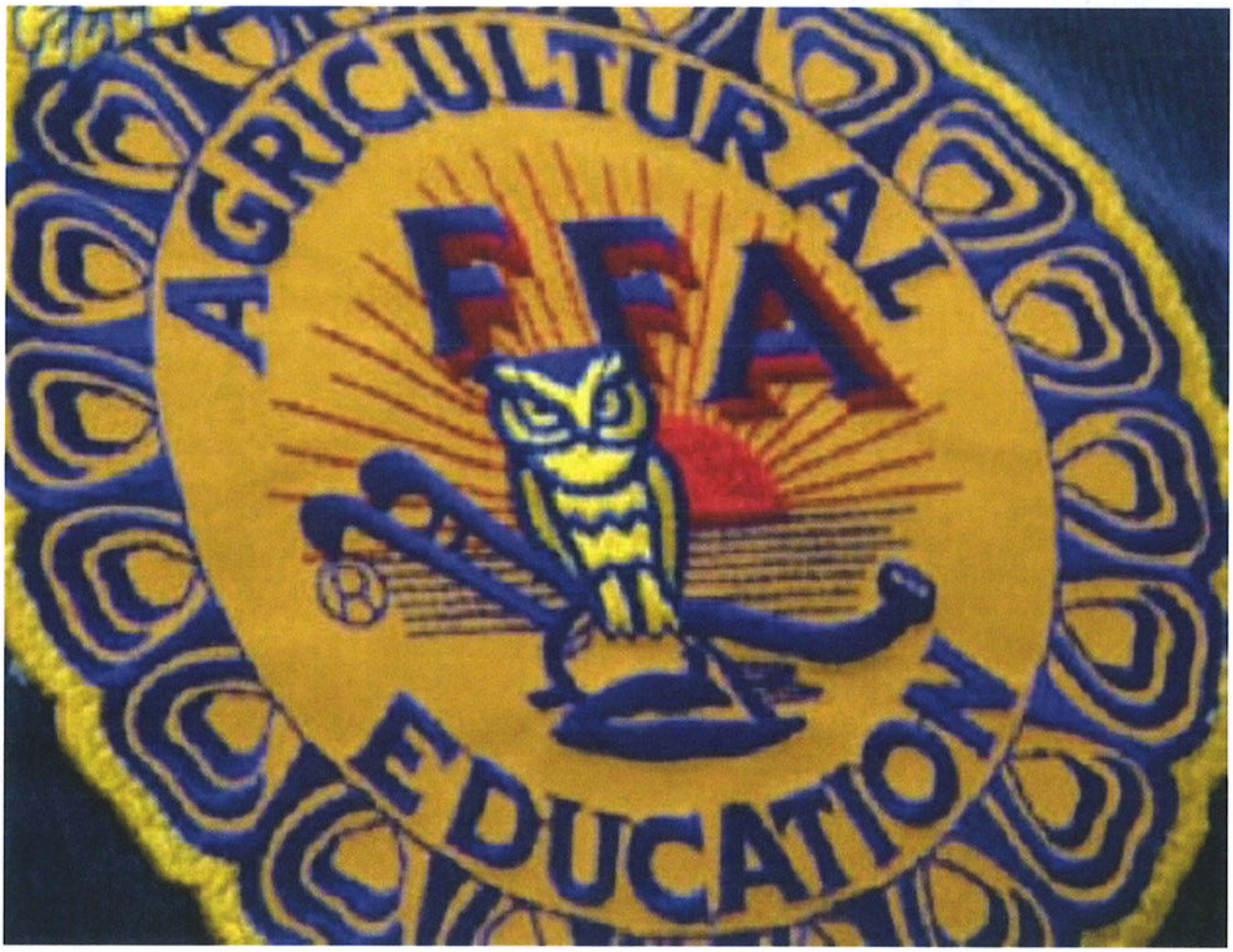
AGED 539

INTERNSHIP IN AGED

Keeley Hall



O'Neals-Minarets High School

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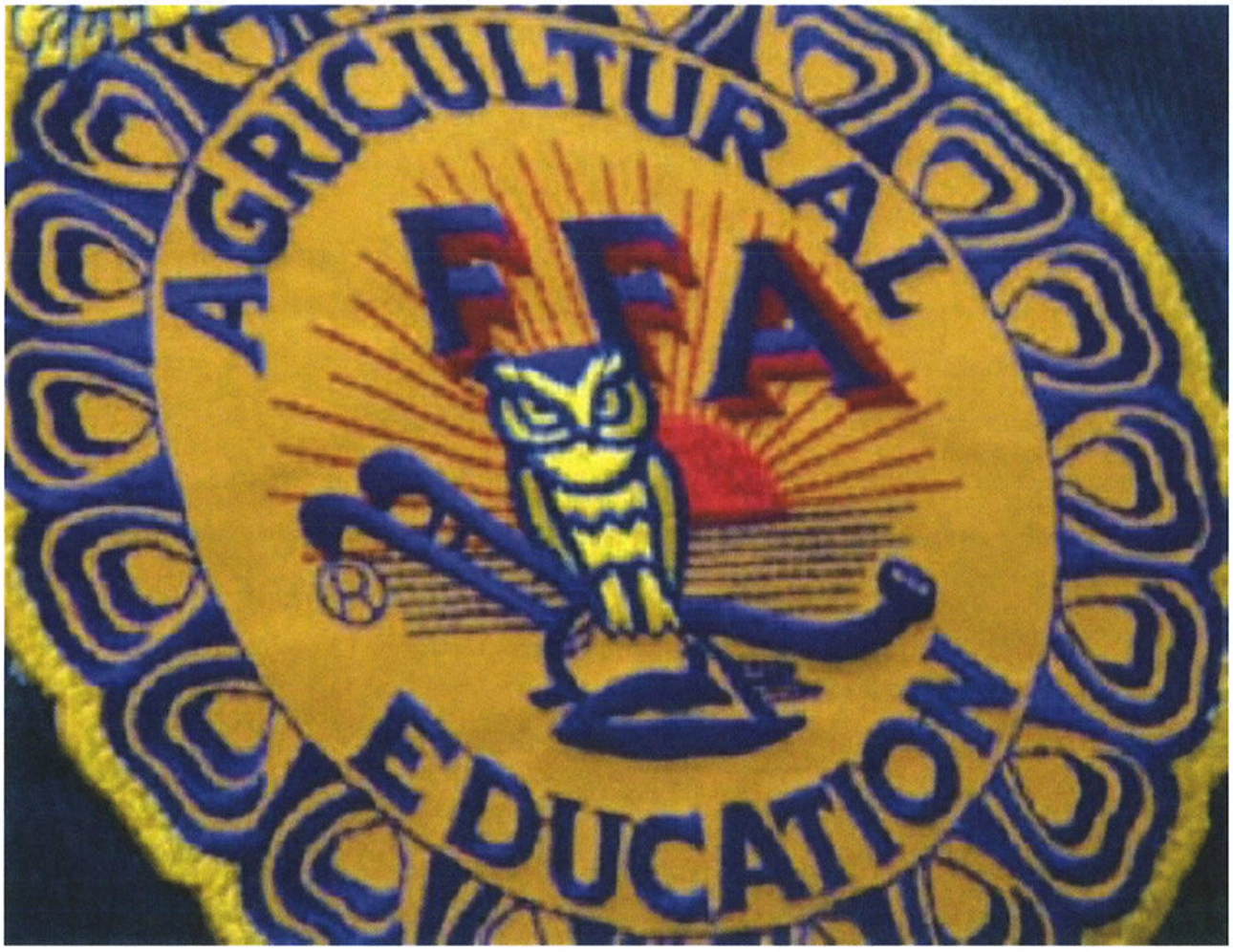
Section 1

Reflection on Quality Criteria Standards



O'Neals-Minarets High School

1. Curriculum and Instruction

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

Minarets Agriculture Department employs four instructors. Due to the large staffing, Minarets has the opportunity to teach a wide variety of courses and offer multiple pathways. Every student enrolled in an agriculture class is automatically a member of the FFA. There are currently 417 members enrolled for the 2016-2017 year. There is a requirement for each student in an agriculture class to attend at least four FFA activities per semester and have an approved SAE project with a record book. These requirements account for five percent of their semester grade.

Classes currently offered:

Sustainable Ag Biology

Soil and Ag Chemistry

Agricultural Economics/Government

Agricultural Leadership

Advanced Placement Biology

Animal Anatomy and Physiology (Every other year)

Veterinary Science (Every other year)

Ornamental Horticulture (1&2)

Introduction to Agricultural Mechanics

Agricultural Construction

Fabrication and Design

Agricultural Welding

Agricultural Small Engines

Introduction to Floral Design

Advanced Floral Design

Intro to Agriculture

1B. The Career and Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry Sector are the basis for contest of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.

Currently at Minarets, there a number of pathways that are not yet complete for a four-year student. One of the main focuses is to complete each pathway, while growing our program within the school. This weakness

arises from Minarets being a fairly new school and being low in numbers for the entire school. The school population is about 500 students,

all of which go through the agri-science classes needed for graduation, as there is not a traditional science department. Retention in the program might be considered low in comparison to other programs, due to students finishing their science requirements and leaving the agriculture classes for other electives. Minarets is looking to add more classes in the plant science/horticulture pathway, as well as, expanding to an agri-business pathway.

The current pathways are as follows:

Agriscience	Sustainable Ag Biology	Soil and Ag Chem	AP Biology	Vet Science/ Animal Anatomy
Ag Mechanics	Intro to Ag Mech	Ag Welding	Ag Constructio n	Fabrication and Design
Floriculture	Sustainable Ag Biology	Soil and Ag Chem	Intro to Floral	Advanced Floral
Horticulture	Sustainable Ag Biology	Soil and Ag Chem	Horticulture1	Horticulture 2
Animal Science	Sustainable Ag Biology	Soil and Ag Chem	Animal Anatomy and Physiology	Veterinary Science
Agri-Business	Sustainable Ag Biology	Soil and Ag Chem	Ag Leadership	Ag Economics/ Government

1C. Career Paths in agriculture have been identified and can be found on a chart of diagram in the program plan.

The career paths have all been identified, as outlined in section 1B above. All courses and paths are found in our program plan at this time.

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

Each year, the counselor and administration create the master schedule. The counselor is great at fitting kids into their desired classes so they may follow the career path they have chosen and keeping the class sizes below twenty-eight students. Students always have the opportunity to change classes during the first few weeks of school to ensure they are in a class that is best for their goals.

1E. Agriculture Career Awareness information is included in every course.

Each class has a career unit incorporated into the curriculum. Careers are usually covered at the beginning or end of the school year, based upon the material and instructor preference.

1F. The agriculture department utilizes computer hardware and software as an instructional tool.

Minarets has always been a one-to-one school. However this year, Minarets has been able to provide every student with a new MacBook Air. Students utilize their MacBooks in every class, including the agriculture department. Most coursework is completed on their devices. Computers are equipped with software such as Pages, Keynote, Numbers, Quicktime, iMovie, Safari, Firefox, Photoshop, and more. Based upon performance in class and citizenship, students are allotted a certain amount of time to work on their computers. More time is given to students that are high performing.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following:

-Computerized Record book (AET)
-Agriscience Fair Report
-Agriculture Term Paper
-Agriculture/FFA Speech
-Job Resume
-Job Cover Letter
-Portfolio Letter of Introduction
-Other Agriculture Related Project

New last year, all students at Minarets enrolled in an agriculture class, will be utilizing the AET online record book. Students start work on AET as soon as the school year begins to ensure they completely understand the use of the record book and are utilizing the possibilities AET has to offer.

Agriculture term papers are built into all upper science classes through their agriscience fair report, including biology, chemistry, AP biology, horticulture, veterinary science, and animal anatomy and physiology.

Resumes, letter of introduction, and job cover letters are utilized in all ag mechanics classes, as well as, ag leadership and economics.
Agriscience Fair Reports are new to Minarets this year. All biology, chemistry, AP biology, animal anatomy and physiology, vet science, horticulture, and floral will be completing an Agriscience Fair Project. Each class will participate in a small scale Agriscience Fair in the classroom with display boards. The instructor of the class will pull the top students from each class to compete in the school-wide contest with outside judges to award the students. Students will then have the opportunity to compete in the FFA Agriscience contest and receive feedback from the community to ensure they are well prepared for the contest.

1H. Record Keeping is taught in all agriculture classes. Every student maintains and completes (closes out) with an SAE project or a mock problem.

SAE and Record Books are part of each class and grades. We are now utilizing AET and adding in Agriscience to most classes, which aids in kids completing their SAE project, as it can count for both. Students receive a grade for their SAE project, which tends to encourage the students to complete their SAE and record books.

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

Since the record books are now online, all records will be maintained through AET. By keeping our roster up to date each year, all student records are maintained.

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

Graduation Requirements are met by the following courses:

Science	Sustainable Ag Bio Ag and Soil Chem AP Biology Vet Science Animal Anatomy and Physiology
Fine Art	Introduction to Floral Advanced Floral Design
Social Science	Ag Econ and Government
Elective	Horticulture Science Intro to Ag Mechanics Fabrication and Design Small Engines Ag Welding Ag Leadership

UC A-G approved courses are as follows:

Science	AP Biology Sustainable Ag Biology Ag and Soil Chemistry
Fine Art	Introduction to Floral Advanced Floral Design
Social Science	Ag Econ and Government

We plan to work on getting Horticulture science UC approved, as well as, Ag Leadership, Vet science, and Animal Anatomy and Physiology.

2. Leadership and Citizenship Development

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

O'Neals-Minarets FFA is Chapter number 0538, which is part of the California State FFA Association and National FFA Organization. The charter was received in April of 2009.

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

Thus far, Minarets has been very successful with its Program of Work. Minarets has been very successful in the contest. Each year the Program of Work is improved upon to achieve success in the state contest.

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

Policies are set into place as a department to ensure that students participate in 4 leadership activities per semester to earn five percent of their grade. Activity credit can be counted in multiple classes, so students are not overwhelmed and want to be a part of each class the agriculture department has to offer.

Record of the activities are kept on a Google spreadsheet that each teacher has access to. At the monthly chapter meetings, students sign themselves in and the results are recorded on the activity spreadsheet. For other activities, there is an attendance sheet that teachers enter into the activity sheet. In the future, we are looking to utilize the AET scanning ID cards to check students into events.

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

Students who are enrolled in an agriculture class are automatically enrolled in the California State FFA Association and the National FFA. Students enter their information by using an access code for Calaged. They are able to update their information online from previous years and enter the class they are enrolled. Teachers then can approve them to the roster and remove students who are no longer active. Currently there are 417 students in the chapter.

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

O'Neals-Minarets FFA participated in the following events during the 2016-2017 school year:

Sectional Activities	Opening and Closing Contest, BIG, CO-Ops, Creed, Job Interview, Impromptu, Prepared, Extemporaneous, Novice and Advanced Parli Pro, Proficiency Awards, Fall and Spring Activity Nights
Regional Activities	Fall Meeting, Spring Meeting, Regional Officers, Impromptu, Prepared, Novice and Advanced Parli Pro, Proficiency Awards
State Activities	State FFA Leadership Conference, 2 Delegates at State Conference, Greenhand Conference, Made For Excellence, Advanced Leadership Academy, Sacramento Leadership Experience, Impromptu, Novice and Advanced Parli Pro, State Degree Recipients
National Activities	National FFA Convention
Fall CDE Teams	Natural Resources, Cotton Judging, Citrus Judging
Spring CDE/LDE Teams	Ag Cooperatives, Ag Mechanics, Ag Welding BIG, Farm Business Management, Floral, Forestry, Land Judging, Livestock Judging, Marketing Plan, Meats Judging, Parliamentary Procedure, Poultry Judging, Vet Science

2F. A minimum of 80% of students participated in at least three leadership development activities annually as verified by department records.

More than 80% of students participate in at least 3 activities as verified by our department points system. The most popular activities are:

Sectional Activity Nights

Chapter FFA Meetings

Fall and Spring Banquet

3. Practical Application of Agricultural Skill

3A. Students participate in Supervised Agricultural Experience (SAE) is part of the grading criteria for every student in the program.

The agriculture department has a policy regarding Supervised Agriculture Experience projects being included in each student's grade. Each project is equated to five percent of each students' total score in the class. While every student enrolled in a science class is part of the FFA, it is difficult at times to get every student excited in an SAE project. To aid students in selecting a project, agriscience fair has been added to each science class, including horticulture, floral, anatomy and physiology, and vet science. During the first few weeks of school, students were introduced to the agriscience fair and selected a project to research. A few weeks after, students were introduced to SAE, where they made a connection to their agriscience fair project and noticed it would count as an SAE project as well. With the SAE project already included in the curriculum for class in another way, I am hopeful that students will be more motivated to have a successful SAE project.

3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the student data career plan.

Every freshman and first year student is enrolled in a class that includes an agriscience fair project, which also counts as a research SAE project. Students are introduced to other types of SAE projects, including entrepreneurship and placement opportunities. A plan for their SAE project is required to obtain Greenhand FFA membership.

3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by department records.

As of now, students are engaged in SAE projects, as stated above, by including agriscience fair projects in all science classes. There are many students at Minarets who complete additional SAE projects, including animal projects for local fairs and placement opportunities. I am hopeful that with the implementation of AET this year, that we will be able to track the percent of students engaging in SAE projects.

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

The on campus school farm houses many student projects. This gives many students who would not have a chance to develop an SAE project an opportunity to branch out. The agriculture teachers have numerous opportunities to visit with these students. Below is a list of the agriculture teacher responsible for each type of project.

Swine: Keeley Hall
Sheep: Kristi Mattes
Goats: Kristi Mattes
Beef: Jessica Sweet
Poultry: Jessica Sweet
Rabbits: Kristi Mattes
Horse: Keeley Hall
Dairy: Jessica Sweet
Ag Mechanics: Richard Chapman
Placement: Richard Chapman
Greenhouse: Keeley Hall

3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

With the remaining ag incentive grant monies, the agriculture department was able to purchase a new ag truck. At this time, we have four vehicles owned by the agriculture department including the new Ford F250, an older Ford F250, a Chevy Tahoe, and a Ford Excursion. The vehicles are only for agriculture department use. Use of the vehicles is discussed during our weekly department meetings to ensure they are used most effectively and are being serviced in a timely manner.

4. Qualified and Professional Personnel

4A. Each agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the comprehensive program plan.

Of the four teachers in the Minarets Agriculture Department, all four hold their single subject credentials and Ag Specialist credentials. Jessica Sweet and I both are labeled as preliminary since we have not yet completed the Induction program, which has taken the place of BTSA in Madera County. We are both working on year one of the program. Our credentials can be found in the Comprehensive Program Plan.

4B. Based on the previous year's records, every agriculture teacher at least ½ time agriculture, attends a minimum of four professional development activities.

The entire agriculture department contains full time agriculture teachers. A chart of responsibilities is determined each year for the department when planning. All staff are expected to attend the following events this year: 2 sectional meetings, 2 regional meetings, road show, and CATA summer conference. Jessica Sweet and I will both attend New Professionals.

4C. The agriculture staff meets a minimum of twice a month.

The agriculture staff generally meet once a week on Monday, unless our activities do not allow. In a case where we cannot meet, we will text regularly and email.

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the comprehensive program plan.

Our department head, Kristi Mattes, keeps record of all staff meetings, including scheduling, vehicle requests, and planning needs for upcoming events. All copies of minutes are included in the Comprehensive Program Plan.

4E. Teachers are reimbursed for personal expenses they incur when participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

Teachers are reimbursed for any expense incurred associated with FFA, SAE, and professional in-service by providing receipts of the expense incurred. Kristi submits for reimbursement on the teacher's behalf, as she handles all department paperwork associated with the accounts.

5. Facilities, Equipment and Materials

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

Minarets opened its doors in 2009, however, classes began in 2008 with just 27 students. The campus has been added to since then. At this time, we have a two science classrooms with a dedicated prep room between the two. There is also a very large shop located behind the gym with three different bays and two classrooms, where the shop and floral classes are taught. We also have a working school farm located below the shop building and within walking distance from the science classrooms. At the farm, there is a barn, with another on the way, a chicken coop, greenhouse, and a farrowing barn that is in the process of being completed.

The Minarets campus is continually being added to as the school and agriculture department continue to grow. Administration is consistently working the ag department to ensure the department needs are met to provide a great learning environment for all students.

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

All agriculture classrooms contain many cabinets for storage of materials with locks only agriculture instructions have possession of. There is also a prep room located between the two science classrooms.

At the school farm, there is two sheds with overhead space and a sea train for horticulture materials.

For the shop facility, there is a tool room, and separate bays for each type of shop class. We also own a sea train that is kept behind the shop for more storage.

5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):

School Farm Laboratory **Greenhouse**

Growing Area **Agriculture Shop**

We are fortunate at Minarets High School to have all of these facilities available for students to access for SAE projects. We are continuously updating our facilities to offer the best options to students.

5D. The agriculture department has E-mail capabilities.

All of the teachers at Minarets High School are provided email addresses when their contracts are signed through the school district.

Kristi Mattes: kmattes@mychawanakee.org

Richard Chapman: rchapman@mychawanakee.org

Keeley Hall: khall@mychawanakee.org

Jessica Sweet: jsweet@mychawanakee.org

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

As a department, we work to keep our areas clean. We work together to ensure the farm, prep room, and other shared areas are clean so it is accessible to others.

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

The agriculture department is responsible for keeping up with vehicle maintenance, which is repaired by the school district. Other supplies, such as farm, fair, and classroom supplies are kept in order by each of the agriculture teaches with the help of students.

6. Community, Business, and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agriculture Education Advisory Committee Manual."

The Minarets advisory committee is made up of community supporters with a passion for agriculture. The committee is imperative to keep the agriculture department current in the agricultural industry and provide students with skills for their future careers.

The advisory committee members include:

Brad Allen: Owner and Contractor at Natural Landscaping

Barbara Bigelow: School Board Member and Co-Owner of Bigelow Farms

Claudia Box: Owner of Box Feed

John Miller:

Greg Sammons: Senior Livestock Inspector for California Department of Food and Agriculture

Dr. Scott Williamson: Department of Animal Science at Fresno State

Don Vasconcellos: Department of Plant Science at Fresno State

All four agriculture teachers attend with the principal, Dr. Daniel Ching.

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

Our advisory committee meets twice a year, once during each semester.

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

Job Market Description	Targeted occupations
Total Program Goals and Objectives	Program Description
Course subject study matter outlines	Program Completion Standards
5-year Facility and Equipment	Current Year Budget
Graduate Follow Up	List of Active Placement Sites

The ag advisory committee has held the ag department accountable to ensure we are offering students courses the hold up to industry standards. Advisory committee members have been helpful in securing funding for major projects. Currently, we do not have an up to date program plan. This plan will be available to advisory members to view at the next advisory committee member in January. Program description, budget, course outlines, and 5 year plan was all shared at the most recent advisory meeting.

6D. The contact information of the advisory committee chair has been provided on the cover of the checklist.

The contact information for Greg Sammons, committee chair is provided on the AIG checklist.

Greg Sammons

559.283.0514

7. Career Guidance

7A. Students are counseled regarding:

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

This year, we have brought back our Home Visit program. During the fall semester, we have scheduled out freshmen and sophomore home visits to introduce families to the opportunities available through the agriculture department and FFA. These visits are expected to be attended by every teacher the student has class with. Together, we go through the home visit form to help schedule out the student's courses over their high school career, as well as, educate the family on FFA opportunities, SAE opportunities and future career options.

Counselors at the school are great at educating students for their future career choices and provide an immense amount of information at meetings and workshops for students. Each agriculture class also includes a career unit, in which we discuss types of careers and their education requirements.

7B. All students have completed career plan (student data sheet) and it is updated annually.

With the new R-2 system, students have not completed formal career plan with the agriculture department. Instead, informal conversations happen in and out of class, where the agriculture teachers offer advice on college and career choice based upon student interest.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities.

Currently, we have a number of classes that are set up as dual enrollment with our local community college, Reedley College. These courses include:

Introduction to Ornamental Horticulture

Floriculture

ROP Welding

8. Program Promotion

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

During back to school night, we have an FFA booth, where students can meet the ag teachers and FFA officers. This is a great way for students and parents to learn more about the program and what is offered. We also offer laptops for parents to sign up for our email list to stay up to date on upcoming events. Although we do not offer a brochure, we do offer information such as our activity list for the year and home visit sign ups. Most students are automatically enrolled in the agriculture classes due to them also being the only science classes offered.

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

The agriculture department makes every provision for students who are not able to afford the cost of events. For FFA and leadership activities, we offer payment plans, scholarships, and ways for students to work off debt. For SAE projects, our boosters organization offers loans to students until they receive their fair check. This is primarily for animal based projects. It is important to us, as a staff, to offer every kid opportunities regardless of their financial situation.

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

As a department, we are lacking in recruitment activities with local feeder schools. Minarets is composed of half charter and half district students, meaning students enter the district, sometimes from over an hour drive away, for the different programs we offer as a school.

We are currently working on a recruitment video that can be shared on a Minarets FFA YouTube channel, Facebook page and to all potential students through their classrooms, as permitted. This video will be completed this fall as part of my project.

9. Program Accountability and Planning

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

Minarets FFA has program plan on file from 2013 with the regional supervisor, but not in the department files. A lot has changed since 2013 at Minarets, so this project has been a large undertaking to update.

9B. Updates of the program plan are sent to the Regional Supervisor by November 15th. These updates include: 1. Five-year Equipment Acquisition Schedule, 2. Chart of Staff Responsibilities, 3. FFA Program of Work, 4. Advisory Committee Roster, and 5. Advisory Committee Minutes.

The updates are sent to regional supervisor every year as required.

9C. A Follow up system is used which gathers the following information from program completers:

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

Google Surveys are sent out to all recent graduates. The form includes the information listed above. The survey allows us to update graduate information efficiently when completing the R-2.

9D. The graduate follow up data collected is entered with the online R-2/ FFA Roster data entry by October 15th.

The data collected from the Google form is entered in with our R-2 data yearly.

9E. The agriculture department analyzes their student retention numbers each year and develops strategies to help increase retention within the programs.

Although the school has grown substantially over the last few years, the number of staff members has not followed the same trend. With that, there are many classes for underclass students to take in the ag and science department. We are working towards having more classes available to juniors and seniors to continue the program with. To do this, we are urging the school district to hire a 5th agriculture instructor so we may open more possibilities. We are looking into classes such as agriculture business, plant science, and farm to fork. We have also urged counselors to open more sections of our junior and senior classes and not offer them during the same times as other upper division classes.

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

All AIG materials are turned in by our department head by the October 15th deadline.

10.Student Teacher Ratios

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

Due to the growth at Minarets, we keep our classes below 28 students. The counselor and administration are supportive in spreading students throughout classes. However, in order to keep numbers up and possibly attain a new teacher, keeping classes under 20 students would be near impossible. Most classes are almost maxed out at 28 students.

10B. The total number of students enrolled in agriculture does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for the purpose of determining the total count only. (This does not pertain to class size)

Our overall ratio for the agriculture department is 442:4. With first year students counting as .5, our ratio would be 381:4 or 95:1. While we are over the 75:1 benchmark, we are in the process of growing and possibly adding another teacher. We have been advocating for a 5th teacher for years, and believe we are finally in serious talks about it with the district for next school year.

11.Full Year Employment

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

All four of the agriculture teachers are employed year round, however, we are over the 75:1 student to teacher ratio. There is an extended contract of 37 days in addition to their regular salaries.

11B. During the school year, one teaching period for supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

Currently, only one of our teachers received a supervision period in addition to the preparation period. Krisi is fortunate to have both her preparation and supervision periods, Jessica and I have our preparation periods, and Richard gave up his preparation period in order to keep up with enrollment in his mechanics classes.

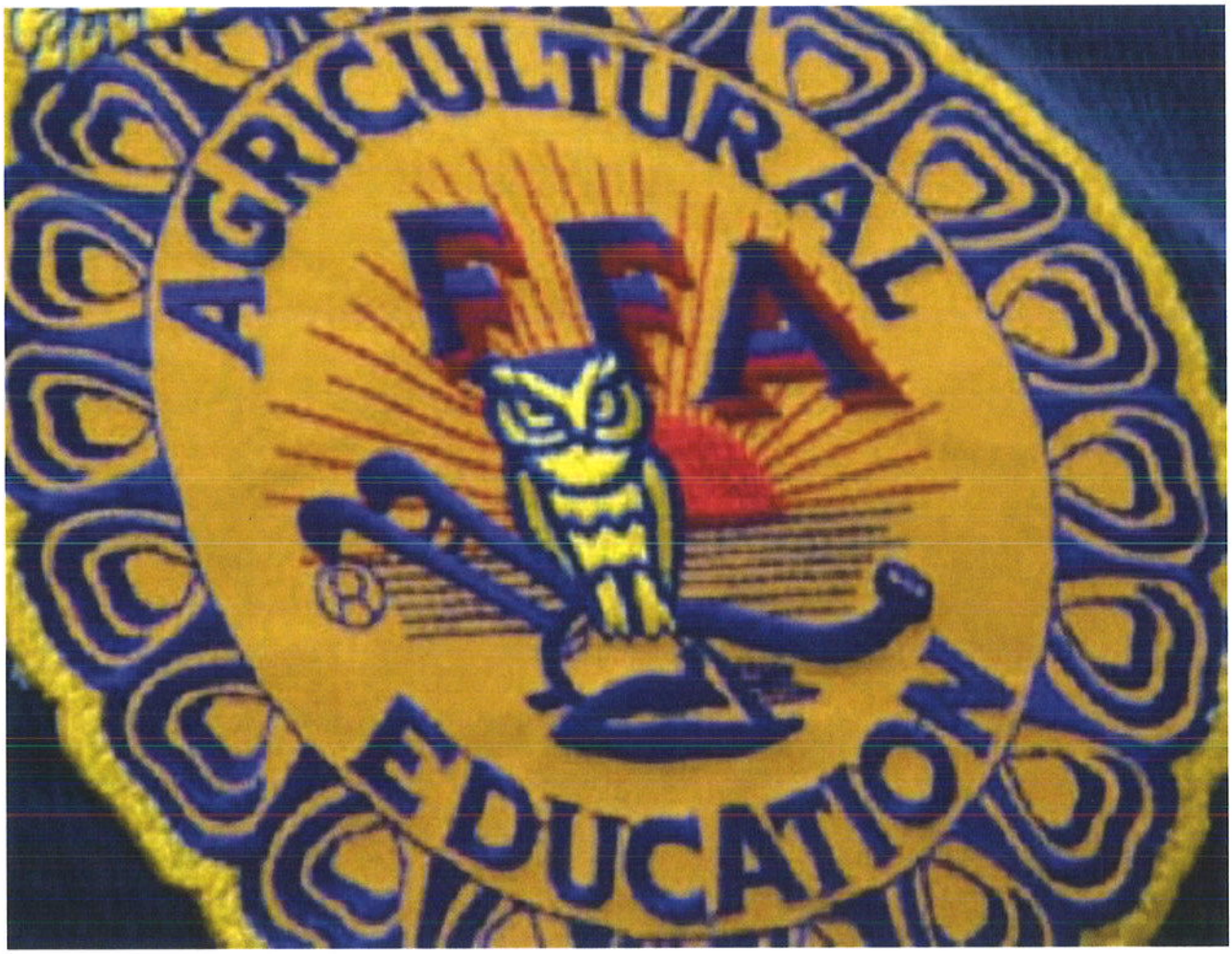
12.Program Achievement

12A. The Agriculture Program meets the requirements of Program Activities (attach checklist).

Minarets FFA participates in more activities than most larger departments.

Section 2

The Project- Recruitment Video



O'Neals-Minarets High School

My project for AGED 539 is a recruitment video designed to enhance student involvement in FFA at Minarets, as well as, encourage more students to attend Minarets High School. The project addresses quality criteria 8C by allowing students to view a video highlighting the Agriculture program at Minarets, while not requiring our staff to travel over an hour to recruit students.

1. Goals

The goal of this project is to provide recruitment information to potential Minarets High School students. As we are the science and agriculture department at Minarets and Minarets is a media based program, a recruitment video will be able to reach many students. It is imperative that we reach students who do not attend local schools, as we draw students from Fresno, Sanger, Chowchilla, and Kerman.

2. Objectives

- To create a video highlighting all of the success Minarets FFA has
- To show perspective students and their family the opportunities Minarets FFA can offer
- To allow our agriculture students to be a part of the recruitment process
- To recruit students from all over the valley to attend Minarets High School and Charter School for their FFA program

3. Timeline

September 2017: Recruit students to develop the video

October 2017: Create a plan on how video will be made and what should be included

February 2017: Film video, edit video, show video on social media and add to Minarets FFA Vimeo page

4. Process

The process to complete this project started with recruiting the right students for the job. I was able to have some officers who are interested in film making team up with a graduate who created many professional grade videos for the school.

From there, the students and I brainstormed what items we thought were important to include in the video and how we wanted to highlight the success of Minarets FFA.

5. Video Planning

For the planning of the video, I found four current students, who happen to be officers and executive committee members to film and plan the video. These students work together to film videos to introduce each chapter meeting as well. The students have also taken media classes where they have learned to use iVideo and other software to create industry professional videos for other projects. The four girls took charge of the video and their plan is as follows:

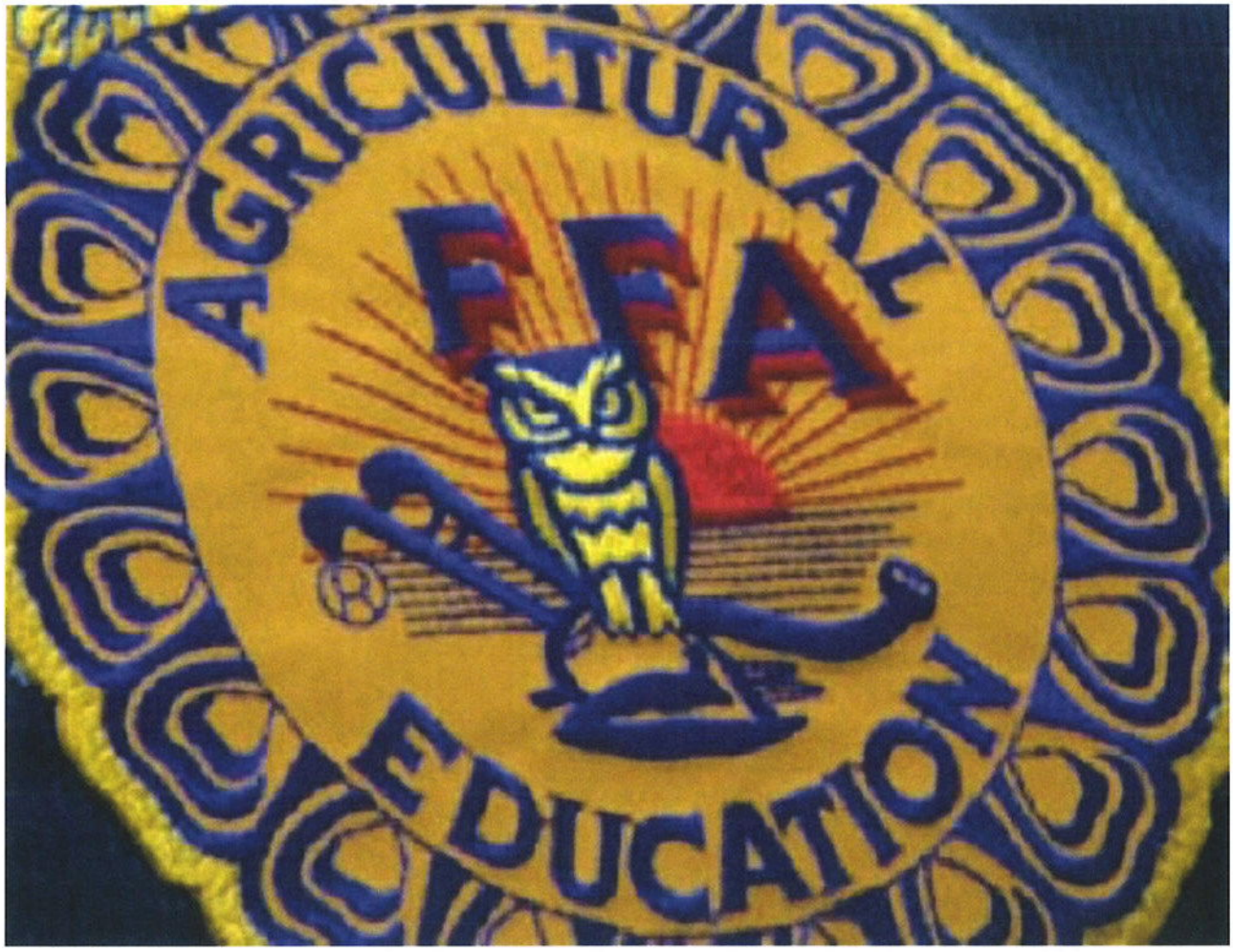
- I Have student reciting the FFA Creed as videos or pictures of success at Minarets is shown.
- Show students with livestock and at other events
- Highlight the National and State titles by showing images/videos of those teams
- Incorporate advice/stories from past and current FFA members
- Post video to Minarets FFA Facebook, YouTube, Vimeo and Instagram
- Send video link to teachers with current 8th graders in the area and schools students traditionally come from

6. The Video

While the video took longer than expected, it is available to be viewed at https://vimeo.com/263073138. The video will be posted to our Minarets Facebook page and sent to schools in the area to be shown to current 8th graders.

Section 3

Supporting Completion Materials



O'Neals-Minarets High School

Index of Supporting Materials

1. Student Data Sheets
2. Permanent Agriculture Student Files
3. Course Outlines
4. Grade Book
5. Home and Project Visit Forms
6. School Board Policy on SAE
7. School Board Policy on FFA
8. FFA Program of Activities
9. Recruitment Program
10. FFA Chapter Scrapbook
11. Summer Activities Calendar
12. Graduate Follow Up Survey
13. Graduate Follow Up Survey Results
14. Comprehensive Program Plan
15. Advisory Committee Agendas
16. Advisory Committee Minutes
17. Advisory Committee Constitution and Bylaws
18. Proficiency Standards
19. Credentials
20. Department Calendar

21. Professional Development Activities

22. R-2 Report

23. Travel Request Form

24. CATA Membership

25. Professional Development Report

26. Five Year Requisition

27. Current Operating Budget

28. District/Department Budgeting Process

29. Department Chairpersons Responsibilities

30. Chart of Responsibilities

31. Substitute Teacher Procedures and Plans

32. Program Completer Description

33. Articulation Agreements

34. Reimbursement Process

1. Copies of Student Data Sheets

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 602513301
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address:
City, State, Zip:

Contact Information EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / G
Name:
Occupation:
Phone Number:
Email:

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601776524
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics

EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address

EDIT

Address:
City, State, Zip:

Contact Information

EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians

EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601776528
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address:
City, State, Zip:

Contact Information EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / G
Name:
Occupation:
Phone Number:
Email:

O'Neals - Minarets
Dilan Basila

- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off

Cash/Checking: $-1,320
Current/Projects: $1,320
Non-Current: $0
Liabilities: $0

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes (•) No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601776529
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics

EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address

EDIT

Address:
City, State, Zip:

Contact Information

EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians

EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent /
Name:
Occupation:
Phone Number:
Email:

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

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Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601776618
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics

EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address

EDIT

Address:
City, State, Zip:

Contact Information

EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians

EDIT

Father / Parent / G
Name:
Occupation:
Phone Number:
Email:

Mother / Parent /
Name:
Occupation:
Phone Number:
Email:

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601776624
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address:
City, State, Zip:

Contact Information EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes (•) No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number:
Profile Complete for FFA Membership: 100%
Password: Reset
Profile Pic: Upload

Demographics EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address:
City, State, Zip:

Contact Information EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent /
Name:
Occupation:
Phone Number:
Email:

Profile | Journal | Finances | Reports

O'Neals - Minarets
Regan Fringer

- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off

Cash/Checking: $0
Current/Projects: $0
Non-Current: $0
Liabilities: $0

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes (●) No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601776649
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics

EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address

EDIT

Address:
City, State, Zip:

Contact Information

EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians

EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent /
Name:
Occupation:
Phone Number:
Email:

O'Neals - Minarets
Lindsey Furgerson

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: $0
Current/Projects: $0
Non-Current: $0
Liabilities: $0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601275326
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address:
City, State, Zip:

Contact Information EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent /
Name:
Occupation:
Phone Number:
Email:

O'Neals - Minarets
Kailey Neville

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: $1,021
Current/Projects: $0
Non-Current: $0
Liabilities: $0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

[redacted]
Pronounced: Kaylee
Chapter: O'Neals - Minarets
FFA Member Number: 601777025
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics EDIT

Birthdate: [redacted]
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address: [redacted]
City, State, Zip:

Contact Information EDIT

Email: [redacted]
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian: [redacted]
Name:
Occupation:
Phone Number:
Email:

Mother / Parent /
Name:
Occupation:
Phone Number:
Email:

O'Neals - Minarets
Michael Rezendes

- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off

Cash/Checking: $-2,644
Current/Projects: $2,644
Non-Current: $0
Liabilities: $0

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes (•) No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 601777121
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address EDIT

Address:
City, State, Zip:

Contact Information EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / G
Name:
Occupation:
Phone Number:
Email:

Account Information and Settings

My FFA Chapter

O'Neals - Minarets
450 Members
4 Advisors
34 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes ◉ No

Mobile Device Setup

Visit m.theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are **0** authorized devices

Deauthorize All Mobile Devices

Chapter: O'Neals - Minarets
FFA Member Number: 602513289
Profile Complete for FFA Membership: 100%

Password: Reset

Profile Pic: Upload

Demographics

EDIT

Birthdate:
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address

EDIT

Address:
City, State, Zip:

Contact Information

EDIT

Email:
Home Phone:
Cell Phone:

Parents/Guardians

EDIT

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

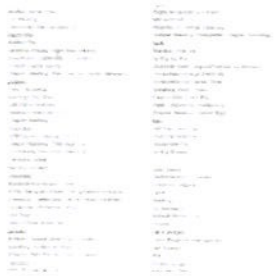
Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

2. Description of Permanent Agriculture student files

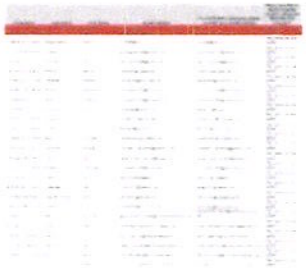
My Drive > O'Neals- Minarets FFA Chapter

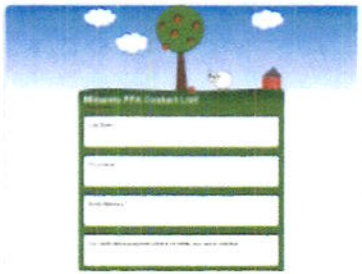
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
ASB Forms/ Transp...
Banquet Scripts- Fi...
CDE's
Fairs and Shows
FFA Jackets
Field Trip: Activities...
NR Contest
Officer Elections
R-2 Data
Retreats

Files


ALA Activity List

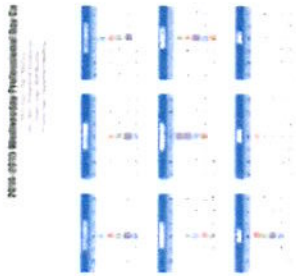
FFA Activities for cl...


Minarets FFA Conta...


Minarets FFA Conta...

Parent Consent-Fiel...

Spring FFA Activitie...


STAFF MEETING SC...

Vending Machine

3. Course Outlines

Introduction to Horticulture

Topics of Study:

- Fertilizers
- Plant Structure and Function
- Soils and Container Media
- Plant Propagation
- Pest and Disease Damage and Identification
- Horticulture Structures
- Landscape Horticulture Business and Marketing Methods
- Nursery and Greenhouse Crops- Planting and Care
- Plants in the Landscape
- Plant Identification and Nomenclature
- Careers

FFA Credit:

All of the Minarets High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an "intra-curricular" format engaging classroom, SAE (Supervised Agricultural Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. Four FFA activities each semester makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 4 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal. A calendar with all expected FFA activities for the year will be given to students during the first two weeks of school.

Please sign and return to Ms. Hall by August 21st.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Ms. Hall 2017-2018

Classes Taught:
- Biology and Sustainable Agriculture
- Honors Biology and Sustainable Agriculture
- Intro to Horticulture

Teacher information:
khall@mychawanakee.org
Classroom #307
Class telephone:
559.868.8689 ext 307

Materials Needed:
- Pen/pencil
- Scientific calculator
- Binder with paper
- Highlighter
- Positive attitude

Late Work:
The only time late work is accepted is on Hall Pass Day. On this day, work can be turned in for full credit. All work must be complete prior to Hall Pass Day. Students will be called up one by one to turn in their work and check their grades. If a student is caught working on missing assignments during Hall Pass Day, they will lose their privilege to participate in Hall Pass Day. Hall Pass dates will be announced in class with ample time for students to complete any missing work.

Expectations:
- Be respectful
- Turn assignments in on time
- Give 100% effort
- Attend class
- Participate
- Have fun!!

If you are absent:
- You have the same # of days to complete work as you were absent
- Ask a friend what we did in class
- Get work off schoology

*it is YOUR responsibility to complete late work. If it is not complete, it will be considered late! Tests will be marked as zeros until they are made up.

MINARETS MUSTANGS

FFA Activities: You need 4 per semester.

ONEALS-MINARETS FFA

Biology and Sustainable Agriculture

Units of Study:

1: What is sustainable agriculture?
2: How does sustainable agriculture fit into our environment?
3: What molecular biology principles guide sustainable agriculture?
4: How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

FFA Credit:

All of the Minarets High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an "intra-curricular" format engaging classroom, SAE (Supervised Agricultural Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. Four FFA activities each semester makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 4 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal. A calendar with all expected FFA activities for the year will be given to students during the first two weeks of school.

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Ms. Hall 2017-2018

Classes Taught:

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- Honors Biology and Sustainable Agriculture
- Intro to Horticulture

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khall@mychawanakee.org
Classroom #307
Class telephone:
559.868.8689 ext 307

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- Have fun!!

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MINARETS MUSTANGS

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FFA Activities: You need 4 per semester.

O'NEALS-MINARETS FFA

Honors Biology and Sustainable Agriculture

Units of Study:

1: What is sustainable agriculture?
2: How does sustainable agriculture fit into our environment?
3: What molecular biology principles guide sustainable agriculture?
4: How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

FFA Credit:

All of the Minarets High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum includes an "intra-curricular" format engaging classroom, SAE (Supervised Agricultural Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. Four FFA activities each semester makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 4 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal. A calendar with all expected FFA activities for the year will be given to students during the first two weeks of school.

Honors Assignments (per semester, all instructions will be on Schoology):

2 Current Event Assignments (1 per quarter)
1 Agriscience Fair Project
2 Scientific Communication Assignments (1 per quarter)

Please sign and return to Ms. Hall by August 21st.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Ms. Hall 2017-2018

Classes Taught:
- Biology and Sustainable Agriculture
- Honors Biology and Sustainable Agriculture
- Intro to Horticulture

Teacher information:
khall@mychawanakee.org
Classroom #307
Class telephone:
559.868.8689 ext 307

Materials Needed:
- Pen/pencil
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- Highlighter
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- Attend class
- Participate
- Have fun!!

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If you are absent:
- **You have the same # of days to complete work as you were absent**
- **Ask a friend what we did in class**
- **Get work off schoology**

***it is YOUR responsibility to complete late work. If it is not complete, it will be considered late! Tests will be marked as zeros until they are made up.**

MINARETS MUSTANGS

FFA Activities: you need 4 per semester.

OWEALS-MINARETS FFA

4. Daily Grade Sheets

Scoresheet

P2(A) Sustainable Agricultural Biology (H) (P) S1

P2(A) Sustainable Agricultural Biology (H) (P) - S1

Class Grade: S1 **Calculation:** Total Points Shov

Grade Scale Type: (A - F) **Grade:** A 90% 415 / 461

STUDENTS (25)	GRADE		FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1.	A	90%		
2.	A	103.1%		
3.	A	104.2%		
4.	A	101.1%		
5.	A	92.6%		
6.	A	101.3%		
7.	A	96.5%		
8.	F	48.8%		
9.	A	93.6%		
10.	A	100.8%		
11.	B	88.9%		
12.	A	106.8%		
13.	B	85.4%		
14.	A	104.2%		
15.	A	105.3%		
16.	A	94.8%		
17.	A	106.4%		
18.	A	102%		
19.	A	94.2%		
20.	A	102.8%		
21.	A	103.3%		
22.	A	100.9%		
23.	C	75.4%		
24.	A	104.2%		
25.	A	106.4%		

Scoresheet

P3(A) Sustainable Agricultural Biology (P) S1

Class Grade: S1 **Calculation:** Total Points

P3(A) Sustainable Agricultural Biology (P) - S1

Grade Scale Type: (A - F) **Grade:** D 68.5% 264.6 / 386

STUDENTS (27)	GRADE		SCIENTIFIC METH.. (11/15/2017)	FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1.	D	68.5%	20		
2.	A	95.9%	20		
3.	A	106.1%	20		
4.	A	95.2%	20		
5.	F	39%	20		
6.	B	88.8%			
7.	A	90.7%	20		
8.	C	79.1%			
9.	B	85.5%	20		
10	F	59.6%	20		
11	D	62.9%	20		
12	B	82.8%	20		
13	A	104.9%	20		
14	C	74.2%	20		
15	A	101.6%	20		
16	A	104.9%	20		
17	B	81%	20		
18	C	76.4%	20		
19	B	89%	20		
20	C	71.8%	20		
21	B	81.6%	20		
22	B	82.1%	20		
23	F	27.2%	20		
24	A	97.2%	20		
25	A	100%	20		
26	F	41.3%	20		
27	F	47.8%	20		

Scoresheet + 🔍 P4(A) Horticulture Science

S1

P4(A) Horticulture Science - S1

Class Grade: S1 **Calculation:** Total Points Show More

Grade Scale Type: (A - F) **Grade:** A 123.7% 162 / 131

	STUDENTS (27)	GRADE		LEAF/FLOWER L... (11/14/2017)	CONTAINERS AN... (11/16/2017)	FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1.	[redacted]	A	123.7%				
2.	[redacted]	A	101.5%				
3.	[redacted]	B	87.8%				
4.	[redacted]	C	74.8%				
5.	[redacted]	A	114.5%				
6.	[redacted]	A	121.4%				
7.	[redacted]	B	81.1%				
8.	[redacted]	A	95.4%				
9.	[redacted]	A	122.1%				
10.	[redacted]	A	114.5%				
11.	[redacted]	A	124%				
12.	[redacted]	D	61.1%				
13.	[redacted]	A	99.2%				
14.	[redacted]	B	84%				
15.	[redacted]	C	79.2%				
16.	[redacted]	A	126.1%				
17.	[redacted]	A	124%				
18.	[redacted]	A	129.8%				
19.	[redacted]	A	106.9%				
20.	[redacted]	A	121.4%				
21.	[redacted]	A	122.1%				
22.	[redacted]	A	193.5%				
23.	[redacted]	A	99.2%				
24.	[redacted]	A	99.2%				
25.	[redacted]	A	90.9%				
26.	[redacted]	A	129.8%				
27.	[redacted]	A	129.8%				

Scoresheet + 🔍 P5(A) Sustainable Agricultural Biology (P)

S1

P5(A) Sustainable Agricultural Biology (P) - S1

Class Grade: S1 **Calculation:** Total Points Show More

Grade Scale Type: (A - F) **Grade:** C 76.4% 314 / 411

STUDENTS (28)	GRADE		SCIENTIFIC METH.. (11/15/2017)	AGRISCIENCE M... (11/17/2017)	FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1.	C	76.4%			20	
2.	B	85.3%			20	
3.	A	148.1%				
4.	F	52.1%			20	
5.	A	109.3%			20	
6.	B	88.1%			18	
7.	B	81.7%			20	
8.	C	72%			20	
9.	F	54.6%			20	
10.	A	97.4%			20	
11.	C	78.4%			20	
12.	A	102.4%			20	
13.	B	80.9%			20	
14.	F	18.7%			20	
15.	F	57.5%			20	
16.	A	95.6%				
17.	A	108.3%				
18.	A	94.3%			20	
19.	A	97.8%			20	
20.	C	78.7%			20	
21.	C	76.8%			18	
22.	A	102.1%			18	
23.	A	94.5%			20	
24.	A	102.6%			20	
25.	C	74.6%			20	
26.	A	102.6%			20	
27.	C	79%			18	
28.	F	56.5%			20	

Scoresheet

P6(A) Sustainable Agricultural Biology (P) ▾ **S1**

Class Grade: S1 **Calculation:** Total Points

P6(A) Sustainable Agricultural Biology (P) - S1

Grade Scale Type: (A - F) **Grade:** A 97.3% 390 / 401

STUDENTS (28)	GRADE		AGRISCIENCE C... (11/9/2017)	FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1	A	97.3%			
2.	A	92.3%			
3.	A	104.7%			
4.	B	89.8%			
5.	C	79.3%			
6.	B	83.5%			
7.	A	99.7%			
8.	A	107.2%			
9.	A	102.2%			
10	C	70.1%			
11	B	84.8%			
12	A	99.8%			
13	A	100%			
14	C	78.7%			
15	A	106%			
16	B	84.8%			
17	F	59.1%			
18	A	109.7%			
19	A	97.3%			
20	B	84%			
21	F	35.4%			
22	C	77.2%			
23	F	27.1%			
24	A	92.2%			
25	A	99.7%			
26	A	93.5%			
27	D	69.8%			
28	F	57.4%			

Scoresheet

P7(A) Sustainable Agricultural Biology (P) S1

Class Grade: S1 Calculation: Total Points

Grade Scale Type: (A - F) Grade: 101% 420 / 416

P7(A) Sustainable Agricultural Biology (P) - S1

	STUDENTS (28)	GRADE		SCIENTIFIC METH.. (11/15/2017)	FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1.	[redacted]	A	101%	20		
2.		B	87.7%	20		
3.		A	94.2%	20		
4.		D	68.8%	20		
5.		A	90.2%	20		
6.		C	74.5%			
7.		F	50.5%	10		
8.		C	77.3%	20		
9.		A	106.9%			
10.		F	46.8%	20		
11.		F	32.6%			
12.		B	88.1%			
13.		A	102.2%	20		
14.		A	108.2%	20		
15.		D	63.5%	20		
16.		B	80.6%	20		
17.		B	82.9%	20		
18.		B	89.3%	20		
19.		B	86.4%	15		
20.		A	98.1%	20		
21.		A	92.5%	20		
22.		A	95%	20		
23.		A	97.4%	20		
24.		A	100%	20		
25.		A	101%	20		
26.		A	99.5%	20		
27.		F	53.6%	20		
28.		A	96.2%	20		

Scoresheet + 🔍 P8(A) Sustainable Agricultural Biology (P)

S1

Class Grade: S1 Calculation: Total Points Show More

Grade Scale Type: (A - F) Grade: F 17.5% 70 / 401

P8(A) Sustainable Agricultural Biology (P) - S1

STUDENTS (26)	GRADE		AGRISCIENCE M... (11/9/2017)	AGRISCIENCE C... (11/9/2017)	FFA CREDITS (12/22/2017)	SAE PROJECT R... (12/22/2017)
1.	F	17.5%				
2.	B	85.8%				
3.	A	99.7%				
4.	A	102.2%				
5.	A	109.5%				
6.	C	78.4%				
7.	F	49.9%				
8.	F	8.3%				
9.	D	64.1%				
10.	D	61.1%				
11.	C	79.6%				
12.	A	98%				
13.	A	90.9%				
14.	C	71%				
15.	A	102.2%				
16.	F	29.9%				
17.	C	77.3%				
18.	A	107.2%				
19.	A	95.9%				
20.	A	4000%				
21.	F	57.4%				
22.	--	--				
23.	A	93.4%				
24.	A	97.3%				
25.	A	109.7%				
26.	F	40.6%				

5. Home Visit Forms

Minarets High School Agriculture Science Department
Home Visit Form

Student [redacted] **Date:** 10/18/17

Address: [redacted] **Phone:** _____

Parent/Guardian(s) Names: _____

Visiting Teacher: Hall

1. Tentative Course Plan Computers, video gaming, video

Sophomore 20 19	Junior 20 20	Senior 20 21
English	English	English
World Hist	US History	Econ/Gov
Ag Chem		
PE	Floral	
Math	Math	
Spanish	Spanish	
Media	Media	Media
Projects	Projects	Projects

2018
English
Minarets
Ag Bio
PE
Math
Mechanics
Media
Projects

2. Supervised Agricultural Experience (SAE) Project Interests:

Agriscience Project

3. FFA Activities the student would like to become involved in:

Donkey BBall, poinsettias, banquet

4. Other comments:

[redacted] _____ 10/18/17
Student Signature **Date**

[redacted] _____ 10/18/17
Parent Signature **Date**

Hall _____ 10/18/17
Teacher Signature **Date**

Minarets High School Agriculture Science Department
Home Visit Form

Student [redacted] 9/25/17

Address: [redacted]

Parent/Guardian(s) Names: Josie

Visiting Teacher: Hall

1. Tentative Course Plan OB/GYN @ UCLA

Sophomore 20 19	Junior 20 20	Senior 20 21
English 10	English 11	English 12
Math	Math	
PE	AP Biology	
World History	US History	Econ/Gov
Ag Chem	Vet Science	Animal Anat.
Spanish 1	Spanish 2	Spanish 3
Art	Art	Art
Media	Media	Media

Engl
Math
PE
Minarets
Ar, Bio
Drama
Projects
Media

2. Supervised Agricultural Experience (SAE) Project Interests:
market goat, goat management
Agriscience project: training goats

3. FFA Activities the student would like to become involved in:
opening/closing
creed

4. Other comments:

[redacted] 9-25-17
Student Signature Date

Josephine Lewis 9-25-17
Parent Signature Date

Hall 9/25/17
Teacher Signature Date

Minarets High School Agriculture Science Department
Home Visit Form

Student [redacted] **Date:** 9/26/17

Address: [redacted] **Phone:** _____

Parent/Guardian(s) Names: Sarah & Sam

Visiting Teacher: Hall, Sweet

1. Tentative Course Plan Hands-ON (fab, own business, engineering

Sophomore 2019	Junior 2020	Senior 2021
English	English	English
World History	US History	Econ/Gov.
Math	Math	Statistics
PE	Engines	Engines
Ag Chem	Physics? Animal Science	Work experience
Spanish 1	Spanish 2	
Ag Mech 2	Welding	Metal & Fab
Media 1/Photo		

9th
English
Minarets
Math
PE
A) B) D
Ag Sci 1
Ag Mech 1
Art 1

College
Jr. college
Cal Poly
Fresno Sta
Armed Forc

2. Supervised Agricultural Experience (SAE) Project Interests: Ag Business?
mechanics, outdoors
forestry. outdoor recreation

3. FFA Activities the student would like to become involved in:
Ag Mechanics opening/closing
Creed

4. Other comments:

Hall

Student Signature _____ **Date** _____

Sarah Huckabee

Parent Signature _____ **Date** 9/26/17

Teacher Signature _____ **Date** _____

Minarets High School Agriculture Science Department
Home Visit Form

Student Name: [redacted] **Date:** 9/29/17

Address: _____ **Phone:** _____

_____

Parent/Guardian(s) Names: Kurt & Dunya

Visiting Teacher: Hall

1. Tentative Course Plan medical

Sophomore 2018	Junior 2019	Senior 2020
English	English	English
Math	Math	AP Bio
Ag Bio	Ag Chem	Vet Science
PE	Animal Anat	Pyschology
Leadership	Drama	
Ag Mech II	Power Mech.	
Spanish I	Spanish II	
World History	US History	Econ/Gov

FPU

2. Supervised Agricultural Experience (SAE) Project Interests:
Agriscience, internship?
Hogs

3. FFA Activities the student would like to become involved in:
opening & closing, Parli Pro, Land? Forestry?
cotton judging, Natural Resources

4. Other comments:

[redacted]
Student Signature 9/29/17 **Date**

Parent Signature 9/29/17 **Date**

Teacher Signature 9/29/17 **Date**

Minarets High School Agriculture Science Department
Home Visit Form

Student [redacted] **Date:** 10/3/17

Address [redacted]

Parent/Guardian(s) Names: Brian

Visiting Teacher: Hall

1. Tentative Course Plan Entertainment; drilling

Sophomore 20 19	Junior 20 20	Senior 20 21
English 10	English 11	English 12
Math	Math	Math
world hist	US hist.	Econ/Gov
Ag Chem	Vet Science	
PE		
IT/Media?		
AgMech 2		
Spanish 1	spanish 2	

Engl
Math2
Minarets
Ag Bio
PE
Drama
Ag Mech1
projects

2. Supervised Agricultural Experience (SAE) Project Interests:

Agriscience

3. FFA Activities the student would like to become involved in:

Natural Resources & Forestry Teams
Donkey Basketball

4. Other comments:

[redacted] 10/3/17
Student Signature **Date**

Brian Stefanelli 10/3/17
Parent Signature **Date**

KHall 10/3/17
Teacher Signature **Date**

Minarets High School Agriculture Science Department
Home Visit Form

Student Name: [redacted] **Date:** 9/29/17

Address: _____ **Phone:** _____

_____

Parent/Guardian(s) Names: margaret & Damon

Visiting Teacher: Hall

1. Tentative Course Plan

Astrology

Communist college

Sophomore 20 18	Junior 20 19	Senior 20 20
English	English	English
World Hist	US Hist	Econ / Gov.
Ag Bio	Ag Chem	
Guitar	Guitar II	
PE		
Spanish 1	Spanish 2	
Math	Math	
Floral II	Art	

Engl Minarets

Earth Sc

Media 1

PE

Floral I

2. Supervised Agricultural Experience (SAE) Project Interests:

Agriscience

3. FFA Activities the student would like to become involved in:

Raisin' Hell Ranch, John's Incredible Pizza Donkey BBall, Floral team?

4. Other comments:

[redacted]

_____ _____

Student Signature **Date**

Hannah Flag 9-29-17

Parent Signature **Date**

Hall 9/29/17

Teacher Signature **Date**

Minarets High School Agriculture Science Department
Home Visit Form

Student Name: [redacted] **Date:** 10/16/17

Address: _____ **Phone:** _____

_____

Parent/Guardian(s) Names: _____

Visiting Teacher: Hall

1. Tentative Course Plan military, Photography, Science

Sophomore 2018	Junior 2019	Senior 2020
Ag Bio	Ag Chem	Vet Science
English	English	English
PE	Photo/Marching Band	
Math	~~Math 2~~ Real Life Math	
ART	Drama	Drama 2
Game Design	Spanish 1	Spanish 2
world hist	US history	Econ/Gov
Projects	Projects	Projects

Fresno State

2. Supervised Agricultural Experience (SAE) Project Interests:

Agriscience Project
Small animal care?

3. FFA Activities the student would like to become involved in:

meetings Donkey Basketball
banquets

4. Other comments:

[redacted] 10/16/17
Student Signature **Date**

[signature] 10/16/17
Parent Signature **Date**

Hall 10/16/17
Teacher Signature **Date**

Minarets High School Agriculture Science Department
Home Visit Form

Student [redacted] Date: 10/5/17

Address: [redacted]

Parent/Guardian(s) Names: Kathleen

Visiting Teacher: Hall

1. Tentative Course Plan Mechanical Engineering, Mechanics, Fish & Game Business

Sophomore 20 19	Junior 20 20	Senior 20 21
English 10	English 11	English 12
World Hist	US History	Econ/Gov
Math 2	Math 3	Business Statistics
Ag Chem	AP Bio	Physics
Ag Mech 2	Engines	Engines
PE	Hort	
Spanish	Spanish	Spanish
Art/Floral		

Engl 9 Minarets Math 1 Ag Bio r) Mech PE IT Projects

Boise S

2. Supervised Agricultural Experience (SAE) Project Interests:
Agriscience, Hogs

3. FFA Activities the student would like to become involved in:
Clay shoot, meetings, dunkey BBall, Reedley New Member Field Day

4. Other comments:

[redacted] 10-5-17
Student Signature Date

Kathleen [illegible] 10-5-17
Parent Signature Date

Hall 10-5-17
Teacher Signature Date

Minarets High School Agriculture Science Department
Home Visit Form

Student Name [redacted] **Date:** 10/12/17

Address: _____ **Phone:** _____

_____

Parent/Guardian(s) Names: Tom & Kim

Visiting Teacher: Hall

1. Tentative Course Plan Army - Medical, Paramedic

Sophomore 20___	Junior 20___	Senior 20___
World History	US History	Econ/Gov
Projects	Projects	projects
Math 1	Math 2	Math 3
Ag Bio	Ag Chem	Floral/Art
Ag Mech 2	Ag Mech	Ag Mech
PE	Extreme PE/weight	Extreme PE
English	English	English
Study Skills	Spanish	Spanish

City College 4 year Fresno State

2. Supervised Agricultural Experience (SAE) Project Interests:
Agriscience, Rabbits

3. FFA Activities the student would like to become involved in:
Welding team, Meetings
Parli Pro

4. Other comments:

[redacted] 10/12/17
Student Signature **Date**

Tom Hallem 10/12/17
Parent Signature **Date**

Hall 10/12/17
Teacher Signature **Date**

Minarets High School Agriculture Science Department
Home Visit Form

Student [redacted]

Address [redacted]

Parent/Guardian(s) Names: Angela Esau, Bernie

Visiting Teacher: Hall, Sweet

1. Tentative Course Plan Science - Zoology, Botany

Sophomore 20 19	Junior 20 20	Senior 20 21
Ag Mech 2	Horticulture	Small Eng./Fab.
World His. (H)	U.S. History (AP)	Econ/Gov.
Chemistry	Vet Science	Animal Anat.
Art	AP Bio	
P.E.	Psychology	Work Exp.
English	English	English
Math 2	Math 3	Math
Spanish 1	Spanish 2	Work Exp.

2. Supervised Agricultural Experience (SAE) Project Interests:

Forestry, Outdoor Recreation

3. FFA Activities the student would like to become involved in:

Forestry, Natural Resources, Land

4. Other comments: Backpacking

[redacted]

Student Signature _____ **Date** _____

Angela Esau **Parent Signature** 10/10/17 **Date**

Teacher Signature 10-10-17 **Date**

6. School Board approved policy statement pertaining to SAE

Agriculture Department Policy

Regarding SAE, Record Books, FFA Participation and Community Service

The following will appear in all Course Outlines for every class taught within the Agriculture and Natural Resources Department at Minarets High School. It will apply to all students enrolled within the High School and the Charter High School.

Leadership Opportunities

At Minarets it is our goal to assist students of all ages in developing their qualities as a leader. At Minarets students have the opportunity to become a member of the National FFA Organization, which is the largest youth leadership organization in the country, simply by being enrolled in a Science or Mechanics course. In order to assist the students in developing there leadership qualities we are giving them the opportunity to earn credit in their Science or Mechanics course simply by attending two (2) leadership activities through the FFA each semester. Options for activities can include monthly FFA meetings, community service, leadership conferences, public speaking events, fundraisers, judging contests and many more! We, as a department staff, uphold the same participation policy and encourage all students to get involved in the leadership opportunities FFA presents them.

SAE Projects and Record Books

By the end of the year every student will have a SAE (Supervised Agricultural Experience) project. This is a student created project tailored around individual interests, needs, and wants. It serves as another learning opportunity by increasing a student's level of responsibility, record keeping skills, while increasing his/her knowledge and skill in a chosen area. Students will have until January to design a SAE and are expected to have it up and running for most of the second semester. They will also keep accurate records of their activities in the FFA Record Book throughout the year. Parents, this can also be a great opportunity for your student to make some money while increasing their knowledge and skills. If students cannot come up with a project they can participate in the tree mitigation plan on campus. They will need to spend at least FIVE hours outside of class time to complete the project.

Community Service

Minarets places a high value and appreciation on giving back to the community and this is simply one item that sets us apart from other schools. In order to promote citizenship and leadership development as well as earning credit in their Science or Mechanics course we ask that students give a little back to the community by completing one (1) community service project per semester. This activity is **NOT** limited to only activities through the FFA; students may perform community service with their church, youth groups, or organizations of his/her choice or anywhere else approved by an instructor. However, by taking part in a FFA sponsored community service activity the student will be allowed to count it twice; once as a community service project and also as a leadership development activity. Regardless, there will be plenty of opportunities presented to students during the 2012- 2013 school year. We encourage every student to take part in as many community service projects as possible. In addition, by completing this activity they will be assisting the Minarets Agriculture Department with their goal of winning the "Million Hour Challenge", a contest put on by the National FFA Organization to ensure that all students understand the meaning of giving back to their communities. It is our goal that all students will be able to experience the pleasure and appreciation that comes with giving back to their community, doing so will not only provide help for those in need in the short term, but it will allow growth as individuals in the long term.

School Board Adopted on August 1, 2012

7. School Board approved policy statement pertaining to FFA

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School Board Adopted on August 1, 2012

8. FFA Program of Activities

2017-2018

O'Neals Minarets FFA

PROGRAM OF ACTIVITIES

"Experience the Moment, Work for the Future!"

O'Neals Minarets
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O'Neals Minarets
Introduction

The FFA Organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their educations, career and personal future.

As an integral part of the program of Agriculture Education in the secondary school system, the FFA has become well-known in recent years. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes *leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.*

The O'Neals - Minarets FFA Chapter is a part of the California State Association of the National FFA Organization. O'Neals - Minarets FFA was chartered in 2008 upon the completion of the construction of Minarets High School in O'Neals, California. Minarets High School promotes two general career pathways: Agriculture/Natural Resources and Media Technology. As you can imagine, FFA is a large part of the Agriculture and Natural Resources pathway, and serves as the largest student-operated organization on campus. With over 400 members, Minarets FFA has made great strides here in our small mountain community.

This 2016-2017 Program of Work was developed to explain the purpose of the FFA Organization and give insight into the opportunities that are available to all students of agriculture at Minarets High School.

O'Neals Minarets

Chapter Officer team

President: Garrett Alford

1st Vice President: Dilan Basila

2nd Vice President: Regan Fringer

Secretary: Michael Rezendes

Treasurer: Natalie Anselmo

Reporter: Kate Hough

Sentinel: Katie Linderholm

Historian: Ella Vermuelen

Parliamentarian: Autumn Pecarovich

Chaplin: Maddie Wristen

O'Neals Minarets

Chapter Officer team

O'Neals Minarets

Chapter officer Greetings

One of the most valuable memories that we can recall as FFA members is that in which we first felt as if we were a part of something bigger than ourselves. As members of this great organization, we are lucky to be given the unique and incredible opportunity to pursue nearly anything that we wish through agricultural education. Whether it be competing on a successful Parliamentary Procedure Team, showing a steer for the first time in a County Fair, or even sitting in the stands of the awe-inspiring State FFA Convention, our FFA journey can lead anywhere that we choose so long as we are willing to open our minds to the possibility. Willing, if you may, to picture ourselves there.

As your Chapter Officer Team, we look forward to seeing each and every one of you push yourselves to new heights of success in new fields this year. Our theme for the 2016-2017 school year, 'Experience the Moment, Work for the Future,' can only be made into a reality with the help of our members. As you continue through your year of learning in agricultural education, be sure to keep your eyes peeled for new ways to pursue your passions through our organization. Do not hold back in fear of judgement, but rather, be bold in suggesting things that could make this organization everything that *you* dreamed it would be. Work with an Ag Teacher to start a new judging team, look into an unprecedented SAE project, or host a new event within the chapter. Whatever drives you to make a difference, we KNOW that it can be executed through the FFA.

Ten years from now, as you look back on your experiences as a student in agricultural education, you will remember the moments in which you surprised yourself by trying something new. The best things in life are often those that we never could have anticipated as changing us for the better. We wish you the best of luck during your year, and hope that you will find your share of these wonderful things. We look forward to seeing you EXPERIENCE THE MOMENT, WORK FOR THE FUTURE!

Sincerely,

Your O'Neals - Minarets FFA Chapter Officer Team

O'Neals Minarets

Chapter Advisor greetings

We, the advisors of the O'Neals Minarets FFA Chapter, want to welcome all new and returning members to an exciting year for the FFA! We are thrilled by the possibilities that await each of you - opportunities to help you create a unique and positive identity for yourself. Whether it be agriculture courses, speaking competitions, or career development events, you will certainly find a place within our program.

The FFA is an amazing organization; in fact, it is the largest youth leadership organization in the world! There are students all over the United States working to grow and excelling as young leaders, just as you are. You can become a leader through your participation in the organization with the help and guidance provided by the advisors and officers. This Program of Activities is an outline and history of the activities and accomplishments to be undertaken by the O'Neals- Minarets FFA Chapter. It can be used to assist you with developing an individualized leadership plan as well as to establish cooperative group action and develop student responsibility. Without group cooperation and responsibility, neither labor nor knowledge can accomplish much.

By participating in our chapter's undertakings over the course of this year, you will build on your individual skills and create an identity that blends all the best you have to offer! Here's to a great year!

Cheers!
Your Chapter Advisors

O'Neals Minarets
School Principal Greetings

Dear O'Neals - Minarets FFA,

In the eighth year of our new and exciting school, we all have a lot to be extremely proud of for sure. For me, there is nothing that makes me more proud than our FFA program. It is the epitome of everything upon which our school is based. You are the leaders, the workers, the movers, the shakers and the go-to people on this campus. FFA is the largest high school leadership organization in the nation. And Minarets FFA embodies that.

On behalf of the staff at Minarets, we love what you do. You create, compete and collaborate. And you do all of that with style, grace and dignity. I hope we continue to see expanded success and opportunities with our Ag Farm and Laboratory. I hope that we will continue to see the FFA presence everywhere on campus. I am excited about new opportunities in the area of Natural Resources as well.

I firmly believe that all Minarets FFA students will go on to amazing professional and personal opportunities beyond Minarets. I hope you enjoy the ride and appreciate the great mentors you have in Mrs. Mattes, Mr. Chapman, Ms. Hall and Ms. Sweet. Like our sign out front of school reads, 'WE ARE PROUD FFA MEMBERS'. Continue to make all of us proud. Thank you for making our entire school a much better place.

Sincerely,

Daniel Ching
Principal of Minarets High School

O'Neals Minarets
School and District faculty

Minarets High School Administrative Staff

Daniel Ching Principal	Patrick Wilson Director of Charter	Claudia vanDenBergh Counselor
Autumn Alford Financial Secretary	Patti Collins Registrar	Kristen Bourdet Attendance Secretary

Minarets High School Teaching Staff

Denise Alvarez	Jessica Sweet	Rebecca Wilson
Richard Chapman	Jill Gamble	Ryan Hansen
Keeley Hall	Bob Kelly	Kristi Mattes
Brett Moglia	Kaitlyn Morgan	Karen Urrutia
Juan Ortiz	Mary Pearson	Angeline DeHart
Perri Potigian	Jahmaal Sawyer	Jay Smoljan
Stephanie Ferguson	Michael Vaughan	Kayla West
Jenny Sultana	Karra Zamora	

Chawanakee Unified School District Board of Trustees

Barbara Bigelow President	Claudia Box Vice President	Seth Waltner Clerk
James McDougald	Jesse Hutchens	Darren Sylvia

O'Neals Minarets

School Information

Year Established: **2008**

Total Student Enrollment: **482 Students**

Total FFA Program Enrollment: **417 Students**

School Colors: **Purple and Gold**

School Mascot: **Mustangs**

	Monday	Odd/Even Schedule
Period 1/2	8:40 AM - 9:55 AM	8:40 AM - 10:10 AM
Pro Period	10:00 AM - 10:15 AM	10:15 AM - 10:30 AM
Period 3/4	10:20 AM - 11:30 AM	10:35 AM - 12:00 PM
Lunch	11:30 AM - 12:05 PM	12:00 PM - 12:35 PM
Period 5/6	12:10 PM - 1:20 PM	12:40 PM - 2:05 PM
Period 7/8	1:25 PM - 2:35 PM	2:10 PM - 3:35 PM

O'Neals Minarets
FFA Aims and Purposes

Mission Statement

"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:

1. Develops competent and assertive agricultural leadership.
2. Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Strengthens the confidence of agriculture students in themselves and their work.
4. Promotes the intelligent choice and establishment of an agricultural career.
5. Encourages achievement in Supervised Agricultural Experience (SAE) programs.
6. Encourages wise management of economic, environmental and human resources of the community.
7. Develops interpersonal skills in teamwork, communications, human relations and social interaction.
8. Build character and promotes citizenship, volunteerism and patriotism.
9. Promotes cooperation and cooperative attitudes among all people.
10. Promotes healthy lifestyles.
11. Encourages excellence in scholarship.

O'Neals Minarets

The FFA Emblem

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

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

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

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

The Words "Agricultural Education" and "FFA"
signify the combination for learning and leadership necessary for progressive agriculture.

Cross Section of Ear of Corn
provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state.

O'Neals Minarets
The FFA Motto and Colors

Official FFA Pledge

The Pledge of Allegiance is the official salute of the FFA organization. To properly conduct the salute, face the United States flag, place your right hand over the left part of your chest, and holding it there, repeat the following pledge:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

The Official FFA Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of National Blue and Corn Gold give unity to the Organization. All FFA functions and paraphernalia should proudly display the colors.

The FFA Motto

Learning To Do, Doing To Learn,
Earning To Live, Living To Serve

O'Neals Minarets

The FFA Creed

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

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

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

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

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

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

O'Neals Minarets
Official FFA Dress

The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

Official Dress for Female Members

- Official FFA jacket zipped to the top
- White collared dress blouse
- Official FFA scarf
- Appropriate women's hose neutral in color (State Level)
- Black nylon hosiery (National Level)
- Black skirt, knee length or longer
- Black dress shoes

Official Dress for Male Members

- An official FFA jacket zipped to the top
- White collared dress shirt
- Official FFA necktie
- Black slacks
- Black socks

O'Neals Minarets
Proper FFA Jacket Use

The blue corduroy jacket is the most recognizable symbol of the organization. As a member, it is one of your responsibilities to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
4. 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.
5. 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.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage 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.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree 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. No more than three medals should be worn on the jacket.

O'Neals Minarets
Ordering and FFA Jacket

Step One: Visit shopffa.org/products and select your gender from the 'Official Dress' tab.

Step Two: Proceed to select the 'Jackets' link from the choices provided on the left side of the page.

Step Three: Choose the 'Official Jacket' option.

Step Four: In order to find the proper size, be sure to use the Men's/Women's Jacket Fitting Guide, which can be found below the ordering window. You can also utilize the size calculating tool by inputting your body measurements.

Step Five: Upon selecting your size, you will be prompted to personalize your jacket. Please enter the following information:

CHAPTER NUMBER [Change]	CA0538
ADVISOR NAME	Kristi Mattes
FRONT LINE 1 (MEMBER NAME)	John Smith (YOUR NAME)
FRONT LINE 2 (OFFICE)	
FRONT LINE 3 (YEAR)	
FRONT LINE 4	California
BACK STATE LINE 1	O'Neals - Minarets
BACK CHAPTER NAME LINE 2	
BACK CHAPTER NAME LINE 3	

Step Six: After completing all of the above steps, double-check your measurements and information and place the order!

O'Neals Minarets
FFA Degree Program

The Future Farmers of America (FFA) Degree Program is a system of ranks, or steps, which are designed to assist members in maintaining a continuous progression in leadership training and personal development as a part of their total secondary agricultural education experience.

There are four degrees of active membership which FFA members in California may attain. They are, in rank order from the first degree, Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree and American FFA degree. Each degree carries a minimum set of accomplishments which the member must achieve to earn the degree. For the younger member, particularly, these minimum requirements become a set of written goals to work towards. Each degree's list of minimums is more advanced than the previous rank. In this fashion members are compelled to stretch, grow and expand their educational experience to earn each degree.

The degree requirements are designed in such a way that each student must develop a reasonably well-rounded set of personal, agricultural, and leadership skills to attain the various degrees. Inasmuch as each degree carries with it both tangible reward and intangible rights and benefits, there is a built-in incentive which encourages members to aspire for the various degrees.

Since the FFA Degree system is generally the first pathway towards success which members embark upon, there is not competition against other members at the outset of the program. Members must only compete within themselves to accomplish the minimum standards, or list of goals if you will. All who attain those standards are elected to corresponding degree, a time when the member feels pride of accomplishment and motivation to strive for yet other heights.

Bronze Greenhand

Silver Chapter

Gold State

Gold American

O'Neals Minarets
FFA Historical Overview

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia's lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America (FFA).

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.The organization was structured on three levels – local, state and national – with students starting joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience (SAE) program.

Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow parliamentary procedure, speak in public and cooperate with their fellow students. Student officers are elected on each level to lead the organization's activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.

By 1935, FFA membership had topped 100,000 with more than 3,900 chapters in 47 states, Hawaii and Puerto Rico. That same year, the New Farmers of America was established to provide leadership opportunities to African-American students enrolled in vocational education classes. Land was purchased in Alexandria, Va., for the National FFA Headquarters in 1939, and in 1944, the National FFA Foundation was created to raise funds from business and industry to help support the many new programs being developed for the growing FFA

membership. In 1950, Public Law 740 was passed by the U.S. Congress, granting FFA a federal charter and requiring that a U.S. Department of Education staff member be the National FFA Advisor.

FFA membership took a leap in 1965 when 58,000 members of the New Farmers of America merged with the Future Farmers of America. This followed an act of Congress that prohibited segregation in public schools. Four years later, delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA.

In 1976, Alaska became the 50th state to obtain a state charter. An all-time membership high was recorded in 1977, with 509,735 members in 8,148 chapters in all 50 states, Puerto Rico and the Virgin Islands. By the 1980s, the Future Farmers of America had become more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization's official name from Future Farmers of America to the National FFA Organization. This change was made to recognize that FFA is not only for those interested in farming, but it is also for those with more diverse interests in the industry of agriculture, encompassing science, business and technology in addition to production farming.

The late 1990s marked a period of location changes for the National FFA Organization. The National FFA Center was moved from Alexandria, Va., to Indianapolis, Ind., where a new building was dedicated on July 20, 1998. And after 70 years in the same city, the national FFA convention was held for the last time in Kansas City, Mo., in 1998. The 72nd National FFA Convention in 1999 moved to Louisville, Ky., where it remained for seven years; in 2006, the national FFA convention moved to Indianapolis. Attendance at the national convention reached an all-time high in 2008 when 54,731 FFA members, advisors and supporters came to Indianapolis for the 81st National FFA Convention.

Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than $835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

O'Neals Minarets
Minarets FFA Constitution

Article I. Name and Purpose

Section A. The name of this organization shall be the "O'Neals - Minarets Chapter of the FFA Organization." Members are hereinafter referred to as "FFA'ers" and the letters "FFA" may be used to designate the chapter, its activities, or members thereof.

Section B. The purposes for which this chapter is formed by are as follows:
1) To develop competent and assertive agricultural leadership.
2) To develop an awareness of the global importance of agriculture and its contribution to our well-being.
3) To strengthen the confidence of agriculture students in themselves and their work.
4) To promote the intelligent choice and establishment of an agricultural career.
5) To stimulate the development and encourage achievement in individual agricultural experience programs.
6) To develop the economic, environmental, recreational and human resources of the community.
7) To develop competencies in communications, human relations and social abilities.
8) To develop the character, train for useful citizenship and foster patriotism.
9) To build cooperative attitudes among agriculture students.
10) To encourage wise management of resources.
11) To encourage improvement in scholarship
12) To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The O'Neals - Minarets Chapter of FFA is a chartered local entity of the East Fresno-Madera Section of the California Association, made up of local members.

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

Article III. Membership

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

1) Active

2) Alumni

3) Honorary as defined by the National FFA Constitution.

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

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

Section D. Active membership in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:
1) They attend local chapter meetings with reasonable regularity.
2) They take part in the affairs of the chapter.

Section E. The names of the applicants for membership shall be filed with the membership committee.

Article IV. Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

Article V. Membership Degrees and Privileges

Section A. There shall be four levels of active membership in this chapter. These levels are:

1) The Greenhand FFA Degree
   All "Greenhands" are entitled to wear the regulation bronze emblem charm.
2) The Chapter FFA Degree
   All members holding the degree of Chapter FFA are entitled to wear the silver emblem pin.
3) The State FFA Degree
   All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm.
4) The American FFA Degree
   All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

Section B. Greenhand FFA Degree. Minimum qualifications for election:
1) Be enrolled in agricultural education and have satisfactory plans for a Supervised Agricultural Experience program.

2) Learn and explain the FFA Creed, Motto, and Salute.
3) Describe and explain the meaning of the FFA emblem and colors
4) Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5) Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
6) Have access to the Official FFA Manual and the FFA Student Handbook.
7) Submit written application for the Greenhand FFA Degree.

Section C. Chapter FFA Degree. Minimum qualifications for election.
1) Must have received the Greenhand FFA Degree.
2) Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3) Participated in planning and conducting of at least three official chapter functions.
4) Have earned at least $150.00 or worked at least 45 hours and have developed plans for growth of their SOEP.
5) Have effectively lead a group discussion for 15 minutes.
6) Have demonstrated five procedures of parliamentary law.
7) Show progress toward individual achievement in the FFA award programs.
8) Have satisfactory scholastic record.
9) Submit a written application for the Chapter FFA Degree.

Section D. State FFA Degree. Minimum qualifications for election:
1) Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section E. American FFA Degree. Minimum qualifications for election:
1) Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization

Section F. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article VI. Officers

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

1) President
2) Vice President (2)
3) Secretary
4) Treasurer
5) Reporter
6) Sentinel
7) Historian
8) Parliamentarian
9) Chaplain

Section B. Officers shall perform the usual duties of their respective offices. Those duties are as follows:

President: Shall reside over the executive committee, conduct meetings, appoint standing and special committees, correlate function of the committees, and see to it that they function properly and smoothly, and work closely with the advisor.

Vice-President(s): Shall assist the President in the duties of coordinating FFA activities, act as President in the absence of the President or at such time as the President directs, and attend to coordinating all committees.

Secretary: Shall coordinate agendas, keep an accurate record of all chapter meetings, and handle all corresponding matters.

Treasurer: Shall handle the funds of the chapter, keep an accurate record of receipts and disbursements, and approve all of the financial spending of the chapter.

Reporter: Shall in charge of informing the membership, community, and fellow chapter of activities and events.

Sentinel: Shall be in charge of assisting the President in keeping order of the meeting and will be responsible for setting up the meeting room.

Historian: Shall be in charge of keeping an accurate and up-to-date history of the chapter and its members.

Parliamentarian: Shall be charged with ensuring that the minority is heard and the majority prevails.

Chaplain: Shall be charged with ensuring the well-being of our chapter and its members, and in addition, catering to the spiritual needs of the chapter.

Section C. Application Process

The chapter officer application shall be made available by the chapter advisors no later than 45 days prior to the annual spring awards banquet.

The officer selection process shall consist of three parts:

Part 1: The Application

The application shall consist of the candidate's preference of offices, a short answer question portion, three teacher/ administrator recommendations, a grade check form to be approved by an administrator, a signed copy of the "Expectations of the Chapter Officers" document, and a signed copy of the O'Neals- Minarets FFA Officer Policy.

Part 2: An Oral Interview

The interview panel shall consist of five individuals including a community member, a current FFA member, a teacher or administrator, an advisory committee member and one miscellaneous individual. An individual shall not be allowed to participate on the committee if they are directly related to a candidate running for office.

Part 3: Voting

Voting shall be completed on the school day prior to the chapter banquet. Members shall choose up to 7 candidates to comprise the constitutional officers and up to 3 to comprise the additional positions. The candidates allowed to run for constitutional positions must hold their Chapter FFA degree. Greenhand degree holders are only allowed to run for Parliamentarian, Historian, and Chaplain when those positions are available.

Candidates for office shall be ranked within each part of the process and all three rankings shall be added together thus giving the candidate a total score. Candidates will be ranked by their total score and will be slated in order based on the office preference stated on their application.

Article VII. The Executive Committee

Section A. Committee Membership

The chapter Executive Committee shall be comprised of nine individuals.

The committee must be represented by the following students:

1) Anywhere from three to five students from each academic class, witH the exception of the freshman class. Each class must have an absolute minimum of one student representative.

2) The Chapter Officer Team shall serve as part of the Executive Committee
3) A team of Greenhand Officers, comprised of students who hold their Greenhand FFA Degree shall represent the freshman class.

Section B. Application Process

The members of the Executive Committee must complete an application and participate in an oral interview (if applicable). The interview panel shall select the members of the Executive Committee.

Section C. Responsibilities of the Executive Committee
1) Serve as a representative of each of their respective academic classes.
2) Assist the chapter officer team with chapter level activities and responsibilities.
3) Serve as the voting body of the chapter members including but not limited to the ratification of the annual budget as well as the chapter constitution.

Article VIII. Greenhand Officer Team

Section A. The Greenhand Officer team shall consist of up to nine positions:
1) President
2) Vice President (2)
3) Secretary
4) Treasurer
5) Reporter
6) Sentinel
7) Parliamentarian
8) Historian

Section B. The process for application will mirror that of chapter office.

Section C. Candidates shall be ranked and the officer ballot will be announced at the Winter Banquet.

Article IX: FFA Meetings

Section A. Chapter Meetings shall occur monthly - from September to June with a summer activity. Each meeting requires a quorum of fifteen (15) members present to transact business.

Section B. Executive Committee Meetings shall occur monthly from August-May. Each meeting requires a quorum of at least majority of the total executive committee membership in order for business to be transacted.

O'Neals Minarets

Minarets FFA Code of Ethics

While participating in any Minarets FFA activity, I will conduct myself appropriately at all times in order to be a credit to our organization, chapter, school, and community by:

1. Developing my potential for premier leadership, personal growth and career success.
2. Making a positive difference in the lives of others.
3. Dressing neatly and appropriately for the occasion.
4. Respecting the rights of others and their property.
5. Being courteous, honest, and fair with others.
6. Communicating in an appropriate, purposeful, positive manner and refrain from the use of profanity, obscene gestures or pornography.
7. Demonstrating good sportsmanship by being modest in winning and generous in defeat.
8. Making myself aware of FFA programs and activities and be an active participant.
9. Conducting and value a supervised agricultural education in order to enter a successful career.
10. I will refrain from the use of any tobacco or alcohol products during any FFA activity.
11. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
12. Appreciating and promoting diversity in our organization.
13. Refraining from engaging in any type of sexual behavior.

As an active member of the Minarets FFA Chapter I shall:

1. Pay all chapter bills within 60 days, unless arrangements have been made with the agriculture instructors.
2. Maintain a 2.0 grade point average or better in agriculture courses.
3. Have good citizenship and bring honor to the chapter.
4. Meet both of the following:
   a. Attend at least 3 chapter meetings a year.
   b. Attain a total of 90 Point Award points per year.
5. In order to participate in fairs and shows a member must complete the above.

O'NEALS MINARETS

MINARETS FFA CODE OF ETHICS

I understand that grounds for loss of membership and/or participation in Minarets FFA activities will be:

1. Failure to meet the qualifications of an active member.
2. Placed on restrictions/suspensions by the school administration.
3. Continuous violations of the Code of Ethics.
4. Any student in the possession or presence of any illegal substances (alcohol, drugs, weapons, etc.) while participating in any FFA activity will be suspended from all off-campus and after school FFA activities for the period of one (1) calendar year from the date of infraction.
5. Any student in the possession of any tobacco products during any FFA activity will be suspended for six (6) months from the date of infraction. If caught a second time during that same school year, will result in suspension from all off-campus and after-school FFA activities for one calendar year from the date of second infraction.
6. Any student violating curfew during any overnight FFA activity will result in the student not participating in that particular activity and the parent notified to pick up the student from that activity. A second curfew violation in the same year will result in the suspension of the student from all FFA activities for six (6) months from the date of the infraction. A third curfew violation will result in a suspension of all off-campus and after-school FFA activities of one (1) calendar year from the date of the infraction.
7. Truancy from a designated area during any FFA activity will result in suspension from all off-campus or after-school FFA activities for one (1) calendar year from the date of infraction.
8. Any student arrested or detained by any security officer for the commission of any illegal act (shoplifting, vandalism, hate crime, destruction of public or private property, etc.) during an FFA activity will be suspended from all off-campus and after-school FFA activities for a period of one (1) calendar year from the date of infraction.

O'Neals Minarets
Chapter historical Timeline

2008

- First Honorary Degree Recipients: Ms Luanne Silkwood & Mr. Michael Neihoff
- O'Neals- Minarets FFA recieves California Charter #538

2009

- Star Greenhand: Cody McDougald

2010

- 2011 Star Greenhands: Josh Dowell & Daphne Norman
- Star Farmer: Cody McDougald

2011

- Star Greenhands: Robert Mattes & Mikaela Fringer
- Star Farmers: Josh Dowell & Daphne Norman

2012

- Star Greenhands: Grant Hall & Kinsey McDougal
- Star Farmer: Mikaela Fringer
- State FFA CDE Finals
  - 1st: Advanced ParliPro
  - 2nd: Novice ParliPro, B.I.G
  - 4th: Forestry
- FFA National ParliPro Champions
  - Breanna Cairns named national Outstanding Debater
- Chapter Website Launched

First Honorary Degree Recipients

Ms. Luanne Silkwood
President of Ponderosa Telephone

Ms. Silkwood was an integral part of the foundation of the O'Neals- Minarets FFA Chapter. Her constant support assisted the students of Minarets in many ways.

Mr. Michael Niehoff
First Principal of Minarets

Mr. Niehoff is a dedicated educator. As the pioneer behind the idea of Minarets High School, he has played an important role in the lives of students.

O'Neals Minarets
Chapter historical Timeline

2013

- Minarets Agriculture Technology building under construction
- State FFA CDE Finals Results:
  - 1st: Forestry Team, Program of Activities
  - 2nd: Job Interview- Josh Dowell, B.I.G. Team, Novice ParliPro, Livestock Judging
  - 4th Natural Resources
  - 5th Farm Records , Farm Business
- Star Greenhand: Shyann Mattes & Michael Warnet
- Star Farmer: Grant Hall
- Cody McDougald is 1st Minarets FFA member to recieve his American FFA Degree

Picayune Rancheria of the Chuckchansi Indians

Chuckchansi played an important role in the establishment of the Horticulture Laboratory within the school farm facilities. Their addition of funding allowed the school to offer students many more opportunities than originally available.

2014

- 30 Minarets FFA students travel to the State Capitol to fight for the Ag Incentive Grant
- Star Greenhands: Andrew Rezendez & Alexis Fringer
- Star Farmers: Shyann Mattes
- State FFA CDE Finals Results:
  - 1st: Livestock Judging, Natural Resources
  - 2nd: Ag Issues
  - 3rd: Farm Power, Farm Business
  - 4th: Vet Science, Prepared Speaking- Grant Hall
  - 5th Advanced Parli Pro
- Livestock Judging Team (Mikeala Fringer, Shyann Mattes, Bailey Samper, Jordyn Samper) wins Nationals
- Joshua Dowel recieves his American FFA Degree

2015

- State FFA CDE Finals
  - 1st: Program of Activities
  - 2nd: Novice ParliPro
  - 3rd: Vet Science, Ag Issues, Natural Resources
  - 4th: Farm Business
  - 5th: Land Judging, Forestry Team, Advanced ParliPro
- Star Greenhand: Fallon Ferguson
- Star Farmer: Alexis Fringer & Andrew Rezendes
- Minarets FFA Livestock Judgin Team represents America at the Royal Highland Livestock Show in Scotland
- Maribeth Villanueva is a National Finalist for the Nursery Operations Proficiency area.
- Robert Mattes & Katie McDougald recieve their American FFA Degree

O'Neals Minarets
Chapter historical Timeline

2016

- State FFA CDE Finals
  - 1st: Advanced ParliPro (High Chair- Christian Low Sienna Pilsbury & Shyann Mattes High Chairs), Forestry (Calvin Casey 1st, Kailey Lemon 2nd High), Land Judging (Kayleen Shultz 5th High), Program of Activities
  - 5th: Meats Judging, Novice ParliPro
  - 6th: Floral Judging
  - 9th: Livestock Judging
- Star Greenhand: Regan Fringer & Michael Rezendes
- Star Farmer: Kayleen Shultz
- Minarets FFA Advanced ParliPro wins 1st Place & Gold Team- Sienna Pilsbury wins Outstanding Debator
- Kailey Lemon represents Minarets FFA as a National FFA Profienceny Finalist in the area of Wildlife Production and Management
- Minarets FFA Forestry Teams recieves gold ranking and 11th high team at National FFA Convention
- Ashylnn Lemon, Maribeth Villanueva, Kinsey McDougald & Tanner Lopez recieve their American Farmers Degrees

2017

O'Neals Minarets
Past Officer Recognition

Past Chapter Presidents

Cody McDougald (2008 - 2009)	Rachel Oatman (2009 - 2010)	Sarah Bradshaw (2010 - 2011)
Sarah Graves (2011 - 2012)	Josh Dowell (2012 - 2013)	Grant Hall (2013- 2014)
Kinsey McDougald (2014 - 2015)	Jordyn Samper (2016-2017)	Shyann Mattes (2015 - 2016)

Past East Fresno-Madera Sectional Officers

Sarah Graves Sectional Secretary (2010 - 2011)	Cody McDougald Sectional Sentinel (2010 - 2011)	Cody McDougald Sectional President (2011- 2012)
Mikayla Kopp Sectional Vice President (2013 - 2014)	Sienna Pillsbury Sectional Treasurer (2014 - 2015)	Shyann Mattes Sectional Sentinel (2014- 2015)
	Sienna Pillsbury Sectional Secretary (2015 - 2016)	

Past San Joaquin Regional Officers

Sarah Graves Regional President (2011 - 2012)	Josh Dowell Regional President (2012 - 2013)	Grant Hall Regional Treasurer (2013- 2014)
Grant Hall Regional President (2014 - 2015)	Tanner Lopez Regional Sentinel (2014 - 2015)	Shyann Mattes Regional Vice President (2015- 2016)
Andrew Rezendes Regional President (2016 - 2017)		Jordyn Samper Regional Vice Presdent (2016 - 2017)

O'Neals Minarets
Degree Recipient Recognition

Chapter Honorary Degree Recipients

2008 - 2009	LuAnne Silkwood	Michael Neihoff			
2009 - 2010	Barbara Bigelow	Jim McDougald	Valerie McDougald	Jim Mattes	Scott Williamson
2010 - 2011	Dawna Dowell	Laura Norman	Laurie Fringer	Marti Parodi	Linda Graves
2011 - 2012	Heidi Mitchell	Dr. Steven Foster	Kathie Kendall	Ponderosa Telephone	Picayune Rancheria
2012 - 2013	Corey Johnson	Christina Hall	Ben Granholm	Cherie McDougald	Bob Nelson
2013 - 2014	Rich Jacobsen	Joey Silva	Jay Lopez	Kelly Lopez	Clay Samper
	Daniel Ching	Clay Samper	Frank Bigelow		
2014 - 2015	Suzanne Lanfranco	Belinda Callen	Sara Pillsbury	Jackie Low	Ray Rezendes
	Travis Hegerle	Amanda Ferguson	Kayla Wood		
2015 - 2016	Diana Rezendes	Autumn Alford	Richard Sewell	Stacie Sewell	

California State Degree Recipients

2010 - 2011	Sarah Graves	Cody McDougald	Jessie Evans	Sabrina Trimble	Rebecca Schaal
	Sarah Bradshaw	Justin Crossley	Sarah Myer		
2011 - 2012	Joshua Dowell	Tiffany Rodriguez	Natori Hatfield	Reid Hillerman	Bailey Baker
2012 - 2013	Mikayla Kopp	Robert Mattes	Mikaela Fringer	Ashlynn Lemon	Katie McDougald
	Corey Gibson	Cody Gibson	Courtney Cullins		
2013 - 2014	Grant Hall	Kinsey McDougald	Tanner Lopez	Cassidy Estabrooke	Brody Daughrity
	Chloe Ferguson	Benjamin Nelson	Cierra Bordwine	Maribeth Villanueva	
2014 - 2015	Jordan Miles	Shyann Mattes	Kailey Lemon	Bailey Samper	Nicholas Rousey
	Michael Warnert	David Broyles	Amelia Giffen	Nicholas Rousey	
2015-2016	Madison Beyer	Logan Christian	Alexis Fringer	Lexi Lanfranco	Lauryn Martin
	Peyton Michelson	Jessie Miles	Madison Pearson	Andrew Rezendes	Jordyn Samper
	Dylan Sheets	Samantha Waag			

American Degree Recipients

2013	Cody McDougald
2014	Joshua Dowell
2015	Robert Mattes, Katie McDougald
2016	Tanner Lopez, Ashlynn Lemon, Maribeth Villanueva, Kinsey McDougald

O'Neals Minarets
Chapter Digital Footprint

On Weebly:
minaretsffa.weebly.com

On Instragram:
@minaretsffa

On Twitter:
@minaretsffa

On Facebook:
Minarets FFA

O'Neals Minarets
FFA Chapter Budget

Income Item	Item Breakdown	Income	Expense
Blue Barn Dance		$15,000	
Sectional Dues			$60
Officer Retreat			$1,000
Drive Thru BBQ Fundraiser		$2,000	
FFA Meetings	8 Meetings X $300		$1,200
FFA Week			$700
Scrapbook			$500
Fall FFA Banquet			$1,000
Spring FFA Banquet	200 Parents at $5.00 ea.	$1,000	$2,000
Greenhand Leadership Conference	30 attendees	$300	$1,050
MFE and ALA Conferences	20 attendees at $100 ea.	$2,000	$2,000
State FFA Convention	29 attendees & Advisors	$5,000	$6,600
Fall Sectional Activity Night	60 attendees at $10 ea.	$600	$600
Spring Sectional Activity Night	60 attendees at $12 ea.	$720	$720
Section Speaking Registration			$100
Regional Meeting Registration			$200
Raisin' Hell Ranch Trip	60 attendees at $30 ea.	$1,800	$1,800
Tulare Farm Show	25 attendees at $20 ea.	$500	$500
Chapter Apparel	100 T-Shirts at $10 ea.	$3,600	$5,500
Field Day Registrations			$2,000
Field Day Gas			$1,500
Field Day Hotels			$10,000
Vending Machine Sales		$4,000	$1,800
Donkey Basketball Game		$4,000	$1,500
Peaches & Ice Cream		$400	
Football Concessions		$1500	$700
Trapshoot Fundraiser		$4,000	
TOTALS		**$46,420**	**$43,030**

O'Neals Minarets

Committee Structure and Membership

Executive Committee

Chairmen: Andrew Rezendes and Kayleen Nelson

GOAL: The O'Neals - Minarets FFA Executive Committee is charged with the task of building upon the strengths of the chapter so that each member would be given the equal opportunity to succeed in the agricultural path of their choice. The Executive Committee strives to involve all members in the planning of the chapter's events.

There are five sub-committees in operation under the Executive Committee. The committees are named as follows: Fundraising, Student/Chapter Relations, Community Service and Public Relations. Each sub-committee is led by two members of the Chapter Officer team, and is subsequently made up of members of the Executive Committee (Greenhand Officers and Class Representatives)

Fundraising

- Chairmen: Kayleen Nelson & Michael Rezendes
- Primary Activities: Sporting Clay Shoot, Tri-Tip BBQ Drive Thru, Donkey Basketball

Student Activities

- Chairmen: Jordyn Samper
- Primary Activities: FFA Week, Monthly Meeting Activities

Chapter Activities

- Chairman:
- Primary Activities: Special Invitations, Can Food Drive, Army Supplies Drive

Community Service

- Chairmen: Sarah Brown & Regan Fringer
- Primary Activities: Coarsegold Rodeo Grounds Clean Up, Can Food Drive, Army Supply Drive,

Public Relations

- Chairmen: Andrew Rezendes, Garrett Alford & Lily Lopez
- Primary Activities: Quarterly Newsletters, Chapter Website, Social Media, Chapter Scrapbook

O'Neals Minarets

Committee Structure and Membership

Fundraising Committee

Chairmen: Makinley Wright & Michael Rezendes

GOAL: To encourage good financial management among members through earnings, savings, and investments. To assist in creating an annual budget and present new fundraising opportunities that will promote member involvement and a stable financial foundation.

Objectives and Plans

I. Encouraging good financial management among members

A. Committee will present a monthly account balance and statement as well as spending recommendations for the upcoming month

II. The annual budget will be created and presented no later than the second Executive Committee meeting of the year. A quorum must be present in order to approve the budget or any given expenditure.

III. Members will help organize a minimum of three large fundraisers throughout the year

A. Tickets for the annual FFA Week Donkey Basketball game will be sold beginning in February. Members will be encouraged to sell tickets to community members, and food/merchandise will be sold at the event for profit.

B. Committee will manage income and expenses related to the FFA vending machine.

C. Committee will manage other small fundraisers, including (but not limited to): football game parking management, football game food sales and coupon book sales

Student Committee

Chairmen: Jordyn Samper & Kayleen Nelson

GOAL: To assist students in developing healthy lifestyles through promoting self-esteem and sustained achievement. To recruit new members by shedding a light on all that the FFA Organization has to offer. To promote a positive relationship among the O'Neals - Minarets Chapter and community members as well as industry leaders.

Objectives and Plans

I. Celebrate member successes and encourage potential

A. An FFA Member of the month will be recognized at each monthly regular FFA Meeting

B. Senior members are eligible to apply for an FFA Graduation Sash, and will be recognized for such at the annual Spring Banquet

II. Encourage involvement of all members

A. Committee will plan a booth at Freshman Orientation Night to shed a light on FFA and recruit new Greenhand members

B. Committee will plan agriculture-oriented activities for National FFA Week

III. Encourage academic achievement and facilitate scholarship awards for senior members

A. Serve as mentors to members struggling to meet a 2.0 GPA or failing Agricultural courses

B. Committee will encourage senior members to apply for agricultural scholarships on the cal, state and national level

O'Neals Minarets

Committee Structure and Membership

Chapter Committee

Chairmen: Aaron Hall

GOAL: To develop leadership and cooperation among chapter members. To host public relations events to connect community members to the FFA Organization and the agriculture industry.

Objectives and Plans

I. Conduct activities to develop leadership and cooperation among chapter members
   - A. Chapter members will attend Fall and Spring Sectional Activity Nights
   - B. Committee members will help to plan State Convention trip and select delegates

II. Host public relations events to connect the community to the FFA and the agriculture industry
   - A. Committee members will assist in selecting Spring Awards Banquet awards recipients
   - B. Committee members will assist in planning the annual Spring Ag Day for district K-4 students

Community Service Committee

Chairmen: Sarah Brown & Regan Fringer

GOAL: To conduct activities that will improve the well-being of the community and instill all members with a passion for selfless service to others. To encourage members to become active in their communities through the development of agriculture awareness activities and project partnerships with charities.

Objectives and Plans

I. Conduct activities to improve the economic welfare of the community
   - A. Committee members will plan the annual Bass Lake Cleanup in October
   - B. Committee members will plan the annual Manna House drive and Women's drive

II. Encourage members to become active contributors to the school and their respective communities
   - A. Committee members will collect soda can pop tops from members. The pop top drive will donate proceeds to the corresponding Ronald McDonald House Charity.

III. Promote agriculture literacy activities to inform the public about food system challenges
   - A. Committee members will plan the October "trick-or-can" to highlight hunger awareness

Public Relations Committee

Chairmen: Andrew Rezendes, Garrett Brown & Lily Lopez

GOAL: To produce materials that will inspire members of the chapter to become involved in chapter activities and likewise, make the community aware of the efforts and accomplishments of members.

Objectives and Plans

I. Produce materials that will inspire members of the chapter to become involved
   - A. FFA Meeting promotional videos will be made monthly and published on Vimeo

II. Make the community aware of accomplishments within the Minarets FFA Chapter
   - A. The PR Committee as well as the Chapter President will be responsible for updating the following accounts regularly: Facebook, Twitter, Instagram and Weebly
   - B. Committee Members will be responsible for producing the Quarterly Informative Newsletter
   - C. Members will write monthly article highlighting events and accomplishments to be published in local newspapers and on the FFA Blog.

O'Neals Minarets

Executive Committee Requirements

Organization

The Minarets FFA Executive Committee applications are overseen by the FFA Advisors with support from the Administrative Office. There will be 18 Executive Committee Members for the 2015-2016 school year, which will be divided as follows: 3 sophomore members, 3 junior members, 3 senior members, and 9 Greenhand Officers.

Qualifications

To participate in the Minarets FFA Executive Committee program, candidates must meet all of the following eligibility requirements:

- *Have and maintain a 2.0 GPA or higher.*
- *Have and maintain a clean discipline and attendance record.*
- *Attend monthly Executive Committee meetings.*
- *Have a signed, completed application on file with the Chapter Advisor.*
- *Have a signed, completed Chapter Code of Ethics on file with the Chapter Advisor.*

Discipline

All Minarets FFA Executive Committee members will be placed on behavior contracts for any of the offenses listed below. The Executive Committee is allowed four chances to improve their behavior, with the fifth offense resulting in removal from the team.

Offenses:

- Failing to abide by the Minarets FFA Code of Ethics
- Unexcused absences due to anything but an illness or family emergency

Offenses resulting in immediate removal from Executive Committee:

- Use and/or possession of alcohol or drugs
- Use and/or possession of tobacco
- Stealing or possession of stolen goods
- Use and/or possession of weapons
- Defiance of advisor or administrator.
- Two consecutive grading periods below 2.0 GPA

**Parent and/or Executive Committee Member has the right to request a hearing regarding this action. The hearing will be held as soon as possible with a panel consisting of an administrator, advisor, member's counselor, and one teacher. The member and parent will be given the opportunity to present reasons for this action to be voided. The decision of the panel will be final.

O'Neals Minarets
Official Chapter Roster

Adam, Alissa	Berry, Kristen	Camacho, Mackenzie	Cozzi, William
Adams, Meranda	Bethel, Destiny	Carothers, Aaron	Crowe, Haylee
Aguilar, Dominick	Beyer, Madison	Carothers, Andrew	Cuartilon, Taylor
Agundez, Michelle	Beyer, McKenna	Cattleman, Julie	Cullen, Jacob
Ahrens, Hunter	Biederman, Jonah	Cerenio, Jesson	Cummings, Lucy
Aldrete, Ailed	Biederman, Ruth	Cesar, Davis	Daughrity, Brock
Aleman, Anthony	Bourdet, Brendon	Chacon, Michael	Davis, Ashley
Alford, Garrett	Bliss, Lauren	Chadwick, Jakob	Davis, Clayton
Allen, Clay	Boatman, Abigail	Chadwick, Lindzy	Davis, Vivian
Allen, Devon	Boatman, Bishop	Chaired, Alma	Deal, Joseph
Almanza, Elizabeth	Boomer, Austin	Childers, Lauren	DeBoer, Zachury
Anderson, Amanda	Bourdon, Emily	Christensen, Cyrus	Dellavalle, Frederique
Anguiano, Ildefonso	Bowe. Christopher	Christian, Logan	DeMaria, Blake
Anselmo, Natalie	Bowe, Garrett	Cisneros, Boston	Ditzier II, Matthew
Baird, Alexandria	Bowen, Bethany	Clay, Samantha	Eaves, Austin
Baird, Jonah	Brand, Brianna	Clinghan, Evan	Eby, Aidan
Barbosa, Vanity	Brazil, Ryan	Coleman, Darrin	Ejchorzt, Wyatt
Barr, Robert	Brewington, David	Coleman, Justin	Ellis, Mason
Barrios, Nicole	Brisk, Courtney	Colin, Adam	Ellis, Owen
Basila, Dilan	Brown, Sarah	Conti, Christian	Escamilla, Chris
Bates, Alexis	Broyles, David	Conti, Preston	Escamilla, Chucky
Bates, Isaih	Buchanan, Daivs	Coon, Jayci	Estabrooke, Cassidy
Batty, Luke	Burris-Delgado, Kyle	Couple, Jared	Fenton, Quinn
Batty, Makayla	Burt, Valery	Corippo, Mia	Ferguson, Chloe
Bellisario, Benjamin	Butts, Kiley	Corking, Alexandria	Ferguson, Fallon
Belo, Demetri	Caballero, Taino	Cosby, Jackson	Finnegan, Connor
Berrian, Jayden	Cary, Calvin	Cox, Emily	Finnegan, Delaney

O'Neals Minarets
Official Chapter Roster

Finnegan, Madeline	Grube, Tyler	Jackson, Jacob	Low, Christian
Flanagan, Hannah	Hale, Cyrus	Jobinger, Colby	Low, Katie
Flynn, Brock	Hall, Aaron	Johnson, Felicity	Lowndes, Annabelle
Fondse, David	Hamilton, Zachary	Johnson, MaryJane	Lucas, Natasha
Forester, Colby	Hansen, Gabriel	Jones, Noah	Luce, Riley
Frederick, Shyanne	Hansen, James	Karina, Cooper	Lutz, Heather
Freeland, Ashton	Hartstock, William	Kern, Kaylie	Lynch, Emma
Freeland, Cale	Hedberg, Taylor	King, Jacob	Mackey, Keagen
Freeland, Josiah	Heersche, Charles	Krucki, Jared	Mackey, Rylee
Freeman, Chris	Heidebrecht, Connor	Kruser, AShley	Madison, Morgan
Finger, Alexis	Hernandez, Crystal	Kuiper, Jacob	Malady, Chloe
Finger, Regan	Hernandez, Vanessa	Kyriss, Dakota	Manning, Sophia
Fronteras, Maisy	Hernandez, Vincent	La Barbera, Danielle	Marino, Dominic
Fronteras, Montana	Hershberger, Shelby	Lamley, Trevor	Martin, Glen
Fuller, Luke	Hershberger, Chris	Lanfranco, Alexandra	Martin, Lauryn
Furgerson, Lindsey	Hill, Sarai	Lanfranco, Sabrina	Martin, Lindsey
Giraffe, Mikayla	Hittle, Christopher	Langley, Joseph	Martin, Scott
Garcia, D'Arcy	Hochmuth, Samuel	Leathers, Hannah	Madrigal, Caleb
Garza, Derek	Hogg, Shane	Lemon, Ashlynn	Manning, Sophia
Gee, Judy	Holevas, Evana	Lemon, Kailey	Martin, Glen
Gibson, Isaiah	Hoppenrath, Ryan	Lewis, Makayla	Marvin, Gabriel
Giffen, Victoria	Hough, Justin	Linderholm, Kaitelyn	Mattes, Shyann
Gomez, Sophia	Hough, Katelyn	Little, Luke	Mcdougald, Kinsey
Gonzalez, Joseph	Hough, Mason	Logan, Hannah	Mcleod, Kathleen
Goodman, Titus	Huff, Kira	Longcor, Megan	Meade, Ellery
Howdy, Taylor	Hutchens, Jessie	Lopez, Lily	Medrano, Allison
Graham, Ellias	Jackson, Cody	Lopez, Tanner	Medrano, Allison

O'Neals Minarets
Official Chapter Roster

Melef, Kate	Neri, Oscar	Pena, Makayla	Rohrbaugh, Kayla
Melin, Brie	Neville, Kailey	Peyton, Cheyenne	Roland, Ashley
Menchaca, Mathew	Niblett, Austin	Pickens, Jacob	Roland, Nicholas
Mendosa, Sophia	Nicolulis, Thomas	Pickens, Jacob	Rosales, Audrey
Metzler, Dominic	Noland, Chloe	Pillsbury, Sienna	Rosales, Johnathan
Meyer, Sydney	O'keefe, Kasey	Poore, Payton	Ross, Keegan
Michelson, Peyton	O'keefe, Kelsey	Press, Garritt	Rousey, Nicholas
Miles, Jessie	Olbernolte, Tate	Price, Faith	Rousey, Taylor
Miles, Jordan	Dodgers, Kathryn	Pring. Shelby	Rutkowski, Joseph
Miller, Ethan	Olivas, Isabel	Pritchett, Lucke	Saenz, Breanna
Milne, Ali	Olsen, Jasmine	Quiram, Ledger	Samper, Bailey
Mitchell, Adrian	Olsen, Jolie	Quiram, Magnum	Samper, Jordyn
Mitchell, Austin	Olson, Joey	Ralph, Colton	Samper, Rhett
Moglia, John	Otero, Miles	Ramirez, Sarai	Sanchez, Claudia
Moore, Skylar	Padilla, Adriana	Redman, Meagan	Sanchez, David
Moore, Kameron	Painter, Mattew	Redman, Zach	Sanchez, Joseph
Moreno, Luna	Painter, Tylor	Reed, Angelica	Sanchez, Willow
Morgan, Bethany	Paolinelli, Gianna	Regalado, Melissa	Sanguinetti, Nina
Morris, Trinity	Parada-Dinolfo, Izabella	Renn, Katherine	Sapping ton, Ayami
Morrison, Kaitlyn	Partida, Andrew	Reyes, Dominique	Schafer, Grace
Moseley, Jessiah	Paschal, Cheyann	Reza, Jose	Schulz, Logan
Moseley, Faith	Patalano, Christopher	Rezendes, Andrew	Scott, Isaiah
Munton, Simone	Patches, Karlo	Rezendes, Michael	Scriven, Amy
Nelson, Hannah	Pearce, Veruschka	Roberts, Jaycee	Scriven, Emily
Nelson, Vanessa	Pearson, Madison	Robertson, Drew	Seaman, Aidan
Nelson, Casper	Pecarovich, Autumn	Rodriquez, Noah	Segura, Julian
Nelson, Joshua	Peck, Tanner	Rodrigues, Adrian	Seislstad, Liam

O'Neals Minarets
Official Chapter Roster

Sexton, Alexander	Stephans, Brianna	Vermeulen, Ella	Zawolkow, Natalie
Shaffer, Bridget	Stout, Savannah	Villanueva, Mandi	Zea, Tyler
Shapiro, Issac	Stover, Christian	Villanueva, Maribeth	Zermeno, Pedro
Sheets, Dylan	Stritzel, Nathan	Waag, Samantha	Ziegler, Greta
Sheets, Ryan	Sumner, Morgan	Wagener, Hannah	Zuber, Jaimin
Sheller, Michael	Suttijit, Natkochaporn	Walsh, Allyson	
Shipman, Rebecca	Tafoya, Matthew	Walters, Berklee	
Ship, Savanna	Tannehill, Harvest	Warnert, Michael	
Schockley, Amelia	Thomasian, Dougie	Wells, Jordan	
Schockley, Miranda	Tipton, Kyle	Wentzel, Hannah	
Showalter, Noah	Tobey, Jeffery	Wheaton, Kortni	
Shultz, Kayleen	Townsend, Rebecca	Whiteley, Victori	
Simmons, Audrey	Trimble, Trevor	Williamson, Neil	
Sipe, Marissa	Turner, Alanna	Wilson, Jayden	
Sloas, Carson	Tuttle, Jordan	Wilson, Justin	
Smart, Cassidy	Umbdenstock, Logan	Wold, Jeremiah	
Smith, Justin	Upton, Cheyenne	Wold, Synovia	
Smith, Kate	Uribe, Mary	Wood, Sheridan	
Smith, Logan	Urroz, Martin	Woodell, Trent	
Speak, Daniel	Urroz, Joshua	Woods, Summer	
Spencer, Teresa	Valentine, Novena	Wright, Makinley	
Spurgeon, Royal	Valenzuela, Malachi	Wristen, Madeline	
Stacy, Zemi	Vargas, Melissa	Wristen, Wyatt	
Stafford, Jonah	Vargas, Serina	Yandell, Bradley	
Stalter, Sierra	Varner, Christian	Yockey, Steven	
Steer, Carynn	Vazquez, Claudia	Zarate, Emilio	
Stenberg, Reiley	Vellandi, Madeleine	Zarate, Isabella	

O'Neals Minarets
Agriculture Courses Offered

Animal Science Pathway

Ag Science 1 *(No Prerequisite)*
Ag Science 1 is designed for 1st year students with an interest about the multiple, diverse facets of the agriculture industry. Enrolled students have the opportunity to learn about biology aspects such as animals, plant systems, and environmental issues. In addition, they get an inside look at California agriculture's vibrant past, present and future. Students develop an array of leadership skills through their involvement in the FFA Organization; these skills include public speaking as well as a potential for premier leadership, personal growth and career success.

Animal Anatomy and Physiology *(Must complete Ag Chemistry)*
Animal Anatomy and Physiology is an introduction to animal body systems, and is specifically tailored for students with an interest in animals or a career in veterinary medicine. Students will examine the purpose and body functions of domestic livestock species. Topics covered in class will include animal nutrition, health and reproduction, genetics and digestion. Students will get hands-on experience with real livestock and domestic house animals on a daily basis!

Veterinary Science and Nutrition *(Must complete Ag Chemistry)*
Veterinary Science and Nutrition is a hand-on, advanced laboratory science course designed for the college-bound student who wishes to work in the animal science field. Students will learn about animal body systems and functions before moving into hands-on veterinary practices. This course is intended to be taken hand in hand with Animal Anatomy in order to receive the best possible animal science course experience.

O'Neals Minarets
Agriculture Courses Offered

Horticulture Pathway

Ornamental Horticulture 1 *(No Prerequisite)*
For students with a knack for art and design, we bring you a phenomenal, award-winning floral program. Horticulture 1 students will learn the history of floral arrangement as well as a plethora of arrangement color and style techniques. Basic floral design is a skill that can aid you in many surprising settings, so sign up today!

Ornamental Horticulture 2 *(Must complete Ornamental Horticulture 1)*
If, after learning the basic of floral design you are still eager to learn more, you can grasp the incredible opportunity to learn more about the art through the Advanced class! Students will be hired by community members and businesses to create actual arrangements, and will learn to market their skills for a profit that can be turned over into a more successful Ornamental Horticulture business.

Horticulture Science and Management *(Must complete Ag Biology)*
The Horticulture Science class allows students to see the production side of the Horticulture industry. Selection for the course is highly selective, as members are tasked with the important responsibility of maintaining and expanding the high school greenhouse. Skills learned will included: plant propagation, crop growth and harvesting. This course is considered an elective course.

O'Neals Minarets
Agriculture Courses Offered

Agriculture Science Pathway

Ag Earth Science *(No Prerequisite)*
Ag Earth Science places an emphasis on studying our environment and atmosphere, and the effects that they have on the agriculture industry. Key topics covered include earthquakes, mapping, cloud formations, volcanoes and plate tectonics. Ag Earth Science is a core class for freshman students that is taken depending on science courses completed during middle school.

Ag Biology *(Must complete Earth Science or have Administrator approval)*
Scientific fundamentals are put to use in Ag Biology. Students will go in depth on fascinating subjects such as ecosystems, human and animal biology, genetics and even evolution. Members will learn firsthand about biological systems by participating in a multitude of class demonstrations, animal dissections among them.

Ag Chemistry *(Must complete Ag Biology)*
Minarets High School takes a new approach to what is often known as the most difficult high school science course; rather than dealing with chemistry in black and white, students will experience the world of chemistry with a fun and visual approach. Students will become experts on the Periodic Table, matter and mass and the daunting chemical equations. Rather than fearing the subject, students will walk away with college-level expertise.

O'Neals Minarets
Agriculture Courses Offered

Agricultural Mechanics Pathway

Ag Mechanics 1 *(No Prerequisite)*

Ag Mechanics present an opportunity like no other for students with a natural talent for working with their hands. Students work alongside a skilled advisor to learn tool safety, electricity, woodworking and welding. FFA aspects are incorporated into the course as we'll, so students have the opportunity to develop their abilities outside of the classroom; if they so wish, they can even participate on the Mechanics judging team. A career in Ag Mechanics could lead you to new heights of success, so if this catches your eye, give it a try!

Ag Mechanics 2 *(Must have completed Ag Mech 1)*

Many times, students will learn the essentials of craftsmanship in Ag Mechanics 1 and become hungry for more knowledge. Ag Mechanics 2 gives this elite group of students a chance to use their specified talents to explore the broad field of mechanics on a more independent path. Students will explore advanced welding, framing/woodworking, and small engine work - among many other concepts! Unlike Ag Mechanics 1, students enrolled will be trusted to collaborate with other on-campus organizations in order to build projects that will be put to use at Minarets.

Advanced Ag Design and Fabrication *(Must complete Ag Mech 2 and have Advisor recommendation)*

Design and Fabrication is a small class for those who have plans to pursue a career in the field. This course focuses primarily on design, and will utilize state-of-the art tools such as 3D Printers to create professional projects. These projects can potentially be marketed for a split student and department profit.

O'Neals Minarets
Agriculture Courses Offered

Agriculture Business

Ag Skills and Leadership *(Must be a non-Greenhand Exec Committee Member)*
Ag Skills and Leadership gives members an inside look at the infinite leadership opportunities that FFA and the Ag Industry have to offer! Members dedicate class time to planning chapter events such as monthly meetings, FFA Week, and Banquets. Each member's voice carries equal wait - the successful reputation of the O'Neals - Minarets Chapter would not be the same without the input of these incredible leaders! In addition to planning, students are given time to refine their Prepared Public Speaking, Extemporaneous Public Speaking and Job Interview skills, which will give them a leg up during competition seasons!

Ag Government and Economics *(Senior Students Only)*
As seniors, Minarets students are required to take some form of Government and Economics class. Ag Gov/Econ is an approved alternative to the traditional course which allows students with an interest in the Ag Industry to learn material that will be of service to them in their future careers. Common projects include the creation of a mock-farm budget, agricultural legislative debates, and listening to lectures from influential guest speakers in the Ag Industry.

Agricultural Courses Pending Approval

Small Engine Mechanics

Agriculture Business

Agriculture Computer Applications

Nursery Landscape Design

AP Agricultural Environmental Science

O'Neals Minarets

Career Development Event Descriptions

The various Career Development Event Teams offered through the O'Neals - Minarets FFA Chapter give students the opportunity to participate in activities that they feel will benefit their future career plans. CDE Teams allow students to implement their knowledge and classroom skills as they compete against students from other schools in hands-on tests. Competitions, or Field Days as they are referred to, are held at various colleges throughout California.

Agricultural Issues *(Advised by Ms. Hall)*

Participants in the Agricultural Issues Forum LDE research the pros and cons of an agricultural issue and present their findings and theories to a panel of judges. The event helps students to develop critical thinking, problem solving and formal communication skills.

Agricultural Mechanics (*Advised by Mr. Chapman)*

The Agricultural Mechanics Event seeks to effectively prepare the students for the expectations of the Agricultural Mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction.

Banking (*Advised by Mrs. Mattes)*

The banking contest consists of a multiple choice problem-solving exam based on Agricultural Banking and Lending practices. Students will learn to calculate simple and compounded interest, amortize payments, and calculate note discounts. The Banking competition is held only on the Sectional level.

Best Informed Greenhand *(Advised by Ms. Sweet)*

Contest participants will be first year freshmen vocational agriculture students who are FFA members. The contest consists of a written examination on FFA facts and history based on the most current and crucial information from the Official FFA Manual.

Citrus Judging *(Advised by Ms. Sweet)*

The Citrus Contest seeks to effectively prepare students for the expectations of the citrus industry. Workers seeking career in the citrus industry must develop a high degree of knowledge and skill in industry standards as well as critical thinking, oral communication, and plant biology. The knowledge gained from this contest can also be applied to general fruit production.

O'Neals Minarets

Career Development Event Descriptions

Cotton Judging *(Advised by Ms. Hall)*

The Cotton Contest seeks to effectively prepare the students for the expectation of the cotton industry. Workers seeking careers in cotton must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This contest blends the critical thinking, mathematical, and plant biology knowledge and skills along with the ability to express oneself through oral communication.

Creed Speaking *(Advised by Ms. Sweet)*

The Creed Speaking Career Development Event consists of a recitation of the Official FFA Creed, judged on various aspects of delivery, as we'll as a round of questions on the relation of the Creed to the individual student. Creed Speaking is only open to 9th grade FFA members.

Dairy Judging *(Advised by Mrs. Mattes)*

The Contest consist of a three to four member team, where the top three scores will be used to determine the official team. Members judge various classes of California dairy cattle and deliver reasons based on their individual placings of the classes.

Extemporaneous Speaking *(Advised by Mrs. Mattes)*

This speaking contest requires students to research current agriculture issues that are affecting our country on a national and local level. Students then pull topics out of a jar and have thirty minutes to compose a three to five minute speech addressing or solving the topic they choose.

Farm Business Management *(Advised by Ms. Sweet)*

The Farm Business Management CDE helps students develop business management skills and learn to apply economic principles to agriculture and agribusiness thru tests and real life scenarios and applications.

Floral Judging *(Advised by Mrs. Mattes)*

This contest requires students to test their floral design skills. Contestants have to judge flower classes, provide reasons of their placings, complete tool and floral ID, and then construct a corsage and floral arrangement.

Forestry *(Advised by Mr. Chapman)*

The purpose of this contest is to simulate students interest and to promote forestry instruction in the agriculture education curriculum and to provide recognition for those who have demonstrated skills and competencies as a result of forestry instruction.

Horse Judging *(Advised by Ms. Hall)*

In the Horse Evaluation CDE, students evaluate and rank horses based on breed characteristics, conformation and performance. As a team, students cooperatively solve problems related to equine selection, management, nutrition and production.

O'Neals Minarets

Career Development Event Descriptions

Impromptu Speaking *(Advised by Ms. Hall)*

Students participate in two round of impromptu questions with one question per round. After selecting their question out of a jar students have one minute to prepare a response. Responses must be between 30 seconds and 2 minutes. Questions mirror those that you might receive from a community member or news reporter. This contest requires students to think on their feet and respond to questions with no prompts or helpful materials.

Job Interview *(Advised by Mr. Chapman)*

This "real life" contest will give all students a chance in the job market. The contest has three different parts: ability to write a quality cover letter and resume, ability to properly fill out an application and finally all students will compete during a 10 minute oral interview

Land Judging *(Advised by Mr. Chapman)*

This "real life" contest will give all students a chance in the job market. The contest has three different parts: ability to write a quality cover letter and resume, ability to properly fill out an application and finally all students will compete during a 10 minute oral interview.

Marketing Plan *(Advised by Ms. Hall)*

Participants in the Marketing Plan CDE develop and present a marketing plan for a current agricultural product, supply or service. This contest not only teaches students the importance of public speaking and marketing in the business world where the students present a true and through marketing plan.

Milk Quality and Dairy Foods *(Advised by Ms. Hall)*

To enhance learning activities related to milk quality, federal milk marketing, attributes of milk products and substitutes for them. The focus of this Career Development Event is on achievement of high quality raw milk, federal milk marketing orders and attributes of selected products of milk.

Natural Resources *(Advised by Mr. Chapman)*

This contest is designed to measure the ability of the student to identify common fauna and flora of California and to test the students' ability to develop and explain the pros and cons concerning natural resource issues. The contest will attempt to determine or demonstrate scientific and political aspects of Natural Resources of California.

Parliamentary Procedure *(Advised by Mrs. Mattes)*

Students participate in a ten minute parliamentary procedure round representing the actions taken on a motion at an actual meeting. Students will learn to properly debate as well as how to properly take minutes and general parliamentary procedure knowledge.

O'Neals Minarets

Career Development Event Descriptions

Poultry Evaluation *(Advised by Ms. Sweet)*

The Poultry Evaluation CDE test students' skills in the production, processing, and marketing of chickens, turkeys, processed poultry products and eggs. This is a hands on contest that involves every aspect of the poultry industry from laying hans to handling eggs to processed and product added food products.

Prepared Speaking *(Advised by Mrs. Mattes)*

For this speaking contest students will prepare a 5 to 8 minute speech on an Ag issue topic affecting their local area. This topic should also be something that is affecting us on a national level. This speech must be memorized word for word and an accuracy judge will be present in order to guarantee this.

Veterinary Science *(Advised by Ms. Sweet)*

The Veterinary Science event seeks to effectively prepare the students for the expectations of the animal health care and services (Veterinary Hospitals/Clinics, Grooming Facilities, Pet Stores, Kennels/Boarding Facilities, and Feed Stores) workplace.

O'Neals Minarets
Public Speaking

Public Speaking Competitions play an integral role in the leadership portion of the FFA Organization. Regardless of whether or not students choose to pursue an agricultural career, the confidence and maturity that are acquired with each experience speaking in front of a crowd will be an invaluable asset to their professional lives. It is often said that FFA Members, particularly those that work diligently to succeed in Public Speaking, exemplify the best qualities that a high school student should strive to possess. Each speaking competition introduces a new style of speech, and therefore, teaches an entirely new lesson.

At the local, state and even national level, Creed Speaking contests are held for FFA members in the 9th grade. Contestants will independently recite the Official FFA Creed as found in the FFA Manual, and will be judged based on a set of delivery components. In addition to delivery, contestants are asked a set of questions with regard to how the Creed influences the Agriculture Industry. Members who place within the top four at lower levels will advance to State, and each state sends one to the National Creed Speaking Competition held in October.

The newest Public Speaking Competition to the FFA is the Impromptu Speaking Contest, currently in its third year of existence. The impromptu contest requires members to choose a topic and deliver two minute response. Questions are often surrounding the issue of basic FFA and Agriculture Industry literacy.

The Prepared Public Speaking Competition requires participants to write and deliver a six to eight minute speech on a prevalent issue facing the Agriculture Industry. Scoring is based on the written manuscript, speech delivery and knowledge during a five minute period of open questioning.

The Extemporaneous Speaking Competition requires participants to deliver a four to six minute speech on one of three agricultural topics drawn at the contest with 30 minutes of preparation. Following the speech, there is a five minute period of open questioning. Knowledge and preparedness are the primary factors considered in judging the contestants. Extemporaneous Public Speaking allows contestants to bring binders or books on their choice of Agricultural material so that they may have citable information in their speeches.

O'Neals Minarets
Parliamentary Procedure

Parliamentary Procedure is used to ensure efficiency during meetings by allowing for the orderly transaction of business. It is necessary that each chapter member have a sufficient knowledge of how to properly conduct a meeting and participate in its proceedings. Members with an understanding of Parliamentary Procedure will protect the rights of all members equally, and will allow for the majority to prevail while still giving voice to the minority.

Knowledge of Parliamentary Procedure will not only serve to strengthen chapter meetings, but will also provide the members with invaluable leadership ability that can be used in their everyday lives - whether it be in the chapter, in the school, or in their respective communities. Many of our nation's greatest local, state and national leaders have an understanding of the same Parliamentary Procedure that is used in the FFA.

Members who have an interest in the study of Parliamentary Procedure, and who wish to develop their public speaking abilities, can join the Parliamentary Procedure CDE Team. The O'Neals - Minarets ParliPro Team is coached by Mrs. Mattes with help from past FFA Member, Benjamin Granholm. Competitions for this contest take place at the Section, Region, State, and National levels. Minarets Parliamentary Procedure has has its share of successes through the years, and was even recognized as the National Parliamentary Procedure Champions in 2012.

O'Neals Minarets
Fairs and Shows

Exhibiting an animal at one of the county fairs is an ideal opportunity for a student to use their classroom knowledge to learn on an independent basis. There are countless benefits to participating in the Fair! Taking care of your animal leading up to show week - feeding, bathing, and cleaning pens - teaches invaluable responsibility and work ethic. Competing in market and showmanship classes is a great way to meet members from nearby chapters, and make lifetime friends! And last but surely not least, earning money from your project is fun and rewarding!

In order to give students an opportunity to showcase their SAE knowledge and further develop their projects, O'Neals - Minarets FFA competes in two County Fairs each year: one in the Fall Semester and the other in the Spring Semester. Madera Fair takes place in September of 2015, and Chowchilla Fair in May of 2016.

There are tons of potential animal projects that a student can choose from! Some of the most common are beef, sheep, swine, and goats. There are also more unique projects such as game birds or floral arrangements. For a full listing of projects from Ag Mechanics to Horses, see an Ag Teacher. Our Advisors are ready and willing to help you get involved with a project that calls upon your talents and abilities. Listed below are the Advisors corresponding to some of the more commonly shown species:

Swine Ms. Hall	Sheep Mrs. Mattes	Goats Mrs. Mattes
Beef Ms. Sweet	Dairy Cattle Ms. Sweet	Horses Ms. Hall
Chicken Ms. Sweet	Rabbits Mrs. Mattes	Turkey Ms. Sweet

O'Neals Minarets
Fair Project Guidelines

To be eligible to participate, the exhibitor must meet the following criteria:

Daily Activities

1. The exhibitor will spend time with their animal project on a daily basis, and will follow the listed feeding and exercising schedule.
2. The exhibitor will check to ensure that the feeder is full, and will clean the pen to keep the animal clean and dry. The exhibitor will feed their animal twice a day at scheduled times.

Periodic Activities

1. Project meetings for each species will be set in advance. The exhibitor will attend all project meetings and other required events listed on the Schedule.
2. The exhibitor will attend weigh-in's at the school facility if their animal is being housed on campus. If the exhibitor is keeping his/her animal at home, he/she will collaborate with the species Advisor to weigh the animal off-campus.
4. If the exhibitor is keeping their animal in the school facility, he/she will perform the required barn duties on a rotational basis (ie. feeding, pen cleaning, walking etc.)

Prior to Fair

1. The exhibitor will arrive to the Fairgrounds on their days (set forth in the Official Fair Schedule), and will make efforts to secure a buyer for their animal.
2. Under the supervision of an advisor, the exhibitor will wash/clip their animal.
3. The exhibitor will secure an FFA Show Uniform, whether it be their own or borrowed.
4. Animals will be hauled in with the help of the exhibitor.

During Fair

1. The exhibitor will be at the fair at the required times to prepare the animal for the Show, and will check on the animal periodically. The exhibitor will be on time for all feedings, groomings, and species meetings throughout the Fair.
2. Fair Exhibitors are only allowed to leave the Show facilities in order to attend the carnival *after* their species is done showing and with advisor permission.

Disciplinary Procedures

1. The 'Three Strike Policy' is used by Chapter Advisors during Fair. Any student failing to meet the above requirements set forth by the Agriculture Faculty will receive a strike. Exhibitors who receive three strikes in total will lose their privilege to show altogether.
2. If an exhibitor fails to uphold the rules of the school facility, he/she can lose their privilege to house animals on campus, or can even lose their privilege to show for a set number of Fairs.
3. If the Advisors determine that the student's indiscretions are ample grounds to remove the student's animal from auction, the student/guardian must pay to process the animal. The Advisor will stay in contact with the guardian(s) throughout the Show season.

O'Neals Minarets

Proficiency Award Descriptions

Proficiency Awards are a respected award for a member's diligence in their SAE Project, whether it be an Entrepreneurship Project or a Placement Project. A member can apply for a Proficiency Award by filling out an application, which is available on the California FFA webpage. They will be able to compete at the Sectional, Regional, State and National level.

Agricultural Communications (Entrepreneurship/Placement)
Typically includes programs in which students work at newspapers or other agricultural print facilities, such as magazines, to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Education (Entrepreneurship/Placement)
Involves students with SAE's related to education and extension, including but not limited to: youth mentoring, Agricultural Education Departmental assistants, PALS mentors and student coordinators, students developing informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAE's that educate the public about the broad topics of agriculture, Agricultural Education and FFA.

Agricultural Mechanics Design and Fabrication (Entrepreneurship/Placement)
Involves designing and constructing agricultural equipment, structural land improvements and/or buildings and structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.

Agricultural Mechanics Energy Systems (Entrepreneurship/Placement)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Mechanics Repair and Maintenance (Entrepreneurship/Placement)
Involves repairing and maintaining agricultural structures and/or machinery and equipment, including lawn equipment.

O'Neals Minarets

Proficiency Award Descriptions

Agricultural Processing (Entrepreneurship/Placement)
Involves students who assemble, transport, process, fabricate, mix, package and store food and nonfood agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items.

Non-food products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. NOTE: The processing of forest products is no longer a part of this proficiency area. (*The Forest Management and Products area has more details.*)

Agricultural Sales (Entrepreneurship/Placement)
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own (Entrepreneurship) or work in (Placement) businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services (Entrepreneurship/Placement)
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Aquaculture (Entrepreneurship/Placement)
Involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.

Beef Production (Entrepreneurship/Placement)
Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production (Entrepreneurship/Placement)
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

O'Neals Minarets

Proficiency Award Descriptions

Diversified Crop Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture (Entrepreneurship/Placement)
Typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management and Fruit and/or Vegetable Production, such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Livestock Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Emerging Agricultural Technology (Entrepreneurship/Placement)
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are covered by none of the existing award categories.

Environmental Science and Natural Resources Management (Entrepreneurship/Placement)
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agriculture waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science (Entrepreneurship/Placement)
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

O'Neals Minarets

Proficiency Award Descriptions

Fiber/Oil Crop Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently fiber crops (cotton, hemp, etc.) and oil crops (mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, safflower, etc.)

Floriculture (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology (Entrepreneurship/Placement)
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/ lab facilities or through the quality and safety testing of milk or other foods. Food Science does not involve the processing, marketing and sale of food products or food preparation and/or service.

Forage Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, bromegrass, orchard grass, grain forages, corn or grass silages and pastures.

Forest Management and Products (Entrepreneurship/Placement)
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/ mulch.

Grain Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

O'Neals Minarets

Proficiency Award Descriptions

Home and/or Community Development (Entrepreneurship/Placement)
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management (Entrepreneurship/Placement)
Typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations (Entrepreneurship/Placement)
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation (Entrepreneurship/Placement)
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

Poultry Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care (Entrepreneurship)
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs.

O'Neals Minarets

Proficiency Award Descriptions

Small Animal Production and Care (Placement)
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.

Specialty Animal Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.

Specialty Crop Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Swine Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management (Entrepreneurship/Placement)
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management (Entrepreneurship/Placement)
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources.

O'Neals Minarets
Point Award System

The O'Neals - Minarets FFA Point Award System is developed to monitor and recognize students for their continued participation in activities on and above the Chapter level. Points are given for participation in teams, attendance at regular meetings, or any other form of FFA Organization participation. The 25 students who accumulate the most points throughout the school year will be eligible to take part in the Summer Elite Awards Trip organized by the Chapter Advisors.

Awards will be presented for various levels of participation and will be broken down as follows:

Award recipients will be recognized for their respective levels of achievement at the Spring Awards Banquet. Chapter Advisors will, leading up to the Spring Awards Banquet, rank the Top 25 Point Award Winners. The Top 10 winners will be recognized on stage, and the Top 25 winners will be notified subsequently of their accomplishment and invitation to the Summer Elite Awards Trip.

In addition to the Point Award reward, the FFA Block Award will be given to members meeting the following requirements:

- Recipient is a Level Three Point Award winner or above
- Recipient holds the Chapter FFA Degree
- Recipient holds a minimum 2.0 GPA

O'NEALS MINARETS
POINT AWARD SYSTEM

Points awarded will be based upon the following official system:

I. FFA MEETING ATTENDANCE
- Regular Meeting 5
- Parent Attendance of Regular Meeting 5

II. CONVENTION PARTICIPATION
- Sectional Meeting 10
- Regional Meeting 10
- State Convention
  - Regular Attendee 20
  - Delegate, Committee Chair, etc 25
- National Convention
  - Regular Attendee 20
  - Delegate 25

III. GRADE POINT AVERAGE (GPA)
- 2.5 - 2.99 5
- 3.00 - 3.49 10
- 3.50 - 3.99 15
- 4.00+ 20

IV. LEADERSHIP POSITIONS
- Greenhand Officer 15
- Chapter Officer 20
- Sectional Officer
  - Won 25
  - Slated 5
- Regional Officer
  - Won 30
  - Slated 10
- State Officer
  - Won 50
  - Slated 15

V. AWARDS AND SHOWS

1. FAIR COMPETITIONS (MAX 60 POINTS)

Participation (per fair) 30

Market Division
- Grand Champion 30
- Reserve Grand Champion 25
- Breed Champion 20
- Reserve Breed Champion 15
- Group 1 10
- Group 2 5

Breeding Division
- Grand Champion 30
- Reserve Grand Champion 25
- Breed Champion 20
- Reserve Breed Champion 15
- 1st Place 10
- 2nd Place 9
- 3rd Place 8
- 4th Place 7
- 5th Place 6

Showmanship (Highest Value Only)
- 1st Place 20
- 2nd Place 18
- 3rd Place 16
- 4th Place 14
- 5th Place 12
- 6th - 10th Place 10

Round Robin Master Showmanship
- 1st Place 10
- 2nd Place 9
- 3rd Place 8
- 4th Place 7
- 5th Place 6

Ornamental Horticulture and Ag Mechanics
- 1st Place 10
- 2nd Place 7
- 3rd Place 5

2. JUDGING COMPETITIONS

Participation (per contest) 10

Field Days and Invitationals
- 1st Place
  - Team 15
  - Individual 7
- 2nd Place
  - Team 12
  - Individual 6
- 3rd Place
  - Team 10
  - Individual 5
- 4th Place
  - Team 8
  - Individual 4
- 5th Place
  - Team 6
  - Individual 3

O'Neals Minarets
Point Award System

State Finals	
1st Place	
Team	25
Individual	15
2nd Place	
Team	22
Individual	12
3rd Place	
Team	20
Individual	20
4th Place	
Team	18
Individual	7
5th Place	
Team	15
Individual	5
National Competition	
1st Place	
Team	50
Individual	30
2nd Place	
Team	40
Individual	25
3rd Place	
Team	30
Individual	20
4th Place	
Team	20
Individual	15

3. LEADERSHIP CONTESTS

1st Place	
Section	7
Region	10
State	25
National	50
2nd Place	
Section	6
Region	9
State	22
National	40
3rd Place	
Section	5
Region	8
State	20
National	30
4th Place	
Section	4
Region	7
State	18
National	20
5th Place	
Section	3
Region	6
State	16
National	10
Participation	
Sub-National	10
National	15
High Chair Award	
Section	7
Region	10
State	15
National	30

VI.	**SUPERVISED AGRICULTURAL EXPERIENCE**	
	Up-To-Date Record Book (ea. month)	5
VII.	**DEGREES HELD**	
	Greenhand Degree	10
	Chapter Degree	20
	State Degree	30
VIII.	**MISC. ACTIVITIES**	
	Fundraiser (ie. Donkey Basketball) Ticket Sales	1 (per ticket)
	Chapter Community Service Activities	20
	Farm Work Days	20
	Fun Activities (ie. Sectional Activity Night)	10

Business Phone #

_____

ship Phone #

_____

ship Phone #

_____

Policy #

_____

Family Doctor/Clinic (Do NOT Leave Blank) Phone #

If an accident should occur requiring emergency medical attention and a parent/guardian cannot be contacted, the official chaperone is hereby authorized to take the required steps.

O'NEALS MINARETS
GREENHAND DEGREE APPLICATION

O'Neals - Minarets FFA Chapter Greenhand Degree Application

Applicant's Name _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer the following questions with a 'yes' or 'no' response.

YES/NO

1. Are you enrolled in an Agriculture Education class? _____

2. Do you plan on having or have a Supervised Agriculture Experience? _____
If so, please describe a project that is in existence or that you would be interested in starting.

_____

_____

_____

3. Have you learned the meaning of the FFA Motto and Salute? _____

4. Can you recite and explain the FFA Creed? _____

5. Do you know the FFA Colors as well as the FFA Emblem symbols? _____

6. Can you explain the proper use of the FFA Jacket? _____

Candidate's Signature: _____

Date: _____

O'NEALS MINARETS
CHAPTER DEGREE APPLICATION

O'Neals - Minarets FFA Chapter Degree Application

Applicant's Name _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer the following questions with a 'yes' or 'no' response.

YES/NO

1. Are you currently enrolled in an Agriculture Education course? _____

2. Have you completed at least one semester of instruction in Agricultural Education? _____

3. Have you received your Greenhand FFA Degree? _____

4. Are you familiar with the purpose and Program of Activities (POA) of the O'Neals - Minarets FFA Chapter? _____

5. Can you adequately perform five procedures of Parliamentary Law? _____

6. Are you familiar with your chapter's Official Constitution? _____

7. Have you led the required 15 minute group discussion? _____

8. Have you earned or productively invested more than $150.00 in your Supervised Agricultural Experience (SAE) Program? _____

9. Briefly describe your Supervised Agricultural Experience (SAE) Program with regard to size and scope below:

_____

_____

Candidate's Signature: _____

Date: _____

O'NEALS MINARETS
STATE DEGREE APPLICATION

California Association FFA
Golden State Degree Application

1. Name: _____ **(Student ID#**_____**)**

2. FFA ID Number: _____ **Year FFA Membership Began:** _____

3. FFA Chapter: Minarets HS

4. Statement of Candidate and Parent/Guardian
We have prepared this application and certify that the records are true, complete and accurate. We hereby permit for publicity purposes the use of any information included in this application:

Candidate Signature: _____ Date: _____
Parent/Guardian Signature: _____ Date: _____

5. Certification
We have verified the application of _____ and find that the statements contained herein are such that we are able to recommend him/her for the California State FFA Degree. Furthermore, we verify that he/she has conducted themselves in a manner to be a credit to the organization, chapter, school, and community. Additionally he/she has completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural SAEP. Finally He/She is familiar with the provisions of the State and National Constitution of the FFA Organization.

Chapter President Signature: _____ Date: _____
Chapter Advisor Signature: _____ Date: _____
School Administrator Signature: _____ Date: _____

6. Candidates Scholastic Record
I hereby certify that _____ has achieved a high school record of "C" or better and has a satisfactory record of scholarship and participation in school activities.

School Counselor or Administrator: _____ Date: _____

O'Neals Minarets
State Degree Application

7. Evaluator's Verification

We certify that all of the information has been checked and is accurate as verified by the student record books submitted.

Signature of Application Evaluator 1	Printed Name of Application Evaluator 1
Signature of Application Evaluator 2	Printed Name of Application Evaluator 2

8. Size and Scope of SAE

Briefly describe the size/scope of your SAE(s) and how it relates to agriculture.

9. Project Start-Up and Growth

Briefly describe the following as it relates to your SAE:

- Start-Up Money (Capital)
- Gifts & Trades
- Exchanges
- Describe how your responsibility has changed over the course of your SAE.
- Describe how your profit or salary has changed over the course of your SAE.

O'NEALS MINARETS
STATE DEGREE APPLICATION

Record Book	Ownership Hours	Paid Hour	Unpaid Income	Net Income	Return to Capital Labor, Mgmt.
TOTAL			**$0.00**		**$0.00**

Evaluator		**The Candidate**		
Not Met	1.	Has "worked for a minimum of 500 hours, in excess of scheduled class time, on their SAEP."	Grand Total Hours: 0	
Not Met	2.	Has "earned from their SAE at least $1,000 or have an investment of at least $2,000 in depreciable property inventory"	Grand Total Net Income: $0.00	
			OR	
			Depreciable Property Inventory: $0.00	
			OR	
			Net Income/Unpaid Hours Combined	
			Net Income - Must be $750 to Qualify	$0.00
			Total Eligible Unpaid Hours	0
			Net Income and Unpaid Hours	0
Not Met	3.	Has "deposited in a bank or otherwise productively invested at least $1,000."		
			Enterprise NW End of Year Last Book	$0.00
			Enterprise NW Start of Year First Book	$0.00
			Enterprise Net Worth (NW)	$0.00
			Support to Family	$0.00
			Educational Expenses	$0.00
			Total Productively Invested	$0.00
			OR	
			Unpaid Hours Claimed	0
			Total Invest/Unpaid Hours Combined	0
Not Met	4.	Has "submitted a minimum of two record books covering their SAEP."		
Not Met	5.	Holds the Chapter FFA Degree.	Date:	None
Not Met	6.	Has given "a six minute speech, or led a group discussion for forty minutes, on a topic relating to agriculture or the FFA."	Date:	
Not Met	7.	Has served "as an officer or a committee chairperson or participated as a member of a committee."	Date:	
Not Met	8.	Has performed "ten procedures or passed a written exam on parliamentary law."		
Not Met	9.	Has participated "in at least five distinctly different FFA activities at the chapter level."	Activities:	

O'NEALS MINARETS
STATE DEGREE APPLICATION

Not Met 10. Has "participated in at least five FFA activities above the chapter level."
Activities:

Not Met 11. Has participated "in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least twenty five hours of personal time."
Activities: Hours:

Not Met 12. Has participated "in at least two distinctly different non-FFA school activities which are conducted outside of normal class time."
Activities: Hours:

Items 13 - 21 will be verified by the evaluators during a review of the records submitted with this application.

Evaluator 1	Evaluator 2		
_____	_____	13.	A completed budget, including logical projected expenses, income, and profit or loss must be present for each enterprise.
_____	_____	14.	Business Agreements for each enterprise address each bolded item.
_____	_____	15.	Journal descriptions of activities performed, income and/or expenses, and hours are listed and are accurate.* (journal descriptions support the activities described in the Business Agreements and/or the Application)
_____	_____	16.	The Enterprise Loan Payment Summary, Accounts Receivable, and Accounts Payable have entries recorded accurately and support the description of the project in the Business Agreements and/or the Application.*
_____	_____	17.	The Inventory Pages are used correctly, with information recorded accurately and supporting the description of the project in the Business Agreements and/or the application.*
_____	_____	18.	The Financial Statement has all information recorded correctly, and reflects that the change in Enterprise Net Worth is equal to or less than the net income for the year.* a. Grand Total Net Income must be at least $1,000 OR b. Depreciable Property Inventory must be at least $2,000 OR c. Net Income must be at least $750 and Unpaid Hours must not exceed 250.
_____	_____	19.	The Income Summary has all information from the Record Books transferred correctly.*
_____	_____	20.	Gifts, start-up capital, and trades/exchanges are recorded accurately and support the information provided in the application and business agreement.*
_____	_____	21.	This is a valid SAE as evidenced by the information provided on the Application and contained within the Record Books.

O'Neals Minarets
State Degree Application

Name: _____

Name Pronunciation: _____

Email Address: _____

Chapter: Minarets HS

Parent/Guardian Information
Name: _____

Address: _____

Supervised Agricultural Experience Projects:

FFA Activities - Top Five:

1.

2.

3.

4.

5.

Plans after High School:

O'Neals Minarets
Chapter Officer Application

Applicant's Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Using the numbers 1 - 10, please rank the office positions which you would most like to fill should you be elected. Use 1 for your most desired spot and 10 for your least.

President	Vice President	Secretary	Treasurer	Reporter
_____	_____	_____	_____	_____

Sentinel	Historian	Parliamentarian	Chaplain
_____	_____	_____	_____

1. Briefly state the qualities you posses that qualify you for a leadership role?

2. What do you see as the duties and responsibilities of an officer for this chapter?

3.Would you be comfortable speaking in front of large groups of people? What experiences have you had in such roles?

4. Tell of one of your qualities, you think, would be of great use to a leadership team.

5. What kind of a student do you aspire to be?

I _____, hereby approve of my son/daughter, _____, becoming a Minarets FFA Officer for the 2015-2016 School Year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a Chapter Officer and will uphold them to the best of my ability.

Applicant Signature: _____ Date: _____

O'Neals Minarets
Chapter Officer Application

Chapter Office Principal/Teacher Recommendation

Please rate this student in each of the following areas with complete honesty. This evaluation form will not be seen by the student or parent. Please complete and turn in to an Ag Department teacher no later than May 18, 2016.

Student Name: _____

Teacher Evaluator Name: _____

In the space below, please justify the rankings given in the table above:

Place this recommendation in Mrs. Mattes' box by 5/18/14
DO NOT GIVE IT BACK TO THE STUDENT. These are confidential.

Thank you for your time!

O'Neals Minarets

Minarets FFA Constitution

O'Neals Minarets
Chapter Officer Application

Expectations of the Chapter Officers

FFA is an Organization BY the members and FOR the members! The Ag Teachers are there to assist you!

Your number one priority and focus as a Chapter Officer is to serve the needs of the members of your chapter.

The success of Chapter Officers is evaluated by team performance - not necessarily on individual performance. It is crucial that you learn how to help each other in order to become better leaders.

Use your unique values to make friends and influence those with differing viewpoints.

It is expected that Chapter Officers be positive role models for the members of the chapter. (Suspensions, probations, and recurring punishment is unacceptable.)

It is expected that each Chapter Officer strive aggressively to achieve and maintain academic success. **ALWAYS**... tell members or friends how important **THEY** are!

REMEMBER... using the word "I" or expressing your individual ego can interfere with the functioning of the team. Conduct yourself in a dignified and professional manner at all times, and think of the 'WE' before the 'ME.'

Always be courteous and respectful to members and advisors.

Be discreet! Keep our business within the group. Communication is key... to air likes, dislikes, and other issues.

BE AWARE THAT THERE IS ALWAYS THE POSSIBILITY OF FAILURE OR SUCCESS!

When you need help... ask for it! **Refrain** from waiting until the last minute to complete your assignments.

Be enthusiastic at all times. (You never know who is watching!) Learn how to be an effective leader and still have fun.

Remember: "The task ahead of you is only as great as the power behind you!"

I have read and understand the "Expectations of the Chapter Officers" listed above apply to me in my pursuit of a position on the Chapter Officer Team. I further understand that failure to comply to the expectations may result in my early dismissal from the team.

_____ _____

Student Signature Date

I have read, and understand, that the "Expectations of the Chapter Officers" listed above apply to my child who is pursuing a position on the Chapter Officer Team.

_____ _____

Parent/Guardian Signature Date

O'Neals Minarets
Chapter Officer Application

FFA Officer Application Check-Off Sheet

_____ Completed Application (in ink or typed) – and acquire all signatures.

_____ Three Principal/Teacher Recommendation Sheets

_____ Grade Check Form (signed by the School Secretary, found on this page)

_____ Signed "Expectations of the Chapter Officers" Form

_____ Signed "O'Neals - Minarets FFA Officer Policy" Form

Chapter Officer Grade Check Sheet

Student's Name:_____

GPA: _____

Signature of Secretary:_____Date:_____

O'Neals Minarets

Executive Committee Application

Applicant's Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Ag Classes for Next Year:

_____

Year in School: _____ Year in Ag: _____ Highest Degree: _____

Why do you desire to serve as a 2015-2016 Executive Committee Member?

Would you be comfortable speaking in front of large audiences? What experiences have you had in this type of setting?

List your top five activities in the FFA.

1.
2.
3.
4.
5.

Outside of FFA engagements, what hobbies and activities do you fill your time with?

GPA: _____ Registrar's Signature: _____

I _____, hereby approve of my son/daughter, _____, running/ becoming a member of the O'Neals - Minarets FFA Executive Committee for the 2015-2016 School Year. I realize that they are responsible for their duties and will uphold them to the best of their ability.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a member of the Executive Committee for the 2015-2016 School Year and will uphold them to the best of my ability.

Applicant Signature: _____ Date: _____
Printed Name: _____

O'Neals Minarets
Greenhand Officer Application

Applicant's Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Using the numbers 1 - 10, please rank the office positions which you would most like to fill should you be elected. Use 1 for your most desired spot and 10 for your least.

President	Vice President	Secretary	Treasurer	Reporter
_____	_____	_____	_____	_____

Sentinel	Historian	Parliamentarian	Chaplain
_____	_____	_____	_____

1. Why do you desire to be a Greenhand Officer for the 2015-2016 School Year?

2. If you were to be elected to Greenhand Office, what would be your main goal for the chapter?

3. Would you, with help, be comfortable speaking in front of large groups? What experience have you had in such roles?

4. Tell of one of your qualities, you think, would be of great use to a leadership team.

I _____, hereby approve of my son/daughter, _____, becoming a Minarets FFA Greenhand Officer for the 2015-2016 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a Greenhand Officer and will uphold them to the best of my ability.

Applicant Signature: _____ Date: _____

O'NEALS MINARETS
GRADUATION RECOGNITION FORM

Graduating Senior FFA Recognition Form

In order to be recognized at the FFA Spring Awards Banquet for your successful completion of the FFA Program, you must complete the following form.

Name: _____ Date: _____

Are you planning on attending the FFA Spring Awards Banquet? YES/NO

Please list below all Agricultural Education courses completed throughout High School:

Cumulative GPA:_____ School Secretary Approval Signature: _____

What are your plans for next year (college plans, work etc.):

Please describe below your favorite experience in the FFA (please note that you may be asked this same question for the purpose of creating the Senior Video):

Signature: _____

O'NEALS MINARETS
AG BOOSTERS PROJECT LOAN FORM

Spring Valley Ag Boosters Loan Agreement

This agreement is between Spring Valley Ag Boosters and _____, an FFA Member in good chapter standing. (FIRST/LAST NAME)

The purpose of this agreement is to lend _____ $_____ for the (FIRST/LAST NAME) (MONEY NEEDED) purchase of a market animal to be exhibited at _____Fair on _____, 2015.

The FFA Member understands the responsibility of properly feeding and caring for their animal as instructed by the Ag Advisor.

The money borrowed will be due and payable to Spring Valley Ag Boosters upon sale of animal at the livestock auction at _____Fair.

If the animal does not sell for whatever reason, the 4-H/FFA member and or parent/guardian will be responsible to pay back to Spring Valley Ag Boosters the total amount borrowed the day after the livestock auction, either in cash or certified check.

_____ Date _____ Spring Valley Ag Boosters

_____Parent/Guardian _____FFA Member

O'NEALS MINARETS
SCHOOL FARM CONTRACT

Minarets High School Agriculture Department Farm Contract

The Terms of Agreement are as follows:

1. The exhibitor agrees that their animals pen will be cleaned daily. Storage areas and barn walkways will be kept clean, and any broken items or empty supplies must be reported. Where 2+ exhibitors share a pen, all partners must work together to share responsibilities.
2. The exhibitor agrees to store all supplies in the respective storage areas, and will keep these areas locked/secured when not in use. Any tools belonging to the school will be cleaned and returned to their proper storage area after use. Students must keep gates and storerooms closed and locked before leaving the facilities. Students are responsible for the gate combos, and will not share these.
3. The exhibitor agrees that animals will be fed and watered on time, unless the student has been advised to restrict the feed and water to manage growth. The exhibitor is also responsible for cleaning the pen each day. Feeding on weekdays must be done before and after school. Morning feedings otherwise must be completed by 9 AM, and evening by 8 PM.
3. The exhibitor agrees that all manure will be placed in the compost pile. The exhibitor will not put straw or hay into the swine pens unless instructed.
4. The exhibitor agrees to cover all veterinary costs (ie. vaccines, de-wormer etc.) for the health of the animal. The Advisors will work to aid the animal without vet intervention first, so the exhibitor should immediately contact the Advisor if they notice a problem. If a vet is needed, the exhibitor is responsible for contacting the vet; your animal's health is your responsibility.
5. The exhibitor agrees to arrive promptly for **ALL** scheduled species meetings, barn duties, farm days and showmanship practices. A Cleanup day will be scheduled for ALL students who used the farm animal facilities. The exhibitor will need to receive prior approval in order to be excused from any scheduled meeting /duty. An unexcused absence at any of these meetings could potentially result in a "strike" and after three "strikes" you will not be eligible to show.
6. Only exhibitors and their respective families are permitted to enter the farm facility (no friends of exhibitors, please). The exhibitor will perform their duties/ responsibilities and leave. The farm is closed to students during school hours without an Advisor pass.
7. All project animals at the school farm may be insured and treated humanely. The school is not responsible for any cost incurred to your project due to death or injury of the project. The school is not responsible for animals failing to make weight, or those taken to processing early for disciplinary reasons.

O'Neals Minarets
School Farm Contract

8. Minarets High School rules will apply at all times while on the grounds of the School Farm. Please refer to Minarets High School Student Handbook.
9. All students must maintain a 2.0 GPA with no "F" in any Ag Class.
10. All project animals kept on the school farm must be entered in the student's Record Book. Maintenance of the Record Book is a requirement to receive a Fair Check. It is important that the exhibitor keeps the Record Book up to date.
11. No animals will be kept at the Farm after the fair unless they are waiting to be processed. Those waiting to be processed must enter into another agreement until the project is processed. If the animal does not make weight and is brought back to the farm, it is the exhibitor's responsibility to secure a processor. If the exhibitor has a breeding project, he/she will have a long term contract on file.
12. ALL animals kept at the School Farm will go to Fair.
13. Two Buyer Letters must be submitted to the advisor prior to Fair.
14. All Fair Checks received by the Agriculture Department will be held until Record Books have been updated, Buyer Thank-You Letters have been written, and Farm Workdays have been completed. FAILURE TO COMPLY WITH THE REQUESTS LISTED ABOVE MAY RESULT IN THE EXHIBITOR BEING ASKED TO FIND ALTERNATIVE HOUSING, OR EVEN HE SALE OF THE PROJECT AT A LOCAL AUCTION. THIS DOES NOT EXEMPT THE EXHIBITOR FROM REPAYING ANY DEBT INCURRED.

Exhibitor Signature: _____ Date_____

Parent Signature: _____ Date_____

Ag Advisor Signature:_____ Date_____

Principal Signature: _____ Date_____

The Chawanakee School District provides the school farm as a convenience for students and assumes no liability for animals housed. The opportunity to have an animal at the school farm is one that can provide students with a chance to learn and develop many skills that will be of value in their future endeavors. It is a privilege to have an animal at the farm.

O'NEALS MINARETS
CHAPTER PROFICIENCY APPLICATION

Name: _____ Grade : _____

Proficiency Award Area: _____

Circle One: **Entrepreneurship** **Placement**

In the space below, please provide a description of your SAE Project in terms of the Proficiency Award area:

In the space below, please discuss a goal that you set for your project this year, and discuss how you accomplished it (or plan to accomplish it):

Record Book Years		Hours		Earning	Expenses	Net Income
	Paid	Unpaid	Total			
(Year One)						
(Year Two)						
(Year Three)						
(Year Four)						
TOTAL						

_____ _____

Student Signature Parent Signature

O'Neals Minarets

Judging Team Schedule

Competition	Date	Competition	Date
Corcoran Cotton Judging	October 15, 2016	Fresno State Mid-Winter	February 4, 2017
Modesto Junior College Cotton	October 29, 2016	East Fresno Madera CoOp	February 21, 2017
Hanford Cotton Contest	November 3, 2016	UC Davis Parli Pro	March 3, 2017
State Cotton Judging Finals	November 5, 2016	UC Davis Field Day	March 4, 2017
West Hills Fall Field Day	November 5, 2016	Chico State Field Day	March 11, 2017
East Fresno Opening & Closing	November 9, 2016	Sectional Parli Pro	March 15, 2017
East Fresno Madera BIG & Banking	December 1, 2016	Merced College Field Day	March 18, 2017
Mariposa Natural Resources Contest	December 3, 2016	Dinuba Vet Science	March 18, 2017
Reedley Natural Resources Contest	December 10, 2016	MJC Field Day	March 25, 2017
Exeter Citrus Contest	December 17, 2016	Regional Parli Pro Contest	March 31, 2017
Mira Monte Natural Resources	December 17, 2016	Reedley College Field Day	April 1, 2017
Minarets Natural Resources Contest	January 7, 2017	Clovis Vet Science Contest	April 8, 2017
Porterville Citrus Contest	January 7, 2017	Consumnes Field Day	April 8, 2017
Mendota Natural Resources	January 14, 2017	State Speaking Semi-Finals	April 20, 2017
Reedley Mid Winter Field Day	January 21, 2017	Parli Pro State Finals	April 21, 2017
East Fresno Madera Speaking	January 26, 2017	Clovis Welding Contest	April 22, 2017
Minarets Parli Pro Invitational	January 28, 2017	Fresno State Field Day	April 22, 2017
Tulare Citrus Contest	January 28, 2017	Madera Floral Contest	April 29, 2017
Arbuckle Field Day	February 4, 2017	Handford Field Day	April 29, 2017
MJC Parli Pro Invitational	February 4, 2017	State FFA Finals	May 6, 2017

O'Neals Minarets

Chapter meeting schedule

Date	Activity	Meeting Chairmen
August 23, 2016	Slip and Slide Kickball	Lily Lopez and Garrett Alford
September 21, 2016	Paint Battleship	Jordyn Samper and McKinley Wright
October 26, 2016	Raisin' Hell Ranch	McKinley Wright, Andrew Rezendes and Aaron Hall
November 15, 2016	Friends-giving Dinner	Sarah Brown, Kayleen Nelson, and Aaron Hall
December 7, 2016	Winter Banquet	Andrew Rezendes
January 19, 2017	Casino Night	Jordyn Samper, Regan Fringer and Michael Rezendes
February 16. 2017	Movie Night	Regan Fringer and Michael Rezendes
March 29, 2017	Glow in the Dark Dodgeball	Sarah Brown, Lily Lopez and Kayleen Nelson
April 27, 2017	Game Night	Andrew Rezendes and Garrett Alford
May 30, 2017	Spring Banquet	Jordyn Samper

O'Neals Minarets
Chapter Calendar

July 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Retreat Planning 10am	18	19	20	21	22 Department Meeting 9am	23
24	25	26	27 Parli Pro-Teaching FHA Heroes 9:00am	28	29	30
31						

O'Neals Minarets
Chapter Calendar

August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6 Booster Dinner Dance
7 Officer Retreat	8 Officer Retreat	9 Officer Retreat	10 Officer Retreat	11 Teacher Work Day	12	13 Regional Bootcamp
14 Regional Bootcamp	15	16 FFA Booth at Welcome	17 1st Day of School	18	19	20
21	22	23 FFA Meeting 6:30pm	24 COLC	25	26 Back to School Dance	27 Merced Fair Horse Show
28	29	30 Fair Meeting 6:30pm	31			

September 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 Madera Fair
4 Madera Fair	5 Madera Fair	6 Madera Fair	7 Madera Fair	8 Madera Fair	9 Madera Fair	10 Madera Fair
11 Madera Fair	12	13	14 Sectional Blackbeards Activity	15 Greenhand Conference	16	17
18	19	20	21 FFA Meeting 6:30pm	22 Madera Cotton Contest 5:00pm	23	24
25	26	27 National Delegate Training	28 Ag Advisory Board Meeting 6:00pm	29	30	

O'Neals Minarets
Chapter Calendar

October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 School Farm Clean Up 9:00am	3 National Convention Meeting 6:00pm	4	5 Drive Thru Tri-Tip BBQ	6	7 Football Concessions	8 Sporting Clay Shoot Fundraiser
9	10	11	12	13	14 Football Concession	15 Corcoran Cotton
16	17 Delegate Trip	18 Delegate Trip	19 National Convention	20 National Convention	21 National Convention	22 National Convention
23 National Convention	24 Washington DC Trip	25 Washington DC Trip	26 FFA Meeting Raisin' Hell Ranch 6:30pm	27	28 Reedley Freshman Field Day	31 MJC Cotton Contest

O'Neals Minarets
Chapter Calendar

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Hanford Cotton Contest	4	5 Cotton Contest State Finals West Hills Fall Field Day
6	7	8	9 Opening and Closing Contest	10 Greenhand Officer Interviews	11	12
13	14	15 FFA Meeting 6:30pm	16	17	18 San Joaquin Regional Roadshow	19 San Joaquin Regional Meeting
20	21	22	23	24	25	26
27	28	29	30			

O'Neals Minarets
Chapter Calendar

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Record Book Workshop 9:00 Am	5	6 Officer Mid Year Retreat	7 Minarets Natural Resource Contest Porterville Citrus Contest
8	9 Teacher Work Day	10 First Day of Semester	11	12 Manuscripts Due	13	14 Mendota Natural Resource Contest
15	16	17	18	19 FFA Meeting 6:30pm	20 Regional Officer Applications Due	21 Reedley Mid Winter Field Day
22	23	24	25	26 Sectional FFA Speaking Contest	27 Highland Veg Crops Contest	28 Tulare Citrus Contest Minarets Parli Pro & Creed Contest
29	30	31				

O'Neals Minarets
Chapter Calendar

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Mentor Teacher Conference	2 Mentor Teacher Conference	3	4 Arbuckle FD MJC Parli Pro Winter State Finals
5	6 State FFA Executive Meeting	7	8 State Degree Proficiency Scoring	9	10 Chico State Parli Pro Invitational	11
12	13 Region Proficiency Scoring	14	15 World Ag Expo	16 FFA Meeting @ 6:30	17 MFE/ALA Regional Officer Screening	18 MFE/ALA Regional Officer Screening
19	20	21 Co-Ops Quiz	22 Sectional Activity Night	23	24	25 Regional Meeting
26	27 FFA Week	28 FFA Week State Officer Candidate Test				

O'Neals Minarets
Chapter Calendar

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 UC Davis Parli Pro	4 UC Davis FD Westhills FD
5	6	7 Sacramento Leadership Experience	8 Sacramento Leadership Experience	9 Sacramento Leadership Experience	10 Sacramento Leadership Experience	11 Chico Field Day
12	13	14	15 Ag Career Fair Sectional Parli Pro 5pm	16	17 Regional Speaking Contest	18 Merced Field Day Dinuba Vet Contest
19	20	21	22	23	24	25 MJC Field Day
26	27	28	29 FFA Meeting 6:30pm	30	31 Regional Parli Pro	

O'Neals Minarets
Chapter Calendar

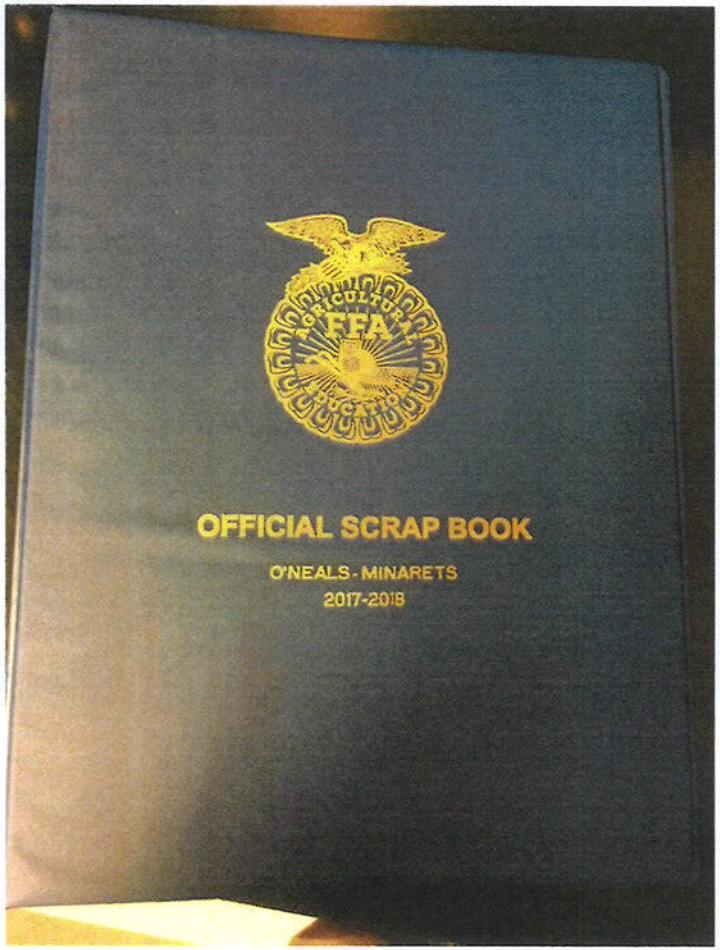
April 2017

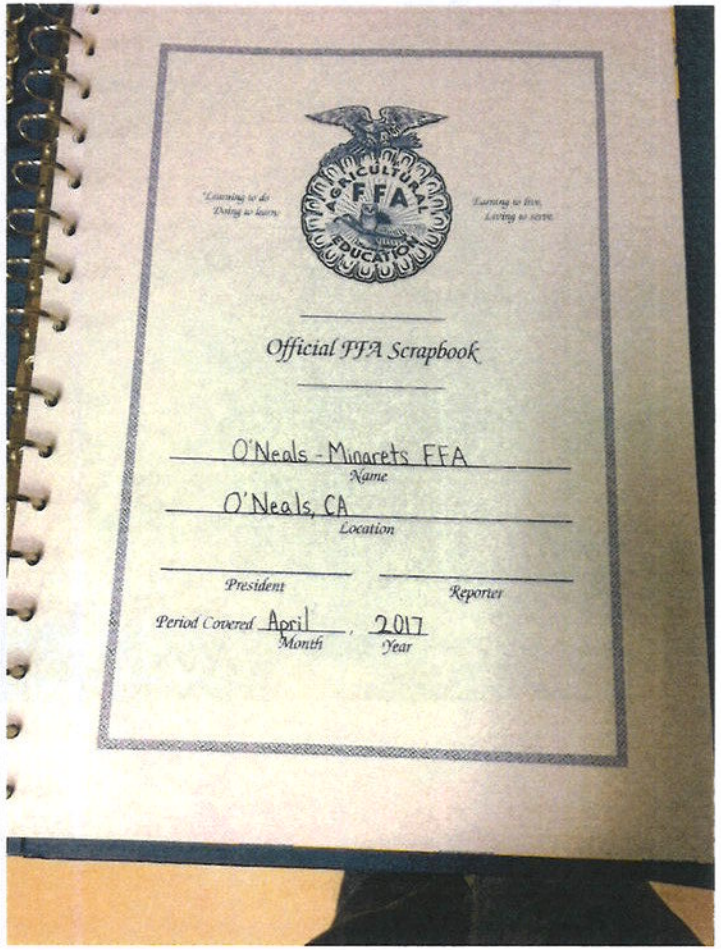
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Reedley Field Day
2	3	4	5 Spring Ag Day	6 Sectional Awards Night	7	8 Clovis Vet Contest Consumnes Field Day
9	10	11	12	13	14	15 Clovis Meats CRC Field Day Reedley Field Day
16	17	18	19	20 State Speaking Finals	21 State Parli Pro	22 Fresno FD Clovis Welding State Conference
23 State Conference	24 State Conference	25 State Conference	26	27 FFA Meeting @ 6:30pm	28	39 Hanford Field Day Madera Floral
30						

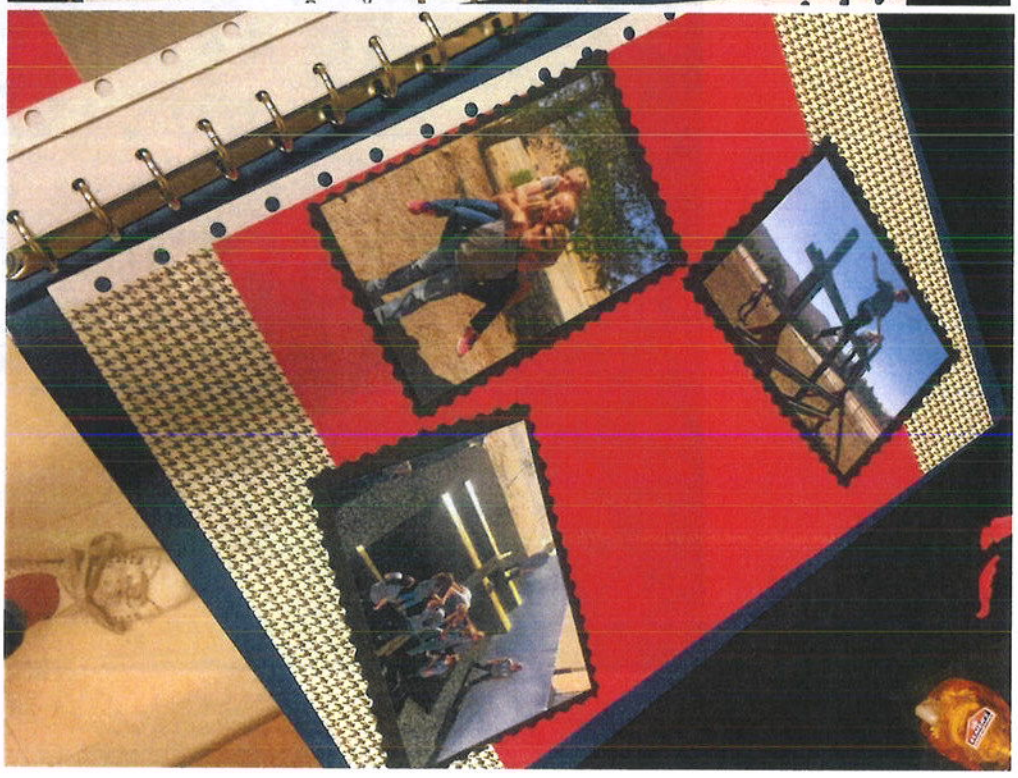
9. Recruitment Program

Our recruitment program at Minarets is incomplete as our school is composed of are half charter and half district students. My project for AGED 539 project is a recruitment video. This will allow students to learn what Minarets FFA is about and possibly provide clarification as to what Minarets FFA can offer.

10.FFA Chapter Scrapbook


OFFICIAL SCRAP BOOK
O'NEALS - MINARETS
2017-2018


Official FFA Scrapbook
O'Neals - Minarets FFA
Name
O'Neals, CA
Location
President
Reporter
Period Covered April, 2017
Month
Year



11.Summer Activities Plan

Minarets FFA

Jun 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2 6pm - FFA wine and	3
4	5 3:35pm - Departmen	6	7	8	9	10
11	12 8am - Top 20 trip	13 SJR FFA Officer Retreat- Morro Bay	14	15	16	17
18	19	20	21	22	23	24
25 CATA Summer Conference	26	27	28	29	30	1

Minarets FFA

Jul 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
CATA Summer Conference						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
		8am - Planning day		State Fair- Livestock		
16	17	18	19	20	21	22
State Fair- Livestock					SOLC	
						State Fair- Dairy
23	24	25	26	27	28	29
State Fair- Dairy						
	Officer retreat					
30	31	1	2	3	4	5
		National Convention				Blue barn dinner

Minarets FFA

Aug 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1 National Convention	2	3	4	5 Blue barn dinner
6	7	8	9	10 10pm - Madera Fair	11 Ag Planning Meeti 6:30pm - Officer	12 SJR Boot Camp
13 SJR Boot Camp	14	15 4pm - Back to 4pm - Madera Fair	16	17	18	19
20	21 6pm - Exec meeting	22 4:30pm - EFM COLC	23	24	25	26 Madera Fair Horse
27 Madera Fair Horse	28 R2 in class 11:30am - Communi	29	30	31	1	2

12. Graduate Follow-up Survey Instrument

Graduate Survey

* Required

1. **Your Name** *

2. **What year did you graduate from MHS?** *
   Mark only one oval.

   - ◯ 2015
   - ◯ 2016
   - ◯ 2017

3. **Where are you currently?** *
   Check all that apply.

   - ☐ Going to college in a non Ag degree pathway
   - ☐ Going to college in an Ag degree pathway
   - ☐ Working in a non ag field
   - ☐ Working in an ag field
   - ☐ Military

4. **Based upon last questions, where is this happening?** *

5. **What is your most memorable moment (or experience) from your time as a member of Minarets FFA?** *

6. **If you had one piece of advice for our younger members what would it be?** *

7. **What is the best piece of knowledge that you took away from Minarets FFA once you graduated?** *

Powered by
Google Forms

13. Graduate Follow Up Surveys

Post Graduate Follow-Up

Students by Graduation Year (93 Students) 2017

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

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	600977608	2017	4	Two Year College - Non-Ag Major
	600977614	2017	3	Employed - Parttime - Ag Job
	600977615	2017	3	Location or Position Unknown
	600977617	2017	4	Two Year College - Non-Ag Major
	600976816	2017	4	Two Year College - Non-Ag Major
	600976817	2017	5	Four Year College - Ag Major
	600976818	2017	3	Two Year College - Non-Ag Major
	600571520	2017	3	Four Year College - Non-Ag Major
	600976825	2017	3	Two Year College - Non-Ag Major
	600976829	2017	3	Two Year College - Non-Ag Major
	600976831	2017	4	Two Year College - Non-Ag Major
	600977190	2017	3	Two Year College - Non-Ag Major
	600977192	2017	3	Four Year College - Non-Ag Major
	600977193	2017	3	Two Year College - Non-Ag Major
	600890934	2017	3	Two Year College - Non-Ag Major
	601070277	2017	3	Two Year College - Non-Ag Major
	600977197	2017	3	Two Year College - Non-Ag Major

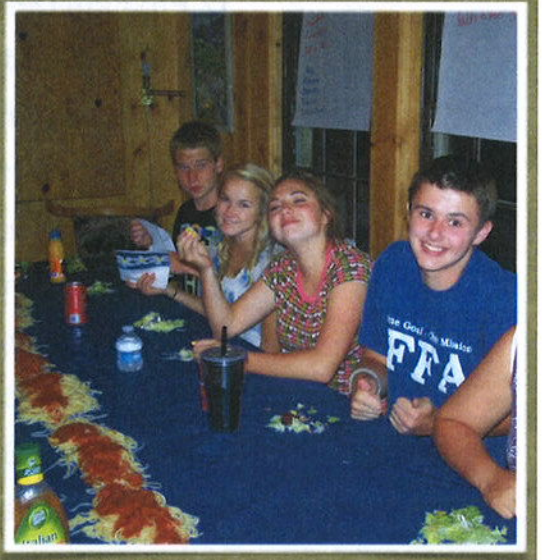
600977200	2017	3	Two Year College - Non-Ag Major	
601275319	2017	4	Four Year College - Non-Ag Major	
600977205	2017	4	Four Year College - Non-Ag Major	
600977209	2017	3	Four Year College - Non-Ag Major	
600977210	2017	5	Two Year College - Ag Major	
600977215	2017	4	Two Year College - Non-Ag Major	
600977218	2017	4	Two Year College - Non-Ag Major	
600977220	2017	3	Two Year College - Non-Ag Major	
600977222	2017	5	Two Year College - Ag Major	
601275665	2017	3	Two Year College - Non-Ag Major	
600891548	2017	5	Two Year College - Ag Major	
600976832	2017	3	Two Year College - Non-Ag Major	
600976837	2017	3	Location or Position Unknown	
600976841	2017	3	Two Year College - Non-Ag Major	
600976843	2017	4	Two Year College - Non-Ag Major	
600976846	2017	3	Two Year College - Non-Ag Major	
600976849	2017	3	Four Year College - Non-Ag Major	
600977239	2017	5	Four Year College - Non-Ag Major	
600977240	2017	4	Four Year College - Non-Ag Major	
600977243	2017	3	Four Year College - Non-Ag Major	
600977247	2017	4	Military	
600977248	2017	4	Four Year College - Non-Ag Major	
600977250	2017	4	Four Year College - Non-Ag Major	

600977251	2017	3	Two Year College - Non-Ag Major
600977252	2017	5	Employed - Parttime - Ag Job
600977254	2017	3	Two Year College - Non-Ag Major
600977256	2017	3	Location or Position Unknown
600977257	2017	5	Two Year College - Ag Major
600977258	2017	3	Four Year College - Non-Ag Major
600977261	2017	4	Two Year College - Non-Ag Major
600977263	2017	4	Four Year College - Non-Ag Major
600977264	2017	4	Two Year College - Non-Ag Major
600977265	2017	4	Employed - Parttime - Ag Job
600977266	2017	4	Employed - Parttime - Ag Job
600977267	2017	3	Four Year College - Non-Ag Major
600977270	2017	3	Four Year College - Non-Ag Major
600977272	2017	3	Two Year College - Non-Ag Major
600977275	2017	4	Four Year College - Non-Ag Major
601273864	2017	4	Two Year College - Non-Ag Major
600977279	2017	4	Employed - Fulltime - Ag Job
600977280	2017	4	Two Year College - Non-Ag Major
600977282	2017	3	Two Year College - Non-Ag Major
600977283	2017	3	Four Year College - Non-Ag Major
600977284	2017	4	Four Year College - Ag Major
600977286	2017	3	Two Year College - Non-Ag Major
600976851	2017	5	Four Year College - Ag Major

600976852	2017	3	Two Year College - Non-Ag Major	
600976854	2017	4	Two Year College - Non-Ag Major	
600976856	2017	5	Four Year College - Ag Major	
600976857	2017	3	Two Year College - Non-Ag Major	
600976862	2017	3	Two Year College - Non-Ag Major	
600976863	2017	3	Two Year College - Non-Ag Major	
600976864	2017	5	Four Year College - Ag Major	
600976865	2017	4	Four Year College - Non-Ag Major	
600976866	2017	4	Employed - Fulltime - Non-Ag Job	
600976870	2017	3	Location or Position Unknown	
600976871	2017	4	Employed - Fulltime - Ag Job	
600976873	2017	4	Two Year College - Non-Ag Major	
600976874	2017	4	Two Year College - Ag Major	
600976875	2017	3	Four Year College - Ag Major	
600890942	2017	4	Two Year College - Non-Ag Major	
600977290	2017	3	Four Year College - Non-Ag Major	
601274782	2017	3	Two Year College - Non-Ag Major	
600977293	2017	3	Two Year College - Non-Ag Major	
600977296	2017	3	Two Year College - Non-Ag Major	
600977299	2017	3	Two Year College - Non-Ag Major	
600977300	2017	5	Two Year College - Ag Major	
600977301	2017	3	Employed - Parttime - Ag Job	
600977302	2017	4	Four Year College - Non-Ag Major	

600977305	2017	3	Two Year College - Non-Ag Major
600977306	2017	3	Two Year College - Non-Ag Major
600977307	2017	4	Location or Position Unknown
600977309	2017	3	Two Year College - Non-Ag Major
600977313	2017	5	Four Year College - Non-Ag Major
600890954	2017	4	Military
600977314	2017	3	Four Year College - Non-Ag Major

14. Comprehensive Program Plan



COMPREHENSIVE PROGRAM PLAN

O'Neals Minarets Agriculture and Natural Resources Department

Kristann Mattes
Tamra Pilcher
Joey Silva
Amanda Hendrickson

2012-2013

45077 Road 200, O'Neals CA 93645
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O'Neals- Minarets FFA Chapter
45077 Road 200 O'Neals, CA 93645

Comprehensive Program Plan

i. Introduction and Table of Contents
A. Job Market
B. Targeted Occupations
C. Total Program's Goals and Objectives
D. Program Description of Included Courses, SAE and Leadership
E. Program and/or Course Subject Matter Content Outline
F. Program Completion Standards
G. Description of Facilities and Major Equipment
H. Five Year Facility and Equipment Acquisition Schedule
I. Staff Assignments
J. FFA Program of Activities
K. School and/or Department policies
L. Proficiency Standards for Program Completer's
M. Teacher Data Sheet for Each Teacher
N. Roster for Agriculture Advisory Committee
O. Advisory Committee Minutes
P. Current Years Budget
Q. Signed Articulation Agreement and/or Evidence of Articulation
R. Graduate Follow-up System
S. List of Active Placement Sites
T. Recruitment Activities and Materials
U. Staff In-Service Record
V. Staff Minutes
W. Department Inventory

i. Introduction and Table of Contents

Minarets High School is the first high school built in the Chawanakee Unified School District. The school's official first year of operation was in August 2008 with 27 9th graders in the Pilot Program. The school moved onto the new campus in September 2009 with 135 9th and 10th graders. In the fall of 2010, there were 290 9th, 10th and 11th graders. The school colors are purple and gold, and the mascot is a Mustang. Minarets is a 21st Century High School, a one-to-one laptop and project-based school. All students are issued MacBooks and may also bring a laptop of any type, if they wish. Minarets has two primary Career Pathways - Agriculture and Natural Resources, as well as Arts, Media and Entertainment.

Minarets achieved WASC accreditation in July 2010. Minarets students scored very well on the 2009/10 California state testing. Highlights included 75% of all 9th graders scoring Proficient or Advanced in English, while also getting an API of 772 (second highest in Madera County). On the CAHSEE in the spring of 2010, the 10th graders enjoyed a 90% pass rate on the California High School Exit Exam (CAHSEE).

MINARETS MUSTANGS

Minarets High School also has a tremendous Agriculture department and FFA Program with 406 current FFA members. Our agriculture department launched in the fall of 2008 and we received our FFA charter in April of 2009. Kristi Mattes was hired on to begin the agriculture program at Minarets. AT the time Kristi had 30 years of experience as an agriculture educator. Her passion for the program as well as her drive and determination to see students succeed mad her a prime candidate to begin the program. Kristi understood the importance of linking science and agriculture and therefore encouraged the school board to allow all science classes to be a part of the agriculture department. This opportunity allows students to participate in FFA through all of their science classes in addition to electives and agriculture mechanics courses.

Department staff has increased by one addition ever year since the school began, this is due to increased enrollment and the rising need for teachers. Currently Minarets has four staff members within the agriculture department who oversee the success of the Earth Science, Ag Biology, Ag Chemistry, Ag Mechanics, Landscape, Floral Design, and Ap Environmental Science courses. In June 2011 a school farm and greenhouse facility began construction. The school farm allowed students to now house animal projects on campus as well as expanded classroom lessons and labs to be able to take place outside of the classroom. In fall of 2013 the school broke ground on a Agriculture Mechanics and Technology center. The building is expected to be completed in June of 2013. This new facility will allow us to expand our agriculture mechanics program in order to incorporate welding, design and fabrication and small engines into the curriculum.

A. Job Market

Madera County, California

Coordinates: 37.22°N 119.77°W

From Wikipedia, the free encyclopedia

Madera County is a county of the U.S. state of California, located in the Central Valley and the Sierra Nevada north of Fresno County. It comprises the Madera-Chowchilla, CA Metropolitan Statistical Area. As of the 2010 census the population was 150,865. The county seat is Madera.

The southeasternmost part of Yosemite National Park is located in the county's northeast.

Contents

- 1 History
- 2 Geography
  - 2.1 Cities and towns
  - 2.2 Adjacent counties
  - 2.3 National protected areas
- 3 Transportation infrastructure
  - 3.1 Major highways
  - 3.2 Other roads
  - 3.3 Public transportation
  - 3.4 Airports
- 4 Demographics
  - 4.1 2010
  - 4.2 2000
- 5 Education
- 6 Government and politics
- 7 See also
- 8 References
- 9 External links

History

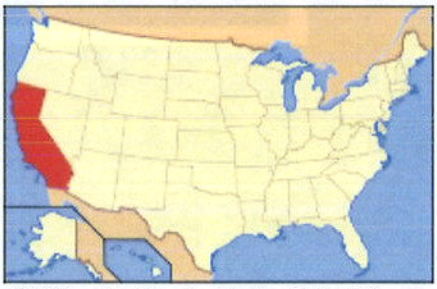
Madera County was formed in 1893, from the southern part of Mariposa County during a special election held on May 16, 1893. Citizens residing in the area that was to become Madera County voted 1,179 to 358 for establishment of the new county.[1]

County of Madera

— County —

Seal

Location in the state of California



California's location in the United States

Country	United States
State	California
Region	San Joaquin Valley/Sierra Nevada
Metro Area	Metropolitan Fresno
Incorporated	1893
County seat	Madera
Area	
• **Total**	2,153.32 sq mi (5,577.1 km^2)
• **Land**	2,135.86 sq mi (5,531.9 km^2)
• **Water**	17.46 sq mi (45.2 km^2)
Population (2010)	
• **Total**	150,865

Madera is the Spanish term for wood.[2] The county derives its name from the town of Madera, named when the California Lumber Company built a log flume to carry lumber to the Central Pacific Railroad here in 1876.[3]

• Density	70.6/sq mi (27.3/km^2)
Time zone **• Summer (DST)**	Pacific Standard Time (UTC-8) Pacific Daylight Time (UTC-7)
Website	www.madera-county.com (http://www.madera-county.com)

Geography

According to the 2000 census, the county has a total area of 2,153.32 square miles (5,577.1 km^2), of which 2,135.86 square miles (5,531.9 km^2) (or 99.19%) is land and 17.46 square miles (45.2 km^2) (or 0.81%) is water.[4] The total area is 0.81% water.

Logging in the Sierra, Madera County, about 1901

Cities and towns

- Ahwahnee
- Bass Lake
- Bonadelle Ranchos-Madera Ranchos
- Chowchilla
- Coarsegold
- Fairmead
- Knowles
- La Vina
- Madera
- Madera Acres
- Nipinnawasee
- North Fork
- O'Neals
- Oakhurst
- Parksdale
- Parkwood
- Raymond
- Ripperdan
- Rolling Hills
- Sugar Pine
- Yosemite Lakes

Adjacent counties

- Fresno County, California - south, west
- Merced County, California - northwest
- Mariposa County, California - north
- Tuolumne County, California - northeast
- Mono County, California - northeast

National protected areas

- Devils Postpile National Monument

- Inyo National Forest (part)
- Sierra National Forest (part)
- Yosemite National Park (part)

Transportation infrastructure

Major highways

- State Route 41
- State Route 49
- State Route 99
- State Route 145
- State Route 152

Other roads

The eastern side of Madera County, which includes Devil's Postpile National Monument and part of Minaret Summit, is unconnected to the rest of Madera County by road. This only road into this area is Minaret Summit Road which becomes State Route 203 at the Mono County border, connecting this area to Mammoth Lakes. Red's Meadow Road is a further extension of this route.

The gap between Minaret Road (not to be confused with Minaret Summit Road), which runs northeast into the Sierras from North Fork, and the end of the Red's Meadow Road is less than 10 miles, and plans for a highway (or tunnel) connecting the Eastern Sierra and the San Joaquin Valley via Minaret Summit had often been discussed. An area southwest of Minaret Summit was not included in the Wilderness Act of 1964 in order to leave a corridor for this possibility. During his time as Governor of California, Ronald Reagan made a horse packing trip into the area. Afterwards he supported conservationists' efforts to prevent this highway. Reagan continued his efforts after being elected President in 1980 and the area was eventually designated wilderness by the California Wilderness Act of 1984.

Public transportation

- Madera County Connection provides service between the cities of Madera and Chowchilla. Routes also run to eastern Madera County. A connection to Fresno can be made at Children's Hospital Central California near the county line.
- The cities of Madera and Chowchilla also have their own local transit services.
- Greyhound buses and Amtrak trains stop in Madera.

Airports

- Madera Municipal Airport and Chowchilla Airport are general aviation airports.

Demographics

2010

Historical populations

The 2010 United States Census reported that Madera County had a population of 150,865. The racial makeup of Madera County was 94,456 (62.6%) White, 5,629 (3.7%) African American, 4,136 (2.7%) Native American, 2,802 (1.9%) Asian, 162 (0.1%) Pacific Islander, 37,380 (24.8%) from other races, and 6,300 (4.2%) from two or more races. Hispanic or Latino of any race were 80,992 persons (53.7%).[7]

Census	Pop.	%±
1900	6,364	—
1910	8,368	31.5%
1920	12,203	45.8%
1930	17,164	40.7%
1940	23,314	35.8%
1950	36,964	58.5%
1960	40,468	9.5%
1970	41,519	2.6%
1980	63,116	52.0%
1990	88,090	39.6%
2000	123,109	39.8%
2010	150,865	22.5%

[5][6]

Population reported at 2010 United States Census									
The County	**Total Population**	**White**	**African American**	**Native American**	**Asian**	**Pacific Islander**	**other races**	**two or more races**	**Hispanic or Latino (of any race)**
Madera County	150,865	94,456	5,629	4,136	2,802	162	37,380	6,300	80,992
Incorporated city	**Total Population**	**White**	**African American**	**Native American**	**Asian**	**Pacific Islander**	**other races**	**two or more races**	**Hispanic or Latino (of any race)**
Chowchilla	18,720	11,533	2,358	376	395	37	3,313	708	7,073
Madera	61,416	30,640	2,069	1,933	1,369	72	22,603	2,730	47,103
Census-designated place	**Total Population**	**White**	**African American**	**Native American**	**Asian**	**Pacific Islander**	**other races**	**two or more races**	**Hispanic or Latino (of any race)**
Ahwahnee	2,246	2,064	6	30	16	0	38	92	196
Bass Lake	527	503	1	10	1	0	2	10	22
Bonadelle Ranchos-Madera Ranchos	8,569	7,034	114	120	207	4	811	279	2,305
Coarsegold	1,840	1,617	11	50	32	6	47	77	156
Fairmead	1,447	764	88	23	7	0	497	68	984
La Vina	279	117	3	0	0	0	150	9	265
Madera Acres	9,163	5,838	241	161	114	5	2,448	356	5,985
Nipinnawasee	475	422	2	9	0	0	3	39	50
Oakhurst	2,829	2,532	22	61	44	3	66	101	473
Parksdale	2,621	1,155	56	65	18	3	1,231	93	2,278
Parkwood	2,268	1,138	123	48	22	0	814	123	1,784
Rolling Hills	742	642	16	11	25	2	34	12	143
Yosemite Lakes	4,952	4,408	38	91	51	8	131	225	517
Unincorporated communities	**Total Population**	**White**	**African American**	**Native American**	**Asian**	**Pacific Islander**	**other races**	**two or more races**	**Hispanic or Latino (of any race)**
All others not CDPs (combined)	32,771	24,049	481	1,148	501	22	5,192	1,378	11,658

2000

As of the census[8] of 2000, there are 123,109 people in the county, organized into 36,155 households, and 28,598 families. The population density is 58 people per square mile (22/km²). There are 40,387 housing units at an average density of 19 per square mile (7/km²). The racial makeup of the county is 62.2% White, 4.1% Black or African American, 2.6% Native American, 1.3% Asian, 0.2% Pacific Islander, 24.4% from other races, and 5.2% from two or more races. 44.3% of the population are Hispanic or Latino of any race. 8.0% were of German, 5.9% English, 5.4% American and 5.3% Irish ancestry according to Census 2000. 63.6% spoke English and 33.7% Spanish as their first language.

County government office building.

There are 36,155 households out of which 40.2% have children under the age of 18 living with them, 60.9% are married couples living together, 12.2% have a female householder with no husband present, and 20.9% are non-families. 16.5% of all households are made up of individuals and 7.7% have someone living alone who is 65 years of age or older. The average household size is 3.18 and the average family size is 3.52.

In the county the population is spread out with 29.6% under the age of 18, 9.9% from 18 to 24, 29.1% from 25 to 44, 20.4% from 45 to 64, and 11.0% who are 65 years of age or older. The median age is 33 years. For every 100 females there are 91.8 males. For every 100 females age 18 and over, there are 86.0 males.

The median income for a household in the county is $36,286, and the median income for a family is $39,226. Males have a median income of $33,658 versus $24,415 for females. The per capita income for the county is $14,682. 21.4% of the population and 15.9% of families are below the poverty line. Out of the total population, 28.6% of those under the age of 18 and 9.0% of those 65 and older are living below the poverty line.

Education

Madera County is mostly covered by the State Center Community College District centered on Fresno City College in Fresno. Other districts with terrirtory within Madera County also include the West Hills Community College District and the Merced Community College District.

Government and politics

Madera is a strongly Republican county in Presidential and congressional elections. The last Democrat to win a majority in the county was Jimmy Carter in 1976.

Madera is split between 4th and 16th congressional districts, represented by Tom McClintock (R–Elk Grove) and Jim Costa (D–Fresno), respectively.[9] In the State Assembly, most of Madera is in the 25th district with a small part in the 19th district. Both districts are held by Republicans, Kristin Olsen and Linda Halderman respectively. In the State Senate,

Presidential election results

Year	GOP	DEM	Others
2008	**56.4%** *20,251*	41.8% *14,997*	1.8% *652*
2004	**64.0%** *24,871*	34.7% *13,481*	1.3% *498*
2000	**60.7%** *20,283*	34.9% *11,650*	4.4% *1,462*
1996	**53.8%** *16,510*	36.7% *11,254*	9.5% *2,898*
1992	**43.2%** *13,066*	35.9% *10,863*	20.9% *6,316*
1988	**54.6%** *13,255*	43.8% *10,642*	1.6% *384*

Madera is part of the 12th and 14th districts, which are held by Republicans Anthony Cannella and Tom Berryhill respectively.

On November 4, 2008 Madera County voted 73.4% for Proposition 8 which amended the California Constitution to ban same-sex marriages.

1984	**60.0%** *13,954*	38.7% *8,994*	1.3% *293*
1980	**53.6%** *10,599*	39.3% *7,783*	7.1% *1,398*
1976	46.0% *6,844*	**51.2%** *7,625*	2.8% *423*
1972	**52.6%** *7,835*	44.2% *6,580*	3.2% *477*
1968	43.5% *6,229*	**48.5%** *6,932*	8.0% *1,142*
1964	32.2% *4,461*	**67.7%** *9,391*	0.1% *10*
1960	41.8% *5,869*	**57.8%** *8,126*	0.4% *62*

The county is one of three counties in California to establish a separate department to deal with corrections pursuant to California Government Code §23013, the Madera County Department of Corrections, along with Napa County and Santa Clara County. The officers receive their powers under 831 and 831.5 of the California Penal Code.

See also

- Sierra National Forest
- Nelder Grove
- Fresno Dome
- List of museums in the San Joaquin Valley
- List of school districts in Madera County, California
- Madera Community Hospital
- National Register of Historic Places listings in Madera County, California
- USS *Madera County* (LST-905)

References

1. ^ Madera County GenWeb, Madera County History (http://cagenweb.com/madera/MadHistory.html). Accessed 2010.04.11.
2. ^ Madera County, County History (http://www.madera-county.com/history/index.html). Accessed 2009.10.09.
3. ^ Durham, David L. (1998). *California's Geographic Names: A Gazetteer of Historic and Modern Names of the State*. Quill Driver Books. p. 798. ISBN 9781884995149.
4. ^ "Census 2000 U.S. Gazetteer Files: Counties" (http://www.census.gov/tiger/tms/gazetteer/county2k.txt). United States Census. Retrieved 2011-02-13.
5. ^ http://www.census.gov/population/www/censusdata/cencounts/files/ca190090.txt
6. ^ http://factfinder2.census.gov
7. ^ "2010 Census P.L. 94-171 Summary File Data" (http://www2.census.gov/census_2010/01-Redistricting_File--PL_94-171/California/). United States Census Bureau.
8. ^ "American FactFinder" (http://factfinder.census.gov). United States Census Bureau. Retrieved 2008-01-31.
9. ^ "California's 4th Congressional District - Representatives & District Map" (http://www.govtrack.us/congress/members/CA/4). Civic Impulse, LLC. Retrieved March 1, 2013.

External links

- Madera County GenWeb - Genealogy (http://www.cagenweb.com/madera/)
- Official Madera County website (http://www.madera-county.com/)
- Madera County History (http://www.cagenweb.com/madera/MadHistory.html)—Transcription of 1933 document on the county's history

- Oakhurst Area Chamber of Commerce (http://www.oakhurstchamber.com/)
- Yosemite Sierra Visitors Bureau (http://www.yosemite-sierra.org/)
- *Madera Tribune (http://www.maderatribune.com/)*, newspaper for the county founded March 31, 1892
- Superior Court of Madera County (http://madera.courts.ca.gov/)
- Madera County Library (http://www.maderacountylibrary.org/)
- Madera Community Hospital (http://www.maderahospital.org/)
- Madera Values Quarterly Magazine (http://www.maderavalues.com)

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Categories: Madera County, California | San Joaquin Valley | California counties
| Metropolitan areas of California | 1893 establishments in the United States
| Populated places established in 1893 | Counties of the United States with Hispanic majority populations

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ıers	1,940	2,680	38.1	$23.97	$49,
	450	610	35.6	$31.13	$64,
	850	1,150	35.3	$21.83	$45,
	670	900	34.3	$26.33	$54,
	620	830	33.9	$24.99	$51,
	450	600	33.3	$10.45	$
	1,690	2,250	33.1	$12.70	$
	130,910	171,210	30.8	$10.23	$21,
	5,970	7,800	30.7	$10.65	$22,
	3,200	4,170	30.3	$37.62	$78,
chers, Postsecondary	1,520	1,980	30.3	[2]	$66,
	11,600	15,090	30.1	$22.60	$47,
	2,070	2,690	30.0	$21.06	$43,
	4,490	5,820	29.6	$29.55	$61,
ıecondary	3,930	5,080	29.3	$35.52	$73,
	6,520	8,400	28.8	$17.84	$37,
ıgists	5,480	7,060	28.8	$34.76	$72,
	590	760	28.8	$26.78	$55,
	4,210	5,410	28.5	$31.29	$65,
	30,220	38,810	28.4	$8.98	$18,
immers	3,490	4,480	28.4	$10.12	$21,
	1,560	2,000	28.2	$34.38	$71,
	5,500	7,050	28.2	$26.91	$55,
ɔrers, and Material Movers, Hand	6,400	8,200	28.1	$21.86	$45,
	1,070	1,370	28.0	$27.67	$57,
	2,000	2,560	28.0	$11.54	$24,
	19,930	25,510	28.0	$16.10	$33,
tional Nurses	18,990	24,270	27.8	$24.14	$50,
's	400	510	27.5	$22.65	$47,
ists, Performers, and Athletes	6,000	7,650	27.5	$55.72	$115,
endants	1,350	1,720	27.4	$10.35	$21,
	2,300	2,930	27.4	$42.24	$87,
	3,000	3,820	27.3	$14.86	$30,
llers	1,870	2,380	27.3	$21.44	$
	3,160	4,020	27.2	$27.43	$
	24,710	31,400	27.1	$10.78	$22,
Trimmers	2,070	2,630	27.1	$15.37	$31,
ans	1,110	1,410	27.0	$16.90	$35,
	5,090	6,460	26.9	$13.08	$27,
	16,870	21,410	26.9	$9.08	$18,
	930	1,180	26.9	$39.70	$82,
	3,690	4,680	26.8	$23.66	$49,

include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment.

00 in 2010 are excluded.

tatistics' Current Employment Statistics and Quarterly Census of Employment and Wages industry employment, and Occupati
projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification
ence period.

the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50
do not include self-employed or unpaid family workers.

work full-time all year-round, it is not possible to calculate an hourly wage.

ps and assigns education and training categories to each occupation. For more information on these categories, please see
training_system.htm

B. Targeted Occupations

We train our students to meet competencies in an occupation in one or more of the program areas that we offer. The following is a list of program areas available at Minarets High School, with the courses that fall into that program. Below is also a list of career related to each available program area:

Agriculture Mechanics Pathway

Courses Available	Jobs related to pathway:
Intro to Ag Mechanics Ag Construction Design and Fabrication Ag Welding	Ag Teacher, Small Engines Mechanic, Equipment Operator, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/ mechanics, Welder, Fabricator, Serialized Repair, Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper.

Agriculture Science Pathway

Courses Available	Jobs related to pathway:
Earth and Physical Science Agriculture Biology Agriculture Chemistry Advanced Placement Environmental Science	Ag Teacher, Chemist, Quality Control Specialist, Nutritionist, Immunologist, Pharmacologist, Agronomist, Food Scientist, Plant Breeding, Microbiology, Genetic Engineering, Aquaculture, Waste Management.

Animal Science Pathway

Courses Available	Jobs related to pathway:
Animal Anatomy and Physiology Veterinary Science and Nutrition	Ag Teacher, Veterinarian, Livestock handler, Milker, Inseminator, Auctioneer, Vet Aide, Pet Care, Ranch Laborer, Brand Inspection, Farm Hand, Pest Control, Nutritionist, Farmer Health Inspector.

Horticulture Science

Courses Available	Jobs related to pathway:
Environmental Horticulture Ornamental Horticulture 1 Ornamental Horticulture 2	Ag Teacher, Greenhouse worker, Foreman, Propagator, Nursery Worker, Gardener, Golf Course Maintenance, Grounds Worker, Gardening Business, Garden Sales, Floral Design, Floral Sales, Floral Delivery.

Agriculture Business and Leadership

Courses Available	Jobs related to pathway:
Ag Skills and Leadership Ag Econ and Government	Ag Teacher, Ag Sales, Banking, Farm Accounting, Bookkeeper, Inventory Maintenance, Ag Lawyer.

Career Opportunities in Agriculture

Employment Categories

Source: Higher Education Programs, Cooperative State Research Service, U.S.D.A

C. Total Program's Goal and Objectives

Program Goals:

1. Increase Agriculture course enrollment as well as FFA involvement
    a. Continue to host a registration table at the back to school open house every fall.
    b. Increase awareness of FFA activity dates and times through continued advertisements.
    c. Plan fun and entertaining meeting activities to encourage FFA members to come, be social and support each other.

2. Promote our agriculture department in a positive light across the school district and to the surrounding mountain community
    a. Create and publish quarterly newsletters that advertise the successes of our members in addition to upcoming activities.
    b. Maintain current and up to date information on our FFA website.
    c. Maintain a digital calendar for all members to have access to.
    d. Continue offering our Spring Ag Day program for local elementary schools to learn about Ag in the Classroom.

3. Incorporate rigorous course offerings that applies classroom knowledge to real life and hands-on situations
    a. Align all course curriculum in agriculture classes to follow CDE standards as well as CTE standards.
    b. Continue to offer large scale projects that incorporate "learn-by-doing" opportunities.
    c. Expand our course offerings by spreading the word about job offerings and internships.

4. Advocate across campus of the importance of agriculture education as an essential component of our school, community and larger economy
    a. Work with chapter reporter to stay in contact with Sierra Star Newspaper. Promote current activities, events and member highlights.
    b. Encourage mentoring and involvement in local 4-H programs.
    c. Increase available scholarship opportunities available to students.

5. Continue to grow the department at Minarets by increasing involvement, staffing and opportunities for students
    a. Incorporate an additional mechanics teacher once the new shop facility is on line.

b. Incorporate courses that bring in the Natural Resources emphasis that is prevalent across our campus.
c. Increase awareness about National FFA Convention opportunities and raise funds in order to send at least two students each year who may not be able to afford it.

Program Objectives:

1. FFA:
   a. Promote a team work atmosphere where students work together to achieve a common goal.
   b. Continue to promote historical significance about Minarets High School and Minarets FFA.
   c. Promote leadership activities that will in turn increase student self confidence and speaking abilities.
   d. Continue to promote the school established sense of pride in our home and community.
   e. Develop students who are effective communicators and advocators for agriculture.
   f. "Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth and career success through agriculture education." FFA motto

2. SAE:
   a. Guide students to be able to select an SAE that is relevant and significant to their education and future career choices.
   b. Guide students to participate in SAE's that will enhance their skills in science and relate back to their current course offerings within agriculture education.
   c. Promote the importance of the FFA record book, incorporate the record book into all courses within the agriculture department at Minarets.

3. Classroom/ Laboratory:
   a. Continue to make the connection between science and agriculture
   b. Keep students engaged by incorporating a "learn by doing" model.
   c. Generate confident students who are prepared, confident, and aware. Students who are ready to lead the agriculture industry into the 21st century.

D. Program Description of Included Courses, SAE and Leadership

SAE and Leadership Program Descriptions:

Supervised Agricultural Experience:

Minarets offers a wide variety of SAE areas to all students. With the school farm and greenhouse facilities on campus in addition to the students ability to work in various fields or house animals at home the possibilities are endless.

Some of the current projects that Minarets students comprise include the following: swine production, beef production, meat goat production, dairy goat production, poultry production, sheep production, market rabbits, breeding rabbits, home and community development, forestry services, garden plots and many more.

Minarets students exhibit their project within the local community at Chowchilla fair in May, and Madera fair in september.

Career Development Activities:

Minarets students compete in the following career development events:
Creed Speaking
Prepared Speaking
Extemporaneous Speaking
Impromptu Speaking
Job Interview
Opening and Closing
Poultry Judging
Best Informed Greenhand
Specialty Animal Judging
Livestock Judging
Floral Judging
Marketing Cooperatives
Farm Business Management
Farm Records
Forestry
Natural Resources
Vegetable Crop Judging
Horse Judging

Conferences students attend:
Greenhand Leadership Conference
Made for Excellence Conference
Advanced LEadership Academy
Sacramento Leadership Experience
State FFA Conference
State Officer Training

Animal Science Pathway

Ag Science 1: No Prerequisite

Agriculture is more than just cows and plows. This class is designed for 1st year students with an interest in learning how much more there is to know about agriculture. You will get the opportunity to learn about animals, plants, our environment and California agriculture's past, present and future. In addition to what you will learn about our agriculture industry you will also develop an array of leadership skills offered though the FFA organization. Some of these skills include parliamentary procedure, public speaking, leadership development and career success.

Animal Anatomy and Physiology: Completion of Agriculture Chemistry or Instructor Approval

Are you an animal lover? Ever though about becoming a vet, or working in a career where you are with animals? If so, then you will definitely want to sign up for this course! Animal Anatomy and Physiology is an introduction into the workings of animals and their body systems. We will examine domesticated livestock species, examine their purpose, and understand how their bodies work and how we work. Topics will include animal nutrition , health, reproduction, genetics, digestion, and other body processes! This class promises to be a good time, sign up today!

Veterinary Science and Nutrition: Completion of Agriculture Chemistry or Instructor Approval

This course is designed to prepare students for the possibility of a career in animal or human medicine. Students will be introduced to basic veterinary skills and topics including anatomy and physiology tool and equipment, safe veterinary practices, careers in veterinary medicine, animal nutrition, feed practices, and gestation and vital signs. This is a fast paced advanced science course designed to be taken either before or following Animal Anatomy and Physiology.

Horticulture Pathway

Ornamental Horticulture 1 (Beginning Floral Design): No Prerequisite

For those of you that like the more artistic approach, this will be the class for you. We will learn the history of floral arranging, how to use color and style as well as plant growth techniques. The most important part of this class is learning how to make floral arrangements that will impress your family and friends. Turn loose the artist inside your and join us today.

Ornamental Horticulture 2 (Advanced Floral Design): Prerequisite of Floral 1

Need another outlet for your creativity? If so, then keep on going with advanced floral design! Here you will build on the skills that you have attained during beginning floral design, and perfect them into desirable job skills! Sign up today!

Agriculture Science Pathway

Ag Earth Science: No Prerequisite

This course will focus on the effects of our current surroundings on the Agriculture Industry. Topics covered will include earthquakes, mapping, cloud formations, volcanoes, plate tectonics, and parts of our planet. This course is also a common core class for all students.

Ag Biology: Prerequisite of Earth Science or Administration approval

This is the course where your science knowledge is out in to gear. We will cover ecosystems, human and animal biology, respiratory and digestive systems, genetics, reproduction and evolution. The year will culminate with one or more in class dissections.

Ag Chemistry: Prerequisite of Ag Biology

Chemistry is a difficult subject for many students, however in our Minarets style chemistry course students will experience the world of chem in a hands-on and visual approach. Topics covered will include the periodic table, matter and mass, gas laws, organization of the atom, naming compounds, chemical equations and the mole.

Advanced Placement Ag Environmental Science: Prerequisite of Ag Chemistry **and** Instructor Approval

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. This is an advanced placement course.

Agriculture Mechanics Pathway

Ag Mechanics 1: No Prerequisite

If you are looking for a class where you can put your hands to work it is finally here. You will have the opportunity to learn tool safety, basic plumbing, electricity, woodworking and welding. All the essentials needed to become the handiest person in your home. FFA is a part of this course so you can also develop your leadership skills. Now you will have all of the tools to really build a better you!

Ag Mechanics 2: Prerequisite of Ag Mech 1

Are your ready to expand on those craftsman skills that you developed in Ag mechanics 1? If so, then this course is for you! Project design, welding, framing/woodworking, and small engine work await those who sign up for Ag Mechanics II. Don't forget that you also get to be a part of the FFA, and put to use your skills as a leader!

Advanced Ag Design and Fabrication: Prerequisite of Ag Mech 2 and instructor recommendation
This is an advanced course to follow Ag Mechanics II. This course will focus on design and fabrication utilizing tools like Google Sketchup and others. Students will design and build their own advanced projects.

Agriculture Business and Leadership Pathway

Ag Skills and Leadership: Prerequisite of Sophomore standing and up as well as instructor approval
Are you a leader? Do you want to be a leader? If so, then step up for Ag Skills and Leadership! In this class you will be exposed to all of the leadership opportunities that FFA and the Ag Industry has to offer! You will gain experience in Prepared Public Speaking, Extemporaneous Public Speaking, Job Interviewing Skills, Sales and Marketing which will give you a leg up on the competition be it in the FFA or in the career world! Also, take a role as a leader in the FFA by helping to plan and execute chapter activities! This class is going to be non-stop fun, don't miss out!

Ag Economics and Government- Prerequisite Senior Standing
Why is there world hunger or why is energy so expensive? How are natural resources distributed and how are wildlife populations managed? How does ethanol, or additional alternative uses for commodities, affect agriculture and food prices? Economics is the study of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs, and political realities of their societies. Decisions made by consumers, farmers, agricultural businesses, investors and the government interact to determine the allocation of scarce resources. Economics is a way of thinking about the world based on a set of principles that are useful for understanding almost any economic situation, from decisions that individuals make to the workings of highly complex international financial markets. The basics of supply, demand, price determination, world trade, public policy, and the economics of food safety will all be covered in this course. The economics of day-to-day living, saving and investing for your future, and the use of the stock market will also be included in this course. These concepts will be taught using hands-on learning activities, market simulations, and interactive group scenarios.

E. Program and/or Course Subject Matter Content Outline

Ag Science 1 **No Prerequisite**

This course is the first phase of a sequence in agriculture science, which combines biology, and animal and plant science, with elements of chemistry, mathematics, physical science and health. Students will have the opportunity to learn the fundamentals of biology, principles of animal and plant science, biotechnology, food science, processing, computers, health, and marketing. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA.

Course Outline

I. Meeting human needs and changing the world:
- Agribusiness
- Food, Fiber and Shelter
- Origin of Food and Fiber Items
- Agriculture and its affects every day
- World Ag

II. Using applied sciences and technology
- Scientific Method
- Agriscience and Technology

III. Using the earth's resources
- Environmental and Natural Resources
- Ecosystems
- Habitats and Population Fluctuations
- Pollution

IV. Determine the Basis of Life
- Cell Parts and Functions
- Genetics and Heredity
- Microscopes
- Cell Structures
- Life Processes in Organisms

V. Classifying and and Naming Living Things
- Classifications Systems for living things
- Taxonomy and classifications keys

VI.Applying principles of Plant Science
- Plant Science and how plants differ from animals
- Parts of the plant and their function
- Life cycle of a plant
- Photosynthesis and the effects of light on plants
- Transpiration and respiration

VII.Reproducing Plants
- Propagation
- Plants Nutrients and acquisition methods
- Fertilizers

VIII.Keeping plants Healthy
- Effects of pests on plants
- Five major types of pests

- Pest Control and Prevention
- Integrated Pest Management
- Safety Practices

IX.Principles of Animal Science

- Major Animal Groups
- External Animal Parts
- Anatomy and Physiology

X.Feeding Animals

- Feed needs of animals
- Nutrient needs of animals
- Feedstuffs that provide nutrients
- Characteristics of a good feed
- How are animals fed
- Compare feeds with nutrient costs

XI.Breeding Animals

- Identifying Characteristics of breeds and bloodlines
- Describe different breeding systems
- Distinguish between methods of insemination
- Management practices in Breeding Animals

XII.Keeping Animals Healthy

- Health and signs of good and ill health
- Environmental influences on animal health
- How is good health maintained
- Various kinds of diseases
- General Methods of disease control
- Different types of injections
- How animals defend themselves

XIII.Using Biotechnology to Improve Life

- Describe biotechnology
- Issues associated with biotechnology
- Organismic Biotechnology
- The role of genetics, cells and genomes in molecular biotechnology
- Genetic Engineering

XIV.Marketing Technology in Agriscience

- The importance of Agricultural Marketing
- Major Functions of Agricultural Marketing
- Marketing Infrastructure
- Communication in marketing

XV.Processing Technology in Agriscience

- The importance of processing
- Methods of food preservation
- Spoilage in food
- Fiber, wool, dairy, and meat products
- Safety and regulations

Animal Anatomy and Physiology **Completion of Ag Chemistry or Instructor Approval**

This course is the first phase of a sequence in agriculture science, which combines biology, and animal and plant science, with elements of chemistry, mathematics, physical science and health. Students will have the opportunity to learn the fundamentals of biology, principles of animal and plant science, biotechnology, food science, processing, computers, health, and marketing. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA.

Course Outline

I. Analyze the structure and function of each mammalian body system
- Skeletal System
- Muscular System
- Nervous System
- Circulatory System
- Respiratory System
- Excretory System
- Digestive System
- Reproductive System
- Mammary System

II. Compare the interrelationship of each system within the mammalian body.
III. Compare and contrast the organ systems of different livestock species
IV. Explain the importance of cellular respiration to living organisms
V. Describe how animal behavioral patterns affect management and handling practices of domestic animals.
VI. Analyze the nutrient requirements of various domestic species.
VII. Analyze the nutrient content of several feeds.
VIII. Identify concentrates and roughage's available locally.
IX. Describe symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.
X. Describe the feed of an animal through an entire production cycle, recording the types of feeds used, rate of gain, and the lean to fat ratio.

Vet Science and Nutrition **Completion of Ag Chemistry or Instructor Approval**

Veterinary Science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also learn various veterinary laboratory skills and procedures, surgical procedures, radiology and scientific research and writing skills. Students will have the opportunity to investigate different aspects of the veterinarian and animal health care field and career opportunities through project- based learning.

Course Outline

I. Veterinary Science and regulations
- Rules and regulations
- Ethics, confidentiality and laws

II. Safety
- Safe handling of animals
- Safety in the animal facility
- Safe handling of drugs and chemicals

III. Anatomy and Physiology
- Medical terminology
- Skeletal System
- Muscular System
- Nervous System
- Circulatory System
- Respiratory System
- Excretory System
- Digestive System
- Reproductive System
- Mammary System
- Genetics

IV. Common Diseases
- Parasites
- Viral
- Bacterial
- Fungal
- Protozoan
- Zoonotic
- Disease prevention and immunology
- Vaccinations

V. Animal Care
- Abnormal Behavior as an indication of disease or illness
- Visual Observation Techniques
- Identification of symptoms and common diseases
- Nutrition and diet evaluation
- Animal preparation for shipment and transport

VI. Pharmacology
- Recognize common drugs

- Correctly measure prescribed medications
- Storage and rotation of stock
- Usage and sizes of needles and syringes

VII. Laboratory Skills and Procedures
- Identification and usage of equipment
- Common laboratory procedures
  - Proper collection and handling of lab specimens
  - Testing and reporting specimens
    - Fecal
    - Blood
    - Urine
- Medical Math (metrics and conversions)

VIII. Radiology
- Radiation Safety
- Darkroom techniques
- Positioning- restraint
- Changing chemicals

IX. Common Surgical Procedures
- Aseptic Procedures
- Instrument identification
- Surgical Pack Preparation
- Surgical room conduct
- Removal of foxtails and abscesses
- Castration
- Animal Dentistry
- Ovarian hysterectomy

X. Research and Writing
- Note Taking procedures for research
- Scientific processes procedures
- Data collection strategies
- Statistical Analysis of Data
- Components of research writing
- Oral presentation of findings

XI. Production Practices
- Animal Selection and Evaluation
- Animal breeding systems
- EPD's
- Record Keeping
- Marketing Strategies

Ornamental Horticulture 1 **No Pre Requisite**

Ornamental Horticulture 2 **Prerequisite of Ornamental Horticulture 1**

Ornamental Horticulture 1 is designed to acquaint the student with the theories and principles of artistic design and allow the student to apply an artistic approach to floral design. The student will acquire practical skills and knowledge by exploring elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Balance, symmetry, harmony, unity and texture using floral and synthetic media, will be stressed in this course. Ornamental Horticulture 2 will cover the same topics as OH 1 although there will be a greater stress on depth, perfection, design, agility and speed.

Course Outline

I. History of Floral Design
- Cultural Floral Designs
- Monet's Gardens

II. Elements and Principles of Design
- Texture
- Color
- Shapes and Forms
- Balance
- Proportion
- Scale
- Focal Points
- Rhythm
- Lines

III. Flowers and Foliage Forms
- Mass Flowers & Foliage
- Line Flowers & Foliage
- Form Flowers & Foliage
- Filler Flowers & Foliage
- Potted Flowers & Foliage
- Dried Flowers & Foliage
- Artificial Flowers & Foliage

IV. Mechanics and Materials
- Containers
- Tools and Foams
- Accessories

V. Arrangement Styles and Techniques
- Art Nouveau
- Art Deco
- Free- Form Expression
- Geometric Mass
- Contemporary Style
- Oriental Style

VI. Seasonal, Holiday and Occasional Designs
- Seasonal Themes
- Cultural Themes

VII. Alternative Arrangements
- Weaving and Tying Techniques
- Flowers to Wear

VIII. Plant Identification (Taxonomy)
- Correctly identify floral plants around school campus
- Annuals, Perennials, Bulbs, potted and flowering plants

IX. Culture of Floriculture Crops
- Prepare for different soil mixtures
- Propagation of floriculture plants
- Hardening Off
- Grade plants for quality and uniformity
- Prepare plants for marketing

X. Occupational Opportunities in Floral Design
- Specialty areas available in floral design
- Application, Resume, Cover Letter, Portfolio and Interview
- Participate in FFA, have an SAE and maintain a record book
- FFA and floral opportunities

XI. Selecting and Buying Plants
- How to select high quality floral materials
- Evaluate floral materials

XII. Container Gardening
- Advantages and Disadvantages
- Cultivation of dish gardens, terrariums, and topiary
- Soil for different situations
- Container plant care

Earth Science **No Prerequisite**

Agricultural Earth Science is a course that explores the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment. Using agriculture as a learning vehicle, the corse emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of agriculture to each student's life and environment. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation. Topics include an exploration of the major cycles that affect every aspect of life including weather, climate, and air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, the earth's environment, sustainability, and energy resources.

Course Outline

I. Introduction to Earth Science
II. Plate Tectonics
III. Deformation of the Earth's Crust
IV. Earthquakes
V. Volcanoes
VI. Rocks
VII. Natural Resources and Energy
VIII. Natural Disasters
IX. Water Supply
X. Biogeochemical Cycles
XI. Atmosphere
XII. Ocean Properties and Movement
XIII. Astronomy: Stars, and the solar system
XIV. FFA and Agriculture

Agriculture Biology **Completion of Earth Science or Admin Approval**

Agriculture biology is a one year, laboratory science course designed for the college bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals humans and the environment, nutrition in animals, health and disease in animals, and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills.

Course Outline

I. Intro to Ag Biology
- Agriculture and Biology correlation
- Career Opportunities
- Record Bookkeeping

II. Agriculture Research
- Importance of Research
- Scientific Processes and Methods

III. Agriculture and the Environment
- Structure and function of the call
  - Plant and animal cells
  - Cell structure
  - Cell respiration
  - Cell transport
  - Multicellular organization
  - Mitosis and Meiosis
- The Chemical foundation
  - Composition of Matter
  - Mixtures
  - Soil
  - Organic Compounds
- Ecology
  - Structure and Function of Ecosystems
  - The Food Web
  - Ecosystem Relationships
  - Demographics and the environment
  - Agricultural Practices and the environment

IV. Plant and Animal Genetics
- Fundamentals of Genetics
  - Mendel's Law
  - Genetic crosses
  - Chromosomes
  - Genetic Patterns

        - Gene expression
    - Nucleic Acids and Protein Synthesis
        - DNA
        - RNA
        - Protein Synthesis
    - Applied Genetics
        - Controlled Breeding
        - Manipulating genes

V. Anatomy and Physiology
- Organ Systems
    - Skeletal, muscular, and integumentary
    - Circulatory and respiratory
    - Digestive and Excretory
    - Nervous and senses
    - Endocrine and reproductive
- Diseases and the immune system
    - Common diseases
    - Natural Diseases
    - Disruption of genetic Equilibrium
    - Formation of species

VI. Evolution
- Speciation
    - Genetic Equilibrium
    - Natural Selection
    - Disruption of genetic Equilibrium
    - Formation of species
- Classification
    - History of classification
    - Modern Taxonomy
    - Five Kingdom System

Agriculture Chemistry **Completion of Agriculture Biology**

Agriculture Chemistry is a lab science course designed for the college bound student with career interests in agriculture. Students will be involved in hands-on laboratory studies and receive an in-depth look at various concepts in chemistry, including: chemistry and it's relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gases and gas laws.

Course Outline

I. Introduction to Chemistry
- Scientific Method and Agricultural Problems
- Accuracy and Precision
- Safety

II. Matter and Energy
- Properties of Matter
- Chemical and Physical change
- Atoms, electrons, compounds and ions

III. The Atom
- Protons
- Neutrons

IV. Electrons and the Periodic Table
- Electron energy laws
- Electron Configuration
- Arrangement of the periodic table
- Chemical elements and Agriculture Products

V. Bonding
- Covalent and Ionic Bonding
- Electron Dot Structure
- Octet Rule
- Formulas

VI. Chemical Reactions
- Conservation of mass and atoms
- Writing Equations and Balancing
- Types of Reactions
- Predicting Products
- Dangerous Reactions in an agriculture environment
- Acids and Bases
- Thermodynamics
- Chemical Equilibrium

VII. Moles and Stoichiometry
- How many is a mole?
- Molecular Mass
- Mole relationships
- Empirical and molecular formulas
- Stoichiometry
- Mole-mass calculations
- Mass- Mass calculations
- Reactions in excess

VIII. Gases and Gas Laws

- Solids, Liquids and Gasses
- Pressure of Gasses
- Dalton's Law
- Charles's Law
- Boyle's Law
- Ideal Gas Law
- Gases used in Agriculture

IX. Solutions
- Characteristics of a solution
- Parameters of solubility

X. Organic Chemistry and Biochemistry
- Carbon Compounds
- Hydrocarbons
- Biochemistry

XI. Nuclear Chemistry
- Radioactivity
- Nuclear Energy

AP Environmental Science **Completion of Agriculture Chemistry AND Instructor Approval**

AP Environmental Science is a college-level environmental science course intended to prepare students for the College Board Exam on May 6, 2013, and increase the chances of student success in college by providing a college-like experience in high school. Success in AP Environmental Science, as with any AP Class, comes largely from diligent, consistent study and questioning. Answering complex questions, solving complex problems, and active participation in classroom discussions will be major components of the class. Expect to read, outline, and write a lot this year.

Course Outline

I. Earth Systems and Resources
II. The Living World
III. Population
IV. Land and Water Use
V. Energy Resources and Consumption
VI. Pollution
VII. Global Change
VIII. Free Response Topics

Ag Mechanics 1 **No Prerequisite**

Agricultural Mechanics I is the introduction mechanics class designed for the beginning student. This class will provide students with the opportunity to explore various areas of Ag. mechanics. The students will learn the basics skills required to enable them to further their knowledge and abilities. After successfully completing this class the student will have the necessary skills needed to enter Ag mechanics II. The purpose of the class is to give the student the opportunity to learn the necessary skills as well as explore a wide variety of careers available in the field of agricultural mechanics.

Course Outline

I. Shop Orientation and Safety
- Pass a safety test for all general shop equipment
- Adjust, operate and maintain cutting saws
- Use a variety of tools in the shop to complete projects
- Tool Storage
- Hazardous Situations

II. Measurement/ Plan Reading
- Estimate square footage and perimeter
- How to read a tape measure
- Measuring project
- Layout and Construct a footstool

III. Agriculture Business Management
- Maintain an FFA record book
- Maintain work logs
- Bill of Materials

IV. SAE and FFA
- Develop an SAE plan
- Ag Mechanics Careers
- FFA Leadership Activities
- FFA Record Book

V. Shielded Arc Welding
- Arc machine amperage
- Electrodes, Joints, and AC/DC in SMAW
- Flat Position

VI. Gas Welding and Cutting
- Parts of oxy-fuel welding including set-up, use and turn off
- Braze copper tubing and copper fittings with flux, solder and small torch
- Design, Layout and cut an image onto sheet metal using a cutting torch
- Neutral vs. carbonizing vs. oxidizing flames

VII. Plumbing, Cold Metal, Carpentry and Project Construction
- Construct an irrigation system using PVC, copper tubing and metal pipe
- Follow Construction plans
- Basic Carpentry Skills- constructing a step stool

Ag Mechanics 2 **Prerequisite of Ag Mechanics 1 Completion**

Agricultural Mechanics II is the intermediate class of mechanics. The class is designed to progressively build students skills in the field of agricultural mechanics. The student will be reintroduced to units in plumbing, oxyacetylene welding, shielded arc welding and carpentry for more advanced skills and study in these fields. New units of study will be include electricity, tool fitting and sharpening, masonry, and machinery operation. Students will have the opportunity to hone their knowledge and skills by using what they have learned on their own own projects. Students will also be exposed to the vast number of career opportunities in the field of agricultural mechanics. Along with focusing on a career field, students will learn attitudes and personal traits to succeed in a chosen career.

Course Outline

I. Tool fitting and Sharpening
- Pass the safety test
- Proper tool sharpening

II. Plumbing
- Plumbing Fittings and materials
- maintain sprinkler and irrigation systems

III. Electricity
- 3-wire farm structures
- Sample Electrical Circuits
- AC vs. DC currents

IV. Electric Welding
- Amperage
- Electrodes and welding joints
- Vertical up and vertical down welds
- M.I.G

V. FFA Leadership Development
- FFA benefits of membership
- Shop Foreman exercise
- Keep a log of leadership activities in FFA record book

VI. Agriculture Business Management
- Maintain an FFA record book
- Maintain work logs
- Bill of Materials

VII. Oxy-Acetylene Welding/ Plasma Cutting
- Heat and Fusion
- Parts of Oxy-fuel welding
- Proper set up, usage, and turn off
- Plasma and cutter

VIII. Masonry and Carpentry
- Construction Materials
- Concrete Materials
- Cubic Yardage calculations
- Concrete ingredient ratios
- Stain and Paint wood

Ag Skills and Leadership **Prerequisite of Instructor Approval and Sophomore Standing**

This course if designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making process. The students will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Gaol setting and self-evaluation will be stressed in this course.

Course Outline

I. Self Evaluation and Improvement
II. Event Planning
- Create and activity timeline
- Handling of all publicity
- Securing facilities, equipment and materials
- Sales
- Gain of approval from appropriate channels
- Printing
- Analysis of Activity and final report

III. Goal Setting
- Personal Mission Statement
- Formal Goals
- Possible Obstacles

IV. Public Speaking
- Effective Speaking Skills
- Prepared and Extemporaneous formats
- Research of an Ag topic
- Base on FFA CDE

V. Market Plan
- Research of an Ag based product or service
- Formulate a marketing strategy surrounding that Ag product or service
- Present the strategy
- Development and Use of visual aids
- Based on FFA CDE

VI. Job Interview
- Research an Ag Career
- Application, Resume, Cover Letter
- Group Job Interview
- Professionalism and Ethics

VII. Etiquette
- Proper meeting and greeting
- Meal-time interview
- Utensils and Dishes
- Topics for Discussion and Vocabulary Usage

VIII. Communication Skills
- Effective writing skills

- Effective Oral Skills

IX. Running a Meeting
- Parliamentary Procedure
- Set- up and run a mock meeting
- Meeting flow components

X. Agricultural Literacy
- Depict one portion of the agriculture industry
- Compile info into a teachable format
- Present project to the community in a dialogue format

XI. Media Relations
- Effective pRess Releases
- Public Service Announcements
- Class/ Chapter Newsletter
- Incorporate technology into media projects

XII. Occupational Opportunities
- Specialty areas available in agriculture at all education levels
- Application form, resume, cover letter, portfolio and interview
- Participate in FFA, have an SAE and maintain a record book

Ag Econ and Government **Prerequisite of Senior Standing**

The economics course is designed for the student interested in understanding the operations and institutions of economic systems as applied to out nation's largest industry, agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. Instruction is also given in leadership, citizenship, and career education. This course meets the state economics graduation requirement.

The government course is designed to familiarize students with the structure and process of the United States Government system. Students will learn about the responsibilities and right of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the bill of rights. Students will also learn about state powers as it compares to the national government powers, and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government system plays in the agricultural industry.

Course Outline

Economics:

I. Role of Economics
- Historical development of the role of agricultural economic policy in the United States
- Relationships of the agricultural economy to the general US economy

II. Career Opportunities in Agribusiness and Industry
- Personal requirements
- Differences in the career ladder
- Specific Job Titles, responsibilities and duties
- Post High School educational institutions offering agribusiness classes

III. Intro to Economics, Agricultural Economics, and Economic Growth
- Scarcity
- Role of Labor
- Role of Capital
- Role of technology

IV. Role of Natural Resources in Economic Growth
- Land
- Water
- Mineral Resources

V. Production Principles
- Elements in production process
- Differences between agriculture and industrial production
- Efficiency

VI.Economic Systems
- Market
- Traditional
- Command
- Influence on the system

VII. Microeconomics
- Demand
- Supply
- Business Organization
- Markets and their structure

- Distribution of Income
- Market Structures

VIII. Macroeconomics
- Indicators
- Government programs and policies

IX. Monetary Policy
- Money
- Federal Reserve
- Financial intermediates
  - Ag programs
    - Loans
    - Subsidies
    - Alternatives

X. International Economics
- Agricultural Trade and economic development
- Foreign Trade policy
- Importance of exports
- The problem solving approach and policy formulation
- Problems in resource development

Government:

I. The Constitution
- Development of Government
- Evolution of the Constitution
- Essential Principles

II.American Government
- Structure

III.Civil Liberties
- Social Context
- Public Opinion
- Elections
- Bill of Rights

IV.Federalism
- Structure
- Federal and State Government
- Federal and State Legal Systems
- Role of Local Government
- Basis of Taxation
- Law affecting Agricultural Enterprise

V.Comparative Governments
- World Government
- National Policy and World Leadership

VI.Agricultural Policy
- Domestic and International Issues
- Preoccupation with Security
- Government Influence

F. Program Completion Standards

A program completer at Minarets is described as a student that has been enrolled in agriculture department courses for all four years and has graduated with a satisfactory grade. Each course has the minimum students activity requirements as 2 FFA leadership activities per semester, one community service activity per semester, and maintaining an SAE project complete with FFA record book.

In order for students to be recognized as a program completer they must fill out the attached form. They will be called up on stage at our spring awards banquet and they will in turn receive their FFA graduation sash. Our school chose to use the traditional blue FFA sash for graduation as our school sashes are gold, and we don't want to blend in.

Students are able to wear their sash at graduation as well as hold onto them as a keepsake with the rest of their graduation paraphernalia. With the exception of CSF and Key club community service hours, FFA is currently the only club on campus that recognizes students in this manner at banquet as well as graduation.

G. Description of Facilities ad Major Equipment

Facilities

3 Lab based classrooms

Science Prep Room/ FFA Storage Room

Shop Facility- including wood shop bay, metal/ welding bay, and small engines bay (opening June 2013)

Ag Mechanics Classroom

Covered shop yard with locking gate

2 acre school farm

Livestock Pole Barn with east and west solid ends

Greenhouse with four tables

Shade House directly off North side of the greenhouse

Planter Boxes
(to be completed May 2013)

Major Equipment

Chevy Tahoe

Livestock Trailer

Show equipment (including sheep/goat stands)

2 Fume Hoods

2 Hydroponic Growth Chambers

Floral Storage Cooler

All Shop Equipment including welders, 3D printer and Plasma Cam etc.
(to be opened in new shop June 2013)

H. Five Year Facility and Equipment Acquisition Schedule

5 YEAR PLAN

2012-2013

Year 1 - 2012-2013

-Install cooler box/display box for Floral design class (~$5,000 -AIG)

-Complete Ag Shop facility (~$4.2 mil CTE Grant)

-Complete Greenhouse/Garden planter boxes (~$2,500 -AIG)

Year 2 - 2013-2014

- Add 5th Instructor

-Purchase livestock Trailer (-$10,000 - AIG)

-Install rabbit/poultry facility (~$5,000 - AIG)

Year 3 - 2014-2015

-Expand Livestock facility (~$15,000 - AIG)

-Install aquaculture facility (~$7,000 - AIG)

Year 4 - 2015-2016

-Purchase 2nd Ag Vehicle(3/4 ton - $24,000 -AIG)

-Up date shop equipment(~ $5,000 -AIG)

Year 5 - 2016-2017

-Purchase 3rd Ag Vehicle(Van -$30,000 -AIG)

I. Staff Assignments

GENERAL ACTIVITES SCHEDULE

1. INSERVICE				
CATA Sectional Meetings				
September	X	X	X	X
October	X	X	X	X
November	X	X	X	X
December	X	X	X	X
January	X	X	X	X
February	X	X	X	X
March	X	X	X	X
April	X	X	X	X
May	X	X	X	X
CATA Regional Meetings				
Fall				
Spring	X	X	X	X
CATA State Conference	X	X	X	X
2. DEPARTMENT PLANNING & MANAGEMENT				
Farm			X	X
Department Operations				
Incentive Grant	X			
Budgets	X			
District/State Reports	X			
Ag Advisory Meetings (Fall & Spring)	X	X	X	X
Chapter Newsletter		X		
Chapter Website		X		
Farm Work Days			X	
Proficiency Applications				X
Record Books				
3. GUIDANCE & PROGRAM PLANNING				
Point Awards		X		
Program of Work		X		
R-2 Listing		X		
SOE Visits / Home Visits	X	X	X	X
Program Plan	X			X
National Chapter Application				X
Chapter Award Apps.	X	X		X
4. FFA ACTIVITIES & FAIRS				
Officer Retreat	X	X	X	X
Sectional & Regional Retreats	X			
Chapter Officer Leadership Conference	X	X		
National Convention	X			X
Regional Chapter Officer Rally	X			
Big Blue Barn Dance	X	X	X	X
Madera District Fair	X	X	X	X
Opening/Closing Ceremonies	X	X	X	X
Greenhand Conference			X	
Sectional Activity Nights	X	X	X	X
Fall Banquet				
Script	X			
Cooking			X	
Program		X		
Awards/Creed				X
Decorations	X			
Regional Road Show	X	X	X	X

4. FFA ACTIVITIES & FAIRS CONT.:

National FFA Week (Lunchtime)			X	
Made for Excellence Conference/ALA		X	X	
Sectional Parliamentary Procedure Contest	X			
State Degree Ceremonies	X	X	X	X
State Leadership Conference	X	X	X	X
Ice Cream Social			X	X
Spring Banquet				
Script	X	X		
Cooking				
Programs/Invitations		X		
Tickets/Money				X
Awards	X		X	
Decorations/Displays	X			
Set-up	X	X	X	
Community Service			X	
5. FIELD DAYS				
Mariposa NR			X	
Clovis East NR			X	
Frontier Bako NR			X	
Sierra NR			X	
Duncan Poly NR			X	
UC Davis	X		X	
Bakersfield Parli Pro		X		X
Chico Parli-Pro		X		
Chico	X	X	X	X
Consumnes River College	X	X	X	X
Reedley	X		X	X
Merced	X			X
Modesto	X			X
Fresno State	X	X	X	X
Cal Poly, SLO	X	X	X	X
Madera Floral Contest	X			
Winter State Finals Reedley			X	
Tulare Farm Show		X	X	
6. CAREER DEVELOPMENT EVENTS				
Banking	X			
BIG		X		
Cooperative Marketing				X
Creed	X			
Farm Records				X
Floriculture	X			
Job Interview		X	X	
Livestock	X			
Opening/Closing	X	X	X	X
Parliamentary Procedure	X			
Public Speaking - Extemporaneous		X		
Public Speaking - Prepared		X		
Impromptu Public Speaking			X	
Agriculture Issues				
Natural Resources			X	
Scrapbook	X			
Light Horse Judging	X			
Forestry			X	
Veg Crops			X	
Poultry Judging		X		
Specialty Animals		X		
Farm Business Management				X

Ag Mechanics			X	
Beef Cattle				X
Fair Display Garden			X	
Display Boards		X		
Goats	X			
Ornamental Horticulture / Plant Crops			X	
Poultry			X	
Rabbits		X		
Sheep	X			
Swine				X
Jr Exhibits	X			

J. FFA Program of Activities

O'NEALS- MINARETS PROGRAM OF ACTIVITIES

"Our Success Runs Deep, Go for the Gold"

2012-2013

O'Neals - Minarets

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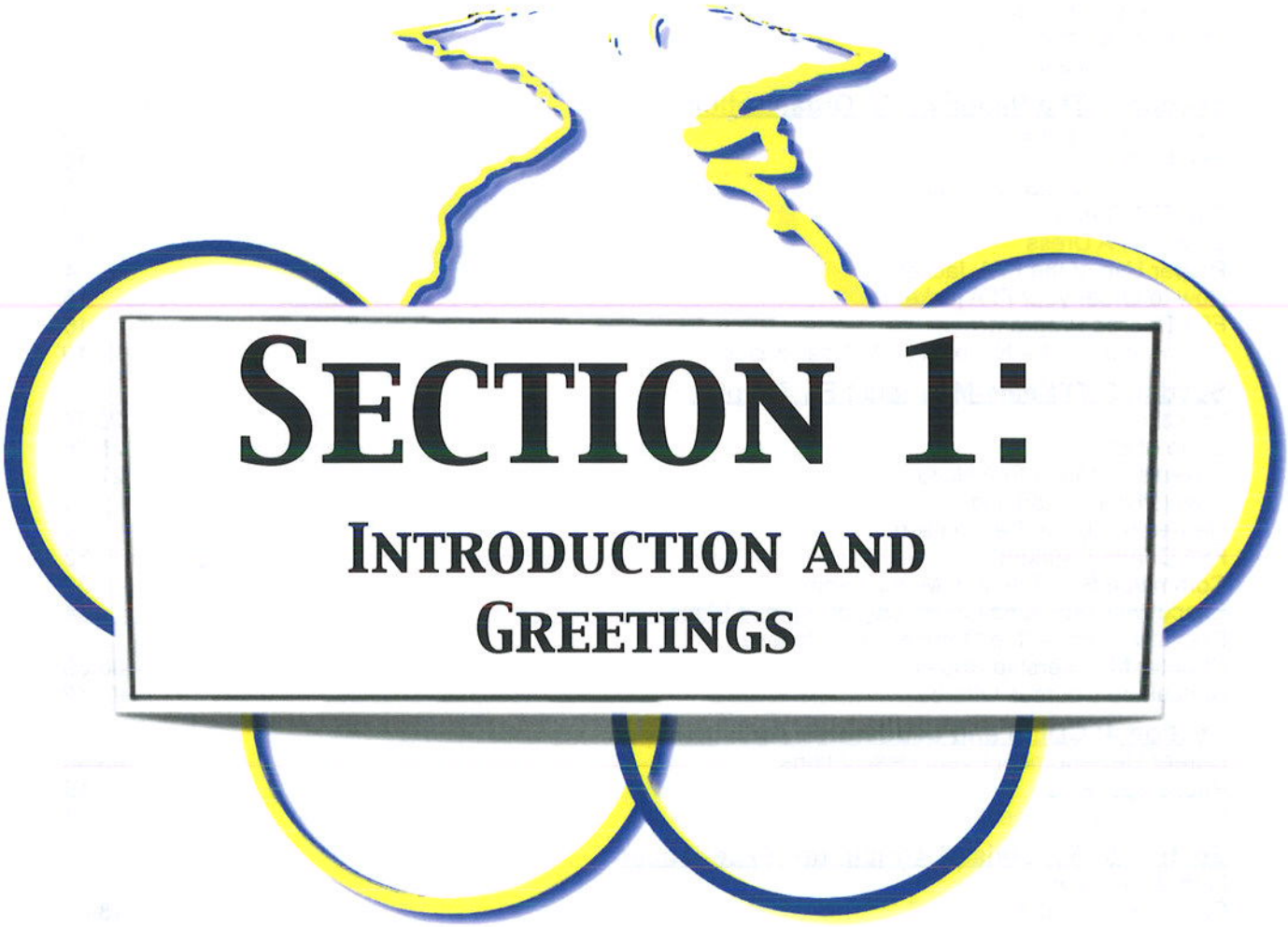


SECTION 1:

INTRODUCTION AND GREETINGS

O'Neals- Minarets

INTRODUCTION

The FFA Organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their educations, career and personal future.

As an integral part of the program of agriculture education in the secondary school system, the FFA has become well known in recent years. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes *leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism*.

The O'Neals- Minarets FFA Chapter is a part of the California State Association of the National FFA Organization. Minarets FFA was chartered in 2008 upon the completion of the construction of a brand new high school in O'Neals California. Minarets High School encompasses two pathways, Agriculture and Natural Resources and Media Technology. As you can imagine, FFA is a large part of the Agriculture and Natural Resources pathway as well as the largest students driven organization on campus. With over 400 members, Minarets FFA has made great strides in its short life here in this small mountain community.

This 2012-2013 Program of Work was developed to explain the purpose of the FFA Organization and give insight into the opportunities that are available to all students of agriculture at Minarets High School.

O'Neals- Minarets

Meet the 2012-2013 Chapter Officer Team

President: Joshua Dowell

Grade: 12 **Highest Degree**: State
Favorite Quote: *"Innovation distinguishes between a leader and a follower." - Steve Jobs*
What are you known for? FFA President, Regional President, Digital Musician, Video Editor, Graphic Design, and Drive to succeed.
CDE's: Parliamentary Procedure, Job Interview, Farm Records, Banking, and Farm Business Management
SAE's: Breeding Goats, Beef Cattle, Vet Technician for R & R Ranches

1st Vice- President: Mikaela Fringer

Grade: 11 **Highest Degree**: State
Favorite Quote: *"work hard, play hard"*
What are you known for? Soccer and FFA
CDE's: Livestock Judging
SAE's: Breeding and Market sheep, and Beef Cattle

2nd Vice- President: Karah Varner

Grade: 12 **Highest Degree**: Chapter
Favorite Quote: *"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith, and in purity." -1 Timothy 4:12*
What are you known for? Academics, writing, FFA, theatre, and kindness.
CDE's: Parliamentary Procedure, Prepared Public Speaking, Farm Records
SAE's: Boer Goats, Market Chickens

Secretary: Ashlynn Lemon

Grade: 11 **Highest Degree**: State
Favorite Quote: *"For millions of years, mankind lived just like the animals. Then something happened which unleashed the power of our imagination. We learned to talk and we learned to listen."-Stephen Hawking*
What are you known for? Having a positive attitude and a smile on my face!
CDE's: Job Interview, Natural Resources and Forestry
SAE's: US Forest Service Volunteer, Home Canning

O'Neals - Minarets

Meet the 2012-2013 Chapter Officer Team

Treasurer: Hunter Davis

Grade: 11 **Highest Degree**: Chapter
Favorite Quote: *"Maybe it's as strange as it seems." -Jack Johnson*
What are you known for? An upbeat attitude ready for new adventures, super welcoming and ready to take in new learning strategies.
CDE's: Parliamentary Procedure
SAE's: Creator and manager of an Ag Awareness website

Reporter: Mikayla Kopp

Grade: 11 **Highest Degree**: State
Favorite Quote: *"It's not about waiting for the storm to pass, it's about learning to dance in the rain"*
What are you known for? Public Speaking
CDE's: Extemporaneous, Parliamentary Procedure
SAE's: Market Goats, Laying Hens

Sentinel: Kinsey McDougald

Grade: 10 **Highest Degree**: Chapter
Favorite Quote: *"Be who you are, say what you feel because those who mind don't matter and those who matter don't mind." - Dr. Seuss*
What are you known for? FFA and Showing Horses
CDE's: Creed Speaking, Job Interview
SAE's: Breeding Cattle and Horses

Historian: Maribeth Villanueva

Grade: 10 **Highest Degree**: Chapter
Favorite Quote: *"Life is like a box of chocolates, you never know what your gonna get." -Forrest Gump*
What are you known for? B.I.G State Champ, Varsity Soccer, FFA Officer
CDE's: B.I.G, Specialty Animal Judging Team, Parliamentary Procedure
SAE's: Market Sheep, Market Rabbits

Parliamentarian: Grant Hall

Grade: 10 **Highest Degree**: Chapter
Favorite Quote: *"Be who you are and say what you feel because those who mind don't matter and those who matter don't mind." - Dr. Seuss*
What are you known for? Being individualistic, parliamentary procedure, Best Informed Greenhand team
CDE's: Parliamentary Procedure, Impromtu Speaking, Farm Records
SAE's: Market Sheep

O'Neals- Minarets

Chapter Officer Message

Each of us has found our own version of success through the O'Neals- Minarets FFA Chapter. Whether that be participating on the 2012 state winning parliamentary procedure team, earning a high individual award for BIG, being the outstanding novice parli-pro president, having a successful FFA animal breeding project or designing a promotional video for our FFA chapter, we have all gotten to this point through different routes and over different speed bumps. Our success, individual and as a chapter, is something to be extremely proud of.

As we sit here at our Chapter Officer Retreat, we can hardly contain our excitement for the year that lies ahead. Chapter meetings, contests, banquets, and awards await each and every one of you who chooses to get involved! We hope to motivate each of you to expand your horizons for premier leadership, personal growth, and career success!

This retreat has given us an opportunity to think about the type of leaders that we want to be! We want you to know that we are here for you, we will listen to you, and we want to help make FFA work for you! Please, feel free to send us suggestions about activities and meetings - so that FFA is a place where YOU want to be! We also have the goal of being leaders in the community as well! As we all know, our community is the life force of our school and program! They support us in all of our endeavors, and it's time for us to give back! Keep your eyes peeled for opportunities to give back to our community on behalf of the blue and gold!

Finally, we challenge you to make the most out of this year! We have ALL been blessed with the opportunity to attend Minarets High School - so that means that we need to make the most of our ENTIRE high school experience! Get involved, have fun, and help us create the traditions of excellence that will stick with Minarets long after we have gone! We are on the cutting edge, we are at the fore-front of leadership and agriculture education, we are the future! Our success runs deep and we challenge you to GO FOR THE GOLD!

Sincerely,

Josh, Mikaela F., Karah, Ashlynn, Hunter, Mikayla K., Kinsey, Maribeth and Grant

2012-2013 O'Neals-Minarets Chapter Officer Team

O'Neals-Minarets

CHAPTER ADVISOR MESSAGE

"Success runs deep... Go for the Gold!"

We the advisors of the O'Neals-Minarets FFA Chapter want to first off welcome all new and returning members to an exciting year for the FFA! We are thrilled at the possibilities that await each of you, opportunities that can help you create a unique and positive identity for yourself. From agriculture classes, to speaking contests and career development events, and local community service opportunities, you will certainly find a place within our program.

The FFA is an amazing organization; in fact, it is the largest youth leadership organization in the world! There are students all over the United States and beyond doing many of the same things you are; growing and excelling as young leaders. You too can become a young leader through your participation and with the help and guidance provided by the advisors and officers. The *Program of Activities* is an outline and history of the activities and accomplishments to be undertaken by the O'Neals-Minarets FFA Chapter. This *Program of Activities* can be used to assist you with developing an individualized leadership plan, however, the main purpose behind the *Program of Activities* is to establish cooperative group action and develop student responsibility. Without group cooperation and responsibility, neither labor nor knowledge can accomplish much.

By participating fully, and reaching for the gold, you will build on your individual skills and create an identity that blends all the best you have to offer! Here's to a great year!

Cheers!

Mrs. Kristi Mattes, Mr. Joey Silva, Ms. Tammy Pilcher, and Ms. Amanda Hendrickson

PRINCIPAL'S MESSAGE

Dear Minarets FFA,

In the 5th year of our new and exciting school, we all have a lot to be extremely proud of for sure. For me, there is nothing that makes me more proud than our FFA program. It is the epitome of everything upon which our school is based. You are the leaders, the workers, the movers, the shakers and the go-to people on this campus. FFA is the largest high school leadership organization in the nation. And Minarets FFA embodies that.

MINARETS MUSTANGS

On behalf of the staff at Minarets, we love what you do. You create, compete and collaborate. And you do all of that with style, grace and dignity. I hope we continue to see expanded success and opportunities with our new Ag Farm and Laboratory. I hope we continue to see the FFA presence everywhere on campus. I am excited about new opportunities in the area of Natural Resources as well.

I firmly believe that all Minarets FFA students will go on to amazing professional and personal opportunities beyond Minarets. I hope you enjoy the ride and appreciate the great mentors you have in Mrs. Mattes, Mr. Silva, Ms. Hendrickson and Ms. Pilcher. Like our sign out front of school reads, WE ARE PROUD FFA MEMBERS. Continue to make all of us proud. Thank you for making our entire school a much better place.

Michael Niehoff
Principal
Minarets High School

District and School Staff

Chawanakee Unified Board of Trustees

Barbara Bigelow Claudia Box
Seth Waltner, PhD. James McDougald
Larry Myers

Chawanakee Unified Administrators

District Superintendent - Bob Nelson

Minarets High- Administration and Office Staff

Mike Niehoff- MHS Principal	Claudia VanDenBergh- District Counselor	Jon Corripo- MCHS Director
Jose Aispuro	Denise Alvarez	Adam Caudell
Daniel Ching	GeGe Drozen	Carol Gordon
Ryan Hansen	Amanda Hendrickson	Bob Kelly
Kristi Mattes	Chelsea Milliorn	Tammy Pilcher
Matt Powers	Bill Samuelson	Joey Silva
Jamie Smith	Jay Smoljan	Don Watkins
Patrick Wilson	Karra Zamora	Patricia Collins- Principal's Secretary
Merrie-Lee John- Administrative Assistant		

School Information

Year Established: 2008

Total Student Enrollment: 483

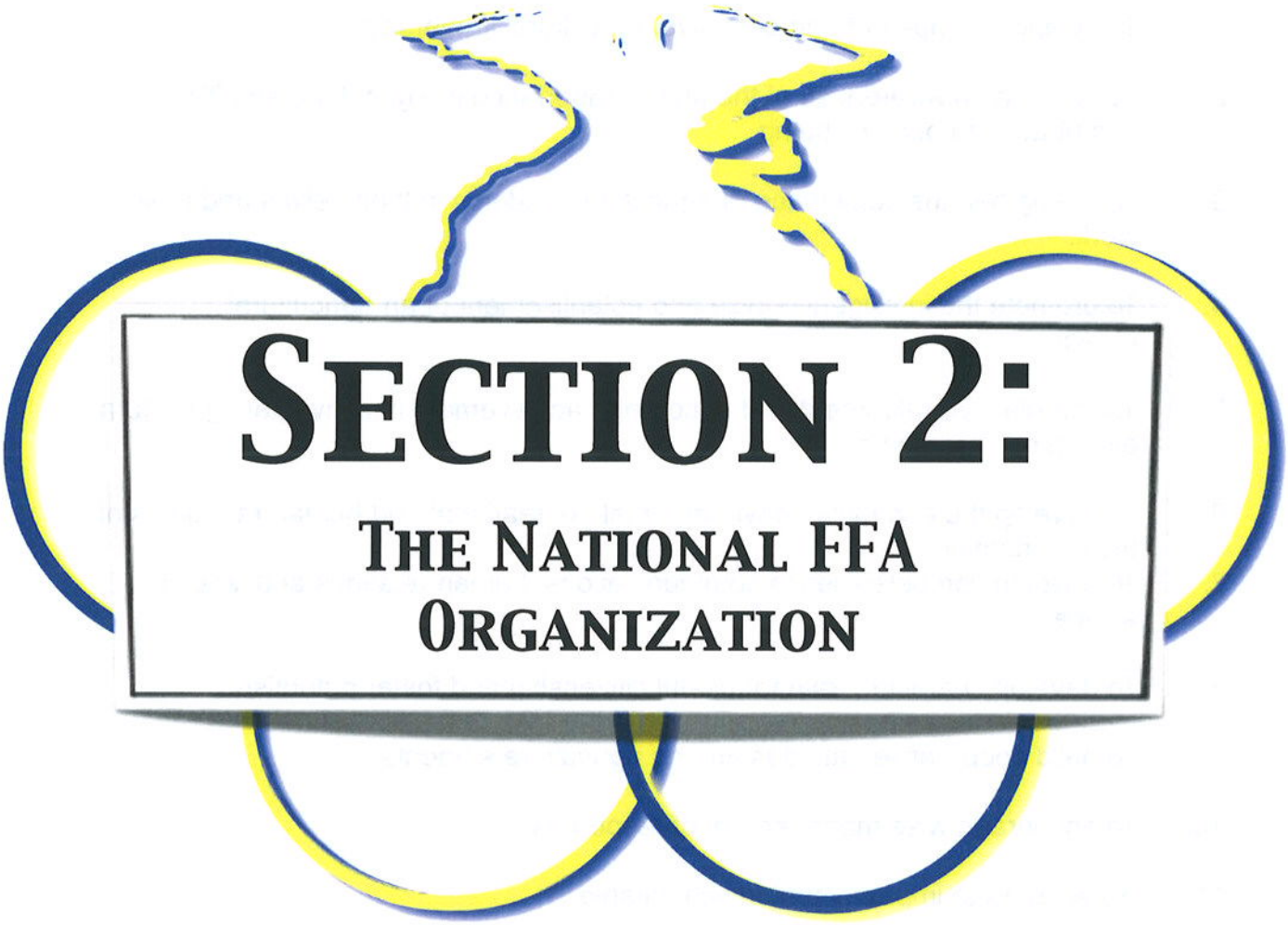
FFA Enrollment: 406

Bell Schedule

Class Period	Start Time	End Time
Teacher Office Hours	8:00	8:30
Pro Period	8:40	9:00
Period 1/2	9:00	10:25
Period 3/4	10:30	11:55
Lunch	12:00	12:30
Period 5/6	12:35	2:00
Period 7/8	2:05	3:30

School Colors: Purple and Gold

School Mascot: Mustang



SECTION 2:

THE NATIONAL FFA ORGANIZATION

O'Neals - Minarets

Aims & Purposes of the FFA Organization

1. To develop competent and assertive agricultural leadership.
2. To develop an awareness of the global importance of agriculture and it's contribution to our well being.
3. To strengthen the confidence of agriculture students in themselves and their work.
4. To promote the intelligent choice and establishment of an agricultural career.
5. To stimulate development and encourage achievement in individual agricultural experience programs.
6. To develop the economic, environmental, recreational and human resources of the community.
7. To develop competencies in communications, human relations and social abilities.
8. To develop character, train for useful citizenship and foster patriotism.
9. To build cooperative attitudes among agriculture students.
10. To encourage wise management of resources.
11. To encourage improvement in scholarship.
12. To provide organized recreational activities for agriculture students.

The FFA Emblem

The ***cross section of ear*** of corn provides the foundation of the emblem just as corn is the foundation of early American agriculture. It is also the symbol of unity, as corn is grown in all 50 states.

The ***rising sun*** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

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

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

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

The words "***Agricultural Education"*** and "***FFA***" signify the combination for learning and leadership necessary for progressive agriculture.

The FFA Colors and Motto

National Blue and Corn Gold

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

FFA Motto

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

FFA Salute

The Pledge of Allegiance is the official salute of the FFA organization. To properly conduct the salute, face the United States flag, place your right hand over the left part of your chest, and holding it there, repeat the following pledge:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

THE FFA CREED

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

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

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

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

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

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

Official FFA Dress

The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

Official Dress for Female Members

- knee length black skirt
- white colored blouse
- official FFA blue scarf
- black dress shoes with closed heel and toe
- black nylons (national level)
- skin toned nylons (state level)
- an official FFA jacket zipped to the top

Official Dress for Male Members

- black slacks
- white colored
- official FFA blue tie
- black dress shoes
- an official FFA jacket zipped to the top

O'Neals - Minarets

PROPER USE OF THE FFA JACKET

The blue corduroy jacket is the most recognizable symbol of the organization. As a member, it is one of your responsibilities to ensure its proper use. Specific guidelines are outlined below.

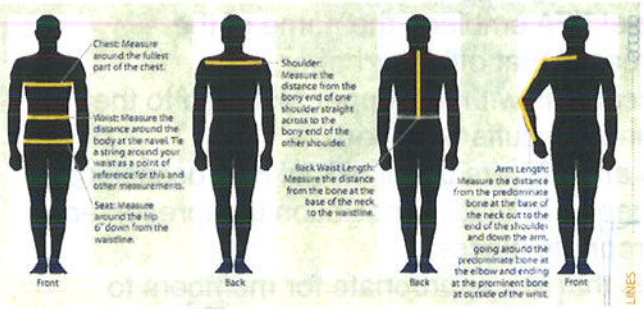
1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
4. 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.
5. 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.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage 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.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree 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. No more than three medals should be worn on the jacket.

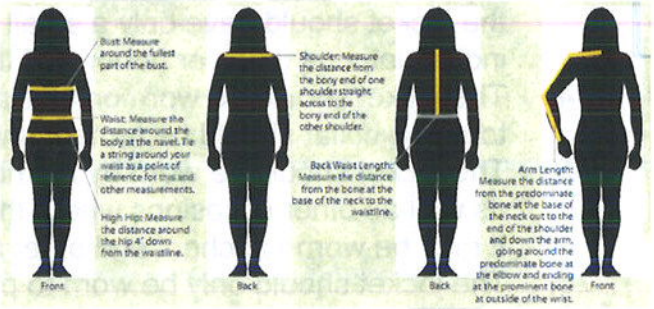
O'Neals- Minarets

How to order your FFA jacket

To order your Official FFA Jacket visit
shop.ffa.org

Click on Official Dress
Select "Jackets" from the drop down menu
Complete the measurement instructions to find out your jacket size





Standard Jacket

The jacket is $49 + $3 cotton surcharge. Don't forget you MUST choose a size from the drop down menu below!

In Stock

Size: Choose a size below

Color: Navy

Chapter Number (required)	O'Neals- Minarets
Advisor Name (required)	Kristi Mattes
Front Line 1 (Name) (optional)	Your first and Last name
Front Line 2 (Chapter Office - Only one - optional) (optional)	Leave blank
Front Line 3 (Year of office held- optional) (optional)	Leave blank
Front Line 4 (optional)	Leave blank
Back State Line 1 (required)	California
Back Chapter Name Line 2 (required)	O'Neals- Minarets
Back Chapter Name Line 3 (if applicable) (optional)	Leave blank

Price: $52.00

FFA Degree Program

The Future Farmers of America (FFA) Degree Program is a system of ranks, or steps, which are designed to assist members in maintaining a continuous progression in leadership training and personal development as a part of their total secondary agricultural education experience.

There are four degrees of active membership which FFA members in California may attain. They are, in rank order from the first degree, Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree and American FFA degree. Each degree carries a minimum set of accomplishments which the member must achieve to earn the degree. For the younger member, particularly, these minimum requirements become a set of written goals to work towards. Each degree's list of minimums is more advanced than the previous rank. In this fashion members are compelled to stretch, grow and expand their educational experience to earn each degree.

The degree requirements are designed in such a way that each student must develop a reasonably well-rounded set of personal, agricultural, and leadership skills to attain the various degrees. Inasmuch as each degree carries with it both tangible reward and intangible rights and benefits, there is a built-in incentive which encourages members to aspire for the various degrees.

Since the FFA Degree system is generally the first pathway towards success which members embark upon, there is not competition against other members at the outset of the program. Members must only compete within themselves to accomplish the minimum standards, or list of goals if you will. All who attain those standards are elected to corresponding degree, a time when the member feels pride of accomplishment and motivation to strive for yet other heights.

Greenhand

Chapter

State

American

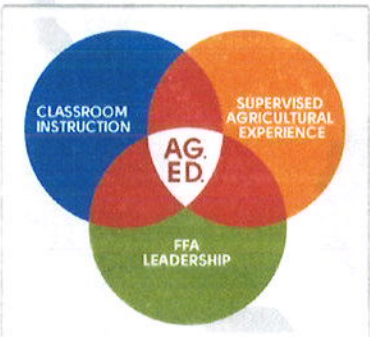
Brief History of the FFA Organization

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia's lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America (FFA).

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.The organization was structured on three levels – local, state and national – with students starting their FFA experience by joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience (SAE) program.



Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow

Brief History of the FFA Organization - Cont.

parliamentary procedure, speak in public and cooperate with their fellow students.Student officers are elected on each level to lead the organization's activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.

By 1935, FFA membership had topped 100,000 with more than 3,900 chapters in 47 states, Hawaii and Puerto Rico. That same year, the New Farmers of America was established to provide leadership opportunities to African-American students enrolled in vocational education classes. Land was purchased in Alexandria, Va., for the National FFA Headquarters in 1939, and in 1944, the National FFA Foundation was created to raise funds from business and industry to help support the many new programs being developed for the growing FFA membership. In 1950, Public Law 740 was passed by the U.S. Congress, granting FFA a federal charter and requiring that a U.S. Department of Education staff member be the national FFA advisor.

FFA membership took a leap in 1965 when 58,000 members of the New Farmers of America merged with the Future Farmers of America. This followed an act of Congress that prohibited segregation in public schools. Four years later, delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA.

In 1976, Alaska became the 50th state to obtain a state charter. An all-time membership high was recorded in 1977, with 509,735 members in 8,148 chapters in all 50 states, Puerto Rico and the Virgin Islands. By the 1980s, the Future Farmers of America had become more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization's official name from Future Farmers of America to the National FFA Organization. This change was made to recognize that FFA is not only for those interested in farming, but it is also for those with more diverse interests in the industry of agriculture, encompassing science, business and technology in addition to production farming.

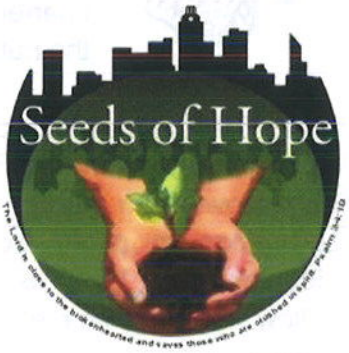
The late 1990s marked a period of location changes for the National FFA Organization. The National FFA Center was moved from Alexandria, Va., to Indianapolis, Ind., where a new building was dedicated on July 20, 1998. And after 70 years in the same city, the national FFA convention was held for the last time in Kansas City, Mo., in 1998. The 72nd National FFA

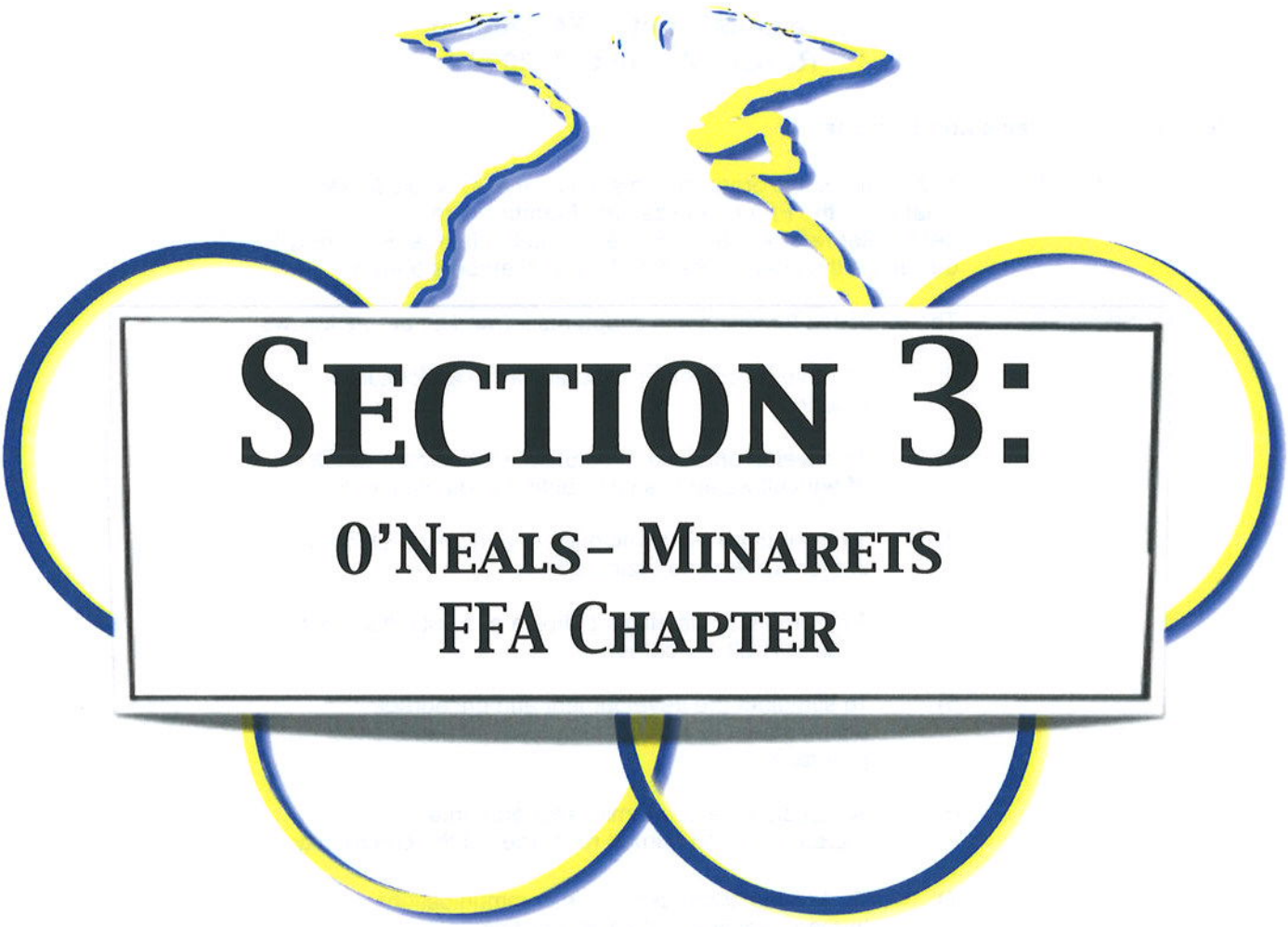
Brief History of the FFA Organization - Cont.

Convention in 1999 moved to Louisville, Ky., where it remained for seven years; in 2006, the national FFA convention moved to Indianapolis. Attendance at the national convention reached an all-time high in 2008 when 54,731 FFA members, advisors and supporters came to Indianapolis for the 81st National FFA Convention.

Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than $835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.





SECTION 3:

O'NEALS- MINARETS FFA CHAPTER

CONSTITUTION OF THE O'NEALS- MINARETS FFA

O'Neals-Minarets FFA Chapter
Revised August 17, 2009

Article I. Name and Purpose

Section A. The name of this organization shall be the "O'Neals-Minarets Chapter of the FFA Organization." Members are hereinafter referred to as "FFA'ers" and the letters "FFA" may be used to designate the chapter, its activities, or members thereof.

Section B. The purposes for which this chapter is formed by are as follows:

1) To develop competent and assertive agricultural leadership.

2) To develop an awareness of the global importance of agriculture and its contribution to our well-being.

3) To strengthen the confidence of agriculture students in themselves and their work.

4) To promote the intelligent choice and establishment of an agricultural career.

5) To stimulate the development and encourage achievement in individual agricultural experience programs.

6) To develop the economic, environmental, recreational and human resources of the community.

7) To develop competencies in communications, human relations and social abilities.

8) To develop the character, train for useful citizenship and foster patriotism.

9) To build cooperative attitudes among agriculture students.

10) To encourage wise management of resources.

11) To encourage improvement in scholarship

12) To provide organized recreational activities for agriculture students.

CHAPTER CONSTITUTION- CONTINUED

Article II. Organization

Section A. The O'Neals-Minarets Chapter of FFA is a chartered local entity of the East Fresno-Madera Section of the California Association, made up of local members.

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

Article III. Membership

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

1) Active
2) Alumni
3) Honorary as defined by the National FFA Constitution.

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

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

Section D. Active membership in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1) They attend local chapter meetings with reasonable regularity.

2) They take part in the affairs of the chapter.

Section E. The names of the applicants for membership shall be filed with the membership committee.

Article IV. Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

Article V. Membership Degrees and Privileges

Section A. There shall be four levels of active membership in this chapter. These levels are:

1) The Greenhand FFA Degree

- All "Greenhands" are entitled to wear the regulation bronze emblem charm.

2) The Chapter FFA Degree

CHAPTER CONSTITUTION- CONTINUED

- All members holding the degree of Chapter FFA are entitled to wear the silver emblem pin.

3) The State FFA Degree

- All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm.

4) The American FFA Degree

- All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

Section B. Greenhand FFA Degree. Minimum qualifications for election:

1) Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.

2) Learn and explain the FFA Creed, Motto, and Salute.

3) Describe and explain the meaning of the FFA emblem and colors.

4) Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.

5) Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.

6) Have access to the Official FFA Manual and the FFA Student Handbook.

7) Submit written application for the Greenhand FFA Degree.

Section C. Chapter FFA Degree. Minimum qualifications for election.

1) Must have received the Greenhand FFA Degree.

2) Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.

3) Participated in planning and conducting of at least three official chapter functions.

4) Have earned at least $150.00 or worked at least 45 hours and have developed plans for growth of their SOEP.

CHAPTER CONSTITUTION- CONTINUED

5) Have effectively lead a group discussion for 15 minutes.

6) Have demonstrated five procedures of parliamentary law.

7) Show progress toward individual achievement in the FFA award programs.

8) Have satisfactory scholastic record.

9) Submit a written application for the Chapter FFA Degree.

Section D. State FFA Degree. Minimum qualifications for election:

1) Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section E. American FFA Degree. Minimum qualifications for election:

1) Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization

Section F. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article VI. Officers

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

1) President
2) Vice President (2)
3) Secretary
4) Treasurer
5) Reporter
6) Sentinel
7) Historian
8) Parliamentarian

Section B. Officers shall perform the usual duties of their respective offices. Those duties are as follows:

***President**: Shall reside over the executive committee, conduct meetings, appoint standing and special committees correlate function of the committees, and see to it that they function properly and smoothly, and work closely with the advisor.

***Vice-President:** Shall assist the President in the duties of coordinating FFA activities, act as President in the absence of the President or at such time as the President directs, and attend to coordinating all committees.

CHAPTER CONSTITUTION- CONTINUED

***Secretary:**	Shall coordinate agendas, keep an accurate record of all chapter meetings, and handle all corresponding matters.
***Treasurer:**	Shall handle the funds of the chapter, keep an accurate record of receipts and disbursements, and approve all of the financial spending of the chapter.
Reporter:	Shall in charge of informing the membership, community, and fellow chapter of activities and events.
Sentinel:	Shall be in charge of assisting the President in keeping order of the meeting and will be responsible for setting up the meeting room.
***Historian:**	Shall be in charge of keeping an accurate and up to date history of the chapter and its members
***Parliamentarian**	Shall be charged with ensuring that the minority is heard and the majority prevails.

Article VII. FFA Meetings

Section A. Chapter Meetings shall occur monthly - from September to June with a summer activity. Each meeting requires a quorum of fifteen (15) members present to transact business.

O'Neals - Minarets

Chapter Code of Ethics

While participating in any Minarets FFA activity, I will conduct myself appropriately at all times in order to be a credit to our organization, chapter, school, and community by:

1. Developing my potential for premier leadership, personal growth and career success.
2. Making a positive difference in the lives of others.
3. Dressing neatly and appropriately for the occasion.
4. Respecting the rights of others and their property.
5. Being courteous, honest, and fair with others.
6. Communicating in an appropriate, purposeful, positive manner and refrain from the use of profanity, obscene gestures or pornography.
7. Demonstrating good sportsmanship by being modest in winning and generous in defeat.
8. Making myself aware of FFA programs and activities and be an active participant.
9. Conducting and value a supervised agricultural education in order to enter a successful career.
10. I will refrain from the use of any tobacco or alcohol products during any FFA activity.
11. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
12. Appreciating and promoting diversity in our organization.
13. Refraining from engaging in any type of sexual behavior.

As an active member of the Minarets FFA Chapter I shall:

1. Pay all chapter bills within 60 days, unless arrangements have been made with the agriculture instructors.
2. Maintain a 2.0 grade point average or better in agriculture courses.
3. Have good citizenship and bring honor to the chapter.
4. Meet both of the following:
   a. Attend at least 3 chapter meetings a year.
   b. Attain a total of 90 Point Award points per year.
5. In order to participate in fairs and shows a member must complete the above.

O'Neals - Minarets

CHAPTER CODE OF ETHICS

I understand that grounds for loss of membership and/or participation in Minarets FFA activities will be:

1. Failure to meet the qualifications of an active member.
2. Placed on restrictions/suspensions by the school administration.
3. Continuous violations of the Code of Ethics.
4. Any student in the possession or presence of any illegal substances (alcohol, drugs, weapons, etc.) while participating in any FFA activity will be suspended from all off-campus and after school FFA activities for the period of one (1) calendar year from the date of infraction.
5. Any student in the possession of any tobacco products during any FFA activity will be suspended for six (6) months from the date of infraction. If caught a second time during that same school year, will result in suspension from all off-campus and after-school FFA activities for one calendar year from the date of second infraction.
6. Any student violating curfew during any overnight FFA activity will result in the student not participating in that particular activity and the parent notified to pick up the student from that activity. A second curfew violation in the same year will result in the suspension of the student from all FFA activities for six (6) months from the date of the infraction. A third curfew violation will result in a suspension of all off-campus and after-school FFA activities of one (1) calendar year from the date of the infraction.
7. Truancy from a designated area during any FFA activity will result in suspension from all off-campus or after-school FFA activities for one (1) calendar year from the date of infraction.
8. Any student arrested or detained by any security officer for the commission of any illegal act (shoplifting, vandalism, hate crime, destruction of public or private property, etc.) during an FFA activity will be suspended from all off-campus and after-school FFA activities for a period of one (1) calendar year from the date of infraction.

O'Neals- Minarets

O'Neals- Minarets FFA History

2008

O'Neals- Minarets FFA becomes the 538th chapter to receive a charter in California

Cody McDougald is named first chapter President 2008-2009

2008-2009 Honorary Chapter Degree Recipients
Ms. Luanne Silkwood
Mr. Michael Niehoff

2009

Cody McDougald named Star Greenhand

2009-2010 Chapter President Rachel Oatman

2010

Josh Dowell and Daphne Norman named Star Greenhand's

Cody McDougald named Star Chapter Farmer

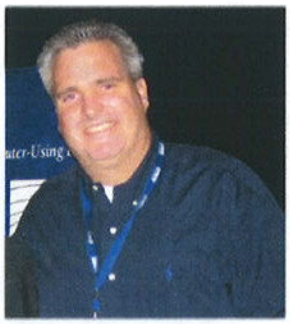
2010-2011 Chapter President Sarah Bradshaw

Ms. Luanne Silkwood

President of Ponderosa Telephone Company

Ms. Silkwood was an integral part of the foundation of the O'Neals- Minarets FFA Chapter. Her constant support and influence has assisted the students of Minarets in many ways.

Mr. Michael Niehoff



Principal of Minarets High School

Mr. Niehoff is a dedicated, innovative, and enthusiastic educator. As an original pioneer behind the revolutionary idea of Minarets High School he has played an important role in the students and staff of Minarets. His constant support of the FFA chapter from day one earned him his Honorary Chapter FFA Degree.

O'Neals- Minarets FFA History - Continued

Picayune Rancheria of the Chuckchansi Indians

Chuckchansi played an important role in the establishment of the Horticulture Laboratory within the school farm facilities. Their addition of funding allowed the school to offer students many more opportunities than originally available.

2011

- Josh Dowell and Daphne Norman named Star Chapter Farmer
- Bobby Mattes and Mikaela Fringer named Star Greenhand

2011-2012 Chapter President Sarah Graves

State FFA Finals Results

- 4th Place Forestry Competition
- 2nd Place Best Informed Greenhand Competition
- 1st State Champion Team
- 1st Place Advanced Parliamentary Procedure
- 2nd Place Novice Parliamentary Procedure

2012

- Mikaela Fringer named Star Chapter Farmer
- Grant Hall and Kinsey McDougald named Star Greenhand

O'Neals- Minarets FFA History - Continued

2012-2013
Chapter President
Josh Dowell

Breanna Cairns
named National
Outstanding Debator

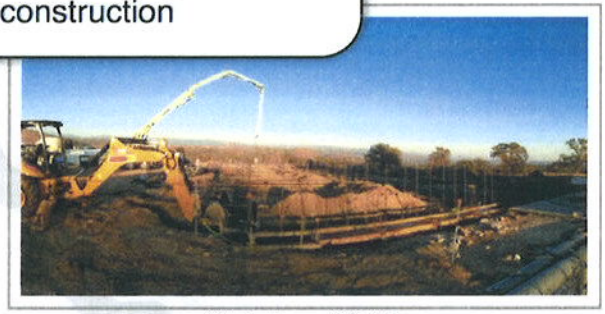
Minarets FFA named National
Parliamentary Procedure Champions

Chapter FFA Website
Launched
www.minaretsffa.weebly.com

1st chapter newsletter
produced

New Minarets Agriculture
Technology building under
construction

2013



October 2012

April 2013

O'Neals- Minarets

Past Officer Recognition

Past Chapter Presidents

2008-2009	Cody McDougald
2009-2010	Rachel Oatman
2010-2011	Sarah Bradshaw
2011-2012	Sarah Graves
2012-2013	Josh Dowell

Regional/Sectional FFA Officers from Minarets

2010-2011	Sectional Secretary - Sarah Graves Sectional Sentinel - Cody McDougald
2011-2012	Regional President - Sarah Graves Sectional President - Cody McDougald
2012-2013	Regional President- Josh Dowell

State Officers from Minarets

2012	Sarah Graves- Nominated

Degree Recipient Recognition

Honorary Chapter FFA Degree Recipients

2008-2009	Mrs. Luanne Silkwood	Mr. Michael Niehoff
2009-2010	Mrs. Barbara Bigelow	Mr. Jim McDougald
	Mrs. Valerie McDougald	Mr. Jim Mattes
	Dr. Scott Williamson	
2010-2011	Mrs. Dawna Dowell	Ms. Laura Norman
	Mrs. Laurie Fringer	Mrs. Marti Parodi
	Mrs. Linda Graves	
2011-2012	Mrs. Heidi Mitchell	Dr. Steven Foster
	Ms. Kathie Kendell	
	Ponderosa Telephone Company	
	Picayune Rancheria of the Chuckchansi Indians	

State FFA Degree Recipients

2010-2011	Sarah Graves	Cody McDouglad
	Sarah Bradshaw	Justin Crossley
	Jessie Evans	Sabrina Trimble
	Sarah Meyer	Rebecca Schaal
2011-2012	Josh Dowell	Tiffany Rodriguez
	Natori Hatfield	Reid Hillerman
	Bailey Baker	
2012-2013	Mikayla Kopp	Robert Mattes
	Mikaela Fringer	Ashlynn Lemon
	Corey Gibson	Cody Gibson
	Courtney Cullins	Katie McDougald

O'Neals- Minarets

BUDGET

ESTIMATED INCOME

Income Item	Income Breakdown	Total
Blue Barn Dinner Dance		$10,000
Spring FFA Banquet Admission	200 Parents @ $5.00ea.	$1,000
Fall Chicken Dinner Ticket Sales	200 tickets @ $8.00ea	$1,600
Spring BBQ DInner Ticket Sales	200 tickets @ $8.00ea.	$1,600
Farm Show PG&E Booth		$500
Greenhand Leadership Conference	30 Students @ $10 ea	$300
Farm Show Registration	25 students @ $20 ea	$500
Coupon Book Sales	250 books @ $10 ea	$2500
Total		**$18,000**

EXPENSES

Expense Item	Expense Breakdown	Total
Officer Retreat		$1,000
Sectional Dues		$100
Opening and Closing		$250
Fall Chicken Dinner Expenses		$600
Greenhand Leadership Conference	30 students @ $30 ea	$900
Sectional Speaking	25 students @ $5.00 ea.	$125
Fall Regional Meeting	12 students/ 4 advisors	$100
Spring Regional Meeting	12 students/ 4 advisors	$100
Scrapbook		$200
State FFA Conference	Delegates and Advisors	$2,000
Farm Show Trip	25 Tickets + Bus	$1,000
Field Day Entries		$2,000
Hotel Costs- Chico Field Day	13 rooms @ $75/ room	$975
Hotel Costs- Consumnes Field Day	5 rooms @ $75/ room	$375
Hotel Costs- Cal Poly State Finals	13 rooms @ 85/ room	$1,105
Field Day Gas Parent Reimbursements	10 drivers @ $100 ea.	$1,000
Chapter Jacket Dry Cleaning		$200
FFA Meeting Expenses		$900
Fall Banquet		$300
Spring Banquet		$1000
Misc. Expenses		$1000
Total		**$15,230**

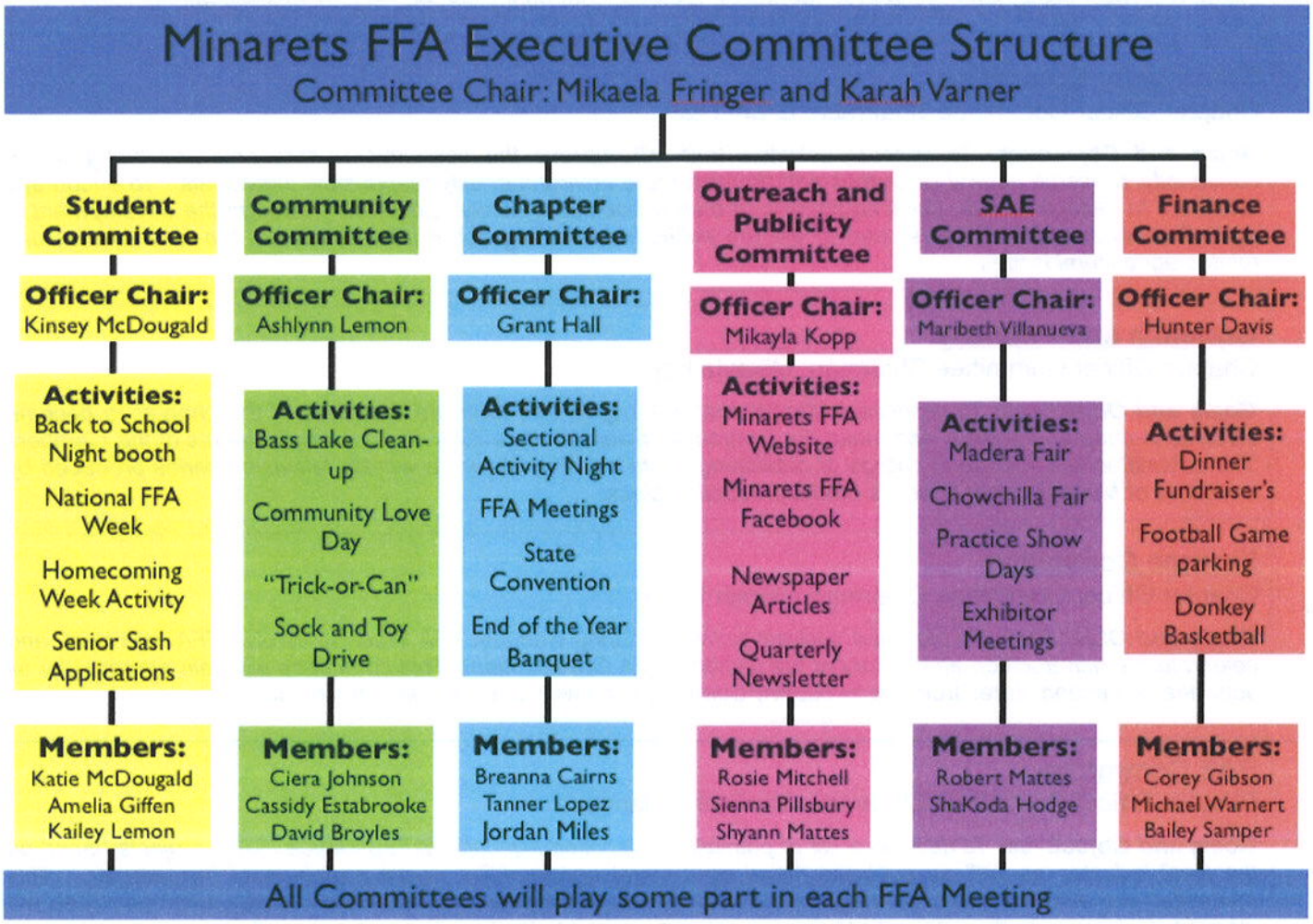
O'Neals - Minarets

COMMITTEE STRUCTURE AND MEMBERS

Executive Committee
Chairman, Mikaela Fringer and Karah Varner

Goals and Objectives: The goal of the executive committee is to improve the quality of the chapter through equal representation of its members and the competent planning of its events.

From the Executive Committee, six committees are formed: Student, Chapter, Community, Outreach and Publicity, Finance, and Supervised Agricultural Experience. Chairmen of these committees are appointed by the Executive Committee Chair(s). Members of these committees are chosen by the committee chairmen.



O'Neals - Minarets

COMMITTEE GOALS, OBJECTIVES AND PLANS

Student Committee

Chapter Officer Committee Chairman: Kinsey McDougald

Goals and Objectives: *To assist students in developing and maintaining life skills, including good decision making, human relations, and leadership. For students to learn healthy lifestyle activities to promote mental and physical self-esteem, maintenance of good well being and self-esteem, which helps students accomplish goals set throughout their lives. To encourage Supervised Agricultural Experience activities that promote the involvement of the student in agriculture related activities and academic excellence to develop positive attitudes towards learning.*

Chapter Committee

Chapter Officer Committee Chairman: Ashlynn Lemon

Goals and Objectives: *To offer activities to recruit new members, promote growth for the organization, and expose what the FFA has to offer. To encourage thrift and good financial management among members through earnings, savings, and investments. To conduct leadership activities to develop teamwork and cooperative skills among chapter officers, committees, and members. To administer public relations activities to promote a positive image and relationship among the FFA, members, parents, community leaders, school officials and industry.*

Community Committee

Chapter Officer Committee Chairman: Grant Hall

Goals and Objectives: *To conduct activities that will improve the economic welfare and well being of the community, preserve natural resources and develop more environmentally responsible individuals. To encourage members to become active, involved citizens of their school, community and country through the development of agriculture awareness activities used to aid the public in becoming better informed about the food system and related agricultural issues.*

Outreach and Publicity

Chapter Officer Committee Chairman: Mikayla Kopp

Goals and Objectives: *To produce materials that will inspire and motivate members of the chapter to become involved in chapter activities, and make the community aware of the efforts and accomplishments of the members The committee will also be in charge of publishing spots on "The Show", a weekly television series produced by members of Minarets High School's media production class.*

Finance Committee

Chapter Officer Committee Chairman: Hunter Davis

Goals and Objectives: *To plan and conduct activities during National FFA Week at involve FFA members, and celebrate the rich tradition and history of the National FFA Organization. This committee will gain approval for all activities and expenditures from the Executive Committee, as well as school administration.*

SAE Committee

Chapter Officer Committee Chairman: Maribeth Villanueva

Goals and Objectives: *To develop a list of possible Supervised Agricultural Experience (SAE) projects based on the local industry, as well as publicize these agricultural opportunities to the members of the chapter. This committee will also work with local agriculturalists to seek employment for students. Finally, this committee will oversee and approve the applications for Greenhand and Chapter FFA Degrees, as well as assist students in completing the application for the State FFA Degree and Proficiency Awards.*

O'Neals - Minarets

Executive Committee Expectations

Organization

The Minarets FFA Executive Applications are overseen by the FFA advisor and the other agriculture teachers, with support by the Administrative Office. There will be seventeen Executive Committee Members for the 2011-2012 school year, three from the sophomore, junior, and senior classes as well as the eight Greenhand Officers.

Qualifications

To participate in the Minarets FFA Executive Committee program, Executive Committee candidates must meet all of the eligibility requirements:

- Have and maintain a 2.0 GPA or higher.
- Have and maintain a clean discipline and attendance record.
- Attend monthly Executive Committee meetings.
- Have a signed, completed application on file with the chapter advisor.
- Have a signed, completed chapter Code of Ethics on file with the chapter advisor.

Discipline

All Minarets FFA Executive Committee members will be placed on behavior contracts for any of the offenses listed below. The Executive Committee is allowed four chances to improve their behavior, with the fifth offense resulting in removal from the team.

Offenses:

- Not abiding by the Minarets FFA Code of Ethics
- Unexcused absenses: Anything but an illness or family emergency.

Offenses resulting in immediate removal from Executive Committee:

- Use and/or posession of alcohol or drugs.
- Use and/or posession of tobacco.
- Stealing or posession of stolen goods.
- Use and/or posession of weapons.
- Defiance of advisor or administrator.
- Two consecutive grading periods below 2.0 GPA.
- Fighting.

Parent and/or Executive Committee Member has the right to request a hearing regarding this action. The hearing will be held as soon as possible with a panel consisting of an administrator, advisor, member's counselor, and one teacher. The member and parent will be given the opportunity to present reasons for this action to be voided. The decision of the panel will be final.

O'Neals- Minarets

2012-2013 Chapter Membership Roster

Abel	Ken	Boatright	Austin	Chancy	Jonathan	Day	Breanna
Alcocer	Kimberly	Boomer	Carlee	Chase	Mckenna	Day	Robert
Alford	Hayden	Bordwine	Cierra	Chavez	Stephanie	Delk	Samuel
Allison	Daisy	Borough	Breanna	Childress	Ridge	Dembach	Peter
Alverez	Andru	Bottorff	Aronne	Chino	Roberto	DeSilva	Jacob
Anderson	Erik	Bourdet	Brendon	Chorjel	Christian	Diaz	Anthony
Anger	Destiny	Bourdet	Alexander	Christain	Jordan	Dodd	Marissa
Angulo	Marco	Boyd	Chase	Christian	Logan	Domingo	Vince
Arellano	Cecilia	Brackney	Eric	Cioletti	Evan	Domingo	Angel
Arias	Dazsha	Brassfield	Jonathan	Clark	Janell	Domler	Sara
Ashton	Geffory	Brewer	Caitlin	Clark	Jayson	Doran	Matthew
Atilano	Ariana	Brost	Michaela	Clay	Aaron	Dowell	Josh
Augustus	Grace	Brown	Keegan	Clouse	Carl	Dowell	Jared
Avina	Baylee	Broyles	David	Cochrane	Nicholas	Droshe	William
Baker	Trevor	Broyles	Catherine	Cook	Nevada	Dunkle	Sophie
Baker	Brooke	Bryant	Nash	Cook	Robert	Eaves	Amanda
Beck	Danielle	Burnheimer	Cayla	Cooper	Katelyn	Ellis	Albert
Beck	Brittany	Burrough	Chasie	Cooper	Mitchell	Ellis	Ealish
Bedwell	Kyle	Cacy	Calvin	Corchine	Jacob	Ellis	Jennifer
Beesly	Jonathan	Cahill	Jessica	Cordle	Holden	Ellis	Mason
Bellisario	Ginger	Cairns	Breanna	Corkins	Jaquelyn	Ellis	Ray
Benitez	Isabela	Carrick	Andrew	Crossley	Jacob	Escalante	Shane
Benzie	Jeremiah	Carter	Chance	Crossley	Jared	Escamilla	Chris
Biglione	Conly	Castleman	Dylan	Cullins	Courtney	Estabrooke	Cassidy
Black	Justin	Castro	Savannah	Cummings	Van	Evans	Wyatt
Blankenship	Jacob	Cates	Colton	Daly	Chase	Evans	Marlee
Boardman	Moorea	Cervantez	Raven	Daughrity	Brody	Fabris	Dante
Boardman	Trevor	Chambers	Jonathan	Davis	Hunter	Fairchild	James

O'Neals - Minarets

Chapter Membership Roster

Fenton	Nick	Gonzalez	Hannah	Hoffman	Chelsi	Kraemer	Jonas
Ferguson	Chloe	Graffigna	Olivia	Hogg	Joelle	Kudra	Dakota
Ferguson	Taylor	Graham	Sabrina	Holt	AJ	Landon	Mallory
Finnegan	Hannah	Grant	Hallie	Honeycutt	Haley	LaSpada	Drew
Fisher	Jessica	Grant	Sami	Hooker	Rachel	LaSpada	Paul
Fiske	Jacob	Grant	Katie	Hopkins	Kyle	Lechuga	Yesenia
Fleming	Destanee	Gregoire	Eric	Hoppernath	Alyssa	Leforge	Abby
Flores	Freddy	Grube	Spencer	Hostetler	Brooklyn	Lemon	Ashlynn
Forster	Trevor	Gunderson	Kylinn	Hunziker	Makenna	Lemon	Kailey
Franz	Bryanna	Hagobian	Breanna	Hutchens	Hunter	Levandowski	Baylee
Franz	Evan	Hale	Teyler	Jackson	Rylee	Levandowski	Bradlee
Frederick	Jacob	Hall	Grant	Jacobs	Tristin	Lewis	Tryston
Freeland	Elle	Ham	Eric	Johnson	Ciera	Lewis	Marshall
Fringer	Mikaela	Hansen	James	Johnson	Dakota	Lewis	Tryston
Fuller	David	Harrell	Hannah	Johnson	Danielle	Little	Jacob
Fulton	Alexis	Hart	Sakoya	Johnson	Steven	Locklear	Lucas
Gaal	Stephen	Hatfield	Natori	Johnson	Annelise	Lodge	Hannah
Galimba	Makena	Hatfield	Wayne	Johnson	Samuel	Lopez	Julio
Gerber	Brooke	Hatleli	Hunter	Jones	Noah	Lopez	Tanner
Ghent	Dallas	Hayes	Dalton	Kamalani	Kelea	Lopez	Nathanael
Gibson	Cody	Heidebrecht	Karis	Karathone	Bounthary	Low	Christian
Gibson	Corey	Hendry	Mitchell	Keith	Sara	Lynch	Nathan
Giffen	Amelia	Hernandez	Raymond	Kern	Ashley	Manley	Justin
Giles	Harley	Hessling	Tim	Kieffer	Christina	Manley	Cooper
Gimelli	Julianna	Hillerman	Riley	Knowlton	Alyssa	Mannara	Amber
Gonzalez	Marranda	Hillerman	Reid	Kochackis	Sidney	Martinez	Jessica
Gonzalez	Roman	Hodge	Shakoda	Koen	Matthew	Martinez	Chach
Gonzalez	James	Hoffman	Richard	Kopp	Mikayla	Mata	Ruben

O'Neals - Minarets

Chapter Membership Roster

Matsumoto	Christian	Mogolia	Kaylynne	Ortiz	Hannah	Reid	Connor
Mattes	Shyann	Mollet	Benjamin	Otero	Chuck	Reinartz	Janina
Mattes	Bobby	Monslave	Daniel	Owen	Victoria	Rendon	Michelle
Matteson	Joell	Montgomery	Savannah	Padilla	Anabel	Rendon	Lawrence
McCourt	Jacquie	Moore	Samantha	Parker	Scott	Reyes	Sam
McCreary	Robert	Moore	Brian	Parr	Jesse	Reyes	Josue
McDougald	Katie	Moore	Katrina	Parr	Jospeh	Rieke	Ashley
McDougald	Kari	Moore	Nicholas	Paskell	Jake	Roache	Jack
McDougald	Kinsey	Morgan	Rose	Pearson	Madison	Roberts	Alexander
McGibbon	Sarah	Munton	Melina	Peelman	Bowe	Robertson	Cedar
McIntire	Keresa	Munton	Clifford	Peters	Kaylin	Robinson	Burton K
McLeod	Justin	Najera	William	Peterson	Justin	Rocha	Richard
Meade	Madison	Navarro	Robyn	Piccolotti	Lryic	Rodrigues	Gavin
Medina	Brandon	Neal	Mollyanne	Pillsbury	Sienna	Rodriguez	Tiffany
Medina	Nicolas	Nelson	Savannah	Pimentel	Austin	Rodriguez	Anthony
Medrano	Alice	Nelson	Erika	Pincus	Erik	Rogozienski	Rikki
Melfe	Raeyan	Nelson	Ben	Pineda	Gabrielle	Roland	Brandon
Mello	Dallin	Newberry	Ian	Piotrowski	Crystal	Roller	Nathan
Mellon	Brett	Noland	Faith	Pittenger	Wyatt	Romero	Samuel
Meuse	Michaela	OBrien	Caitlyn	Plantaz	Kylie	Ruiz	Anna
Meyer	Taylor	Ochinero	Matthew	Polkenhorn	Tristen	Ruiz	Sophia
Middleton	Auroura	Oldham	Kiana	Pritchett	Joesph	Russell	Samantha
Middleton	Kyle	Oldham	Terrance	Ramirez	Brittany	Saar	Kaylee
Mikkelsen	Shelby	Olivas	Rachel	Reardon	Keenan	Saenz	Angel
Miles	Jordan	Ong	Elizabeth	Reardon	Delaney	Salazar	Joseph
Miller	Crystal	Ortega	Nicolas	Reed	Kyle	Samper	Bailey
Mitchel	Andrew	Ortega	Ashley	Reichard	Jamie	Sampson	Brandon
Mitchell	Rosey	Ortiz	Irma	Reichard	Heather	Sanchez	Sabrina

O'Neals - Minarets

Chapter Membership Roster

Sanchez	Greg
Sanguinetti	Silvia
Schafer	Logan
Schaffner	Sam
Scharf	Vanessa
Scharnick	Dakota
Schultz	Michael
Schweikert	Alexis
Schweizer	Sakura
Scott	Michaela
Scott	Sarah
Sharma	Ajay
Sharma	Himanshu
Sheets	Brandon
Sherman	Monica
Shockley	Chelsey
Sidoti	Dominique
Sidoti	Gianna
Six	Cheyenne
Skinner	Luke
Smart	Michelle
Smith	Sam
Smith	Christian
Soares	Jackson
Spence	Taylor
Spencer	Anne Marie
Spencer	Teresa
Steinberg	Brittany
Stephens	Patrick
Styhl	Nathan
Tapia	Ryan
Taylor	Dereck
Thomas	Mason
Thomasian	Patricia
Tousounis	Nikolas
Turner	Gavin
Van Horn	Heather
VanNoy	Jon
VanNoy	Kristina
Varner	Jared
Varner	Karah
Vela	Jacob
Verduzco	Jaden
Villanueva	Maribeth
Waigard	Lollen
Walsh	Holly
Ward	John Thomas
Ward	Erika
Warnert	Michael
Weigand	Loren
Weinert	Jesse
Weir	Samantha
Weir	Nathan
Wentz	Katie
Whetten	Samantha
White	Daniel
Whiteley	Quinn
Whitener	Cheyenne
Wilkins	Walker
Wilkins	Zacharie
Wilson	Elizabeth
Wolley	Roy
Wood	Brandon
Wooliver	Wilton
Woosley	Bryan
Zawolkow	Emma

O'Neals - Minarets

Agriculture Courses Offered

Animal Science Pathway

Ag Science 1: No Prerequisite

Agriculture is more than just cows and plows. This class is designed for 1st year students with an interest in learning how much more there is to know about agriculture. You will get the opportunity to learn about animals, plants, our environment and California agriculture's past, present and future. In addition to what you will learn about our agriculture industry you will also develop an array of leadership skills offered though the FFA organization. Some of these skills include parliamentary procedure, public speaking, leadership development and career success.

Animal Anatomy and Physiology: Completion of Agriculture Chemistry of Instructor Approval

Are you an animal lover? Ever though about becoming a vet, or working in a career where you are with animals? If so, then you will definitely want to sign up for this course! Animal Anatomy and Physiology is an introduction into the workings of animals and their body systems. We will examine domesticated livestock species, examine their purpose, and understand how their bodies work and how we work. Topics will include animal nutrition , health, reproduction, genetics, digestion, and other body processes! This class promises to be a good time, sign up today!

Horticulture Pathway

Ornamental Horticulture 1 (Beginning Floral Design): No Prerequisite

For those of you that like the more artistic approach, this will be the class for you. We will learn the history of floral arranging, how to use color and style as well as plant growth techniques. The most important part of this class is learning how to make floral arrangements that will impress your family and friends. Turn loose the artist inside your and join us today.

Ornamental Horticulture 2 (Advanced Floral Design): Prerequisite of Floral 1

Need another outlet for your creativity? If so, then keep on going with advanced floral design! Here you will build on the skills that you have attained during beginning floral design, and perfect them into desirable job skills! Sign up today!

Agriculture Courses Offered-Continued

Agriculture Science Pathway

Ag Earth Science: No Prerequisite

This course will focus on the effects of our current surroundings on the Agriculture Industry. Topics covered will include earthquakes, mapping, cloud formations, volcanoes, plate tectonics, and parts of our planet. This course is also a common core class for all students.

Ag Biology: Prerequisite of Earth Science or Administration approval

This is the course where your science knowledge is out in to gear. We will cover ecosystems, human and animal biology, respiratory and digestive systems, genetics, reproduction and evolution. The year will culminate with one or more in class dissections.

Ag Chemistry: Prerequisite of Ag Biology

Chemistry is a difficult subject for many students, however in our Minarets style chemistry course students will experience the world of chem in a hands-on and visual approach. Topics covered will include the periodic table, matter and mass, gas laws, organization of the atom, naming compounds, chemcial equations and the mole.

Advanced Placement Ag Environmental Science: Prerequisite of Ag Chemistry and Instructor Approval

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. This is an advanced placement course.

Agriculture Mechanics Pathway

Ag Mechanics 1: No Prerequisite

If you are looking for a class where you can put your hands to work it is finally here. You will have the opportunity to learn tool safety, basic plumbing, electricity, woodworking and welding. All the essentials needed to become the handiest person in your home. FFA is a part of this course so you can also develop your leadership skills. Now you will have all of the tools to really build a better you!

Ag Mechanics 2: Prerequisite of Ag Mech 1

Are your ready to expand on those craftsman skills that you developed in Ag mechanics 1? If so, then this course is for you! Project design, welding, framing/woodworking, and small engine work await those who sign up for Ag Mechanics II. Don't forget that you also get to be a part of the FFA, and put to use your skills as a leader!

Agriculture Courses Offered-Continued

Advanced Ag Design and Fabrication: Prerequisite of Ag Mech 2 and instructor recommendation

This is an advanced course to follow Ag Mechanics II. This course will focus on design and fabrication utilizing tools like Google Sketchup and others. Students will design and build their own advanced projects.

Miscellaneous Courses

Ag Skills and Leadership: Prerequisite of Sophomore standing and up as well as instructor approval

Are you a leader? Do you want to be a leader? If so, then step up for Ag Skills and Leadership! In this class you will be exposed to all of the leadership opportunities that FFA and the Ag Industry has to offer! You will gain experience in Prepared Public Speaking, Extemporaneous Public Speaking, Job Interviewing Skills, Sales and Marketing which will give you a leg up on the competition be it in the FFA or in the career world! Also, take a role as a leader in the FFA by helping to plan and execute chapter activities! This class is going to be non-stop fun, don't miss out!

Future Courses for Approval

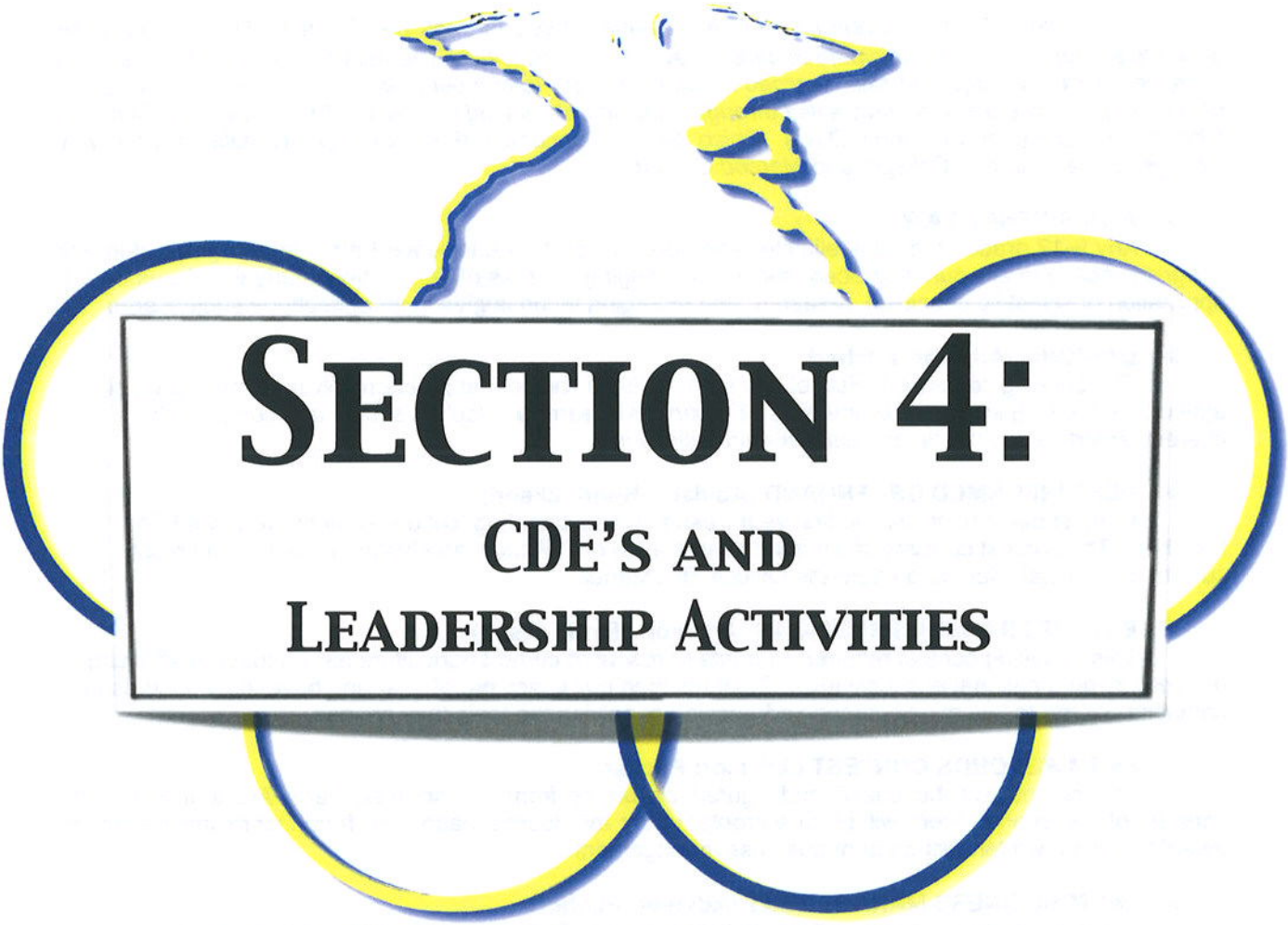
Veterinary Science

Small Engines

Animal Nutrition and Feeding

Agriculture Business

Nursery Landscape



SECTION 4:

CDE'S AND LEADERSHIP ACTIVITIES

O'Neals - Minarets

CAREER DEVELOPMENT EVENT DESCRIPTIONS

The various Career Development Event Teams offered through the O'Neals-Minarets FFA offer students an opportunity to participate in career development activities. The activities allow the students to exercise their knowledge and skills learned in the classroom to compete for awards. These activities are held at various colleges and universities throughout California, including: Fresno State, Cal Poly, San Luis Obispo, University of California Davis, Chico State, Consumes River College, Reedley Community College, Modesto Junior College, and Merced College.

- **AGRISCIENCE FAIR**

Any 9-12 grade student is eligible. The objective of the Agriscience Fair is to recognize students in agriscience who are pursuing academically challenging courses of high school study that focus on the application of scientific principles, research, and emerging technologies in an agricultural subject area.

- **BANKING (Advisor: Pilcher)**

The banking contest consists of a written, multiple choice and problem solving exam based on agricultural banking and lending practices. Students will learn to calculate simple and compounded interest, amortize payments, and calculate note discounts.

- **BEST INFORMED GREENHAND (Advisor: Hendrickson)**

Contest participants will be first year freshmen vocational agriculture students who are FFA members. The contest consists of a written examination of FFA facts and history based on the most current and crucial information from the Official FFA Manual.

- **EXTEMPORANEOUS SPEAKING (Advisor: Hendrickson)**

This speaking contest requires students to research current agriculture issues that are affecting our country on a national and local level. Students then pull topics out of a jar and have thirty minutes to compose a three to five minute speech addressing or solving the topic they choose.

- **FARM RECORDS CONTEST (Advisor: Pilcher)**

The contest will be based and figured on pages from the adopted Farm Account Book and consists of 4 sections. There will be one problem from the Journal page, one from Depreciable Property Inventory, and a written test on farm business management.

- **FARM BUSINESS MANAGEMENT (Advisor: Pilcher)**

This contest encourages students to better analyze farm records in order to reinforce math standards. Students will be tested on Non-Current/ Capitol Depreciable Inventory, Tax Management, and Farm Record Books. Students will also take a written test on Record Business Management.

- **FLORAL JUDGING (Advisor: Mattes)**

This contest requires students to test their floral design skills. Contestants have to judge flower classes, provide reasons of their placings, complete tool and floral ID, and then construct a corsage and floral arrangement.

- **FORESTRY (Advisor: Silva)**

The purpose of this contest is to simulate students interest and to promote forestry instruction in the agriculture education curriculum and to provide recognition for those who have demonstrated skills and competencies as a result of forestry instruction.

- **HORSE JUDGING**

This contest requires students to evaluate various classes of horses and horsemanship, place the classes and defend their placings with oral reasons.

CAREER DEVELOPMENT EVENT DESCRIPTIONS- CONT.

- **IMPROMPTU SPEAKING(Advisor: Hendrickson)**

Students participate in two round of impromptu questions with one question per round. After selecting their question out of a jar students have one minute to prepare a response. Responses must be between 30 seconds and 2 minutes. Questions mirror those that you might receive from a community member or news reporter. This contest requires students to think on their feet and respond to questions with no prompts or helpful materials.

- **JOB INTERVIEW (Advisor: Hendrickson)**

This "real life" contest will give all students a chance in the job market. The contest has three different parts: ability to write a quality cover letter and resume, ability to properly fill out an application and finally all students will compete during a 10 minute oral interview.

- **LIVESTOCK JUDGING (Advisor: Mattes)**

This team will judge 9 classes consisting of 3 classes of each of the following: beef cattle, sheep and swine. Students will also place a class of keep/cull and 2 USDA grading classes of beef cattle and swine. Oral reasons will be given on 3 of the 9 classes of livestock, one in each species.

- **MARKETING COOPERATIVES (Advisor: Pilcher)**

The contest consists of a written examination based on the study materials provided by the Agriculture Council of California. The contest emphasis is on the practices, policies and working procedures of agricultural cooperatives in California.

- **NATURAL RESOURCES (Advisor: Silva)**

This contest is designed to measure the ability of the student to identify common fauna and flora of California and to test the students' ability to develop and explain the pros and cons concerning natural resource issues. The contest will attempt to determine or demonstrate scientific and political aspects of Natural Resources of California. The contest will attempt to determine the student's knowledge needed for future employment and/or advanced education in the field.

- **PARLIAMENTARY PROCEDURE (Advisor: Mattes)**

Students participate in a ten minute parliamentary procedure round representing the actions taken on a motion at an actual meeting. Students will learn to properly debate as well as how to properly take minutes and general parliamentary procedure knowledge.

- **POULTRY JUDGING (Advisor: Hendrickson)**

This contest will require students to evaluate a variety of classes representing all facets of the Poultry Industry. Some classes include external and internal egg judging, parts identification and grading, live bird evaluation and grading, past production hen judging and reasons. Students will give two sets of reasons for their placements and partake in a 25 question knowledge test.

- **PREPARED PUBLIC SPEAKING (Advisor: Hendrickson)**

For this speaking contest students will prepare a 5 to 8 minute speech on an Ag issue topic affecting their local area. This topic should also be something that is affecting us on a national level. This speech must be memorized word for word and an accuracy judge will be present in order to guarantee this.

- **VEGETABLE CROP JUDGING (Advisor: Silva)**

The purpose of the Vegetable Crop Judging Contest is to create interest and promote understanding in the vegetable crop industry by providing opportunities for recognition through the demonstration of skills and proficiencies. It is the intention of the contest to provide a venue for students to explore career opportunities, skills and proficiencies in the vegetable crop industry. The emphasis of the contest is to promote critical thinking, evaluation, oral and identification skills.

PUBLIC SPEAKING

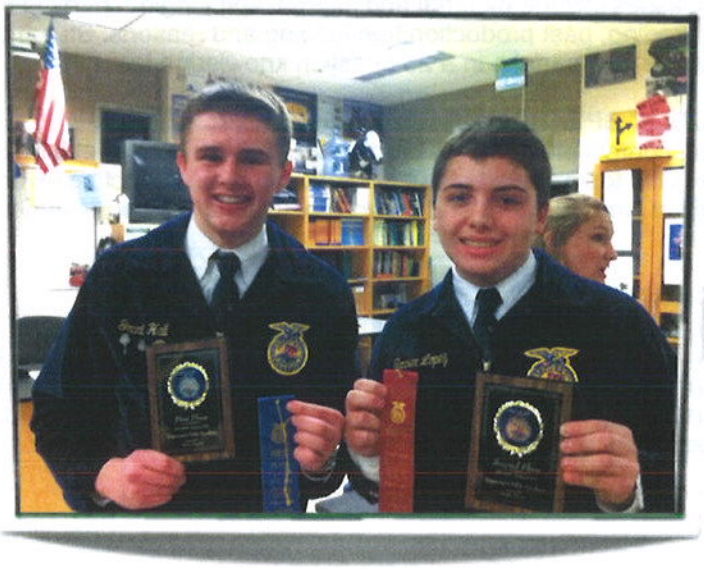
Public speaking contests are a major leadership activity in the FFA. At the state and local levels, Creed Speaking contests are held for FFA members at the 9th grade level. Contestants must recite the official FFA creed as found in the FFA Manual with no manuscript or written material. The first and second place Creed winners from each region are eligible to participate in the State Finals Contest.

The newest public speaking contest to the FFA is called the impromptu speaking contest. This is currently in its second year. The impromptu contest requires members to choose a topic and come up with a two minutes response in under 1 minute. This contest is meant to bridge the gap between memorizing the creed and memorizing a prepared speech.

Two contests are held nationally. The prepared public speaking contest requires participants to write and deliver a six to eight minute speech in front of a panel of judges. Scoring is based on the written manuscript, the delivery of the speech and the answers given to judges' questions. Contestants may choose the subjects of their speech for this contest.

The extemporaneous speaking contest requires participants to deliver a speech on one of three agricultural topics drawn at the contest. After receiving their topic, members are given 30 minutes to prepare the four to six minute speech. After the speech has been delivered, the judges may question the speaker for five minutes. Decisions are based on factors similar to the prepared contest, but the oral presentation is given more consideration. Both of these contests will be open to FFA members under the age of 21.

This is the perfect leadership activity for the student with the ability to stand up in front of a room full of people and speak.

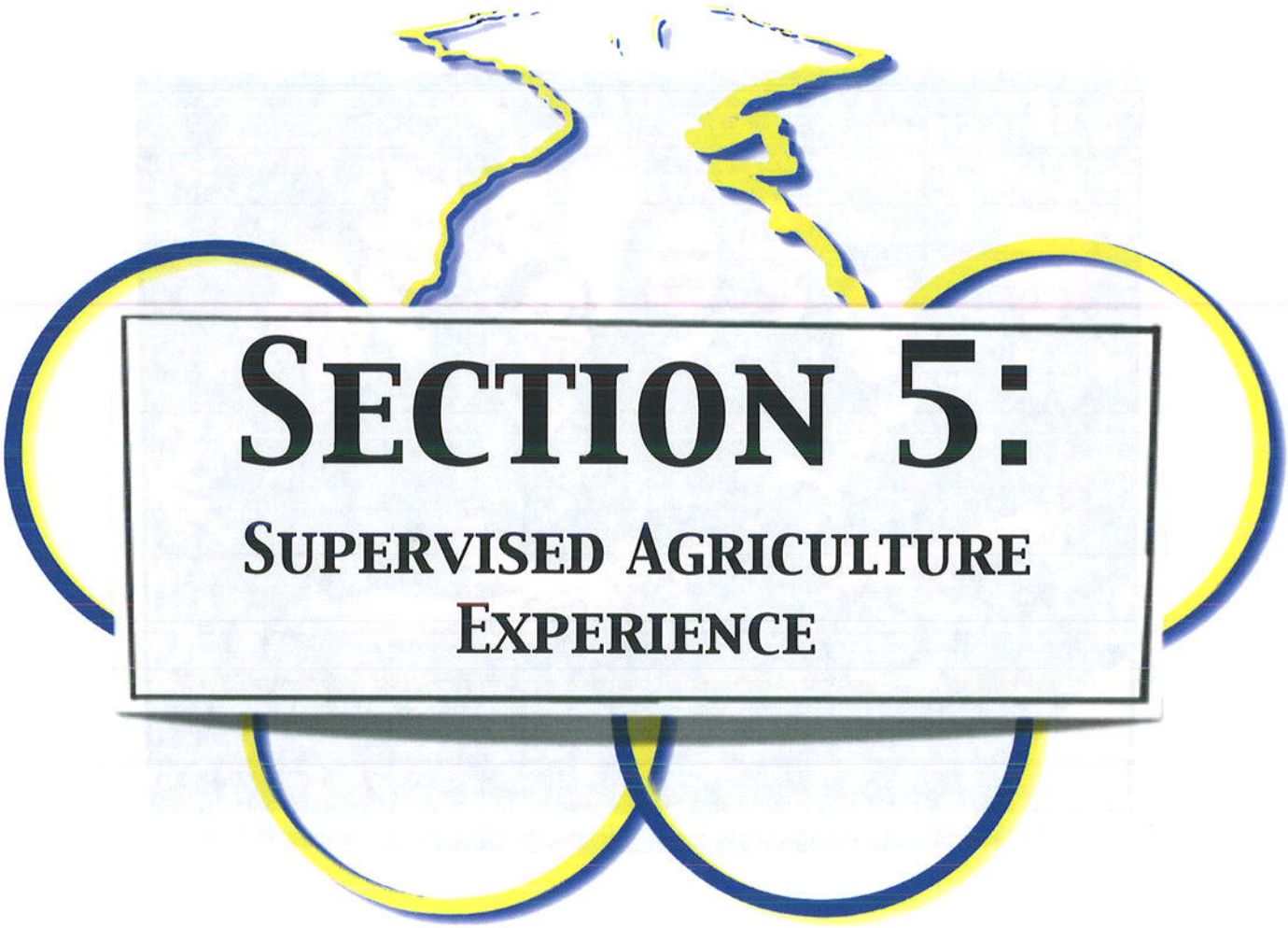


PARLIAMENTARY PROCEDURE

The purpose of Parliamentary Procedure is to promote efficient meetings and transact business in an orderly manner. It is necessary that each member of the chapter know how to take part in a meeting, how to conduct a meeting, how to protect the rights of members and how the rights of minorities are protected while carrying out the will of the majority.

Knowledge of parliamentary procedure will not only serve to strengthen the chapter meetings, but will provide the members with a valuable tool of leadership and participation in their chapter, in other organizations, in school, and in their community. Many of today's community, state, and national leaders are using the knowledge of parliamentary procedure learned in FFA.

Competitions for this contest take place at the Section, Region, State, and National levels. Minarets FFA is currently the reigning National Parliamentary Procedure Champions.



SECTION 5:

SUPERVISED AGRICULTURE EXPERIENCE

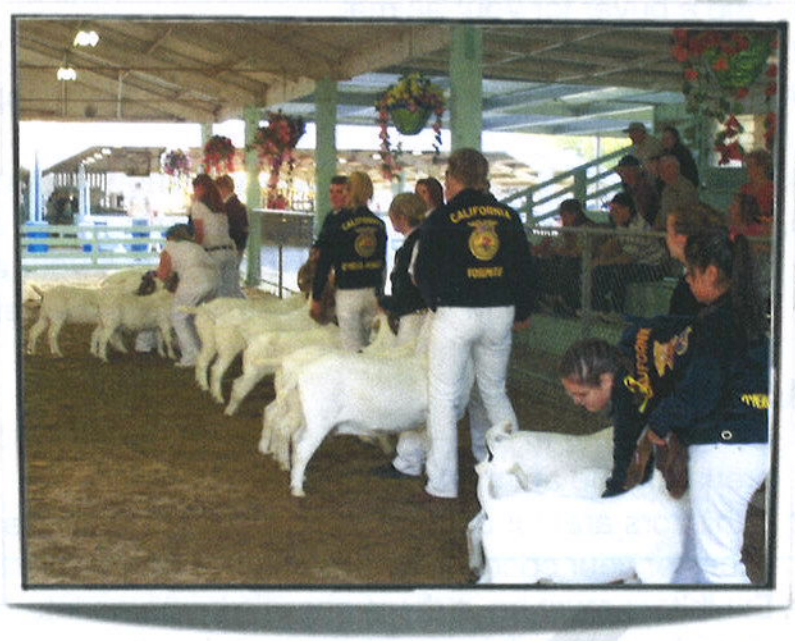
Fairs and Shows

This is the perfect opportunity to take what you learn in the classroom and turn it into cash!! Raise, exhibit and sell a marketable agricultural commodity. Compete with students from area high schools for class winning and champion honors!

In order to give our students an area to showcase the knowledge they have learned through their Supervised Agricultural Experience Project, Minarets competes at several fairs and shows during the year. For the 2012-2013 school year, you will find us at the Chowchilla Fair in May, the State Fair in August, and the Madera District Fair in September.

Some student projects that can be exhibited are beef, sheep, dairy, swine, rabbits, chickens, turkeys, game birds, dairy and meat goats, horses, horticulture plants, flower arrangements, silk arrangements, and agricultural mechanics projects. If you are interested in attending any of these opportunities talk to one of the Ag teachers to get you started.

To find out more information about showing a specific species speak to the following advisor:
Swine: Pilcher
Sheep: Mattes
Goats: Mattes/ Hendrickson
Beef: Pilcher
Horse: Mattes
Rabbits: Hendrickson
Chickens: Hendrickson



O'Neals - Minarets

Fair Project Guidelines

To be eligible to show the exhibitor must have met the following criteria:

Daily Activities

1. Spend time with your animal, observe and exercise it.
2. Check amount of feed in the feeder and make sure your animal is clean and dry. Feed twice a day at scheduled times the amount of feed you were told to feed. **Do not over feed your animal.**

Periodic Activities.

1. Attend, for the duration, project meetings scheduled at the beginning of the project. Schedules will be handed out once the project is secured.
2. Attend weigh in's at school if your animals are held here.
3. Be at your projects site when the advisor is there to weigh animals if your project is housed off campus.
4. Perform barn duties on a rotational bases if your animal is housed at school.

Activities Prior to fair.

1. Find a buyer for your animal.
2. Attend and participate on show day
3. Wash and clip/ shear your animals prior to fair (approximately 1-2 days before fair.)
4. Have your FFA show uniform ready to show in prior to the week of the fair.
5. If your boarding you animal at school we will haul them in for you, you will be expected to help with the loading process. If your animal is kept at home and we need to haul it in for you please let us know before hand.

Activities at the Fair.

1. Exhibitors are expected to be at the fair for all purposes of caring and preparing the animals for show.
2. Exhibitors are not allowed to be in the carnival area until the completion of the show for your species, and then only with permission from species advisor.
3. Exhibitors must be in there specific barns no later that the designated times given by there advisor and must participate in meetings as well as feeding, cleaning, and grooming. No Exceptions.
4. Animals must be checked periodically throughout the day.

FAIR PROJECT GUIDELINES- CONTINUED

Disciplinary procedures.

1. The Three strike policy is used by our chapter Advisors. Any student failing to comply with their obligation to their project in accordance to the rules and guidelines set forth by the project advisor will receive a strike. After two more they will forfeit there privileges to show with our chapter.
2. Other disciplinary problems may result in the removal of exhibitors and animals from the school farm (if housed there) or fair, withdrawal of animal from the livestock auction and or loss of showing privileges for one fair or more.
3. If the exhibitor is no longer allowed to exhibit their animal at the fair, their animal will be taken to process at the expense of the student/ parent/ guardian.
4. The advisors will be in communication with parents/ guardians if the students is not meeting their required responsibilities as well as when or if further action is taken.

PROFICIENCY AWARD DESCRIPTIONS

Proficiency awards are a great way to show what you have been able to accomplish with your various SAE areas. Proficiencies can be earned for both Entrepreneurship as well as Placement projects. Proficiencies start with an application available on the California FFA webpage, and these compete at the Sectional, Regional, State and National level.

Agricultural Communications (Entrepreneurship/Placement)

Typically includes programs in which students work at newspapers or other agricultural print facilities, such as magazines, to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Education (Entrepreneurship/Placement)

Involves students with SAEs related to education and extension, including but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs that educate the public about the broad topics of agriculture, agricultural education and FFA.

Agricultural Mechanics Design and Fabrication (Entrepreneurship/Placement)

Involves designing and constructing agricultural equipment, structural land improvements and/or buildings and structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.

Agricultural Mechanics Energy Systems (Entrepreneurship/Placement)

Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Mechanics Repair and Maintenance (Entrepreneurship)

Involves repairing and maintaining agricultural structures and/or machinery and equipment, including lawn equipment.

Agricultural Mechanics Repair and Maintenance (Placement)

Involves repairing and maintaining agricultural structures and/or machinery and equipment, including lawn equipment.

Agricultural Processing (Entrepreneurship/Placement)

Involves students who assemble, transport, process, fabricate, mix, package and store food and nonfood agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. **NOTE:** The processing of forest products is no longer a part of this proficiency area. (*The Forest Management and Products area has more details.*)

Agricultural Sales (Entrepreneurship)

Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed
agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

PROFICIENCY AWARD DESCRIPTIONS- CONTINUED

Agricultural Sales (Placement)
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also work in businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services (Entrepreneurship/Placement)
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Aquaculture (Entrepreneurship/Placement)
Involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilipia culture.

Beef Production (Entrepreneurship)
Includes programs that use the best management practices available to produce and market beef efficiently.

Beef Production (Placement)
Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production (Entrepreneurship)
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Dairy Production (Placement)
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production (Entrepreneurship)
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Crop Production (Placement)
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

PROFICIENCY AWARD DESCRIPTIONS- CONTINUED

Diversified Horticulture (Entrepreneurship/Placement)

Typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management and Fruit and/or Vegetable Production, such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Livestock Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Diversified Livestock Production (Placement)

Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Emerging Agricultural Technology (Entrepreneurship/Placement)

Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are covered by none of the existing award categories.

Environmental Science and Natural Resources Management (Entrepreneurship/Placement)

Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agriculture waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science (Entrepreneurship)

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Equine Science (Placement)

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Fiber/Oil Crop Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently fiber crops (cotton, hemp, etc.) and oil crops (mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, safflower, etc.).

PROFICIENCY AWARD DESCRIPTIONS- CONTINUED

Floriculture (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology (Entrepreneurship/Placement)

Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/ lab facilities or through the quality and safety testing of milk or other foods. **Food Science does not** involve the processing, marketing and sale of food products or food preparation and/or service.

Forage Production (Entrepreneurship/Placement)

Involves the use of the best management practices available to produce and market efficiently forage crops such as nongrain sorghum, alfalfa, clover, bromegrass, orchard grass, grain forages, corn or grass silages and pastures.

Forest Management and Products (Entrepreneurship/Placement)

Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Grain Production (Entrepreneurship)

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

Grain Production (Placement)

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development (Entrepreneurship/Placement)

Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management (Entrepreneurship/Placement)

Typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

PROFICIENCY AWARD DESCRIPTIONS- CONTINUED

Nursery Operations (Entrepreneurship/Placement)
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production (Entrepreneurship)
Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries)

Pomology Production (Placement)
Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries)

Poultry Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care (Entrepreneurship)
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs.

Small Animal Production and Care (Placement)
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.

Specialty Animal Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.

PROFICIENCY AWARD DESCRIPTIONS- CONTINUED

Specialty Crop Production (Entrepreneurship/Placement)
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Swine Production (Entrepreneurship)
Involves the use of the best management practices available to produce and market swine efficiently.

Swine Production (Placement)
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management (Entrepreneurship/Placement)
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production (Entrepreneurship)
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

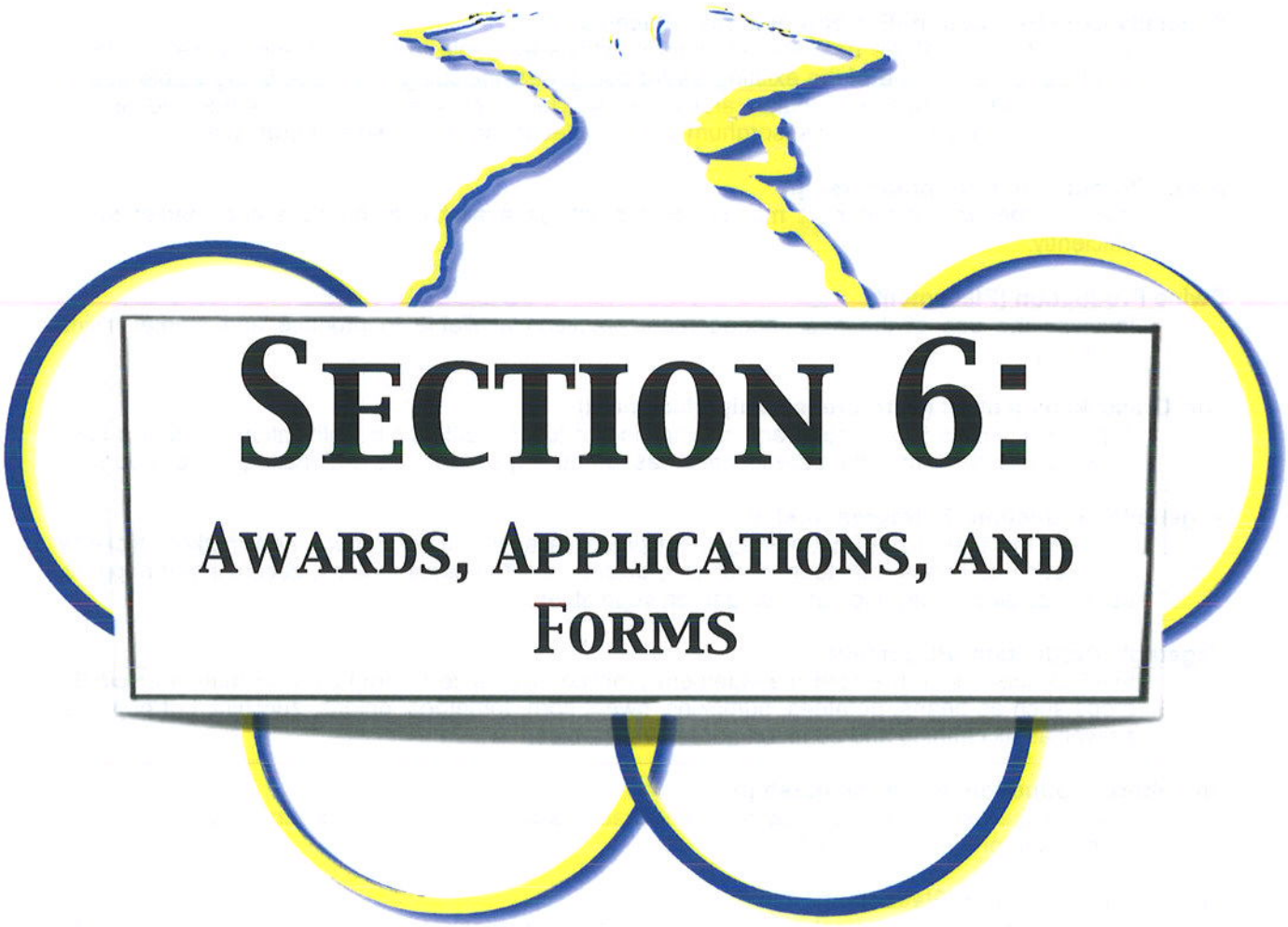
Vegetable Production (Placement)
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production (Entrepreneurship)
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Viticulture Production (Placement)
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management (Entrepreneurship)
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

Wildlife Production and Management (Placement)
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.



SECTION 6:

AWARDS, APPLICATIONS, AND FORMS

O'Neals - Minarets

POINT AWARD SYSTEM

The point award system is developed to monitor and recognize those students who excel in our chapter with their continued support and participation in activities. The top five award winners from each grade level (freshman through seniors) will be eligible to participate in the summer point award top 20 trip. Award winners will be decided upon based on total points earned according to this system.

1) Awards will be presented for various levels of participation and will be broken down as follows:

Level 1 = A minimum of 50 points

Level 2 = 100 - 199 points

Level 3 = 200 - 299 points

Level 4 = 300 - 399 points

Level 5 = 400 or more points

2) Award recipients will be recognized and awards distributed at the annual Spring Awards Banquet.

3) The chapter advisor will verify point totals of the top ten winners.

Points Received will be based on the following:

I.	**FFA MEETING ATTENDANCE**		
	A.	Regular Meeting	5
	B.	Parent's Attendance	5
II.	**CONVENTIONS**		
	A.	Sectional	10
	B.	Regional	10
	C.	State	
		1) Delegate, Committee Chairmen, & Members	15
		2) Guest	10
		3) All Day	5
	D.	National	
		1) Delegate	20
		2) Guest	15

POINT AWARD SYSTEM - CONTINUED

III. GRADE POINT AVERAGE (At the semester)

A.	4.0	20
B.	3.5 – 3.99	15
C.	3.0 - 3.49	10
D.	2.5 - 2.99	5

IV. OFFICERS

A.	Greenhand	15
B.	Chapter	20
C.	Sectional	25
	i. Slated	5
D.	Regional	30
	i. Slated	10
E.	State	50
	i. Slated	15

V. AWARDS & PLACING

A.	Fairs & Shows		
	1) Participation (per show)		10
	2) Market		
		A) Grand Champion	30
		B) Reserve Grand	25
		C) Breed Champion	20
		D) Reserve Breed Champion	15
		E) Group 1	10
		F) Group 2	5
	3) Breeding		
		A) Grand Champion	30
		B) Reserve Grand	25
		C) Breed Champion	20
		D) Reserve Breed Champion	15
		E) 1st	10
		F) 2nd	9
		G) 3rd	8
		H) 4th	7
		I) 5th	6
	4) Showmanship		
		A) 1st	20
		B) 2nd	18
		C) 3rd	16

POINT AWARD SYSTEM - CONTINUED

	D)	4th	14
	E)	5th	12
	F)	6th - 10th	10
5) Round Robin Master Showmanship			
	A)	1st	10
	B)	2nd	9
	C)	3rd	8
	D)	4th	7
	E)	5th	6
6) Vegetable and O.H.			
	A)	1st	10
	B)	2nd	7
	C)	3rd	5
7) Ag Mechanics			
	A)	1st	10
	B)	2nd	7
	C)	3rd	5
8) **Maximum points (per fair)**			**60**
9) Workshops (5 points every 50 hours not Previously credited; not to exceed 100 points.)			5
10) Outstanding exhibitor in any division			10
B. Judging Contests			
1) Participate (each contest)			10
2) State Finals			
a) Team Placing			
	1)	1st	30
	2)	2nd	25
	3)	3rd	20
	4)	4th	15
	5)	5th	10
	6)	If 10 or more teams 6-10	7
b) Sub Contest Awards			
	1)	1st	8
	2)	2nd	7
	3)	3rd	6
	4)	4th	5
	5)	5th	4
c) Individual Placing			
	1)	1st	15
	2)	2nd	12

POINT AWARD SYSTEM - CONTINUED

		3) 3rd	10
		4) 4th	7
		5) 5th	5
		6) If 10 or more teams 6-10	3
3)	National		
	A) Top 10 Team		50
	B) Top 10 Individual		25
4)	Other Contests		
	A) Team Placing		
		1) 1st	15
		2) 2nd	12
		3) 3rd	10
		4) 4th	8
		5) 5th	6
		6) If 10 or more teams 6 - 10	4
	B) Individual Placing		
		1) 1st	7
		2) 2nd	6
		3) 3rd	5
		4) 4th	4
		5) 5th	3
		6) If 10 or more teams 6 - 10	2

VI. SAE

A. Every 100 hours 5

Max Points: 30

VII. DEGREES CURRENTLY HELD

A)	Greenhand	10
B)	Chapter FFA	20
C)	State FFA	30

VIII. ACTIVITIES

A)	Fund-Raising Activities (per activity)	20
B)	Farm Work Days	20
C)	Fun Activities	10

O'Neals - Minarets

PERMISSION FORM

Parent Permission and Authorization for Medical Care
Please complete and return both parts of this form

_____(Pupil's name) has my permission to attend any FFA activity during the 2010-2011 school year. The FFA also has my permission to transport my student in any school or personal vehicle to stated activities under the supervision of Minarets High School Staff Members.

_____ _____
Date Parent/Guardian Signature

_____ _____
Pupils Name Parent/Guardian Name

_____
Address City Zip Code

_____ _____ _____
Home # Age Birthdate

Grade Social Security #

_____
Father's Employer City Business Phone #

_____
Mother's Employer City Business Phone #

Two People to Contact in Case of Emergency

1) _____
Name Relationship Phone #

2) _____
Name Relationship Phone #

_____
Health Insurance Company Policy #

_____
Family Doctor/Clinic (Do NOT leave Blank) Phone #

THIS DOCUMENT MUST BE SIGNED BEFORE ACTIVITIES ARE CONDUCTED

If an emergency should arise which requires medical attention or hospitalization and parents or guardian cannot be contacted, you are authorized to take whatever steps are needed to protect the heath of this student

O'Neals - Minarets

GREENHAND DEGREE APPLICATION

Applicant's Name_____

Telephone Number: _____ Age: _____ Grade:_____

Address: _____

Please answer yes or no to the following questions	***Yes or No***
1. Are you enrolled in an Agriculture Education class?	_____
2. Do you plan on having or have a Supervised Agriculture Experience?	_____
Project description or plan	
_____	
_____	
_____	
3. Have you learned the meaning of the FFA Motto and salute?	_____
4. Can you recite or explain the FFA Creed?	_____
5. Do you the FFA Colors and can you describe the FFA Emblem and symbols?	_____
6. Can you explain the proper use of the FFA jacket?	_____

Candidate's Signature: _____ **Date:** _____

O'Neals - Minarets

CHAPTER DEGREE APPLICATION

Applicant's Name: _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Please answer yes or no to the following questions	***Yes or No***
1. Have you completed at least one semester of instruction in Agriculture Education?	Yes or No
2. Have you received your Greenhand Degree?	Yes or No
3. Are you familiar with the purposes and program of activities of your chapter?	Yes or No
4. Have you demonstrated 5 procedures of parliamentary law?	Yes or No
5. Are you familiar with the chapter constitution?	Yes or No
6. Have you led a group discussion for 15 minutes?	Yes or No
7. Have you earned or productively invested at least $150 in your Supervised Agriculture Experience Program?	Yes or No

Describe project(s) include size, number, kind:

_____

_____

_____

8. Are you now enrolled in an Agriculture Education class? _____

Candidates Signature: _____ **Date:** _____

O'Neals - Minarets

STATE DEGREE APPLICATION

DUE AT JANUARY SCORING MEETING

2012-2013

CALIFORNIA ASSOCIATION FFA
GOLDEN STATE DEGREE

Name: _____

FFA ID Number: _____ Year in School: _____

FFA Chapter: _____

Candidate	Advisor		
			The candidate:
_____	_____	1	is "regularly enrolled in an agriculture education class or is a graduate of a secondary agriculture education program who is engaged in an agricultural education program in an agricultural occupation"
_____	_____	2	is "familiar with the provisions of the State and National Constitution of the FFA Organization."
_____	_____	3	has "written records of achievement based on the member's own entries in the approved record book."
_____	_____	4	understands that "it shall be the responsibility of the applicant to submit an application which is thorough, complete and accurate."
_____	_____	5	has "completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural SAEP."
_____	_____	6	has "maintained a cumulative Grade Point Average of 2.0 or higher in all courses taken in high school courses". GPA: _____

Candidate	Supervisor		
			The candidate:
_____	_____	7	has "submitted a minimum of two record books covering their SAEP."
_____	_____	8	holds the Chapter FFA Degree. Date received: _____
_____	_____	9	received a score of at least seventy percent on his/her record book score.

STATE DEGREE APPLICATION- CONTINUED

Candidate	Evaluator		
			The candidate:
_____	_____	10	has given "a six minute speech, or led a group discussion for forty minutes, on a topic relating to agriculture or the FFA."
_____	_____	11	has served "as an officer or a committee chairperson or participated as a member of a committee."
_____	_____	12	has performed "ten procedures or passed a written exam on parliamentary law."

Candidate	Evaluator		
			The candidate:
_____	_____	13	has participated "in at least five distinctly different FFA activities at the chapter level."
_____	_____	14	has "participated in at least five FFA activities above the chapter level."
_____	_____	15	has "participated in the planning and completion of the Chapter Program of Activities."
_____	_____	16	has participated "in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least twenty hours of personal time."
_____	_____	17	has participated "in at least two distinctly different non-FFA school activities which are conducted outside of normal class time."
_____	_____	18	has "worked for a minimum of 500 hours, in excess of scheduled class time, on their SAEP."

Book One	_____
Book Two	_____
Book Three	_____
Book Four	_____
Grand Total Hours (Must be at least 500)	_____

_____	_____	19	has "an investment of at least $2,000 in depreciable property inventory.
			or
_____	_____	20	has "earned from their SAE at least $1,000."

Grand Total Net Income-Book One	_____
Grand Total Net Income-Book Two	_____
Grand Total Net Income-Book Three	_____
Grand Total Net Income-Book Four	_____

STATE DEGREE APPLICATION- CONTINUED

Total (Must be $750 if using Unpaid Hours) _____

if using Unpaid Hours (Only use if less than $1000 earned)

Total Unpaid Hours-Book One _____

Total Unpaid Hours-Book Two _____

Total Unpaid Hours-Book Three _____

Total Unpaid Hours-Book Four _____

Grand Total Unpaid Hours _____

Grand Total Hours. _____

Total Hours less Unpaid Hours _____

Must be 500 to qualify.

Net Income and Unpaid Hours _____

Must be 1000 to qualify.

_____ _____21has "deposited in a bank or otherwise productively invested at least $1,000."

Enterprise Net Worth End of Last Year Book _____

Enterprise Net Worth Beg of Year First Book _____

Support to Family Book One _____

Book Two _____

Book Three _____

Book Four _____

Educational Expenses Book One _____

Book Two _____

Book Three _____

Book Four _____

Claimable Motor Vehicle Value _____

Unpaid Hours Claimed _____

Total Productively Invested (Must be $1000) _____

O'Neals - Minarets

STATE DEGREE APPLICATION- CONTINUED

CERTIFICATION

We certify that all of the information has been checked and is accurate as verified by the record books.

Applicant's Signature: _____

Advisor's Signature: _____

Administrator's Signature: _____

Printed Name of Application Verifier: _____

Signature of Application Verifier: _____

Printed Name of Record Book Scorer: _____

Signature of Record Book Scorer: _____

O'Neals - Minarets

STATE DEGREE INFO SHEET

GOLDEN STATE DEGREE CEREMONY INFORMATION SHEET

Name of Applicant: _____

Chapter: _____

Father's Name: _____

Father's Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Mother's Name: _____

Mother's Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Supervised Agriculture Experience Projects (List Project and Size):

_____

_____

_____

_____

FFA Activities - Top Five:

1 _____

2 _____

3 _____

4 _____

5 _____

Future Plans after High School:

O'Neals - Minarets

CHAPTER OFFICER APPLICATION

Applicant's Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Number 1 - 10 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 10 is your least desired spot.) .

_____ President _____ Secretary _____ Reporter _____ Historian

_____ Vice President _____ Treasurer _____ Sentinel _____ Parliamentarian

1. Briefly state the qualities you posses that qualify you for a leadership role?

2. What do you see as the duties and responsibilities of an officer for this chapter?

3. Would you be comfortable speaking in front of large groups of students/people? What experience have you had in such roles?

4. Tell of one of your qualities, you think, would be of great use to a leadership team.

5. What kind of a student do you aspire to be?

I _____, hereby approve of my son/daughter, _____, becoming a Minarets FFA Officer for the 2012-2013 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a Chapter Officer and will uphold them to the best of my ability.

Applicant Signature: _____ Date: _____

CHAPTER OFFICER APPLICATION- CONTINUED

O'Neals-Minarets FFA

PRINCIPAL OR TEACHER RECOMMENDATION

Please rate this student in each of the following areas. Please be completely honest in your evaluation. This will not be seen by the student or parent. Please complete and turn in to Mrs. Mattes by **May 18, 2013**.

Student's Name: _____

Teacher's Name: _____

Category	Outstanding	Good	Fair	Poor
Responsibility				
Respect for Authority				
On Time to Class				
Cooperative				
Attitude				
Gets Along With Others				

Comments: Please justify the above ratings (especially outstanding and poor ratings).

Place this recommendation in Mrs. Mattes' box by 5/18/12
DO NOT GIVE IT BACK TO THE STUDENT. These are confidential.
Thank you for your time!

FFA Officer Application Check-Off Sheet

_____ 1. Completed Application (in ink or typed) – and all appropriate signatures present.

_____ 2. Three letters of Recommendation

_____ 3. Grade Check Form (signed by the school secretary)

_____ 4. Signed "Expectations of the Chapter Officers".

_____ 5. Signed "O'Neals-Minarets FFA Officer Policy".

Chapter Officer Grade Check Sheet

Student's Name:_____

GPA: _____

Signature of Secretary:_____ Date:_____

O'Neals- Minarets

CHAPTER OFFICER APPLICATION- CONTINUED

Expectations of the Chapter Officers

1. This is **YOUR** organization the Ag Teacher is there to assist you!
2. Your number one priority and focus as a chapter officer is to serve the needs of the members of your chapter.
3. The success of Chapter Officers is evaluated by team performance, not necessarily on individual performance. Learn how to help each other to become better leaders.
4. Learn how to effectively win friends and influence those with differing viewpoints.
5. It is expected that each Chapter Officer be a positive role model for the members of the chapter. (Suspensions, probations, and repititious disciplinary action is unacceptable.)
6. It is expected that each Chapter Officer strive aggressively to achieve and maintain academic success.
7. **ALWAYS**… tell members or friends how important **THEY** are!
8. **REMEMBER**… using the word "I" or expressing your individual ego can interfere with the functioning of the team.
9. Conduct yourself in a dignified and professional manner at all times.
10. Always be courteous and respectful to all members and advisors 100% of the time.
11. Be discreet! Keep our business within the group. Communication is key… to air likes, dislikes, and other issues.
12. Keep your personal life separate from your FFA life.
13. **BE AWARE THAT THERE IS ALWAYS THE POSSIBILITY OF FAILURE OR SUCCESS**!
14. When you need help… ask for it!
15. **Refrain** from waiting until the last minute to complete your assignments.
16. Give 100% effort!
17. Be enthusiastic at all times. (You never know who is watching!)
18. Learn how to be an effective leader and still have fun.
19. Remember: "The task ahead of you is only as great as the power behind you!"

I have read and understand the "Expectations of the Chapter Officers" listed above apply to me in my pursuit of a position on the Chapter Officer Team. I further understand that failure to comply to the expectations may result in my early dismissal from the team.

_____ _____

Student Signature Date

I have read, and understand, that the "Expectations of the Chapter Officers" listed above apply to my child who is pursuing a position on the Chapter Officer Team.

_____ _____

Parent/Guardian Signature Date

O'Neals-Minarets

EXECUTIVE COMMITTEE APPLICATION

Name: _____

Address: _____ Phone: _____

City, Zip: _____

Ag Classes for Next Year: _____

Year in School: _____ Year in Ag: _____ Highest Degree: _____

Why do you desire to serve as a 2012-2013 Executive Committee Member?

Would you be comfortable speaking before large audiences? What experiences have you had?

List your top six activities in the FFA.

1
2
3
4
5
6

What non-FFA activities compete for your time?

GPA: _____ Registrar's Signature: _____

I _____, hereby approve of my son/daughter, _____, running/ becoming a member of the O'Neals-Minarets FFA Executive Committee for the 2012-2013 school year. I realize that s(he) is responsible for their duties and will uphold them to the best of their ability. I further understand my child is required to be at all Executive Committee Meetings, on time, or will fall subject to any consequences associated with absence and tardiness.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a member of the Executive Committee for the 2012-2013 school year and will uphold them to the best of my ability. I further understand I am required to be at all Executive Committee Meetings, on time, or will fall subject to any consequences associated with absence and tardiness.

Applicant Signature: _____ Date: _____

O'Neals- Minarets

GREENHAND OFFICER APPLICATION

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone #: _____ Grade: _____ Age: _____

Agriculture classes enrolled in for the year: _____

Number 1 - 8 by preference, the offices you want to be considered for if you are elected. (1) is your most desired spot and (8) is your least desired spot.

_____ President _____ Secretary _____ Reporter _____ Historian

_____ Vice President _____ Treasurer _____ Sentinel _____ Parliamentarian

Why do you want to be a Greenhand officer?

If you were to receive a Greenhand office, what would be your main goal for the chapter?

Would you be comfortable speaking in front of large groups of students/people? What experience have you had in such roles?

Tell of one of your qualities, you think, would be of great use to an officer team.

I _____, hereby approve of my son/daughter, _____, running/ becoming a O'Neals-Minarets FFA Greenhand Officer for the 2012-2013 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all Executive Committee Meetings, on time, or will fall subject to the consequences associated with absence and tardiness.

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as an officer and will uphold them to the best of my ability. I further understand I am required to be at all Executive Committee Meetings, on time, or will fall subject to the consequences associated with absence and tardiness.

Applicant Signature: _____ Date: _____

O'Neals- Minarets

GRADUATING SENIOR RECOGNITION APPLICATION

O'Neals- Minarets FFA Chapter

Graduating Senior Recognition Form

In order to be recognized as a program completer at the FFA spring awards banquet you must complete the following form.

Name: _____ Date: _____

Do you plan to be present at the Chapter Awards Banquet: _____

List the agriculture courses you completed throughout your education at Minarets:

Cumulative GPA:_____ Approval: _____

What are your plans for next year (college plans, work etc.):

What was your favorite experience in FFA during High School:

Signature: _____

O'Neals- Minarets

AG BOOSTERS PROJECT LOAN AGREEMENT

SPRING VALLEY AG BOOSTERS

LOAN AGREEMENT

This agreement is between Spring Valley Ag Boosters and 4-H/FFA member in good standing

_____.

Name

The purpose of this agreement is to lend _____, $_____

Name

for the purchase of a market animal to be exhibited at _____Fair

on _____, 2012.

The 4-H/FFA member understands the responsibility to properly feed and care for such animal as instructed by his/her 4-H/FFA Leader.

The money borrowed will be due and payable to Spring Valley Ag Boosters upon sale of animal at the livestock auction at _____Fair.

If the animal does not make sale, for whatever reason, or dies, the 4-H/FFA member and or parent/guardian will be responsible to pay back to Spring Valley Ag Boosters the total amount borrowed the day after the livestock auction, either in cash or certified check.

_____ _____

DATE Parent/Guardian

_____ _____

Spring Valley Ag Boosters 4-H/FFA Member

Minarets High School Agriculture Department School Farm Contract

Terms of Agreement:

1. Exhibitor agrees that their animals pen will be cleaned daily and they will record the time in the Pen Journal. Keep the areas (storage areas) and walkways around pens clean. Any broken items or low amounts of feed/supplies must be reported immediately. In a case where more than one student must share a pen, all partners must work together to share the responsibility of feeding and cleaning.

2. Exhibitor agrees to store all supplies in the respective storage areas. Be sure they are locked or secured before leaving. Any tools used by the students that belong to the school will be cleaned and returned to their proper storage area after each use. Students must roll up hoses when finished with them so they don't get ruined. Students must keep gates and storerooms closed and locked when they leave if required. Students are responsible for the combos(s) issued. Do not loan or give your combo to any person.

3. Exhibitor agrees that animals will be fed in a timely manner and have water at all times, unless the student has been advised to restrict the feed and water to manage growth. You are responsible for feeding your animal twice a day and cleaning out your pen once a day. Feeding on weekdays must be done before school and after school. Weekends and holidays, morning feedings must be completed by 9 a.m. and evenings must be completed by 8 p.m.

3. Exhibitor agrees that all manure will be placed in compost pile or any other designated area. Do not put straw or hay into the swine pens unless instructed to do so.

4. Exhibitor agrees to cover all veterinary costs for the health of the animal. Vets and medicine cost money, so be prepared to pay money for vaccines, de- wormer, and vet visit when the need arises. We will try to take care of the animal first before the vet is called out. Emergency as well as regular visits from the vet may vary. **Call your advisor first, and we will assess the situation.** If a vet is needed, you will need to make the contact and be prepared to pay when the vet arrives. DO NOT wait to see if the animal will get better!!! Your animal's health is YOUR responsibility. Any cost for treatment or medication is the individual owners responsibility.

6. Exhibitor agrees to arrive promptly for **ALL** scheduled species meetings, barn duties, farm days and showmanship practices. A Cleanup day will be scheduled for ALL

students who used the farm animal facilities. It is essential that you work the full 2 hours requested. We understand that situations arrise, however you will need to receive prior approval from your species advisor in order to be excused from any scheduled meeting or duty. An unexcused absence at any of these meetings could potentially result in a "strike" and after three "strikes" your animal will be taken to the processor at your expense and your project will be terminated.

7. Exhibitor agrees to follow the directions of all advisors at all times.

8. **Only students who have animals and their parents are allowed at the school farm. Do not invite friends to the school farm it is considered trespassing and will be handled accordingly. No "hanging out" at the school farm, perform your duties and responsibilities and leave. NO going down to the farm during school hours without a ass from an instructor.**

8. All project animals at the school farm may be insured and treated humanely. (Contact the Ag. Instructor for insurance information). The School is not responsible for any cost incurred to your project due to death or injury of said project. The school is not responsible if you animal does not make weight by the date of the fair or if your animal is taken to auction early due to lack of responsibility on the part of the student.

9. Minarets High School rules will apply at all times while on the grounds of the school farm. Please refer to student Handbook.

10. All students must have a 2.0 GPA with no "F" in any Ag. Class.

11. All project animals kept on the school farm must be entered in the student's record book. The record book is one of the requirements in order to receive your check from the fair. It is important to keep your record book up to date throughout the duration of your project.

13. No animals will be kept at the school farm after the fair unless they are waiting to be processed. Those waiting to be processed must enter into another agreement until the project is processed. If your animal does not make weight and is brought back to the farm it is your responsibility to secure a processor or the Ag department will complete this task for you at your expense. If you have a breeding project you will need to have a long term contract on file with the Agriculture Department.

14. All animals will be required to go to the Fair that are kept at the school farm, unless advisor gives permission.

15. Two buyer's letters must be submitted to the advisor prior to the animal being purchased.

O'Neals- Minarets

School Farm Contract- Continued

16. All fair checks received by the Agriculture Department will be held until record books have been updated, thank you letters have been written and approved by your advisor, and your 2 hours of work at the school farm has been completed.

FAILURE TO COMPLY WITH THE REQUESTS LISTED ABOVE MAY RESULT IN BEING ASKED TO FIND ALTERNATIVE HOUSING OR THE SALE OF YOUR PROJECT AT THE LOCAL AUCTION. THIS DOES NOT EXEMPT YOU FROM REPAYING ANY DEBT INCURRED TO DATE ON THAT PROJECT.

The Chawanakee School District provides the school farm as a convenience for students and assumes no liability for animals housed. The opportunity to have an animal at the school farm is one that can provide students with a chance to learn and develop many skills that will be of value in their future endeavors. It is a privilege to have an animal at the farm.

Exhibitor signature_____ Date_____

Parent signature_____ Date_____

Ag Advisor signature_____ Date_____

Principals signature_____ Date_____

O'Neals- Minarets

CHAPTER PROFICIENCY AWARD APPLICATION

Name: _____ Grade : _____

Proficiency Award Area: _____

Circle One: **Entrepreneurship** **Placement**

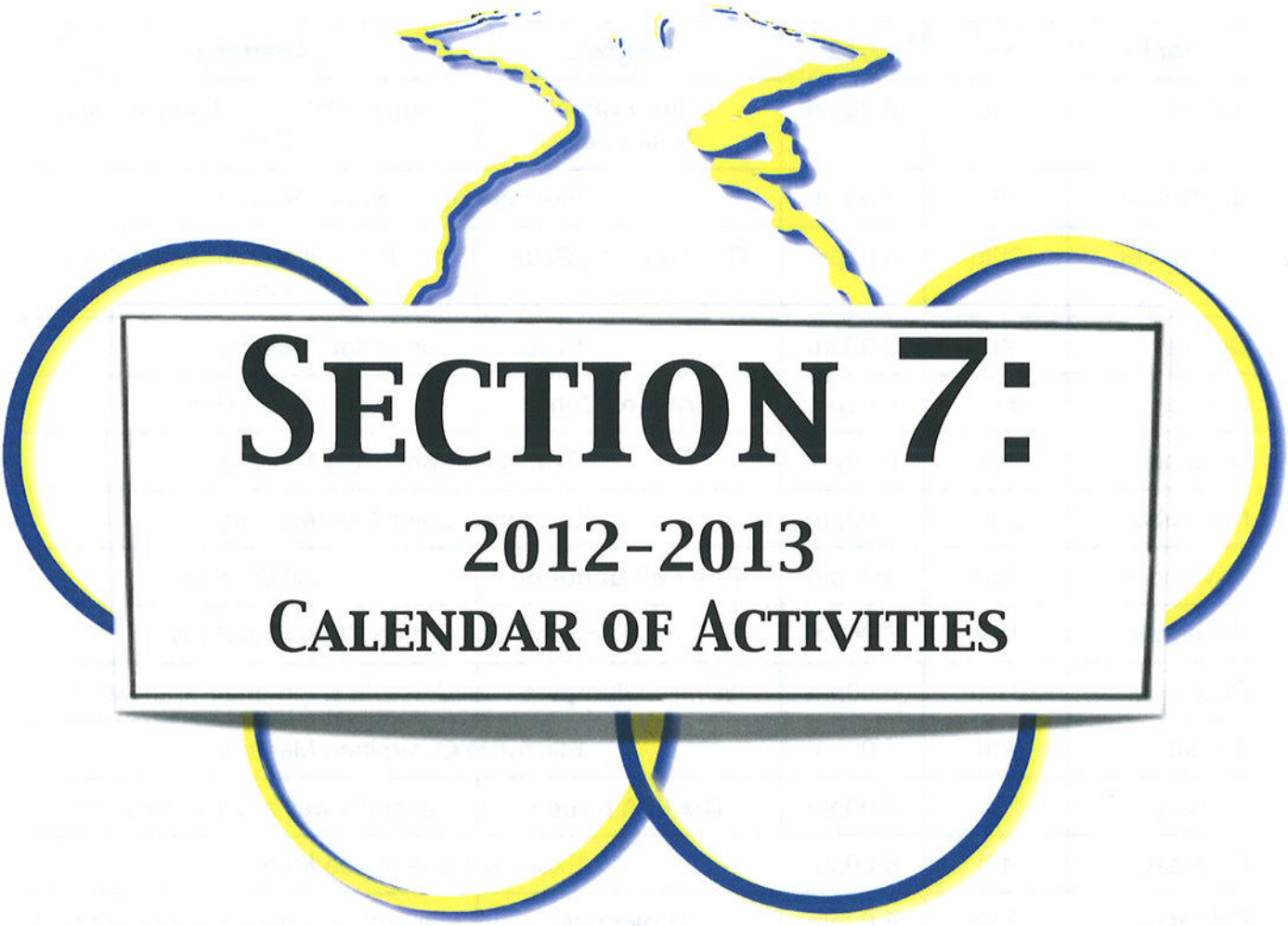
Provide a brief description of your SAE in terms of this proficiency area:

Record Book Year	Hours			Earning	Expenses	Net Income
	Paid	Unpaid	Total			
Year 1 20____ - 20____						
Year 2 20____ - 20____						
Year 3 20____ - 20____						
Year 4 20____ - 20____						
Total						

Name one goal you had for your project this year and explain how you accomplished that goal:

_____ _____

Student Signature Parent Signature



SECTION 7:

2012-2013

CALENDAR OF ACTIVITIES

O'Neals - Minarets

Chapter FFA Meeting Schedule

Month	Date	Time	Theme	Chairman
August	28th	6:00pm	**"Slip-n Slide" Volleyball**	Kinsey McDougald and Mikaela Fringer
September	18th	6:00pm	Executive Committee Meeting	
September	26th	6:00pm	**"The Amazing Race"**	Maribeth Villanueva and Ashlynn Lemon
October	8th	6:00pm	Executive Committee Meeting	
October	31st	6:00pm	**"Trick-or-Can"**	Grant Hall
November	5th	6:00pm	Executive Committee Meeting	
November	26th	6:00pm	Executive Committee Meeting	
November	28th	5:30pm	**FFA Fall Banquet**	All Officers
December	10th	6:00pm	Executive Committee Christmas Party	
December	12th	6:00pm	**"Winter Olympics"**	Mikayla Kopp and Karah Varner
January	7th	6:00pm	Executive Committee Meeting	
January	25th	6:00pm	**"The FFA Dance"**	Josh Dowell and Hunter Davis
February	4th	6:00pm	Executive Committee Meeting	
February	28th	6:00pm	**"Glowstick Dodgeball"**	Maribeth Villanueva and Grant Hall
March	4th	6:00pm	Executive Committee Meeting	
March	27th	6:00pm	**"March Madness"**	Kinsey McDougald and Karah Varner
April	8th	6:00pm	Executive Committee Meeting	
April	30th	6:00pm	**"Capture the Torch"**	Ashlynn Lemon and Mikaela Fringer
May	7th	6:00pm	Executive Committee Meeting	
May	28th	6:00pm	**FFA End of the Year Banquet**	All officers

O'Neals - Minarets

Judging Team Schedule

Date	Location
Saturday March 2nd 2013	UC Davis
Friday March 8th and Saturday March 9th 2013	CSU Chico
Saturday March 16th 2013	Merced College
Saturday March 23rd 2013	Modesto Junior College
Saturday April 6th 2013	Consumnes River College
Saturday April 13th 2013	Reedley Junior College
Saturday April 20th 2013	CSU Fresno State Finals
Saturday April 27th 2013	Madera (Floral Only)
Friday May 3rd and Saturday May 4th 2013	Cal Poly State FFA Finals

July 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Independence Day	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28 Evans Feed Blood Drive
29	30	31				

State Fair Junior Livestock Show

Notes:

August 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 Blue Barn Set Up 9-2 Blue Barn Dance Fundraiser
5	6	7	8 FFA Animal mtg w/ parent @ 6pm	9	10	11
12	13	14 Madera Fair Entries Due	15	16 Minarets Student and Family BBQ @ 5pm	17	18
19	20 School Begins	21	22	23	24 Back to School Dance @ 7pm	25
26	27	28 Chapter Officer mtg. 6pm @ Mattes'	29 FFA mtg. @ 6pm "Slip n' Slide Volleyball" Executive Committee app's available to members	30	31	

Notes:

September 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Madera Fair Rabbit and Poultry Show
2	3 Labor Day NO SCHOOL	4	5	6 Madera Fair	7	8
9	10	11 Exec. Committee app's Due to Mattes	12	13	14 COLC- Chapter officers must attend Sectional CATA mtg.	15
16	17	18 Executive Committee mtg. 6pm @ Mattes'	19 Sectional Activity Night @ Blackbeards in Fresno	20	21 FFA works football game parking lot	22 Autumn begins
23	24	25	26 FFA mtg. @ 6pm "The Amazing Race" Chicken Dinner Fundraiser ticket sales begin	27	28	29 FFA Movie Night Fundraiser 7:30pm @ MHS
30	**Notes:**					

October 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6 Bass Lake Clean-up Community Service
7	8 Exec. Committee mtg. 7:45am @ School	9	10	11	12	13
14	15 New Professionals Conference in Fresno	16	17 MHS Fall Showcase FFA Chicken Dinner BBQ Fundraiser	18	19 First Quarter Ends	20 rli Pro Team leaves for Natior
21	22	23	24 National FFA Convention Trip- Indianapolis Indiana	25	26	27
28	29	30	31 Halloween FFA mtg. @ 6pm "Trick or Can"			

Notes:

November 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4 Daylight Savings	5 Exec. Committee mtg. 6pm @ Mattes'	6 Greenhand Leadership Conference in Clovis	7 Greenhand officer app's available to students	8	9	10
11 Veterans Day	12 NO SCHOOL	13	14 Opening and Closing Contest @ Reedley	15	16 Greenhand Officer app's Due to Mattes	17 San Joaquin Regional mtg. @ Lemore High School
18	19	20	21 NO SCHOOL	22 Thanksgiving	23	24
25	26 Exec. Committee mtg. Greenhand Officer Speeches	27	28 FFA Fall Banquet 5:30pm @ MHS Gym Greenhand Voting @ Lunch	29	30	

Notes:

December 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Clovis Natural Resources Contest
2	3 Regional Road Show @ Visalia	4	5 Student vs. Staff Basketball game Sock & Toy Drive	6 BIG and Banking Contest 5pm @ Sanger	7	8 Mariposa Natural Resources Contest
9	10 Exec. Committee Xmas Party @ Mattes'	11	12 FFA mtg @ 6pm "Winter Olympics"	13 OMK and Old Folks Letters Community Service	14	15 FFA Community Day of Love
16	17	18 Application Work Days	19 NO SCHOOL	20 Barn Clean Up and Building Garden Boxes	21	22
23	24 Christmas Eve	25 Christmas Day	26 NO SCHOOL	27	28	29
30	31 New Year's Eve NO SCHOOL	**Notes:**				

January 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Happy New Year!	2 NO SCHOOL	3 SLE app's Due to State Office	4	5 Frontier Natural Resources Contest
6	7 Exec Committee mtg. 6pm @ Mattes'	8	9	10	11	12 Oakhurst Natural Resources Contest
13	14	15	16 Sectional Record Book Scoring @ Laton	17	18 First Semester Ends	19 Duncan Natural Resources Contest
20	21 NO SCHOOL	22	23	24 Sectional Speaking Manuscripts Due	25 FFA mtg. @ 6pm "Dance" Regional Officer app's DUE	26 Winter State Finals @ Reedley
27	28	29	30 Sectional Record Book and Proficiency scoring @ KHS	31		

Notes:

February 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 MHS Parli-Pro and Creed Invitational
3	4 Exec. Committee Mtg. 6pm @ Mattes'	5	6	7 Sectional Speaking Contest Job Int. @ 3pm Rest @ 4pm @ Clovis-East	8 Regional Officer Interviews @ Visalia MFE/ ALA in Visalia	9
10	11 Regional Proficiency Scoring @ Exeter	12	13 Sectional Farm Records an Cooperatives Contest	14 Tulare Farm Show Trip	15 Nom. Com. State Officer app's DUE in State Office	16
17	18 Presidents Day	19	20 NO SCHOOL Sectional Activity Night John's Inc. Pizza in Fresno	21	22	23 Regional FFA mtg. Regional Officer Speeches Regional CATA mtg.
24	25	26 State Proficiency Scoring in Bakersfield	27 MHS Community Blood Drive	28		

Notes:

March 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 UC Davis Parli Pro Contest	2 UC Davis Field Day
3	4 Exec. Committee mtg. 6pm @ Mattes'	5	6	7	8	9 Chico Field Day
10 Daylight Savings	11	12	13	14	15	16 Merced College Field Day
17 St. Patricks Day	18	19	20 Spring Begins	21	22 San Joaquin Regional Speech Finals	23 MJC Field Day
24	25	26	27 FFA mtg. @ 6pm "March Madness Basketball"	28 Third Quarter Ends	29 NO SCHOOL	30
31 Easter	**Notes:**					

April 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 State Degree Ceremony	3 NO SCHOOL	4	5	6 Consumnes Field Day
7	8 Exec Committee mtg. 6pm @ Mattes'	9	10	11	12	13 Reedley Field Day
14	15	16	17	18 State Speaking Semi-Finals State Exec. Committee mtg.	19 Parli-Pro Semi-Finals	20 Fresno State Field Day
21	22 State FFA Convention	23	24	25	26	27 Madera Floral Contest
28	29	30 FFA mtg. @ 6pm "Capture the Flag" Officer applications available to students				

Notes:

May 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Star Testing Sectional Officer app's DUE	2	3	4 Cal Poly State Finals
5	6 Sectional Officer Interviews	7 Star Testing Exec Committee mtg. 6pm @ Mattes'	8	9 Sectional Planning mtg. Sectional Officer Speeches @ KHS	10 Chapter Officer app's DUE to Mattes	11
12	13	14	15 Chowchilla Fair	16	17	18
19	20 American Degree Scoring @ KHS	21	22 Chapter Officer Speeches	23	24 Chapter Officer Voting @ Lunch	25
26	27 Memorial Day NO SCHOOL MANDATORY Banquet Rehearsal for Officers and Exec.	28 FFA end of the year Banquet 6pm @ MHS Gym	29 Senior Farewell Rally	30	31	

Notes:

June 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 MHS Graduation Sober Grad @ Camp Oakhurst	7 last day of school	8
9	10	11	12	13	14	15
16 Father's Day	17	18 San Joaquin Region Officer Retreat	19	20	21	22
23	24 CATA Conference- SLO	25	26	27	28 CATA Skills Session	29
30	**Notes:**					

K. School and/or Department Policies

PARENT/STUDENT HANDBOOK 2012-2013

CHAWANAKEE UNIFIED SCHOOL DISTRICT
P. O. Box 400
North Fork, CA 93643

Telephone: (559) 877-6209 **FAX: (559) 877-2065**

Chawanakee Academy
46655 Road 200
Mail to: P.O. Box 210
O'Neals, CA 93645
868-4200
Jessica Fairbanks
Director of Alt. Ed.

Chawanakee Culinary
Arts Institute
32996 Road 228
Mail to: P.O. Box 505
North Fork, CA 93643
877-6209, Ext. 205
Paul Griffin
Principal

Cougar Springs
Community Day School
32996 Road 228
Mail to: P.O. Box 339
North Fork, CA 93643
877-6209, Ext. 104
Robert Nelson
Principal
Gary Talley
Lead Teacher

Manzanita Community
Day School
32996 Road 228
Mail to: P.O. Box 339
North Fork, CA 93643
877-6209, Ext. 215
Robert Nelson
Principal
Gary Talley
Lead Teacher

Minarets Charter High
School
45077 Road 200
Mail to: P.O. Box 208
O'Neals, CA 93645
868-8689
Jon Corippo
Director

Minarets High
School
45077 Road 200
Mail to: P.O. Box 186
O'Neals, CA 93645
868-8689
Michael Niehoff
Principal

Mountain Oaks
High School
33030 Road 228
Mail to: P.O. Box 339
North Fork, CA 93643
877-4440
Paul Griffin
Principal

North Fork Elementary
School
33087 Road 228
North Fork, CA 93643
877-2215
Hotline: 877-INFO
Gayle Fain
Principal

Spring Valley
Elementary School
46655 Road 200
Mail to: P.O. Box 9
O'Neals, CA 93645
868-3343
Kelli Bryant
Principal

You may view information about your student's attendance, grades and lunch transactions on the Internet by accessing our district student information system at https://campus.mychawanakee.org/campus/portal/chawanakee.jsp or through our district website at http://www.chawanakee.k12.ca.us. Contact your school site secretary to obtain your personal user name and password, and *get connected* to your child's school in a whole new way.

Access to the Internet is available at your public library and at all of our school sites (contact your school office for details and times).

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DISTRICT PROGRAMS AND GENERAL INFORMATION

Lunch Programs

Hot lunches are prepared at North Fork School and delivered to Chawanakee Culinary Institute, Cougar Springs Community Day School, Manzanita Community Day School, Mountain Oaks High School, Chawanakee Academy, Minarets Charter/Minarets High School, and Spring Valley School. The price of a hot lunch for K-8 students is $2.75, milk included. The price of a hot lunch for High School students is $3.00, milk included. High School students may also purchase Yogurt Parfaits for $2.50. The price of an adult lunch or salad is $4.00. Breakfast is served only to students at North Fork Elementary School and Minarets High/Charter School. The price of a breakfast is $1.50 for K-8, $2.00 for 9-12, and $3.00 for adults. Milk may be purchased separately for $0.30, juice purchased for $0.50 per half pint, and water for $1.00. Prices are subject to change. Lunch, milk or juice purchases are made every day. Multiple lunches, milk or juice may be purchased in advance. To ease the bookkeeping process and make the lunch lines shorter, parents are encouraged to send sufficient funds to cover multiple meals. A student may charge **ONE** lunch only, if necessary, which **MUST** be paid prior to another charge being allowed. Charges for milk and/or juice will not be allowed. You may view your child's lunch transactions and balance on the internet using the Infinite Campus system. If you are not already using this system, please contact your school site secretary for details.

Your child may be eligible to purchase lunch in the cafeteria at a reduced rate, or to receive free meals. Information and applications pertaining to the free/reduced price meal program are mailed to parents before school begins. You will be provided with information regarding your child's eligibility for this program. (E.C. § 49510-49520).

Parents, students, and other unauthorized district staff are not allowed in Food Service areas. District Food Service equipment is not to be used by non-food service personnel. District Food Service facilities are not to be used for anything other than the preparation of food for student breakfast and lunch programs.

School Site Council

The Site Council is composed of parents, community members, students, and school employees. They review school curriculum, learning climate, and compose a plan for student achievement outlining educational goals for each site. Parents are nominated for Site Council seats and elected by parents at each school site.

Parent Club

The Parent Clubs are comprised of parents and community members interested in improving the quality of education through fundraising activities and social functions. Membership is open to all community members. Club officers send meeting and activity notices home with the children. You are encouraged to attend meetings and get involved.

Parent/Community Volunteers

Parents are vital partners in the educational process and are urged to participate directly as classroom volunteers. The school principal or your child's teacher can acquaint you with this program. The school board, to make this program as effective and as beneficial as possible, has adopted volunteer regulations and requirements. Volunteer handbooks are available at your school office. Please join our educational team.

School Accountability Report Card

The School Accountability Report Card (SARC) Summary is available in your school site office on request, and a full-length version is available on the Internet at www.chawanakee.k12.ca.us. It contains information about the district regarding the quality of the district's programs and its progress toward achieving stated goals. (E.C. Sections 33126, 35256 and 35258)

Please refer to this site-specific document for information about the curriculum offered at each of our school sites.

Resource Specialist Program

Instruction to meet the needs of the individual student is an important educational practice. Teachers refer students exhibiting learning problems to the student study team where interventions can be recommended. If psychological testing determines that the pupil has specific learning disabilities, it will be recommended that the child receive specialized instruction during part of the school day. The special teaching methods will continue until the student is ready to participate in

the regular classroom on a full time basis. Placement in the resource specialist program requires parent approval.

Speech and Language Specialist

Our speech and language specialists work with students who are in need of specialized, remedial and developmental instruction in speech, language, voice, hearing, and fluency. In addition, the speech and language specialist serves in an advisory capacity to teachers in the area of language development. Parents who feel their son/daughter is in need of speech therapy should contact the school.

The School Psychologist

The psychologist is available to provide testing and psychological information beyond the scope of the classroom teacher. He/she may play a counseling role to the parents and students and provides assistance to the teachers in the implementation of effective teaching strategies for individual students exhibiting learning and/or behavioral difficulties. All psychological testing requires parental permission.

Athletics/Cheer

Students in grades 4-12 are eligible to participate in the competitive sports program. Boys and Girls soccer, volleyball, basketball, softball and track teams compete with neighboring schools. At some sites, pep and cheer squads have been organized and participate at sports activities and cheer competitions.

Music

Choral and instrumental music are offered to grade 9-12 students at Minarets High/Minarets Charter School only during the regular school day. The music teacher instructs in wind and percussion instruments. Some instruments are available at school and rentals can be arranged. The music teacher will contact parents at the beginning of the year with information on student participation. Chawanakee Academy 9-12 high school students may also participate if they are concurrently enrolled.

Academic Requirements

All students participating in extracurricular activities shall demonstrate satisfactory academic progress by taking the prescribed course of study and meeting the standards of proficiency established by the district. Students in grades 4-12 shall maintain a minimum of a 2.0 grade point

average, having no "failing" grade in any subject. Unsatisfactory progress reports or report cards can put students on an "ineligible" list.

Citizenship Requirements Extra/Co-curricular Eligibility

As a condition for maintaining eligibility for participation in extra/co-curricular activities, each student shall maintain a positive record of citizenship. A student in grades 4-8 shall be immediately ineligible for participation if he/she exceeds the limits set in the school site discipline procedure. High school students should refer to the discipline procedure they signed at the beginning of the school year. Eligibility can also be revoked week by week because of classroom behavior, which affects the student's ability to successfully fulfill classroom assignments.

Academic Awards

All students are given special recognition for their academic success. It is the practice of the teaching staff to offer this recognition in a manner that is appropriate for the maturity and grade level of the students. Students in grades 4-12, where "letter" grades are given, are eligible to be placed on the Honor Roll or Merit/Honorable Mention List for each school grading period. Students receiving a grade level average of 3.0 (B) to 3.4 (B+) are eligible for the Merit/Honorable Mention list. Students achieving an average of 3.5 (B+) to 4.0 (A) are eligible for the Honor Roll.

4-H Club/Soccer/Softball Leagues/Scouting

A variety of organizations with parent leadership are available to the students. These outstanding programs teach life skills to the children and offer parents and children an opportunity to enjoy activities together. Meetings are usually held at the schools.

Special Activity Trips

At the end of the school year grades 6-12 may plan a special activity day to celebrate the end of the year. This trip is not automatically awarded to every student. The students must earn this trip by demonstrating responsible behavior, good citizenship and a satisfactory academic record during the school year. Students who receive an excessive number of misconduct referrals for poor behavior or fail to maintain a "C" grade average between now and the date of the trip in May will not be permitted to go. Please discuss this matter with your child so that the expectations are understood.

GATE Program

A Gifted and Talented Program is conducted for eligible students. Teachers will select students based on standardized scores and classroom achievement.

Student Counseling/Home Liaison

The student's regular classroom teacher or site administrator will initially contact parents regarding discipline or academic concerns. Students whose behavior requires special attention are referred to the administrator for counseling referral.

Student Code of Dress and Grooming

Students are expected to maintain standards of dress, grooming and hygiene appropriate for association with fellow students and school personnel. Attire that is distracting to the education of others is unacceptable. Please see BP5132 and AR5132 on page 61.

Parent/Teacher Conferences

Formal parent/teacher conferences are held in the fall. Every effort should be made to meet with the teacher of each of your children at this time. If it is not possible to arrange a conference at the school, teachers will consider a home conference or a telephone conference as an alternative. Parents of students in grades 4 through 12 are encouraged to monitor the progress of their student using the PowerSchool student information system. By doing so, more of the conference time with teachers can be spent addressing the specific needs of the individual child.

Additional Parent/Teacher conferences can occur as needed anytime during the school year. Conferences with teachers should be arranged in advance. Parents are encouraged to call their child's teacher and arrange a conference appointment. Teachers are usually available for conferences after school hours. Except for an emergency, parents should not expect teachers to meet with them during classroom hours or in the morning before school begins. The morning hours are needed by teachers to prepare lessons and counsel students. If calling before

school, please leave a message with the school secretary who will have the teacher return your call as soon as possible.

School Board Policies

Reference is made to Chawanakee Unified School Board Policies throughout this document. These references would begin with the letters "BP" followed by a four-digit number. Interested individuals may view (or print) these policies in full by accessing our website at **www.chawanakee.k12.ca.us**, or they may obtain copies of the specific policies at any of our school sites, or from the District Office.

Promotion/Acceleration/Retention

Because the schools of the district are dedicated to the best possible development of each student enrolled, the professional staff is expected to place students at the grade level best suited to them academically, socially and emotionally in light of school district goals, objectives and expected proficiency. Students will normally progress annually from grade to grade or level to level. Exceptions may be made when, in the judgment of the certificated staff, such exceptions are in the best interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parent/guardian, but the final decision shall rest with the school authorities. Students exhibiting academic deficiencies, which could lead to retention, are to be identified by the teacher(s) as soon as possible in the school year. Parents are to be kept informed of the progress of such students on a regular basis during the school year. Before the last month of school, teachers shall consider the retention of students.

Release of Students to Parents

It is sometimes necessary for a parent, or persons authorized by parents, to pick up their child during the school day. When doing this, please report to the office for an authorization slip to be taken to the classroom, or for the student to be called to the office for release.

Students will not be released to persons other than parents/guardians unless the school office is notified in advance. For the protection of the child, he/she will be released according to the instructions of the parent having legal custody as verified by school records.

After School On-Campus Attendance

There may be times when students stay after school for tutoring, school academic assistance or athletic practice. When these situations occur, prior approval needs to be given to teacher or coach. Siblings may not stay after school with brothers or sisters participating in athletic practices after school. School employees are not available for supervision of non-participating students.

Independent Study

When attendance at school is interrupted by illness, transportation problems, unavoidable travel plans, alternate educational experiences, or a family crisis, pupils can be placed on an independent study program. An academic program contract is composed between the teacher, the parents and student, which will provide a continuous educational experience until the child can return to school on a regular basis. The contract needs to be developed and signed by the teacher and the parents before the child is to be absent. The completed signed contract must be returned the day the child returns to school.

P.E. Excuses

The law requires that all students participate in Physical Education (P.E.). Students who have been absent because of an illness and should not participate in P.E. must bring a note signed by the parent or doctor for their P.E. instructor. Students with a valid P.E. excuse will be given alternate assignments.

REQUIREMENTS FOR 8TH GRADE GRADUATION CEREMONIES AND ACTIVITIES

1. Demonstrate at least 6th grade equivalency in reading, language and mathematics during intermediate years (6-8) as determined by the district approved test scores.
2. Have a cumulative grade point average of 1.5 or better at the end of 3rd quarter of 8th grade year. Grades from other schools apply.
3. Pass the U.S. Constitution test with a score of 70% or better.
4. Attend school at least 80% of school days. This includes no more than 10 unexcused absences.

5. Complete all required course work in reading, language arts, mathematics, science, social studies and technology.
6. Maintain satisfactory citizenship as determined by eighth grade teachers and site principal.
7. Write a report that includes research using four sources available at school sites. Source may include print and electronic media. The presentation may be printed or produced with multi-media presentation software. Teachers will determine when the report is due and if it meets standards.
8. Students must not be suspended more than one time during the 8th grade school year. If a second suspension occurs, the candidate's record will be reviewed by a committee of upper grade teachers and the site principal for possible reinstatement to the exercises and activities

The receipt of a diploma is a reflection of a student having met the above standards. The parents of students bordering on losing this privilege shall be notified well in advance by telephone and/or letter.

This policy shall appear in the parent/student handbook and a copy of the policy shall be given or mailed to the parents during the conferences week held at the end of the first quarter.

HIGH SCHOOL GRADUATION REQUIREMENTS

The Chawanakee Unified School District's high school graduation requirements and courses of study are designed to accommodate a wide variety of individual needs and goals. It is the district's intent to prepare students for post-secondary education. The graduation requirements meet or exceed the requirements of the State of California. Students from the graduating class of 2006 and beyond must meet the following requirements:

1. Satisfactory citizenship
2. Pass the California High School Exit Exam
3. Please see your administrator for Graduation requirements specific to your school site.

ATTENDANCE

Absences/Attendance Laws

Regular attendance is a critical aspect of a successful school experience. Prolonged or frequent absences can seriously affect a child's progress in school. Nevertheless, it is detrimental to the child and to other children if they attend when they are ill. Students who are ill or need regular medication during recovery from illness should not attend school.

Attendance Procedure

The state law of California requires attendance of every person under eighteen (18) years of age.

1. When a student is absent from school, **the parent is required** to call the school before 10:00 a.m. that day and give the following information:

   Student name
   Parent or guardian name
   Reason for absence
   Date of absence

2. If a student has been absent and no call has been made, then **the student must** bring a written note (date, reason, days of absence and signature) to the office.

3. Students who arrive at school after school has begun must report to the office for an excused or unexcused tardy slip.

Excused Absences

A student may be excused legally for the following reasons (Education Code § 48205):

1. Personal illness.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric or chiropractic appointments.
4. Attendance at funeral service for a member of the immediate family.

a. Excused absence in this instance shall be limited to one day if the funeral is in California or three days if the service is conducted out-of-state.

b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son, daughter, brother, sister or any relative living in the immediate household of the student.

5. Jury duty of the student in the manner provided by law.

All of the reasons for absence must be satisfactorily confirmed in person, in writing or by telephone. No student shall have an academic grade reduced due to excessive excused absences, provided the required class work is completed in a timely manner.

Other Absences

Upon written request of the parent/guardian and approval by the principal or designee, a student's absence may be excused for justifiable personal reasons including but not limited to: (Education Code § 48205)

1. Appearance in court.
2. Observation of a holiday or ceremony of his/her religion.
3. Attendance at religious retreat for no more than four hours during a semester.
4. Employment interview or conference.
5. Illness or medical appointment, during school hours, of the student's child, when the student is the child's custodial parent.

When students contemplate absence for reasons other than those listed above, their parents/guardians should write the principal to ask that the expected absence be excused. The request will be considered and approved or disapproved pursuant to uniform district standards. A request from a parent/guardian that the student's absence be excused shall not be granted if the principal or designee believes that such approval would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Truancy

Students absent without a valid excuse for more than three days in one school year shall be classified as truant. Students who are more than 30 minutes tardy on three or more school days in one school year shall be classified as truant. Such students shall report to the site administrator. (Education Code § 48260) The parent/guardian of a student shall be notified of the following: (Education Code § 48260.5)

a. That student is truant.

b. That parent/guardian is obligated to compel the student to attend school.

c. That parent/guardian who fail to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code § 48290 et seq.

d. That alternative educational programs are available in the district.

e. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.

f. That the pupil may be subject to prosecution under Section 48264.

g. That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.

h. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Alternative Education Options

Parents may apply for alternative education for their children. Parents choosing another school within the Chawanakee Unified School District may apply for intradistrict transfer. Parents may also apply for an interdistrict transfer if they wish to enroll their children in another school district. Information concerning intra or interdistrict transfers is available in the school office or at the District Office. The Chawanakee District

also coordinates an Independent Study option and Community Day Schools.

STUDENT CONDUCT AND DISCIPLINE

The Chawanakee Unified School District has adopted a discipline program for grades K through 8 with clearly stated rules and consequences. The separate High School disciplinary procedure is reviewed and signed by students and parents at the beginning of the school year. The following Code of Conduct is reviewed with the K-8 students at the beginning of the school year and during the year. The K-8 students are responsible for becoming familiar with the Code of Conduct and demonstrating their willingness to contribute to a safe and productive school environment

Closed Campus (BP5112.5)

In order to keep students in a supervised, safe and orderly environment, the Governing Board establishes a closed campus at all district schools.

Students shall not leave the school grounds at any time during the school day without written permission of their parents/guardians and school authorities. Students who leave school without authorization shall be classified truant and subject to disciplinary action.

Expected Student Responsibilities

Attend classes on time with proper materials and show an effort and desire to learn.

Show respect and courtesy toward teachers, other school employees and fellow students.

Know and obey school rules and regulations and always follow the directions of school authorities.

Care for school supplies and protect school equipment, buildings and grounds from harm.

Come to school prepared for class and show an effort and desire to learn.

Demonstrate responsible conduct when attending special events.

Respect the right of other students to receive an education without disruption or threat of harm.

Maintain standards of dress, grooming and hygiene appropriate for association with fellow students and school personnel. Attire that is distracting to the education of others is unacceptable.

Expected Playground Conduct

Do nothing that will endanger the safety of yourself or other students.

Always obey and follow the instructions of the teachers and teaching assistants on duty and seek their help if threatened.

Never fight, use foul language or call others insulting names.

Seek help from a teacher, aide, or other adult when threatened.

Protect playground equipment, buildings and grounds from damage.

Remain on the playground and away from restricted areas at all times.

Use restrooms properly.

Walk in hallways and/or paved areas.

No radios, tape or CD players, cell phones, MP3 players/i-Pod, portable game devices ie; DS, PSP, Gameboy, skateboards, roller blades or bikes may be used by students on the campus during school hours, except by specific permission.

Library Expectations

The same rules apply in the library as they do for school. Students are asked to be courteous to each other at all times.

If a student loses a book, a bill will be sent home after the book is overdue one month. The bill must be cleared before any more books can be checked out. If a book is damaged, a bill will be sent home immediately and this bill must be paid before any more books can be checked out. Students are held responsible for any material they check out and are taught how to take care of these materials by the librarian.

The district schools maintain excellent library facilities. Many award-winning books are added to our collection each year. Library teachers guide students in selecting resource materials for class studies and in the selection of recreational reading material.

Expected Lunch and Breakfast Period Conduct

Use good table manners and keep the area clean.

Eat only in the areas designated for eating lunch or breakfast and remain there until given permission to leave.

Never throw food or other objects. Use trashcans for disposal of waste and help keep lunch area clean.

Do not bring bottles, seeds, gum, soda, candy, sweets, or other non-nutritional foods to school.

Respect the right of others to eat without being bothered.

Disciplinary Procedures

It is the intent of the district to establish disciplinary procedures which will guide students toward acceptable and responsible conduct. The procedures are also intended to protect the safety of students, school personnel and school property and to provide an educational environment conducive to learning and free of disruption.

Please consult your school site for specific procedures applicable to your student.

Students with ongoing behavioral issues affecting their education or the education of others shall be referred to the district committee for potential placement in one of the district-operated community day schools.

Exceptions to the Disciplinary Procedures

1. Misconduct related to Educational Code Section 48900 will result in a referral to the site administrator upon the first offense and a written notice to parents.
2. In offenses related to § 48900, the student may be suspended upon the first offense if site administrator determines that the pupil's presence causes danger to persons or property or is a threat to the instructional process.
3. Primary grade students, because of the need for greater teacher guidance during the socialization process, will be given extended consideration. However, when all reasonable efforts have been made to correct this misconduct and guide the pupil toward responsible behavior, the teacher will carry out the procedure as described.

Additional Disciplinary Regulations and Practices

1. When damage to school property is involved, the parent will be held liable for any willful damage by students to buildings, grounds, equipment or supplies belonging to the district.

2. Law enforcement authorities will be called to assist when school authorities determine that the offense justifies such assistance. Possession, use or sale of drugs, possession of lethal weapons or explosives and actions or threats against the safety of teachers or other school employees would be examples of behavior possibly requiring law enforcement assistance.

Chawanakee Unified School District - Zero Tolerance Policy

The Governing Board of the Chawanakee Unified School District has declared that the schools operated by the district have a Zero Tolerance Policy applicable to sexual battery, battery, possession of a firearm, possession of a knife, possession of a dangerous weapon, possession of incendiary devices, sale of controlled substances, possession of controlled substances, vandalism where property damage exceeds $100.00, repeated mutual combat, robbery or extortion, participating in gang motivated intimidation and assault or threatening school staff.

Any student who is found in possession of a firearm, a knife, a dangerous weapon, an incendiary device, a controlled substance, or who commits a sexual battery, a battery, an act of vandalism with property damage in excess of $100.00, an assault upon or threatens school staff, sells or furnishes a controlled substance, or who participates in gang motivated intimidation, hate motivated behavior constituting a statutory violation, robbery or extortion, or repeatedly participates in mutual combat shall be immediately suspended by the principal and recommended for expulsion from the above district.

All acts of physical violence, possession or use of weapons, or Education Code, Penal Code, or Health and Safety Code violations will be recorded for each pupil on their cumulative record including information on suspensions and expulsions. Such records will be expunged upon graduation or by petition.

For purposes of this policy, definitions of terms used will be as defined in the California Education Code, Penal Code, Health and Safety Code and Regulations of the State Fire Marshal where applicable. An object used in a threatening manner shall be considered a weapon even if its normal use is not as a weapon.

In every case where a pupil in grades 5-12 violates a provision of the Penal Code or the Health and Safety Code referenced by this policy, the student will be taken into custody and cited or taken to a juvenile detention facility.

Weapons (BP5131.7)

Weapons will not be allowed on any campus of the Chawanakee Unified School District. Any student who brings a weapon onto a campus will be expelled if the weapon is found in their possession.

IMPORTANT: If a student forgets and brings a pocketknife to school, they will not be penalized if they immediately and voluntarily turn it over to a teacher or the principal before it is discovered otherwise.

Chawanakee Unified School District - Canine Contraband Detection Policy (BP5145.15)

The Governing Board of the Chawanakee Unified School District is committed to providing students and employees with a safe environment in which to learn and work that is free from illicit drugs, alcohol, and weapons. To this end the board prohibits the presence of drugs, controlled substances, alcohol, weapons of any type, explosive devices, or any other intoxicate on district property or at any district sponsored event. The prohibition applies to employees, students, patrons, visitors and any other person.

All persons are responsible for the security of any vehicle, locker, desk, bag or other item they possess or bring onto district property or at a district sponsored event. No person shall possess, place, keep or maintain any article or material that is prohibited by law or district policy in items, lockers, vehicles, desks or bags assigned to them or under their control while on district property or at a district sponsored event.

In an effort to keep the work place and schools free of the above referenced items, the district will utilize the services of nonaggressive trained detection canines to sniff out and alert to the presence of those substances prohibited by law or district policy. These inspections shall be unannounced and will be made at the discretion of the program coordinator assigned by the district.

Under no circumstance will a dog be allowed to sniff the person of a student, employee, patron, visitor or anyone else while on district

property or at any district event. This prohibition extends to and includes demonstrations. The canines shall not be used in classrooms occupied by students except for demonstration purposes.

The canine may be used to sniff lockers, common areas, desks, bags, items or vehicles that are on district property or adjacent property defined in accordance with the federal Drug Free School Zone laws.

Only the canine's official handler will determine what constitutes an alert by the canine. If the canine alerts to a particular item or place, the person having the use of, bringing onto district property or responsible for that place or item will be called to the scene to witness the search. Ownership of the item or place will be established and search activities will be conducted in accordance with district policy and applicable law.

In the event the canine alerts on a locked vehicle, the owner or person bringing it onto district property shall be asked to open the vehicle for inspection to the conducted by the canine handler. Refusal to open the item for inspection may result in referring the matter to law enforcement officials, disciplinary action including but not limited to suspension or termination of employment for employees and suspension or expulsion for students and loss of parking privileges on district property for both student and employee. Visitors or patrons may be banned from district property.

Discovery of a prohibited substance or item may result in referral to law enforcement or disciplinary action including but not limited to termination of employment for employees and referral to law enforcement or disciplinary action in keeping with district policy for students.

Students and employees shall be informed of this policy at the beginning of each school year.

Education Code 48900 - Suspension/Expulsion from school

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

a. (1) Caused, attempted to cause or threatened to cause any physical injury to another person; or

(2) Willfully used force or violence upon the person of another, except in self-defense.

b. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.

c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and then either sold, delivered or otherwise furnished to any other person another liquid, substance, or material and represented the liquid, substance, or material as controlled substance, alcoholic beverage, or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school or private property.

g. Stolen or attempted to steal school property or private property.

h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials

or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off campus.

(4) During, or while going to or coming from, a school sponsored activity.

s. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury

to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

t. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

u. A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

v. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy or otherwise absent from school activities.

Education Code 48900.2 – Additional grounds for suspension or expulsion; sexual harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5

For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Please note that Chawanakee Unified School Board Policy BP5144.1 allows that if a student is suspended for certain obscene or disruptive behavior, the classroom teacher may provide that the student's parent/guardian attend a portion of a school day in that classroom.

Education Code 48900.3 - Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school

or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Education Code 48900.4 - Additional Grounds For Suspension or Expulsion; Harassment, Threats or Intimidation

In addition to the grounds specified in section 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

Education Code 48900.6 – Community service on school grounds during non-school hours; alternative disciplinary action

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purpose of this section "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Education Code 48900.7 – Additional grounds for suspension or expulsion; terroristic threats against school officials, school property, or both

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of

the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purpose of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Education Code 48901 (a) – Tobacco Use on School Grounds

No school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, by pupils of the school while the pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees.

Education Code 48915 – Expulsion; particular circumstances

§ 48915 (a)
Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not

more than one avoirdupois ounce of marijuana, other than the concentrated cannabis.

4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

§ 48915 (c)

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Student Internet Acceptable Use Agreement Grades K-2

Chawanakee Unified School District believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services available to students and teachers offer a multitude of learning tools and

global resources. Our goal in providing these services is to enhance the educational development of our students.

Acceptable uses of technology are devoted to activities which support teaching and learning.
The following items constitute our agreement about the use of technology in the schools of
Chawanakee Unified School District.

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use the computer carefully.
2. I promise to only work on the programs and web pages that my teacher tells me to use.
3. I promise to ask for help if I don't know what to do.
4. I promise to tell my teacher if I read or see something on the computer that is inappropriate or makes me feel uncomfortable.
5. I promise never to give my name, picture, address, phone number, or the name of my school out on the internet.
6. I promise never to use the computer to be hurtful to others.
7. I promise to print only when my teacher tells me to.
8. I promise to only use my own file or my own folder on the student server.
9. I understand that if I break any of my promises, I might not be able to use the computer.

Student Internet Acceptable Use Agreement Grades 3-12

Chawanakee Unified School District (hereafter CUSD) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills. Our goal in providing this service to teachers and students is to promote

educational excellence in schools by facilitating resource sharing, innovation and communication. To that end, we provide access to technologies for student and staff use.

This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- Use of the CUSD network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained. No use of the CUSD network or equipment is private.
- The usage of computers, various electronic devices, and internet based educational programs is increasing every day in our curriculum. Computer, network, and internet resources are an integral part of our educational process.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- CUSD makes every effort to protect our students from inappropriate material on the Internet, but no system is perfect or foolproof. CUSD will not be held accountable for any harm or damages that result from use of school technologies.
- Students are educated in Cyber safety and the appropriate use of computers and the internet at all grade levels.
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action and financial liability.

- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

CUSD may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies emerge, CUSD will attempt to provide appropriate educational access to them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't attempt to get around technological protection measures; use good common sense; and ask if you don't know.

Web Access

CUSD provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should follow district protocol to alert an IT staff member or submit the site for review.

Email

CUSD may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, they should be used with care. Users should not send personal information; should

not attempt to open files or follow links from an unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits collaboration brings to education, CUSD may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

CUSD may provide users with mobile computers or other devices to promote learning inside and outside of the classroom. CUSD makes every effort to keep all functions of these devices working properly, but does not guarantee that every function not critical for educational purposes will always work. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to IT staff immediately. Users may be financially accountable for any damage resulting from loss, negligence or misuse. Use of school-issued mobile devices off the school network may be monitored.

Personally-Owned Devices Policy

CUSD, at their discretion, will allow personally owned technology devices to connect to our network. Any device connected to our network will fall under the same rules and policies as CUSD owned equipment.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Students should not attempt to disable account limitations or circumvent content protection measures. Students should not attempt to access anything with accounts that do not belong to them. Students should not create wireless access "hot spots" with personally owned devices. Students should not attempt to disrupt, damage or hack network or server operations. Disciplinary action and significant financial liability may result.

Downloads

Users should not download or attempt to download or install programs over the school network or onto school resources without express permission from IT staff. You may be able to download other file types, such as images of videos. For the security of our network, download such files only from reputable sites, and only for education purposes.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without teacher or parent permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Publicly Available Student Information

Students participating in academic and sports extracurricular, clubs and school activities should expect to receive public recognition on our web site and in local papers. High school students will (with guidance from their teachers) publish their work on various internet sites for public access. This is part of developing a professional persona, a positive record of their work that will, ideally, assist them upon entering college and the workplace.

Cyber-bullying

Cyber-bullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber-stalking are all examples of cyber-bullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person,

will result in severe disciplinary action and loss of privileges. In some cases, cyber-bullying can be a crime. Remember that your activities are monitored and retained. Students should understand that instances of Cyber-bullying created when not at school or after school hours can potentially result in disciplinary action at school.

Examples of Acceptable Use

I will:

- Use school technologies for school-related activities.
- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- Use school technologies at appropriate times, in approved places, for educational pursuits.
- Cite sources when using online sites and resources for research.
- Recognize that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using technologies.

Examples of Unacceptable Use

I will not:

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to find inappropriate images or content.

- Engage in cyber-bullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use school technologies to send spam or chain mail.
- Plagiarize content I find online.
- Post personally-identifying information, about myself or others.
- Agree to meet someone I meet online in real life.
- Use language online that would be unacceptable in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites, servers, or content that isn't intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using technologies.

Limitation of Liability

CUSD will not be responsible for damage or harm to persons, files, data, or hardware. Student and parent agree to not hold the District responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. Student and Parent agree to indemnify and hold harmless the District for any damages or costs arising out of or related to the student's use of the District's technology.

While CUSD employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. Chawanakee Unified School District makes no warranties of any kind, whether expressed or implied, for the services it is providing. Chawanakee Unified School District will not be responsible for any damages you suffer.

CUSD will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Students will receive instruction on this policy. Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents
- Detention or suspension from school and school-related activities
- Financial Liability
- Legal action and/or prosecution

Parent/Student Financial Liability

When a student damages school property, parents are liable for the cost of the damage. If your student is assigned a laptop computer or other device to take home with them, we highly recommend that you purchase a padded backpack or other case for them to use when transporting the laptop. While the costs of technology repair parts vary significantly over time, Appendix A lists typical costs for various repairs. Parents can opt to purchase insurance to cover computer damage and loss through many insurance programs and possibly even through a special rider on their homeowner's insurance. Several insurance options are listed for your reference in Appendix A. CUSD makes this information available for reference only and does not recommend any particular company.

Acceptance of this Agreement

Parent and Student signatures on the CUSD "Signature Verification of Receipt of Documents/Release of Information" form indicates acceptance of this agreement.

Appendix A

Typical Costs of Macbook Repairs

- Top Case with Keyboard – $150
- Cracked Screen - $360
- Replacement of Macbook - $850
- Battery - $140
- Logic Board- $500

Typical Costs of Netbook Repairs

- Keyboard replacement - $30
- All other repairs are $120 flat rate
- Replacement of Netbook - $400

Insurance Options for Laptops

Worth Ave. Group
http://www.worthavegroup.com/

Securranty
http://www.securranty.com

Student Insurance Partners
www.studentinsurancepartners.com/

Safeware, Inc.
http://www.safeware.com/

National Student Services, Inc.
www.nssi.com/

It is a privilege for students to ride buses to school. Pupil safety is the first consideration in establishing the following regulations. Every effort will be made to carry out the enforcement of the regulations in a fair and equitable manner. Bus drivers must make disciplinary decisions based on the conditions and circumstances existing at the moment and will use their best judgment in enforcing the rules and regulations. The Board of Trustees has adopted the rules governing conduct on our school buses for the safety of all. The rules are set down on the form "Bus Conduct Report to Parents." Students, please follow and respect the bus guidelines and rules below:

1. Always follow the directions of the bus driver while around or on the bus.
2. Most buses leave the school within a few minutes after the final bell. Students need not run, but should be sure to go directly to the buses after dismissal from their last classes.
3. The bus driver is in complete charge; therefore, students should enter the bus and be seated according to the driver's instructions.
4. Remain seated, face forward and talk only to the person(s) sharing your seat.
5. Students shall remain seated until they arrive at their school or home bus stop, and the bus comes to a complete stop.
6. Students shall keep arms, head and all personal belongings inside the bus at all times.
7. Eating and chewing gum are not allowed on our school buses.
8. Glass containers, balloons, animals and insects of any kind are not permitted on a school bus.
9. Bus aisles and emergency exits must be clear at all times; no objects shall be thrown out open windows or in the bus at any time.
10. No unnecessary noise or commotion shall be permitted on the bus. The abuse of fellow passengers shall not be tolerated.
11. There shall be no tampering with the bus or bus equipment.
12. Protect the bus and its equipment from damage and keep litter and harmful substances from floors and seats.
13. Students shall not use vulgar or profane language.

14. Show respect and courtesy toward the driver and fellow passengers at all times.

15. The following items are prohibited on school buses: radios, glass containers, aerosol cans, knives, toy guns or weapons, razors or other cutting devices, explosives, matches, lighters, dangerous chemical substances, animals, insects, open containers, gum, seeds, balloons, tobacco, roller skates, or skateboards.

16. Shoes with spikes or cleats shall not be worn and musical instruments must be kept in cases while on the bus.

17. After leaving the bus, students are not to cross a roadway until escorted or directed to do so by the driver. At no time shall students walk behind the bus.

18. Parents shall ride the school bus with the approval of the principal or Director of Operations and Transportation (DOT).

School Bus Service

1. To assure the safety of the pupils and protect the buses from damage, the buses will not travel private roads or roads judged to be unsafe by the California Highway Patrol and/or our insurance carrier.

2. Bus stops are located in areas which are safe and that accommodate a reasonable number of pupils in need of transportation service.

3. Questions regarding route stops and times should be directed to the DOT Office at (559) 877-7144.

State Transportation Codes

1. Authority of District Boards. The governing board of any school district may adopt and enforce additional requirements governing the transportation of pupils of the district as the board may deem necessary. Such requirements shall not conflict with any law or regulations. (13 CAC 1202 (b))

2. Safe Riding Practices. Boards of Trustees are required to adopt rules and regulations relating to safe riding practices for pupils transported in school buses. These regulations shall include, but are not limited to, specific administrative procedures relating to

suspension of riding privileges and shall be made available to parents, pupils, teachers and other interested parties. Continued disorderly conduct or persistent refusal to submit to authority of the driver shall be sufficient reason for a pupil to be denied transportation. Boards of Trustees shall adopt rules and regulations to enforce this section. (5 CAC 14105)

3. Authority of Driver. Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street or highway. (5 CAC 14105)

Bus Stop Procedures

The following safety procedures are established to protect children at the bus stops.

1. Bus stops are established by the Transportation Department in conjunction with the Highway Patrol. A red light walk-across is allowed only when it is clearly visible for a distance of 200 feet in both directions with the bus stopped off the road, or 500 feet when the bus must stop on the road. For safety measures, a red light escort is not to be encouraged. Students should exercise caution walking to and from bus stops. Close attention should be paid to traffic and the possibility of strangers or strange vehicles.

2. Children are expected to be at the bus stop in the morning not sooner than 5 minutes before the bus arrives. Children should be standing ten feet to the side and in front of where the bus will stop. Each bus will arrive at each stop at approximately the same time each day. Exceptions could be: inclement weather, accident or late day schedule. There are no scheduled red light escorts in the morning. If you are waiting at a bus stop in your vehicle, please be on the same side of the road as the bus stop.

3. Bus drivers shall diligently observe all traffic and other possible dangers for children when they board the bus and especially when they exit, making certain:

    a. Children are clear when stopping.

    b. Children are clear before the bus leaves.

c. No unusual circumstances exist. For example, if unusual vehicles or persons are present, children will not be allowed to leave the bus and children will be returned to school based on the bus driver's judgment.

d. All unusual conditions are reported to the DOT or the Transportation Department by the driver. The DOT or the Director of Operations and Transportation will report to the site administrator and appropriate law enforcement agency, if advised.

4. Parents are encouraged to contact the school site principal when they become aware of unusual circumstances. Parents may be notified and asked to assist when unsafe situations occur. Each situation will be handled according to its own merit.

Bus Observation Systems

Many of our buses are equipped with remote control observation and taping systems (video cameras). These systems have been a very valuable tool in establishing and maintaining discipline on our buses. Questions or concerns about these systems are to be directed to the DOT or site principal.

Procedures for "Bus Conduct Report to Parents"

1. When a pupil is issued a "Bus Conduct Report to Parents" with the Warning box checked, the next morning the pupil is to return the white original signed by the parent to the bus driver in order to board the bus. Should the pupil be at the bus stop without the signed original, then the driver will:

   a. Assign a front seat to the pupil.

   b. See that the pupil is sent to the office upon arrival at the school. The site administrator and/or the Transportation Department will call the parents and notify the driver concerning decisions made.

2. When the denial box is checked, and should the pupil be at the bus stop before the denial time is over, the same procedure as described in Step 1 will be followed. When the conference is held with the parent(s) and child, the driver will be asked to attend the conference with the site administrator, DOT and others deemed advisable.

Field Trip Busing

A pupil who receives a denial bus conduct report will be denied transportation for a field trip during the same time of denial of transportation.

Common Practice

For most violations, a first time offender will be given a warning. A second violation will result in a check in the denial box. Overt disorderly conduct or persistent refusal to submit to the authority of the driver could result in immediate denial of transportation. (See consequences below.)

Consequences

First Offense—Warning

First Denial Offense—2 day transportation denial

Second Denial Offense—4 day transportation denial

Third Denial Offense—Transportation denied until further notice

A pupil shall be suspended from bus riding privileges for two (2) weeks upon the first offense if it has been determined by the driver, DOT or site principal that the pupil committed one of the following while on the bus:

(1) Malicious assault upon another student with the intent to cause bodily harm.

(2) Possession of a dangerous weapon, object or explosion device or causing fire in any form.

(3) Possession or use of tobacco, illegal drugs, drug paraphernalia or alcohol beverages.

(4) Lewd conduct and/or vulgar and obscene language.

(5) Deliberate vandalism of bus or tampering with emergency doors or bus equipment, which would endanger the safety of others.

(6) Extreme or aggravated defiance toward the driver.

When the procedures outlined above fail to result in acceptable behavior, the pupil may be refused bus service for the remainder of the school year. The DOT or Site Principal shall make the decision for such refusal.

Change of Buses/Bus Note Policy

Students may not change buses except in cases of **emergency**, to accommodate childcare or to participate in a school related activity off campus. Parents **must** submit their signed written request to the front office by 10 A.M. on the day of the change.

The intent of this is to accommodate parents who experience **occasional emergencies** and to support school related activities taking place off campus.

Our district buses a very large percentage of its students. Abuse of this regulation puts an enormous strain on our school secretaries and bus drivers. Continued abuse of this regulation will result in denial of future requests.

The above policy is for the safety and protection of the students and the school district. Schools have been found liable for students who have been endangered because of negligence in transporting students to stops other than their regular designated stops.

In Lieu of Transportation Payment

If financial conditions allow, the district offers an in lieu of transportation payment to parents who must drive their children to a school bus stop. In lieu payment is subject to Board approval.

The following regulations apply to the eligibility for receiving in lieu payment:

1. The nearest bus stop must be more than two (2) miles from where your driveway meets a county road. Payment is made only for travel in excess of the two-mile distance. The Transportation Department will determine the daily mileage that drivers may claim.
2. Students must be taken to a bus stop designated by the district.
3. Payment is not made for travel on private driveways or private roads.
4. Payment is made for one round trip daily. (When the student is in the vehicle).
5. Parents must submit an in lieu form to the district office by the tenth (10th) day of each month. Claims submitted after the 10th day will not be paid.

Private Automobiles

Parents who drive their children to school are requested not to arrive before 8:00 A.M., as there is no one on duty to supervise those children before that time. For the same reason children should not be left to wait at school after dismissal. Parents must assume responsibility for the safety of children at school before 8:00 A.M. or after dismissal. As a convenience, some of our school sites offer before and/or after school care at a nominal fee. Please check with your school site for availability and details.

Drivers are not to park or stop in bus loading areas when bringing their children to school or picking them up. Please watch for pedestrians and bike riders when near the school.

Bike Riders

Bike riders are to use safe bike riding practices on the way to school. A common problem is bike riders in the center of the roadway. Every effort will be made to identify such students and notify their parents. Bikes are to be parked in the designated area for that purpose and are not to be ridden on the school grounds at any time.

HEALTH AND SAFETY

Emergency Procedure Forms

Parents are required to fill out an emergency procedure form for each child that is enrolled at the district's schools. It is very important for the safety of your child that these forms are kept up to date. These forms are maintained in a file and are used by the school office in the event of an emergency. Any change of information should be reported to the school immediately.

Health Services

A school nurse is available on a part time basis at the district school sites. The nurse offers the following support services to the school:

1. State mandated student health screening.
2. Conducts 7th grade girls and 8th grade boys in a mandated scoliosis check (curvature of the spine). If your child is enrolled in grades 7 - 12 and is suspected of having curvature of the spine, please notify the school office. If your child is identified at school as having this condition, you will be notified. (E.C. § 49452.5)

3. Conducts hearing and vision test.
4. Your child's vision will be checked by an authorized person between grades kindergarten through 8, unless you present to the school a certificate from a physician or optometrist verifying prior testing or that it violates your faith in a recognized religious belief. (E.C. § 49455)
5. The school district is required to provide for the testing of the sight and hearing of each student enrolled in the schools unless you submit a written denial of consent. (E.C. § 49451, 49452)
6. Maintains all health records.
7. Processes special health referrals.
8. Interprets health information to staff and parents.
9. Consults with teachers and parents on special student health problems.
10. Advises the principal and staff on health related conditions and/or hazards which may affect the operation of the school.

Pupil Medication

All medications to be used by students must be checked in through the office. This applies to over-the-counter medicines as well as prescription drugs.

Since pupil medication is the responsibility of the parent and family doctor, medications are rarely given in school. In most instances the parent is urged, with the help of a family doctor, to work out a schedule of giving medication outside of school hours. The only exception involves special or serious problems where it is deemed absolutely necessary to give medication, such as in the case of allergies. **MEDICINE WILL ONLY BE GIVEN AT THE WRITTEN REQUEST AND DIRECTION OF A PHYSICIAN. THIS INCLUDES TYLENOL AND ASPIRIN OR SIMILAR MEDICATION.**

All medication must be:

1. Clearly labeled with name of student and sent to the school in a container from the pharmacy.

2. Accompanied by a written statement from the physician detailing method, amount and the time schedule by which the medication is to be taken.
3. Accompanied by a written statement from the parent/guardian indicating their desire that the school assist the student in the matters set forth by the doctor's statement.

First Aid/Accidents

In the case of injuries to students, the school will administer first aid and make the student as comfortable as possible. If the injury is of a serious nature the parents of the child will be notified immediately. Notification depends greatly on the accuracy of the emergency procedure form given to the school by parents.

If the pupil is injured, he/she will report the injury immediately to the teacher in charge of the class, the yard duty teacher or the principal.

In the event of a serious injury, each pupil should make it his/her responsibility to see that a teacher or the office is notified at once. Parents are jointly responsible to see that the school is promptly notified in writing of an injury.

Injury Insurance

The Chawanakee Unified School District provides pupil accident insurance. Further information regarding student accident insurance will be sent home after the beginning of school.

Health Check-Up, Immunization and Oral Health Assessment

Kindergarten and First Grade Physical Examination

Good health is important to your child's learning and successful academic career. State law requires that for each child enrolling in the first grade, the parent must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. You may file with the school district a written objection or waiver stating the reasons if you are unable to obtain such services. You must understand that your child may be sent home if you fail to provide the certificate or waiver, or if your child is suspected to be suffering from a contagious disease. You may find it convenient to have your child immunized at the same time that the physical examination is conducted. These services may be available to you at no cost through the Child

Health and Disability Preventions (CHDP). For information, you may contact the Health Department. (Madera 675-7893 or Oakhurst 658-7456). (Health and Safety Code 323.5, 324.2., 324.3; Education Code §48211, 49450)

Immunizations

A pupil may not be admitted to school unless he/she has been fully immunized against diphtheria, pertussis (whopping cough), tetanus, poliomyelitis, measles, mumps, rubella, Haemophilus influenza type b, and hepatitis B for students entering K level or below on or after August 1, 1997 in the manner and with immunizing agents approved by the State Department of Public Health, except that students who have reached the age of seven are exempted from the requirement of immunization against pertussis or mumps and age 4 years and 6 months for Haemophilus influenza type b. In addition, no pupil may be admitted to 7^{th}-12^{th} grade who has not been immunized with a D-Tap booster. The required immunizations are available from the County Health Officer or a physician. Documentary proof of immunization is required upon admission. It is the policy of the Chawanakee School District that there be no conditional admittance to schools; immunizations must be up to date before admission to school is granted. This requirement does not apply to any person 18 years of age or older, or if a district-provided waiver form is signed stating that the immunization is contrary to the beliefs of the parent or guardian, or a letter or affidavit from a licensed physician is given stating that the physical condition of the pupil is such that immunization is not considered safe. If an outbreak of a communicable disease occurs at a school, the non-immunized student will be excluded for his/her own safety until such time as directed by health officials or district administration. (Health and Safety Code 120335)(renumbered)).

Procedures Related to Head Lice

Where reasonable evidence exists that a student is infected with untreated nits or head lice (pediculosis), the student will be sent home and the parents directed not to return him/her to school until there is evidence that the condition has been treated as recommended by the district nurse.

The parent of any child subject to the above shall be notified by telephone or in writing and advised of the condition. A written description

of pediculosis and recommended treatment will be sent home with the child or mailed to the parent's address.

When it is discovered that one or more students in a classroom are infected with pediculosis, notice will be given to all parents of children enrolled in the classroom of the discovery. Parents shall be advised of methods of identifying and treating the infection.

School personnel shall re-examine the students for evidence of nits upon return to school.

AIDS Prevention Instruction

You have a right to request copies of Education Code Section **51201.5 and 51553** from the district. Copies of these statutes are on file at district offices. These statutes permit parents, or guardians, to excuse children from AIDS prevention instruction.

The new law also provides: Any time an outside organization or guest speaker is scheduled to deliver AIDS prevention instruction, or any time an assembly is held to deliver AIDS prevention instruction, the parent must be notified. The notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker....and information about parent's right to receive copies of the statutes relating to AIDS prevention instruction.

Instruction in AIDS Prevention

School districts are required by law to ensure that all pupils in grades 7 through 12 receive AIDS prevention instruction from adequately trained instructors in appropriate courses. Each pupil shall receive the instruction at least once in junior high or middle school and once in high school. This instruction will emphasize that sexual abstinence and abstinence from intravenous drug use are the most effective means for AIDS prevention. The instruction will also include development of refusal skills to assist pupils to overcome peer pressure and use of effective decision-making skills to avoid high-risk activities. The instructional materials related to this instruction are available for your inspection. If you do not want your child to receive this instruction, you may submit that request in writing to the school principal. (E.C. § 51201.5)

Education Code Section 49452.8 Oral Health Assessment.
A pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously

enrolled in kindergarten in a public school, shall, no later than May 31 of the school year, present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

EXEMPTIONS AND PARENTAL RIGHTS

Parental Rights: Education Empowerment Act of 1998

The Education Empowerment Act of 1998 establishes various rights for parents, in addition to other rights identified in this Annual Notice. Your rights, as a parent or guardian, include the following:

Inspection of Instructional Materials:

> All primary supplemental instructional materials and assessments, including textbooks, teacher's manuals, films, tapes, and software shall be compiled and stored by the classroom instructor and made available promptly for your inspection in a reasonable time frame or in accordance with procedures determined by the governing board of the school district.

Observation of School Activities:

> You have the right to observe instruction and other school activities that involve your child in accordance with procedures determined by the governing board of the school district to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Reasonable accommodation of parents and guardians shall be considered by the governing board of this school district. Upon written request by you, school officials shall arrange for your observation of the requested class or classes of activities in a reasonable time frame and in accordance with procedures determined by the governing board of this school district.

Consent for Evaluations:

> Your child may not be tested for a behavioral, mental, or emotional evaluation without your informed written consent.

Affirmation or Disavowal of Beliefs:

A pupil may not be compelled to affirm or disavow any particular personally or privately held view, religious doctrine, or political opinion. This law does not relieve pupils of any obligation to complete regular classroom assignments.

Complaints Regarding Discrimination and the Education of Disabled Students.

Our school district is committed to equal opportunity for all individuals in education. Our district programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, lack of English skills, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The district shall promote programs which ensure that these discriminatory practices are eliminated in all district activities.

You have certain rights under the law, including Title VI of the Civil Rights Act of 1974, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act (IDEA, formerly known as EHA). The California Department of Education and the Office for Civil Rights of the U.S. Department of Education have authority to enforce these laws and all programs and activities that receive Federal funds. (E.C. 260, et seq., above cited federal statutes).

If you wish further details in this regard, or wish to file a complaint, please contact the superintendent or other appropriate agency.

NOTICE TO PARENTS AND GUARDIANS
CONCERNING THEIR LEGAL RIGHTS AND OBLIGATIONS
TO SPECIFIED PROGRAMS AND ACTIVITIES

Pursuant to Education Code section 48980, each school district must notify parents and guardians of their legal rights and obligations relating to specified programs or activities at the beginning of the first

semester or quarter of the regular school term. The following outline summarizes those programs and activities. Note that notification of items marked with an asterisk (*) need only be provided if the District offers or participates in such programs. Please see BP5145.6 for more specific details.

1. **Immunization for Communicable Disease.** Health and Safety Code section 120325 et. seq. requires that every child entering a California School be immunized against diphtheria, tetanus, pertussis, polio, rubella, mumps, measles, hepatitis B and haemophilus influenza type b, except for those children who have reached the age of 4 years and 6 months. Effective July 1, 2000, all children not already admitted into school at the kindergarten level shall receive the varicella (chicken pox) immunization. This immunization shall be required only to the extent funds are appropriated in the annual Budget Act. A written immunization record of each required vaccine, including date and provider, must be presented at school entry. Effective August 1, 1997, all students entering Kindergarten will need proof of receiving 3 doses of Hepatitis B (Ed. Code § 49403; Health and Safety Code § 120335).

All students entering 7th-12th grade will need a D-Tap booster.

In the event that the school district should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child will not participate unless you have provided specific written consent.

2. **Administration of Medication at School.** Upon receipt of a written request from the parent and written instructions from a physician, medication may be administered to a child at school by a designated school employee. (Ed. Code § 49423.)

3. **Exemption from Physical Examinations.** Upon receipt of a written request, the parent can exempt a child from all physical examinations. However, the child may be sent home if there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease. (Ed. Code § 49451.)

4. **Medical and Hospital Services for Pupils.** A school district may provide medical or hospital service, or accident or liability insurance policies, for student injuries occurring while in or on the property of the district. No student shall be compelled to accept such service without

his/her consent, or a minor without the consent of his/her parent or guardian. (Ed Code § 49472.)

5. **Continuing Medication**. Parents or legal guardians of pupils needing daily medication must inform the school nurse or other designated certificated employee of the medication, the current dosage, and the supervising physician. (Ed Code § 49480.) The parent or guardian may consent to the school nurse communicating with the physician and the school employee may counsel with school personnel regarding effects of the drug.

6. **Sex Education or Family Life Education Courses**. The school may not require pupils to attend any class in which human reproductive organs and their function and processes are described, illustrated or discussed. Whenever such classes are offered, the District must (a) notify parents in advance in writing, (b) provide opportunity prior to the class for the parents to inspect all written or audio-visual materials to be used, and (c) provide opportunity for each parent to request in writing that his/her child be excused from the class. This section does not apply to descriptions or illustrations of human reproductive organs which may appear in any science, hygiene or health textbook. (Ed Code § 51550.)

Parental rights for notice, materials inspection and opportunity to request pupil non-participation in units of instruction in venereal disease education are essentially the same as for sex education courses. Notice must be given 15 days prior to the commencement of instruction. (Ed Code § 51820.)

7. **Excuse from Instruction on Religious (Moral) Grounds.** Whenever any part of the instruction in health, family life education or sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil, upon written request, shall be excused from the part of the training which conflicts with such religious training and beliefs and can include personal moral convictions. (Ed Code § 51240.)

8. **Pupil's Rights to Refrain from the Harmful or Destructive Use of Animals.** A pupil's moral objection to dissection or otherwise harming or destroying animals must be substantiated by a note from the pupil's parent or guardian. Each teacher whose instruction utilizes live or dead animals must also notify pupils of their right to refrain from such activity. (Ed Code § 32255 et seq.)

9. *** Fingerprint program.** The governing board of any school district may offer a Fingerprint Program for all children enrolled in Kindergarten or newly enrolled in that District. Each parent or guardian shall be informed of the school fingerprinting program when he or she first enrolls the child in the public schools. At that time, the parent or guardian shall declare, in writing, whether or not he/she consents to the program. If the parent or guardian does consent, he/she shall pay the applicable fee. (Ed Code § 32390.)

10. **Absences Excused for Justifiable Reasons.** A student shall be excused from school for justifiable personal reasons, including, but not limited to illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (one day for a service conducted in California and three days if the service is outside California), observance of a holiday or ceremony of his/her religion, attendance at religious retreats (up to four hours per semester) or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or designated representative. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under Section 48205, when missed assignments and test can reasonably be provided and are satisfactorily completed within a reasonable period of time. (Ed Code § 48205.) A copy of Education Code section 48205 is attached.

11. **Absence for Religious Purposes.** A pupil, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises or receive moral or religious instruction for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade. (Ed Code § 46014.)

12. **Pupils With Temporary Disabilities - Individual Instruction.** Students with temporary disabilities, who cannot attend regular day classes, may receive individual instruction provided by the District. Parents or guardians of pupils within this category shall be given notice regarding the availability of such individualized instruction. (Ed Code § 48206.3.)

13. **Pupils With Temporary Disabilities - Residency Requirements.** A pupil with a temporary disability, who is in a hospital or other health

facility, excluding a state hospital, which is outside of the school district in which the parent or guardian resides, shall have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital. The pupil shall be provided with instruction no later than 5 working days after a determination is made that he or she qualifies for individual instruction (Ed Code § 48207, 48208.)

14. **Special Education for Handicapped Pupils.** Any pupil with exceptional needs, who is eligible to receive educational and related services, shall receive such instruction or services or both, at no cost. (Ed Code § 56040 et seq.)

15. **Child Find System: Policies and Procedures.** Each district, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system which addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification to all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. (Ed Code § 56301.) Parents have the right to initiate a referral and to review or to file a complaint concerning an alleged violation of special education laws or regulations.

16. **District Rules Regarding Student Discipline**. The governing board of each school district maintaining grades one through twelve shall notify the parents or guardians of the availability of rules regarding student discipline. (Ed Code§ 35291.)

17. **Duffy - Moscone Family Nutrition Education and Services Act.** Eligible students may receive meal supplementation while attending school. (Ed Code § 49510 et seq.)

18. **Pupil Records; Right to Access** Parents of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children which are maintained by school districts or private schools. (Ed Code § 49069)

19. **Absences for Obtaining Confidential Medical Services without Parental or Guardian Consent...** The governing board of each school

district shall...notify pupils in grades 7 -12 inclusive, and the parents or guardians of all pupils.... that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. (Ed Code § 46010.1)

20. **Notice of Alternative Schools** The following notice shall be sent along with the notification of parents and guardians required by Section 48980:

"California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

a. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

b. Recognize that the best learning takes place when the student learns because of his desire to learn.

c. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

d. Maximize the opportunity for the teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to

request the governing board of the district to establish alternative school programs in each district.

"Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year. (Ed Code § 58501.)

21. **High School Exit Examination** Commencing with the 2005-06 school year, and each school year thereafter, each pupil completing the 12th grade will be required to successfully pass the high school exit examination administered pursuant to Chapter 8 (commencing with Section 60850) of Part 33 of the Education Code. The notification to parents shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination, and shall inform parents and guardians that passing the examination is a condition of graduation. (Ed. Code §§ 48980(e), 60850(f).) We will comply with all applicable laws.

22. *** Directory Information** Parents or guardians shall be given the right to allow the district to release "directory information" on pupils or former pupils of the district to officials, organizations or individuals according to district policy. No information shall be released when a parent has notified the district not to release such information. (Ed Code § 49073.)

23. **Prohibition of Sexual Bias in Course of Study** Elementary and high schools shall offer classes and courses to its pupils without regard to the sex of the student and shall provide counseling in career, vocational or higher education opportunities without regard for the sex of the student counseled, if such counseling or school program guidance is provided.

Notification of parents or guardians of the pupil shall be given in advance to encourage their participation in such counseling sessions and decisions. (Ed Code § 221.5)

24. **AIDS Prevention Instruction** Pupils in grades 7 to 12 shall receive AIDS Prevention Instruction at least once in junior high or middle school and once in high school. No pupil shall attend the AIDS Prevention Instruction if a written request by the pupil's parent or guardian to exclude the pupil from such instruction is received by the District. The District shall provide parents or guardians, upon request, a copy of Education Code section 51201.5 and 51553. Parents or guardians will

be notified in advance any time an outside organization or guest speaker is scheduled to deliver AIDS instruction. (Ed Code § 51201.5)

25. **Sexual Harassment** Please refer to BP5145.7, the District's policy prohibiting sexual harassment. It is in full force as shown in district policies as if set forth fully herein. (Ed Code § 231.5.)

26. **Attendance Options** Enclosed with this Notice is a list of the District's current statutory attendance options and local attendance options available on both an intradistrict and interdistrict basis, together with a description of each option. Contact the District Office or your school site to obtain required forms or for more information (Ed Code § 48980 (j).) Enclosed is an explanation of the current statutory attendance options prepared by the State Department of Education.

27. **Uniform Compliance Procedures** The board policies of the District contain Uniform Compliance Procedures which apply to all state and federal categorical programs requiring formal complaint procedures regarding alleged acts of discrimination on the basis of ethnic group identification, religion, age, sex, color, and physical or mental disability. (5 Cal. Code Regs. § 4622.)

28. **Asbestos Management Plan** An updated management plan for asbestos-containing material in school buildings is available at the District Office. (40 C.F.R. § 763.93)

29. **Special Education** Federal law requires a free and appropriate education in the least restrictive environment be offered to qualified handicapped pupils. (Individuals with Disabilities Education Act or "IDEA")

30. **Handicapped Pupils** No pupil will be discriminated against on the basis of handicap. Reasonable accommodation is available for handicapped students if necessary. (Section 504 of the Rehabilitation Act of 1973.)

31. **Discrimination** No pupil will be discriminated against on the basis of sex, sexual orientation, race, color or national origin. (42 USC 6000)

32. **Child Abuse Prevention Training Program** Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program. (Welf & Inst Code § 18976.5)

33. **Minimum Days and Pupil-Free Staff Development Days** Parents/guardians will be informed of the District's schedule of minimum

days and pupil-free staff development days. A copy of the District's ensuing school calendar is attached. If any more minimum days or pupil-free staff development days are scheduled following circulation of this notice, parent/guardian will be notified as soon as possible.

34. *** Pupil Internet Access Policy** A school district that provides pupils with access to the internet and on-line services shall adopt a policy regarding such access and inform parents of "harmful matter" as defined in Penal Code section 313 subd. (a). This policy is attached to the annual notification as required by Education Code section 48980 (Ed Code § 51870.5).

35. *** Investing for College** The notification may advise parents or guardians of the importance of investing for future college or university education for their children and of considering appropriate investment option, including, but not limited to United States Savings Bonds.

36. **Grant Program for Payment of Advanced Placement Examination Fees** The State has established a grant program for the purpose of awarding grants to cover the costs of advanced placement examination fees. This program is administered by the State Department of Education. If the District has applied to the State Department of Education to participate in this grant program, any economically disadvantaged pupil who is enrolled in an advanced placement course may apply to the District staff for a grant pursuant to Education Code section 52244.

37. **Pesticide Notification** Parents will be notified through a district posting at each site the name and active ingredients of all pesticide products prior to their application at District schools during the upcoming year. Parents may register with the District if they wish to receive separately mailed individual notification of pesticide applications at a specific school facility. (Ed Code § 17612)

38. **Tobacco Free Campus.** The Board of Trustees prohibits the use of any tobacco-related products on all district owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any instructional program activity and/or athletic event. (Board Policy 3513.3)

Prepared By THE CALIFORNIA DEPARTMENT OF EDUCATION

CHOOSING YOUR CHILD'S SCHOOL

A summary of School Attendance Alternatives in California

California law (Education Code § 48980(j)) requires all school boards to inform each student's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students that attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district which the parents/guardians live (intradistrict transfer), and three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described below. Interdistrict Attendance Permit forms are available at all of our school sites, at the District Office, as well as on the district's website.

A. Choosing a School Within the District in Which Parents/Guardians Live

The law (Education Code § 35160.5(b)) requires the school board of each district to establish by July 1, 1994, a policy that allows parents/guardians to choose the schools their children will attend, regardless of where the parents/guardians live in the district. The law limits choice within a school district as follows:

Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.

- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased", which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.

- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- It is the intent of the Legislature that, upon request of the pupil's parent or guardian and demonstration of financial need, each school district provide transportation assistance to the pupil to the extent that the district otherwise provides transportation assistance to pupils.
- If a transfer is denied, a parent/guardian does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents/guardians to appeal a decision.

B. Choosing a School Outside the District in Which Parents/Guardians Live

Parents/guardians have different options for choosing a school outside the district in which they live. The options are described below:

1. **Districts of Choice**

   On January 1, 1994, applications for transfers could be submitted by a pupil's parent or guardian to a school district of choice. Education Code sections 48209 through 48209.16 allowed, but did not require, each school district to become a "district of choice," that is, a district that accepted transfer students from outside the district under the terms of the aforementioned Code sections.

2. **Other Interdistrict Transfers**

The law (Education Code § 46600 through 46611) allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no

statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on interdistrict transfers also provides for the following:

- Both the school district a parent/guardian is requesting a transfer to and the one a parent/guardian is transferring from must take into consideration the childcare needs of the student. If the transfer is approved based on childcare needs, the student may be allowed to stay in the new district or the high school district to which it feeds through the 12th grade, subject to certain conditions.
- If either district denies a transfer request, a parent/guardian may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.
- No district is required to provide transportation to a student who transfers into the district.

3. **Parental Employment in Lieu of Residency Transfers ("Allen Bill Transfer")**

The law (Education Code § 48204(f)) provides that if one or both parents/guardians of an elementary school student are employed in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which his/her parents or guardians work. This code section does not require that a school district automatically accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of section 48204(f) include:

- Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if the district determines that the transfer would negatively impact the district's court-ordered or voluntary desegregation plan.
- The district in which the parent/guardian works may reject a transfer if it determines that the cost of educating the pupil would exceed the amount of additional state funds received due to the transfer.

- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide, in writing, to the parent/guardian the specific reasons for denying the transfer.

The above summary of the attendance alternatives available to parents/guardians and their children is intended to provide them with an overview of the laws applying to each alternative. Any parent/guardian who is interested in securing more information about these options, district policies or procedures, and timelines for applying for transfers should contact their own school district, or the district they may be thinking about transferring into.

CALIFORNIA CODES - EDUCATION CODE

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION

DIVISION 4 INSTRUCTION AND SERVICES

PART 27 PUPILS

CHAPTER 2 COMPULSORY EDUCATION LAW

ARTICLE 1. PERSONS INCLUDED

§ 48205 EXCUSED ABSENCES

(a) Notwithstanding Section § 48200, a pupil shall be excused from school when the absence is:

(1) Due to his/her illness.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of his /her immediate family, so long as the absence is not more than one day if the service is conducted in

California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Election Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonable equivalent to, but not necessarily identical to, the test and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Notification of parents of their rights

School districts shall notify parents in writing of their rights under this chapter upon the date of the pupil's initial enrollment, and thereafter at the same time as notice is issued pursuant to Section 48980. The notice shall take a form which reasonably notifies parents of their availability of the following specific information:

(a) The types of pupil records and information contained therein which are directly related to students and maintained by the institution.

(Records maintained contain enrollment and guardianship information provided by the parent/guardian, health history, academic history, and certain behavioral issues.)

(b) The position of the official responsible for the maintenance of each type of record.

(The school site secretary/clerk is responsible to maintain the records.)

(c) The location of the log or record required to be maintained pursuant to Section 49064.

(The log is located in the site principal's office.)

(d) The criteria to be used by the district in defining "school officials and employees" and in determining "legitimate educational interest" as used in Section 49064 and paragraph (1) of subdivision (a) of Section 49076.

(Definitions are provided in Administrative Regulation 5125(b).)

(e) The policies of the institution for reviewing and expunging those records.

(Reference Administrative Regulation 5125.3(a).)

(f) The right of the parent to access to pupil records.

(Reference Board Policy 5125(a).)

(g) The procedures for challenging the content of pupil records.

(Reference Board Policy 5125.3.)

(h) The cost, if any, which will be charged to the parent for reproducing copies of records.

(A $1.00 handling charge, plus $.25 per page is currently collected for copies.)

(i) The categories of information which the institution has designated as directory information pursuant to Section 49073.

(Reference Administrative Regulation 5125.1.)

(j) Any other rights and requirements set forth in this chapter, and the right of the parent to file a complaint with the United States Department of Health, Education and Welfare concerning an alleged failure by the district to comply with the provisions of Section 438 of the General Education Provisions Act (20 U.S.C.A. Sec 1232g).

(k) The availability of the prospectus of school curriculum prepared pursuant to Section 49091.14. (The school curriculum prospectus is available in the office of the school site principal.)

Uniform Complaint Procedures

The Governing Board recognizes that the Chawanakee Unified School District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. (5CCR4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant

education, vocational education, child care and development programs, child nutrition programs and special education programs.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form for the participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate a mediation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

COMPLIANCE OFFICER

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law:

Principal at Spring Valley School
P. O. Box 9, 46655 Road 200, O'Neals, CA 93645
(559) 868-3343

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

NOTIFICATIONS

The Superintendent or Compliance Officer shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination and distribution of a written notice of the district's complaint procedures to students, employees, parents or guardians of its students, school

and district advisory committees, appropriate private school officials or representative, and other interested parties. The Superintendent or Compliance Officer shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

Copies of the complaint procedures are available free of charge to any interested party. (T5CCR 4622)

PROCEDURES

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4632.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

STEP 1: FILING OF A COMPLAINT

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district.

Complaints alleging unlawful discrimination may be filed by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination (5 CCR 4630) The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

STEP 2: MEDIATION

Within 3 days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer is encouraged to hold an investigative meeting within 5 days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

STEP 4: RESPONSE

Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. (5 CCR 4631)

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

STEP 5: FINAL WRITTEN DECISION

The report of the district's decision shall be in writing and sent to the complainant.(5 CCR 4631) The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any (5 CCR 4631).
2. The rationale for the above disposition (5 CCR 4631).
3. Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal (5 CCR 4631,4652).
4. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (5 CCR 4631; Education Code 262.3)

5. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652).

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (5 CCR 4652)

The California Department of Education may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists. In addition, the California Department of Education may also intervene in those cases where the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

For assistance you may contact:

Madera County Office of Education
28123 Avenue 14
Madera, CA 93638-4999
(559) 673-6051

Chawanakee USD

Board Policy

BP 5132

Students

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)
(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

(cf. 5136 - Gangs)

Legal Reference:

EDUCATION CODE
35183 School dress codes; uniforms
35183.5 Sun-protective clothing
48907 Student exercise of free expression
49066 Grades; effect of physical education class apparel
CODE OF REGULATIONS, TITLE 5
302 Pupils to be neat and clean on entering school
Hartzell v. Connell (1984) 35 Cal. 3d 899
Arcadia Unified School District v. California Department of Education, 92 Daily Journal, D.A.R. 3578

Policy CHAWANAKEE UNIFIED SCHOOL DISTRICT
adopted: May 18, 1995 North Fork, California

Chawanakee USD

Administrative Regulation

AR 5132
Students

Dress and Grooming

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 – School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the day. (Education code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. No bare feet. Appropriate shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia:
    - Which are crude, vulgar, profane or sexually suggestive.
    - Which bear drug, alcohol or tobacco company advertising, promotions and likenesses.
    - Which advocate racial, ethnic or religious prejudice.
    - Which bear weapons i.e., guns, knives, or any other devices that would be used for violence or as a weapon.
3. Hats, caps and other head coverings may be worn only outdoors to protect against harmful exposure to the sun, not inside school facilities, including hallways and foyers. Caps or visors must be worn with the bills facing forward, and not to the side or backwards.
    - No garments or headwear which conceals the identity of the student are permitted.
    - School officials may approve the wearing of headwear for special reasons such as athletics, religious practices, theatrical performances, or health needs.
4. Dark glasses shall not be worn in classrooms or offices unless a documented, related health problem exists.
5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. Shirts or blouses,

which do not cover the midriff area when arms are held out to the sides, are not allowed. Straps on tank tops shall have a minimum width of 2 inches.

6. Baggy pants or shorts cannot be more than one size larger than regular waist size, i.e. if student's regular size is 32 inch waist, the largest size for that student would be 34 inch waist. Pants are not to be worn more than two inches below the waistline. Pants shall stay at the waist band level of the underwear, which shall not fall below the highest point of the hip bone. No pajama pants may be worn during school hours.
7. Pants and/or shirts/blouses may not be excessively form fitting and may never be worn so as to expose undergarments.
8. Hair shall be clean and neatly groomed.
    - Hair may not be sprayed by any coloring that would drip when wet.
    - Non-natural hair coloring (i.e., blue, purple, red) will not be allowed.
    - Spikes longer than two inches will not be permitted.
9. No ripped, torn or frayed clothing which causes undue attention.
10. Students must wear shirts or blouses at all times.
11. Shirts and blouses must cover the entire back.
12. Oversized shirts that present a safety concern or reflect gang style are not acceptable.
13. Jewelry, hairstyle, hair coloring, deodorant, perfume or other extreme dress or grooming which draws undue attention to the student and/or would distract from the education process or which could be considered a safety or health issue is not acceptable.

14. Students may wear the traditional pierced earrings, but need to leave tongue, nose, eyebrow and other body piercing out during school hours.
15. Trench coats or dusters and steel toed boots are not appropriate dress.
16. Paint on any part of the body is considered a disruption to the educational process unless approved by superintendent or designee.
17. Chains and spiked clothing or accessories are prohibited.
18. Roller shoes and skateboards are prohibited due to safety issues.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

The final determination of what constitutes appropriate dress shall be made by the school administration. All borderline cases will be considered a violation.

(cf.3260 – Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(Cf. 5121 – Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians in cooperation may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

1. Any clothing or apparel that a student or a group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
2. Gang-related apparel is not acceptable.
3. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed and updated whenever related information is received.
4. Principals or designated administrators will collaborate with Law Enforcement Agencies to update changes in gang-related apparel at the beginning of each year or as often as needed.

Regulation CHAWANAKEE UNIFIED SCHOOL DISTRICT

Approved: June, 2003 North Fork, California

Revised: May 8, 2008 North Fork, California

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L. Proficiency Standards for Program Completer's

Agriculture and Natural Resources Industry Sector

Career Pathways

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

Agriculture and Natural Resources Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America's market economy in a global setting.

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 *Writing*

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand geographic information systems (G.I.S.).
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Know how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Understand how biotechnology affects trade and global economies.
- A9.5 Understand how different cultural values affect agricultural production and marketing.
- A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.

B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

B6.2 Know proper bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

B7.1 Understand the role of heat and oxidation in the cutting process.

B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
- D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
- D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D4.0 Students understand animal reproduction, including the function of reproductive organs:

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0 Students understand the causes and effects of diseases and illnesses in animals:

- D6.1 Understand the signs of normal health in contrast to illness and disease.
- D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
- D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
- D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
- D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
- D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
- D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

- D7.1 Understand the role of rangeland use in an effective animal production program.
- D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
- D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

- D8.1 Understand animal waste treatment and disposal management systems.
- D8.2 Understand various methods for using animal waste and their environmental impacts.
- D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

- D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

- E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Students understand rangeland management:

- E4.1 Know the locations of major U.S. and California rangeland areas.
- E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
- E4.3 Understand practices used to improve rangeland quality.
- E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
- E4.5 Distinguish among different browse and forage species in California rangelands.
- E4.6 Understand the components of a rangeland monitoring plan.
- E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

- E5.1 Understand the relationship between habitat and wildlife population.
- E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.
- E5.3 Understand the methods for determining existing wildlife species populations.
- E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
- E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
- E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
- E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

- E6.1 Understand the different types of aquatic resources.
- E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.
- E6.3 Understand a variety of methods to determine the populations of existing aquatic species.
- E6.4 Analyze the relationship between water quality and aquatic species habitat.
- E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Students understand the outdoor recreation industry:

- E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.
- E7.2 Understand basic survival skills and first-aid procedures.
- E7.3 Understand appropriate trail construction and maintenance techniques.
- E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
- E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

- E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.
- E8.2 Know how to use a dichotomous key to identify plants and animals.
- E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
- E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

- E9.1 Understand the role of fire in forest and rangeland ecosystems.
- E9.2 Understand the significance of each of the components of the "fire triangle."
- E9.3 Know appropriate wildland fire-suppression practices.
- E9.4 Understand the components of a fire-control plan.
- E9.5 Know how to use fire-control tools safely.
- E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

- E10.1 Understand how social, political, and economic factors can affect the use of forests.
- E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
- E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
- E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
- E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
- E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

- E11.1 Understand the Public Land Survey System.
- E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
- E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
- E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

- E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
- E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
- E12.3 Analyze the production of specialty and seasonal products from natural resources.
- E12.4 Know different wood types and their uses.
- E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

- E13.1 Understand the differences between publicly and privately held lands.
- E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
- E13.3 Understand the role of public and private property rights and how they affect agriculture.
- E13.4 Understand the role of government in managing public and private property rights.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.
- G1.3 Understand how common plant parts are used to classify the plants.
- G1.4 Understand the differences between and uses of native and nonnative plants.
- G1.5 Understand the differences between monocots and dicots.
- G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
- G2.3 Understand what functions organelles play in the health of the cell.
- G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Understand plant inheritance principles, including the structure and role of DNA.
- G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 Students understand sexual and asexual reproduction of plants:

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
- G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an "agrosystem" approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of "whole-system management."

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

M. Teacher Data Sheet for Each Teacher

R2 Teacher Information
Minarets HS,O'Neals
Year: 2012

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Silva	Joseph		Male	White	3	Agriculture Specialist	42000	3000	1000	0	N
Mattes	Kristann	S	Female	White	35	Agriculture Specialist	68000	10000	1000	0	Y
Hendrickson	Amanda		Female	White	1	Agriculture Specialist	39987	0	1000	0	N
Pilcher	Tammy		Female	White	19	Agriculture Specialist	55136	0	1000	0	N

Hendrickson, Amanda					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:45	Ag Chemistry	17	Other Ag
1	3	10:30	Anatomy / Physiology	19	Other Ag
1	5	12:35	Prep	0	Prep
1	7	2:05	Ag Skills & Leadership	21	Other Ag
2	2	8:45	Ag Chemistry	22	Other Ag
2	4	10:30	Ag Chemistry	28	Other Ag
2	6	12:35	Ag Chemistry	18	Other Ag
2	8	2:05	Ag Chemistry	26	Other Ag

Mattes, Kristann					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:45	Prep	0	Prep
1	3	10:30	Ornamental Horticulture I	24	O.H./Floral
1	5	12:35	Ornamental Horticulture II	18	O.H./Floral
1	7	2:05	SAE Period	0	SAE
2	2	8:45	Ag Biology	15	Ag Biology
2	4	10:30	Ag Biology	11	Ag Biology
2	6	12:35	Ag Biology	14	Ag Biology
2	8	2:05	Ag Biology	28	Ag Biology

Pilcher, Tammy					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:45	Ag Earth Science	23	Agriscience I
1	3	10:30	Ag Biology	27	Ag Biology
1	5	12:35	Ag Mechanics I	22	Ag Mechanics
1	7	2:05	Ag Biology	26	Ag Biology
2	2	8:45	Ag Mechanics I	20	Ag Mechanics
2	4	10:30	Ag Earth	13	Agriscience I
2	6	12:35	Ag Earth Science	23	Agriscience I
2	8	2:05	Ag Earth	24	Agriscience I

Silva, Joseph					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:45	Ag Construction	7	Ag Mechanics
1	3	10:30	Prep	0	Prep
1	5	12:35	AP Environmental Science	15	Forestry/NR
1	7	2:05	Ag Construction	6	Ag Mechanics
2	2	8:45	Landscape Management	23	O.H./Floral
2	4	10:30	Ag Mechanics I	18	Ag Mechanics
2	6	12:35	Adv. Design & Fabrication	14	Ag Mechanics
2	8	2:05	Ag. Mech I	20	Ag Mechanics

N. Roster for Agriculture Advisory Committee

O'Neals- Minarets FFA Chapter

45077 Road 200 O'Neals, CA 93645

Ag Advisory Committee Membership

First Name	Last Name	Position	Company	Realm	Contact Info
Brad	Allen	Owner/ contractor	Natural Landscaping	Agricultural Mechanics	559.868.3511 natland@earthlink.net
Barbara	Bigelow	Co-Owner	Bigelow Farms	Agriculture Mechanics	559.868.3433 big@netptc.net
Claudia	Box	Owner	Box Feed	Agriculture Mechanics	559.877.4787 hay_fool@yahoo.com
Larry	Dinis	Mechanized Agriculture Instructor	Reedley College	Community College	559.638.3641ext.3151 larry.denis@reedleycollege.edu
Ray	Krause	Owner/Operator	Westbrook Wine Farm	Agriculture Mechanics	559.868.3499 westbrookwine@sti.net
Neil	McDougald	County Commissioner	UC Board of Regents	Post-Secondary Education	559.675.7879 ext.207 nmcdougald@ucdavis.edu
Greg	Sammons	Senior Livestock Inspector	CA department of Food and Agriculture	Government	559.685.3500 gsammons@cdfa.ca.gov
Dr. Scott	Williamson	Dept. of Animal Science Instructor	California State University Fresno	Post-Secondary Education	559.278.279 scottwi@csufresno.edu

O. Advisory Committee Minutes

Minarets High School
Agriculture Advisory Committee Meeting
October 29, 2012

Meeting Minutes

Welcome

Ag Laboratory Immediate Needs- Joey Silva

A. Mechanics Facility
    A. The new shop facility is going up faster than originally planned. They are planning to be done between march and when school is out. Small things have been caught in the building process in order to save us money in the building process.
B. Pole Barn
    A. Septic or waste system. Ferguson has been contacted and their laws and procedures would not allow us to complete what needs to be done. Currently their is a trench with a natural downslope for waste to rinse downward but we need somewhere to get it to go
    B. Currently looking at adding chicken coops, turkey pens, and rabbit hutches. This will enhance the amount of student projects we can hold on campus.
C. Greenhouse/ Lath House
    A. Still needs to be completed. Need thermostat and irrigation controller with mist system (preferably automated), irrigation outside in addition to tables inside and outside. 6 garden boxes are going in soon in order to grow outside. Their is space to add more as the needs arise. We currently have $6,700 left to compete the greenhouse facility although we are having trouble finding someone to actually do it. Barbara suggested we attempt to make contact with someone at the World Ag Expo in February.

Curriculum Review

A. Ag Earth- Pilcher
B. Ag Biology- Pilcher and Mattes
C. Ag Chemistry- Hendrickson
D. Anatomy and Physiology- Hendrickson
E. Ag Mechanics I/II- Silva and Pilcher
F. Plant/ Landscape design- Silva
G. Floral Design- Mattes
H. Ag Government/ Economics- Mattes
I. Ag Leadership- Hendrickson
J. AP Environmental Science- Silva

Grants

A. Incentive Grant Review
    A. Ag Incentive Grant will no longer exist after this school year. The ag incentive grant funds will be placed into a general fund along with ROP and other school funding. it will then be dispersed among all schools in CA whether they have an Ag department or not. We will have $52,000 (including the district grant match) from this year that will need to be spent.

Minarets High School
Agriculture Advisory Committee Meeting
October 29, 2012

B. CTE Grant
   A. We need to hold some sort of a fundraiser evening in order to raise money to offset the $1 million that ponderosa donated to match our CTE grant. We are interested in something like a golf course or winery that we have some sort of a dinner. We would have an elite invite only group who are usually key players in central valley agriculture. Business people can donate funds towards the building and in return there name or business will appear on the building. Barbara recommended supplying us with a list of supporters from Franks Bigelow's campaign, and that these individuals may be willing to support us in this process.
C. Additional Grant Opportunities
   A. Keep eyes out for things like Chase giveaways, pepsi giveaways. These are usually seen on Facebook and they give out a large chunk of money each month.

Budget
A. Incentive Grant
B. FFA

Suggestions or other items
A. Board Additions- Jon Corripo Suggested Andy Low

Next Meeting: February 26th 2013

Respectfully Submitted,

Amanda Hendrickson
Agriculture Instructor

Agriculture Advisory Committee
Meeting Minutes
Monday, February 26, 2013

Members Present:
Barbara Bigelow
Greg Sammons
Dr. Scott Williamson - President
Brad Allen
Neil McDougald
Amanda Hendrickson - Agriculture Teacher
Kristi Mattes - Agriculture Teacher
Joey Silva - Agriculture Teacher
Mike Niehoff - Principal

Call to Order:
The meeting was called to order by President Dr. Scott Williamson at 6:42pm

Reading and Approval of Minutes:
Minutes were presented by Kristi Mattes. Barbara Bigelow moved to approve the minutes, the motion was seconded

Topics of Discussion:

Kristi Mattes introduced the Agriculture Staff, and the Advisory Committed Introduced and reacquainted themselves with each other.

Kristi Mattes gave a report on the status of the Pole Barn. Stated that Granite Construction will complete the trenching of the next few weeks - and we are looking to find individuals who will be willing to donate in-kind for water and power installation. Advisory members asked questions about affluent waste, footings, location for the barn. Brad Allen said that he could get pipe and electrical conduit at cost to decrease overall costs. Greg Sammons volunteered his son-in-law to assist with wiring. Neil McDougald brought up the idea of how do we tie into the existing waste management system

Kristi Mattes presented the current standings of the CTE Grant Facility. The funding has been approved, we are just waiting for the State to start selling bonds. We are estimating an ending date for that project of June 2012.

Mike Niehoff presented the enrollment numbers for Minarets High School. Talked about each grade level, and community perceptions of the high school and programs. He reported that relationships are a huge part of our success. Discussed the increase of our test scores, and what staff is doing for students.

The committee began discussion of the 5-year acquisition plan. Joey Silva discussed the role of the department in developing a walking/biking trail around campus.

The committee began review of the Agriculture Department Curriculum. Kristi Mattes discussed the Science portion of the Curriculum. Discussed the need of the students - and potential need for the addition of a 5th Agriculture Instructor for the 2013-2014 school year. Dr. Williamson thought that it was essential that we document the stories of the Agriculture Department.

Kristi Mattes began reviewing the Agriculture Incentive Grant with the Committee. The committee reviewed the application, and will look into making recommendations on how the funding should be spent.

Amanda Hendrickson presented the FFA report, and talked about how students have been successful, and what we plan to do. Plans were discussed including State FFA Convention, Upcoming competitions and field days, Chowchilla Fair, FFA meetings and community awareness.

There was no date set for the next advisory committee meeting.

The meeting was adjourned at 8:30pm by President Dr. Scott Williamson.

Respectfully Submitted,

Joey Silva
Agriculture Instructor
Minarets High School

P. Current Year Budget

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT

2012–13 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2012)

DATES OF PROJECT DURATION - JULY 1, 2012, TO JUNE 30, 2013

MINARETS HIGH SCHOOL	CHAWANAKEE UNIFIED
(School Site)	(District)

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

	SUPERINTENDENT
Signature of Authorized Agent	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (559) 868-8689

Date of Approval of Local Agency Board: PENDING

Funds Requested - Part I	$5,000.00
Part II	$3,224.00
Part III	$0.00
Part IV	$18,000.00
Part V	$0.00
Total	$26,224.00

Number of Different Agriculture Teachers at Site: 4

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

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

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

PART I - CONTINUED

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

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

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2011–12 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	403	$3,224.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2012	6	
Percent of Students (R2) Receiving State Degree	1%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for $200 per degree awarded with a maximum of $10,000.		FALSE

PART IV - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

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

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 4

List the Names of the Agriculture Teachers:

1.KRISTANN SILKWOOD MATTES	4.TAMMY PILCHER
2.JOEY SILVA	5.
3.AMANDA HENDRICKSON	6.

Number Meeting Criteria	Amount Requested

Criterion 10 - Student/Teacher Ratio ($2000/ FTE)	4	$8,000.00
Criterion 11A - Year-Round Employment ($2000/Teacher)	4	$8,000.00
Criterion 11B - Project Supervision Period ($2000/Teacher)	1	$2,000.00
TOTAL FUNDS REQUESTED PART IV		$18,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.

$0.00

PART VI - FINANCIAL SCHEDULE

Part A

			A	B		C
Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		12,000.00		12,000.00
2			Subtotal for 4000	**$12,000.00**		**$12,000.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. TRAVEL/CONF	2,500.00		2,500.00
4			2. BUS TRANS.	2,500.00		2,500.00
5			3.			
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$5,000.00**		**$5,000.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. SCHOOL VAN	5,000.00		5,000.00
10			2. FARM LAB ADD-ON	4224.00		4,224.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$9,224.00**		**$9,224.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$26,224.00**		**$26,224.00**

TOTAL 2012–13 Incentive Grant Allocation: $26,224.00

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

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits

15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested: _____

Q. Signed Articulation Agreement and/or Evidence of Articulation

Minarets currently does not operate under any articulation agreements with community colleges.

R. Graduate Follow-Up System

MHS Ag Department Graduate Survey

* Required

Last Name *

First Name *

Graduating year *

What are your plans following graduation from High School? *

- ◯ Two Year College- Ag Major
- ◯ Two Year College- Non-Ag Major
- ◯ Four Year College- Ag Major
- ◯ Four Year College- Non-Ag Major
- ◯ Employed- Parttime-Ag job
- ◯ Employed- Parttime- Non-Ag Job
- ◯ Employed- Fulltime-Ag job
- ◯ Employed- Fulltime- Non-Ag job
- ◯ Military

How many years did you complete in the Ag program? *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4

What was you favorite class within the Ag Department that you took during High School and why? *

Do you plan to apply for your American FFA Degree next year? *

- ◯ Yes
- ◯ No

Please list one way to get ahold of you if it becomes necessary? *

Please list a second way to get ahold of you should it become necessary? *

Submit

Never submit passwords through Google Forms.

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms

S. List of Active Placement Sites

Minarets does not currently have active placement sites for students in our program. We do currently have students with placement SAE projects, however they have acquired such positions on their own.

T. Recruitment Activities and Materials

O'Neals- Minarets FFA Recruitment Program

Our FFA chapter does a variety of different items and events throughout the year to work on recruitment. First we hold a Spring Ag Day each April at our School Farm. Even though this event is only for kindergarten through 4th grade it has been very successful at getting students interested at an early age. Our Spring Ag Day always includes a petting zoo, an activity in the greenhouse, some sort of relay race, an easter egg hunt, and one additional learning center. This last years learning center was a Aggie Alphabet for the K-2 group and a tornado in a water bottle for the 3-4 group. This event is one entire school day and we have received great feedback from teachers and parents.

Given that our school is very technology based, our FFA utilizes social networks constantly. We currently run a facebook page, a website and a quarterly newsletter that is sent out electronically. All of these items allow us to stay in touch with current members, interested members, community supporters and parents. Our facebook page is probably the most beneficial to our recruitment process. When younger students see their prior classmates getting included on Minarets FFA status updates it makes them curious and interested in our chapter.

Our Ag Department has a very intensive home visit program and it is our staff members sincere goal to be able to visit with every new or freshman student before the halfway mark of the school year. Our staff members will complete home visits together or individually to meet this goal. We have recruited many students this way. We feel that you have a better opportunity to get a student involved by encouraging them in a one-on-one home setting. It is in these situations where we will solidify the participation of a student who may have been on the fence in the beginning.

The week before school starts our administration puts on a back to school event. This event has stations for students to turn in paperwork, pick up schedules, purchase athletic or school logo clothing, get bus schedule information, laptop insurance information, and our FFA chapter has a recruitment booth. On this night we have our officer team in uniform handing out brochures and answering questions. We always have one advisor at the booth. Students and parents can receive information on ordering FFA jackets, scheduling home visits, and purchasing FFA logo clothing as well as classes offered and joining contests and teams. This past august was the first time our FFA has had a booth at this event and it was extremely successful for us.

Like many FFA chapters and Ag departments, Minarets has an FFA activity requirement for students in our Ag classes. We require all students enrolled in an Ag class to complete two activities in the semester and this will account to 5% of their overall class grade. This requirement has definitely encouraged student participation. A lot of times students will become heavily involved even though we had to "drag" them to the first activity. Some of our most active members started by attending a meeting to fulfill a requirement for their Ag class.

Minarets FFA is a younger chapter with only being in its fourth full year. We are always looking to improve every aspect of our members experience and increasing the amount and type of recruitment we do will help in that.

Attached: Our recruitment brochure used at our back to school night

Classes Offered

From Floral Design to Ag Mechanics to Animal Science; FFA has something for everyone!

-Advanced Design and Fabrication

-Ag Biology

-Ag Chemistry

-Ag Construction

-Ag Earth Science

-Ag Mechanics

-Ag Science

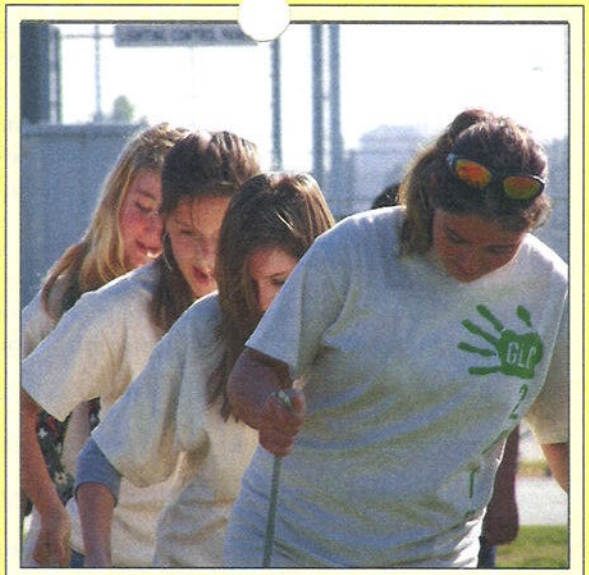
-Ag. Skills and Leadership

-Animal Anatomy and Physiology

-Floral Design 1 & 2

-Landscape Design

And more to come in the future!



Endless Opportunities

The agriculture program at Minarets is continuing to develop into a state-of-the-art facility. With additions to the school farm and a new 4.2 million dollar mechanics and machine shop! With opportunities to help develop students to be the best that they can be and become effective leaders in their homes and communities.

If you need any further information feel free to contact any of the Ag instruction staff! Also follow us on Facebook at Minarets FFA!

Visit us on the web!

Minaretsffa.weebly.com

Use your smartphone to scan and follow us on Facebook!

Use your smartphone to scan and visit our chapter website!

Contact an Ag Teacher Today!

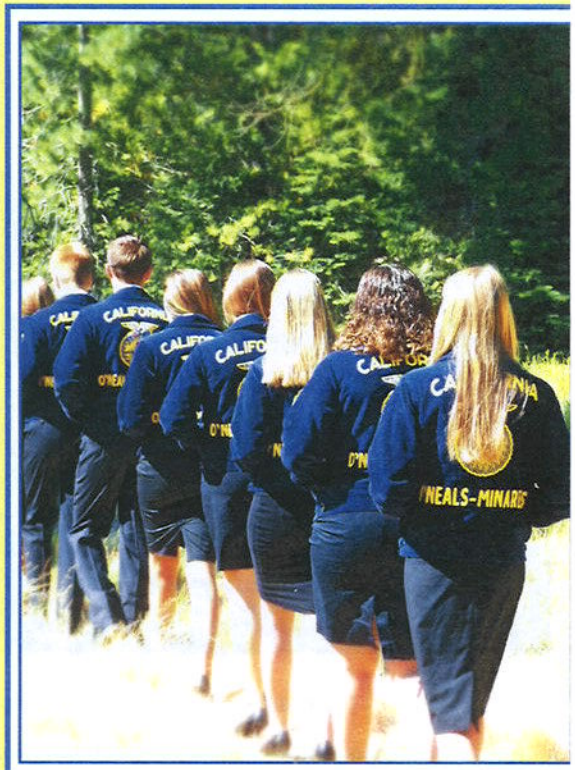
Mrs.Mattes: (559) 708-3778 Ms. Pilcher : (559) 307-2125

Ms Hendrickson: (209) 675-0543 Mr. Silva: (209) 201-9171

O'Neals-Minarets FFA Chapter

Our Success Runs Deep

Go for the Gold

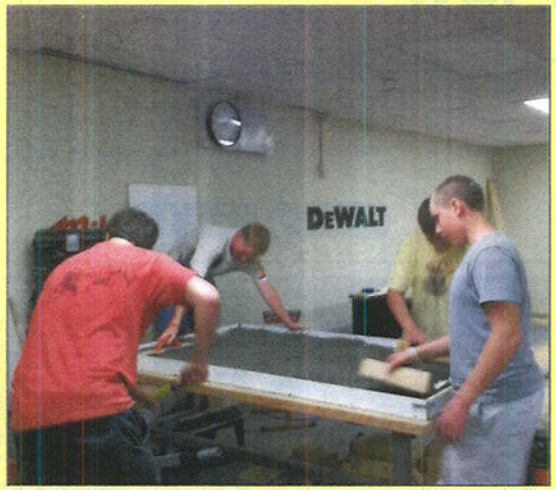


The FFA Mission Statement

"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"

Our Success Runs Deep

Go for the Gold



Our Success Runs Deep...

Not just cows and plows

FFA has something for everyone! Have over forty different Career Development Events as well as speaking contests. Whether you like to judge animals, taste dairy foods, or grade cuts of meat FFA offers an event for you!

Here are just some of the CDE's Minarets FFA offers:

-Agriculture Sales

-Agriculture Marketing

-Best Informed Greenhand (State Finalist Team)

-Creed Speaking

-Dairy Foods

-Extemporaneous Speaking

-Farm Records

-Floriculture

-Forestry (State Finalist Team)

-Horse Judging

-Livestock Judging

-Parliamentary Procedure (2012 State Champions)

-Prepared Public Speaking

And several more! Talk to an ag teacher about your options to represent the FFA!

Premier Leadership

Not only is there just competition, but there is the opportunity to develop your leadership in several activities. As well as gain new found relationships that will last a lifetime and contacts for the future in an array of fields- not just Agriculture. FFA offers several conferenc[illegible]at entail not only contests but leadership opportunities as well. Some of the conferences are as follows:

-Greenhand Conference

-Made for Excellence

-Advanced Leadership Academy

-Sacramento Leadership Expierence

-State and National Convention

U. Staff In-Service Record

Minarets Agriculture Department Staff In-Service for 2012-2013

Minarets High School
San Joaquin Region
East-Fresno Madera Section

Staff Member	CATA Conf. 2012	Skills Ses.	Section Meetings				Regional Meetings		Road Show	CATA Conf 2013
			Fall	Spring	RB 1	RB 2	Fall	Spring		
Kristi Mattes	X		X	X	X	X	X	X		
Amanda Hendrickson	X	X	X	X	X		X	X	X (P)	
Tammy Pilcher	X		X	X	X	X	X	X	X	NA
Joey Silva	X		X	X	X	X	X	X	X	NA

V. Staff Minutes

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 8/24/12 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

~~Thursday~~ Th:

Friday: Back to School Dance

Saturday: Horse Show 8:30am Joey

Sunday: Horse Show 8:30am Kristi

Monday: Clip & Shear Practices Rabbit aftershool Sheep Goat & Pig 5:30 - 7:30 H.V. Jania 8am here @ school

Tuesday: FFA Mtg 6pm

Wednesday: COLC Leaving @ 3:30pm

Thursday: Clip & Shear Practices

Friday: Clip & Shear Practices

Important dates during the month:

Sept 1 Meet @ 7am for Poultry & Rabbits

Vehicle needs for the coming week:

Mini for COLC

Project visitations made (prior week):

Informational items for departmental concern:

Staff Mtgs - Every thursday 7:30am

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 8/29/12 In Attendance: Kristi Joey Amanda Tammy Other:

Activities for the Week:

Thursday: Pick-up Sheep & goats
Clipping pigs
Showmanship til 4:45

Friday:
Clipping
Showmanship

Saturday:
Rabbits leave by 7:30am for Show
Poultry by 8:45am for Show
Dairy goat show too

Sunday: Shearing & Clipping Sheep and goats

Monday: Fair Schedule

Tuesday:

Wednesday:

Thursday:

Important dates during the month:

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 9/13/12 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

9/13 Thursday: HV - Kristi
BTSA - Joey 4-7

9/14 Friday: Leave 2:00 - San Joaquin Boot Camp - Kristi - Joey after School

9/15 Saturday: Ends noon - San Joaquin Boot Camp
BTSA - Amanda All Day

9/16 Sunday:

9/17 Monday: HV Kristi
Parlia Pro - 6:30 - 8:30
HV - Tammy
Amarelo game half day

9/18 Tuesday: HV Kristi
Exec Committee 7pm

9/19 Wednesday: Sectional Activity nite 6pm

9/20 Thursday: HV - Kristi
Parli Pro 6:30 - 8:30

Important dates during the month:

9/21 Football Parking
9/24 Adult Board - Kristi Josh
9/25 School Site Council 3:45-5:15
9/26 FFA Mtg 6pm

Vehicle needs for the coming week:

Project visitations made (prior week):

Have some kind of freshmen nite or Home Visit nite

Informational items for departmental concern:

Advisory Memb. Don Vasconcellos - DBVASCO@netptc.net - Joey
Cesar Arila - Foster Farms 559 647-9116 - Joey

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 10/5/12 In Attendance: Krist Joey Amanda Tammy Other:

Activities for the Week:

10/4 Thursday:

10/5 Friday: Game

10/6 Saturday: Parli Pro Prac - 7:30am til?

10/7 Sunday: Bass Lake Clean-up - 8am @ School or Bass Lake 9am
Parli Pro Prac 8am - til?

10/8 Monday: Nat Res. 4-6:30pm Parli Pro 6:30-8:30pm
All Staff 8am

10/9 Tuesday: 7:30 AM BIG Prac HV. Tammy-Bailey
7:30am CTE MTG

10/10 Wednesday: 7:30am Exec Mtg
Parli Pro 6:30-8:30pm Lunch-Wednesday Activity

10/11 Thursday: HV. Tammy-Chase~
HV. Kristi-Shakiaa

10/12 Friday - Chicken Dinner Sales End
Cal Poly Trip 5:30am 6pm

Important dates during the month:

Vehicle needs for the coming week:
Getting gate keys to Spring Valley for Gas
Get gas card from District

Project visitations made (prior week):
HV. Ginger Bellisario

Informational items for departmental concern:
R2 form for Mattes Class not the correct form
T Shirts & Sweatshirts

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 10/11/12 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

10/11 Thursday: Staff Mtg
HV. Tammy > Chase Doley
HV. Kristi > Shakoda Hodge

10/12 Friday: H.V. Kristi w/ Beth Wilson Cal Poly trip 5am → Amanda
Homecoming
Chicken Dinner tickets Due today

10/13 Saturday:

10/14 Sunday:

Reverse schedule 10/15 Monday: R2 r due Tammy to Record book task force mtg (all Day)
Expenditure Report HV. Kristi - Amber Manara.
Nat Resources Prac 4-6:30pm Parli Pro Prac 6:30-8:30

10/16 Tuesday 4pm Site Council

10/17 Wednesday: ShowCase & Chicken Dinner

10/18 Thursday:

10/19 Friday - End of Qtr. all 8 classes
Regional RCD w/ Mikayla & Amanda - Requested ½ day Sub.

Important dates during the month:
10/20 Parli Pro Leaves for Indy
10/24 Tammy Group Leaves for Indy
10/30 FFA Mtg

Vehicle needs for the coming week:
Box truck for Joey
10/12 Van for Amanda - friday - gas card & gas key

Project visitations made (prior week):
Tammy - Bailey Samper
Joey - Tristin Lewis

Informational items for departmental concern:
R2 Due the 15th MONDAY
Have a booth to Sell Chicken Dinner tickets @ game

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 11-1-12 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

11/1 Thursday: H.V. Madi Pearson 4p Kristi

11/2 Friday: H.V. Beth Wilson Kristi
BIG PEAC 7:30am

11/3 Saturday:

11/4 Sunday: H.V. Jared Varner 5pm

11/5 Monday: Nat Res. Prac 4:00-6:30 EXEC MTG 6:30pm @ Mattes
WASC Mtg 8am

11/6 Tuesday: Greenhand Leadership Conf. Greenhand Conf. H.V. Janina Sienna Pilloa Austin Boatright
Proj. mtg for Shop - 7:30 am

11/7 Wednesday: Greenhand apps available
H.V. Samantha Weir & Nathan
H.V. Kori McDougald

11/8 Thursday:

11/9 Friday:

Important dates during the month:
10-12 Norcal Parli Pro Retreat
14 East Opening/Closing Contest @ Reedley
16 Greenhand
17 Regional CATA & FFA Mtg @ Lemoore
15-16 New Professionals - Amanda

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:
Officers Grades - All good except one has an "F" in Ag Class
Need to do something about "MYOB" & officer team

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 11-8-12 In Attendance: Kristi, Joey, Amanda, Tammy Other: Clay Cruz

Activities for the Week:

11/8 Thursday: HV Breanna Hagobian-Kristi 8am Officer Mtg Lunch, O/C Prac.
A&B Lunch mtg 7:30 Staff Mtg

11/9 Friday: O/C prac lunch

11/10 Saturday: Leave 11am PP Retreat

11/11 Sunday: PP Retreat

11/12 Monday: Holiday
PP Retreat ends noon

11/13 Tuesday: HV. Shyann Mattes - Tammy & Amanda
Jacob Vela 4:30
Sam & Nathan Weir 6pm

11/14 Wednesday: East O/C Contest 4pm leave 3pm

11/15 Thursday: New Professionals - Amanda

11/16 Friday - New Prof. Amanda Novice Livestock Showmanship - Joey
Greenhand Officer apps due

Important dates during the month:

11/11 Regional Mtg
11/26 Exec Mtg
11/26 Greenhand Speeches

Vehicle needs for the coming week:

11/10 Tahoe - Tammy

Project visitations made (prior week):

Austin Boatright Kari McDougald
Sienna Pilsbury
Janina Reinartz

Informational items for departmental concern:

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 11-15-12 In Attendance: (Kristi) (Joey) Amanda (Tammy) Other:

Activities for the Week:

11/15 Thursday: New Professionals - Amanda

11/16 Friday: New Professionals - Amanda
Novice Showmanship-Reedley - 7:15 am

11/17 Saturday: Regional CATA & FFA
Joey leaving 6:15 am
Kristi leaving 6:45 am

11/18 Sunday: Kristi to Galt

11/19 Monday: Adult Board Galt

11/20 Tuesday: Adult Board Galt

11/21 Wednesday:

11/22 Thursday: Thanksgiving

11/23 Friday - Thanksgiving

Important dates during the month:

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 11-29-12 In Attendance: Kristi Joey Amanda Tammy Other:

Activities for the Week:

11/29 Thursday:

11/30 Friday:

12/1 Saturday: Adv. Parli Pro 9-2

12/2 Sunday:

12/3 Monday: Regional Roadshow
HV Teresa Spencer 4pm
6:30pm Nov. Parli Pro

12/4 Tuesday: HV Nick Fenton 4pm

12/5 Wednesday: 5pm Project Mtg
Student v Staff Basketball Toydrive

12/6 Thursday: BIG & Banking

12/7 Friday

Important dates during the month:

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:
Project Mtg, Budgets, Showing Reg & Care Reg. Buyer letters & Thank yous
Farm work days

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 12-6-12 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

12/6 Thursday: BIG & Banking Leave 3:30 Sanger

12/7 Friday: Nat Res Prac. 3:30 - 6pm

12/8 Saturday: Mariposa Nat Res & Creed Leave 6:45
Winter Formal

12/9 Sunday:

12/10 Monday: Exec Xmas Party @ Matter 6pm

12/11 Tuesday: Fair Meeting 5pm
FFA Meeting 6pm

12/12 Wednesday: Malena Galumbia - Tammy & Amanda

12/13 Thursday: H.V. Amelia Giffen - Amanda 4:30
Jared Donnell 4p Kristi
12/14 Friday - Staff Christmas Party Mason Ellis 6pm Kristi & Joey

Important dates during the month:

12/17-18 Recordbook 9-1 12/20-21 Farm Clean-up 9-1 1/5
Parli Pro - 12-4 12/27 Livestock Prac
12/19 Livestock Prac. H.V. Donal Bromley 6pm

Vehicle needs for the coming week: 1/3 Silo Apps.
Joey Tahoe every weekend

Project visitations made (prior week):
Kristi - Teresa Spencer

Informational items for departmental concern:

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 1-11-13 In Attendance: Kristi Joey Amanda Tammy Other:

Activities for the Week:

1/10 Thursday:

1/11 Friday: STAFF AG MTG 7:30a

1/12 Saturday: Natural Rs. Contest - Yosemite

1/13 Sunday: Community Service Workday 11-1

1/14 Monday: PARLI PRO 6-8p BACKWARDS WEEK
NAT RES. 4-6:30p
Creed / Recordbooks After School

1/15 Tuesday: 7:10AM-BIG
Creed Recordbook after School

1/16 Wednesday: 8:00 Sectional Recordbook Scoring Madera South
7-8:30p Parli Pro Novice
6-8p Barnestock

1/17 Thursday: WINTER CATA GOV. Board Kristi Specialty Animal 3:30-5:30
STUDENT TEACHER CONCLAVE JOEY
Parli Pro 6-8pm

1/18 Friday Winter CATA GOV Board Kristi 3:30-5:30 Poultry FFA MTG 6:
1st Semester Ends 1-8 Reverse 4:00-6:30 NAT. RES. Dance 7:30.

Important dates during the month:

1/19 Nat Res Contest Coalinga
1/19 MODESTO SHEEP & PIG SALE
1/20 DYNASTY SALE MANTECA HS
1/24 Sectional Manuscripts Due
1/24 Drive Thru BBQ / SHOWCASE BOBS Pizza
1/25 Foundation / Adult Board Mtg - Kristi
Registration Due
1/26 WINTER STATE FINALS
MINARETS INVITATIONAL

Vehicle needs for the coming week:

Yosemite Contest Car Joey

Project visitations made (prior week):

Mason Ellis
MICHAEL WARNERT
Amelia Giffin

Informational items for departmental concern:

Need to get Fair Checks

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 1/17/13 In Attendance: (Kristi) Joey (Amanda) (Tammy) Other:

Activities for the Week:

1/17 Thursday: Parli Pro 6-8p
Specialty Animal 3:30-5:30p

1/18 Friday: FFA MTG 6:30 - 10:30p
Nat Res 4-6:30p
Poultry 3:30-5:30p

1/19 Saturday: Modesto Sale
Natural Resources Coalinga

1/20 Sunday: Dynasty Sale

1/21 Monday: NOV & ADV Parli Pro 6-8
Natural Resources 4-6:30

1/22 Tuesday: BIG 7:30am
Manuscripts, Cov Letr & Resume due

1/23 Wednesday: Parli Pro 7am Novice
Livestock 6-8p
Poultry 3:30-5:30p

1/24 Thursday: Adv. Parli Pro 6-8p
Specialty Animal 3:30-5:30p
Drive thru BBQ

1/25 -

Important dates during the month:

1/26 Invitational - All Day
1/29 Ag Advisory Mtg

Apps Due
1/22 Manuscripts
1/25 Reg off Apps
2/1 Reg for Contest (Speakers
3/15 Apps for Stars

Vehicle needs for the coming week:

Joey Car

Project visitations made (prior week):

Informational items for departmental concern:

Joey contact Chuck about Farm Show workers
Give the Basketball info to Corrine

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 1/24/13 In Attendance: (Kristi) Joey (Amanda) (Tammy) Other:

Activities for the Week:

1/24 Thursday: Drive thru BBQ. Bob's Birthday
Specialty Animal 3:30-5:30
Lunch Farm Records

1/25 Friday: Kristi to Galt
Poultry 3:30-5:30

1/26 Saturday: Minarets Invitational 7am--?
State Finals Natural Resources

1/27 Sunday: Jim's Birthday

1/28 Monday: 6-8 Parli Pro
3:30-6:00 Forestry?
3:30 Impromptu

1/29 Tuesday: 7:30-BIG
Floral 3:30-5:30
Advisory Meeting 6 pm Dinner

1/30 Wednesday: Farm Record book Scoring 4:00 Kingsburg
Livestock 6-8pm

1/31 Thursday: Leaving for Chico 3:30

2/1 Friday: Chico Parli Pro
Poultry 3:30-5:30

Important dates during the month: 2/7 Speaking Contests
2/8-9 MFE & ALA
3/12 Farm Show
2/26 Amanda's Birthday & Farm Records Contest

Vehicle needs for the coming week:
2/31-2/1 Blue Van

Project visitations made (prior week):

Informational items for departmental concern:
Need 23 kids for the farm Show

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 2/7/13 In Attendance: (Kristi) (Joey) (Amanda) Tammy Other:

Activities for the Week:

2/7 Thursday: Speaking Contests 3pm Job Int. 4 rest of Contests
Staff Mtg 8am
1:10 PRACTICES

2/8 Friday: MFE/ALA Conf. Joey & Kristi leave at 10am for Visalia
Interviews for Reg Officers Bob 3:30 Grant 3:50
Tanner 3:40

2/9 Saturday: MFE/ALA Ends @ noon

2/10 Sunday:

2/11 Monday: Forestry 3:15-4:15
Exec Mtg 6:30

2/12 Tuesday: Floral 3-5 Parli Pro 6-8pm
BIG 7:30am
STUDENTS TO FAEM SHOW

2/13 Wednesday: Parli Pro Novice 7am
Livestock 6-8pm

2/14 Thursday: Valentines Day

2/15 Friday-

Important dates during the month:

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 2/14/13 In Attendance: Kristi Joey Amanda Tammy Other:

Activities for the Week:

2/14 Thursday: Valentine's Day
Specialty Animal 3:30p
Vegg Crop - 3:30p

2/15 Friday: Pick Sheep Set Schedule 3:30p
Poultry & Forestry 3:30p.

2/16 Saturday: CJLA Banquet
Western Bonanza

2/17 Sunday: Western Bonanza

2/18 Monday: Presidents Day

2/19 Tuesday: Vacation

2/20 Wednesday: Sectional Activity Night

2/21 Thursday: Livestock Prac. 3pm
Parli Pro 6-8pm

2/22 Friday: Parli Pro 6-8pm

2/23 Saturday: SPING REG Mtg. Reedley H.S. 8am depart

Important dates during the month:

March 11, 2013 Drive to Feed

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

Science order - Incomplete

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: ___2/13/12_____ In Attendance: Kristi Joey Gayle Amanda Other:_____

Activities for the Week

2/13 Monday: 2-7 BBQ Blood Drive Parli Pro 6-8
4-6 Horse Prac
4-6 Poultry Prac

2/14 Tuesday: Proficiency Scoring(Regionals)
Sarah G to Farm Show
Lunch Horse Prac

2.15 Wednesday: Marketing Contest Laton / manuscripts and resumes' due
4-6 BIG Prac
4-6:30 Forestry

2/16 Thursday: Farm Show Trip
Leave for Chico?

2/17 Friday: Chico Parli Pro

2/18 Saturday: Western Bonanza
Bakersfield Parli Pro

2/19 Sunday: Western Bonanza

2/20 Monday: No School

Important dates during the month:

2/23 sectional activity nite	2/29 Sectional Speaking Contests	3/7 Sectional Parli Pro
2/25 Regional Meeting	3/2 UCDavis Parli Pro	3/9-10 Chico Field Day
2/28 FFA Meeting	3/3 UCD Field Day Forestry	3/16 Regional Parli Pro

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 2/28/13 In Attendance: (Kristi) (Joey) (Amanda) Tammy Other: Tammy in Sacramento (Proficiency Scoring)

Activities for the Week:

2/28 Thursday: "FFA Meeting"
SPECIALTY Team 3:30 - 5:30
VEG 4:30 - 6:30

3/1 Friday: PARLI PRO TO UCD leaving 7am
Joey & Tammy 3:30 for UCD

3/2 Saturday: UC Davis Field Day Forestry Farm Rec/FBM

3/3 Sunday: WASC KRISTI 2pm

3/4 Monday: EXEC. Mtg 7am FORESTRY 4-6:30
BIG 3:30-5:30
Parli Pro - 6-8

3/5 Tuesday: Livestock 3:30- Poultry 3:30-5:30
FLORAL 4:00 - 6:00
BIG 7:15am - 8:30

3/6 Wednesday: VEG 3:30 - 6:00 SECTIONALS 4:30
7am NOV Parli Pro LIONS SPEECH CONTEST

3/7 Thursday: SPECIALTY TEAM 3:30 - 5:30 7:30am STAFF MTG
VEG 4-6:30 Parli Pro 6-8pm

3/8 Friday FORESTRY 4-6:30
POULTRY 3:30-5:30 Leave for Chico 3:30pm

Important dates during the month:

3/1&2 UCDavis Fld Day
3/6 Sectional Parli Pro
3/8-9 Chico Field Day
3/11 Drive to Feed 11am
3/15 Regional PPro
3/16 Merced Fday
3/22 Regional Speaking
3/25 MJC F Day
3/27 FFA MTG
3/28 3rd Qtr Ends
3/28 Spring Ag Day
4/2 STATE DEGREE ESI

Vehicle needs for the coming week:

UCD - Tahoe + 3/2
Chico - Tahoe 3/8-9
SECTIONAL PPro 3/6 Tahoe

Project visitations made (prior week):

Sheep @ Farm - Kristi
Pigs @ Farm - Tammy

Informational items for departmental concern:

Cell phones on Events (specifically overnights) Remove after call home upon arrival at Location for night the removed and secured for nite by instructor
REMOVE ALL IN [illegible]

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 3/7/13 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

3/7 Thursday: Blood Drive
Specialty Practice

3/8 Friday: Joey personal Day
Leave for Chico 3:30
Farm Records prac.

3/9 Saturday:
Chico Field Day

3/10 Sunday:

3/11 Monday: Tammy Jury Duty?
ParliPro 6-8 FORESTRY 3:30
BIG 3:30

3/12 Tuesday: FR/FBM 3:30
BIG AM
FLORAL

3/13 Wednesday: FR/FBM 3:30
Livestock 3:30 to done Specialty
NOV. ParliPro 7am Veg

3/14 Thursday: ParliPro
Veg
Specialty

3/15 Friday Poultry

Important dates during the month:

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

Generate $1000 P.O. TO LOWES - for Joey
Classes offered - outside of dept. How is it financed
Still need [illegible]

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 3/14/13 In Attendance: (Kristi) Joey (Amanda) (Tammy) Other:

Activities for the Week:

3/14 Thursday:

3/15 Friday: Regional Parli Pro - Tulare @ noon

3/16 Saturday: Merced Field Day
Veg 4 BIG 5 My Car 7 Res Van
FR 5 Livestock 6 Tshoe 7

3/17 Sunday: State Officer "Mock Interview" Josh & Grant

3/18 Monday:

3/19 Tuesday:

3/20 Wednesday:

3/21 Thursday:

3/22 Friday - Regional Speaking - Tulare

Important dates during the month:

3/23 MSC
3/26 Spring Ag Day

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

Call about a Van
Spring Ag Day -

Sausage Sale going out again
Coupon Booklets for Sale

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 3/21/13 In Attendance: (Kristi) Joey, (Amanda) Tammy Other:

Activities for the Week:

3/21 Thursday: SPECIALTY 3:30-5:30
VEG -3:30-6:30
PARLI PRO 6-8

3/22 Friday: FORESTRY
REGIONAL SPEAKING LEAVE 7:15

3/23 Saturday: MODESTO JC

3/24 Sunday: SPRING AG DAY PREP

3/25 Monday: ~~BIG/FBM~~ - 3:30-5:30
Parli Pro - 6-8 BIG 3:30-5:30
Forestry 3-5

3/26 Tuesday: BIG 7:15-8:40
POULTRY-3-5:30 SPRING AG DAY ALL DAY

3/27 Wednesday: FFA MTG
Veg - 3-5
SPEC ANIM - 3:30-5:30

3/28 Thursday: Veg 3-5
FBM/FR - 3-5 SPEC ANIM 3:30-5:30

3/29 Friday - Forestry - 3:30-5:30
POULTRY 3:30-5:30

Important dates during the month:

April 2 State Degree Banquet
April 5&6 Consumnes River

Vehicle needs for the coming week:

Friday - Amanda Regionals - Tahoe
Saturday - 2 Vans & Tahoe

Project visitations made (prior week):

Informational items for departmental concern:

For Saturday
Livestock 6
Floral 4
Poultry 5
Specialty 3
BIG 5
FBM 3
FREC 4
30

Kristi Red - 7
Tammy Van - 7
Joey Van 7
Amanda Tahoe 7
28
Need one Driver

STATE DEGREE
Ashlynn - 2
Cory
Cody - 1
Bob - 3
MikaelaF - 2
MikaylaK - 1
CourtneyC - 2
Katie MsD - 2

4 advisors
1 Mike

MINARETS HIGH SCHOOL AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: 4/18/13 In Attendance: (Kristi) (Joey) (Amanda) (Tammy) Other:

Activities for the Week:

4/18 Thursday:
Vegg Crop 3:30-5:30 Job Interview & Impromptu State Finals
Parli Pro 6-8p

4/19 Friday: Parli Pro State Finals

4/20 Saturday: State Conference Starts 7:30
Fresno State Field Day Leave 6:30

4/21 Sunday: State Conference

4/22 Monday: State Conference

4/23 Tuesday: State Conference

4/24 Wednesday:-

4/25 Thursday:-

4/26 Friday -

Important dates during the month:

Vehicle needs for the coming week:

Project visitations made (prior week):

Informational items for departmental concern:

W. Department Inventory

Minarets does not currently have an inventory list for the department, however with the extensive growth that our chapter has seen recently this is something we need to accomplish.

15. Advisory Committee Meeting Agendas

Minarets High School
Agriculture Advisory Committee Meeting
Wednesday, September 27, 2017

Agenda

Dinner	Room 501
Welcome & Introductions	Kristi Mattes
FFA News	Keeley Hall Jessica Sweet
Ag Laboratory Immediate Needs	Kristi Mattes
A. Mechanics Facility	Richard Chapman
B. Greenhouse/Lath House	Keeley Hall
C. Farm Laboratory	Jessica Sweet
Budget	
A. Departmental	Kristi Mattes
B. FFA/Projects	Kristi/Keeley/Jessica
Grants	
A. Ag Incentive Grant 2016-2017	Kristi Mattes
B. Specialize Ag Incentive Grant	Kristi Mattes
C. Farm Bureau Grant	Jessica Sweet
D. Madera Co Ag Boosters	Keeley Hall
Curriculum Review	
A. Sustainable Ag Bio & Horticulture	Keeley Hall
B. Soil Science and Chemistry/AP Biology/ Vet Science/ Intro to Agriculture	Jessica Sweet
C. Floral/Ag Gov & Econ	Kristi Mattes
D. Ag Mech I/II & III, Power Equipt/ Welding Fabrication	Richard Chapman
New Business	
A. Incentive Grant Review	Kristi Mattes
B. 7th & 8th Grade Classes	Kristi/Jessica

Next Meeting: _____

16. Advisory Committee Meeting Minutes

Minarets High School
Agriculture Advisory Committee Meeting
Wednesday, September 27, 2017

Agenda

Dinner — Room 501
Welcome & Introductions — Kristi Mattes

Called to order: 6:35 PM

Committee Members Present

Don Vasconcellos
Greg Sammons
John Miller

Guests Present

Scotland Snider, Student Teacher
Dr. Daniel Ching, Principal

FFA News — Keeley Hall, Jessica Sweet

Marketing Plan Team won state finals.
Many teams, very competitive.
Dinner dance had a better year with fundraising.
Madera Fair success. Many breed champions, and a couple supreme champions. 7 total students representing in Master showmanship
27 students attended GLC. Many fundraisers already. 8th grade students going to the discovery conference.
Sporting Clay shoot coming up next.
Tri Tip dinner on November 1st.

Ag Laboratory Immediate Needs — Kristi Mattes
A. Mechanics Facility — Richard Chapman

New Business

A. Incentive Grant Review — Kristi Mattes
B. 7th & 8th Grade Classes — Kristi/Jessica
   Increasing enrollment. Need for more course sections.
C. New committee chair: Greg Sammons

Next Meeting: ____ January 11, 2018_____

fresno ROP

ADVISORY COMMITTEE MEETING
SIGN-IN ROSTER

Course Name: _ROP Ag Welding and Fab_ Teacher: ___Richard Chapman_

PLEASE PRINT

*Please attach this roster to your minutes and return both to Fresno ROP

NAME	SIGNATURE	COMPANY NAME	TITLE	ADDRESS	PHONE NO.
Brad Allen		Natural Landscaping	Owner/ Contractor		
Barbara Bigelow		Bigelow Farms	Co-Owner		
Claudia Box		Box Feed	Owner		
Larry Dinis		Reedley College	Mech Ag Instructor		
Ray Krause		Westbrook Wine Farm	Owner		
Neil McDougald		UC Board of Regents	County Commissioner		
Greg Sammons		CDFA	Senior Livestock Inspector		
Dr. Scott Williamson		CSU-Fresno	Animal Science Instructor		
Donald Vasconcellos		Lions Club of North Fork	Retired Ag Teacher		
John Miller		~~Pacific CAD Design~~ AGROVICE	~~Exec. VP~~ CONSTRUCTION MANAGER		

17. Advisory Committee Constitution and by-laws

Career Technical Education Advisory Committee

By-Laws

Article I Career Technical Education Advisory Committee

Section 1. Purpose

(a) Advise the Career Technical Education (CTE) Teachers, CTE Coordinator, Site Principal, District Superintendent, and School Board on matters pertaining to the CTE Program.

(b) Advise on the development and content of curriculum.

(c) Advise on the development and implementation of a program strategy which will result in a source of trained and qualified individuals.

Section 2. Membership

(a) The School Board shall select and establish the advisory committee

(b) The CTE coordinator shall convene the committee

(c) The members of the committee may be selected from a list submitted by the CTE teachers who may seek nominations from appropriate agencies and organizations.

(d) The Committee shall be composed of the following:

1.A representative from a university conducting training in a CTE area.

2.A representative from a community college conducting CTE.

3.A parent of a student enrolled in a CTE program

4.Eight other individuals representing diverse industries in the community or region.

(e) Committee members shall serve a three year term. They may serve a second three year term if elected.

(f) Following the initial establishment of the committee, the twelve members will draw numbers. The first four will serve a one year term, the second four a two year term and the final four a three year term. This will result in no more than one third of the committee being new in any given year.

(g) The CTE coordinator shall serve as the committee secretary.

Article III Meetings

Section 1. Open Meetings

All regular and special meetigns of the committee and its sub-committees shall be open to the public as required by law.

Section 2. Regular Meeting Dates

The Committee shall establish policies related to regular meeting dates, frequency, times and locations.

Section 3. Special Meetings

Special meetings may be called by the chairperson and shall be called upon the request of at least one-third of the committee members. At least 36 hours notice of such meetings shall be provided to all members.

Section 4. Quorum

A majority of the current committee membership shall constitute a quorum. Action od the committee shall be decided by a majority vote of the members present.

Section 5. Meeting Policies

The committee may, as needed, establish policies governing other aspects of meetings such as notices, order of business, etc.

Section 6. Parliamentary Procedures

Committee meetings will be conducted according to these by-laws, adopted committee policies, and Roberts Rules of Order.

Section 7. Reimbursement of Member Costs

Committee members shall serve without compensation including travel and per diem.

Article IV Sub-Committees

Section 1.

The committee may establish, as needed, standing and ad hoc sub-committees to perform designated tasks.

Section 2. Sub-Committee Appointments

The committee chairperson make may appointments of committee members to any sub-committee formed.

18.Proficiency Standards

Agriculture and Natural Resources Industry Sector

Career Pathways

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

Agriculture and Natural Resources Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America's market economy in a global setting.

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 *Writing*

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand geographic information systems (G.I.S.).
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Know how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Understand how biotechnology affects trade and global economies.
- A9.5 Understand how different cultural values affect agricultural production and marketing.
- A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.

B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

B6.2 Know proper bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

B7.1 Understand the role of heat and oxidation in the cutting process.

B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
- D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
- D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D4.0 Students understand animal reproduction, including the function of reproductive organs:

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0 Students understand the causes and effects of diseases and illnesses in animals:

- D6.1 Understand the signs of normal health in contrast to illness and disease.
- D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
- D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
- D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
- D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
- D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
- D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

- D7.1 Understand the role of rangeland use in an effective animal production program.
- D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
- D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

- D8.1 Understand animal waste treatment and disposal management systems.
- D8.2 Understand various methods for using animal waste and their environmental impacts.
- D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

- D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

- E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Students understand rangeland management:

- E4.1 Know the locations of major U.S. and California rangeland areas.
- E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
- E4.3 Understand practices used to improve rangeland quality.
- E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
- E4.5 Distinguish among different browse and forage species in California rangelands.
- E4.6 Understand the components of a rangeland monitoring plan.
- E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

- E5.1 Understand the relationship between habitat and wildlife population.
- E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.
- E5.3 Understand the methods for determining existing wildlife species populations.
- E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
- E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
- E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
- E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

- E6.1 Understand the different types of aquatic resources.
- E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.
- E6.3 Understand a variety of methods to determine the populations of existing aquatic species.
- E6.4 Analyze the relationship between water quality and aquatic species habitat.
- E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Students understand the outdoor recreation industry:

- E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.
- E7.2 Understand basic survival skills and first-aid procedures.
- E7.3 Understand appropriate trail construction and maintenance techniques.
- E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
- E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

- E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.
- E8.2 Know how to use a dichotomous key to identify plants and animals.
- E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
- E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

- E9.1 Understand the role of fire in forest and rangeland ecosystems.
- E9.2 Understand the significance of each of the components of the "fire triangle."
- E9.3 Know appropriate wildland fire-suppression practices.
- E9.4 Understand the components of a fire-control plan.
- E9.5 Know how to use fire-control tools safely.
- E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

- E10.1 Understand how social, political, and economic factors can affect the use of forests.
- E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
- E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
- E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
- E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
- E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

- E11.1 Understand the Public Land Survey System.
- E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
- E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
- E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

- E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
- E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
- E12.3 Analyze the production of specialty and seasonal products from natural resources.
- E12.4 Know different wood types and their uses.
- E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

- E13.1 Understand the differences between publicly and privately held lands.
- E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
- E13.3 Understand the role of public and private property rights and how they affect agriculture.
- E13.4 Understand the role of government in managing public and private property rights.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.
- G1.3 Understand how common plant parts are used to classify the plants.
- G1.4 Understand the differences between and uses of native and nonnative plants.
- G1.5 Understand the differences between monocots and dicots.
- G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
- G2.3 Understand what functions organelles play in the health of the cell.
- G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Understand plant inheritance principles, including the structure and role of DNA.
- G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 Students understand sexual and asexual reproduction of plants:

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
- G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an "agrosystem" approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of "whole-system management."

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

19. Teaching Credential

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:	HALL
First Name:	KEELEY
Middle Name:	MARIE

Document Information:

Document Number:	160003670
Document Title:	Single Subject Teaching Credential
Term:	Preliminary
Status:	Valid
Issue Date:	12/23/2015
Expiration Date:	1/1/2021
Original Issue Date:	
Grade:	
Special Grade:	
SB1969 (Title 5 §80487):	

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture
ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE	

Renewal Requirements

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

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Employment Restrictions

Organization Type	Organization	County

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: HALL
First Name: KEELEY
Middle Name: MARIE

Document Information:

Document Number: 160003187
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 12/23/2015
Expiration Date: 1/1/2021
Original Issue Date:
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture

Renewal Requirements

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

Renewal Code	Renewal Description	Addition
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	

Employment Restrictions

Organization Type	Organization	County

20. Department Calendar

Minarets FFA

Aug 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1 National Convention	2	3	4	5 Blue barn dinner
6	7	8	9	10 10pm - Madera Fair	11 Ag Planning Meeti 6:30pm - Officer	12 SJR Boot Camp
13 SJR Boot Camp	14	15 4pm - Back to 4pm - Madera Fair	16	17	18	19
20	21 6pm - Exec meeting	22 4:30pm - EFM COLC	23	24	25	26 Madera Fair Horse
27 Madera Fair Horse	28 R2 in class 11:30am - Communi	29	30	31 6:30pm - FFA	1 12pm - Comm Serv 12pm - Fundraising	2 Madera Fair

Minarets FFA

Sep 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27 Madera Fair Horse	28 R2 in class 11:30am - Communi	29	30	31 6:30pm - FFA	1 12pm - Comm Serv 12pm - Fundraising	2 Madera Fair
3 Madera Fair	4	5 State Staff Meeting Galt	6	7 8:15am - 504 - Dan	8	9
10 Madera Fair	11 12pm - Comm Serv 3pm - Rodeo work	12	13 5pm - EFM	14 7:30am - ROP	15 GLC Fresno State	16 Coarsegold 8am - Farm Work
17 Coarsegold 6:30am - Rodeo	18	19	20 6:30pm - FFA	21 5pm - Madera	22	23 5pm - FFA Paint Nite
24	25 State FFA Meetings 7am - Natural 12pm - Comm Serv	26 National Convention	27 6pm - Fall Advisory	28	29	30 9am - Executive 5pm - Fresno State

Minarets FFA

Oct 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 7am - Natural	3	4 6:30pm - Chowchilla	5	6 Manufacturing Day	7 7am - 2nd Annual
8	9 7am - Natural 12pm - Comm Serv	10	11 Sequoia Forestry Challenge	12	13	14
15	16 7am - Natural	17	18	19 6:30pm - FFA	20	21 Corcoran Cotton
22	23 National Convention Delegate Trip 7am - Natural 12pm - Comm Serv	24	25 National Convention	26 12pm - Ag mech	27 8am - Reedley	28 Rodeo grounds 8am - MJC Cotton
29	30 7am - Natural 11:30am - Ag mech	31	1	2 12pm - Ag mech 4pm - Hanford	3 8am - COS 3:30pm - Welding	4 7am - West Hills Fall 8am - Cotton State

Minarets FFA — **Nov 2017 (Pacific Time)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30 7am - Natural 11:30am - Ag mech	31	1	2 12pm - Ag mech 4pm - Hanford	3 8am - COS 3:30pm - Welding	4 7am - West Hills Fall 8am - Cotton State
5	6 9am - Thanksgiving Food Drive 7am - Natural 11:30am - Ag mech	7	8 4pm - EFM Section	9 12pm - Ag mech	10 Parli Pro Retreat	11
12 Parli Pro Retreat	13 Poinsettia Sale 7am - Natural 11:30am - Ag mech	14	15 New Professionals Institute	16 12pm - Ag mech	17 SJR Roadshow	18 SJR Regional
19 Poinsettia Sale	20 7am - Natural 11:30am - Ag mech	21	22	23 12pm - Ag mech	24	25
26 Poinsettia Sale	27 7am - Natural 11:30am - Ag mech	28	29 5pm - Fall FFA	30 12pm - Ag mech	1 9am - Merced 7pm - Beauty and	2 Mariposa

Minarets FFA

Dec 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Poinsettia Sale	27 7am - Natural 11:30am - Ag mech	28	29 5pm - Fall FFA	30 12pm - Ag mech	1 9am - Merced 7pm - Beauty and	2 Mariposa
3	4 7am - Natural 9:45am - Army 11:30am - Ag mech 11:30am - MANDAT	5 NAAE Conference @ Nashville, TN, United States	6 SJVC trip	7 12pm - Ag mech 5pm - EFM BIG/	8 4pm - Sierra NR	9 8am - RMC NR
10	11 7am - Natural 11:30am - Ag mech 11:30am - MANDAT	12	13 6pm - FFA Exec	14 12pm - Ag mech	15	16
17	18 7am - Natural 11:30am - Ag mech	19	20 6:30pm - FFA	21 12pm - Ag mech	22 Community Day	23
24	25 7am - Natural 11:30am - Ag mech	26	27	28 Chapter Award Recordbook Work 12pm - Ag mech	29	30
31	1 7am - Natural 11:30am - Ag mech	2	3	4 Student Teacher Conclave 12pm - Ag mech	5 12pm - Set Up for	6 9am - Minarets NR

Minarets FFA — **Jan 2018 (Pacific Time)**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 7am - Natural 11:30am - Ag mech	2	3	4 Student Teacher Conclave 12pm - Ag mech	5 12pm - Set Up for	6 9am - Minarets NR
7	8 7am - Natural 11:30am - Ag mech	9 State Staff Meeting Galt	10	11 State CATA Gov Board Galt 12pm - Ag mech 5pm - Advisory	12 5pm - All State Apps	13 Nevada Union NR 8am - Golden West
14	15 7am - Natural 11:30am - Ag mech	16	17 Butte Arc Exposure 6:30pm - FFA	18 12pm - Ag mech 5pm - EFM	19 SJR Officer Apps	20 8am - Mendota NR 8am - Tulare Citrus
21	22 7am - Natural 11:30am - Ag mech	23	24	25 12pm - Ag mech	26	27 8am - Reedley Mid 9am - Minarets Parli
28	29 7am - Natural 11:30am - Ag mech	30	31 6:30pm - Exec	1 12pm - Ag mech 2pm - EFM Speaking	2 3pm - Leave for	3 Arbuckle FFA Field 8am - Winter State 9am - MJC Parli Pro

Minarets FFA

Feb 2018 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29 7am - Natural 11:30am - Ag mech	30	31 6:30pm - Exec	1 12pm - Ag mech 2pm - EFM Speaking	2 3pm - Leave for	3 Arbuckle FFA Field 8am - Winter State 9am - MJC Parli Pro
4	5 State FFA 7am - Natural 11:30am - Ag mech	6	7 4:30pm - EFM State	8 12pm - Ag mech	9	10 9am - SJR Officer
11	12 FFA Week Military 7am - Natural 9am - SJR 11:30am - Ag mech 5:30pm - FFA	13 World Ag Expo FFA Week Sock Day	14 FFA Week Western	15 FFA Week Spirit Day 12pm - Ag mech 5pm - Donkey	16 MFE ALA Visalia Western Bonanza FFA Week Farm	17
18 Western Bonanza	19 7am - Natural 11:30am - Ag mech	20 5pm - EFM Co-op @	21 7pm - EFM Activity	22 12pm - Ag mech	23	24 8am - SJR Meetings
25	26 7am - Natural 11:30am - Ag mech	27 State Recordbook/ Profiency Review	28	1 12pm - Ag mech 3pm - State	2 UC Davis Parli Pro	3 UC Davis Field Day West Hills Spring

Minarets FFA

Mar 2018 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26 7am - Natural 11:30am - Ag mech	27 State Recordbook/ Profiency Review	28	1 12pm - Ag mech 3pm - State	2 UC Davis Parli Pro	3 UC Davis Field Day West Hills Spring
4	5 7am - Natural 11:30am - Ag mech	6 State Officer	7 6:30pm - FFA	8 12pm - Ag mech	9	10 Butte Welding Chico Field Day
11	12 7am - Natural 11:30am - Ag mech	13	14 5pm - EFM Parli Pro	15 12pm - Ag mech	16 SJR Speaking 12pm - Judge	17 Dinuba Floral/ Vet Manteca Floral Merced College
18	19 7am - Natural 11:30am - Ag mech	20	21	22 12pm - Ag mech	23 SJR Parli Pro @ COS	24 MJC Field Day
25	26 7am - Natural 11:30am - Ag mech	27	28	29 12pm - Ag mech	30	31

Minarets FFA

Apr 2018 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 7am - Natural 11:30am - Ag mech	3	4 7am - Exec meeting	5 12pm - Ag mech 7pm - EFM Awards	6	7 Cal Poly Pomona Clovis Vet Contest
8	9 7am - Natural 11:30am - Ag mech	10	11 Spring Ag Day 5pm - ROP Advisory 6:30pm - FFA	12 12pm - Ag mech	13	14 CRC Field Day @ Reedley College
15	16 EFM Officer Apps 7am - Natural 11:30am - Ag mech	17	18	19 State Speaking 12pm - Ag mech	20 State Parli Pro	21 Clovis Welding Fresno State Field
22 State FFA Conference @ Anaheim Convention Center 800 W Katella Ave, Anaheim, CA	23 7am - Natural 11:30am - Ag mech	24	25	26 12pm - Ag mech	27	28 Liberty Vet Contest Madera Floral
29	30 Chapter Officer EFM Officer 7am - Natural 11:30am - Ag mech	1	2	3 12pm - Ag mech	4 Leave for SLO	5 Cal Poly State Finals

Minarets FFA

May 2018 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30 Chapter Officer EFM Officer 7am - Natural 11:30am - Ag mech	1	2	3 12pm - Ag mech	4 Leave for SLO	5 Cal Poly State Finals
6	7 7am - Natural 11:30am - Ag mech 4:30pm - EFM	8	9	10 12pm - Ag mech	11 Chapter Officer	12
13	14 Chowchilla Fair 7am - Natural 11:30am - Ag mech	15	16	17 12pm - Ag mech	18	19
20 Chowchilla Fair	21 7am - Natural 11:30am - Ag mech	22 Chapter Officer	23 American Degree	24 12pm - Ag mech	25 12pm - Officer	26
27	28 7am - Natural 11:30am - Ag mech	29 State Staff Meeting Spring FFA Banquet	30	31 12pm - Ag mech	1 5pm - FFA Paint Nite	2

Minarets FFA

Jun 2018 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 7am - Natural 11:30am - Ag mech	29 State Staff Meeting Spring FFA Banquet	30	31 12pm - Ag mech	1 5pm - FFA Paint Nite	2
3	4 7am - Natural 11:30am - Ag mech	5	6	7 12pm - Ag mech	8	9
10	11 FFA Reward Trip 7am - Natural 11:30am - Ag mech	12	13	14 12pm - Ag mech	15	16
17	18 7am - Natural 11:30am - Ag mech	19 SJR Officer Retreat	20	21 12pm - Ag mech	22	23
24 CATA Summer Conference	25 7am - Natural 11:30am - Ag mech	26	27	28 CATA Skills Sessions 12pm - Ag mech	29	30

21.Professional Development Activities

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 16-17 **School** **MINARETS**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	MATTES	HALL	SWEET	CHAPMAN				
Fall Region Meeting	X	X	X	X				
Region In-service Day	X	X	X	X				
Spring Region Meeting		X	X	X				
Section In-service*	X	X	X	X				
Section In-service*	X	X	X	X				
Section In-service*	X	X	X	X				
Section In-service*	X	X	X	X				
Summer Conference	X	X	X	X				
University AgEd Skills Week		X	X					
Professional Development **		X	X	X				

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

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

1 NEW PROFESSIONALS

2 AET CONFERENCE

3

4

22.R-2 Report

O'Neals - Minarets
Courses Report

Advisor Name	Period	Course Name	Student Count
Richard Chapman	6	Agricultural Welding	15
Richard Chapman	8	Agricultural Welding	11
Richard Chapman	5	Engine & Power Mechanics	14
Richard Chapman	3	Fabrication & Construction	10
Richard Chapman	4	Fabrication & Construction	12
Richard Chapman	1	Introduction to Agricultural Mechanics	20
Richard Chapman	2	Introduction to Agricultural Mechanics	21
Richard Chapman	7	Introduction to Agricultural Mechanics	22
Richard Chapman	1	Other Agriculture Mechanics	2
Richard Chapman	2	Other Agriculture Mechanics	2
Richard Chapman	6	Other Agriculture Mechanics	2
Richard Chapman	7	Other Agriculture Mechanics	2
Richard Chapman	8	Other Agriculture Mechanics	0
Keeley Hall	4	Introduction to Ornamental Horticulture	28
Keeley Hall	1	Prep Period	0
Keeley Hall	2	Sustainable Agriculture	25
Keeley Hall	3	Sustainable Agriculture	25
Keeley Hall	5	Sustainable Agriculture	28
Keeley Hall	6	Sustainable Agriculture	28
Keeley Hall	7	Sustainable Agriculture	28
Keeley Hall	8	Sustainable Agriculture	24
Kristann Mattes	6	Ag Communications & Leadership	28
Kristann Mattes	1	Ag Economics	24
Kristann Mattes	5	Floriculture & Floral Design	17
Kristann Mattes	7	Floriculture & Floral Design	15
Kristann Mattes	0	Graduate - American Degree	30
Kristann Mattes	8	Prep Period	0
Kristann Mattes	3	SAE/Project Period	0
Kristann Mattes	2	Sustainable Agriculture	27
Kristann Mattes	4	Sustainable Agriculture	28
Jessica Sweet	5	Advanced Agriscience	21
Jessica Sweet	8	Introduction to Agriscience	22
Jessica Sweet	2	Prep Period	0
Jessica Sweet	1	Soil Science	24
Jessica Sweet	3	Soil Science	28
Jessica Sweet	4	Soil Science	28

Jessica Sweet	6	Soil Science	29
Jessica Sweet	7	Veterinary Science	28

O'Neals - Minarets
Courses Report

Agricultural Welding (Period: 6)

Richard Chapman

Student Name	Grad Year
	2020
	2020
	2020
	2020
	2019
	2020
	2020
	2020
	2018
	2020
	2020
	2019
	2020
	2020
	2020

Student Count

15

O'Neals - Minarets
Courses Report

Agricultural Welding (Period: 8)

Richard Chapman

Student Name	Grad Year
[redacted]	2019
	2020
	2020
	2020
	2020
	2020
	2019
	2020
	2019
	2019
	2020

Student Count

11

O'Neals - Minarets
Courses Report

Engine & Power Mechanics (Period: 5)

Richard Chapman

Student Name	Grad Year
	2018
	2019
	2018
	2020
	2018
	2019
	2018
	2019
	2019
	2020
	2020
	2020
	2017
	2019

Student Count

14

O'Neals - Minarets
Courses Report

Fabrication & Construction (Period: 3)

Richard Chapman

Student Name	Grad Year
	2018
	2019
	2018
	2018
	2019
	2018
	2019
	2018
	2018
	2019

Student Count
10

O'Neals - Minarets
Courses Report

Fabrication & Construction (Period: 4)

Richard Chapman

Student Name	Grad Year
[redacted]	2018
	2018
	2018
	2018
	2019
	2018
	2018
	2019
	2018
	2018
	2018
	2019

Student Count

12

O'Neals - Minarets
Courses Report

Introduction to Agricultural Mechanics (Period: 1)

Richard Chapman

Student Name	Grad Year
	2020
	2021
	2021
	2020
	2021
	2021
	2021
	2021
	2020
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2019
	2019

Student Count
20

O'Neals - Minarets
Courses Report

Introduction to Agricultural Mechanics (Period: 2)

Richard Chapman

Student Name	Grad Year
	2021
	2021
	2021
	2019
	2020
	2021
	2021
	2020
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2019
	2021
	2021
	2018

Student Count
21

O'Neals - Minarets
Courses Report

Introduction to Agricultural Mechanics (Period: 7)

Richard Chapman

Student Name	Grad Year
	2021
	2021
	2019
	2019
	2021
	2021
	2021
	2017
	2021
	2021
	2019
	2020
	2021
	2018
	2019
	2021
	2021
	2021
	2021
	2021
	2021
	2020

Student Count
22

O'Neals - Minarets
Courses Report

Other Agriculture Mechanics (Period: 1)

Richard Chapman

Student Name	Grad Year
[redacted]	2018
	2018

Student Count

2

O'Neals - Minarets
Courses Report

Other Agriculture Mechanics (Period: 2)

Richard Chapman

Student Name	Grad Year
[redacted]	2018
[redacted]	2018

Student Count

2

O'Neals - Minarets
Courses Report

Other Agriculture Mechanics (Period: 6)

Richard Chapman

Student Name	Grad Year
[redacted]	2018
[redacted]	2019

Student Count
2

O'Neals - Minarets
Courses Report

Other Agriculture Mechanics (Period: 7)

Richard Chapman

Student Name	Grad Year
	2018
	2019

Student Count

2

O'Neals - Minarets
Courses Report

Other Agriculture Mechanics (Period: 8)

Richard Chapman

Student Name	Grad Year

Student Count

O'Neals - Minarets
Courses Report

Introduction to Ornamental Horticulture (Period: 4)

Keeley Hall

Student Name	Grad Year
[redacted]	2020
	2018
	2019
	2018
	2020
	2019
	2021
	2018
	2019
	2021
	2019
	2018
	2019
	2018
	2019
	2018
	2019
	2019
	2019
	2018
	2021
	2021
	2018
	2019
	2020
	2019
	2020
	2021

Student Count
28

O'Neals - Minarets
Courses Report

Prep Period (Period: 1)

Keeley Hall

Student Name	Grad Year

Student Count

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 2)

Keeley Hall

Student Name	Grad Year
[redacted]	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2017
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021

Student Count

25

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 3)

Keeley Hall

Student Name	Grad Year
[redacted]	2021
	2020
	2021
	2021
	2019
	2021
	2021
	2021
	2020
	2021
	2020
	2021
	2021
	2020
	2021
	2021
	2021
	2021
	2021
	2020
	2021
	2021
	2020
	2021
	2019

Student Count

25

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 5)

Keeley Hall

Student Name	Grad Year
	2021
	2021
	2019
	2021
	2021
	2020
	2021
	2021
	2021
	2022
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2020
	2021
	2017
	2021
	2020
	2020
	2020
	2021

Student Count
28

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 6)

Keeley Hall

Student Name	Grad Year
	2020
	2020
	2021
	2020
	2021
	2021
	2017
	2021
	2021
	2021
	2021
	2021
	2021
	2020
	2021
	2021
	2021
	2021
	2021
	2021
	2019
	2021
	2021
	2020
	2020
	2021
	2021
	2021

Student Count

28

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 7)

Keeley Hall

Student Name	Grad Year
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2019
	2020
	2020
	2020
	2021
	2020
	2020
	2019
	2020
	2020
	2020
	2020
	2020
	2020
	2021
	2020
	2021

Student Count
28

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 8)

Keeley Hall

Student Name	Grad Year
[redacted]	2020
	2019
	2021
	2020
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2021
	2020
	2021
	2019
	2020
	2020
	2020
	2018
	2021
	2021
	2021
	2021
	2021

Student Count
24

O'Neals - Minarets
Courses Report

Ag Communications & Leadership (Period: 6)

Kristann Mattes

Student Name	Grad Year
[redacted]	2020
	2019
	2019
	2019
	2018
	2019
	2020
	2020
	2019
	2020
	2019
	2020
	2018
	2020
	2020
	2019
	2019
	2018
	2020
	2020
	2019
	2020
	2020
	2019
	2020
	2020
	2020

Student Count

28

O'Neals - Minarets
Courses Report

Ag Economics (Period: 1)

Kristann Mattes

Student Name	Grad Year
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2018
	2017
	2018
	2018

Student Count

24

O'Neals - Minarets
Courses Report

Floriculture & Floral Design (Period: 5)

Kristann Mattes

Student Name	Grad Year
	2020
	2018
	2018
	2019
	2021
	2020
	2021
	2021
	2021
	2020
	2018
	2020
	2019
	2018
	2021
	2021
	2021

Student Count

17

O'Neals - Minarets
Courses Report

Floriculture & Floral Design (Period: 7)

Kristann Mattes

Student Name	Grad Year
[redacted]	2021
	2018
	2021
	2021
	2020
	2021
	2020
	2020
	2020
	2018
	2021
	2020
	2020
	2020
	2020

Student Count

15

O'Neals - Minarets
Courses Report

Graduate - American Degree (Period: 0)

Kristann Mattes

Student Name	Grad Year
	2017
	2016
	2016
	2016
	2015
	2015
	2017
	2017
	2015
	2017
	2017
	2016
	2016
	2016
	2016
	2017
	2017
	2016
	2016
	2017
	2016
	2016
	2017
	2017
	2016
	2016
	2017
	2017
	2016
	2017

Student Count
30

O'Neals - Minarets
Courses Report

Prep Period (Period: 8)

Kristann Mattes

Student Name	Grad Year

Student Count

O'Neals - Minarets
Courses Report

SAE/Project Period (Period: 3)

Kristann Mattes

Student Name	Grad Year

Student Count

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 2)

Kristann Mattes

Student Name	Grad Year
	2020
	2020
	2020
	2019
	2020
	2020
	2021
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2021
	2020
	2021
	2020
	2020

Student Count

27

O'Neals - Minarets
Courses Report

Sustainable Agriculture (Period: 4)

Kristann Mattes

Student Name	Grad Year
	2021
	2021
	2021
	2021
	2020
	2020
	2020
	2021
	2020
	2021
	2021
	2021
	2020
	2021
	2021
	2021
	2020
	2021
	2020
	2021
	2019
	2021
	2021
	2019
	2021
	2021
	2021
	2020

Student Count
28

O'Neals - Minarets
Courses Report

Advanced Agriscience (Period: 5)

Jessica Sweet

Student Name	Grad Year
[redacted]	2019
	2019
	2019
	2019
	2018
	2019
	2018
	2019
	2019
	2019
	2019
	2019
	2018
	2018
	2019
	2019
	2019
	2019
	2018
	2018
	2018

Student Count

21

O'Neals - Minarets
Courses Report

Introduction to Agriscience (Period: 8)

Jessica Sweet

Student Name	Grad Year
	2023
	2021
	2021
	2021
	2022
	2021
	2021
	2021
	2021
	2021
	2021
	2020
	2021
	2022
	2021
	2021
	2022
	2021
	2021
	2021
	2022
	2021

Student Count
22

O'Neals - Minarets
Courses Report

Prep Period (Period: 2)

Jessica Sweet

Student Name	Grad Year

Student Count

O'Neals - Minarets
Courses Report

Soil Science (Period: 1)

Jessica Sweet

Student Name	Grad Year
	2019
	2020
	2019
	2019
	2019
	2019
	2019
	2019
	2019
	2019
	2019
	2019
	2020
	2019
	2020
	2019
	2020
	2019
	2020
	2020
	2020
	2020
	2019
	2019

Student Count
24

O'Neals - Minarets
Courses Report

Soil Science (Period: 3)

Jessica Sweet

Student Name	Grad Year
	2020
	2019
	2019
	2020
	2019
	2019
	2019
	2019
	2020
	2020
	2019
	2019
	2019
	2019
	2019
	2020
	2020
	2019
	2019
	2020
	2019
	2019
	2020
	2019
	2019
	2020
	2019
	2019

Student Count
28

O'Neals - Minarets
Courses Report

Soil Science (Period: 4)

Jessica Sweet

Student Name	Grad Year
	2020
	2020
	2020
	2020
	2020
	2019
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2020
	2019
	2020
	2019
	2020
	2019
	2020
	2019
	2020
	2019
	2019
	2020
	2020
	2020
	2019

Student Count

28

O'Neals - Minarets
Courses Report

Soil Science (Period: 6)

Jessica Sweet

Student Name	Grad Year
	2020
	2020
	2019
	2019
	2020
	2020
	2020
	2018
	2019
	2020
	2018
	2019
	2020
	2020
	2019
	2018
	2020
	2020
	2020
	2020
	2020
	2019
	2020
	2019
	2020
	2020
	2018
	2020
	2019

Student Count

29

O'Neals - Minarets
Courses Report

Veterinary Science (Period: 7)

Jessica Sweet

Student Name	Grad Year
	2019
	2018
	2019
	2019
	2019
	2019
	2019
	2019
	2019
	2018
	2019
	2019
	2019
	2020
	2019
	2019
	2019
	2019
	2018
	2019
	2018
	2019
	2019
	2019
	2019
	2018
	2019

Student Count

28

23. Completed Travel Request

CHAWANAKEE

Keeley Hall <khall@mychawanakee.org>

Cotton Judging Field Trip

5 messages

Keeley Hall <khall@mychawanakee.org> Mon, Oct 9, 2017 at 11:38 AM
To: Daniel Ching <dching@mychawanakee.org>

Hi,

I wanted to check in with you about taking my cotton judging teams on a field trip October 17th starting at lunch. I would take them after school, but it gets dark so early and the gin will not be open later in the day.

I can check with Autumn about possible subs on campus already that can fill in for me.

--
Keeley Hall
Agriculture Teacher/FFA Advisor
Minarets High School

Daniel Ching <dching@mychawanakee.org> Thu, Oct 12, 2017 at 7:11 AM
To: Keeley Hall <khall@mychawanakee.org>

Did you get coverage?
[Quoted text hidden]
--
Dr. Daniel Ching
Principal
Apple Distinguished Educator
Minarets HS- A 21st Century School
45077 Road 200
O'Neals, Ca. 93645
(559) 760-5042

"The world doesn't care what you know. What the world cares about is what you do with what you know."

-Tony Wagner

Keeley Hall <khall@mychawanakee.org> Thu, Oct 12, 2017 at 7:16 AM
To: Daniel Ching <dching@mychawanakee.org>

Not for 6th. Nobody responded to my email.

Sent from my iPhone
[Quoted text hidden]

Daniel Ching <dching@mychawanakee.org> Thu, Oct 12, 2017 at 8:46 AM
To: Keeley Hall <khall@mychawanakee.org>

Put in for half day.
[Quoted text hidden]

Keeley Hall <khall@mychawanakee.org> Thu, Oct 12, 2017 at 8:47 AM
To: Daniel Ching <dching@mychawanakee.org>

Ok, thank you!
[Quoted text hidden]

CHAWANAKEE UNIFIED SCHOOL DISTRICT

Minarets High School & Minarets Charter High School

Parent Consent for Voluntary Field Trip and Emergency Medical Authorization

Student Last Name:	[redacted]	Student First Name:	[redacted]

has my permission to participate in the field trip to:(Destination)

Cotton Gin and Field	*Admission Cost:	0

*Please contact teacher in confidence if this presents a financial hardship.

Departure Date:	10/17/17	Time:	12:00 pm	Location:	Ag Department
Return Date:	10/17/17	Time:	8:00 PM	Location:	Ag Department

Lunch: (Check one)

	Student will be at school during lunch			School Bus
	Student should bring a sack lunch		X	Private Auto
X	Student should bring money for dinner		X	District Vehicle

Transportation: (Check one)

Staff in Charge:	Ms. Hall	Contact Phone:	559-593-6019	Form Due by:	10/17/17

Parent(s)/Guardian(s) please note:
It is necessary that parent(s)/guardian(s) specifically authorize their child to be included in this field trip. While supervision for this event will be furnished by the school, parent(s)/guardian(s) are hereby advised that such supervision by school personnel will occur only during the time period stated above and are responsible for picking up student at designated arrival date, time and location. Students picked up by parents during the field trip must be signed out with the "Blue Card", available from Staff in Charge. Only students with prior written permission will be allowed to leave with someone other than his/her parent or guardian.

[redacted] 10/16/17

Approval Signature (Parent/Guardian) Date

Emergency Medical Authorization
(Parent/Guardian must complete)

Should it be necessary for my child to have emergency medical treatment while participating in this trip, I hereby authorize Chawanakee Unified School District (CUSD) personnel to use their judgment in obtaining emergency medical services for my child. I further authorize any individual selected by CUSD personnel to render such emergency medical treatment to my child as he/she may deem necessary and appropriate. I understand that the CUSD may not have district insurance which pays the medical or hospital costs that might be incurred on behalf of my child. Consequently, I understand that any and all such costs may be my sole responsibility
Please notify Staff in Charge of any special instructions regarding medical treatment or care.

[redacted]

Signature of Parent or Guardian

[redacted]

Other Contact Phone Number

Known Allergies: N/A

Medications: N/A

Note: This form must be completed for participation in all field trips conducted by Chawanakee Unified School District within the State of California.

CHAWANAKEE UNIFIED SCHOOL DISTRICT

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Please notify Staff in Charge of any special instructions regarding medical treatment or care.

_____
Signature of Parent or Guardian

_____
Address

_____
City/State/Zip

_____
Emergency Contact Phone

_____
Other Contact Phone Number

Known Allergies:_____

Medications:_____

Note: This form must be completed for participation in all field trips conducted by Chawanakee Unified School District within the State of California.

24. CATA Membership Card

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Keeley Hall

SERVING AGRICULTURE BY TEACHING
2017/2018 ACTIVE MEMBER

Voting Card

25.Professional Development Activity Report

San Diego Wild Animal Park Professional Development

Daniel Ching

San Diego Wild Animal Park Professional Development

Dr. Ching,

On August 7-9, Jessica and I attended a professional development event at the San Diego Wild Animal Park. At this event, we studied conservation that we can incorporate into our classrooms. We have looked into how to incorporate the modules into all of our classes, including looking into Tortoise Spacial Ecology, California Condor Genetics, and Native Plants. We have discussed as a department how to incorporate these modules into our curriculum and how taking field trips to our Fresno Chaffee Zoo could prove beneficial to our Sustainable Ag Biology classes, Horticulture, Soil and Ag Chem and Introduction to Ag.

We are grateful to have attended these workshops and are hopeful that this will create more rigorous and relevant classroom experiences for our students.

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Keeley Hall
Agriculture Teacher/FFA Advisor
Minarets High School

26. Wish List

5 YEAR PLAN
2017-2022

Year 1 - 2017-2018

-Expand livestock facility Waste Management System (~$7,000 - AIG)

-Purchase Gates for the Shop Facility(~$3500 - AIG)

- Pen Construction & Panels for Swine Farrowing Facility (~$5000 - AIG)

Year 2 - 2018-2019

-Construct 2nd Greenhouse (~$35,000 - AIG and Specialized Grant)

Year 3 - 2019-2020

-Shop Up Grades (~$10,000 - AIG)

-Small Animal Unit (~$15,000 - AIG)

Year 4 - 2020-2021

-Purchase 10 Passenger Van (~$35,000 - AIG)

Year 5 - 2021-2022

-Purchase Equipment/Materials for a Food Science Class (~$25,000)

27.Operating Budget

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT

2017–18 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2017)

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

MINARETS HIGH SCHOOL	CHAWANAKEE UNIFIED
(School Site)	(District)

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

Signature of Authorized Agent	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 559 868-8689

Date of Approval of Local Agency Board: PENDING

Funds Requested - Part I	$5,000.00
Part II	$3,336.00
Part III	$18,000.00
Part IV	$0.00
Total	$26,336.00

Number of Different Agriculture Teachers at Site: 4

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

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

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

PART I - CONTINUED

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

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

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2016–17 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	417	$3,336.00

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

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

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

Number of FTE Agriculture Teachers at Site: 4

List the Names of the Agriculture Teachers:

RICHAED CHAPMAN	JESSICA SWEET
KEELEY HALL	5.
KRISTANN MATTES	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	4	$8,000.00
Criterion 11A - Year-Round Employment	4	$8,000.00
Criterion 11B - Project Supervision Period	1	$2,000.00
TOTAL FUNDS REQUESTED PART IV		$18,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. NO

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds		C Matching Funds
1	4000	Books & Supplies		10,000.00		10,000.00
2			Subtotal for 4000	**$10,000.00**		**$10,000.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. TRANSPORTATION	5,000.00		5,000.00
4			2. CONFERENCE	3,836.00		3,836.00
5			3. LEASES	1,500.00		1,500.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$10,336.00**		**$10,336.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. SUMP SYSTEB	3,000.00		3,000.00
10			2. POULTRY BARN	3000.00		3,000.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$6,000.00**		**$6,000.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$26,336.00**		**$26,336.00**

TOTAL 2017–18 Incentive Grant Allocation: $26,336.00

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

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds		C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

28. District/Department Budget Process

Our department budget process is run by our department chair, Kristi Mattes. At our weekly staff meetings, we discuss what items will be upcoming for payments and where the funds will come out of. Kristi processes all payments from our AIG account.

29. Department Chairperson's duties

Kristi Mattes is our department chair.

30. Chart of Responsibilities

GENERAL ACTIVITES SCHEDULE	Mattes	Hall	Sweet	Chapman
1. INSERVICE				
CATA Sectional Meetings				
September	X	X	X	X
October	X	X	X	X
November	X	X	X	X
December	X	X	X	X
January	X	X	X	X
February	X	X	X	X
March	X	X	X	X
April	X	X	X	X
May	X	X	X	X
CATA Regional Meetings				
Fall	X	X	X	X
Regional Road Show	X	X	X	X
Spring	X	X	X	X
CATA State Conference	X	X	X	X
2. DEPARTMENT PLANNING & MANAGEMENT				
Greenhouse/ shade house		X		
Farm	X	X	X	X
Shop (Metal/ Wood/ Small Engines)				X
Department Operations				
Incentive Grant	X			
FFA Account	X		X	
Farm Account		X		
Budgets	X			
District/State Reports	X			X
Ag Advisory Meetings (Fall & Spring)	X	X	X	X
Chapter Newsletter			X	
Chapter Website			X	
Farm Work Days	X	X		
Proficiency Applications		X	X	
Record Books	X	X	X	X
State Degrees	X	X	X	X
American Degrees				X
3. GUIDANCE & PROGRAM PLANNING				
Point Awards		X		
Program of Work			X	
R-2 Listing	X			
SOE Visits / Home Visits	X	X	X	X

	Mattes	Hall	Sweet	Chapman
Program Plan	X			
National Chapter Application		X	X	X
Chapter Award Apps. due Jan 15	X			
4. FFA ACTIVITIES & FAIRS				
Officer Retreat	X	X	X	X
Student/ Chapter Subcommittee	X			
Community Service Subcommittee				X
Fundraising Subcommittee		X		
Public Relations Subcommittee			X	
Big Blue Barn Dance	X	X	X	X
Madera District Fair	X	X	X	X
Opening/Closing Ceremonies	X	X	X	X
Greenhand Conference			X	
Sectional Activity Nights	X	X	X	X
Recordbook Verification	X	X	X	X
Made for Excellence Conference/ALA	X	X	X	X
Sectional Parliamentary Procedure Contest	X		X	
State Degree Ceremonies	X	X	X	X
State Leadership Conference	X	X	X	X
National FFA Convention		X	X	
Washington DC		X	X	
Reedley College New Member Day				X
Madera Cotton		X		
Corcoran Cotton		X		
Hanford Cotton		X		
Modesto Cotton		X		X
Fresno State Cotton Finals		X		
Exeter Citrus			X	
Tulare Citrus			X	
West Hills Winter			X	X
Winter State Finals Reedley			X	X
Mid Winter Finals Fresno State			X	
MJC Parli Pro	X			
UC Davis	X	X	X	
West Hills Spring			X	X
Arbuckle				X
Chico	X	X	X	X
Le Grand Ag Mech/ Floral/ Vet	X			
Consumnes River College		X	X	

	Mattes	Hall	Sweet	Chapman
Reedley	X		X	X
Merced	X	X	X	X
Manteca Floral	X			
Dinuba Vet			X	
Modesto	X	X	X	X
Hanford Vet			X	
Fresno State	X	X	X	X
Cal Poly, SLO	X	X	X	X
Madera Floral Contest	X			X
Hartnell Welding				X
Tulare Farm Show		X		X
Trinity Forestry				X
5. FFA ACTIVITIES & FAIRS CONT.:				
Spring Banquet				
Script	X			
Programs/Invitations	X			
Tickets/Money		X		
Awards	X		X	
Decorations/Displays	X			
Set-up	X	X	X	X
Fall Banquet				
Script	X			
Cooking				X
Program	X	X		
Awards/Creed	X		X	
Decorations	X			
Minarets NR contest				X
Minarets Parli Pro	X	X	X	
Spring Ag Day	X		X	
Plant Sales		X		
Donkey Basketball	X	X	X	X
Trap Shoots Oct 7th			X	
Paint Nite		X		X
Drive Thru BBQ	X	X	X	X
Registration Dinner		X		
Poinsettia Sales		X		
Vending Machine	X	X		
6. CAREER DEVELOPMENT EVENTS				

	Mattes	Hall	Sweet	Chapman
Banking		X		
Co-Op Test		X		
BIG			X	
Creed			X	
Livestock Judging	X			
Ag Welding				X
Ag Mechanics				X
Floriculture	X			
Job Interview	X			
Opening/Closing	X	X	X	X
Parliamentary Procedure	X			
Public Speaking - Extemporaneous	X			
Public Speaking - Prepared	X		X	
Impromptu Public Speaking		X		
Cotton Judging (Fall)		X		
Land Judging				X
Scrapbook			X	
Veterinary Science			X	
Citrus (Winter)			X	
Poultry			X	
Natural Resources (Winter)				X
Forestry				X
Ag Sales		X		
Meats		X		
Marketing Plan		X		
Ag Issues	X		X	
7. PROJECT SUPERVISION				
Ag Mechanics				X
Beef/ Dairy Cattle			X	
Goats	X			
Ornamental Horticulture / Plant Crops		X		
Small Animals (Poultry, Rabbits, Ducks, Dogs)	R		P	Dogs
Sheep	X			
Swine		X		
Ag Placement				X
Jr Exhibits	X	X	X	X
Horse		X		

31. Substitute Teacher Procedures and Plans

Agriculture-Keeley Hall
Cell (559)593-6019
Email: khall@mychawanakee.org

General Substitute Notes

Thank you for taking my classes! If you have any questions or problems, please contact me via text message or email at the information provided above.

Please read the following notes so you can be acquainted with my classroom.

Class Schedule:

Odd days: (Every other Monday, Wednesday and Friday)
1st: Prep
3rd: Ag biology (SPC Tyson Ellis and Lindsey Furgerson)
Pro Period
Lunch
5th: Ag Biology (SPC Natalie Medrano and Lindsey Furgerson)
7th: Ag Biology
Even days: (Every other Monday, Tuesday and Thursday)
2nd: Ag Biology (SPC Matthew Painter)
4th: Horticulture
Pro Period
Lunch
6th: Ag Biology (SPC D'Arcy Garcia)
8th: Ag Biology (SPC Lauren Childers)

Take roll at the beginning of class. If students are not at their assigned table when you take attendance, please mark them tardy.

Projector and Videos: You should not need to use the projector while I am gone, unless noted in the lessons left for you. Please, no movies.

Teacher's Desk: There should be no students sitting at my desk at any time. SPCS may sit at the table to the right.

Students like to spend breaks and lunch in the classroom to store items. If you are not comfortable with them in the classroom, you may ask them to leave. Show them this note if they argue with you.

All classes have assigned seating, except Pro Period. Seating charts are also in this folder.

Students may listen to music using headphones when working individually and are completing their work. If you have a problem with a cell phone or computer, you may call the office and ask them to come pick it up. Please expect students to complete work on their computers. I will post most assignments on Google Classroom for them, but check the list I leave for you to be sure. They should know how to get there.

If students need to use the restroom, there are red passes hanging next to the announcements. I usually just let them go if they ask, however if you are giving instructions and they ask, tell them to wait until you are finished.

10/23/17 (Even)	Ag Bio	Horticulture
	Students are expected to complete their bell ringers (on board). They have three assignments to complete while I am away. Instructions are on board and on PowerSchool in more detail.	Students should create a Horticulture ID Portfolio using keynote. They should complete all 37 tree pages, title page, and table of contents while I am away. Trees and more detail will be listed on PowerSchool under the Projects page. They should also complete their Agriscience Title Page that they started two weeks ago.
10/24/17(Even)	Ag Bio	Horticulture
	Students should continue to work on their 3 assignments.	Students should continue to work on their assignments.
10/25/17 (Odd)	Ag Bio	
	Students are expected to complete their bell ringers (on board). They have three assignments to complete while I am away. Instructions are on board and on PowerSchool in more detail.	
10/26/17 (Even)	Ag Bio	Horticulture
	Students should continue to work on their 3 assignments.	Students should continue to work on their assignments.
10/27/17 (Odd)	Ag Bio	
	Students should continue to work on their 3 assignments.	

Please announce the following:

Reedley New Member Field day is Friday. This is a free event for all Freshmen. Permission slips need to be turned in to Mr. Chapman. More slips are on the wall.

Pie order forms are due next Monday, the 30th with the money. Order forms are on the wall.

Drive Thru BBQ tickets may be checked out from Mrs. Wold in the media lounge. This takes place November 1st.

32. Program Completer Description

A program completer is a student who is a part of the Ag program all four years of high school. The student must also complete a pathway in the Ag department, for example Ag Mechanics or Animal Science.

33.2+2 Agreements

Our 2+2 agreements are unavailable at this time, as the courses are articulated in the spring semester with Reedley College. We are in the process of completing agreements at this time. Our floral, horticulture and ag mechanics classes will be articulated with Reedley College.

34. Reimbursement Process

The reimbursement process for Minarets Ag department varies based upon the account that the reimbursement will come out of. For the FFA account, a receipt must be submitted to the FFA treasurer to process at an FFA officer meeting, where the required paperwork will be completed and turned into the ASB officers. A check is then cut and put into the teacher's box in the office. If coming from AIG, our department head, Kristi Mattes will process the paperwork with the appropriate receipt.