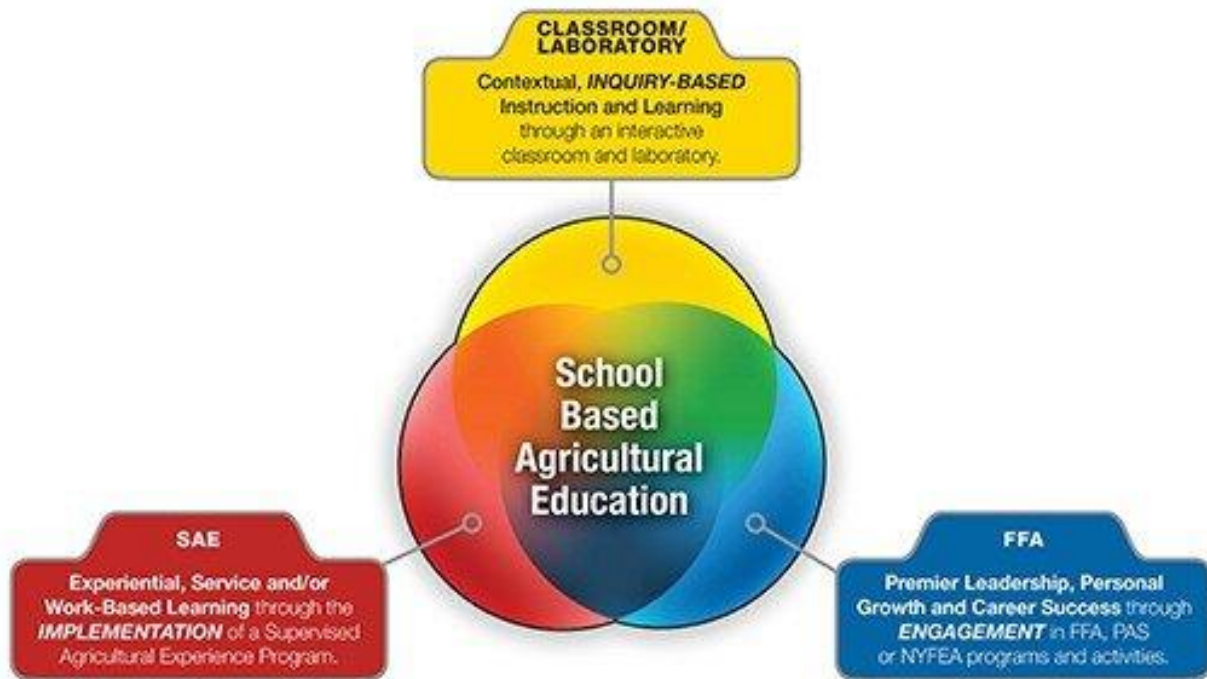


Meridian FFA Chapter Handbook



The Agricultural Education Mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.



Through agricultural education, students are provided opportunities for leadership development, personal growth, and career success. Agricultural education instruction is delivered through three major components:

- Classroom/ Laboratory Instruction (contextual learning)
- Supervised Agricultural Experience (work-based learning)
- Student Leadership Organization (FFA)

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1. What is FFA?

FFA is a student organization for those interested in agriculture and leadership.



National FFA Association

The National FFA Organization provides leadership, personal growth, and career success training through agricultural education.

Today, there are over 700,000 FFA members, in over 8,500 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands.

FFA Members embrace concepts taught in agricultural science classrooms nationwide, build valuable skills through hands-on experiential learning, and each year demonstrate their proficiency in competitions based on real-world agricultural skills.

Idaho FFA Association

From our humble beginnings in 1929, we've developed students' potential for premier leadership, personal growth, and career success. Idaho FFA currently has over 5,000 members and over 95 FFA chapters with over 140 FFA advisors.

Boise Valley District

The Idaho FFA Association has 10 districts that are split up by location. Each district has a team of district officers that represent and serve the members within each district of their chapter. The Boise Valley District (BVD) is made up of 6 chapters within the area, Kuna, Melba, Meridian, Mountain Home, Nampa, and Rimrock. Some Career Developments Events (CDEs) and Leadership Development Events (LDEs) will have a district contest to select 1 chapter to compete at the state level.

Meridian FFA

As a student of the West Ada School District Agriculture Science classes, you have the opportunity to join the largest youth-led organization in the world, the FFA! Meridian FFA is a unique chapter within the state of Idaho. Students from all 6 high schools (Centennial, Eagle, Meridian, Mountain View, Owyhee, and Rocky Mountain) make up the membership of our chapter since students begin their agriculture science classes at their home high school and complete their pathway(s) at the Meridian Career and Technical Center (MCTC).

Our Chapter membership is \$20.00 per year. We also offer different packages depending on your needs or wants. Your opportunity for success is wide open, and we have a lot of fun doing it.

Members can compete in various Career and Leadership Development Events (CDEs and LDEs), develop leadership skills through various chapter activities, as well as travel around the state and the nation.

FFA Membership

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.

FFA operates on local, state, and national levels. Student members belong to chapters organized at the local school level. Agriculture educators serve as chapter advisors.

Membership Package Options

1 Year FFA Membership	\$20.00
FFA Jacket with Scarf or Tie (with completed Jacket Scholarship Form)	\$40.00
FFA Jacket with Scarf or Tie (full price)	\$72.00
FFA Starter Package (1 year membership, jacket with scarf or tie (must complete Jacket Scholarship form), and FFA yearbook)	\$80.00
FFA Yearbook	\$25 until December 1 st , price rises to \$30 after

New Member Checklist:

1. Fill out the membership form and turn it in to your FFA Advisor!
 - a. Sponsorship may be available through the Meridian FFA Alumni.
2. Complete Jacket Scholarship Form to purchase jacket and scarf/tie for \$40 – on page 6.
3. Obtain Official Dress:
 - a. Black slacks or knee-length skirt, black socks or black nylons, white button-down shirt, Official FFA scarf or tie, black closed toe/ closed heel shoes (no tennis shoes) that are easy to walk in.
 - b. For male options, visit <https://shopffa.org/cat/6/SHIRTS-PANTS/>
 - c. For female options, visit <https://shopffa.org/cat/11/SHIRTS-SKIRTS/>
4. Attend monthly meetings and additional chapter events.
5. Try out for CDE & LDE teams.
6. Attend conferences and conventions.
7. Log onto AET regularly – view calendar to keep updated on dates & times or visit www.meridianffa.theaet.com
8. Journal on FFA events in AET
9. Keep accurate records of SAE projects in AET.

**Meridian FFA Chapter
Jacket Scholarship Form
(Includes Scarf or Tie)**

Name: _____

Ag Class/ FFA Advisor—Semester 1: _____

Ag Class/ FFA Advisor—Semester 2: _____

Year in FFA: _____ Home High School: _____

Jacket Size (see advisor to try one on): _____

1. List your future goals in the FFA.

2. List your activities in school and the community.

3. What does your SAE project consist of at the present time, and what are your future plans?

4. What do you wish to gain from receiving this award?

5. How can you benefit yourself and the FFA Chapter by receiving this scholarship and jacket?

3. New to FFA?

Here's what you need to know:

Acronym	Description
FFA	Agricultural leadership organization that is student-led
CTC	<u>Career Technical Center</u> – building on campus of Meridian High School offering agriculture and auto classes, destination of students traveling from other high schools in the district for advanced agriculture classes
AET	<u>Agricultural Experience Tracker</u> : Online record keeping system for students in agriculture classes and FFA members (www.theaet.com)
SAE	<u>Supervised Agricultural Experience</u> – individual student's project (can be short term for an agriculture class or long term for entire FFA experience)
CDE	<u>Career Development Event</u> – contests that help students build career skills
LDE	<u>Leadership Development Event</u> – contests that help students build public speaking and leadership skills
BVD	<u>Boise Valley District</u> – FFA district to which Meridian FFA belongs, some leadership workshops and CDE's are offered at this level at various high schools
POA	<u>Program of Activities</u> – written overview of the FFA chapter (officers, calendar of events, budget, activities); overnight trip with officers and committee chairs to plan the year's activities, usually at Silver Creek in Crouch, usually in June or July
WLC	<u>Washington Leadership Conference</u> – week-long national conference held each summer in Washington DC, emphasis on service, leadership, and national pride
CCF	<u>Canyon County Fair</u> – fair open to Meridian FFA members showing livestock & small animal species, usually last week in July, happens at fairgrounds in Caldwell
WIF	<u>Western Idaho Fair</u> – fair open to Meridian FFA members showing any species of animal, usually 3 rd week in August, happens at fairgrounds in Boise

Other Major Events	Description
Ag Expo	3-day event at the CTC, FFA members educate every 1 st grader in the district on agriculture; always Tuesday-Thursday, usually 4 th week in September
Alumni Scholarship Auction	HUGE One night fundraiser for FFA trips and member scholarships; held at the District Service Center, usually 1 st or 2 nd week in November
Produce Sales	Weeklong fundraiser for FFA chapter, members sell oranges, apples, grapefruit, potatoes, and onions; orders are filled at CTC shop, usually 2 nd -3 rd week in Dec.
Gem State	State leadership conference held overnight in Boise, ID; usually first 2 days of spring semester; emphasis on leadership
State Convention	Idaho State FFA Convention is a four-day celebration of members' leadership, personal growth, and career success through competitive events, workshops, large group sessions, keynote speakers, talent exhibitions, community service, agricultural industry tours, and more! It is hosted at CSI in Twin Falls, ID the second week of April
State CDE's	Week-long trip to Moscow, ID at University of Idaho; students compete in skills based CDE's, usually first week in June

Meridian FFA Frequently Asked Questions

1. What are the benefits of signing up for FFA?

When a student signs up for FFA, they are eligible for all FFA activities, contests, and awards. Students that maintain membership for 4 years are eligible to apply for local and National FFA scholarships when they graduate high school. All payments for various FFA events will go through the Meridian CTC Secretary.

2. When and how do I obtain an FFA Jacket?

If a student knows they are going to be an active FFA member and would like to invest in a jacket, they can order a jacket through any Meridian FFA advisor by paying \$40 and filling out FFA Jacket Scholarship. We will be making a jacket order shortly after our first meeting. Students that are unsure can borrow a jacket from the chapter or another student. Students are welcome to wear jackets that parents or siblings have used previously.

3. Does my student have to show animals at the fair or raise livestock?

Students do not have to raise livestock or show at the fair. If a student does choose to show livestock at the fair, they need to inform the advisors prior to weigh-in dates as posted on the AET website (meridianffa.theaet.com) so that all requirements for the fair can be met.

4. What activities would we recommend for a first year FFA member?

We suggest students look at the full list of FFA activities and find those that they are interested in and pursue them. However, we have seen a tremendous amount of personal growth if first year FFA members participate in:

1. The Creed Speaking LDE
2. Chapter Conduct of Meetings LDE
3. Greenhand FFA Degree
4. Gem State Leadership Conference
5. State FFA Convention
6. Meridian FFA Chapter Awards Banquet

5. What activities should a parent/guardian attend with their student?

Parents/guardians are welcome to attend all activities. Parents are especially invited to attend the Creed Speaking LDE & Greenhand Degree Ceremony, the Alumni Scholarship Auction, the Appreciation Breakfast during National FFA Week, and the Awards Banquet.

6. How does an FFA Member get on a competition team?

Students need to listen to announcements in class, check the chapter Microsoft Teams account, check the calendar at www.meridianffa.theaet.com, check social media (Facebook & Instagram), and add the Remind 101 text group, to find out exactly when practices begin. It is important to attend practice since scores for each contest are kept over a series of practices. An official team of students is then chosen to be on the official team. Young students need not get discouraged if they do not make the official teams in their first year.

7. Is there a minimum number of activities required for FFA members?

To be considered a FFA member in good standing, a first-year member must attend a minimum of 2 activities/events and a returning member must attend a minimum of 3 activities/events within the FFA year (see page 11). However, what activities/ events members participate in are up to the member.

8. What is the SAE project and does a student need an agriculture background to be successful in the FFA?

The SAE program is a Supervised Agriculture Experience that the student designs for themselves. Potential SAE projects include growing a garden, raising an animal, working on an ag-related mechanical project, working in an ag-related job, volunteering at an ag-related organization, job shadowing an ag-related career, etc. Students with no agricultural background have been remarkably successful in the FFA. If they are self-motivated and willing to work, they can be successful.

9. What will all the activities cost?

The chapter is able to pay 30 - 50% of the student's costs when traveling out of town. Students make up the remainder. In the past couple of years, the overnight contests and conventions in the state have been reasonably priced for the students. Amounts vary depending on the length of the trip and location. We do have some chapter fundraising activities that students can participate in to assist the chapter in subsidizing the cost for travel which include Western Idaho Fair Booth, Produce Sales, Milk Pass Out, and a few others. The local or chapter activities are either no cost or minimal cost. The chapter also receives additional support and sponsorship from the Meridian FFA Alumni Chapter which parents and families are encouraged to join.

10. What is the difference between FFA and 4-H?

We do many of the same things and have common goals. 4-H is part of the cooperative extension service and is coordinated by local extension agents through county government and by volunteers. 4-H is not limited to agriculture and includes things like family and consumer sciences and other areas as well. FFA is an integral part of the school's agricultural science program. Each local program is led by an agricultural science teacher (FFA Advisor) who works for the school. FFA members apply what they learn in the classroom in FFA activities and SAE projects. Students must be enrolled in one agriculture class per school year to be an FFA member.

*Follow Meridian FFA on Facebook, Instagram, or the chapter website (google 'Meridian FFA')

4. FFA Expectations

FFA Member in Good Standing

To be a member of a Career or Leadership Development Event state team, participate in additional FFA activities above the district level, or show an animal at the fair, a member must be classified as a FFA member in good standing for Meridian FFA. The following expectations and qualifications must be met along with holding a status of good standing as in Section 1 below:

1. Member in Good Standing

Roster

- Be on the Meridian FFA Chapter Roster for the current year membership.

Eligibility

- Must be passing all classes and eligible for school extracurricular activities to participate in FFA activities.

Class

- Enrolled in, and maintained a passing grade, at least one semester of an agriculture class for the current school year.

Record Books (AET)

- All FFA members should have a SAE and keep accurate records.
- The record book system that will be used is www.TheAET.com
- To be eligible to compete in specific FFA activities, members must have their record books complete to the specification of the checklist (on pages 20-23) by the given due date for the activity.

Chapter Meetings and Activities

- First year members must attend a minimum of 2 different FFA activities/ events held in a chapter year.
- Returning members must attend a minimum of 3 different FFA activities/ events held in a chapter year.

Official Dress

- Members must wear an FFA Jacket (available for purchase, see page 6 for scholarship form) and proper Official Dress items.
 - Black slacks or knee-length skirt, black socks or black nylons, white button-down shirt, Official FFA scarf or tie, black closed toe/ closed heel shoes (no tennis shoes) that are easy to walk in.
 - For male options, visit <https://shopffa.org/cat/6/SHIRTS-PANTS/>
 - For female options, visit <https://shopffa.org/cat/11/SHIRTS-SKIRTS/>
- Failure to wear proper Official Dress when required will result in the member being removed from that activity (chapter meetings, convention, district events, etc.)

Non-Official Dress

- Members must wear clothing that would be appropriate for a workplace environment.
- Any article of clothing, jewelry, or make-up which draws undue attention, is unsafe, or is disruptive to the educational process will be considered inappropriate. Examples include but are not limited to:
 - Any article of clothing, jewelry, or tattoos advertising or depicting alcohol, tobacco, drugs, gang affiliation, depicts violence, or inappropriate sexual innuendoes.
 - Clothing that is sheer or does not cover the stomach, back, chest/cleavage, or undergarments.
 - Tank tops, spaghetti straps, tube tops, off-the-shoulder shirts – shoulders must be covered.
 - Chains connecting the wallet to a belt loop or worn anywhere on the person.
 - Spiked clothing, belts, or jewelry
 - Any attire shorter than mid-thigh length - any attire with holes/tears/frays above mid-thigh
 - Pajamas or boxer shorts worn as outerwear.
 - Hats, hoods, bandanas, or other head coverings
- In addition:
 - Footwear must be worn at all times.
 - Participation in certain classes may require specific clothing and footwear for safety purposes.

Behavior

- Members must adhere to the West Ada High School Student Handbook policies while on school property or at FFA activities.

2. CDE and LDE Agreement

CDE's

Practices may be held before or after school depending on the coach.

- CDE practices are open to all members. However, to compete the member must be in good standing.
- Practices will be held to enhance members' skills in that event area. It is the responsibility of the student to keep up with all practice dates and information needed to attend. Every practice is highly recommended for members to become their best. However, we do understand there are going to be special circumstances.
 - Missing for unforeseen circumstances such as: personal illness, family emergency, or quarantine should be discussed prior to the practice time or as soon as possible after to schedule an alternative practice time. Missing due to another scheduled extracurricular practice/ event needs to be discussed with the advisor/ coach within 24 hours of the scheduled practice to be considered an excused absence.

- The members that consistently show progress, attend practices regularly, and abide by the FFA Code of Ethics (see page 17) will be the advancing team members to move forward to the next level.

LDE's

Practices may be held before or after school depending on the coach.

- LDE Teams that have more than one member must be cooperatively training together to advance the team. Unlike CDEs where individuals can competitively place over other chapter teammates to advance, LDE teams work as one to advance the team to the next level. In other words, you cannot practice without a team member to be competitive. LDE team members must speak and present a topic as one. For example, Conduct of Chapter Meetings (CCM) cannot do an opening ceremony or order of business without the entire team together. Therefore, every team member must attend practices.
 - Missing for unforeseen circumstances such as: personal illness, family emergency, or quarantine should be discussed prior to the practice time or as soon as possible after to schedule an alternative practice time. Missing another scheduled extracurricular practice/ event needs to be discussed with the advisor/ coach within 24 hours of the scheduled practice to be considered an excused absence.
- The members that consistently show progress, attend practices regularly, and abide by the FFA Code of Ethics (see page 17) will be the advancing team members to move forward to the next level.
- Some LDEs (Creed, Prepared Speaking, Extemporaneous Speaking, and Employment Skills) are a single member event. The member that has shown the most progress and skills in the public speaking event during a chapter run-off, will be the member that represents Meridian FFA at the Boise Valley District Level.

Competition Commitment

Members understand that a 3-week notice must be given to the advisor/ coach in writing if the student agrees to participate on a team that requires an entry/ registration fee and backs out for any reason other than personal illness, quarantine, or family emergency.

Failure to abide by the above rules will result in:

- 1st unexcused absence—**Verbal** warning
- 2nd unexcused absence—**Written** warning and parent contact
- 3rd unexcused absence—**Eviction** from the team

5. FFA Officer Expectations

Chapter FFA Officer Constitutional Requirements

*Copied from the Meridian FFA Chapter Constitution Article VI: Officers

Article VI: Officers

Section A: The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Advisor. Also, other officers may be elected as the Chapter Nominating Committee sees fit. The Advisor shall be the teacher of agricultural science and technology in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B: Officers shall be elected semi-annually or annually by a majority.

Section C: The officers of the chapter shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings, or various regulations or by-laws adopted.

Section E: Chapter officers President, Vice President, Secretary, Treasurer, Reporter, and Sentinel must hold the Chapter FFA Degree except any additional officer positions added by the Chapter Nominating Committee.

Section F:

Chapter FFA Officer Expectations

All officer candidates are to agree to abide by the FFA Code of Ethics, as well as the following:

1. All officer candidates are to have knowledge of The Mission and Strategies of the FFA Organization.
2. All officer candidates are to have commendable citizenship and conduct records.
3. All officer candidates who have offenses resulting in in school suspension due to fighting, drugs, tobacco, or alcohol will not be eligible to run for office in the current school year.
4. All officer candidates who have offenses resulting in out of school suspension will not be eligible to run for office in the current school year.
5. All officer candidates must pay their official FFA dues.
6. Officer candidates must be a member in good standing (see page 11).
7. All officer candidates are to have a sincere desire to carry out the duties of the office to which they are elected.
8. All officers must agree to abide by the FFA Officer Expectations as created each year by the Chapter Executive Committee and sign a statement agreeing to abide by them as a member in good standing.
9. Officers are to carry out their duties as outlined in the Official FFA Manual and as assigned by the President and approved by the Advisors.

Chapter Officer's Duties

Chapter officers serve a vital function in the FFA Organization. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers:

- A commitment to a genuine desire to be a part of a leadership team.
- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal, and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state, and national FFA constitutions and bylaws.
- A working knowledge of parliamentary procedure.
- Shall memorize their parts in the official ceremonies for all official events.

MERIDIAN FFA CHAPTER CODE OF CONDUCT

As a chapter officer, I will be required to follow these requirements...

1. I will always respect all public and private property.
2. I will attend all chapter officer and monthly chapter meetings unless approved by a chapter advisor.
3. I will refrain from the use of tobacco, alcoholic beverages, and drugs.
4. I will demonstrate moral behavior in my personal and social life.
5. I will perform all duties assigned to me by the Official FFA Manual and as assigned by the President and approved by the Advisors.
6. I will always adhere to the dress code as required.
7. I will maintain grades that are average or higher. (C or 2.0 GPA)
8. I will respect all authority.
9. I will take adequate time to prepare for all meetings and activities.
10. I will model the ideals of the FFA throughout my term of office.
11. I will have an appropriate social media presence.

I agree that if, for any reason, I am in violation of any of the terms of this contract, the Meridian FFA Chapter will hold me accountable, and I understand advisors will review alleged violations and will determine disciplinary action.

*Copied from the Chapter Officer Application

Officer Resignation

In the event that an officer no longer wishes to serve as an officer:

1. The officer shall submit in writing an intent to resign from their office stating their reason for vacating their duties to the advisors and officer team.
2. An advisor shall meet with the officer in question privately and discuss their intent and the situation.
3. The officer team will decide as a team how to divide the remaining responsibilities from the vacated position.

Notice

The consequences of not fulfilling duties are as follows, in order:

1. A meeting with advisors to give encouragement and notify the individual of potential removal of office.
2. Notification to the officer and parent.
3. Meeting with the advisors to discuss possible resignation.

Removal of Office

In the event that an officer is in violation of the Chapter Code of Conduct:

1. Advisors will review alleged violations and will determine disciplinary action.
 - a. A meeting with advisors, officer, and parents will take place to discuss possible removal of office.
2. If removed from office, the student may continue to be a member of the chapter assuming they meet the requirement of a member in good standing (see page 11).

6. FFA Code of Ethics

The FFA Code of Ethics

The FFA Code of Ethics, FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community, and family. As an FFA member, I pledge to:

1. Develop my potential for premier leadership, personal growth, and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion (FFA Official Manual page 24 for proper use of official dress).
4. Respect the rights of others and their property.
5. Be courteous, honest, and fair with others.
6. Communicate in an appropriate, purposeful, and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural experience program.
10. Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

Adopted by the delegates at the 1952 National FFA Convention. The Code of Ethics was revised at the 1995 National FFA Convention.

7. Supervised Agricultural Experience (SAE)

What is SAE?

The SAE is a component of an agricultural education program for every student. To further define the types of SAE programs available to and appropriate for students of school-based agricultural education, refer to the following examples:

Foundational

Foundational SAEs are appropriate for all agriculture students. This SAE activity is usually beginner level, short term, and designed primarily to help students become literate in agriculture and/or become aware of possible careers in the AFNR career cluster. Foundational SAEs should help students create a larger more focused SAE. Examples would include learning about a career, getting certified to gain employment, building a personal monthly budget, or learning a new agricultural skill.

Placement/ Internship (Paid or Unpaid)

Placement programs involve the placement of students in agriculture, food, or natural resources-related businesses to provide a “learning by doing” environment. These experiences may be paid or non-paid work experience. Examples would include working on a farm or ranch, in a farm supply store, or a food testing laboratory or in an agriculturally related non-profit organization.

Entrepreneurship/ Ownership

Students with an entrepreneurship/ ownership type SAE own the enterprise, equipment, and supplies, make the management decisions, and assume the financial risks to produce a product or provide a service. All products or services must be agriculturally related. A few examples would include raising livestock and selling animals or crops, building, and selling agricultural equipment, buying, and reselling feed, seed, or fertilizer, owning a pet care business or a business that programs and installs computer equipment in tractors.

Research

In a research SAE students plan and conduct major agricultural experiments using the scientific process and discover new knowledge. As part of the research, students verify and demonstrate or learn about scientific principles in agriculture. Research SAEs can be entrepreneurial or placement. Research SAEs can be conducted alone or cooperatively with other students or mentors/ employers. Examples would include conducting research on the most efficient feed supplements for livestock or the best fertilization methods in plants. Research could also be done to study consumer reactions to agricultural products or determine the best method of welding to hold together a plow.

For additional information on all projects and SAEs, visit www.exploresae.com

SAEs—Supervised Agricultural Experiences

One of the first questions to be asked is,

“Do I have to raise an animal to be in Ag and/ or the FFA?”

The answer is,

“No, you do not have to have an animal project, but yes you should have a SAE.”

We realize that not all students are available to raise an animal project for various reasons. There are many other activities available to students who are unable to participate in the animal project area. This area of the agriculture program is important and will enable students to receive a more complete concept of the total program. Students enrolled in an Agri-science class are provided a list of activities related to that class which can be used as a supplement or in place of an animal project. These activities are valued at a point per semester per Agri-science class to receive credit. There are many ways to accomplish a SAE.

SAE Project Expectations

1. Work with members, families, volunteers, and advisors in a cooperative, courteous, respectful manner demonstrating good sportsmanship and behaviors appropriate for a positive role model.
2. Accept supervision from advisors and cooperate with others; in addition, parents and members will accept supervision from certified organizational and project volunteers.
3. Treat animals humanely and provide appropriate and ethical animal care.
4. SAE visits are required before any fair entry form can be submitted.
5. Advisors reserve the right to not approve of fair entry based on record keeping, health, and/ or treatment of the animal(s).
6. Maintain open, honest communication with members, volunteers, parents, and advisors.
7. Respect, adhere to and enforce the rules, policies, and guidelines established at the county and state levels for Canyon County and Western Idaho Fair.
8. Comply with all applicable laws of the city, county, and state of residence and/ or location of project.

Foundational SAE Checklist

- Small animals/pets, horses not owned by students and not intended for sale, leased breeding livestock to show, assigned class/school SAEs can all use this set up in AET.
- Used to track time/hours in projects but not finances – AET counts time spent!
- Only 45 hours of these count towards State Degree right now but will count fully for Greenhand and Chapter Degrees.
- **Set up with descriptive title:** (ex: Flicka – QH Mare or Welding Careers Search) and select corresponding categories.
- **Plan: (Pencil logo):** write in complete sentences! Click outside the box to save.
 - Description: tell everything someone needs to know overall about your project (what it is, where it takes place, who helps you, who pays for what, when it will happen, etc.)
 - If taking a small animal or horse to fair, list fair specific goals for each year here and be sure to mention that you are showing through Meridian FFA at Western Idaho Fair
 - Time investment: outline the timeframe of the project and how much time you plan to spend on a regular basis; include if that time will vary throughout the year.
 - Financial: clearly list who pays for what for this project if applicable and include a bulleted list of items, amounts, and how often. If the project might include potential income, list this too.
 - If this does not apply to your project, include a short statement.
 - Learning Objectives: Select at least three Skill Areas (search through categories at top of page- can use skills from different categories)
 - Add short description of how you plan to demonstrate these skills with your project.
- **Journals: (access by: Journal Tab, 'time in AET Experiences')** – journal time spent on project at least twice a month
 - Can do monthly or bi-monthly summary journal including daily care or activities, adding all hours together for journal entry. This can be similarly worded each entry.
 - Ex: “For the month of August, I went out to the barn every day and cleaned my horse’s stall, lunged him, and groomed him. This takes me about an hour every day.” ~30 hours
 - Do separate journals on more notable activities: competitions, lessons, clinics, vet visits, farrier appointments, FFA practices, trail rides.
 - Must tag some of the skills for each journal entry.
 - Be sure to select the correct project when journaling.
- **No Budget or Financial Entries for this SAE type**

Placement (Paid or Unpaid) SAE Checklist

- Paid jobs or volunteer/community service projects can be set up this way.
- Paid jobs can be official (D&B Supply) or informal (getting paid cash to clean stalls or set water)
- Volunteering/community service can be official (signing up at pet shelter) or informal (feeding for your neighbor or mowing lawns for free)
- Used to track hours for volunteering or hours and paychecks for jobs.
- Great for earning State Degrees – should relate to agriculture somehow.
- **Set up with descriptive title:** (Ex: Cashier at Feed Store or Ride for Joy Volunteering) and select corresponding categories.
 - **Click 'Paid' for a job and 'unpaid' for volunteer.**
- **Plan: (Pencil logo):** write in complete sentences! Click outside the box to save.
 - Description: tell everything someone needs to know overall about your project
 - Where you're working or volunteering, why you are choosing that place, how many hours you plan to regularly work/volunteer, what you will be paid if applicable, what you'll be doing, who will help you (ex – mom will drive you there and back), what expenses you will have (uniform, fuel, etc.), if someone will pay for anything for you
 - Time investment: outline the timeframe of the project (how long you plan to work or volunteer) along with how much time you will spend there on a regular basis.
 - **No financial tab for placement.** When creating your project plan, you will not have a "Finances" tab. Your records will focus on the "Journal" to record your time invested or if paid, you will use the "Finances" section to record your paycheck.
 - Learning Objectives: Select at least three Skill Areas (search through categories at top of page- can use skills from different categories)
 - Add short description of how you plan to demonstrate these skills while working or volunteering.
- **Journals: (access by Journal Tab, 'Time in AET Experiences')** – journal time spent at work or volunteering at least twice a month
 - For paid job: Journal hours MUST be the same as paycheck hours and must be reasonable/make sense – recommend entering each time you get paid, adding hours for that timeframe together for entry (usually every 2 weeks)
 - For volunteer: this will vary depending on how often you volunteer (once a month may be all you do, especially when starting out)
 - Tell what you did – entries will likely be somewhat repetitive at first but should show growth over time as you gain more responsibility. Journal on training, raises received, new skills mastered, etc.
 - Must tag some of the skills for each journal entry.
 - Be sure to select the correct project when journaling.
- **Paychecks for paid jobs: (accessed by Finances Tab, 'New Paycheck')** – enter at intervals you are paid (usually every 2 weeks)
 - Enter accurate hours (must be same as journal hours), \$\$ earned, and any expenses for that timeframe.
 - MUST have some expenses for any paid job (fuel, uniform, etc.)
- **No Budget for this SAE type**

Entrepreneurship SAE Checklist

- Market livestock projects, breeding livestock owned by students, horses owned by students intended for sale, and student-run agricultural businesses are set up this way.
- Used to track hours and finances for projects – AET gives credit for money!
- Useful in earning State Degrees if they make profit!
- **Set up with descriptive title:** (Ex: WIF Market Lamb or Small Engine Repair) and select corresponding categories.
- **Plan (Pencil logo):** write in complete sentences! Click outside the box to save.
 - Description: tell everything someone needs to know overall about your project (about your animal or business, why you are doing the project, who will be helping you with it, who will be paying for what, where the business will run from or where the animal will live, how you will advertise your business, how you will handle business transactions)
 - If taking an animal to fair, be sure to mention that you are showing through Meridian FFA at Western Idaho Fair
 - Time investment: outline the timeframe of the project and how much time you plan to spend on a regular basis; include if that time will vary throughout the year.
 - Financial: clearly list who pays for what for this project and include a bulleted list of expense items, amounts, and how often. Also list expected income and how often.
 - Current expenses: those used up within a year.
 - Non-current expenses: will last more than a year.
 - Learning Objectives: Select at least three Skill Areas (search through categories at top of page- can use skills from different categories)
 - Add short description of how you plan to demonstrate these skills with your project.
- **Budget (Dollar sign logo):** enter expected income and expense amounts, including a brief description in the memo. Actual amounts will show up to compare to when entered later.
 - \$\$ from WIF dairy or livestock sale, \$\$ from paying customers = Cash/Market sale
 - Barn or Pasture Board = Rent
 - Inventory for Resale = animals or equipment purchased to be sold
 - Cash means the student is paying for it themselves.
 - Non-cash means someone else will pay for it.
- **Journals: (access by Journal tab, 'Time in AET Experiences')** journal time spent on project at least twice a month
 - Can do monthly or bi-monthly summary journal including regular, daily care or activities, adding all hours together for journal entry. This can be similarly worded each entry.
 - Ex: "For the month of August, I fed my lamb daily and worked with him on showmanship at least once a week. Feeding takes about 15 minutes and showmanship practice usually lasts 30 minutes."
 - Ex: "For the past two weeks, I mowed five lawns a day in the Meridian, ID area, starting at 7 am and ending at noon. I also edged the lawns and did some weed whacking along fences. I used my riding mower and made \$__ per hour and spent \$__ on fuel hauling from one place to the next."

- Do separate journals on more notable activities: buying an animal, initial and final weigh ins, veterinary experiences, show practices, jackpots, fitting/shearing, fair classes, market/dairy sale.
 - For businesses: starting the business, expansions/new clients, buying new equipment, major repairs, big accomplishments, new services offered.
- Must tag some of the skills for each journal entry.
- Be sure to select the correct project when journaling.
- **Finances: (access by Finances tab and either 'New Cash Entries' or 'New Non-Cash Entries')** enter expenses and income at reasonable timeframes and in reasonable amounts
 - **Expenses paid for by student: ('new cash entries, enter cash expense')** enter who you bought the item from (vendor), the date, the amount, select the correct project and type of item, and enter a brief description in the memo line.
 - Animals: market animal, grooming or care supplies, wormer, vet expenses (vaccinations), hoof trimming, AI fee, feed, barn or pasture board, fuel, etc.
 - Business: repair expenses, smaller supplies/tools, insurance, advertising, fuel
 - Ex: 1 market wether for fair
 - Ex: oil for mower
 - Will take away money from project!
 - **Expenses paid for by someone else: ('new non-cash entry, labor exchange or gift')** enter the date, the amount, the type of item, correct project, and explain more in the memo line.
 - Ex: feed paid for in exchange for yard work (labor exchange)
 - Ex: grandma bought hay for good grades (gift), dad bought me a horse
 - Will not add to or take away money from project!
 - **Income: ('new cash entries, enter cash income')** enter date, who paid you the money, correct project, amount, type, and brief description in memo
 - Ex: Les Schwabb - 2022 WIF Market Sale
 - Ex: Hidden Valley Subdivision Lawn Payment
 - Grants available through National FFA (need based): [SAE Grants - National FFA Organization](#)
 - **Beginning Values: (access by Finances tab, 'Beginning Values')** – enter any money you had to your name when you first started ag class and any non-current items, you're using for your project that you already had when you started ag class.
 - Cash, checking, or savings accounts value.
 - Pickup, trailer, saddle, tools, etc. – enter current value and original value.
 - Tell AET you had money to make your first purchases before you made any money in the project.
 - **Loans and large capital expenses (access in Finances tab)**
 - If you take out a loan to help start a project, enter it in the 'Loan Manager.'
 - If you (student!) buy new, expensive, long-term items, enter them in 'Non-Current Items' (if someone else does, enter as 'non-current gift')
 - Pickup, trailer, horse, breeding livestock to keep, big equipment, etc.
- Set up breeding projects as market projects until they have successfully reproduced.
- Use breeding manager once you have offspring from projects that you plan to sell.

Research SAE Checklist

- Conducting research in an agricultural area or subject (conducting an actual experiment, collecting data/answers to reach a conclusion, etc.)
- The Agriscience fair CDE should use this set up.
- Some class-based SAE's may fall into this category.
- **Set up with descriptive title:** (Ex: Effects of fertilizer on plant growth) and select categories.
- **Plan (Pencil logo):** write in complete sentences! Click outside the box to save.
 - Description: tell someone everything they need to know about the experiment or study you are conducting. Why did you decide to do this project? Is for a class? A CDE? What kind of activities will be done? Who will be helping you with it? What kind of supplies will you need? Who will pay for things that need purchased? Where will this take place?
 - Time investment: outline the timeframe of the study and how much time you plan to spend on a regular basis; include if that time will vary throughout the year.
 - Financial: clearly list who will pay for what for this project if applicable and include a bulleted list of items, amounts, and how often.
 - If this does not apply to your project, include a short statement.
 - Learning Objectives: Select at least three Skill Areas (search through categories at top of page- can use skills from different categories)
 - Add short description of how you plan to demonstrate these skills through your experiment or study.
- **Budget (dollar sign logo):** enter expected expenses (if applicable) and a brief description in the memo space. Actual amounts will show up when entered later.
 - Cash means the student is paying for it themselves.
 - Will probably mostly enter 'supplies' if applicable.
- **Journals: (access by Journal tab, 'Time in AET Experiences')** journal time spent on project at least twice a month during realistic times
 - Journal about the set-up of your project
 - Can do monthly or bi-monthly summary journal including regular, daily care or activities, adding all hours together for journal entry. This can be similarly worded each entry.
 - Ex: "For the past two weeks, I spent ten minutes every school day checking the plants on the grow cart and evaluating the moisture of the soil, the color of the leaves, and the growth of the plants and record it. I then apply fertilizer to the plants as needed."
 - Do separate, thorough journals on more notable points (collecting data, major events, buying supplies, results, conclusion of project, presentation of project)
 - Must tag some of the skills for each journal entry.
 - Be sure to select the correct project when journaling.
- **Finances: (access by Finances tab and 'New Cash Entries – enter cash expense')**
 - Expenses paid for by student: enter who you bought the item from (vendor), the date, the amount, select the correct project and type of item, and enter a brief description in the memo line (Ex – 3 bags of soil or thermometers)
 - This SAE type may not have any expenses to enter and should not have any income.

8. Agreement for FFA Membership

By signing the yearly FFA Membership Form, students and parents agree to the presented handbook, as well as the following:

- We authorize the Advisors to publicize achievements/ pictures of my child in school-related activities on the official FFA website/ FFA Magazine, the Agricultural Experience Tracker (meridianffa.theaet.com), in the classroom, and social media.
- We allow my child to receive Remind 101 texts, and group texts, from advisors pertaining to FFA information.
- We have read and understood the Meridian FFA Chapter Handbook, including FFA expectations, FFA Code of Ethics, FFA Officer Expectations, SAE expectations, and will follow instructions of FFA Advisors.
- We understand the guidelines set forth for text messaging my child and give all sponsors/ coaches permission to notify my child of relevant information regarding the activities they are participating in during the FFA year.
- We understand that all rules and regulations as stated in the West Ada High School Student Handbook also apply to any school-sponsored activity.
- The FFA Advisors reserve the right to revisit this document as necessary.