

## **BACKGROUND OF PROGRAMMING IN BHM SCHOOLS**

The goal of Family and Consumer Sciences (FACS) education is to develop students who have a foundation of knowledge and skills to pursue the full range of career and postsecondary education opportunities. FACS courses provide students authentic opportunities to create, express and interpret ideas. FACS empowers individuals and families across their lifespan to manage the challenges of living and working in a diverse global society. Middle School FACS is broken down into a general 7th grade education program that includes Foods, Textiles, and Child Development, as well as a specialized 8th grade curriculum including Foods and Sewing. The High School FACS curriculum offers a more specialized and in depth experience for students in the areas of Child Development, Foods, and Textiles, while also exploring career opportunities in each area.

Family and Consumer Sciences provides students with life skills that will accentuate their entire educational experience at BHM. The curriculum includes lessons that focus on reading, math, science and soft skills. All of these areas of focus translate into employability skills which will benefit students as they move forward beyond high school.

## **PROGRAM STANDARDS**

Family and Consumer Science is based on the Minnesota Family and Consumer Sciences (FCS) Frameworks. The goal of the FACS department is to connect course content to real-world applications for students. All of our needs and priorities support this approach. Below are state frameworks that align with and support these needs.

- Key standards of focus
  - Minnesota Culinary Frameworks: 3.0 Demonstrate culinary math calculations to meet customer and/or industry needs.
  - Minnesota Culinary Frameworks: 2.0 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
  - Minnesota Culinary Frameworks: 3.0 Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being.
  - Minnesota Child Development Frameworks: 1.0 Analyze roles and responsibilities across the lifespan.
  - Minnesota Child Development Frameworks: 3.0 Analysis factors that influence infant human growth and development.
  - Minnesota Textiles Frameworks: 4.0 Practical applications of core academics through technical skills in Family and Consumer Science Courses.
  - Minnesota Textiles Frameworks: 6.0 Demonstrate knowledge, skills, and practices in interiors, textiles, and apparel.

## 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 district's Continuous Improvement Process (CIP) requires a comprehensive review of needs, educational research, and potential materials prior to making a recommendation in the Curriculum Adoption Proposal. During the CIP phases of RESEARCH and PILOT over the past two years, the CTE CIP Team engaged in the following activities: Site visits were conducted to compare the current room setup, technology, and equipment with those available in districts comparable to BHM. These visits also allowed for exploration of FACS programs and curriculum offerings in similar districts. In addition, various materials were purchased and tested to evaluate their durability and usefulness within the existing classroom environment. Curriculum decisions were supported through frequent review of textbook samples and online resources to determine the most relevant and effective materials for current classroom use and their alignment with industry standards.

## RECOMMENDATIONS

The Family and Consumer Sciences department is seeking to update and expand essential instructional equipment to better support student learning and skill development. Specifically, we are requesting sewing machines as replacements to existing equipment to provide students with hands-on experience in basic construction techniques, garment repair, and textile projects that build practical life skills. We are requesting kitchen stand mixers and stove/ovens to enhance our culinary instruction by allowing students to safely and efficiently practice food preparation techniques. The Real Care Baby infant simulators would be replacement equipment, as well, which will support our child development curriculum by providing students with realistic, experiential learning opportunities related to infant care and responsibility. This will allow the opportunity to pass the older generation equipment to the middle school, providing the opportunity for exposure to advanced child development educational techniques to the lower grades. These resources will strengthen student engagement, increase skill proficiency, and ensure our program continues to provide meaningful, real-world learning experiences aligned with Family and Consumer Sciences standards.

Potential challenges we may face are the unforeseen breakdown of equipment and the need to fix, replace or update technology as much of our equipment is residential grade and not commercial. The usage of the equipment more evenly aligns with commercial usage. Due to these challenges, we are requesting that much of the equipment be upgraded to commercial industry standard equipment which will maintain its durability with the repeated uses seen in the BHM classrooms.

## FINANCIAL IMPLICATIONS

[K-12 Spreadsheet template for requests](#)

The 2025-2026 Family and Consumer Science Curriculum Adoption Proposal consists of \$18,659.78 at BCMS and \$32,601.52 at BHS for a district total of **\$51,261.30**

## **EVALUATION**

Evaluation of the curriculum adoption will be monitored in several ways. Some of the anticipated desired outcomes include increasing enrollment in elective classes and improving student engagement through the use of additional and updated resources. Ongoing department meetings will be held to discuss curriculum implementation and progress at each site. Student surveys will also be administered at the end of each term to gather feedback and inform future improvements.

## **NEXT STEPS**

Upon board approval, the Teaching and Learning Department will initiate the purchase of recommended instructional resources. FACS teachers will participate in professional development to stay up to date with industry standard education practices. 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.