the Greenhand/Chapter Farmer awards ceremony, annual awards banquet and at other times when needed.

Section D.

Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.

2. Have available for the President the list of business for each meeting.

3. Attend to office correspondence of the Chapter.

4. Prepare Chapter reports.

5. Keep the permanent records of the Chapter in the agriculture office.

6. Cooperate with the treasure in keeping an accurate membership role and issue membership cards.

7. Call meetings to order in the absent of a presiding officer.

8. Read communication at meetings.

9. Have on hand for each meeting the following:
   a. Secretary’s book and minutes of previous meeting.
   b. Lists of committee and committee reports.
   c. Copy of the Program of Activities.
   d. The Official FFA Manual.
   e. Copies of the Chapter Constitution and Bylaws.

10. Prepare, post and distribute motions.

11. Prepare Point Award cards and distribute to advisor(s).

Section E.

Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and to the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Prepare a Chapter newsletter to be sent to members and alumni.
6. All news releases and articles must be approved by the Chapter Advisors prior to being released.

7. Keep and maintain the chapter scrapbook.

Section F. Duties and responsibilities of the Treasure shall be:
1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Pay out Chapter funds as authorized by the student body.
6. Prepare financial statements and reports.
7. Encourage systematic saving—individual and Chapter thrift.
8. Build up chapter’s financial standing.
9. Required to prepare a written report monthly.

Section G. Duties and responsibilities of a Sentinel shall be:
1. Set-up the meeting room and care for chapter paraphernalia and equipment.
2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment prior to their need.

Article VI: Impeachment

Section A. Immediate Impeachment

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.
Section B. Steps of Impeachment

Step 1. Any FFA Chapter officer not fulfilling the duties as described by this constitution will be required to meet with fellow officers, Advisor(s) and an Administrator to discuss a plan for improvement.

Step 2. A written plan of improvement will be drawn by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice-President, and by the Officer in question.

Step 3. If the Officer in question still does not fulfill his/her duties, then a 2/3 vote of the Chapter officers and advisors will remove that Officer from office.

Article VII: Committees

Section A. A member may serve on not more than two committees at any one time and may only one committee if he/she is a chairperson of that committee.

Section B. The committee chairperson is responsible to call committee meetings and to see that all work that committee is assigned is performed.

Section C. That committee chairperson shall cooperate with the Chapter advisors and Chapter officers on all committee work.

Section D. That committee chairperson’s report to the Chapter in writing will be the result of all work performed by his/her committee including financial implications for the Chapter.

Section E. No person having been chairperson on any committee shall be eligible to work on another committee until the written report is made by the committee.

Article XIII: Meetings

Section A. Meetings shall be held once a month.

Section B. The president shall have the power to call special meetings as the need arises.

Article IX: Dues

Section A. As long as incentive grant funds are available, dues shall be paid for all members through that source.
Article X: Eligibility to Participate at Fairs and Judging Contests

Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's discretion.

Section B. Members must maintain a 2.0 GPA with no D's or F's in an Agriculture class to be eligible to exhibit at fairs and judging events.

Section C. Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows.

Section D. In the event that a student becomes academically ineligible to participate at a fair at which they planned to exhibit livestock, he/she will be placed on academic probation by the Agriculture Department. If that student becomes ineligible again, he/she will lose his/her privilege to exhibit at all fairs with the Fort Bragg FFA Chapter for the next year.

Article XI: Amendments

Section A. To amend the Constitution, a 2/3 vote of the active members is required.

Section B. To become effective, the amendment must be posted for two weeks previous to the vote of the active members.

Article XII: Ratification of Constitution

Section A. The Constitution should become effective when passed by 2/3 vote of the members voting.
FFA History
The Fort Bragg FFA became an official chapter in 1977 and was re-instated as an official chapter for the 2013-2014 school year.

Chapter FFA Officers

2014-2015
President – Ashley Hautala
Vice President – Lane Norvell
Secretary – Nathan Yanez
Treasurer – Yisel Barrientos
Reporter – Harlie Liljeberg
Sentinel – Quinn Hougland

2013-2014
President – Lane Norvell
Vice President – Ashley Hautala
Secretary – Leanna Elledge
Treasurer – Nathan Yanez
Reporter – Adriane Lowe
Sentinel – Savannah Gilchrist

California State FFA Degree Recipients

The California State FFA Degree is the highest degree a student can earn at the state level. A State FFA Degree recipient has taken FFA involvement beyond the chapter level and had a successful SAE program that developed overtime. The following names are individuals who have earned their California State FFA Degree through the Fort Bragg FFA Chapter.

To be announced
Section 9
Recruitment
Recruitment Program

The recruitment program at Fort Bragg High School in reference to the agriculture department is most definitely in the developing stages. This past year being the first year the program was back there weren’t many opportunities to recruit students because sign-ups had already occurred. However, in March we were able to participate in the 8th grade orientation event. This will become a priority event for the agriculture program since we were really able to talk to most of the incoming 8th graders about the program. Next year we will discuss changing it slightly to have current FFA members presenting rather than the agriculture instructor. We will also be working with the counselors to provide materials for them when they visit the middle school to talk to the 8th graders about high school.

A couple of recruitment activities and materials were developed this year to enhance the activities and promote agriculture courses. Flyers are available in the counseling office and on the FFA webpage. The flyers explain courses offered for freshman and the program to assist students in developing an area of interest within the agriculture program. These flyers and other materials will be translated into Spanish with the assistance of our EL instructor to provide access to all families within the high school environment.

Attached you will find both flyers used this past year as well as a picture of the board used during 8th grade orientation night.
Explore the Agriculture Program
by
Enrolling in an agriculture class
2014-2015
Agriculture Courses for Freshman

Agriculture Earth Science
This is a science course designed to provide students with quantitative analysis and experimental tools that will enable them to critically analyze content knowledge in the areas of geology, meteorology, oceanography, and astronomy. The course will focus on the Earth’s place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, structure and composition of the atmosphere, California geology, and investigation and experimentation as outlined in the California science standards for Earth Science. It brings together the agriculture interactions that occur in the living and non-living world, and provide the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. An emphasis on leadership and communication will occur through FFA, SAE and classroom involvement. This course is approved for UC/CSU “g” requirement.

Agriculture Biology
This laboratory science course is designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course highlights written and oral reporting skills from laboratory experiences. An emphasis on leadership and communication will occur through FFA, SAE and classroom involvement. This course is approved for UC/CSU “d” requirement.

Agriculture Mechanics I
Beginning shop students develop creativity, imagination, and craftsmanship in introductory shop skills. Students design and construct required projects in electricity, woodworking, plumbing, rope work, and concrete, arc and oxy-acetylene gas welding. An emphasis on leadership and communication will occur through FFA, SAE and classroom involvement.

All courses are designed to provide students with the opportunity to explore and develop agriculture career interests, FFA involvement, leadership skills, and scholastic & personal growth.

UC/CSU College Information
Agriculture Earth Science and Agriculture Biology allow students to be involved in the agriculture program as well as follow a UC/CSU graduation pathway.

If you have any questions/concerns, please contact an FBHS counselor and/or the FBHS Agriculture Instructor at 964-9000
**Instruction – Classroom environment**

Classroom activities and learning the skills to be applied

**SAE – Supervised Agriculture Experience**

This is a project the student works on outside of class that is related

**FFA – Leadership opportunities**

These are activities your student has the opportunity to be involved with and develop leadership skills along the way

Because the three circles overlap, ag education is considered an intracurricular program. 20% of the students grade is based upon their SAE and FFA involvement
Section 10
FFA Chapter Scrapbook
Chapter Scrapbook

The Fort Bragg FFA Reporter maintains our chapter scrapbook with the assistance of the other FFA officers and members. The scrapbook and all needed materials are provided by the chapter and are stored in the FFA cabinet in the agriculture classroom. The scrapbook includes a compilation of pictures and explanations of all our events and activities for each school year. When the scrapbook is completed it will be entered into the sectional and regional competitions.

Provided are pictures of a few pages within our scrapbook from the 2013-2014 school year.
Section 11
Summer Activities Calendar
Summer Activities Plan/Calendar

The summer activities are outlined on our FFA activities calendar, which can be found both in the agriculture classroom as well as the chapter website. All activities that students can participate in are included on this calendar.

Attached is a copy of the FFA activities calendar.

Attached you will also find a copy of the instructor’s summer calendar.
August
18th - First Day of School
29th - T-shirt orders due

September
2nd - Start selling pork loin dinner tickets
8th - Lunch FFA Meeting
12-14th - Boonville Fair
15th - Minimum Day
17th - Pork-Loin tickets due
19th - End of first grading period
19-20th - COLC
22nd - Greenhand Leadership Conference
26th - Pork-Loin takeout dinner pick-up

October
3rd - Homecoming
11th - Parliamentary procedure training
13-17th - No school
20th - Lunch Meeting
26th - Start of National Convention
31st - End of second grading period

November
3rd - Minimum Day
10th - Night meeting/ Movie night
11th - No school
12th - Mendo/ Lake opening/ closing contest
17th - Start selling floral arrangements
21st - Minimum Day
24-28th - No school

December
4th - Floral arrangement orders due
8th - Night FFA meeting
11th - Mendo/ Lake skate night
17th - 19th - Minimum Day
18-19th - Pick up floral arrangements
22-2nd - No school

January
9-10th - MFE/ ALA
12th - Minimum Day

12th - Night FFA meeting
19th - Minimum day
21st - Mendo/ Lake state degree scoring
26th - North coast proficiency scoring

February
7th - Arbuckle field day
9th - Lunch FFA meeting
16-20th - No school
25th - Mendo/ Lake speaking contest
27th - End of grading period

March
7th - UC Davis field day
9th - Night FFA meeting
14th - Chico field day
16th - Chicken BBQ tickets sales start
21st - Merced field day
23rd - Minimum day
27th - North Coast speaking finals @ Livermore
28th - North Coast regional FFA meeting - Livermore

April
1st - Chicken BBQ tickets due
4th - CRC field day
10th - Minimum day
10th - Chicken BBQ Dinner
13-17th - No school
18th - Fresno Field day
19-21st - State Convention
24th - End of grading period
27th - Lunch FFA meeting

May
2nd - State FFA Finals @ Cal Poly
11th - Banquet
13th - Mendo/ Lake meeting
25th - No school

June
4th - Minimum day
9-12th - Minimum Day
12th - Last day of school & End of semester
16th-18th - North Coast officer retreat
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June 2015
|       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
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| 2     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 3     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 4     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 5     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 6     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 7     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 8     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 9     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 10    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 11    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 12    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 13    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 14    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 15    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 16    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 17    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 18    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 19    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
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| 21    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 22    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 23    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 24    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 25    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 26    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 27    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 28    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 29    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 30    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| 31    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |

**August 2015**
Section 12 Graduate Follow-up Survey
Graduate Follow-up Survey

A follow-up survey was developed this year to gather the following information from program completers:
- Status of employment
- Status of enrollment in higher education
- Opinions in reference to the experience provided by the agriculture program
- Suggestions/Comments for improving the agriculture program

Each year, every program completer will fill out a graduate follow-up survey. The follow-up survey is then placed in the student's permanent file within the agriculture department after all appropriate information is gathered from their responses.

A copy of the follow-up survey is provided.
Graduation Follow-up Survey

Name: ___________________________ Date: __________________

Mailing Address: _____________________________

Phone #: ___________________________ Grad Year: __________

Employment Status

Job Title: ______________________________________

Location (city, state): ____________________________

Employer's/Business Name: ____________________________

School Status (circle the appropriate answer)

Full Time student Part Time student Not attending school
Trade/Vocational School 2 Year College 4 Year College

Name of School/College: ____________________________

Major of Study: ___________________________ Units enrolled in: _______

Information regarding the value of the Fort Bragg Agriculture Program is essential to ensuring that we meet the needs of those students enrolled in the program. We are interested in knowing whether or not the FBHS Agriculture Program was valuable to you and if what you learned was useful to you now that you have entered life beyond high school.

(for this section please use the 1-5 scale and circle the appropriate rating)

5 = essential  4 = very valuable  3 = somewhat valuable  2 = of little value  1 = no value

The overall program of agriculture at Fort Bragg during the time I attended high school was:

5  4  3  2  1

The class instruction in the classroom, shop, greenhouse and school farm in preparing me for what I am doing now was:

5  4  3  2  1

The experiences in FFA in preparing me for what I am doing now were:

5  4  3  2  1

My agriculture teacher(s) in assisting me to succeed in the program were:

5  4  3  2  1

My supervised agriculture experience projects while enrolled in the agriculture program prepared me for what I am doing now were:

5  4  3  2  1

Suggestions/Comments for improvement:
Section 13
Graduate Follow-up Survey Results
Graduate Follow-up survey results

At this time there aren’t any results to be compiled or referenced. This past school year was the first year back for the Fort Bragg FFA Program and therefore we don’t have previous results to show.
Graduate Follow-up Survey Results

Fort Bragg High School agriculture department just completed its first year back in existence. We currently do not have any graduate follow up survey results but will be sending out surveys when we have program completers.
Section 14
Comprehensive Program Plan
Fort Bragg Agriculture Program “Comprehensive Program Plan”

Fort Bragg High School Agriculture department’s “Comprehensive Program Plan” is currently under construction. Again this being the first year back in existence and not having any prior information available the plan is being developed from scratch. We are in the process of developing a program plan along with the North Coast Regional Advisor.

Attached you will find the components that are completed to date
B. Targeted

Occupations
TARGETED OCCUPATIONS

We train our students to meet competencies in an occupation in one or more of the “Four Program Areas of Occupations in Agriculture.” Listed below are various jobs within each of the program areas.

<table>
<thead>
<tr>
<th>Agriculture Production</th>
<th>Jobs</th>
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<tr>
<td><strong>Crop Production</strong></td>
<td><strong>Irrigator, Propagator, Farmhand,</strong></td>
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<td></td>
<td>Foreman, Ranch Laborer, Feed</td>
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<tr>
<td></td>
<td>Lot Hand, Field Crop Grower,</td>
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<td></td>
<td>General Maintenance</td>
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<tr>
<td><strong>Animal Production</strong></td>
<td>Livestock Handler, Milker,</td>
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<tr>
<td></td>
<td>Inseminator, Auctioneer, Vet</td>
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<td></td>
<td>Aide, Pet Care, Ranch Laborer,</td>
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<td>Brand Inspector, Farm Hand,</td>
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<td>Pest Control</td>
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<tr>
<td><strong>Agriculture Mechanics</strong></td>
<td><strong>Jobs</strong></td>
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<td>Equipment Operator, Parts Person,</td>
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<td>Repairman, General Maintenance/</td>
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<td>Mechanics</td>
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<tr>
<td><strong>Welder</strong></td>
<td>Welder/Helper, Fabricator,</td>
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<td></td>
<td>Specialized Repair and Maintenance</td>
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<tr>
<td><strong>Equipment Operator</strong></td>
<td>Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper</td>
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<tr>
<td>Field</td>
<td>Jobs</td>
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<tr>
<td>Ornamental Horticulture</td>
<td><strong>Jobs</strong></td>
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<td>Greenhouse Management</td>
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<td>Greenhouse Worker, Foreman</td>
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<td></td>
<td>Maintenance, Propagator, Tissue Culture</td>
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<tr>
<td>Nursery &amp; Turf Operator</td>
<td>Nursery Worker, Salesman, Plant Propagator, Gardener, Golf Course Maintenance</td>
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<td>Landscape</td>
<td>Grounds Worker, Gardening Business, Garden Store Sales</td>
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<td>Floriculture</td>
<td>Floral Design, Floral Sales, Floral Delivery</td>
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<tr>
<td>Agribusiness/Computers</td>
<td><strong>Jobs</strong></td>
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<td><strong>Ag Sales, Banking, Keyboard</strong></td>
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<tr>
<td></td>
<td>Operator, Farm Accounting, Ag Secretary/Bookkeeper, Inventory Maintenance</td>
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<tr>
<td>Agriscience</td>
<td><strong>Jobs</strong></td>
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<td><strong>Agriculture scientists, Botanist</strong></td>
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<td>Field biologist, Environmental analyst, Meteorologist, Seed analyst</td>
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<tr>
<td>Forestry/Natural Resources</td>
<td><strong>Jobs</strong></td>
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<td><strong>Logger, Drag boat operator,</strong></td>
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<td></td>
<td>warden, Range management worker</td>
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<tr>
<td>Fish</td>
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<td>Game</td>
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D. Program Description of included Courses, SOE and Leadership
PROGRAM DESCRIPTION

We offer the three parts of a complete agricultural educational program at Fort Bragg High School: Classroom Instruction, Hands On Training, and Leadership Development. Our staff is committed to focusing their teaching procedures in these three areas.

Our Classroom Instruction involves teaching the basic concepts of the units taught within each of our courses offered. Students are required to use their reading, writing, and thinking skills. Assignments, Tests, and Quizzes are given and graded regularly.

Our Hands On Training supplements the education that takes place in the classroom. Students are taught the various procedures and techniques used in Animals, Plants, Mechanics, and Ag Business. They put these methods to use in “real life” situations both in and out of the classroom setting. This is referred to as the Supervised Agriculture Experience.

Our Leadership Development is taught through the FFA. We teach an FFA Unit in all ag classes so students can build on their own leadership skills whether they are new to the program or continuing on. We focus on leadership, responsibility, and cooperation. Students put these traits to use through the various activities they participate in during their involvement in our program.
**Program Description**

This section lists each of the programs of instruction along with an explanation of each program. The occupations listed are typical of those which are included in each of the program areas and which require agricultural competencies.

**Agricultural Science**

The Agri-Science program consists of two core courses (Ag Earth and Ag Biology) designed to explore the full spectrum of Agri-Science including California agriculture, animal science, agricultural business management and leadership. Also included in this program are anatomy and physiology, artificial insemination, breeding, genetics, feed/nutrition, pests, diseases, health and sanitation and livestock management.

**Agricultural Mechanics**

An instructional program which is designed to prepare students for employment or entrepreneurship in agricultural mechanics occupations including farm power, construction, machinery and equipment, welding, and other areas for employment. The program also prepares students to continue in advanced post-secondary occupational training programs in this field. Agricultural Mechanics 1 is offered as an intro course and then continuing on to Agriculture Mechanics 2.

**Ornamental Horticulture**

Instructional program designed to prepare students for occupations which require agricultural competencies in the culture, processing and sale of ornamental plants. Persons in these occupations are dealing with nursery practices, floriculture, floristry, landscaping and turf management. Environmental Horticulture is the course for this program.
E.

Program and/or Course Subject Matter Content Outline
Course Outlines

See section 3 of this binder
F.

Program Completion Standards
G. Description of Facilities and Major Equipment
Description of Facilities and Major Equipment

Ag Mechanics - 5000 sq ft building

Miller Arc Welders 5
OxyAcetylene Set-up and Tanks 1
JET Horizontal Band Saw 1
DEWALT Cordless Drills w/battery 6

Ag Classroom - same building as shop (seats for 26 students)

Chromebook laptops 5
Microscopes 8

This list will continue to grow and be updated as equipment is purchased to re-establish the agriculture department at Fort Bragg High School.
### Fort Bragg Agriculture Department Inventory

#### EQUIPMENT INVENTORY

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H.
Five Year Facility
And Equipment
Acquisition
Schedule
FBHS Ag Program 5-year Vision

Year One: By June of 2014

- Re-establish FFA Charter.
  - Elect officers
  - Attend State Conference with FBHS student reps
  - Attend local FFA regional meetings with elected FFA officers
  - Hold monthly meetings and establish annual calendar
  - Invite guest speakers to Ag classes to expand student knowledge of FFA

- Form Ag Advisory Committee
  - Establish By-laws
  - Ascertained School Board approval
  - Meet three times each academic year
  - Establish relationships with the business community to support the further development of the agriculture department at FBHS

- Build the animal pens to house 4 pigs, 12 chickens, 10 rabbits, and 4 goats
- Build show arena for students to use to practice fair requirements
- Build raised beds outside the green house to grow vegetables and other horticulture projects
- Develop a partnership with local nurseries to establish plant production and exchange of service agreements
- Use green house to germinate seeds, to conduct Ag Biology and Ag Earth Science experiments, and to establish food production to be used with Culinary Arts Classes
- Purchase tools and equipment for Ag Mechanics class
- Organize and create Ag Mechanics shop for project-based curriculum

Years Two – Five: By June 2019

- Develop student interest to show more animals at fair
  - Expand animal area to include a total of 10 pigs, 24 chickens, 20 rabbits, and 10 goats
  - Increase student participation to 30 students who show animals at fair

- Develop meat rabbit production to include sales to local businesses
- Develop partnerships with local restaurants to expand herb and vegetable production
- Develop course pathways that offer courses for students interested in A-G courses as well as vocational courses
- Develop articulation agreements with Mendocino College to create a post-secondary pathway for FBHS students to pursue Ag studies after high school
- Conduct horticulture experiments for Ag Biology and Ag Earth Science on a weekly basis
- Purchase a department vehicle for use solely by the agriculture department
- Create a multi-purpose Ag Mechanics shop that has the ability to produce larger projects constructed by the students enrolled in the courses
- Expand Ag Mechanics class to multi-level pathway
- Use Ag Mechanics projects to fund program needs by establishing exchange of service agreements with local feed businesses
- Expand horticulture projects to produce year-round plants for ag activities
- Establish floral program to incorporate annual fundraising events
I.

Staff Assignments
Staff Assignments

Megan Schmitt's Classes Taught
0. Ag Leadership
1. Environmental Horticulture
2. Ag Earth Science
3. Ag Biology
4. Prep/Conference Period
5. Ag Biology
6. Ag Mechanics I/II

Since the Fort Bragg Agriculture Department is a single person department. Megan performs all FFA Advisor duties and staff responsibilities. She does receive assistance from community members. Community members act as CDE coaches, animal species co-advisors and school farm co-management.
J.

FFA

Program of Activities
Fort Bragg High School Program of Activities

See section 8 of this binder
K. School and/or Department Policies Pertaining to:

*Student Eligibility to Participate in out-of-class Activities
*Leadership Development Integrations into Program
*SOE Integration into Program and other Policies
Fort Bragg Agriculture Department Grading Policy for FFA & SAE

All students in the Fort Bragg Agriculture Education Department are members of the FFA program. The Ag Ed instructor requires a maximum of 10% of the student's grade for his/her FFA activities and 10% for the student's records of an SAE project, which will include at least one project visitation. These grades are considered four times per year. Activities may include chapter meetings, judging teams, market animals or projects to be shown at the county fair, assisting in the completion of the chapter program of activities, and participation in chapter fundraisers.

Fort Bragg Agriculture Department Eligibility for FFA Activities

It is a policy at Fort Bragg High School that all students participating in out-of-class activities including FFA, maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Instructors with advice from the high school Principal.
Section 15
Ag Advisory Committee Meeting Agendas
Advisory Committee Meeting Agendas

The Fort Bragg Agriculture Advisory was formed in 2013 with the intent to have a group of community members to help guide the program in its development stages as well as into a successful future. The committee meets two-three times a year to discuss happenings within the department as well as any other business relevant to the success of the program. All committee members are invited to all meetings as well as the high school counselors, principal and a board member.

Attached are the agendas from the past meetings.
Ag Advisory AGENDA
October 29th, 2013 at 6pm in the Ag Department

1. Meeting called to Order
2. Introduction of Members
3. Appoint Secretary and Chairperson
4. Approve Bylaws
5. Ag Department Tour
6. Fundraising efforts/Donations
7. Update on FFA Activities (Handout of FFA Activities & Calendar)
8. Update on Classes (All):
   a. Ag Earth Science
   b. Ag Biology
   c. Ag Mechanics
   d. Environmental Horticulture
   e. What classes would YOU like to see in the future?
9. Planned Projects for 2014 Redwood Empire Fair:
   a. Swine
   b. Goats
   c. Sheep
   d. Rabbits
   e. Steer (1)
10. Planned Projects for 2014 Boonville Fair:
    a. Student grown crops
    b. Educational Display
11.5 Year Plan:
    a. Vehicle (Van, Truck)
    b. Trailer
    c. School Farm – Update on what we have now
12. Date, Time for next meeting
13. Adjourn
Ag Advisory Meeting AGENDA

January 9, 2014

1. FFA Officers Activity update

2. Approval of the By-laws (presented at the last meeting)

3. Fundraiser Update

4. MFE/ALA
   a. Transportation
   b. Costs

5. State Convention
   a. Transportation
   b. Costs

6. Courses for next year

7. Additions from the advisory members
Ag Advisory Meeting

June 3, 2014

1. Activity Update

2. Class update (tentative – updated today)
   a. Horticulture
   b. Ag Earth
   c. Ag Bio
   d. Ag Bio
   e. Conference
   f. Ag Mechanics

3. State of Ag Incentive Grant Funds
   a. Extended work contract/funding

4. “Ag” “Truck”
   a. Options

5. Changes/updates for next year
   a. School Farm

   b. Shop

6. Additions from the advisory members
Ag Advisory AGENDA

December 16, 2014 at 6 PM in the Ag Dept

1. Meeting called to order
2. Member Roll and Guests
3. Superintendent Introduction
4. School Farm Tour
5. Donations
6. Funding
7. Fundraisers for FFA events
8. Classes
9. FFA Activities
10. Date, Time for next meeting
11. Adjourn
Section 16
Ag Advisory Committee Meeting Minutes
Advisory Committee Meeting Minutes

The Port Bragg Agriculture Advisory was formed in 2013 with the intent to have a group of community members to help guide the program in its development stages as well as into a successful future. The committee meets two-three times a year to discuss happenings within the department as well as any other business relevant to the success of the program. All committee members are invited to all meetings as well as the high school counselors, principal and a board member.

Attached are the minutes from the past meetings.
Fort Bragg Agriculture Department
300 Dana Street
Fort Bragg, CA 95437
(707) 964-9000 Ext 114
Megan Schmitt, Agriculture Instructor

Agriculture Advisory Meeting Minutes – October 29th, 2013

Megan Schmitt called the meeting to order at 6:13 PM. Megan introduced the members to each other as not everyone knew each other. Members present included Carla Cancini, Myles Anderson, Larry Tunzi, George Hollister, Bernie Norvell and Janet Meacham. The members were also introduced to the high school principal, Becky Walker and one of the high school counselors, Kathy Babcock. A brief overview of the role of the agriculture advisory was presented and discussion regarding their individual roles continued. Larry Tunzi moved to appoint Carla Cancini as the committee chair and Megan Schmitt as the committee secretary. Bernie Norvell seconded the motion and the motion passed with a majority vote.

The group looked over the committee bylaws. Some discussion occurred and it was agreed upon that the approval of the bylaws would be tabled to the next meeting so each member had time to look over the bylaws at their own speed.

Megan Schmitt took the committee on a 45 minute tour of the facilities. She showed the members the space that the agriculture department had to work with and the state of the facilities which had been present when the agriculture department was previously intact. There was concern about the state of some of the buildings and the amount of space available to the agriculture mechanics class in the shop. The concerns were heard by all parties involved and everyone understood that this year was really going to be a year of transition and education of all people involved. The committee also discussed the accessibility of a truck and trailer to the agriculture department. There is a county truck that is a 1991 and was there when the program was open 8 years ago. Currently there is not a trailer for the agriculture department to use.

Megan presented the plans of a holiday fundraiser of floral arrangements for this December and that currently over $2000 had been donated to the chapter to re-instate the program. One of the major donations was to purchase a chapter set of FFA jackets for students to borrow.

A brief discussion on FFA activities for the year demonstrated that the Fort Bragg Agriculture department was going to be busy in just its first year back. Each member was given a calendar of currently planned FFA activities for the year.

Current classes being taught include 2 sections of Ag Biology, 1 section each of Ag Earth, Environmental Horticulture and Ag Mechanics. Each of these courses with the exception of Ag Mechanics meets the CSU A-G requirements.

The Fort Bragg Agriculture department has the opportunity for students to exhibit projects at two different fairs. One being the Redwood Empire Fair (REF) in Ukiah where market animals are exhibited and sold at auction. This year it looks like we will have swine, goats
and possibly a steer at the REF in Ukiah. The second fair is the Mendocino County Fair (MCF) in Boonville. At the MCF students will present different crops they have grown and participate in the educational displays. This fair is not a market animal fair. In the future we hope to have breeding projects shown at the MCF.

The last item on the agenda was to discuss our next meeting time. It was decided we would meet after the first of the year and Megan Schmitt would email everyone to decide what day would work best for everyone.

The meeting was adjourned at 8:33 PM.
Agriculture Advisory Meeting Minutes – January 9th, 2014

Carla Cancini called the meeting to order at 6:02 PM. Members present included Carla Cancini, Myles Anderson, Larry Tunzi, George Hollister and Bernie Norvell. Non-voting members present included Becky Walker and Kathy Babcock.

Leanna Elledge the 2013-2014 Chapter FFA Secretary welcomed the committee and gave them a brief overview of some of the recent FFA activities. She included the participation of the FFA with the Fort Bragg Police Department with the Blue Santa program. The chapter decorated 6 trees for needy families within the community and worked with the police department to get them delivered along with gifts that had been donated and purchased by the police department. Leanna also explained the community outreach that the FFA was doing with the Masonic group in Fort Bragg, specifically the Shriners. The chapter will be sending 5 students to Sacramento this weekend for the MFE/ALA leadership conferences and has a lot more planned for the spring.

At the last meeting it was agreed that the bylaws would be looked over by all members and a decision would be made at this meeting. Larry Tunzi moved to approve the bylaws as presented. Bernie Norvell seconded the motion. There was no discussion and the motion passed with a unanimous decision.

Megan Schmitt gave a brief report on the holiday floral arrangement fundraiser. Over 100 arrangements were sold and thanks to the local supply of fresh greens there was very little in expenses. There was a net profit of just over $1000 and Megan as well as the people who purchased said it was a good price point. There is a plan to continue the fundraiser next year. A spring take out chicken BBQ has been planned for April.

Transportation is a major concern and expense for the agriculture department. Students have to offset some of the cost by paying additional money to attend leadership conferences and field days. The chapter will be attending MFE/ALA this weekend and State Conference in April. For just these two conferences the transportation is over $20000 because the department is having to rent vehicles and paying for days they aren’t actually using the vehicle (typically Sundays). The committee discussed options for transportation, but we know this is a school wide problem. Becky Walker let the committee know that the district is aware of this problem and is working on getting district vans that can be used on a first come, first serve basis. The chapter is offsetting some of the costs for the students with the fundraisers we are doing, but it is not nearly enough.

The committee discussed some ideas for courses/curriculum they would like to see present in the Fort Bragg Agriculture department. An advanced science is needed to complete pathways. Some options discussed included Ag Chemistry or Veterinary Science. Other topics they would like to see are viticulture, forestry and aquaculture due to the presence of these industries within the Fort Bragg community. Megan presented the idea of possibly have an explorations type course that could include many of these. The challenge with a course like that however is that it would only count as an elective and many of our students don’t have a lot of room in their schedules for an elective. George Hollister suggested having guest speakers from Jackson State Demonstration Forest come in to discuss forestry career opportunities.
Myles reminded Megan that the ear tag counts for the Redwood Empire Fair are due to Michael Braught on Monday, January 13th. A brief discussion of the Mendocino Junior Livestock Committee Meetings followed. Changes to the fair and other information pertinent to the participation of Fort Bragg FFA students was presented.

The next meeting will be held on June 3rd, 2014.

Carla adjourned the meeting at 7:48 PM.
Agriculture Advisory Meeting Minutes – June 3rd, 2014

Carla Canclini called the meeting to order at 6:18 PM. Members present included Carla Canclini, Myles Anderson, George Hollister, Janet Meacham and Bernie Norvell.

Lane Norvell, 2013-2014 Chapter FFA President gave an update on the activities the FFA has done this spring. The Chicken BBQ Take Out Dinner fundraiser was super successful selling over 300 dinners. He also gave an update on the Redwood Empire Fair (REF). Fort Bragg FFA has 6 swine and 2 goats being exhibited. One of those students has never shown before.

An updated teaching schedule was presented to the members. The courses will stay the same as last school year with the exception of what period they will be taught. Student numbers have increased from 60 at the beginning of this school year to over 150 signed up and only room for approximately 115 in the classes. A lot of progress was made in the student interest in just one year.

The committee discussed their role in helping with the fight to keep the Agriculture Incentive Grant intact. Letters were written and phone calls made. The Mendocino County Farm Bureau is doing everything they can as well to support the funding being put back into the budget. With the funding still unsure, we discussed what we would do if it didn’t get approved. Additional community support would be needed and more fundraisers to provide opportunities for students to participate in FFA activities. In conjunction with the funding for the program, the advisory committee is concerned about Megan’s extended contract for summer and FFA activities. Megan is working with Don Armstrong, Superintendent, to get this worked out. With a new superintendent coming in next year it will be resolved by the end of the school year. A meeting is scheduled for June 12th.

The next major topic of discussion was the agriculture vehicle. Currently, the agriculture department doesn’t have a vehicle because the ag truck blew up when Megan was weighing animals for REF. Myles said he will make contact with Campbell Global to see if they have any work vehicles they are going to auction soon. Carla said she will get in contact with the Sherriff’s office to see if they have anything that can either be purchased or donated. The committee members will stay in contact with Megan in regards to developments on this front since she is currently using her own vehicle for everything.

Campbell Global has also made the school farm their next community project. Megan met with Joe Sutphin and Chris Hannon (Campbell representatives) as well as Bruce Triplett, FBHS Vice Principal to discuss possible projects on the school farm. Work will begin on the school farm this summer with the major project of getting the area leveled and accessible. Water and electricity will be plumbed all areas and will be marked for future reference. Currently the water and electrical work is hit and miss and was put in without being marked. Other projects will be determined as the whole project progresses. This is an exciting opportunity for the program and will provide a lot of opportunities for the students. Lastly the shop configuration and resources was discussed. Now that the shop will no longer be shared with the automotive program, the agriculture mechanics class will have more space and be able to produce some quality projects. There will be many challenges along the way to create a functional and safe work space for
students, but the Fort Bragg Agriculture department is growing at a tremendous rate right now and is taking every opportunity to let students explore the agriculture industry.

Janet let Megan know if she needed anything for her fair to let her know. She can order anything as far as supplies and materials. Myles reminded the group that there is quite a bit of work to be done and Megan will need everyone on the committee’s support as well as other people within the community.

The meeting was adjourned by Carla Canclini at 8:17 PM.
Fort Bragg Agriculture Department
300 Dana Street
Fort Bragg, CA 95437
(707) 964-9000 Ext 114
Megan Schmitt, Agriculture Instructor

Agriculture Advisory Meeting Minutes – December 16, 2014

Carla Canclini called the meeting to order at 6:07 PM. Megan Schmitt introduced the guests; Charles Bush, FBUSD superintendent. Members present included Carla Canclini, Myles Anderson, Larry Tunzi, Bernie Norvell, Janet Meacham, Becky Walker, Kathy Babcock. Minutes from the June 3rd meeting were looked over. Myles made a motion to approve, Bernie seconded the motion and the motion passed with a voice vote.

We first discussed that one of the committee members George Hollister has resigned from the FBHS Ag Advisory Committee - George let Megan and Carla know a couple months ago that he wasn't going to be able to continue as a part of the Ag Advisory because of his time commitment to many other committees. He let Megan know he will still support and assist the agriculture department in any way he can. Megan thanked him for his time and assistance. He gave Megan a couple suggestions of people to replace him. Megan and Carla will to talk with Joe Sutphin from Campbell Global to get someone from Campbell to be a replacement on the Ag Advisory Committee. We are still trying to find an animal science individual as a part of the committee too. If you have any suggestions on who that could seriously be please let Megan or Carla know. Keep in mind it does NOT have to be a vet, that would just be a bonus.

FBUSD Superintendent Charles Bush came to the meeting so he could join the discussions happening with the agriculture department. He introduced himself and let the committee know that he will support the agriculture department to the best of his ability. Becky Walker mentioned that Charles is a graduate of FBHS and his son is an FFA member in the agriculture department this year as a freshman.

School Farm Progress - There has been quite a bit of work done on the school farm. This summer trees were removed and the area was cleared and leveled. In October, some of the Campbell guys put up the cyclone fence between the baseball field and the school farm. It looks great. At that time they also augered the holes for my class to install a fence (using the old fence materials) between the Food Forest area and the school farm. My class put in the fence and about 3 weeks later we were told that we have to remove it or cut part of it out. Joe, Bruce, Barry (director of maintenance and operations for the district) and myself met to discuss
the "new" fence and the options. This is still a work in progress. A week ago, Myles sent a couple of AWESOME guys to the school farm to work on the barn. In a matter of 4 days they had the middle (raised part) of the barn torn out, framed up and concrete poured. The kids that saw them working on it were so excited and can't wait to use the barn. The guys also helped us clean up the pile of debris that was collected from tearing things out and just generally cleaning up. The ag mechanics class began construction of some of the raised garden beds. We currently have two built and in the greenhouse, the others will be constructed in the coming months and installed on the school farm.

Oh the dreaded score board. The score board was installed with the help of PG&E and will be connected to electricity when Fort Bragg Electric comes up to do work on the barn. Baseball now has a state of the art scoreboard compared to the 1988 version that was up before. For those that may not know, the scoreboard was an unfortunate casualty during our summer "logging" on the school farm.

Advisory members were generally impressed with all of the progress made thus far.

Donations - Megan let the committee know that her grandfather passed away Nov 8th, he was a supporter of the program and the people that knew him well followed suit. One of Megan's grandfather's very good friends, Ron DeVolder (used to own Kenworth of Northern California), donated $6000 to the agriculture department and nine other business or personal friends of my grandfather's donated more than $1100. This money will be used to help with the school farm redevelopment. The only stipulation coming from Ron was that we put up a sign somewhere in memory of Bill Schmitt. So this will all be figured out as the school farm is worked on.

Funding - With the help of Myles and Joe, we submitted a grant application for $10,000 for work on the school farm. If we receive this grant it requires a match in funds. We did a lot of research on this since we know the district won't be able to match it, especially since the match for the Ag Incentive Grant has proven to be a challenge. The matching funds will be coming from the donation of funds from Campbell Global. A week ago Megan met with Joe and he gave her a check for $11,319.42. This money will be used as the match if needed but will no matter what be used to improve the school farm facilities.

Fundraisers - We have three fundraisers planned for this year and have almost completed two thus far. In September we had a Drive Thru Pork Loin Dinner where we sold approximately 180 dinners and profited approximately $1300. This was a first (even for Megan) and from all the comments this will become a yearly tradition for our Fall fundraiser. Our winter fundraiser tradition started last year
and proved to be very successful again this year. We have begun our sales and plan on surpassing last year's 100 holiday floral arrangements. We have made a decision that the price will go up to $20 each next year and a maximum level sold will be set at 150 arrangements. I'm very excited that this fundraiser has been so successful. Our fundraisers wouldn't be so successful without supporters like this committee and this awesome community supporting the agriculture department from the get go.

Classes and my classroom - Classes are full this year (in fact we had to turn away some students because there is only one ag teacher) and students are excited about the opportunities available through the agriculture department. I had approximately 70 students last year and have 116 students this year. Growth is awesome.

Megan's classroom is moving along in the sense of being more practical for the classes she teaches. A lot of work has been done in the shop to make it a functional space for the ag mechanics class as well as a functional space for science labs or floral arrangement construction. :) The former auto shop classroom will hopefully become my science lab space soon. Plans have been established with the County to begin this transition, however that process has been at a standstill for quite some time. Megan is hoping the transition to a new superintendent of schools will reignite this process. Veronica Bazor has been a huge help and an advocate for the agriculture department during this process.

FFA Activities - The students have been going full force with FFA Activities this year. In September Megan took 7 freshmen to a leadership conference in Petaluma aimed at freshmen only. They had a great time learning about what the FFA and agriculture has to offer. She had 10 freshmen sign up, so a challenge has been drivers to help me take students to events. Megan has 12 sophomores and juniors signed up to attend the MFE/ALA leadership conferences on Jan 9th and 10th in Sacramento. A parent is going to help me with the transportation for this trip. The students have tried to do more for our community this year as well. We have helped the Shriner's by serving their holiday dinner, we decorated 6 table-top Christmas trees and delivered those to elderly, homebound people in our community and students have spread a positive image of our program through the community.

The committee will communicate via email to schedule the next meeting. We will aim for March.

The meeting was adjourned at 8:05 PM.
Section 17
Ag Advisory
Constitution &
Bylaws
Advisory Committee Constitution and By-Laws

The Fort Bragg Agriculture Advisory was formed in 2013 with the intent to have a group of community members to help guide the program in its development stages as well as into a successful future. The committee meets two-three times a year to discuss happenings within the department as well as any other business relevant to the success of the program. All committee members are invited to all meetings as well as the high school counselors, principal and a board member.

Attached is the approved Constitution and By-Laws.
Advisory Committee for Agriculture Education
Fort Bragg Unified School District
Fort Bragg High School Agriculture Department
Fort Bragg, California

SECTION A- PURPOSE:

Article 1. The agriculture Advisory Committee shall exist only during such time as it is authorized by the administration of the District of the Board of Education.

Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teacher(s), the school and district administration or the Board of Education. It shall limit its activities to matters concerning the Agriculture Education Department.

Article 3. It shall be the duty of the Advisory committee to:

a) Study the needs of the community related to the work of the Agriculture Department
b) Suggest and advise in areas of education pertaining to the objectives of the district’s Agriculture Education program.
c) Review the departments’ ability to meet state standards in Agriculture Education.
d) Review and evaluate facilities and equipment available for the use of instruction.
e) Assist in evaluation of the agriculture programs instruction, curriculum and course content being provided to the students.
f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices that may be applicable.
g) Serve as an avenue of communication between the Agriculture Department and the community.
h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members and parents.
i) The Advisory committee shall have an appointed chair, vice chair. The secretary shall be one of the Agriculture instructors from the department.

Section B- Membership

Article 1. There shall be a maximum of 14 members on the Agriculture Advisory Committee, with a variety of representation from the animal science, horticulture, agriculture mechanics, and agriculture business pathways as well as other business, community, and educational representatives who serve the agriculture industry or agriculture department.

Article 2 Members shall be selected in such a way that they represent a cross-section of the farm and business community served by the Agriculture Department.

Article 3. Members shall be nominated by the Agriculture Department Staff.
Article 4. Members shall be notified of their appointment by the Agriculture Department Chairman

Article 5. Members:
   A) The term of membership shall be for three years and can be renewed at the end of the term.
   B) Have the only voting rights of the committee.
   C) Appoint/approve an acting chairman, vice chairman and secretary.

Article 6. The Chairman's membership may be as consecutive as the Agriculture Department Staff, and Agriculture Advisory Committee see fit.

Article 7. An individual shall lose membership if he/she fails to take an active role in the committee's activities or is no longer a positive contributing member of the committee. The committee will make this decision after consulting with the Agriculture Department Staff.

Article 8. The Board of Education shall appoint a Board Member and the District superintendent or his representative to act as a non-voting member of the committee.

Article 9. The Superintendent and Board Member will not be voting members but may attend meetings.

Article 10. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Article 11. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Section C- Meetings

Article 1. The committee shall meet no less than two times per year, ideally three times per year. The Agriculture Department Chairman and the Agriculture Advisory Committee Chairmen will decide on meeting dates.

Article 2. The Chairman as necessary may call special meeting during the year.

Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.

Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

Article 5. A quorum will consist of 7 voting members of the committee.

Section D- Chairman

Article 1. The Agriculture Advisory Committee Chairperson shall be elected each fall from the group of members who has served on the existing committee for at least one year. Their duties shall be:
   a) To preside at all committee meetings.
   b) To appoint special committees which may include persons other than the committee members.
   c) To call special meetings as needed.

Article 2. The duties of the Agriculture Department Chairman shall be:
   a) To keep attendance records of the committee members.
   b) To keep a record of discussion, recommendations, motions passed and committee appointments.
c) To maintain a permanent record file of all committee activities.
d) To distribute minutes of the committee meetings and copies of other committee documents to the committee members, Board of Education members, school site administration, superintendent, agriculture staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
e) To prepare the agenda for the committee meetings if requested to do so by the committee.

Section E- Changes in By-Laws and Constitution:

Article 1. Suggestions for changes in the Constitution and By-Laws must be presented to the chairman and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before adaptation.

Submitted by Fort Bragg High School Agriculture Department to the Agriculture Advisory Committee, Fort Bragg, California, October 29, 2013.

APPROVED BY THE FORT BRAGG UNIFIED SCHOOL DISTRICT:

1. AGRICULTURE ADVISORY COMMITTEE

1-9-2014
Date

[Signature]
Fort Bragg Ag Advisory Committee Chairperson

2. BOARD OF EDUCATION

2-13-14
Date

[Signature]
Section 18
Proficiency Standards
Proficiency Standards

The Fort Bragg Agriculture department has proficiency standards for each course taught. These proficiency standards are assessed through course exams, coursework, FFA, SAE and individual demonstration. Each course follows the California State standards, the Next Generation Science standards, Common core and Agriculture/Natural Resource standards.

Attached are the proficiency standards for each course taught.
Agriculture Earth Science

After completing a course in Agriculture Earth Science, this student has gained knowledge and skills in the following areas:

3 = exceeds conditions stated
2 = meets conditions stated
1 = exists on a limited basis
0 = does not exist

Students will understand that.....

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and the change over time.
2. The Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies and the universe over time.
3. Plate tectonics operating over geological time have changed the patterns of land, sea and mountains on the Earth's surface.
4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
5. The heating of the Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
6. Climate is the long-term average of the region's weather and depends on many factors.
7. Each element on Earth moves among reservoirs that exist in the solid earth, in oceans, in the atmosphere and within and among organisms as part of the biogeochemical cycles.
8. Life changes the Earth's atmosphere and changes in the atmosphere will affect conditions for life.
9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards.
10. Asking meaningful questions and conducting careful investigations develop scientific progress.
Agriculture Biology

After completing a course in Agriculture Biology, this student has gained knowledge and skills in the following areas:
3 = exceeds conditions stated
2 = meets conditions stated
1 = exists on a limited basis
0 = does not exist

Students will develop...
1. The understanding of the basic concepts of scientific inquiry and critical thinking.
2. An understanding of the basic structural unit of life and cellular activities.
3. A basic understanding of animal physiology and function such as reproduction, digestion and animal health.
4. A basic understanding of plant physiology and anatomy, such as photosynthesis and respiration, germination, nutrition and reproduction.
5. An understanding of the origins of genetic diversity and the source of life.
6. An understanding of the evolution of populations and ecology.
7. The ability to describe the difference between bacteria and viruses and the importance they play in society.
8. A basic understanding of social structure and characteristics.
9. An understanding of the planet's biomes.
10. A basic understanding of animal behavior.
Agriculture Mechanics

After completing a course in Agriculture Mechanics, this student has gained knowledge and skills in the following areas:
3 = exceeds conditions stated
2 = meets conditions stated
1 = exists on a limited basis
0 = does not exist

Students will....

1. Have an understanding of basic shop tasks commonly found in agriculture.
2. Develop the ability to work safely in a shop environment.
3. Demonstrate the knowledge and skill required for entry into an agriculture mechanics occupation that does not require education beyond the secondary level.
4. Demonstrate the advanced skills needed to enter a post-secondary level education in agriculture mechanics.
5. Make informed career choices in the field of agriculture mechanics.
6. Acquire an understanding of the economic and social impact within the agriculture mechanics industry.
7. Demonstrate their ability to layout projects from drawings and be able to create simple drawings.
8. Develop and demonstrate skills necessary to an entry level position that currently exists within the agriculture mechanics industry even as specific to the trends of the surrounding community.
9. Explore agriculture applications of plumbing, electrical, woodworking and concrete.
10. Demonstrate basic concrete skills such as; mixing, pouring and finishing.
Environmental Horticulture

After completing a course in Environmental Horticulture, this student has gained knowledge and skills in the following areas:
3 = exceeds conditions stated
2 = meets conditions stated
1 = exists on a limited basis
0 = does not exist

Students will...
1. Use proper safety skills found within the horticulture industry.
2. Make informed career choices in the field of plant science/nursery industry.
3. Demonstrate how to care for plants and plant structures.
4. Recognize and select healthy marketable potted plants.
5. Identify fifty common plants used in the horticulture/landscape industry.
6. Develop a marketing plan for current inventory on the school farm.
7. Demonstrate the ability to cooperate with others.
8. Demonstrate a positive attitude, leadership and initiative within a workplace environment.
9. Demonstrate proficiency in communication processes.
Section 19
Teaching Credentials
Credentials

The agriculture teacher at Fort Bragg High School is appropriately credentialed with an agriculture specialist credential, clear credential and single subject in agriculture. The agriculture teacher is currently in the process of completing her Master of Science degree in Agriculture.

Attached you will find a copy of the current credentials
### Current Document

<table>
<thead>
<tr>
<th>Document Number</th>
<th>Document Title</th>
<th>Term</th>
<th>Status</th>
<th>Issue Date</th>
<th>Expiration Date</th>
<th>Original Issue Date</th>
<th>Grade</th>
<th>Special Grade</th>
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<td>Specialist Instruction Credential (Agriculture)</td>
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<td>Valid</td>
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<td>7/1/2015</td>
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### Authorization/Subjects

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<th>Authorization Code</th>
<th>Authorization Description</th>
<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
<th>Added Authorization Date</th>
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<tbody>
<tr>
<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
<td></td>
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</tbody>
</table>
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

MEGAN SCHMITT

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): Renewal

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 08/01/2013 to 07/01/2015

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
Section 20
Calendar of Activities
Calendar of department/chapter activities

The calendar of chapter activities is developed at the annual officer’s retreat. It is a compilation of state, regional, sectional and local activities. The calendar is submitted to our student activities secretary each year so all FFA activities are put on the master calendar to prevent major conflicts of interest. The calendar is also submitted to the school board for approval and to create awareness of the agriculture program activities.

Attached you will find a copy of the calendar of activities for 2014-2015.
Fort Bragg FFA's 2014-2015 Activity Calendar

August
18th - First Day of School
29th - T-shirt orders due

September
2nd - Start selling pork loin dinner tickets
8th - Lunch FFA Meeting
12-14th - Boonville Fair
15th - Minimum Day
17th - Pork-Loin tickets due
19th - End of first grading period
19-20th - COLC
22nd - Greenhand Leadership Conference
26th - Pork-Loin takeout dinner pick-up

October
3rd - Homecoming
11th - Parliamentary procedure training
13-17th - No school
20th - Lunch Meeting
26th - Start of National Convention
31st - End of second grading period

November
3rd - Minimum Day
10th - Night meeting/Movie night
11th - No school
12th - Mendo/Lake opening/closing contest
17th - Start selling floral arrangements
21st - Minimum Day
24-28th - No school

December
4th - Floral arrangement orders due
8th - Night FFA meeting
11th - Mendo/Lake skate night
17th - 19th - Minimum Day
18-19th - Pick up floral arrangements
22-2nd - No school

January
9-10th - MFE/ALA
12th - Minimum Day

12th - Night FFA meeting
19th - Minimum day
21st - Mendo/Lake state degree scoring
26th - North coast proficiency scoring

February
7th - Arbuckle field day
9th - Lunch FFA meeting
16-20th - No school
25th - Mendo/Lake speaking contest
27th - End of grading period

March
7th - UC Davis field day
9th - Night FFA meeting
14th - Chico field day
16th - Chicken BBQ tickets sales start
21st - Merced field day
23rd - Minimum day
27th - North Coast speaking finals @ Livermore
28th - North Coast regional FFA meeting - Livermore

April
1st - Chicken BBQ tickets due
4th - CRC field day
10th - Minimum day
10th - Chicken BBQ Dinner
13-17th - No school
18th - Fresno Field day
19-21st - State Convention
24th - End of grading period
27th - Lunch FFA meeting

May
2nd - State FFA Finals @ Cal Poly
11th - Banquet
13th - Mendo/Lake meeting
25th - No school

June
4th - Minimum day
9-12th - Minimum Day
12th - Last day of school & End of semester
16th-18th - North Coast officer retreat
Section 21
Professional Growth & Development Activities
Professional development activities

The agriculture teacher at Fort Bragg High School is dedicated to her profession as an active member in both the California Agriculture Teachers Association and the National Association of Agriculture Educators.

Below is a list of planned professional development activities for the next few years.

2014
- CATA Summer Conference
- STEM (Sonoma State)
- Regional CATA Meetings
- Sectional CATA Meetings
- Redwood Region Logging Conference

2015
- CATA Summer Conference
- STEM (Sonoma State)
- Regional CATA Meetings
- Sectional CATA Meetings
- FIT (Forestry Institute for Teachers)

2016
- CATA Summer Conference
- Regional CATA Meetings
- Sectional CATA Meetings
- Redwood Region Logging Conference

2017
- CATA Summer Conference
- Regional CATA Meetings
- Sectional CATA Meetings

Attached you will find a schedule for the 2015 CATA Summer Conference, a schedule for one of the STEM meetings and the information for the FIT program.
## 2015 CATA Proposed Conference Agenda

<table>
<thead>
<tr>
<th>Sunday, June 21</th>
<th>Monday, June 22</th>
<th>Tuesday, June 23</th>
<th>Wednesday, June 24</th>
<th>Thursday, June 25</th>
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<tbody>
<tr>
<td>9:00 Executive Committee Mtg.</td>
<td>7:00 Registration at the Performing Arts Center</td>
<td>7:45 Curricular Code General Mtg.</td>
<td>6:30 5K Run</td>
<td>8:30 Regional Meetings</td>
</tr>
<tr>
<td>11:00 to 2:30 Governing Board</td>
<td>10:00 Late Registration Room 10-241</td>
<td>8:00 to 9:45 Curricular Code Mtgs.</td>
<td>7:00 Prayer Breakfast</td>
<td>10:00 General Assembly * Speaker</td>
</tr>
<tr>
<td>1:30 Vision 2030 Sector Committee Meetings * Mentoring * SAEP</td>
<td>10:00 Regional Meetings</td>
<td>* Rotation #1</td>
<td>* Rotation #2</td>
<td>* Honorary American Farmers</td>
</tr>
<tr>
<td>2:30 New Teacher Meeting</td>
<td>11:30 Alumni Luncheons</td>
<td>7:00 Post Secondary Council Breakfast Meeting</td>
<td>9:00 General Assembly * Retiring Teachers</td>
<td></td>
</tr>
<tr>
<td>3:00 CAFFA Adult Board of Directors Meeting</td>
<td>1:00 Joint Division Meeting</td>
<td>9:00 General Assembly * Hall of Fame Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 Vision 2030 Sector Committee Meetings * Funding * Curriculum</td>
<td>2:30 Post Secondary Division Meeting Following above meeting * Student Activities * Inservice * Curriculum</td>
<td>9:00 General Assembly * Greetings - State FFA Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 Secondary Division Executive Committee Meeting</td>
<td>12:00 Post Secondary Division Meeting &amp; Luncheon</td>
<td>* Greetings - Calif FFA Fdn * NAAE Report * State Supervisor's Report * Community College Report * Executive Director's Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 Post Secondary Council Meeting</td>
<td>12:00 Curricular Code Contest Chairs Meeting</td>
<td>12:00 FFA Advisory Committee Meeting</td>
<td>1:30 Professional Sessions * Launchboard-data program (CC) *</td>
<td></td>
</tr>
<tr>
<td>4:00 CATA Scholarship Judging</td>
<td>4:00 Operations &amp; Secondary Division Meetings</td>
<td>12:00 to 2:45 Farm &amp; Idea Show</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>4:45 Pre-conference Registration Meeting * Nominations, Bylaws &amp; Professional Awards * Curriculum</td>
<td>3:00 Professional Sessions *</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5:00 to 7:00 Welcome Reception &amp; Conference Registration - OH Unit Arboretum</td>
<td>4:00 Post Secondary Division Landscape Irrigation Curriculum Meeting</td>
<td>5:30 Pre-Banquet Social</td>
<td>5:30 Chico State Alumni Social</td>
<td></td>
</tr>
<tr>
<td>6:30 Conference Reception</td>
<td>4:45 Volleyball, Softball &amp; Corn Hole at Sports Complex on Campus</td>
<td>6:00 Banquet</td>
<td>6:00 Family BBQ - Sports Complex</td>
<td></td>
</tr>
</tbody>
</table>
WHAT IS FIT?

The Forestry Institute for Teachers (FIT) is a multi-day residence workshop held at 4 northern California locations. The goal of FIT is to provide K-12 teachers with knowledge, skills and tools to effectively teach their students about forest ecology and forest resource management practices. The program brings together natural resource specialists and teachers from rural and urban settings for one week, working side by side to gain a deeper understanding of the intricate interrelationship of forest ecosystems and human use of natural resources. The environment becomes the basis for integrating the learning of many subject areas, including environmental science, physical science, social science, biology, forestry, and history.

Each institute can accommodate 30 to 45 participants. All meals and lodging are free. Teachers are provided with extensive classroom and curriculum materials, and a $200 stipend on completion and implementation of a forest related curriculum unit or project conducted in their classrooms. The FIT program is intricately correlated with the California Department of Education's subject area standards, Frameworks for Science and Social Science, and goals for Environmental Education. FIT education specialists are active in the education profession and current with Common Core and Next-Generation Science Standards. The program empowers teachers to foster conceptual learning, critical thinking and decision-making skills in their classrooms.

Each institute is held in a setting ideal for on-site study of forest ecology and natural resource management issues. The two June sessions are held at the University of California Forestry Camp, close to Quincy in Plumas County and at Sierra Outdoor School near Sonora in Tuolumne County. The July sessions will be at Camp McCumber just east of Shingletown in Shasta County and at Humboldt State University, in Arcata in Humboldt County. The presenters and staff include public and private forest resource specialists and other natural resource managers, environmentalists, and science and environmental education curriculum specialists.

WHY FIT?

FIT endeavors to provide balanced, science-based education vital to the understanding of how decisions are made about management of forests and the natural resources upon which humans depend. Environmental education, integrated into student's entire education, can help them learn how to make choices and decisions about issues like forest health, ecosystem management, consumption and local economies.

Utilizing a balanced approach to explore the controversial issues surrounding California's forests, FIT participants examine how these ecosystems and their management impact the needs of both rural and urban citizens in regard to water, wildlife, recreation, biological diversity, habitat protection and consumer products derived from forests. The providers of FIT recognize the ambitious nature of these goals and the need to explore differing points of view. The program includes both educational and hands-on activities, with time for reflection and discussion. Be prepared to commit to an intense week of learning, hard work, fun and an enriching experience!
HOW DO YOUR STUDENTS BENEFIT?

California's K-12 students are ultimately the audience for the knowledge gained by FIT participants. Teachers will be able to share their understanding of forest ecology and natural resource management principles and concepts with their students, helping to prepare the decision-makers of tomorrow. Each FIT participant develops a classroom curriculum that integrates conceptual learning about forests and forest management practices from a balanced perspective.

Using a forest ecosystem theme, students will learn essential concepts and practice critical thinking skills by exploring topics such as the effects of forest management and resource extraction, multiple-use of public lands, and consumer demands for forest products. Many ideas for hands-on learning experiences and action-oriented student and class projects are discussed.

AT FIT PARTICIPANTS CAN

Gain an increased understanding and appreciation of California's forest ecosystems and the complex issues involved in managing the natural resources found in public and private forests while protecting wildlife, water and other benefits valued by society and providing wood fiber, in all of its forms, for daily use.

Receive an introduction to forest science concepts through presentations by practicing natural resource professionals.

Acquire a better understanding of environmental education concepts through information and experiences presented by natural resource and educational specialists.

Participate in discussions on the varying perspectives regarding forestry issues with forest resource specialists, environmentalists and members of local communities.

Use a variety of exemplary lessons and activities that promote conceptual learning, critical thinking and decision-making skills.

Develop a curriculum project about forests or forestry for their classrooms. Participants use recommendations and guidelines of the California Department of Education's subject area standards as well as their district's requirements for a course of study linked to environmental education.

Receive environmental education curriculum materials keyed to the state subject area standards and curriculum frameworks.

Receive a Forestry Curriculum Resource Guide.

Have access to a wealth of resource materials such as videos, literature, and personnel when developing a curriculum project.

FIND OUT MORE ABOUT OUR PROVIDERS. CLICK THE IMAGES TO FIND OUT MORE.

SOCIETY OF AMERICAN FORESTERS
1900
University of California Cooperative Extension
http://www.safinet.org/
http://ucanr.edu/

UCCE
http://www.fs.usda.gov/cc

FOREST SERVICE
http://www.fire.ca.gov/
## Institute - November 15, 2014

### Start of day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00 - 9:15 am</td>
<td>Welcome and Overview. Intro of Jackie and Sarah (WestEd) - Lynn and Susan</td>
</tr>
<tr>
<td>9:15 - 10:00 am</td>
<td>Demo of Light &amp; Temperature Extension - Kevin J</td>
</tr>
<tr>
<td>10:00 - 10:45 am</td>
<td>Experiment Life Cycle - Kevin M &amp; Kevin J</td>
</tr>
<tr>
<td>10:45 - 11:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 - 11:15 am</td>
<td>New Hardware Introduction - Kevin J</td>
</tr>
<tr>
<td>11:15 - 11:30 am</td>
<td>Demo of Step by Step Student Instructions - Carolyn</td>
</tr>
<tr>
<td>11:30 - noon</td>
<td>Reflection on teaching practices - Lynn</td>
</tr>
<tr>
<td>Noon - 1:00 pm</td>
<td>Lunch and Environmental Science Talk - Warren</td>
</tr>
<tr>
<td>1:00 - 3:00 pm</td>
<td>Stations Rotations 1-3 (40 min) *</td>
</tr>
<tr>
<td>3:00 - 3:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 - 4:35 pm</td>
<td>Stations Rotations 4-5 (40 min) *</td>
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<tr>
<td>4:35 - 5:00 pm</td>
<td>Concluding Discussion - Lynn</td>
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</table>

### End of day

**Stations Rotations Guide**

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<th>Number</th>
<th>Station</th>
<th>Who</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Light &amp; Temperature I</td>
<td>Kevin J</td>
<td>Learn more about packets and the one-wire network and watch the packets flow through the uLogo environment. Review the procedure to turn raw ADC data into real physical units using jLogo.</td>
</tr>
<tr>
<td>2</td>
<td>Light &amp; Temperature II</td>
<td>Carolyn</td>
<td>Modify the jLogo code to acquire your own data, then analyze the data, interpret the results and study the noise characteristics.</td>
</tr>
<tr>
<td>3</td>
<td>Plant growth</td>
<td>Hunter</td>
<td>See the time lapse movie of plant growth and learn about the CO₂ sensor. Discuss possible experiments that could use these sensors.</td>
</tr>
<tr>
<td>4</td>
<td>Air Quality</td>
<td>Doug</td>
<td>Discuss the issues involved in measuring particulates in the air. See a demonstration of the current prototype using a green laser and a light sensor.</td>
</tr>
<tr>
<td>5</td>
<td>Physiology</td>
<td>Jackie</td>
<td>Learn about the e-Health kit sensors and brainstorm experiments that relate to human physiology.</td>
</tr>
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**The training will take place at:**
Fort Bragg High School - Rm 206
300 Dana St., Fort Bragg, CA 95437

**Lunch: Round Table: pizza and salad**
Section 22
R2 Report
R2 Report

Students complete Student Data Sheets in early September annually. This data is then used as a cross reference to school information sheets to ensure there are no duplicates entered into the system. From there, the information is compiled within the Calaged.org website to create the R-2 Report for Fort Bragg High School.

This information is helpful for identifying areas of interest and following students through their agriculture education journey.

Attached you will find the R-2 Report for 2014-2015
### R2 Teacher Information

**Fort Bragg Sr. HS, Fort Bragg**

**Year: 2014**

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Total Years Teaching Ag.</th>
<th>Credential Type</th>
<th>9-Month Salary</th>
<th>Extended Contract Stipend</th>
<th>FFA Stipend</th>
<th>Department Head Stipend</th>
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<tr>
<td>Schmitt</td>
<td>Megan</td>
<td></td>
<td>Female</td>
<td>White</td>
<td>8</td>
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<td>Ag Leadership</td>
<td>7</td>
<td>Other Ag</td>
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<tr>
<td>1</td>
<td>1</td>
<td>0815</td>
<td>Environmental Horticulture</td>
<td>18</td>
<td>O.H./Floral</td>
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<tr>
<td>1</td>
<td>2</td>
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<td>Ag Earth Science</td>
<td>21</td>
<td>Agriscience I</td>
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<td>Ag Leadership</td>
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<td>Other Ag</td>
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<tr>
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<td>0815</td>
<td>Environmental Horticulture</td>
<td>18</td>
<td>O.H./Floral</td>
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<tr>
<td>2</td>
<td>2</td>
<td>0937</td>
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Printed: 5/21/2015 10:35:26 AM

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Page last modified: 12/30/2011
Data for Year: 2014-2015

School:
# CA0088  Fort Bragg
Fort Bragg Sr. HS
300 - A Dana St.
Fort Bragg, CA  95437
Get Map  Web Site

Teachers: 1

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Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District 2
Assembly District 2
State Senate District 2
County Mendocino
County-District-School Code 23655652331361

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Section 23
Travel Request
Travel Request

Fort Bragg is a Unified district therefore most travel information is site specific. All travel for the Fort Bragg High School Agriculture Department is approved by either the principal or vice principal. If district vehicles are needed other than the ag truck a district transportation request is filed with the transportation department. All trips must have a permission slip for every student involved on file.

Attached you will find a blank permission slip given to students for completion and a transportation request.
FORT BRAGG HIGH SCHOOL
FIELD TRIP PERMISSION FORM

I hereby give permission for my son/daughter ____________________________, to participate in
the following voluntary activity: (Please complete the following.)

EVENT: Various FFA Activities
LOCATION: specific to activity

DATE: school year 2014-2015
DEPARTURE TIME: TBD
RETURN TIME (APPRX): TBD

METHOD OF TRANSPORTATION: District Vehicle

NAME OF FACULTY CHAPERONE / ADVISOR: Megan Schmitt

ADMINISTRATION APPROVAL FOR ACTIVITY: Bruce Edleit

PARENT PERMISSION

1. We understand that this field trip is authorized by the school and that a faculty advisor will be in charge.
   As stated in California Education Code Section 35330, I/we understand that I/we hold Fort Bragg
   Unified School District, its officers, agents and employees harmless from any and all liability or claims,
   which may arise out of or in connection with my child’s participation in this activity.

2. I/we realize that while participating in this activity he/she may become sick or injured. We also realize
   that many of these events take place outside of the regular working week, making it more difficult to
   contact parents immediately. I/we realize that should medical attention be required the school
   authorities will try, and will continue trying, to reach us. However, we wish our child to have medical
   attention IMMEDIATELY. I/We do not want care to be withheld until we can be reached. I/We
   understand our child will be taken to the hospital for care and seen by the doctor on call. I/we
   understand that the resulting expenses will be the responsibility of the participant or his/her family. Our
   medical insurance information is listed below.

3. I/we understand that this is a school sponsored activity and that if our student makes a poor decision and
   uses drugs or alcohol on the trip he/she will be dropped off at the nearest police station and I/we will be
   responsible for picking him/her up. I/we understand too that other consequences include suspensions
   from school (5 days) and from school activities (45 days).

4. Field trips do not always return on-time. Information concerning return time can be obtained from:

   Ms. 
   Mrs. Megan Schmitt Phone # (209) 712-6181

I HAVE READ THE ABOVE INFORMATION. I UNDERSTAND AND CONSENT TO IT.

Signature of Parent/Guardian ____________________________

Medical Insurance Company ____________________________

Emergency Contact Name ____________________________

Phone number ____________________________

Medical Group Number ____________________________

Phone Number ____________________________
FORT BRAGG UNIFIED SCHOOL DISTRICT

REQUEST FOR VEHICLE
(one request per vehicle required)

I hereby request authorization for my use of a district vehicle as follows:

School/Organization: FBHIS
Activity: MJLAC mtg / FBFFA

Destination: Ukiah

Date Submitted: 8/22/14

Unless different directions are given below I will pick up the vehicle at, and return it to, the bus garage. If needed, I will check out a district gasoline card from the District Office.

P/U @ H.S. Dropped off by 2pm

PICKUP: (date) (time) A.M./P.M. (day)
RETURN: (date) (time) A.M./P.M. (day)
Number of Persons Riding:

SIGNED: Originator APPROVED: Administrator
Superintendent or Designee

Program to be Charged (Account Code): __________________________

Vehicle Assigned: __________________________

No Vehicle Available: __________________________

Driver (if assigned): __________________________

Mileage In: __________________________
Mileage Out: __________________________
Total Miles: __________________________
(revised 4/00)
Section 24
CATA
Membership
CATA Membership

I have been a member of CATA since 2008 when I began student teaching. I have also been a member of NAAE for the past two years. I have served as an officer through the chairs in the Merced/Mariposa section and currently am a member in the Mendocino/Lake section, North Coast Region and California State levels. I plan to serve as an officer at the current sectional level and in the future the regional level.

Attached you will find a copy of my current CATA membership card for the 2014-2015 school year.
<table>
<thead>
<tr>
<th>California Agricultural Teachers' Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Schmidt</td>
</tr>
<tr>
<td>Serving Agriculture by Teaching</td>
</tr>
<tr>
<td>2014/2015 Active Member</td>
</tr>
</tbody>
</table>
Section 25
Professional Development Report
Professional Development Report

Currently the professional growth activities of the Fort Bragg High School agriculture instructor include; Sonoma State's STEM program, active membership in California Agriculture Teacher's Association (CATA) and National Association of Agriculture Educators. As an active member of CATA the agriculture instructor attends the CATA Summer Conference annually as well as North Coast Regional and Mendo/Lake Sectional CATA events and meetings.
CATA Summer Conference

Attached is the proposed schedule of the activities for the CATA Summer Conference for 2015. Highlighted you will find the meetings and workshops that the agriculture instructor at Fort Bragg High School will attend.

The CATA Summer Conference for 2014 had many of the similar meetings with a variety of different workshops. In 2014 Megan Schmitt, the agriculture instructor, attended professional meetings where items concerning the agriculture teaching profession as well as changes that will affect FFA members were discussed.

Vision 2030 is a committee with specialized sub-committees that was developed as a result of agriculture teachers seeing a trend of teachers leaving the university and jumping head first into a profession that was really a learn by doing feeling. Sub-committees were developed to represent the areas of concern viewed by the group of ag teachers from around the state. Those sub-committees include; funding, curriculum, retention, mentoring and FFA/SAE. These sub-committees were designed to fit the areas of concern specific to the agriculture teaching profession. At the Vision 2030 meetings, agriculture teachers identified specific areas of concern for the agriculture teaching profession. Agriculture teachers that were present were asked to sign up on the different committees if they were willing to assist with the adventure of the Vision 2030 goals. Megan Schmitt signed up to be a part of the curriculum and funding committees. She will participate in both of these groups to the best of her ability throughout the next few years.

The Farm/Idea show showcases different vendors who can provide specific products or resources to the agriculture teachers of California. Megan attends this event each year to see what new opportunities are out there for her students. She specifically enjoys the idea show as it is full of great ideas that her peers have developed and are using in their agriculture programs. This is one of the most valuable aspects of this conference to Megan because she is able to collaborate with her peers about ideas that could improve her agriculture program.

The Professional Sessions are workshops, usually put on by other agriculture teachers. In 2014 Megan attended a workshop on “agriculture mechanics projects for a high school shop class” and “utilizing the i-recordbook in class”. Both of these workshops gave her the ability to explore different resources for her classes as well as collaborate with her peers on what really works for them. Both workshops were a valuable use of time at the conference. This year the most valuable session was the agriculture mechanics workshop. Teaching agriculture mechanics is something new for Megan and she knew that setting up a shop and teaching in the same year was going to be challenging. She gained access to a myriad of different resources used by an agriculture teacher in Petaluma and he offered support whenever she needs it.

Overall CATA Summer Conference was a valuable professional development event for Megan and it has been an annual tradition for her. She plans to keep the tradition going and expand into other opportunities through CATA.
<table>
<thead>
<tr>
<th>Sunday, June 21</th>
<th>Monday, June 22</th>
<th>Tuesday, June 23</th>
<th>Wednesday, June 24</th>
<th>Thursday, June 25</th>
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</thead>
<tbody>
<tr>
<td>9:00 Executive Committee Mtg.</td>
<td>7:00 Registration at the Performing Arts Center</td>
<td>7:45 Curricular Code General Mtg.</td>
<td>6:30 5K Run</td>
<td>8:30 Regional Meetings</td>
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<tr>
<td>11:00 to 2:30 Governing Board</td>
<td>8:00 Opening Session</td>
<td>8:00 to 9:45 Curricular Code Mtgs.</td>
<td>7:00 Prayer Breakfast</td>
<td>10:00 General Assembly</td>
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<tr>
<td>1:30 Vision 2030 Sector Committee Meetings</td>
<td>* Rotation #1</td>
<td>7:00 Post Secondary Council Breakfast Meeting</td>
<td>9:00 General Assembly</td>
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<tr>
<td>* Mentoring</td>
<td>* Rotation #2</td>
<td>* Retiring Teachers</td>
<td>* Speaker</td>
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<tr>
<td>* SAEP</td>
<td>9:00 2015-16 Section Presidents Meeting</td>
<td>* Hall of Fame Presentation</td>
<td>* Honorary American Farmers</td>
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<tr>
<td>10:00 Regional Meetings</td>
<td>10:00 General Assembly</td>
<td>* CATA Service Certificates</td>
<td>* Recreation Awards</td>
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<tr>
<td>2:30 New Teacher Meeting</td>
<td>* Greetings - State FFA Officer</td>
<td>* National FFA</td>
<td>* Membership Awards</td>
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<tr>
<td>3:00 CAFFA Adult Board of Directors Meeting</td>
<td>* Greetings - Calif FFA Fdn</td>
<td>* Nomination Speeches</td>
<td>* Idea Show Awards</td>
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<tr>
<td>11:30 Alumni Luncheons</td>
<td>* NAAE Report</td>
<td>* Division Reports</td>
<td>* Farm Show Report</td>
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<tr>
<td>1:00 Joint Division Meeting</td>
<td>* State Supervisor's Report</td>
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<td>* Election Results</td>
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<td>2:30 Post Secondary Division Meeting</td>
<td>* Community College Report</td>
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<td>* Officer Installation</td>
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<tr>
<td>Following above meeting</td>
<td>* Executive Director's Report</td>
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<tr>
<td>* Student Activities</td>
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<td>* Inservice</td>
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<td>* Curriculum</td>
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<td>3:15 Secondary Division Executive Committee Meeting</td>
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<tr>
<td>2:30 Secondary Division Mtg.</td>
<td>12:00 Post Secondary Division Meeting &amp; Luncheon</td>
<td>9:00 Agriculture State Advisory Committee Meeting</td>
<td>1:00 Agriskills Classes Begin (June 25 and June 26)</td>
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<tr>
<td>3:15 Post Secondary Council Meeting</td>
<td>12:00 Curricular Code Contest Chairs Meeting</td>
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<tr>
<td>4:00 Operations &amp; Secondary Division Meetings</td>
<td>12:00 FFA Advisory Committee Meeting</td>
<td>12:00 20+/Past Presidents/Retiring Teachers/Hall of Fame Luncheon</td>
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<td>4:00 CATA Scholarship Judging</td>
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<td>* Budget &amp; Audit</td>
<td>12:00 to 2:45 Farm &amp; Idea Show</td>
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<tr>
<td>* Student Activities</td>
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<tr>
<td>* Nominations, Bylaws &amp; Professional Awards</td>
<td>3:00 Professional Sessions</td>
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<td>* Curriculum</td>
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<tr>
<td>5:00 to 7:00 Welcome Reception &amp; Conference Registration - OH Unit Arboretum</td>
<td>6:00 Pre-Banquet Social</td>
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<td>4:00 Post Secondary Division Landscape Irrigation Curriculum Meeting</td>
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<td>5:30 Chico State Alumni Social</td>
<td>6:00 Banquet</td>
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<td>4:45 Volleyball, Softball &amp; Corn Hole at Sports Complex on Campus</td>
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<tr>
<td>6:30 Conference Reception</td>
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<td>7:00 Bowling</td>
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<td>6:00 Family BBQ - Sports Complex</td>
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Section 26
5-year Acquisition Plan
5 year plan

Attached you will find the 5-year Program Vision that was created last year in conjunction with my site principal. This vision/plan outlines key areas of growth and concern viewed from a departmental aspect.

There are a few things on the list that will be accomplished sooner, as in this school year, due to funding from the Specialized Agriculture Incentive Grant and Community assistance.
FBHS Ag Program 5-year Vision

Year One: By June of 2014
- Re-establish FFA Charter.
  o Elect officers
  o Attend State Conference with FBHS student reps
  o Attend local FFA regional meetings with elected FFA officers
  o Hold monthly meetings and establish annual calendar
  o Invite guest speakers to Ag classes to expand student knowledge of FFA
- Form Ag Advisory Committee
  o Establish By-laws
  o Ascertained School Board approval
  o Meet three times each academic year
  o Establish relationships with the business community to support the further development of the agriculture department at FBHS
- Build the animal pens to house 4 pigs, 12 chickens, 10 rabbits, and 4 goats
- Build show arena for students to use to practice fair requirements
- Build raised beds outside the green house to grow vegetables and other horticulture projects
- Develop a partnership with local nurseries to establish plant production and exchange of service agreements
- Use green house to germinate seeds, to conduct Ag Biology and Ag Earth Science experiments, and to establish food production to be used with Culinary Arts Classes
- Purchase tools and equipment for Ag Mechanics class
- Organize and create Ag Mechanics shop for project-based curriculum

Years Two – Five: By June 2019
- Develop student interest to show more animals at fair
  o Expand animal area to include a total of 10 pigs, 24 chickens, 20 rabbits, and 10 goats
  o Increase student participation to 30 students who show animals at fair
- Develop meat rabbit production to include sales to local businesses
- Develop partnerships with local restaurants to expand herb and vegetable production
- Develop course pathways that offer courses for students interested in A-G courses as well as vocational courses
- Develop articulation agreements with Mendocino College to create a post-secondary pathway for FBHS students to pursue Ag studies after high school
- Conduct horticulture experiments for Ag Biology and Ag Earth Science on a weekly basis
- Purchase a department vehicle for use solely by the agriculture department
- Create a multi-purpose Ag Mechanics shop that has the ability to produce larger projects constructed by the students enrolled in the courses
- Expand Ag Mechanics class to multi-level pathway
- Use Ag Mechanics projects to fund program needs by establishing exchange of service agreements with local feed businesses
- Expand horticulture projects to produce year-round plants for ag activities
- Establish floral program to incorporate annual fundraising events
Section 27
Operating Budget
Operating budget

The operating budget each year is a combination of departmental funds, Perkins and Agriculture Incentive Grant. The priorities for the program are established during a meeting the week before school with the high school principal and agriculture teacher. Prior to this meeting, the agriculture teacher works to create her own priorities and create the necessary materials lists as well as cost breakdowns for the budget. This allows the meeting to have direction and a more precise meaning to departmental priorities.

The officers establish the ASB budget during the annual summer officer retreat. This budget is prioritized by fundraisers and the goals developed by the officer team for the school year. This budget is submitted to the high school ASB director for approval and allows the agriculture/FFA to maintain their ASB account.
<table>
<thead>
<tr>
<th>FUND</th>
<th>GENERAL FUND</th>
<th>WORKING BUDGET</th>
<th>EXPENDED/RECEIVED</th>
<th>ENCUMBERED</th>
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<td>OBJE SCH GOAL</td>
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Fort Bragg High School  

Club/Class/Team  

ASB  

Budget  

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<th>Club</th>
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<tr>
<th>Advisor</th>
<th>Student Treasurer</th>
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<tbody>
<tr>
<td>Schmitt</td>
<td>Yisel B</td>
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Part I- Starting Balance: $385.92

Part II-Proposed Income:

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<thead>
<tr>
<th>Proposed Income Source</th>
<th>Prior Year Revenue</th>
<th>Current Year Estimated Income</th>
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<tr>
<td>Donations</td>
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<td>Holiday Arrangements</td>
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Part III-Expenses:

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<td>Monthly mtas</td>
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<td>Conferences</td>
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Part IV- Balance Sheet:

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<td>Ending Balance</td>
<td>$2115.92</td>
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Section 28
Budget Process
Budget process

The budget process for the agriculture department at Fort Bragg High School is a bit unconventional. All requests for purchase orders and money allocations are submitted to the high school secretary in charge of these duties. The secretary then completes the necessary paperwork for the school district. After the school district has received the request it is forwarded to the county office and they return a purchase order. This process can take up to two weeks, which often slows the ordering process. Reimbursements are not given for district funds with the exception of travel and meal expenses.

Attached you will find a copy of a quote submitted to the secretary for submission to get a purchase order number.

Attached you will find a copy of a purchase order.
**Quotation**

**Information**
- Grainger Quote Number: 2021947113
- Validity Start Date: 08/27/2014
- Validity End Date: 09/27/2014
- Creation Date: 08/27/2014
- Grainger EN Number: 36-1150280
- PO #
- PO Create Date
- PO Release #
- Customer Number: 810134148
- Department Number
- Project/Job Number
- Requisitioner Name
- Attention: MS
- Caller: MEGAN SCHMITT
- Telephone Number: 7075612850
- Page 1 / 2

**Freight Forwarder**

We will deliver according to the following terms and conditions:
- Incoterms 2010: FOB ORIGIN
- Freight Terms: Prepaid
- Carrier:
- Payment Terms: Net 45 days after invoice date

**Special Instructions:**

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<tr>
<th>Item</th>
<th>Material</th>
<th>Description</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price</th>
<th>Total in USD</th>
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<tr>
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XPKL009
**Quotation**

**Information**
- Grainger Quote Number: 2021947113
- Creation Date: 08/27/2014
- Customer Number: 810134148
- Page: 2 / 2

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<th>Item</th>
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<td>Manufacturer Part No: D28402</td>
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Sub Total: 1,665.26  
Tax: 143.64  
Total USD: $1,808.90

*Please reference our Grainger Quote Number, your Grainger Customer Number, and method of payment when remitting payment.*

*These items are sold for domestic consumption in the United States. If exported, purchaser assumes full responsibility for compliance with US export controls.*

*This transaction is subject to W.W. Grainger, Inc. sales terms and conditions. For a copy, please visit the website at *http://www.grainger.com* or refer to the current catalog.*

*Thank you for the opportunity to provide this quotation. Please note that all the prices are based on products and quantities quoted. Any changes to the products and/or quantities may result in different pricing. The non-catalog freight policy applies unless freight amount is listed above. Please contact the Grainger office shown above if you have further questions or need to submit a new request.*
**REQUISITIONED BY**  
Megan Schmitt

**DEPARTMENT**  
Open PO 14-15 Yr.

**SHIP TO:**  
Fort Bragg High School  
300 Dana St  
Fort Bragg, CA 95437  
707-961-2880 phone  
707-961-4346 fax

**PURCHASE ORDER**  
**NUMBER** 150294  
**ORDER DATE** 02/26/2015

*This number must appear on all packages, packing slips, invoices and correspondence*

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<th>Fx#</th>
<th>ATTN:</th>
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<table>
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<td>ITM STORE#</td>
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<td>SUPPLY THE FOLLOWING ARTICLES F.O.B. DESTINATION</td>
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| SUBTOTAL... | 3,700.00 |
| TAX........ | 319.13 |
| FREIGHT.... | 0.00 |
| GRAND TOTAL | 4,019.13 |

**IMPORTANT NOTICE TO VENDOR**

1. PREPAY ALL FREIGHT. NO C.O.D.
2. DEDUCT FEDERAL EXCISE TAX.
3. ENCLOSE MATERIAL SAFETY DATA SHEET WITH PRODUCTS SHIPPED AS REQUIRED BY THE HAZARDOUS COMMUNICATION REGULATIONS/AB2105 REQUIREMENTS.
4. SEE REVERSE FOR TERMS AND CONDITIONS

[Signature]

AUTHORIZED SIGNATURE
Section 29
Department
Chair
Responsibilities
Department Chair Duties

Although my program is a single person department, the principal has decided that for high school department status, the agriculture department will be a part of the science department. In that regard, I am not the department chair.
Section 30
Chart of Responsibilities
Chart of Responsibilities

Fort Bragg Agriculture department is currently a single person department, therefore does not have a chart of responsibilities. I am the only teacher and therefore perform all duties. However, I am fortunate to have some community help with coaching CDE’s, co-advising animal projects and transportation to events.
Section 31
Substitute Teacher Procedures & Plan
Substitute teacher procedures & plans

Substitutes check in at the front office to receive keys and the attached specific instructions for the agriculture building. The plans for the classes for the day are left in the classroom along with passwords for the computer. I try to consistently use the same sub however, it is difficult to find good subs in our district, so often times, my preferred sub is not available. I try to reserve her time as early as possible.

In my classroom I keep a binder that has forms and such items the sub might need other than the daily plans. This binder includes discipline forms, bell schedules, campus maps and emergency procedures. In this binder the sub can also find my personal contact information should they have any questions throughout the day that cannot be answered by the site personnel.

The MCOE secretary, Veronica Bazor, also checks in with the sub in the morning since my classroom is not on the main campus. Veronica is the go-to person usually because of her proximity to my classroom.

Overall, my students have a routine and know that nothing is really different when there is a substitute.
To: Agriculture Substitute

Keys: Ag Classroom and Gate Key
Key will open the entry door on the east side of the Tech building “Schmitt”

The alarm panel will be to your immediate left. If the panel is beeping, when you enter, disarm by entering the code below. Otherwise, if you do not hear a beeping sound it means the alarm has already been disarmed.

The alarm code is

Make sure the door is shut, just punch in the code, make sure the “Armed” light is on and exit the building. Make sure door is locked!

If the alarm is set off, immediately contact Veronica Bazor at 489-9979.
To log on to my computer:
Press ctrl+alt+del at the same time. You may have to switch users. Type sub as the username and press enter. There is no password.

All needed files are on the desktop

Because I don’t have bells in my classroom I have an old iphone that has the bell times set on it. It is sitting on my desk. The kids know the routine and they don’t get to leave until the “bell” rings.

All classes have a seating chart which is on the clipboard on my desk. The main class rules that I have:
1. No eating or drinking in class unless it’s water.
2. If they need to use the restroom they need to take the yellow behind my desk.
3. Be respectful (If they aren’t you know what to do 😊)

On Fridays some students wear their FFA shirt for points. Please mark with a smiley face stamp on their name on the seating chart.

1st Period –
Jesse is my TA. He can stay in the lab or go help Leonard with the barn.
1. They are in the computer lab. Everything is on my website. They know exactly what to do.
2. Please remind them to put their warm ups for this week in the basket.
3. Remind them there is an FFA meeting on Monday.

Advisory –
1. Read the bulletin
2. On the desktop there is a PDF that has their assignment. They need to make sure they finish it and give it to you by the end of the period. You can just paperclip them and leave them on my desk.

2nd Period
1. Show them the first page of the Daily Tasks 1-9 PDF file (on the desktop)
2. Show the video which is linked on the desktop titled Soil Types and Horizons. The video is on youtube, therefore if you make it full screen it will be easier to see.
3. Pass out the worksheet and have them work on it. They will NOT turn this worksheet in at the end of the period they need to keep it.
4. Remind them that their warm ups need to be turned into the basket.
5. Remind them there is an FFA meeting on Monday

3rd through 6th – next page
3rd & 5th Period
1. Show them the second page of the Daily Tasks 1-9 PDF file (on the desktop)
2. Show the video which is linked on the desktop titled Asexual & Sexual Reproduction. The video is on youtube, therefore if you make it full screen it will be easier to see.
3. Pass out the worksheet titled Asexual Reproduction. They need to complete this by using the book.
4. If they finish the worksheet they can work on their diagrams from yesterday.
5. Remind them they need to turn in their warm ups and worksheet from today.
6. Remind them there is an FFA meeting on Monday.

6th Period
1. Show them the third page of the Daily Tasks 1-9 PDF file (on the desktop)
2. Pass out the Tool ID Quiz (on my desk) When they finish they put it in the basket.
3. Pass out the worksheet titled Harvesting. They will complete this worksheet as they watch the video.
4. The video is linked on the desktop. Titled Harvesting Technology.
5. Remind them there is an FFA meeting on Monday.

Thank you
Megan
Feel free to call or text me if you need anything (209) 712-6181
# Fort Bragg High School Bell Schedules 2014-2015

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<th>Regular Bell Schedule</th>
<th>Minimum Day Bell Schedule</th>
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<td>8:15 – 9:09</td>
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<td>3</td>
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<td>4</td>
<td>11:44 – 12:38</td>
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<td>Lunch</td>
<td>12:38 – 1:18</td>
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<td>5</td>
<td>1:22 – 2:16</td>
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<td>7/ASSETs</td>
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Bell schedules may also be found online at the Fort Bragg High School web page.
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<td>Anderson, Juliet (ISP)</td>
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<td>Anderson, Tim</td>
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<td>ASSETs (Jennifer Raye)</td>
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<td>Band (Celeste Malkin)</td>
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<td>Brown, Josh</td>
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The following teachers do not have voice mail but may be contacted at the following numbers:

- Earle, Bryeon (TLC) 964-0508
- Schmitt, Megan (AG) 964-9000 x 114
- ROP Office 964-9000

**Fax** 961-4346

**Subline** 961-3520
Section 32
“Program Completer”
Program Completer requirements

Attached you will find the requirements for agriculture students to be considered for the achievement of being a program completer.

Currently I am working with our administration to determine how the students who receive this achievement will be recognized at graduation.
In order to be considered a program completer, an agriculture student must meet the following criteria:

1. Be enrolled in an agriculture class for a minimum of three years and their senior year must be one of those years. This can include students who have transferred from another high school where the student was enrolled in agriculture classes.
2. Complete each agriculture class with a grade of "C" or better and be in good standing.
3. Have an active SAE project each year of involvement in the agriculture department.
4. Meet a minimum of 4 activities per semester for all of their agriculture classes as indicated through point forms and sign-in sheets.
5. Receive their Greenhand and Chapter FFA Degrees on or before their senior year of high school.
6. Be a paid FFA member for all years of enrollment in agriculture classes.

These requirements make a student eligible to be considered a program completer of the Fort Bragg Agriculture Department. Having this recognition will allow the completer to wear the FFA stole at graduation and receive special recognition at the end of the year awards banquet.
Section 33
2 + 2
Agreements
Articulation Agreements

Currently the Fort Bragg Agriculture department does not have any of its courses articulated with any colleges. In the future we are looking to articulate our Environmental Horticulture course with Mendocino College.

2+2 Agreements

Currently Fort Bragg Agriculture Department doesn’t have any 2+2 agreements with local colleges. The lack of agreements is due to two factors, one – we are re-establishing the program and two – the local community college doesn’t offer the same types of classes. We are working with Mendocino College to develop some sort of articulation for agriculture students choosing to attend Mendocino College after high school.
Section 34
Reimbursement Process
Reimbursement process

Reimbursements are only done for mileage through the district accounts, but for FFA expenditures, reimbursements can be submitted through the ASB funds.

“If a teacher/student/parent uses personal funds to purchase items for FFA activities, they are eligible to be reimbursed as needed for expenses.” - Site secretary

When personal funds have been used to purchase items for FFA activities the following procedure is followed.
1. The FFA officers approve the funds for the activity
2. The FFA treasurer completes a check request form and attaches the receipt(s)
3. The request is submitted to the site budget secretary
4. Within two weeks a check is presented to the teacher/student/parent

District funds – if a teacher or school employee uses a personal vehicle for trips that require fuel usage, a mileage reimbursement form must be filled out and submitted for approval. The reimbursement rate is .56 per mile. This process usually takes 2-3 weeks.

Attached you will find a check request for ASB funds and a mileage reimbursement form for district funds.
FORT BRAGG HIGH SCHOOL
CHECK REQUEST

Date Paid: ___________  P.O.# _____________  Amt: $ ____________

Check #: _____________  Invoice #: _____________

Payee: ______________________________________

Description: __________________________________

________________________________________________

Acct to Debit: __________________________________

Advisor: _______________________________________

Officer: _______________________________________  

Administrator: __________________________________
CLAIM FOR REIMBURSEMENT FOR USE OF PRIVATE VEHICLE

For District Office Use Only

Total Miles Claimed: ______________________________

\[ \times \text{ Allowance (Effective 01/01/15)} \] 0.575

= Reimbursement: ______________________________

Claimant: ______________________________________

School/Location: ________________________________

Inclusive Dates: _________________________________ to _________________________________

<table>
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<tr>
<th>Date</th>
<th>Odometer Before</th>
<th>Odometer After</th>
<th>Destination</th>
<th>Reason or Explanation</th>
<th>Miles Claimed</th>
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Total Miles Claimed: 0

I certify that the above constitutes authorized mileage incurred to complete assigned duties.

_________________________________________  ______________________________________  ______________________________________
Claimant Signature              Administrator's Signature              Approval: Business Dept.

Total = miles @ .575 0

Revised: 1/7/15

C:\Users\Gay\AppData\Local\Temp\Travel Reimbursement-3.xlsx