



# **Littlerock High School A&E**

## **Agriculture and Environmental Science Academy**

### **2011-2012 Student and Parent Handbook**

Dear Parents and Students,

Fourteen years ago the Agriculture Department at Little Rock High School started the Agribusiness Academy. Academies are committed to giving students quality education with meaningful crossovers in subject areas. The Academy would give students a smaller learning community and a focused subject area.

The Academy was adopted and recognized by the district at that time. The Academy began by integrating only the tenth grade Agriculture classes with English, Math and History. Originally, there were only two classes and about sixty students enrolled. Since that time the program has grown to include seven core classes and integration of the sophomore, junior and senior curriculum. Each year, teachers collaborate and adjust student projects to better serve our students. Assignments include core projects, field trips, job shadowing, project development, leadership growth, science fair projects and Senior Project implementation.

In 2009 the Academy changed its focus to "Green" in order to meet the ever changing needs of our communities and student's preparing to enter an increasingly environmentally thoughtful workplace. Our Academy was selected as a California Partnership Academy, as a partnership Academy students receive direct support from industry partners working with the Academy to bring more opportunities to your student, preparing them for a competitive work environment.

We are pleased to have you and your student as part of this program. Attached are some guidelines and policies to assist you through the years to come and prepare you for graduating with honors. Our hope is that you will qualify and proudly wear the A&E Academy Stole at commencement and more importantly achieve a higher level of academic success as a result of being part of this program.

Best Wishes,

Robin Olsen  
Little Rock A&E Coordinator  
LHS

## 2011-2012 Instructors

### **Agriculture**

Robin Olsen (Academy Coordinator)

- Agriculture Earth Science, Agriculture Biology, Agriculture Chemistry

Joel Briggs

- Agriculture Mechanics 1-4, Agriculture Earth Science, Agriculture Economics and Government

Cindy Nelson

- Agriculture Earth Science, Agriculture Biology, Horticulture

### **Math**

Elizabeth Bridwell

- Geometry, Calculus, Algebra 2

Catherine Mellen

- Algebra Support, Statistics and Probability

Elizabeth Work

- Math

### **History**

Pierre DeWalt

- World History (10<sup>th</sup> grade)

Tom St. George

- U.S. History (11<sup>th</sup> grade)

### **English**

Jon Fitch

- English 10 & 12

Joannie Haynes

- English 11

### **Counselor**

Melissa Vattioni

### **Administration**

Mrs. Tepper

- Administrator supervising the Agriculture and Environmental Science Academy and Agriculture Department.

### **Notice to Agriculture Biology Students and Parents Regarding Animal Dissections**

State law provides that students with moral objections to dissecting animals may notify the teacher in writing. The Agriculture class curriculum has been developed to provide alternatives to dissection.

### **Classroom Behavior**

1. Students will be in their assigned seats and prepared for work when the bell rings. If they are not, they will be marked tardy.
2. No talking when the teacher or another student is addressing the class. Raise your hand and wait to be called on before talking.
3. Work quietly and only on assigned activities. This means no putting on make up, wandering around the room, putting your head down, bothering others, talking about last weekend, etc.
4. No food, drink, or gum. This is a District and Core policy.
5. Obtain permission to use equipment and materials in the classroom and use them carefully and according to directions. Do not write on desks, textbooks, or equipment.
6. Follow teacher's directions the first time they are given. Ask for clarification if necessary.

Any student may be removed from the academy for behavior that is unacceptable. Reasons for removal may include but are not limited to excessive tardies, repeated dress code infractions, suspension, and/or disrespect.

### **Academy Requirements for Graduating Seniors to Wear Stoles**

Agriculture and Environmental Science Academy

Board-approved requirements: AR 5127a

#### **Academy Defined Requirements**

1. Identify the combination of weighted requirements to wear a graduation stole (Identify weighted percentage for each requirement with a total of 100%):

In addition to the established district wide requirements, students enrolled in the Agriculture and Environmental Science Academy will meet the following requirements to be recognized. A student must be enrolled in the Academy for **two** full years (4 semesters). The Academy does not include the ninth grade year except for ninth grade students enrolled in Ag Biology. This includes a minimum of 90 merits for student citizenship. Examples of lost merits include: excessive tardies, on/off campus suspension, and academic dishonesty. This is a district policy and no exceptions can/will be permitted.

20%	GPA
20%	CORE PROJECTS
15%	ACTIVITIES
15%	COMMUNITY SERVICE
15%	LEADERSHIP
15%	SUPERVISED AGRICULTURAL EXPERIENCE PROJECT

2. Identify the overall percentage of weighted requirements to be achieved to wear the graduation stole. (List the total percentage from the weighted scores above needed to wear the graduation stole, i.e. 80% total)

Students must earn at least 80% of the total percentage for Academy Graduation Recognition, 85% or earn the Golden State FFA Degree to graduate with honors, or 95% to be recognized with distinction.

3. Define academy expectations for each requirement. (List each of the weighted requirements in #1 and define the expectations to receive that total percentage. Examples: 20% attendance requires a maximum of 3 tardies/ semester and 5 absences for the year)

- A. District guideline for minimum **overall** GPA is a 2.5.

In addition, students must earn a **GPA .5 above** the district wide requirement in their **Agriculture** classes (3.0). This will be evaluated by averaging the students best four semesters. The district GPA requirement is weighted at 20% on the score card. However, all students must meet the above stated GPA to graduate with academy honors.

- B. Students are required to have participated in and passed satisfactorily **two** integrated core projects. Less than 60% is zero as it is not a passing grade.

Earning and average score of 90%-100%	20%
Earning 80-89%	15%
Earning 70-79%	10%
Earning 60-69%	5%

- C. Students are required to be involved in **24 leadership** activities (as recorded in the students Vocational Agriculture Education Record Book).

24+ activities	15%
12-23	10%
6-11	5%
0-5 no credit given.	

- D. The student will be required to serve the community for not less than **20 hours**.

20+ hours	15%
10-19	10%
5-9	5%
0-4 no credit given	

- E. Students are required to serve as an FFA officer, committee chair **or** event coordinator. This requirement is worth 15% or if not met credit will not be given.

- F. Students will have successfully completed two years of SAEP (supervised agricultural experience program). Eligible projects will be planned with instructor approval and recorded in the California Vocational Agriculture Record book, **100 hours minimum**.

100+ hours	15%
80-99	10%
60-79	5%
0-59 no credit given	

4. Identify how the academy will monitor and evaluate students meeting the requirements. (List specific steps by the academy team to determine if students are meeting the requirements listed in # 1, 2, 3)

Agriculture teachers will review these policies annually with students. Students will receive individual program-planning reviews annually. Academy teachers will evaluate and monitor

student progress. These requirements will be verified in the Vocational Agriculture Record Book, Registrar's Records, and Instructor's Grade books.

### **Student Trip Behavior**

Each year the academy schedules a number of off campus activities. These trips are designed to meet Academic goals and will have assignments associated with them. Students representing the Agriculture and Environmental Science Academy will be expected to adhere to all school and district policies. We expect students learning outside of the classroom to actively participate in the activities and ask questions when appropriate. Students will be required to wear appropriate attire including Academy t-shirts and/or FFA uniform. Once again dress code will be enforced.

### **Progress Reports**

The Agriculture and Environmental Science Academy is concerned with academic progress and will be monitoring student progress throughout the year. We will contact parents when a student in the Agriculture Academy is not performing and is in danger of losing Academy status. The status report shown below is a SAMPLE and does not need to be signed at this time.

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☀LHS AG ACADEMY STATUS REPORT

Name \_\_\_\_\_

Ag Class \_\_\_\_\_

Ag Teacher: Briggs Olsen Richmond

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

**Regarding the ROUGH DRAFT FOR THE AG PROJECT**

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

**Student has turned in: YES or NO**

Core Teacher: Reid FieldsBriggs Bridwell DeWalt Mellen Olsen Richmond

Teacher Initials: \_\_\_\_\_ Date: \_\_\_\_\_

*Additional Comments:*

*Please sign and return to Ag teacher. Feel Free to use the back for any comments.*

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

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## Research Instructions for Ag Academy Projects

- Remember the 3/5 rule.... This means you cannot get all of your information from the same place. For example, you can use 3 internet sources and 2 books, but not five internet sources or five books.
- The following format was taken from the Holt English textbooks so you may use your textbook for more explanation or examples.
- You may print information off of the internet or take as many notes as you want, **but you must turn in your notes for grading in the following way:**
  1. Using 3 x 5 cards make a source card for each source you are going to collect information from. To make an appropriate source card you need to do the following:
    - a. Assign each source a different number.
    - b. Record full publishing information in the same format you will record it on your Works Cited page (see the Works Cited examples in the Science Fair packet for help with the formatting)
    - c. Annotate each source. This means you should write a short description of the important information you are learning from this source
    - d. Write down the call number (for library sources). This will be helpful if you need to find the source again.
  2. Using 3 x 5 cards, record facts and interesting information that you collect from your sources.
    - a. In the top, right hand corner of the 3 x 5 card write down the source number (from your source cards).
    - b. In the top, left hand corner of the 3 x 5 card write down the main idea of your notes.
    - c. Write down the information you want to record
      - i. Information should be summarized in your own words and not copied directly from the source
      - ii. If you get more than one fact from a source (which you probably will) use a separate 3 x 5 card for each fact.
    - d. In the bottom, right hand corner write down the page number where you found the information

### SAMPLE Source Card

1
Beers, Kyleene. Odell, Lee. Holt Literature and Language Arts. Austin: Holt, Rinehart, and Winston, 2003
This source contains information on the proper way to create source cards and research note cards.
Call Number: Not applicable

### SAMPLE Note Card

1
Source Card Structure
Source cards are used to keep track of important information regarding each different source a researcher is using. Source Cards are really helpful because they make it so the researcher knows where they got all of their information and what has to go on the Literature Cited page.
Page Numbers: 531-537

## Literature Works Cited Examples

### **A Book with One Author:**

Aaron, Daniel. Men of Good Hope. New York: Oxford University Press, 1980.

### **A Book with Two Authors:**

Johnson, James C. and Ann Ford. Mayan Numbers. Palo Alto: Dover Book Co., 1987.

### **A Book with an Editor:**

Adams, Robert C., ed. Chief Pre-Shakespearean Dramas. Boston: Houghton Mifflin, 1956.

### **An Encyclopedia Article:**

“Alamo.” The World Book Encyclopedia, Volume 1. Chicago: World Book, Inc., 1995.

### **An Interview:**

Fritz, Ted Co-Publisher/Editor. The Bakersfield Californian, Bakersfield, California, Personal interview, May 3, 1999.

### **A Video:**

Paris. Videocassette. Houston, Texas: Travelview International, 1992.

### **A Television Program:**

60 Minutes. CBS Television, KERO TV, Bakersfield, California, January 7, 1997.

### **A Pamphlet:**

Tribes of Western America. A pamphlet from the Bureau of Indian Affairs, Washington, DC, 1989.

### **A Newspaper Article:** (if the writer’s name is given, it goes first).

“The Sacrificing of Water for Coal in No Solution.” Los Angeles Times, October 4, 1988, Sec. II, P. 8.

### **A Magazine Article:** (If the writer’s given, it goes first).

“The Storming of the Alamo.” American Heritage, Vol. XII, No. 2, (February, 1979), pp.40-44.

### **A Web Cite:** . Write the address

### **Online source**

Snell, Melissa. “John Steinbeck and the Movies.” Modern Writers. 1999. About.com Inc. 21 June 2001 <[http:// historymedren.about.com/Library/weekly/aa031099.htm](http://historymedren.about.com/Library/weekly/aa031099.htm)>

Alphabetize your literature cited by using the top line of information. This will usually be an author’s or editor’s last name. If there is no author or editor, use the first word. Always drop “the”, “a”, and “an” from the title when alphabetizing.

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### **Academic Honesty Policy**

**Plagiarism:** Given the seriousness of plagiarism, it is important to know exactly what it is and what you can do to avoid it. Here is a simple test to determine whether something is plagiarized: ask yourself, is this information, idea, or statement common knowledge? If the answer is no, then ask yourself, did this information, idea, or statement come from a source outside myself, or did it come from my own experience as a result of my own creative activity? If the information, idea, or statement is not common knowledge, and if it came from an outside source, then you must credit that source. Failure to do so constitutes plagiarism.<sup>1</sup>

**Cheating:** Collaboration (unless specified by the teacher), copying, or sharing answers (with or without the other person's consent), violating teacher-specified test-taking procedures, and plagiarism are considered cheating. The following three penalties will result for students who violate the academic honesty policy:

1. A zero grade on the assignment for students involved in cheating or allowing their work to be copied
2. Parent notification
3. Automatic "U" in citizenship on report card *for that marking period*

Further offenses will result in referral to administration for disciplinary action **in addition** to the above penalties, and may be grounds for removal from special programs. Additional information regarding policies on cheating and plagiarism may be found in the Littlerock High School Student Planner.

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<sup>1</sup> From *Writing Research Papers* 1997 Edition, McDougall Littell

(courtesy of Senior Seminar class)

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

Student's Agriculture Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

**SIGNATURE PAGE**

I have read the Agriculture and Environmental Science Academy Handout. I understand the student expectations for classroom behavior, trip behavior, and earning Academy recognition at graduation.

I have also read and understand the Agriculture and Environmental Science Academy policies on academic honesty. I understand the definition of plagiarism and cheating, and recognize the consequences for these actions.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date