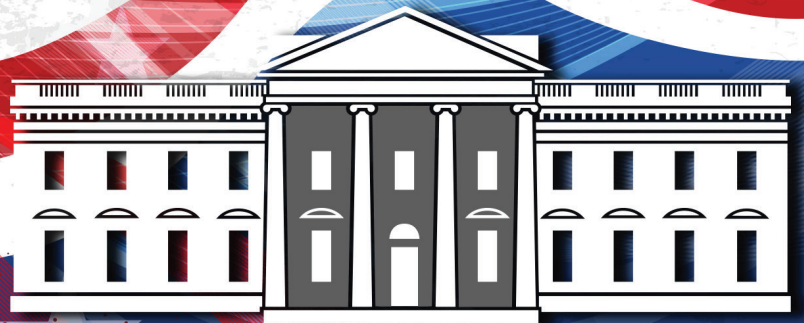


CIVIC AND AGRICULTURAL BOARDS THAT RUN YOUR WORLD

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CIVIC AND AGRICULTURAL BOARDS THAT RUN YOUR WORLD

Grade Level(s): 3 - 5

Estimated Time: 1 hour

Purpose:

Students will explain the roles of public boards in their community that make decisions impacting their community and agriculture.

Students will participate as board members when they are eligible.

Materials:

Teacher Guide

Sample Board Text Book

Activity Sheets

Activity Sheets ANSWER KEY

Vocabulary:

“Board” is a group of people who meet and manage a school, a library, a part of government. The law says what they can do.

“Commissioners” are a group of people to whom the law gives the responsibility to manage something.

“County ordinance” means (a) an official written act of a BOARD OF COMMISSIONERS, the effect of which is general and lasting in nature, which is enforceable within the jurisdiction of the county; or (b) a lawful appropriation of money. Cities and towns can also pass ordinances as permitted by state statute.

Background Agricultural Connections:

Boards and commissions, whether appointed or elected, make the rules and provide management oversight for many government services. For an agricultural community, the importance of the fair boards, drainage boards, school boards, library boards and the Cooperative Extension Board is obvious. Yet few people pay much attention to the work of the boards, let alone sit on them. This unit is meant to help the students start to think about how their government works and how they might participate to improve agricultural law and policy.



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Interest Approach – Engagement:

Ask students to think about when they play games and the rules for the games they play.

What happens when people do not follow the rules?

Continue discussion on the topic to create interest and gauge students' prior knowledge using the following questions:

Why do we need rules in our community?

When you go to school or the library or the fair, there are rules. What are some of those rules?

Who should make those rules?

How can you or an adult help make the rules that you follow at school, at the fair, or at the library?

Procedures

Begin the lesson by asking students to describe and define in their own terms the words: *rules*, *government*, *board*.

Ask students if they have heard any news reports about the boards in their communities.

List the different boards on the whiteboard (see the example below), and ask students to list things for which those boards make rules. List some of the rules. Note: You may want to look up the statutes in your state. They are readily available through most state legislature's web sites. In most communities the public library also has copies of the statutes or will get them for you.

Divide your class into three groups, and hand out copies of one of the activity sheets to each group.

Ask students to read the situation described in the text of the Activity Sheets carefully to identify the cause and effect, the problem and solution, and any alternatives and their effects. Ask each group to share what they discussed with the class.

Discuss the following questions:

Why do we need rules?

Who should make those rules?

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Sample List of the Most Common Local Boards and Statutes	
Name of Government Body	Primary or Overall Responsibility
Town Board New York	Towns are organized with an elective legislative body known as the Town Board. Town government is run by the Town Board which acts as the executive, administrative and legislative body of the town. A Town Board, as a group, is the executive head of the town.
Country Board of Commissioners North Carolina	§ 153A-76. Board of commissioners to organize county government. The board of commissioners may create, change, abolish, and consolidate offices, positions, departments, boards, commissions, and agencies of the county government, may impose ex officio the duties of more than one office on a single officer, may change the composition and manner of selection of boards, commissions, and agencies, and may generally organize and reorganize the county government in order to promote orderly and efficient administration of county affairs, subject to the following limitations...
School Board Florida	(2) DISTRICT SCHOOL BOARD. —In accordance with the provisions of s. 4(b) of Art. IX of the State Constitution, district school boards shall operate, control, and supervise all free public schools in their respective districts and may exercise any power except as expressly prohibited by the State Constitution or general law. 1001.32 Management, control, operation, administration, and supervision.
Fair Board Oregon	2015 ORS 565.230 ¹ (1) The county fair board has the exclusive management of the ground and all other property owned, leased, used or controlled by the county and devoted to the use of the county fair, and is entrusted and charged with the entire business management and financial and other affairs of such fair. (2) In order that the fairgrounds and buildings may be utilized to the fullest extent for pleasure, recreation and public benefit, the board shall at all times have the authority to provide park facilities for the public or to issue licenses and grant permits for the holding of any exhibitions, shows, carnivals, circuses, dances, entertainments or public gatherings upon the fairgrounds. During the progress of county agricultural or industrial fairs and not otherwise, any such businesses so licensed by the board shall not be required to pay license to any city or county other than to the board as provided in this section. The board shall fix the sum to be paid for such permits and licenses, which shall be issued and signed by the president and secretary of the board. The moneys received from the issuance of such permits and licenses shall be deposited to the credit of the fair fund and warrants drawn against it the same as upon the disbursement of any other fair funds. (3) ... (4) ...the county fair board and the county court must enter into an agreement concerning the rules, policies and procedures to be used in the conduct of fair activities for the purpose of limiting the liability of the county for personnel and contractual matters. However, if a county court determines that an agreement is unnecessary or that an existing agreement provides sufficient protection from liability, then an agreement under this subsection is not required. [Amended by 1953 c.675 §12; 1969 c.239 §4; 1969 c.693 §1; 1999 c.681 §8]
Cooperative Extension Board	
Arizona	Cooperative Extension Board 3-123. Agricultural extension work Arizona Cooperative agricultural extension work shall consist of giving practical demonstrations in agriculture and home economics, and imparting information on those subjects through field demonstrations, publications and otherwise. The work shall be carried on in such manner as is mutually agreed upon by the board of regents of the universities and state college of Arizona and the county agricultural extension board of each county provided for in this article.
Board of Public Health Ohio	3707.01 Powers of board - abatement of nuisances. The board of health of a city or general health district shall abate and remove all nuisances within its jurisdiction. It may, by order, compel the owners, agents, assignees, occupants, or tenants of any lot, property, building, or structure to abate and remove any nuisance therein, and prosecute such persons for neglect or refusal to obey such orders. Except in cities having a building department, or otherwise exercising the power to regulate the erection of buildings, the board may regulate the location, construction, and repair of water closets, privies, cesspools, sinks, plumbing, and drains. In cities having such departments or exercising such power, the legislative authority, by ordinance, shall prescribe such rules and regulations as are approved by the board and shall provide for their enforcement. The board may regulate the location, construction, and repair of yards, pens, and stables, and the use, emptying, and cleaning of such yards, pens, and stables and of water closets, privies, cesspools, sinks, plumbing, drains, or other places where offensive or dangerous substances or liquids are or may accumulate. When a building, erection, excavation, premises, business, pursuit, matter, or thing, or the sewerage, drainage, plumbing, or ventilation thereof is, in the opinion of the board, in a condition dangerous to life or health, and when a building or structure is occupied or rented for living or business purposes and sanitary plumbing and sewerage are feasible and necessary, but neglected or refused, the board may declare it a public nuisance and order it to be removed, abated, suspended, altered, or otherwise improved or purified by the owner, agent, or other person having control thereof or responsible for such condition, and may prosecute him for the refusal or neglect to obey such order. The board may, by its officers and employees, remove, abate, suspend, alter, or otherwise improve or purify such nuisance and certify the costs and expense thereof to the county auditor, to be assessed against the property and thereby made a lien upon it and collected as other taxes.

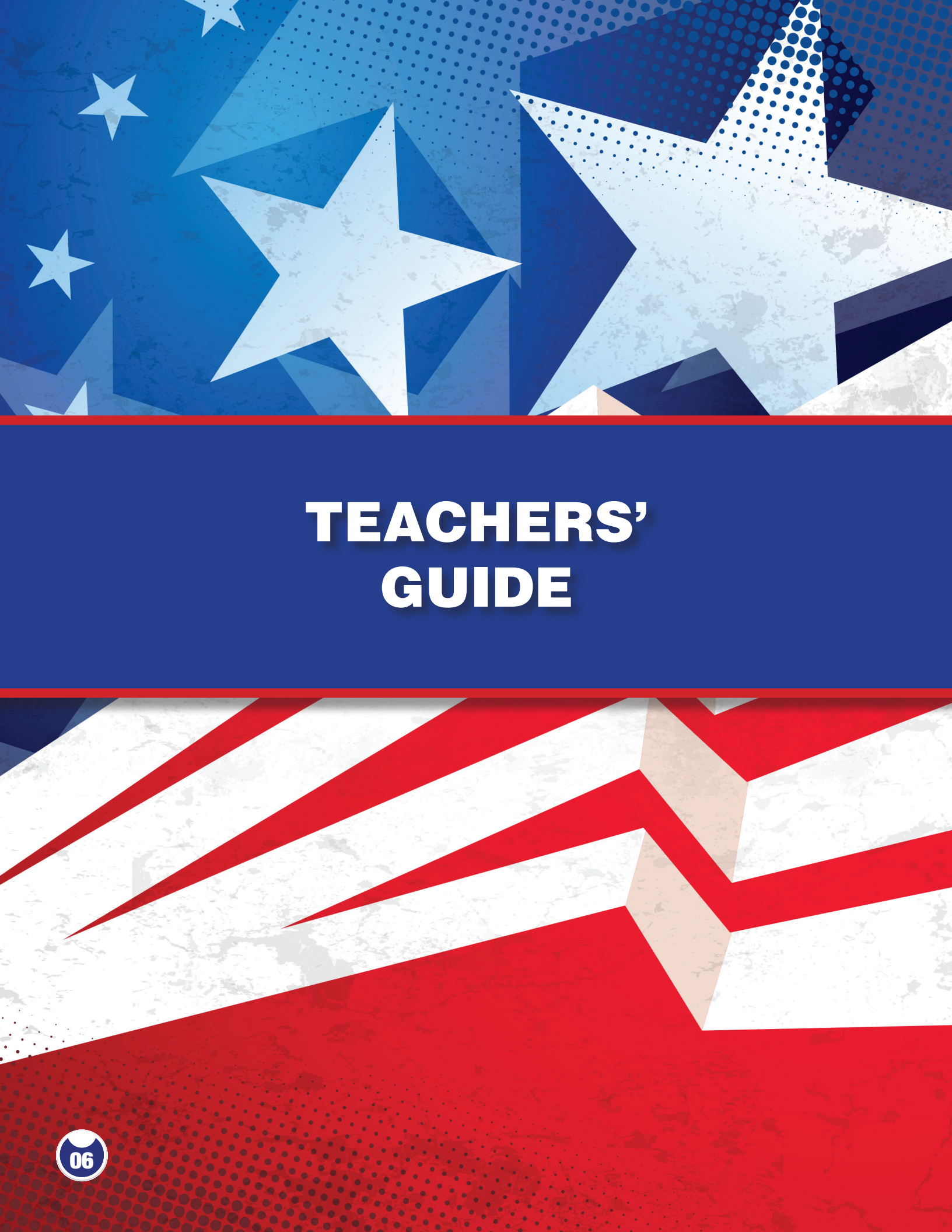
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Library Board Nebraska	<p>51-211. Library board; general powers and duties; governing body; duty; discrimination prohibited.</p> <p>(1) The library board may erect, lease, or occupy an appropriate building for the use of a library, appoint a suitable librarian and assistants, fix the compensation of such appointees, and remove such appointees at the pleasure of the board. The governing body of the county, city, or village in which the library is located shall approve any personnel administrative or compensation policy or procedure before implementation of such policy or procedure by the library board.</p> <p>(2) The library board may establish rules and regulations for the government of such library as may be deemed necessary for its preservation and to maintain its usefulness and efficiency. The library board may fix and impose, by general rules, penalties and forfeitures for trespasses upon or injury to the library grounds, rooms, books, or other property, for failure to return any book, or for violation of any bylaw, rule, or regulation and fix and impose reasonable fees, not to exceed the library's actual cost, for nonbasic services. The board shall have and exercise such power as may be necessary to carry out the spirit and intent of sections 51-201 to 51-219 in establishing and maintaining a public library and reading room.</p> <p>(3) The public library shall make its basic services available without charge to all residents of the political subdivision which supplies its tax support.</p> <p>(4) No service shall be denied to any person because of race, sex, religion, age, color, national origin, ancestry, physical handicap, or marital status.</p>
Drainage Board Wisconsin	<p>It is the duty of the drainage board to maintain in good condition the drains in all districts under the board's jurisdiction and to repair such drains when necessary. DRAINAGE OF LANDS 88.01 Updated 2015--16 Wis. Stats. Published and certified under s. 35.18. May 15, 2017</p>
Board of Health Utah	<p>26A-1-108 Jurisdiction and duties of local departments. A local health department has jurisdiction in all unincorporated and incorporated areas of the county or counties in which it is established and shall enforce state health laws, Department of Health, Department of Environmental Quality, and local health department rules, regulations, and standards within those areas.</p>
Zoning or Plan Commission Connecticut	<p>CT General Statutes, Section 8-6: Powers & Duties of Board of Appeals a) The zoning board of appeals shall have the following powers and duties: -To hear and decide appeals where it is alleged that there is an error in any order, requirement or decision made by the official charged with the enforcement of this chapter or any bylaw, ordinance or regulation adopted under the provisions of this chapter; - to hear and decide all matters including special exceptions and special exemptions under section 8-2g upon which it is required to pass by the specific terms of the zoning bylaw, ordinance or regulation; and - to determine and vary the application of the zoning bylaws, ordinances or regulations in harmony with their general purpose and intent and with due consideration for conserving the public health, safety, convenience, welfare and property values solely with respect to a parcel of land where, owing to conditions especially affecting such parcel but not affecting generally the district in which it is situated, a literal enforcement of such bylaws, ordinances or regulations would result in exceptional difficulty or unusual hardship so that substantial justice will be done and the public safety and welfare secured, provided that the zoning regulations may specify the extent to which uses shall not be permitted by variance in districts in which such uses are not otherwise allowed.</p>

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TEACHERS' GUIDE

TEACHERS' GUIDE

Local boards and commissions are truly the governmental units closest to the people. Yet the media and most of the community attention is on the state and national government. The lack of attention to the local boards may mean that there are not enough informed and dedicated board members for the optimum functioning of the local unity. The local boards are the glue of the civil community. Their decisions determine how the people who live there will work, educate, play and live in that community.

The teacher should plan to visit some local boards to observe their work. The visit may allow the teacher to find more resources and speakers for the students. The teacher may decide to take the students to a board meeting for a class field trip.

Many of the boards have national and state associations. They will provide many resources and helpful information that the teacher can use. See the National School Boards Association at <https://www.nsba.org/>

Another good example is the National Association of Local Boards of Health (NALBOH) at <http://www.nalboh.org/>

Please download and review the two documents below

Government by the People at <http://protecttheharvest.com/government-by-the-people/>

Indiana Government by the People: Boards That Run My World at National Ag in the Classroom website or upon request to Linda@FoleyPeden.com.

Suggested Companion Resources:

National School Boards Association at <https://www.nsba.org/>

Another good example is the National Association of Local Boards of Health (NALBOH) at <http://www.nalboh.org/>

National Association of Towns and Townships (NATaT) can be found at <http://www.naco.org/sites/default/files/documents/CM2.0.pdf>

NATaT was formed more than 40 years ago to provide America's smaller communities, towns and townships, and other suburban and rural localities a strong voice in Washington, DC. Eighty-five percent serve communities with less than 10,000 people and nearly half have fewer than 1,000 residents. Nearly one quarter of all Americans live in rural areas, approximately the same percentage as live in central cities. NATaT's seeks fair-share federal funding decisions and to promote legislative and regulatory policies designed to strengthen grassroots local government. Since 1976, NATaT's staff and members have educated lawmakers and other federal officials about the unique nature of small community government operations. They highlight the need for policies that meet the special needs of suburban and non-metro communities.

TEACHERS' GUIDE

The National Association of Counties (NACo) is located on the web at <http://www.naco.org>. NACo unites America's 3,069 county governments. The website is rich with additional resources. One particularly helpful resource is the "Counties Matter" at <http://www.naco.org/counties-matter>. Be sure to explore the website in detail to find other good materials and information.

Sources/Credits:

Lesson adapted from materials provided by the College of Agriculture, Purdue University, and Protect The Harvest, Inc.

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Agricultural Literacy Outcomes Education Content Standards Common Core Connections

Agricultural Literacy:

Student will map and explain the relationships between agriculture and the roles of public boards in their community that make decisions affecting agriculture.

Students will serve their communities as adults by serving on boards that impact agriculture.

Activity Sheets:

- *Library Board*
- *County Commissioners*
- *Fair Board*



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The background of the entire page is a stylized American flag. The top half features a blue field with white stars of various sizes and orientations. The bottom half features red and white stripes, also in various orientations, creating a dynamic, geometric pattern. The text "ACTIVITY SHEETS" is centered in the blue band.

ACTIVITY SHEETS

1 - ACTIVITY SHEET FOR LIBRARY BOARD

There is a building near where you live that is full of books, magazines, and computers. It looks like a good place to spend some time. But the door is locked and no one is there. You ask and find out that no one is in charge. You decide that you want to go in the building. What needed for people to use the books and magazines, and computers inside? (Second grade level)

1. What would you do to start a library board for your library?
2. Who would you ask to serve on the board?
3. What rules does the library need?
4. What would you tell people about the library?

ANSWER KEY - Some Suggested Answers

Question 1

- a. Look up the state law on libraries.
- b. Ask the county council for money.
- c. Ask some people to help decide what to do.

Question 2

- a. People who live near the library.
- b. People who need information that libraries can provide.
- c. People who like to read.

Question 3

- a. When library will be open or closed.
- b. Who may borrow books and other materials.
- c. How long books and other materials may be checked out.
- d. Will the library ask for fines of overdue materials; when and how.

Question 4

- a. Why the library is a good thing for them.
- b. Why the library is a taxpayer bargain.
- c. How they can help make the library better.



2 - ACTIVITY SHEET FOR COMMISSIONERS

You have think that your county needs lower taxes on the house you live in. Other people do not agree and want higher taxes on your home so the county can spend more money on their pet project. You decide to run in the next election for county commissioner. Give a short campaign speech on why your neighbors should vote for you. (Sixth grade level)

ANSWER KEY - Some Suggested Answers

- a. I will be honest.
- b. I will watch the budget.
- c. I will try to find bargains for the county.
- d. I will pay attention to the needs of everyone.

3 - ACTIVITY SHEET FOR FAIR BOARD

Your county wants to have a fair. You and your friends want to ask a lawyer what the law requires to have a fair in your state. What questions might you ask? (Third grade level)

- a. Why would a fair be a good idea?
- b. Who can run the fair?
- c. Where can the fair be located?
- d. What kinds of events and exhibits and shows can the fair board have?
- e. Where does the money for the fair come from?

ANSWER KEY - Some Suggested Answers

- a. Fairs are an effective way to teach people more about their community and agriculture. Fairs show where and how our food, fiber, fuel, and shelter are produced.
- b. Volunteers can form a board. If they have enough money, they can hire a manager.
- c. The fair can be located on public or private ground. Sometimes the fairs are located on park or school grounds. Other times, the county or town has a place just for fairs.
- d. The shows and exhibits can be anything the fair board permits. Many people come just for special exhibits like livestock or quilts.
- e. Money can come from admission tickets, exhibit fees, tax money, and donations.

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