

## Foundations of Food Services

**Hamilton-Fulton-Montgomery BOCES, Johnstown, NY**

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| <b>Class Size</b>                 | 12 maximum  |
| <b>Students with Disabilities</b> | LD, ED, MR, DD, CP, Down Syndrome, blind  |
| <b>Staffing</b>                   | Teacher, Teacher Aide<br><br>The aide closely supports the teacher and provides assistance to students. Common goals are set for the students.<br><br>Students receive academic support from math, English, and social studies teachers.  |
| <b>Program Length</b>             | 1 or 2 years – depending on student age and needs   |
| <b>Content</b>                    | <ul style="list-style-type: none"> <li>➤ Food preparation and service - 50 to 70% hands on</li> <li>➤ Core academic curriculum is reinforced – math, English, and science</li> <li>➤ Foundations of Restaurant Management &amp; Culinary Arts curriculum</li> </ul>   |
| <b>Program</b>                    | <ul style="list-style-type: none"> <li>➤ Use the Pro-Start Program – same textbooks as regular students but at a slower pace</li> <li>➤ Entry-level skills – preparation, line skills, customer service</li> </ul>  |
| <b>Program Beliefs</b>            | <ul style="list-style-type: none"> <li>➤ The program sets expectations for the students so that they reach their potential.</li> <li>➤ Belief in what the students can do is very important.</li> <li>➤ The IEP is a reference, not an “owner’s manual” to the student. For example, it has been possible to help a student move beyond needing an aide.</li> <li>➤ Students experience success because they are in a “like” group, develop friendships, and find they can help others.</li> <li>➤ Treat the program like a job and the students like adults. Employers care about what a student can do and how well; they do not care about the IEP.</li> </ul> |
| <b>Promotional Material</b>       | <p>Video on the HFM Website:<br/> <a href="http://www.hfmboces.org/HFMStudentServices/Career_and_Tech/fdnfoodserv.htm">http://www.hfmboces.org/HFMStudentServices/Career_and_Tech/fdnfoodserv.htm</a></p> <p><a href="#">Power Point - “Welcome to Foundation of Foods”</a></p> <p><a href="#">Sample Lesson</a> - Pro-Start Chapter 4 Power Point</p>  |
| <b>Recruitment:</b>               | <ul style="list-style-type: none"> <li>➤ The Committee on Special Education chairs at component schools are aware of the program.</li> <li>➤ A parent night is held at the end of September. Food is used as a draw. (80-90% attendance) <ul style="list-style-type: none"> <li>○ The curriculum is presented.</li> <li>○ Expectations/rules are outlined.</li> <li>○ General info is reviews.</li> <li>○ Parental support is encouraged.</li> </ul> </li> <li>➤ Student choose to come visit the program</li> </ul>  |

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|                            | <ul style="list-style-type: none"> <li>➤ Word of mouth is the best.</li> <li>➤ Students take projects back to school and show them off.</li> </ul>  |
| <b>Expectations</b>        | <ul style="list-style-type: none"> <li>➤ Students wear uniforms every day. The program has a washer/dryer, so students have no excuse for not having a clean uniform.</li> <li>➤ Attendance is important and expected.</li> <li>➤ Students are expected to be team players.</li> <li>➤ Many resources are available, and students are expected to know where to get information.</li> <li>➤ A Code of Ethics is established for the classroom.</li> <li>➤ Students are expected to take on as much responsibility as they are capable of.</li> <li>➤ Individual standards and expectations are set based on the student's abilities.</li> </ul>   |
| <b>Rigor and Relevance</b> | <ul style="list-style-type: none"> <li>➤ The program has evolved from "household safety" and family meal preparation to a basic food preparation course where students produce products for sale.</li> <li>➤ Students learn to cut with knives – at different levels.</li> <li>➤ Students learn the correct methods of food preparation and service.</li> <li>➤ The curriculum adheres to the Pro-Start standards and incorporates 21<sup>st</sup> century skills.</li> <li>➤ Students use computers and software to create a simulated restaurant.</li> <li>➤ Students develop a resume and cover letter.</li> <li>➤ The second year of the program focuses on the world of work.</li> <li>➤ Students take the same final exam as the general education students. Their score is averaged into the final grade.</li> <li>➤ The final is a combination of written and hands-on work.</li> <li>➤ Students make class presentations, something they usually do not have the opportunity to do at the home school.</li> <li>➤ Students use the same equipment found in the industry.</li> <li>➤ A two-week internship was recently added to the program, which can lead to employment.</li> <li>➤ Products are made from scratch.</li> </ul> |
| <b>Instruction</b>         | <ul style="list-style-type: none"> <li>➤ The teacher and aide also provide social/emotional support to the students.</li> <li>➤ Instruction is differentiated.</li> <li>➤ For content mastery, students take tests. Once tests are graded, students get to look for the information needed, retake the test, and have the test re-graded.</li> <li>➤ A weighted grading system is used.</li> <li>➤ Student modifications and accommodations are followed.</li> <li>➤ Games are used as instructional tools.</li> <li>➤ Recipe books are on a thumb drive so students will have them.</li> <li>➤ Photos of projects are collected so students can develop portfolios.</li> <li>➤ Portfolios are sectioned out for the students.</li> <li>➤ Students are allowed to make mistakes and do things over without any negative feedback.</li> </ul>  |
| <b>Program Supports</b>    | <ul style="list-style-type: none"> <li>➤ The program is linked to VESID services –workstudy is integrated if a student is in the program for more than two years. Half-day placements are arranged. Suggestions for placement are made by the teacher and VESID.</li> <li>➤ The business advisory group is consulted to learn if members are hiring and what they are looking for and to gain internships.</li> </ul>   |

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| <b>Additional Program Features</b> | <ul style="list-style-type: none"> <li>➤ Guest speakers from the industry come to the class.</li> <li>➤ The program has a class fund generated by a cannoli sale and a cornucopia raffle. The money is used to take seniors to dinner, rent a limo, get their hair done. They look nice and feel pride.</li> <li>➤ Parental support is encouraged. During “bring your parent to school day,” students instruct parents on a skill they have learned.</li> <li>➤ The curriculum, strategies, and projects are adjusted year to year to meet the needs of the students enrolled.</li> </ul> |
| <b>Unexpected Outcomes</b>         | <ul style="list-style-type: none"> <li>➤ The students’ expectations for themselves change.</li> <li>➤ The teacher and aide often don’t see behaviors exhibited that have been reported at the home schools.</li> <li>➤ Students show others how to do things. They work together to share their strengths.</li> </ul>   |