

BACKGROUND OF PROGRAMMING IN BHM SCHOOLS

At Buffalo High School our Agriculture education classes are 100% elective based. All of our Agriculture education classes are single term offerings except for CIS Animal Science which is a two term class. This type of course offering allows our students the opportunity to enroll in an agriculture education class during their high school career. Our most popular courses are CIS Landscaping and Animal Science at Buffalo High School. Our agriculture department offers a vast selection of agriculture classes including: Natural Resource, Companion Animals, Intro to Agriculture, Horse Science, Ag Construction, and two Unified classes that alternate every year between Companion Animals and Plant Science. In addition to these classes, the agriculture department offers 3 online options that include: Intro to Ag, Natural Resource, and Vet Science.

Since the last proposal, the agriculture department has seen a lot of growth in the Garden to School movement where students produce fresh produce in a school setting. This interest has been incorporated into our landscape classes and Intro to Agriculture classes where school gardens have been designed and built on school grounds. To meet the demands of student interests, we developed a CIS class for our landscaping class with Hennepin Technical College. The Buffalo Agriculture Department along with the Buffalo FFA Alumni Chapter continues to grow vegetables in the school gardens throughout the summer with student input that is used in the high school cafeteria during the fall semester.

PROGRAM STANDARDS

The National AFNR (Agriculture, Food, and Natural Resource) Career Cluster Content Standards are broken down into eight pathways which include the following:

1. Agribusiness Systems (ABS)—the study of business principles, including management, marketing and finance, and their application to enterprises engaged in Agriculture, Food and Natural Resources.
2. Animal Systems (AS)—the study of animal systems, including life processes, health, nutrition, genetics, management and processing, through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.
3. Biotechnology Systems (BS)—the study of data and techniques of applied science for the solution of problems concerning living organisms.
4. Environmental Service Systems (ESS)—the study of systems, instruments and technology used in waste management and their influence on the environment.
5. Food Products and Processing Systems (FPP)—the study of product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service within the food science industry.

6. Natural Resource Systems (NRS)—the study of the management of soil, water, wildlife, forests and air as natural resources.
7. Plant Systems (PS)—the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.
8. Power, Structural and Technical Systems (PST)—the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

The standards for agriculture education can be found at this link: [National Agriculture, Food, and Natural Resources \(AFNR\) Career Cluster Content Standards](#)

PROGRAM VISION STATEMENT

"Empowering students through hands-on learning and real-world experiences, the BHM Career & Technical Education program bridges education and industry, developing technical expertise, soft skills, and employability for success in a diverse and changing world."

SUMMARY OF PROCESS FOR REVIEW OF INSTRUCTIONAL RESOURCES

The Agriculture Department recommends allocating funds in this budget cycle to upgrade emerging technologies in the Agriculture Power, Structure, and Technology area, as well as the Natural Resources and Animal Systems areas. These investments will strengthen career readiness by developing students' technical skills, problem-solving abilities, and familiarity with industry-standard tools. Access to updated technology will support informed post-secondary and career pathway decisions while aligning instruction with current workforce expectations.

RECOMMENDATIONS

During the EXPLORE, RESEARCH, and PILOT phases over the past few years, the high school CIP Team reviewed student achievement data, instructional practices, and current research to identify instructional needs and priorities aligned to high school standards. The team evaluated potential instructional materials for alignment with state academic standards, graduation requirements, and college and career readiness goals, and engaged teachers in collaborative review and feedback. The agriculture department looked at other high school classrooms during FFA events and collected data from the schools, including teacher and student feedback. We analyzed to determine the effectiveness, rigor, and feasibility of the materials prior to making a curriculum adoption recommendation.

FINANCIAL IMPLICATIONS

The 2025-2026 Agriculture Education Curriculum Adoption Proposal consists of \$12,467.64 at BHS.

EVALUATION

Evaluation of the curriculum adoption will be monitored through multiple measures to determine whether the instructional materials are having the intended impact. Anticipated outcomes include increased enrollment in Agriculture Education courses, improved student engagement in science-based and hands-on learning experiences, and increased student mastery of the

Standards for Agriculture, Food, and Natural Resources (AFNR). Effectiveness will be further measured through analysis of student performance data, course completion trends, and ongoing teacher feedback to ensure the curriculum supports rigor, relevance, and career readiness.

NEXT STEPS

Upon board approval, the Teaching and Learning Department will initiate the purchase of recommended instructional resources. Technology Education teachers will participate in professional development and training to ensure effective use of new equipment. In addition, staff will engage in curriculum writing and district curriculum mapping to align instructional resources with updated curriculum goals for the 2026–2027 school year.