# Foundations of Food Services

**Hamilton-Fulton-Montgomery BOCES, Johnstown, NY**  
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<table>
<thead>
<tr>
<th>Class Size</th>
<th>12 maximum</th>
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<tbody>
<tr>
<td>Students with Disabilities</td>
<td>LD, ED, MR, DD, CP, Down Syndrome, blind</td>
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<tr>
<td>Staffing</td>
<td>Teacher, Teacher Aide</td>
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The aide closely supports the teacher and provides assistance to students. Common goals are set for the students. Students receive academic support from math, English, and social studies teachers.

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<tr>
<th>Program Length</th>
<th>1 or 2 years – depending on student age and needs</th>
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| Content | ➢ Food preparation and service - 50 to 70% hands on  
➢ Core academic curriculum is reinforced – math, English, and science  
➢ Foundations of Restaurant Management & Culinary Arts curriculum |

| Program | ➢ Use the Pro-Start Program – same textbooks as regular students but at a slower pace  
➢ Entry-level skills – preparation, line skills, customer service |

| Program Beliefs | ➢ The program sets expectations for the students so that they reach their potential.  
➢ Belief in what the students can do is very important.  
➢ 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.  
➢ Students experience success because they are in a “like” group, develop friendships, and find they can help others.  
➢ 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. |

| Promotional Material | Video on the HFM Website:  
http://www.hfmboces.org/HFMSStudentServices/Career_and_Tech/fdnfoodserv.htm  
Power Point - “Welcome to Foundation of Foods”  
Sample Lesson - Pro-Start Chapter 4 Power Point |

| Recruitment: | ➢ The Committee on Special Education chairs at component schools are aware of the program.  
➢ A parent night is held at the end of September. Food is used as a draw. (80-90% attendance)  
➢ The curriculum is presented.  
➢ Expectations/rules are outlined.  
➢ General info is reviews.  
➢ Parental support is encouraged.  
➢ Student choose to come visit the program |
| Expectations                                                                 | Students wear uniforms every day. The program has a washer/dryer, so students have no excuse for not having a clean uniform.  
|                                                                             | Attendance is important and expected.  
|                                                                             | Students are expected to be team players.  
|                                                                             | Many resources are available, and students are expected to know where to get information.  
|                                                                             | A Code of Ethics is established for the classroom.  
|                                                                             | Students are expected to take on as much responsibility as they are capable of.  
|                                                                             | Individual standards and expectations are set based on the student’s abilities. |
| Rigor and Relevance                                                        | The program has evolved from “household safety” and family meal preparation to a basic food preparation course where students produce products for sale.  
|                                                                             | Students learn to cut with knives – at different levels.  
|                                                                             | Students learn the correct methods of food preparation and service.  
|                                                                             | The curriculum adheres to the Pro-Start standards and incorporates 21st century skills.  
|                                                                             | Students use computers and software to create a simulated restaurant.  
|                                                                             | Students develop a resume and cover letter.  
|                                                                             | The second year of the program focuses on the world of work.  
|                                                                             | Students take the same final exam as the general education students. Their score is averaged into the final grade.  
|                                                                             | The final is a combination of written and hands-on work.  
|                                                                             | Students make class presentations, something they usually do not have the opportunity to do at the home school.  
|                                                                             | Students use the same equipment found in the industry.  
|                                                                             | A two-week internship was recently added to the program, which can lead to employment.  
|                                                                             | Products are made from scratch. |
| Instruction                                                                | The teacher and aide also provide social/emotional support to the students.  
|                                                                             | Instruction is differentiated.  
|                                                                             | 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.  
|                                                                             | A weighted grading system is used.  
|                                                                             | Student modifications and accommodations are followed.  
|                                                                             | Games are used as instructional tools.  
|                                                                             | Recipe books are on a thumb drive so students will have them.  
|                                                                             | Photos of projects are collected so students can develop portfolios.  
|                                                                             | Portfolios are sectioned out for the students.  
|                                                                             | Students are allowed to make mistakes and do things over without any negative feedback. |
| Program Supports                                                           | 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.  
|                                                                             | The business advisory group is consulted to learn if members are hiring and what they are looking for and to gain internships. |
| Additional Program Features | ➢ Guest speakers from the industry come to the class.  
➢ 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.  
➢ Parental support is encouraged. During “bring your parent to school day,” students instruct parents on a skill they have learned.  
➢ The curriculum, strategies, and projects are adjusted year to year to meet the needs of the students enrolled. |
| Unexpected Outcomes | ➢ The students’ expectations for themselves change.  
➢ The teacher and aide often don’t see behaviors exhibited that have been reported at the home schools.  
➢ Students show others how to do things. They work together to share their strengths. |