

Regular Meeting

Wednesday, May 3, 2017 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1.	CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE	Presenter: Chris Wilson
2.	STAFF AND STUDENT RECOGNITION	Presenter: Ellen Solek and Chris Wilson
3.	APPROVAL OF MINUTES	
4.	COMMITTEE REPORTS	Presenter: Commissioners
5.	CHAIRMAN REPORT	Presenter: Chris Wilson
6.	STUDENT REPRESENTATIVE REPORT	
7.	SUPERINTENDENT REPORT	Presenter: Ellen Solek, Peter Winingger and Larry Covino
8.	CONSENT AGENDA	
8.1.	Personnel	
8.1.a.	Teacher Retirement Effective June 30, 2017	
8.1.b.	Teacher Resignation - Effective June 30, 2017	
8.1.c.	Unpaid Leave of Absence Request	
8.2.	Grants	
8.2.a.	FRC Raising Readers Together Program (RRT) for next school year 2017-18	
8.2.b.	People Empowering People Grant (PEP)	
8.2.c.	Quality Enhancement Grant for Bristol FRCs for FY 2016-2017	
8.2.d.	WOW Bookmobile - Stocker Foundation Grant	
9.	PUBLIC COMMENT	
10.	DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS	
10.1.	Change High School Midterm Exam Schedule	Presenter: Pam Brisson
10.2.	Revised Calendars for 2017-18 and 2018-19	Presenter: Pam Brisson and Sam Galloway
10.3.	Healthy Food Certification Statement	Presenter: Sue Moreau
10.4.	Approval of the West Bristol School Building Project as Complete and File Final Paperwork	Presenter: Sue Moreau
11.	CURRICULUM REVISION	
11.1.	Introduction to Foods and Nutrition	Presenter: Pam

Curriculum Revision	Brisson
11.2. Advanced Nutrition and Food Production Curriculum Revision	Presenter: Pam Brisson
12. TEXTBOOK ADOPTION	
12.1. Advanced Nutrition and Food Production Textbook Adoption	Presenter: Pam Brisson
12.2. Marketing Textbook Adoption	Presenter: Pam Brisson
13. OLD BUSINESS	
14. NEW BUSINESS	
15. INFORMATION	
16. LIAISON REPORTS	
17. ADJOURNMENT	

BOARD OF EDUCATION
Bristol, Connecticut
April 5, 2017 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, April 5, 2017 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut. **To see the meeting and hear full reports please go to:** <http://nutmegtv.org/video-on-demand/single/?id=34494>

PRESENT: Commissioners: Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien (arrived at 7:07), David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources, David Mills, City Council Liaison; and Student Representatives Alexandra Allen and Colin Savino

EXCUSED: Commissioner Jeff Caggiano

CALL TO ORDER/ NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:00 p.m. and asked the audience to stand for the National Anthem. The National Anthem was performed by the Chippens Hill Band under the direction of Lisa Ladone. The audience remained standing for the Pledge of Allegiance. A moment of silence was observed for Marcellious Leon McKinley, a Bristol Central Assistant Principal from 7/1/88 to 9/30/89.

STAFF, STUDENT and COMMUNITY RECOGNITION

The following individuals or groups were recognized by the Board at this evenings meeting:

1. CAEA Middle School Art Teacher of the Year – Joe Johnson – Greene-Hills School
2. CAAD Scholarship Essay Winner – Emily Stadnicki – Bristol Eastern
3. YWCA 2017 Women in Leadership Award – Jeannine Audette
4. Quota Club Donation

APPROVAL OF MINUTES

March 1, 2017 - Regular Meeting Minutes – passed with a motion by Karen Hintz and a second by David Scott.

March 8, 2017 - Special Meeting Minutes – passed with a motion by Tina Taylor and a second by Karen Hintz.

March 29, 2017 - Special Meeting Minutes – passed with a motion by Karen Hintz and a second by Tina Taylor.

COMMITTEE REPORTS

Finance – Commissioner Vibert reported that the committee met earlier this evening. Commissioners received an update on the 2016-2017 budget to date. Right now we are looking at \$500,000 surplus. It is important to note that we are required by state law that we cannot end with a deficit. The Superintendent works closely with the building administrators to make sure that there are certain caps on spending. We will watch it closely, as there could be things that could change that total. The food services budget is very close to breakeven; much of the government money does not come in until after the school year has ended. We will continue to follow this account closely as well.

Student Achievement – Commissioner Dube reported that the committee met on March 8th and Dr. Brisson discussed the Concepts of Marketing course, which she will discuss in greater detail later tonight. Commissioner also received the Special Education Review presented by Dr. Peg MacDonald from CREC. During the three month review, the CREC team interviewed 38 parents, 36 Bristol staff, visited 64 classrooms, and had 6 in-depth parent interviews and reviewed 20 IEP's. Two main points taken away from the view: Receiving all of the Medicaid and Excess Cost Reimbursements from the City should allow us to make resources available for general and special education and General education is underfunded as a result of the escalation in the number of children receiving special education at this point.

Policy – Commissioner Taylor reported that the committee met on March 13th the committee affirmed a few policies one was Lines of Responsibility, which is the chain of command. Another was Policy and Regulation Systems, affirming just means we look at them, see if we are happy with them in their current form and we vote on them. The committee also added some policies that required by the State, such as Weapons and Dangerous Instruments, they revised the Evaluation of Administrators to align with the state standards and added a new policy on Exploitation: Sexual Harassment, Sexual Abuse which is also required by the State. We will vote on these policies later this evening.

Operations – Commissioner Hintz reported that the committee met on March 21st and they looked through proposals of several architectural firms, and they selected DRA to perform a feasibility study. The Board of Finance put \$60,000 in the Capital Improvement Plan for the study. DRA has worked with us in the past, they conducted a feasibility study about 10 years ago and they were also the architects who designed the West Bristol School. Over the next several months they will be looking at capacity in our buildings, our program of studies and demographic information about the city. They also heard a presentation from Dr. Moreau, Tim Callahan and Pete Fusco regarding a \$1,080,000 grant we received this as an Alliance District with the State of Connecticut. We will use those funds to update computer and internet equipment and safety updates. They also reviewed the cafeteria participation numbers who directly certified by the State of Connecticut to see if we could add any more schools to the Community Eligibility Program which West Bristol and Hubbell are participating in. At this time, we cannot add any additional schools to the program.

CHAIRMAN REPORT

Chairman Wilson shared information regarding the Milken Foundation Award which was created by Mike and Lowell Milken. The mission of the foundation is to help people help themselves and those around them to lead productive and satisfying lives. Since 1982 the foundation has awarded \$25,000 unrestricted awards for the recipients to however they please. It is not a lifetime achievement award and you do not apply. You are tapped on the shoulder by the Milken Organization. The Milken Educator Award targets early to mid – career educators for their impressive achievements and for promise of what they will do in the future. He shared his connection to the award by detailing how Gail Dickau, an English Teacher at Bristol Central was a recipient of the award in 1993 and how his son-in-law Manuel Zaldivar was a 2016 award recipient. Gail Dickau stood to be recognized, and Manuel stood and spoke of his experiences since winning the award and his plans for how he will use this distinguished recognition in the future.

STUDENT REPRESENTATIVE REPORTS

Colin Savino from Bristol Central congratulated Mr. Johnson and Mrs. Dickau he has had them both as teachers. On March 24th the faculty beat the seniors 105-54 at the annual basketball game; the event raised \$2,000 for the senior grad party. On March 25th the Interact Club participated in the Cycling Challenge at the Boys & Girls Club this years' proceeds will benefit the Bristol Special Olympics. CV Mason helped pay the entrance fees and leading up to the event each student raised money individually. After the funds that the students raised were matched by Thrivent a total of \$7,000 was raised for Bristol Special Olympics. On April 29th the Interact Club will host Mr. BCHS. Colin will participate along fifteen other senior boys, and donations will go to the CT Leukemia and Lymphoma Society and the show always gives have of the money raised to the Bristol Boys and Girls Club and another charity. The BCHS Footlights will be putting on their Spring production of the Addams Family show times are on the home page of the Bristol Central website. He also congratulated the junior class for their NHS inductions.

Alexandra Allen from Bristol Eastern thanked the board for allowing her to attend CABA Day on the Hill. It was an amazing experience, something that you could not have gotten in the school day. Alexandra shared the results of a recent survey that was taken at Bristol Eastern. One of the main questions was "What makes a good teacher?" We saw this evening what makes a good teacher, but she highlighted some of the responses: "A good teacher is one who teaches you, guides you, respects you and listens to you"; "Someone who listens to you, just like you listen to them"; "Someone who is empathetic of student situations, but is still forceful about getting students information"; "Teachers are not only teachers, but mentors, and role models for all students"; "A teacher who can help every student find a purpose for the information that they are learning is a good teacher". Overall there were a few common trends with all responses: a good teacher is one that could take feedback, who cares about their students and who are passionate and knowledgeable about their subject. There were 125 student responses the other question asked was "What kind of activities do you do in the classroom and which ones are helpful?" Surprisingly, 50% said note taking was helpful. 54% said hands-on activities were helpful, 51.2% enjoy visual presentations, 56% believe technology based games are also helpful. The most interesting thing that she and Mrs. Fortin found was that inquiry was one of the lowest practices to be considered helpful. Only 16.8% of the student felt that practices where they had to discover the answers were beneficial. Having the opportunity to see accountability presentations these last few months has shown her how much we are improving. If we continue to support our amazing and passionate teachers education will just continue to improve. The Leo Club is hosting a Bristol Cares Walk on May 13th to raise money to donate to Osteosarcoma in remembrance of a past student Billy King. Different clubs will be participating to raise money for their own causes including the Friends of Rachel who will be raising money for Connor a 10 year student in Bristol also diagnosed with Osteosarcoma.

SUPERINTENDENT REPORT

Accountability Reports were presented to the Board. Scott Gaudet, Principal at Greene-Hills School accompanied by teachers Christina Anderson, Cary Rubbo and Gina Rivera followed by Matt Harnett, Principal at Chippens Hill Middle School presented their schools' accountability reports to the board.

CONSENT AGENDA

On motion by Commissioner O'Brien; seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the following Consent Agenda items:

Teacher Retirement – Effective June 30, 2017

Catherine Benedetto – GH – Grade 4
Susan Paradis – HUB – Literacy Coach, Grades 5–8

Teacher Resignations

Gavin Craig – NEMS – Psychologist – Effective April 24, 2017
Amanda Draizen – HUB – Grade 1 – Effective June 30, 2017

New Teacher Hire

Mark Summa – CHMS – Science – Effective March 20, 2017

Teacher Request for an Unpaid Leave of Absence

Denise Kirschner – WB – Instructional Support K–8 – Effective March 6, 2017 through May 5, 2017

Coaching Resignations

Steven Gaudet – Asst. Baseball Coach – BCHS, effective 4/5/17
Kiara Bonilla – Jusino – .5 Boys Outdoor Track Coach – BCHS – effective 4/5/17
Timothy Hamel – Asst. Girls Basketball Coach – BCHS – effective 3/13/17
Timothy Hamel – Head Boys Lacrosse Coach – BEHS – effective 3/13/17
Gary Harrigan – Asst. Girls Lacrosse Coach – BEHS – effective 2/6/17
Richard Klett – Boys Baseball Coach – WB – effective 4/5/17

Coaching Resignations – con’t

Elaine Sherman – Asst. Volleyball Coach – BCHS – effective 3/30/17

Chelsea Keegan – Asst. Volleyball Coach – BCHS – effective 3/29/17

Coaching Appointments

Richard Klett – Asst. Baseball Coach – BEHS – effective 3/13/17

Steve Gaudet – Asst. Baseball Coach – BEHS – effective 3/13/17

Kiara Bonilla – Jusino – Head Girls Outdoor Track Coach – BCHS – effective 3/18/17

Alasia Griebel – .5 Boys Outdoor Track Coach – BCHS – effective 3/18/17

Kelly McCabe – Asst. Baseball Coach – BCHS – effective 3/13/17

Kayla Policarpio – Asst. Girls Lacrosse Coach – BC/BE Co-Op – effective 3/18/17

Lindsay Revoir – Girls Softball Coach – CHMS – effective 4/3/17

Kevin Browning – Baseball Coach – WB – effective 4/3/17

Connor Sonstrom – Baseball Coach – NEMS – effective 4/3/17

Vincent Guarda – Girls Softball Coach – NEMS – effective 4/3/17

Michael Gissa – Interim Head Boys Lacrosse Coach – BCHS – effective 3/27/17

Ryan Fisher – Interim Head Boys Lacrosse Coach – BEHS – effective 3/27/17

Policy Affirmations

Policy 2121: Lines of Responsibility

Policy 2231: Policy and Regulation Systems

PUBLIC COMMENT – Amy Liscomb – 378 West Washington Street – addressed the board regarding the 2017-2018 budget and her education experience in Bristol.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Bristol Eastern High School Proposed Trip to South America – June 2018

Andrea Schacht, Lucia Infante and students will be expanding their classroom by embarking on an 8 day educational adventure through Explorica, an accredited tour company housed in Boston, Massachusetts with over 17 years of experience. This tour will offer our students the opportunity to visit Ecuador’s capital city, Quito. Our students will experience the unique energy found at “La Mitad del Mundo,” “The Middle of the World” while walking at Latitude 0°0’0”. Other highlights in Ecuador include visiting the Independence Plaza, Government Palace, and San Francisco Church. From Quito, our tour takes off as we fly to the Galápagos Islands. Students are going to take their understanding of the rich cultural and scientific history and unique wild life to a new level. In this area of active and frequent volcanic activity, we will visit the Sierra Negro volcano and Los Gemelos, twin craters offering spectacular views one can see nowhere else on the planet. Scientific tie-ins to curriculum are strengthened when we visit the giant tortoise breeding grounds on Isabela Island and the Darwin Research Station on Santa Cruz Island. In addition to having opportunities to use the Spanish language in authentic settings, and gaining greater cultural sensitivity and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional, and personal lives. It is anticipated that we leave on June 21, 2018. We will not be missing any school days.

Three students were present to share their experience in participating in last year’s trip to Peru. Questions followed regarding possible illnesses and liability waivers for parents.

Bristol Eastern High School Proposed Trip to South America – June 2018 – passed with a motion by Thomas O’Brien and a second by Karen Hintz.

Elementary Summer Enrichment Program

The Elementary Summer Enrichment Summer Program is self-sustaining and runs for four weeks. This is the district’s summer school option for students entering Kindergarten to Sixth Grade.

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Elementary Summer Enrichment Program – con't

On motion by Commissioner Dube and seconded by Commissioner Hintz it was unanimously

VOTED: That the Board of Education approve the Elementary Summer Enrichment Program.

Chairman Wilson asked that a copy of the brochure be sent to the board members.

High School Graduation Date and End of Year Closing Date

Traditionally the closing day of school has been set at the April meeting along with the high school graduation date. Promotional exercises at the middle schools take place in the morning of the last day of school, Wednesday, June 21, 2017. High school graduation will be scheduled for the evening of Wednesday, June 21, 2017.

On motion by Commissioner Hintz and seconded by Commissioner Dube it was unanimously

VOTED: That the High School Graduation be scheduled for the evening of Wednesday, June 21, 2017, following completion of the 181th day of school. The closing date for K-5, K-8, middle, and high schools be scheduled at the end of the school session on Wednesday, June 21, 2017. This date will be subject to change in the event additional emergency closing days are required in the interim to the end of the school year.

CURRICULUM REVISION

Introduction to Marketing Curriculum Revision

The state of Connecticut standards for Career and Technical Education have been revised and updated, and Bristol curricula, therefore, needed to be revised.

On motion by Commissioner Grabowski and seconded by Commissioner O'Brien it was unanimously

VOTED: That the Board of Education approve the Introduction to Marketing Curriculum Revision.

POLICY REVISION

Policy 2400 – Evaluation of Administrators – Revised

Policy Passed: With a motion by Tina Taylor and a second by Joseph Grabowski.

Policy 5131.7 – Weapons and Dangerous Instruments – New

Policy Passed: With a motion by Karen Vibert and a second by Tina Taylor.

Policy 5145.511 - Exploitation; Sexual Harassment Sexual Abuse Prevention and Education - New

Policy Passed: With a motion by Tina Taylor and a second by Jennifer Dube.

OLD BUSINESS

Authorize the Superintendent to notify non-tenured educators that their positions are subject to non-renewal due to budgetary constraints and to read into the record the name of each employee. Commissioners shared their approval or disapproval of the motion. Commissioners would like to see this as a yearly practice going forward.

On motion by Commissioner O'Brien and seconded by Commissioner Taylor it was

OLD BUSINESS – con't

VOTED: That the Board of Education Authorize the Superintendent to notify non-tenured educators that their positions are subject to non-renewal due to budgetary constraints.

Commissioner Dube opposed the motion.

New Business

There was no New Business to come before the Board.

Information

Commissioner Scott thanked the organizations that help out with the sports organizations in the city and passed along a thank you to Thanked Chris Cassin for his help.

Liaison Reports

Councilman Mills shared information about the Sports Hall of Fame events that involve the schools: The Scholar Athlete dinner was held last week, there were 70 scholar athletes that were honored; they must have an 88 average and participate in three varsity sports. Yesterday they had a breakfast for potential leaders, mostly underclassmen where they have speaker talk about leadership qualities. They try to bring them in for three breakfasts a year and talk to them about leadership skills on the athletic field and in the classroom. Jay Ray was the speaker; he is a great reflection of our community. Mr. Mills also noted that he donated \$10,000 to the Bristol Eastern light project.

Commissioner Taylor shared that she and Commissioner Vibert were at the Wade's World dinner last Friday and they had the honor of seeing Mr. Gaudet and the Watch Dogs being honored by the dinner and receive a check. Congratulation to Mr. Johnson, he was her art teacher and one of the reasons she is an art teacher today, she cannot wait for her son to have him next year. Finally, she is very sad to see Mrs. Benedetto name on the agenda under Teacher Retirements, she does not want to see her go, but she is very glad that her son had the opportunity to have her as a teacher.

VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing:

On a motion by Commissioner Vibert; seconded by Commissioner Taylor it was unanimously

VOTED: That the Board of Education convenes into Executive Session for the purpose of discussing the Superintendents' Contract. (9:14 p.m.)

EXECUTIVE SESSION

PRESENT: Commissioners: Jennifer Dube, Joseph Grabowski, Thomas O'Brien, David Scott, Karen Tina Taylor Vibert and Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources,

Executive Session was called to order at 9:19 p.m.

Superintendent Contract

Commissioners discussed the Superintendent's Contract

RECONVENE INTO PUBLIC SESSION to take any necessary votes on items discussed in Executive Session

Adjournment

There being no other business to come before the Board of Education the meeting should adjourn. ***(9:45 p.m.)***

April 5, 2017 Regular Meeting

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

DRAFT

**BRISTOL PUBLIC SCHOOLS CALENDAR
2017-2018**

Teacher Meeting Day: August 28 **Professional Development Days:** August 29 and 30; November 7

Vacation Weeks: Close December 22 at end of the shortened school day – Reopen January 2

Close February 16 at end of school day – Reopen February 21

Close April 13 at end of school day – Reopen April 23

No School: Labor Day, Sept. 4; Columbus Day, Oct. 9; PDD, Nov. 7; Veteran’s Day, Nov. 10;

Thanksgiving Recess, Nov. 23, 24; Martin Luther King Day, Jan. 15; Presidents Day, Feb 19;

Good Friday, March 30; Memorial Day, May 28.

****Shortened Legal Days:** Thanksgiving Recess, Nov. 22; Christmas Recess, Dec. 22

Elementary, K-8 & Middle – last three school days in June; High School – last school day in June

Parent Conference Days: (*indicates afternoon conferences)

Elementary – October 17, 18, 19*	(snow date: November 2)
March 21, 22, 23*	(snow date: April 11)
K-8 – October 25, 26, 27*	(snow date: November 8)
March 26, 27, 28	(snow date: April 12)
Middle – October 24, 25, 26, 27*	(snow date: November 8)
March 27, 28	(snow date: April 12)
High – October 17, 18, 19*	(snow date: November 2)
March 22	(snow date: April 11)

M	T	W	TH	F		M	T	W	TH	F		
<u>August</u>						<u>February</u>						
TMD	PDD	PDD	31		1 day				1	2		
						5	6	7	8	9		
<u>September</u>						12	13	14	15	16		
				1		PD	VAC	21	22	23		
LD	5	6	7	8		26	27	28			18 days	
11	12	13	14	15		<u>March</u>						
18	19	20	21	22					1	2		
25	26	27	28	29	20 days	5	6	7	8	9		
<u>October</u>						12	13	14	15	16		
2	3	4	5	6		19	20	21	22	23		
CD	10	11	12	13		26	27	28	29	GF	21 days	
16	17	18	19	20		<u>April</u>						
23	24	25	26	27		2	3	4	5	6		
30	31				21 days	9	10	11	12	13		
<u>November</u>						(16	17	18	19	20)	vacation	
		1	2	3		23	24	25	26	27		
6	PDD	8	9	VD		30					16 days	
13	14	15	16	17		<u>May</u>						
20	21	22**	VAC	VAC			1	2	3	4		
27	28	29	30		18 days	7	8	9	10	11		
<u>December</u>						14	15	16	17	18		
				1		21	22	23	24	25		
4	5	6	7	8		MD	29	30	31		22 days	
11	12	13	14	15		<u>June</u>						
18	19	20	21	22**	16 days						1	
<u>January</u>						4	5	6	7	8		
NY	2	3	4	5		<u>11</u>	12	13	14	15		
8	9	10	11	12		18	19	20	21	22		
MLK	16	17	18	19		25	26	27	28	29	7 days	
22	23	24	25	26								
29	30	31			21 days							
First Half 97 days						Second Half 84 days						Total 181

Emergency Days – Students must attend school 181 days. With no snow days the last day of school will be June 11. Each snow day used will advance the last day of school forward to no later than June 29.

BRISTOL PUBLIC SCHOOLS CALENDAR 2018-2019

Teacher Meeting Day: August 27 **Professional Development Days:** August 28 and 29; November 6

Vacation Weeks: Close December 21 at end of the school day – Reopen January 2

Close February 15 at end of school day – Reopen February 20

Close April 18 at end of school day – Reopen April 29

No School: Labor Day, Sept. 3; Columbus Day, Oct. 8; PDD, Nov. 6; Veteran’s Day, Nov. 12;

Thanksgiving Recess, Nov. 22, 23; Martin Luther King Day, Jan. 21; Presidents Day, Feb. 19;

Good Friday, April 19; Memorial Day, May 27

****Shortened Legal Days:** Thanksgiving Recess, Nov. 21; Christmas Recess, Dec. 21

Elementary, K-8 & Middle – last three school days in June; High School – last school day in June

Parent Conference Days: (*indicates afternoon conferences)

Elementary – October 16, 17, 18*	(snow date: November 1)
March 20, 21, 22*	(snow date: April 4)
K-8 – October 24, 25, 26*	(snow date: November 8)
March 26, 27, 28	(snow date: April 11)
Middle – October 23, 24, 25, 26*	(snow date: November 8)
March 27, 28	(snow date: April 11)
High – October 16, 17, 18*	(snow date: November 2)
March 21	(snow date: April 4)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>		<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>		
<u>August</u>						<u>February</u>						
TMD	PDD	PDD	30	31	2 days						1	
						4	5	6	7	8		
<u>September</u>						11	12	13	14	15		
LD	4	5	6	7		PD	VAC	20	21	22		
10	11	12	13	14		25	26	27	28		18 days	
17	18	19	20	21		<u>March</u>						
24	25	26	27	28	19 days						1	
<u>October</u>						4	5	6	7	8		
1	2	3	4	5		11	12	13	14	15		
CD	9	10	11	12		18	19	20	21	22		
15	16	17	18	19		25	26	27	28	29	21 days	
22	23	24	25	26		<u>April</u>						
29	30	31			22 days	1	2	3	4	5		
<u>November</u>						8	9	10	11	12		
			1	2		15	16	17	18	GF		
5	PDD	7	8	9		(22	23	24	25	26)	vacation	
VD	13	14	15	16		29	30				16 days	
19	20	21*	VAC	VAC		<u>May</u>						
26	27	28	29	30	18 days			1	2	3		
<u>December</u>						6	7	8	9	10		
3	4	5	6	7		13	14	15	16	17		
10	11	12	13	14		20	21	22	23	24	22 days	
17	18	19	20	21*	15 days	MD	28	29	30	31		
<u>January</u>						<u>June</u>						
	NY	2	3	4		3	4	5	6	7		
7	8	9	10	11		10	<u>11</u>	12	13	14		
14	15	16	17	18		17	18	19	20	21		
MLK	22	23	24	25		24	25	26	27	28	7 days	
28	29	30	31		21 days							

First Half 97 days **Second Half** 84 days **Total** 181


Emergency Days – Students must attend school 181 days. With no snow days the last day of school will be June 11. Each snow day used will advance the last day of school forward to no later than June 28. 4/17/2017 nf



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch Program

FROM: John Frassinelli, Chief 
Bureau of Health/Nutrition, Family Services and Adult Education

DATE: February 6, 2017

SUBJECT: Operational Memorandum No. 5-17
New Process to Submit 2017-18 Healthy Food Certification (HFC) Statement

This memo summarizes the requirements for submitting the annual HFC Statement to the Connecticut State Department of Education (CSDE) and contains important information regarding changes to the HFC Statement submission process for school year 2017-18. It also provides information on the Connecticut Nutrition Standards (CNS), HFC resources, and state beverage requirements.

Annual HFC Statement

[Section 10-215f](#) of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for all Connecticut public school districts participating in the National School Lunch Program (NSLP) must take action annually to certify whether all food items sold to students will or will not meet the CNS. This includes all public schools, regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.

For school year 2017-18, the HFC period is July 1, 2017, through June 30, 2018. **All public school districts participating in the NSLP must submit the *Healthy Food Certification Statement – Addendum to Agreement for Child Nutrition Programs (ED-099)* by **July 1, 2017**.** The vote by the board of education or governing authority on whether to participate in HFC must occur by July 1, 2017, or the district/school is ineligible for HFC participation during school year 2017-18.

New HFC Application Process for 2017-18

Effective with school year 2017-18, the annual HFC Statement will be part of the CSDE's Online Application and Claiming System for Child Nutrition Programs ([CNP System](#)). Districts will no longer submit hard copies of the annual HFC Statement to the CSDE.

The CSDE expects that the online HFC application module of the CNP System will be completed by early May 2017. In the meantime, districts **must follow the procedures below** to ensure timely submission of the 2017-18 HFC Statement by the deadline of July 1, 2017.

1. Schedule the HFC vote at a meeting of your board of education or governing authority that occurs **before June 30, 2017**. The two considerations for the vote by the board of

education/governing authority are whether to implement the healthy food option and whether to allow food exemptions.

- **Consideration 1 – Healthy Food Option:** Pursuant to Section 10-215f of the C.G.S., the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2017, through June 30, 2018. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.
 - **Consideration 2 – Exemption for Food Items:** The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held.
2. Conduct the HFC vote at the scheduled meeting of the board of education or governing authority. Maintain a copy of the meeting minutes indicating the results of the HFC vote for the two considerations outlined in step 1 above.
 3. When the CSDE notifies schools that the HFC application module is available, complete the online HFC application module and upload the meeting minutes indicating the results of the HFC vote. *Note: The CSDE will notify all school nutrition programs by e-mail when the HFC application module of the CNP System is operational.*

Interschool Agreements for HFC Schools

A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) can choose to certify for the healthy food option and follow the CNS. This must be indicated on the interschool agreement between the recipient site and the providing sponsor district. In order for the sponsoring district to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by July 1, 2017.

Schools must still submit hard copies of the interschool agreements to the CSDE. They are not submitted through the CNP Online System. The interschool agreements for school year 2017-18 are available on the CSDE’s [Forms for School Nutrition Programs](#) Web page.

Connecticut Nutrition Standards (CNS)

A summary of the CNS is available in the CSDE's handout, [Summary of Connecticut Nutrition Standards for Foods in Schools](#). Additional information on the CNS is available on the CSDE's [CNS](#) Web page. The CSDE's [HFC](#) Web page provides numerous resources to assist districts with implementing HFC including:

- Complying with HFC Presentation;
- Ensuring District Compliance with HFC;
- Fundraising with Food and Beverages;
- Guide to Competitive Foods in Schools;
- Questions and Answers on Connecticut Statutes for School Food and Beverages;
- Requirements for Food and Beverages in Vending Machines; and
- Requirements for Food and Beverages in School Stores.

State Beverage Requirements

As a reminder, the beverage requirements of C.G.S. [Section 10-221q](#) apply to all public schools, regardless of whether the district certifies for the healthy food option under C.G.S. Section 10-215f. This includes all public school districts, interdistrict magnet schools, charter schools, endowed academies, and the Connecticut Technical High School System. Additional information on the beverage requirements is available on the CSDE's [Beverage Requirements](#) Web page.

If you have any questions or need additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

JF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain in a binder for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) Web page.

West Bristol Building Committee
Special Meeting
April 27, 2017

CALL TO ORDER

The meeting was called to order at 5:03 p.m. by Michelle LeVasseur

Present: Melanie Dumont, Paula O'Keefe, Michelle LeVasseur, John Smith, Lisa Weimert, and Chris Wilson. Also present was Sue Moreau and Tim Callahan

Absent: Calvin Brown and Gary Vontell

Excused: Ivonne Hamm

Approval of Minutes from August 12, 2014

On a motion by John Smith and seconded by Melanie Dumont, the minutes from August 12, 2014 were unanimously approved.

After discussion of two items on the minutes of September 30, 2014, they were updated. There was a motion by John Smith and seconded by Melanie Dumont to approve the updated minutes from September 30, 2014. The motion passed unanimously.

Project Manager's Report ~ Expenditure Report

The expenditure report was handed out. A copy is on file in the office. The projections are looking favorable. Ferguson was holding the project up with the start-up of the photovoltaics. They were back charged for the electrical loss for two years. All contracts are paid and closed and the project is complete. The next step is to file the ED049F with the state once the project is approved as complete.

On a motion by John Smith and seconded by Melanie Dumont, it was unanimously approved that the West Bristol Building Committee accepts the West Bristol School Building project located at 500 Clark Avenue in Bristol as complete and to file the final paperwork with the Connecticut Department of Administrative Services, Division of Construction Services. This motion shall be sent to the full Board of Education for consideration.

The meeting adjourned at 5:17 p.m.

Respectfully Submitted,

Tara Landon
Administrative Assistant/Operations



Bristol Public Schools

Office of Teaching & Learning

DEPARTMENT: Family and Consumer Sciences

COURSE: Introduction to Foods and Nutrition

PRE-REQUISITE: None

COURSE DESCRIPTION: This is an introductory course in which students will apply nutrition and wellness concepts to promote a healthy lifestyle for individuals and families across the lifespan. Completion of this class will impart students with knowledge, skills and confidence to succeed in higher education.

DEPARTMENT PHILOSOPHY: The vision of the Bristol Family and Consumer Sciences Program is to enable students to develop skills to manage their own personal, family and career lives. Family and Consumer Sciences teachers will integrate academic learning with hands-on applications of content material to benefit and enhance the education of all students.

DEPARTMENT MISSION: The mission of the family and consumer sciences educational program is to empower people to manage emerging life issues effectively by applying skills, analyzing options and strengthening interpersonal competencies through an interrelated curriculum.

DEPARTMENT GOALS

- Develop students' literacy and mathematical skills
- Encourage students to pursue study in nutrition and food production
- Employ instructional methods and interdisciplinary activities that stimulate student interest in nutrition and food production
- Provide experiences for students to develop and demonstrate knowledge and skills of nutrition and food production
- Engage students in real-world problem-solving experiences
- Emphasize ethical standards used in nutrition and food production programs

PROGRAM GOALS

- Accept responsibility for one's actions and success in family and work life
- Function effectively as providers and consumers of goods and services
- Use critical and creative thinking skills in problem solving and situations of life
- Strengthen the well-being of individuals and families across the life span
- Prepare for responsibilities of parenting and child care

Revised May 2017

- Promote optimal nutrition and wellness throughout the life cycle;
- Manage and conserve individual and community resources to meet the needs of individual and families.

STUDENT GOALS

- Utilize literacy and mathematical skills in practical applications
- Develop an appreciation for lifelong learning
- Demonstrate effective communication, computation, critical thinking and problem-solving skills
- Demonstrate knowledge and mastery of skills used in nutrition and food production
- Apply and adapt skills learned to different career and life situations
- Understand the ethical aspects of nutrition and food production programs

Content Standards Unit 1 Food & Laboratory Safety & Sanitation *(letters correspond to performance standards)*

Safety Issues: Demonstrate procedures applied to safety issues (G)

Food Safety and Sanitation: Demonstrate food safety and sanitation procedures. (H)

Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. (A)

Acquisition, Handling, and Use of Foods: Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (D)

Food Safety: Evaluate factors that affect food safety, from production through consumption. (E)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard: 7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanations in the text.

Nutrition and Food Production Performance Standards and competencies

A1. Analyze ways in which individuals and families manage resources to meet goals related to food acquisition, and production, and nutrition.

D8. Demonstrate the ability to select, store, prepare, and serve nutritious foods.

D9. Describe principles to maximize nutrient retention in prepared foods. **Unit 1 Food & Laboratory Safety & Sanitation**

E11. **Determine conditions and practices that promote safe food handling, production, and consumption.**

E12. Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

G16. **Demonstrate skills in safe handling of knives, tools, and equipment.**

G17. Examine procedures for safe and secure storage for equipment and tools.

G18. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.

H19. Explain and demonstrate methods for properly handling and storing both raw and prepared foods.

H20. **Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.**

H21. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

H22. Describe and demonstrate techniques for operating tools and equipment following safety procedures.

Unwrapped Standards Unit 1 Food & Laboratory Safety & Sanitation	
<i>Skills</i>	<i>Concepts</i>
Demonstrate	Safe handling of equipment
Examine	Procedures for safe use of tools/equipment
Describe	Personal hygiene and health procedures
Practice	Personal hygiene and health procedures
Explain	Proper handling of raw and prepared food items
Demonstrate	Proper handling of raw and prepared food items
Explain	Food handling techniques to prevent cross-contamination
Demonstrate	Food handling techniques to prevent cross-contamination
Demonstrate	Food handling techniques to prevent cross-contamination
Describe	Cleaning and sanitizing of small equipment
Demonstrate	Techniques for operating tools and equipment safely
Demonstrate	Techniques for operating tools and equipment safely
Describe	The ability to select, store, prepare, and serve nutritious foods
Apply	

Identify	Principles of nutrient retention Conditions and practices for safe food handling
Demonstrate	Characteristics of major foodborne pathogens Safe handling of tools and equipment

Learning Plan Unit 1 Food & Laboratory Safety & Sanitation		
<i>Essential Questions</i>		<i>Big Ideas</i>
<ol style="list-style-type: none"> 1. Why are good personal hygiene and safe food handling necessary for health? 2. How does the food you eat affect your health? 3. Why is it important to practice interpersonal skills when dealing with other people to get the job done? 		<ol style="list-style-type: none"> 1. Safety and sanitation are necessary to stay healthy. 2. Food and its preparation can affect your health 3. Foodborne illnesses can be prevented. 4. Knowledge of nutrition and food production vocabulary promotes success in a lab.
Instructional Strategies <i>Based on our department philosophy for student learning, Family & Consumer Sciences teachers will</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Family & Consumer Sciences teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Demonstrate proper laboratory procedures • Demonstrate food safety principles • Guide students in creating a vocabulary journal • Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of 	<ul style="list-style-type: none"> • Evaluate factors affecting food and laboratory safety and sanitation • Identify individual and group responsibilities that promote food, lab safety and sanitation • Demonstrate teamwork and leadership skills during laboratory procedures 	<ul style="list-style-type: none"> • Laboratory safety and sanitation performance assessments • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student

<p>many topics</p> <ul style="list-style-type: none">• Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures• Have students complete projects, activities and assignments• Facilitate student use of co-regulation strategies.• Facilitate study of related topics	<ul style="list-style-type: none">• Apply interpersonal skills to teamwork and leadership in activities in class.• Choose and use appropriate tools and methods for measuring different types of foods.• Demonstrate safe and efficient cutting techniques.	<p>activities, assignments and projects</p> <ul style="list-style-type: none">• Use rubrics to assess activities• Case studies using film clips• Projects that generate student understanding• Observation and evaluation
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<ul style="list-style-type: none">• Demonstrate food safety principles.• Utilize research-based literacy strategies• Utilize interactive web-based program.		
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Content Standards Unit 2 Nutrition & Wellness Practices *(letters correspond to performance standards)*

Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span. (B)

Nutritional Needs: Evaluate the nutritional needs of individual and families in relation to health and wellness across the life span. (C)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard: 7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Nutrition and Food Production Performance Standards and Competencies

B2 Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.

B3. Describe the impact of global and local events and conditions on the cost and availability of foods.

C4. Describe the effect of nutrients on health, appearance, and peak performance.

C5. Explain the relationship of nutrition and wellness to individual and family health throughout the lifespan, addressing the diversity of people, culture, and religions.

C6. Describe the impact of food and diet fads, food addictions, and eating disorders on wellness.

D8. Demonstrate the ability to select, store, prepare and serve nutritious foods.

Unwrapped Standards Unit 2 Nutrition & Wellness Practices	
<i>Skills</i>	<i>Concepts</i>
Analyze	The various influences on food choices
Describe	The impact of events and conditions on the cost and availability of food items.
Describe	The effects of nutrients
Examine	The relationship of nutrition and wellness to individuals and families throughout the lifespan
Recognize	The impact of food on wellness
Create	Nutritious foods

Learning Plan Unit 2 Nutrition & Wellness Practices		
<i>Essential Questions</i>		<i>Big Ideas</i>
<p>How does the way we choose and prepare food affect our health?</p> <p>Why are our food choices critical to our health?</p>		<p>Healthy food preparation is needed for health and well-being.</p> <p>The nutrients from food along with healthy habits lead to wellness.</p> <p>People choose foods for many factors that go beyond the need of satisfying hunger.</p>
Instructional Strategies <i>Based on our department philosophy for student learning, Family & Consumer Sciences teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Family and Consumer Sciences teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Guide students in creating a vocabulary journal • Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of many topics • Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences. 	<ul style="list-style-type: none"> • Demonstrate food preparation skills to meet nutrition and wellness needs • Identify functions of ingredients in a recipe • Explain the impact of nutrients on your body and health. • Select and properly store food products 	<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities

<ul style="list-style-type: none">• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments• Demonstrate food safety principles.• Utilize research based literacy strategies• Utilize interactive web-based program.	<ul style="list-style-type: none">• Prepare recipes that emphasize nutrition awareness	<ul style="list-style-type: none">• Nutrition and food production video clips• Projects that generate student understanding• Observation and evaluation• Nutrition and food preparation performance assessment
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Content Standards Unit 3 Food Preparation Equipment & Tools <i>(letters correspond to performance standards)</i>
Food Safety and Sanitation: Demonstrate food safety and sanitation procedure (H)
Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment. (I)
Performance Standards
Connecticut Core Standards for Science and Technical Subjects
Reading Standard: 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Reading standard:3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanations in the text.
Nutrition and Food Production Performance Standards and Competencies
H 21. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.
H 22. Describe and demonstrate techniques for operating tools and equipment following safety procedures
I23. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.
I 24. Describe and demonstrate the proper procedures for storing equipment and tools.

Unwrapped Standards Unit 3 Food Preparation Equipment & Tools	
<i>Skills</i>	<i>Concepts</i>
Execute	Cleaning and sanitizing of tools and equipment
Describe	The procedure for operating tools and equipment safely
Use	Tools and equipment safely
Describe	The process for maintaining tools and equipment
Demonstrate	The process for maintaining tools and equipment
Describe	Proper storage procedures
Implement	Proper storage procedures

Learning Plan Unit 3 Food Preparation Equipment & Tools		
<i>Essential Questions</i>		<i>Big Ideas</i>
Why is the safe and sanitary use of tools and equipment necessary?		<p>Safety and sanitation are necessary to stay healthy</p> <p>Proper care of appliances, tools, and equipment promotes food safety.</p>
Instructional Strategies <i>Based on our department philosophy for student learning, Engineering & Technology teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Engineering & Technology teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Create flexible cooperative groups for student centered learning. • Identify individual and group responsibilities to promote cooperative learning in heterogeneous groups. • Guide students in creating a vocabulary journal. • Pose the unit of study so that it is meaningful to students relating it to their prior and ongoing experiences. • Create a classroom 	<ul style="list-style-type: none"> • Demonstrate teamwork and leadership skills during laboratory procedures • Demonstrate practices that promote kitchen cleanliness and safety • Explain the use and care of kitchen tools and equipment. 	<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities • Nutrition and food production-video clips

<p>environment in which students feel free to express their opinions.</p> <ul style="list-style-type: none">• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments.• Demonstrate food safety principles.		<ul style="list-style-type: none">• Projects that generate student understanding• Observation and evaluation
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Content Standards Unit 4 Healthy Food Choices *(letters correspond to performance standards)*

Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products. (K)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard: 7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanations in the text.

Nutrition and Food Production Performance standards and competencies

31. Describe and demonstrate the process for preparing various fruits, vegetables, starches and farinaceous items.

32. Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.

33. Describe and demonstrate the process for preparing baked goods and desserts.

34. Describe and demonstrate the process for preparing, eggs, grains, and batter products

Unwrapped Standards Unit 4 Healthy Food Choices	
<i>Skills</i>	<i>Concepts</i>
Describe	Process for preparing fruits, vegetables, starches and farinas
Create	Fruits, vegetables, starches and farinas
Describe	Process for preparing salads, dressings, marinades and seasonings
Create	Salads, dressings, marinades and seasonings
Describe	Process for preparing baked goods and desserts
Create	Baked goods and desserts
Describe	Process for preparing eggs, grains and batter products
Create	Eggs, grains and batter products

Learning Plan Unit 4 Healthy Food Choices		
<i>Essential Questions</i>	<i>Big Ideas</i>	
How does the way we choose and prepare food affect our health?	Healthy food preparation is needed for health and well being	
Instructional Strategies <i>Based on our department philosophy for student learning, Family And Consumer Sciences teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Family and Consumer Sciences teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Demonstrate food preparation techniques • Explain nutrition and food production terminology • Demonstrate problem solving skills • Prepare recipes that emphasis nutrition awareness • Assigning proper food choice activities using: <ul style="list-style-type: none"> ○ Electronic presentation ○ Group brainstorming ○ Nutrition and Food Production video clips ○ Internet research 	<ul style="list-style-type: none"> • Demonstrate food preparation skills to meet nutrition and wellness needs • Identify functions of ingredients in a recipe • List the nutrients in food products to meet individual dietary needs • Select and properly store food products 	<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities • Using Nutrition and food production video clips • Projects that generate student understanding

<ul style="list-style-type: none">• Teacher led discussion based on required reading• Guide students in creating a vocabulary journal• Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Demonstrate food safety principles.		<ul style="list-style-type: none">• Observation and evaluation
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Content Standards Unit 5 Meal Planning (*letters correspond to performance standards*)

Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (C)

Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment. (I)

Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products. (k)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard: 7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanations in the text.

Nutrition and Food Production Performance Standards and Competencies

7. Evaluate sources of food and nutrition information, including food labels, related to health and wellness.

25. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

28. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

Unwrapped Standards Unit 5 Meal Planning	
<i>Skills</i>	<i>Concepts</i>
Evaluate	Sources
Describe	Menu planning principles
Apply	Menu planning principles
Describe	Fundamentals of time and temperature related to cooking

Learning Plan Unit 5 Meal Planning		
<i>Essential Questions</i>		<i>Big Ideas</i>
<p>How can recipes be adjusted?</p> <p>How do you know if a food is healthy?</p>		<p>Household member food preferences, factors that affect appealing meals, and the life cycle all influence effective meal management.</p>
Instructional Strategies <i>Based on our department philosophy for student learning, Family and Consumer Sciences teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Family and Consumer Sciences teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Utilize literacy strategies • Demonstrate mathematical procedures for modifying and costing recipes and require students to perform mathematical functions • Guide students in creating a vocabulary journal • Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of many topics 	<ul style="list-style-type: none"> • Convert recipes to increase and decrease yield and determine equivalent measurements • Explain how label information helps in making food choices • Evaluate sensory appeal of a meal • Recognize how life-cycle stage can influence food preferences 	<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities • Using Nutrition and food production video clips

<ul style="list-style-type: none">• Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments• Facilitate student use of co-regulation strategies.• Facilitate a student study of related topic• Demonstrate food safety principles.		<ul style="list-style-type: none">• Projects that generate student understanding• Observation and evaluation
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<ul style="list-style-type: none">• Utilize research based literacy strategies• Utilize interactive web-based program.		
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Content Standards Unit 6 Career Paths *(letters correspond to performance standards)*

Career Paths: Analyze career paths within hospitality, food production and services, and food science. (F)

Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment. (I)

Planning Menu Options: Demonstrate menu planning based on standardized recipes. (J)

Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products. (K)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard: 7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanations in the text.

Nutrition and Food Production Performance Standards and Competencies

14. Determine education and training requirements and opportunities for career paths in food production and services.

15. Identify opportunities for employment

25. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

26. Analyze food, equipment, and supplies needed for menus.

35. Describe and demonstrate techniques for food presentation.

Unwrapped Standards Unit 6 Career Paths	
<i>Skills</i>	<i>Concepts</i>
Determine	Education and training requirements
Identify	Employment opportunities
Describe	Menu planning principles
Apply	Menu planning principles
Analyze	Menus
Describe	Techniques for presentation
Demonstrate	Techniques for presentation

Learning Plan Unit 6 Career Paths		
<i>Essential Questions</i>		<i>Big Ideas</i>
How can I determine and reach my career goals?		Personal strengths and interests influence career choices
Instructional Strategies <i>Based on our department philosophy for student learning, Family and Consumer Sciences teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Family and Consumer Sciences teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Utilize research based literacy strategies • Utilize interest surveys such as in Naviance to help students identify career pathways • Guide students in creating a vocabulary journal • Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of many topics • Pose the unit of study so that it is meaningful to students relating it to their prior and 	<ul style="list-style-type: none"> • Recognize various career paths in nutrition and food production. • Demonstrate appropriate communication skills to use in the workplace • Identify the skills, attitudes and behaviors important for maintaining a job and attaining career success 	<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities • Using career oriented video clips. • Peer reviewed journal responses

<p>on-going experiences.</p> <ul style="list-style-type: none">• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments• Facilitate student use of co-regulation strategies.• Facilitate a student study of related topics• Demonstrate food safety principles.• Utilize research based literacy strategies		<ul style="list-style-type: none">• Projects that generate student understanding• Observation and evaluation
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<ul style="list-style-type: none">• Utilize interactive web-based program.		
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**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Family and Consumer Sciences

COURSE: Advanced Nutrition and Food Production

PRE-REQUISITE: Introduction to Foods and Nutrition

COURSE DESCRIPTION: This course is a continuation of Introductory Nutrition and Food Production. Students will apply nutrition and wellness concepts to promote a healthy lifestyle for individuals and families across the lifespan. Completion of this class will impart students with knowledge, skills and confidence to succeed in higher education.

DEPARTMENT PHILOSOPHY: The vision of the Bristol Family and Consumer Sciences Program is to enable students to develop skills to manage their own personal, family and career lives. Family and Consumer Sciences teachers will integrate academic learning with hands-on applications of content material to benefit and enhance the education of all students.

DEPARTMENT MISSION: The mission of the family and consumer sciences educational program is to empower people to effectively manage emerging life issues by applying skills, analyzing options and strengthening interpersonal competencies through an interrelated curriculum.

DEPARTMENT GOALS

- Develop students' literacy and mathematical skills
- Encourage students to pursue advanced study in nutrition and food production
- Employ instructional methods and interdisciplinary activities that stimulate student interest in nutrition and food production
- Provide experiences for students to develop and demonstrate knowledge and skills of nutrition and food production
- Engage students in real world problem-solving experiences
- Emphasize ethical standards used in nutrition and food production programs

PROGRAM GOALS

- Accept responsibility for one's actions and success in family and work life;
- Function effectively as providers and consumers of goods and services;
- Use critical and creative thinking skills in problem solving and situations of life;
- Strengthen the well-being of individuals and families across the life span;
- Prepare for responsibilities of parenting and child care;
- Promote optimal nutrition and wellness throughout the life cycle;
- Manage and conserve individual and community resources to meet the needs of individual and

STUDENT GOALS

- Utilize literacy and mathematical skills in practical applications
- Develop an appreciation for lifelong learning
- Demonstrate effective communication, computation, critical thinking and problem-solving skills
- Demonstrate knowledge and mastery of skills used in nutrition and food production
- Apply and adapt skills learned to different career and life situations
- Understand the ethical aspects of nutrition and food production programs

Subject: Advanced Nutrition and Food Production

Unit 1: Food & Lab Safety

Content Standards *(letters correspond to performance standards)*

Acquisition, Handling, and Use of Foods: Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (D)

Food Safety: Evaluate factors that affect food safety, from production through consumption. (E)

Safety Issues: Demonstrate procedures applied to safety issues. (G)

Food Safety and Sanitation: Demonstrate food safety and sanitation procedures. (H)

Food Production Equipment: Demonstrate selecting, using, and maintaining food production equipment. (I)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard 7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading Standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanation in the text.

Nutrition and Food Production Performance Standards and Competencies

D8. Demonstrate the ability to select, store, prepare, and serve nutritious foods.

D9. Describe principles to maximize nutrient retention in prepared foods.

D10. Utilize USDA dietary guidelines to select foods that promote a healthy lifestyle.

E11. Determine conditions and practices that promote safe food handling, production, and consumption.

E12. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

E13. Describe food borne illness as a health issue for individuals and families.

G16. Demonstrate procedures applied to safety issues.

G17. Demonstrate skills in safe handling of knives, tools, and equipment.

G18. Examine procedures for safe and secure storage for equipment and tools.

H19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.

H20. Explain and demonstrate methods for properly handling and storing both raw and prepared foods.

H21. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.

H22. Demonstrate procedures for cleaning and sanitizing small equipment, serving dishes, glassware, and utensils.

I23. Describe and demonstrate techniques for operating tools and equipment following safety procedures.

I24. Describe and demonstrate the process for maintaining tools and equipment following safety procedures.

I25. Describe and demonstrate the proper procedures for storing equipment and tools.

Subject: Advanced Nutrition and Food Production	Unit 1: Food & Lab Safety
Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Demonstrate	Safe handling of equipment
Demonstrate	The ability to select, store, prepare, and serve nutritious foods.
Examine	Procedures for safe use of tools and equipment
Describe	Personal hygiene and health procedures
Practice	Personal hygiene and health procedures
Explain	Proper handling of raw and prepared food items.
Demonstrate	Proper handling of raw and prepared food items
Explain	Food handling techniques to prevent cross-contamination
Demonstrate	Food handling techniques to prevent cross-contamination
Describe	Techniques for operating tools and equipment safely
Demonstrate	Techniques for operating tools and equipment safely
Describe	Principles of nutrient retention
Identify	Characteristics of major foodborne pathogens

Subject: Advanced Nutrition and Food Production		Unit 1: Food & Lab Safety	
Learning Plan			
<i>Essential Questions</i>		<i>Big Ideas</i>	
<ol style="list-style-type: none"> 1. Why are good personal hygiene and safe food handling necessary for health? 2. How does the food you eat affect your health? 3. Why is it important to practice interpersonal skills when dealing with other people to get the job done? 		<ol style="list-style-type: none"> 1. Safety and sanitation are necessary to stay healthy. 2. Food and its preparations can affect your health. 3. Foodborne illness can be prevented. 4. Knowledge of nutrition and food production vocabulary promotes success in a lab. 	
Instructional Strategies <i>Based on our department philosophy for student learning, Family and Consumer Sciences' teachers will:</i>	Objectives <i>The student will be able to:</i>		Common Learning Experiences and Assessments <i>Family and Consumer Sciences' teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Demonstrate proper laboratory procedures • Demonstrate food safety principles • Guide students in creating 	<ul style="list-style-type: none"> • Evaluate factors affecting food and laboratory safety and sanitation • Identify individual and group responsibilities that promote food, lab safety 		<ul style="list-style-type: none"> • Laboratory safety and sanitation performance assessments • Journal responses • Test or quiz

<p>a vocabulary journal</p> <ul style="list-style-type: none"> • Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of many topics • Pose the unit of study so that it is meaningful to students relating it to their prior and ongoing experiences • Create a classroom environment in which students feel free to express their opinions • Assign reading from the text and other sources for purposes of student research • Have students' complete projects, activities and assignments • Facilitate student use of co- 	<p>and sanitation.</p> <ul style="list-style-type: none"> • Demonstrate teamwork and leadership skills during laboratory procedures • Apply interpersonal skills to teamwork and leadership when working in teams and activities in class • Choose and use appropriate tools and methods for measuring different types of foods. • Demonstrate safe and efficient cutting techniques 	<ul style="list-style-type: none"> • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities • Case studies using film clips • Projects that generate student understanding • Observation and evaluation
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<p>regulation strategies</p> <ul style="list-style-type: none">• Facilitate a student study of related topics• Utilize research based literacy strategies• Utilize interactive web-based programs		
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Content Standards *(letters correspond to performance standards)*

Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education (A)

Planning Menu Items: Demonstrate menu planning based on standardized recipes. (J)

Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products. (K)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard 7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading Standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanation in the text.

Nutrition and Food Production Performance Standards and Competencies

A1. Analyze ways in which individuals and families manage resources to meet goals related to food acquisition, and production and nutrition.

J 26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

J.27 Analyze food, equipment, and supplies needed for menus.

K 28. Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, and convection.

K29. Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating of a variety of foods.

K30. Describe and demonstrate the process for preparing various meats and poultry.

K31. Describe and demonstrate the process for preparing various stocks, soups, and sauces.

K32. Describe and demonstrate the process for preparing various fruits, vegetables, starches, and farinaceous items.

K33. Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.

K34. Describe and demonstrate the process for preparing baked goods and desserts.

K35. Describe and demonstrate the process for preparing, eggs, grains, and batter products

K36. Describe and demonstrate techniques for food presentation

Subject: Advanced Nutrition and Food Production	Unit 2: Planning, Preparation and Production
Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Analyze	Family Resources
Describe	Menu Planning
Examine	Menus
Describe	The various cooking methods for meats
Create	Various meat and protein products
Describe	Fundamentals of time and temperature
Describe	Process for preparing stocks, soups and sauces
Create	Stocks, soups and sauces
Describe	Process for preparing fruits, vegetables, starches, and farinas
Create	Fruits, vegetables, starches and farinas
Describe	Process for preparing salads, dressings, marinades and seasonings
Create	Salads, dressings, marinades and seasonings
Describe	Process for preparing baked goods and desserts
Create	Baked goods and desserts
Describe	Process for preparing eggs, grains and batter products
Create	Eggs, grains and batter products

Subject: Advanced Nutrition and Food Production		Unit 2: Planning, Preparation and Production	
Learning Plan			
<i>Essential Questions</i>		<i>Big Ideas</i>	
<ol style="list-style-type: none"> 1. How can learning about food selection, preparation and preservation impact your life? 2. How do you know if a food is healthy? 		<ol style="list-style-type: none"> 1. Food preferences are influenced by many factors and affect meal planning. 2. Healthy food preparation is needed for health and well-being. 	
Instructional Strategies <i>Based on our department philosophy for student learning, Family & Consumer Sciences' teachers will:</i>	Objectives <i>The student will be able to:</i>		Common Learning Experiences and Assessments <i>Family & Consumer Sciences' teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Demonstrate mathematical procedures for modifying and costing recipes and require students to perform mathematical functions • Guide students in creating a vocabulary journal • Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of many topics 	<ul style="list-style-type: none"> • Demonstrate food preparation skills to meet nutrition and wellness needs • List the nutrients in food products to meet individual dietary needs. • Identify food choices that promote health • Describe and apply menu planning principles 		<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess activities

<ul style="list-style-type: none">• Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments• Facilitate student use of co-regulation strategies.• Facilitate a student study	<ul style="list-style-type: none">• Analyze food, equipment, and supplies need for a variety of menu options.• Demonstrate preparation for all menu categories to produce a variety of food products including foods that meet protein requirements.	<ul style="list-style-type: none">• Using Nutrition and food production video clips• Projects that generate student understanding• Observation and evaluation
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<p>of related topics</p> <ul style="list-style-type: none">• Demonstrate food safety principles.• Utilize research based literacy strategies• Utilize interactive web-based program.		
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Subject: Advanced Nutrition and Food Production	Unit 3: Nutrition & Wellness
Content Standards <i>(letters correspond to performance standards)</i>	
Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span. (B)	
Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (C)	
Performance Standards	
Connecticut Core Standards for Science and Technical Subjects	
Reading Standard 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	
Reading Standard: 3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanation in the text.	
Nutrition and Food Production Performance Standards and Competencies	
B2. Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.	
B3. Describe the impact of global and local events and conditions on the cost and availability of foods.	
C4. Describe the effect of nutrients on health, appearance, and peak performance.	
C5. Explain the relationship of nutrition and wellness to individual and family health throughout the life span addressing the diversity of people, culture, and religions.	
C6. Describe the impact of food and diet fads, food addictions, and eating disorders on wellness.	
C7. Evaluate sources of food and nutrition information, including food labels, related to health and	

wellness.	
Subject: Advanced Nutrition and Food Production	Unit 3: Nutrition & Wellness
Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Explain	Various influences on food choices.
Describe	The impact of events and conditions on the cost and availability of food items.
Examine	The relationship of nutrition and wellness to individuals and families throughout the life span.
Recognize	The impact of food on wellness.
Create	Nutritious foods

Subject: Advanced Nutrition and Food Production		Unit 3: Nutrition & Wellness	
Learning Plan			
<i>Essential Questions</i>		<i>Big Ideas</i>	
<ol style="list-style-type: none"> 1. How does the way we choose and prepare food affect our health? 2. Why are our food choices critical to our health? 		<ol style="list-style-type: none"> 1. Healthy food preparation is needed for health and well-being. 2. The nutrients from food along with healthy habits lead to wellness. 3. People choose foods for many factors that go beyond the need of satisfying hunger. 	
Instructional Strategies <i>Based on our department philosophy for student learning, Family & Consumer Sciences' teachers will:</i>	Objectives <i>The student will be able to:</i>		Common Learning Experiences and Assessments <i>Family & Consumer Sciences' teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Demonstrate mathematical procedures for modifying and costing recipes and require students to perform mathematical functions • Guide students in creating a vocabulary journal • Support an in-depth, sustained study of a small number of topics rather 	<ul style="list-style-type: none"> • Identify key vitamins and minerals, explain their functions, and name important sources of each. • Explain the impact of nutrients on your body and health. • Demonstrate food preparation skills to meet nutrition and wellness needs. 		<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities, assignments and projects • Use rubrics to assess

<ul style="list-style-type: none">• than the superficial coverage of many topics• Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments• Facilitate student use of co-regulation strategies.• Facilitate a student study	<ul style="list-style-type: none">• Select and properly store food products	<p>activities</p> <ul style="list-style-type: none">• Nutrition and food production video clips• Projects that generate student understanding• Observation and evaluation
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<p>of related topics</p> <ul style="list-style-type: none">• Demonstrate food safety principles.• Utilize research based literacy strategies• Utilize interactive web-based program.		
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Subject: Advanced Nutrition and Food Production

Unit 4: Careers

Content Standards *(letters correspond to performance standards)*

Career Paths: Analyze career paths within hospitality, food production and services, and food science. (F)

Performance Standards

Connecticut Core Standards for Science and Technical Subjects

Reading Standard 7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Reading Standard: 3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical task; analyze the specific results based on explanation in the text.

Nutrition and Food Production Performance Standards and Competencies

F14. Determine education and training requirements and opportunities for career paths in food production and services.

F15. Identify opportunities for employment.

I 25. Describe and demonstrate the proper procedures for storing equipment and tools.

J 26. Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

K 36. Describe and demonstrate techniques for food presentation.

Subject: Advanced Nutrition and Food Production	Unit 4: Careers
Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Determine	Education and training requirements
Identify	Employment opportunities
Describe	Menu planning principles
Apply	Menu planning principles
Analyze	Menus
Describe	Techniques for presentation
Demonstrate	Techniques for presentation

Subject: Advanced Nutrition and Food Production		Unit 4: Careers	
Learning Plan			
<i>Essential Questions</i>		<i>Big Ideas</i>	
<ol style="list-style-type: none"> 1. How can I determine and reach my career goals? 2. Why is teamwork important for career and job success? 		<ol style="list-style-type: none"> 1. Personal strengths and interests influence career choices 2. Effective leaders get along well with their coworkers and inspire them to perform better as a team. 	
Instructional Strategies <i>Based on our department philosophy for student learning, Family & Consumer Sciences' teachers will:</i>	Objectives <i>The student will be able to:</i>		Common Learning Experiences and Assessments <i>Family & Consumer Sciences' teachers will assess and provide feedback to students about:</i>
<ul style="list-style-type: none"> • Utilize research based literacy strategies • Utilize interest surveys such as in Naviance to help students identify career pathways • Guide students in creating a vocabulary journal 	<ul style="list-style-type: none"> • Identify the skills, attitudes, and behaviors important for maintaining a job and attaining career success. • Demonstrate appropriate communication skills to use in the workplace. 		<ul style="list-style-type: none"> • Journal responses • Test or quiz • Teacher observation of student activities, assignments and projects • Teacher evaluation of student activities,

<ul style="list-style-type: none">• Support an in-depth, sustained study of a small number of topics rather than the superficial coverage of many topics• Pose the unit of study so that it is meaningful to students relating it to their prior and on-going experiences.• Create a classroom environment in which students feel free to express their opinions• Assign reading from the text and other sources for purposes of student research• Demonstrate proper laboratory procedures.• Have students' complete projects, activities and assignments	<ul style="list-style-type: none">• Give examples of how to effectively balance family, community, and work.• Evaluate important factors involved in considering careers.• Demonstrate how to use sources of career information	<p>assignments and projects</p> <ul style="list-style-type: none">• Use rubrics to assess activities• Use of career oriented video clips• Projects that generate student understanding• Observation and evaluation
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<ul style="list-style-type: none">• Facilitate student use of co-regulation strategies.• Facilitate a student study of related topics• Demonstrate food safety principles.• Utilize research based literacy strategies• Utilize interactive web-based program.		
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BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

May 3, 2017

(Date)

Information

Decision

AGENDA REPORTING FORM

TOPIC: Advanced Nutrition and Food Production Textbook

BACKGROUND:

The state of Connecticut standards for Career and Technical Education have been revised and updated, and Bristol curricula, therefore, needed to be revised. This course builds upon the foundation of the newly revised Introduction to Foods and Nutrition to allow students to pursue a career pathway.

COSTS

Curriculum writing: \$280

Textbook: \$11,800

FUNDING SOURCE:

OTL Budget

Carl D. Perkins Grant

RECOMMENDATIONS/COMMENTS:

Referred by the Student Achievement Committee for a second reading. Recommended approval. If you have any questions, please contact Dr. Pam Brisson at (860) 584-7079.

TOPIC PRESENTER: Pamela Brisson, Ed.D.

CONTACT NUMBER: (860) 584-7079

SUPERINTENDENT: Ellen Solek, Ed.D.

Ellen Solek, Ed.D.

Bristol Board of Education, Bristol CT

Presented at Board Meeting: _____

Approved: _____

Order Filed: _____

Referred to: _____