The Institute for Culinary Arts & Sciences - Second Year Syllabus 2026-27

Puget Sound Skills Center | Highline Public Schools | Updated August 31, 2026

Session Information

1st Session: 7:55am - 10:25am | 2nd Session: 11:15am - 1:45pm* | Monday - Friday

*Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time. Students who drive or share a ride must remain on campus until 1:45pm regardless of sending district.

Class Location: Autobody Technology is located in the rear of the school next to Construction and Automotive Technology.

PSSC #703

Teacher Information

Chef Kevin Blaylock, CEC, CCE, CCA

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Chef Erin Larson

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Email is generally the most efficient way to reach the instructors during the school day because instruction frequently occurs in kitchens, labs, and restaurant service areas.

Culture of Learning

We work to build a culture of belonging in our classroom. Learning experiences are interactive, community-focused, and grounded in professional hospitality expectations. We use differentiation and multiple forms of practice and assessment so students can access the curriculum and demonstrate mastery of course skills and standards.

This class reinforces PSSC's school-wide Behavioral Agreements:

Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and interventions from our Student Success Dean and Counselor as needed.

Course Description

This advanced second-year course builds on first-year culinary, baking and pastry, hospitality, food-science, and professional-skills foundations through leadership, advanced production, certification preparation, and authentic restaurant operations. Second-year students serve as rotation leads in Cafe/Dining Room, Garde Manger, Savory Foods, and Baking & Pastry while operating The Crafted Table, PSSC's student-led restaurant open to the public, and supporting catering and community activities. Students complete weekly chapterwork assessments from the Culinary Essentials textbook, prepare for the American Culinary Federation Certified Fundamentals Cook (CFC) and Certified Fundamentals Pastry Cook (CFPC) certification pathways, and complete advanced end-of-course performance assessments, including a minimum of two projects from the Recipe Matrix Assessment. Instruction

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follows the American Culinary Federation Education Foundation (ACFEFAC) secondary accreditation module areas used by PSSC and supports CTE credit plus Lab Science and Fine Arts equivalencies.

Student Learning Outcomes

• Lead and support first-year students during Cafe/Dining Room, Garde Manger, Savory Foods, and Baking & Pastry rotations through clear delegation, coaching, quality control, and professional communication.
• Demonstrate advanced professional culinary and baking skills using appropriate vocabulary, tools, equipment, mise en place, production systems, and Kitchen Brigade leadership practices.
• Apply food-safety, sanitation, allergen, time-temperature, personal hygiene, and workplace-safety practices consistently while helping reinforce these expectations with peers and first-year students.
• Prepare and evaluate food using advanced knife skills, stocks, soups, sauces, cooking methods, seasoning, sensory evaluation, portioning, timing, and professional presentation.
• Apply food-science concepts through hands-on investigations involving heat transfer, reaction rates, protein change, starch gelatinization, emulsification, fermentation, energy transfer, and related culinary processes.
• Produce professional garde manger, baking, and pastry products and evaluate them for quality, safety, yield, texture, flavor, consistency, and visual presentation.
• Use culinary mathematics and business skills for measurement, recipe scaling, yield, purchasing, receiving, inventory, menu costing, production planning, labor awareness, and restaurant decision-making.
• Apply nutrition, menu planning, sustainability, and guest-service concepts to authentic restaurant, catering, and event situations.
• Complete weekly Culinary Essentials textbook chapterwork assessments to strengthen culinary theory, vocabulary, technical knowledge, and readiness for ACF certification assessments.
• Prepare for the ACF Certified Fundamentals Cook (CFC) and Certified Fundamentals Pastry Cook (CFPC) pathways through theory review, practical skill development, documented competencies, and professional performance.
• Complete a minimum of two projects from the Recipe Matrix Assessment as part of the second-year End-of-Course assessment, demonstrating planning, execution, sanitation, time management, quality evaluation, and professional presentation.
• Demonstrate professional communication, teamwork, problem solving, leadership, self-management, and responsibility during rotations, The Crafted Table service, work-based learning, competitions, and the Capstone Project Showcase.

Essential Standards

The following Essential Standards are the standards used for instruction and standards-based assessment in the ICAS second-year advanced program.

Learning & Innovation

Creativity and Innovation

CTE.21ST.01.A.03 - Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts

Critical Thinking and Problem Solving

CTE.21ST.02.D.01 - Effectively solve different kinds of non-familiar problems in both conventional and innovative ways

Communication and Collaboration

CTE.21ST.03.A.01 - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Information Literacy

CTE.21ST.04.A.02 - Evaluate information critically and competently

Information, Media & Technology Skills

Media Literacy

CTE.21ST.05.A.02 - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

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CTE.21ST.05.B.01 - Understand and utilize the most appropriate media creation tools, characteristics and conventions

Information, Communications and Technology (ICT Literacy)

CTE.21ST.06.A.01 - Use technology as a tool to research, organize, evaluate and communicate information

Life and Career Skills

Initiative and Self-Direction

CTE.21ST.08.B.01 - Monitor, define, prioritize and complete tasks without direct oversight

Productivity and Accountability

CTE.21ST.10.B.01.d - Participate actively, as well as be reliable and punctual

Culinary Arts / ACF / NSFCSE Standards

CTE.CUL.9-12.ACF.01.02 - ACF 1.2 - Demonstrate the ability to work as a group member in the production of quality work: a) knowledge of own and others' interactive styles; b) ability to relate and interact effectively in teams consisting of individuals with differing interests, genders, backgrounds and professions.

CTE.CUL.9-12.ACF.G.01 - ACF G1 - Apply principles of nutrition to menu planning and food preparation.

CTE.CUL.9-12.NSFCSE.00.00 - NSFCSE 0.0 - Performance Assessment - Students perform food preparation techniques at a level 3 or better in each food preparation category listed below according to a recognized competency standard.

CTE.CUL.9-12.NSFCSE.01.02 - NSFCSE 1.2 - Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.

CTE.CUL.9-12.NSFCSE.08.05 - NSFCSE 8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

CTE.CUL.9-12.WSS.0.0A - WSS0.0A - Leadership Allignment - Students train and lead new students in Deli/Catering operations. They also have leadership roles in every station where they plan and produce events that apply 21st century skills.

English Language Arts

Language

ELA.L.11-12.02 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening

ELA.SL.11-12.01 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELA.SL.11-12.04 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Writing

ELA.W.11-12.04 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.W.11-12.05 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Lab Science Standards

ESS3. Earth and Human Activity

HS-ESS3-2 - Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-4 - Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

ETS1. Engineering Design

HS-ETS1-1 - Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3 - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

LS1. From Molecules to Organisms: Structures and Processes

HS-LS1-6 - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

PS1. Matter and Its Interactions

HS-PS1-2 - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3 - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-6 - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

PS2. Motion and Stability: Forces and Interactions

HS-PS2-6 - Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

PS3. Energy

HS-PS3-1 - Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-4 - Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Fine Arts Standards

Media Arts - Creating

MA:Cr1.1.I.a - Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

MA:Cr2.1.I.a - Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

MA:Cr3.1.II.b - Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Media Arts - Responding

MA:Re7.1.I.a - Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

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Visual Arts - Creating

VA:Cr1.1.I.a - Use multiple approaches to begin creative endeavors.

VA:Cr2.1.I.a - Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.I.a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Cr3.1.II.a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Visual Arts - Responding

VA:Re8.1.II.a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Scope and Sequence

Instruction is sequenced through the following major modules. Planned hours total 540 for the second-year advanced program. These modules revisit and extend foundational competencies through rotation leadership, Culinary Essentials chapterwork, ACF certification preparation, Recipe Matrix Assessment projects, authentic restaurant service, labs, and special events. Hours may be adjusted within modules as needed to support the adopted PSSC calendar and student learning needs while maintaining the 540-hour program total.

Module 1: Introduction to Food Service / Hospitality Industry and Baking | Planned Hours: 20

Module 2: Sanitation and Safety | Planned Hours: 75

Module 3: Business and Math Skills | Planned Hours: 30

Module 4: Food Preparation | Planned Hours: 125

Module 5: Garde Manger | Planned Hours: 45

Module 6: Basic / Advanced Baking and Pastry | Planned Hours: 90

Module 7: Purchasing and Receiving | Planned Hours: 20

Module 8: Nutrition | Planned Hours: 25

Module 9: Dining Room Service | Planned Hours: 35

Module 10: Menu Planning / Bakery Planning and Preparation | Planned Hours: 30

Module 11: Supervisory Management | Planned Hours: 25

Module 12: Environmental Sustainability | Planned Hours: 20

Total Planned Hours: 540

Program Pathways

Second-year students continue in the Culinary Arts or Baking & Pastry pathway while cross-training across the program and serving as rotation leads in Cafe/Dining Room, Garde Manger, Savory Foods, and Baking & Pastry. Pathway emphasis guides advanced skill development, Recipe Matrix work, and ACF certification preparation.

Advanced Culinary Arts Pathway

- Advanced food preparation and cooking methods
- Garde manger and cold-food production
- Dining room, Cafe, and guest-service leadership
- Menu planning, nutrition, purchasing, receiving, costing, and production management
- Supervisory management and Kitchen Brigade leadership
- Environmental sustainability and responsible food-system decision-making
- Preparation for the ACF Certified Fundamentals Cook (CFC) pathway

Advanced Baking & Pastry Pathway

- Advanced baking and pastry production
- Bakery planning, formulas, scaling, production scheduling, and finishing
- Menu planning, nutrition, purchasing, receiving, costing, and production management
- Supervisory management and production leadership

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- Environmental sustainability and responsible food-system decision-making
- Preparation for the ACF Certified Fundamentals Pastry Cook (CFPC) pathway

All second-year students are expected to maintain advanced-level performance in academics, labs, leadership, safety, professionalism, weekly Culinary Essentials chapterwork, End-of-Course assessments, required IRCs, and Capstone requirements.

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily and PSSC-provided attire and/or the program-specific uniform as directed. Station-appropriate uniforms are required. Students who are not in the required uniform may be unable to participate in lab or service activities because of industry safety and sanitation requirements.

- Personal hygiene: Daily cleanliness and professional grooming are required.
- Facial hair: Mustaches, beards, and goatees are permitted up to 1/2 inch in length and must be neatly trimmed.
- Hair: Hair must be neat and secured so it does not interfere with work. Hair longer than shoulder length or protruding from a chef cap must be appropriately confined when required for safety and sanitation.
- Fingernails: Nails must be short, trimmed, clean, neat, and free of polish. Acrylic or artificial nails are not permitted.
- Jewelry: Bracelets, rings, and anklets are not permitted in food-production areas. Facial jewelry is limited to instructor-approved stud piercings; hanging or interfering jewelry is not permitted.
- Listening devices/headphones/earbuds are not permitted in foodservice or classroom settings except as allowed under a documented accommodation.

Kitchen Uniform Requirements

- Chef coat
- Black chef pants
- Blue bib apron
- Non-slip safety clogs
- Black or white skull cap
- All uniform pieces must be clean
- Sweatshirts are not allowed under chef coats

Dining Room Uniform Requirements

- Blue dress shirt (provided)
- Black chef pants
- Black bistro apron (provided)
- Non-slip safety clogs
- Provided dining-room uniform items must be returned each day
- Sweatshirts are not allowed under dress shirts

Required Materials and Program Costs

- Required: PSSC Student ID/lanyard, station-appropriate uniform, and a valid Washington State Food Worker Card.
- Students should bring district-issued technology and any class materials identified by the instructors for the current unit.

There are no classroom fees, and uniforms will be provided. Optional uniform customization is the student's responsibility. Lost or damaged uniform components must be paid for before a replacement is ordered; replacement prices will be shared after initial uniform ordering.

Course Technology

This course utilizes Microsoft Teams for Education for course resources and communication. Access information will be shared with students and available for parents/guardians as needed. Students may also use district-approved Microsoft 365 tools and industry-specific systems as directed by the instructors.

- Square: point-of-sale system used in Cafe and restaurant operations.
- Microsoft Bookings: reservation-management training for restaurant operations.

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3.0 Credits Offered Per Year

Students earn 1.5 credits per semester for successful completion of the program.

High School Equivalency Credits

Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a progress grade recorded for these equivalencies until that time. Please reach out if you have questions or concerns.

Equivalency credits available:

- 1.0 Lab Science
- 0.5 Fine Arts

College Dual Credits

PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Dual Credit Articulations are agreements with specific colleges. These credits may only be earned by successfully completing the course and all requirements set by the college. Most articulations require a C or better for every semester in the program, while some require a B.

2026-27 articulation agreements are reviewed annually. Specific college credit amounts will be shared once agreements are finalized. PSSC instructors will share confirmed credits, eligibility requirements, and registration steps with students and families.

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the standards we are learning. Students demonstrate learning through assignments, activities, labs, service, and assessments.

- Formative Assessments: Measure understanding during a learning experience and provide feedback for improvement.
- Summative Assessments: Measure understanding after a learning experience is complete.
- Reassessments: Measure understanding after additional learning and practice, when the assessment is eligible for reassessment.

Learn more about standards-based grading: highlineschools.org/grading

Some standards in this class take more than three to four weeks to learn, and some may not be fully addressed until second semester. We will use formative assessments when students should be at a "2" on the standard rubric but are not yet expected to fully master the standard. When this happens, "Target 2" may appear in the gradebook title. The score is intended to provide feedback about progress toward the standard.

Assessment Methods

- Formative quizzes and summative exams
- Weekly Culinary Essentials textbook chapterwork assessments
- Peer and self-assessment
- Class discussions and debate participation (no reassessment)
- Advanced skills demonstrations and practical assessments (reassessment may be limited when ingredients, service conditions, or other consumable resources cannot be recreated)
- Research projects and presentations
- Food-science investigations, lab reports, and data analysis
- Crafted Table restaurant production, service, and rotation-lead performance assessments
- ACF Certified Fundamentals Cook (CFC) and Certified Fundamentals Pastry Cook (CFPC) certification preparation and competency evidence
- Industry-recognized certifications (no reassessment through the course unless allowed by the certifying body)
- Capstone Project Showcase (no reassessment)
- End-of-Course written and practical exams, including a minimum of two Recipe Matrix Assessment projects

End-of-Course Exams

At the end of each semester, second-year students will take an End-of-Course assessment that includes written and practical components. These assessments measure mastery of advanced program competencies and readiness for

workforce, postsecondary training, and industry certification. As part of the second-year End-of-Course assessment, each student will complete a minimum of two projects from the Recipe Matrix Assessment. The selected projects are expected to demonstrate planning, technical execution, sanitation, organization, time management, quality evaluation, and professional presentation at the required proficiency level.

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete assignments as part of individual and collective learning. Please contact the instructors if you need additional time to complete work or support to engage in the learning community. When ongoing concerns affect completion or engagement, the instructors will work with the student, family, sending school, and PSSC support staff to identify appropriate supports.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 1/2-hour blocks and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and independent work are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. If these standards cannot be met with accommodations provided, we will work with the necessary parties to identify a more suitable placement.

Weekly Culinary Essentials Chapterwork

Second-year students are responsible for weekly chapterwork assessments from the Culinary Essentials textbook. Chapterwork may include assigned reading, vocabulary, chapter review questions, written responses, quizzes, tests, and application activities. These assessments reinforce culinary theory and technical knowledge and are an important part of preparation for ACF certification and End-of-Course assessments. Students are expected to complete each week's assigned chapterwork by the posted deadline.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program must align with the program curriculum and course expectations. Students working on their Capstone Project Showcase should choose work that demonstrates mastery of program content. Students will complete a project training plan or checklist identifying the skills, standards, evidence, and assessment criteria used to evaluate the work.

Reassessment Policy

Continued learning is necessary and encouraged when a student does not yet show proficiency in a standard. Instructors will share reassessment opportunities for students to improve their demonstrated learning.

Reassessment opportunities will be determined by the instructor and clearly published, including how reassessment is earned and how long it is available. Students should complete required relearning before reassessment. Not all assignments and evaluations are eligible for reassessment, especially restaurant-service assessments, lab practicals using consumable products, Industry-Recognized Certifications, the Capstone Project Showcase, and other assessments identified in advance. Reassessment opportunities are generally available within the instructional unit; after a unit closes, reassessment may no longer be available.

Grades

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade based on this scale*:

- A: 4.0-3.2 - Student is meeting most standards and exceeding on some.
- B: 3.19-2.4 - Student is meeting most standards and may be approaching or exceeding on some.
- C: 2.39-1.6 - Student is approaching on most standards and may be beginning or meeting on some.
- D: 1.59-1.2 - Student is beginning on most standards and may be approaching on some.
- NC: 1.19-0.00 - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, NC does not earn credit for a course.

*These are general descriptions and there may be exceptions.

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Recommended Academic Skills

Students in this program work toward Industry-Recognized Certifications and college-level articulation opportunities. The following academic skills support success in culinary labs, restaurant operations, and certification preparation.

Reading / Technical Literacy: Read and follow multi-step recipes, production schedules, safety directions, SDS information, equipment manuals, food labels, and culinary/baking vocabulary.

Mathematics: Work with fractions, decimals, percentages, ratios, measurement, unit conversions, recipe scaling, yield, costing, time-temperature data, and basic spreadsheet calculations.

Science: Collect and interpret data, use measurement tools accurately, analyze graphs, identify variables, explain culinary changes using evidence, and apply concepts related to heat transfer, reactions, nutrition, and food systems.

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications are an important component of every PSSC program. Second-year ICAS students continue to complete required schoolwide and program-specific IRCs while placing special emphasis on national American Culinary Federation certification preparation.

Required/Available IRCs

- Washington State Food Worker Card (required for all students)
- Bloodborne Pathogens
- CPR & First Aid
- Stop the Bleed
- Time Management
- OSHA 10 - Culinary Arts Safety

American Culinary Federation Certification

The Institute for Culinary Arts & Sciences is accredited through the American Culinary Federation Education Foundation Accrediting Commission. A major focus of the second-year advanced program is preparing eligible students to complete the competencies and program requirements associated with the following national ACF certification pathways:

ACF Certified Fundamentals Cook (CFC)

The CFC pathway emphasizes the professional knowledge and practical competencies expected of an entry-level cook. Preparation is integrated throughout the year through advanced Savory Foods, Garde Manger, Cafe/Dining Room, restaurant production, sanitation, nutrition, culinary mathematics, cooking-method, teamwork, and leadership experiences. Weekly Culinary Essentials chapterwork, practical assessments, rotation-lead responsibilities, and End-of-Course work reinforce the theory and hands-on skills needed for this certification pathway.

ACF Certified Fundamentals Pastry Cook (CFPC)

The CFPC pathway emphasizes the professional knowledge and practical competencies expected of an entry-level baking and pastry cook. Preparation is integrated throughout the year through baking science, formulas and scaling, breads, pastry and dessert production, sanitation, nutrition, production planning, finishing and presentation, teamwork, and leadership experiences. Weekly Culinary Essentials chapterwork, practical assessments, rotation-lead responsibilities, and End-of-Course work reinforce the theory and hands-on skills needed for this certification pathway.

Second-year students will receive targeted preparation for the CFC and/or CFPC pathway aligned with their demonstrated competencies and program pathway. Successful program completion does not by itself guarantee an external credential; students must meet applicable PSSC and ACF eligibility and certification requirements. Instructors will guide eligible students through required documentation, competency verification, and certification steps.

PSSC Capstone Project

To successfully complete a Career and Technical Education program at PSSC, students must complete and present a Capstone Project. This is mandatory for earning credit during second semester and could impact a student's ability to earn the CTE graduation pathway. The Capstone demonstrates advanced skills and knowledge gained during the program, IRCs earned, readiness to enter a chosen career field or continue education, leadership development, and a showcase of best work. Students will receive a checklist with the requirements.

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Along with the main project, second-year students must complete essential professional documents and evidence including:

- Resume
- Cover letter
- Thank-you email
- Reference-request email
- Reference list
- Showcase of advanced/exemplar work
- Written reflection summarizing the year's learning, leadership growth, certification progress, and plans for the future
- Performance evaluations, including student self-reflections and teacher feedback

Capstone Project Showcase for Second-Year Students

Second-year students will research, plan, and complete an individual project that showcases multiple industry skills mastered during the program. The project and presentation will be evaluated by industry professionals and/or other invited evaluators. Second-year students have already completed the minimum first-year portfolio requirements and are expected to demonstrate greater independence, depth, leadership, and professional polish.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. PSSC students will participate in WBL through their program, and some students may be able to earn elective credit. All PSSC students will participate in some form of WBL and complete required documentation to begin the process.

ICAS work-based and extended-learning experiences may include:

- Operating The Crafted Table, PSSC's student-led public restaurant, through Cafe/Dining Room, Garde Manger, Savory Foods, and Baking & Pastry rotations
- Community service and after-school/weekend catering events
- Local American Culinary Federation cooking competitions and related preparation
- Guest speakers, advisory interactions, industry demonstrations, and career exploration
- Job placement in the career pathway or internships when available
- Field trips to industry sites and college visits

Leadership

Leadership is a central expectation of the second-year advanced ICAS experience. Second-year students serve as rotation leads in Cafe/Dining Room, Garde Manger, Savory Foods, and Baking & Pastry. They are expected to model professional behavior, support first-year students, communicate production expectations, help organize workflow, monitor quality and safety, and take increased responsibility for the outcome of restaurant, lab, catering, and event work.

Second-year leadership responsibilities and opportunities include:

- Lead assigned rotation teams and support the training and onboarding of first-year students
- Conduct pre-shift briefings, station assignments, handoffs, peer coaching, critiques, and post-service reflections
- Help organize mise en place, production timelines, sanitation checks, and service readiness
- Model professional communication, attendance, punctuality, uniform, safety, and accountability expectations
- Support quality control and constructive problem solving during live restaurant and catering production
- Participate in community service and after-school/weekend catering events
- Participate in local ACF culinary competitions and related training opportunities
- Arrange or support guest speakers and industry presentations
- Serve as a program class officer or Associated Student Body representative
- Lead campus tours, career-day activities, or other approved program outreach

Student Personal Smart Devices Policy (Cell Phones, Tablets, Headphones/Earbuds)

Purpose: The guiding language from Governor Ferguson is "Away for the Day" - to keep phones from disrupting learning and to increase safety, productivity, and well-being.

When Phones Must Be Put Away

- During class: Phones must be off or on Do Not Disturb and stored in a backpack or designated classroom location.
- Classroom breaks/transitions: No phone use while moving between spaces.
- Restroom passes: Phones remain in the classroom when a student uses the restroom.

When Phones Are Allowed

- Before school: Any time before the bell rings.
- After school: Any time after the student's session final bell.

Emergency Communication

- Parents/guardians: Call the PSSC main office directly in emergencies at 206-631-7300.
- Students: Obtain a pass to use the office phone for urgent calls.

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator for a specific educational activity.
- Computers are available at school for academic work.
- Documented accommodations are honored. Students with 504, IEP, McKinney-Vento, or Health Plans may use devices as documented in their plan.

Progressive Consequences

- First: Verbal reminder to store the phone properly from the classroom instructor; documented in Synergy.
- Second: Phone confiscated by the classroom instructor for the period; possible administrative referral; documented in Synergy.
- Third: Administrative referral, parent/guardian contact, and phone held by the Dean of Student Success; documented in Synergy.
- Immediate referral may occur if the disruption is significant or dangerous; documented in Synergy.

These steps are intended to be instructive, not punitive, and to maintain a respectful and safe learning environment.

Attendance Policy

The seat-time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat-time standards is crucial for preparing a workforce with job-ready expertise that meets industry needs. To align with PSSC's four Behavioral Agreements, all students will complete an attendance contract at the beginning of the year, signed by the student and parent/guardian.

Therefore, it is critical that students are present. Whether excused or unexcused, missed time is missed time.

1. Upon entering the classroom, each student will scan the QR code to check in for the day and place smart devices in the designated classroom area. It is the student's responsibility to complete the QR check-in so attendance is documented. If the check-in is not completed, the student may be marked absent.
2. As a professional courtesy, please contact the course instructors via email or phone when a student will be absent.
3. Absences may be excused by a parent/guardian within 48 hours by calling PSSC Attendance Specialist Kelsey Gomez at 206-631-7353, emailing kelsey.gomez@highlineschools.org, or submitting a handwritten note to the Attendance Specialist.
4. When excusing an absence, include the student name, parent/guardian name, program name, date of the absence, and reason for the absence.
5. Students who are 18 years old may excuse their own absence in writing only for school-related absence, medical appointment, or personal illness.
6. Prearranged absence forms are available in the office and must be completed with all required signatures before the departure date. The form will also be shared with the sending school.
7. Reassessment opportunities will be determined and clearly published by the instructors. Not all assignments and evaluations are eligible for reassessment, especially those completed in a lab or live-service setting.

Student Handbook: PSSC Student Handbook 2026-27, available through Puget Sound Skills Center / Highline Public Schools.

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Second-Year Program Completion Requirements

All PSSC students will have quarterly performance evaluations with their PSSC teachers to assess success in the program, and communication will take place with the Student Success Dean, sending school, and families when additional supports are needed.

To successfully complete the second-year advanced ICAS program, students must demonstrate mastery of advanced content and skills identified by their industry-trained instructors and successfully complete required End-of-Course assessments each semester.

Second-year completion expectations include:

- Earn full course credit and maintain the expected level of performance in program academics, labs, restaurant service, leadership, and assessments
- Complete weekly Culinary Essentials textbook chapterwork assessments
- Complete a minimum of two projects from the Recipe Matrix Assessment as part of the End-of-Course assessment
- Complete required schoolwide and program-specific Industry-Recognized Certifications
- Complete the PSSC Capstone Project and Showcase requirements
- Demonstrate professional behavior, safety, sanitation, teamwork, rotation leadership, and documented work-based learning participation
- Complete required competency evidence and certification steps for ACF CFC and/or CFPC consideration when eligible

Students who do not complete required skills, End-of-Course assessments, IRCs, Capstone requirements, or other required program evidence may not meet the requirements for full second-year program completion or external certification. Students may attend the same PSSC program for a maximum of two school years; this does not include summer school.

Academic Honesty

We take academic honesty seriously. Students are expected to maintain the highest levels of integrity. It is important that instructors can assess what students know and can do independently so that learning can be supported accurately.

- Do your own work: Do not copy or plagiarize someone else's work, including text, images, recipes, analysis, designs, or ideas. Produce original work that represents your own thinking and skill.
- Give credit: If you use a source such as a book, article, website, image, recipe source, or generative Artificial Intelligence, give appropriate credit and clearly identify the source of information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to redoing the assignment and family conferences. Academic honesty ensures students are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher, but not to replace student thinking, skill, or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one's own without permission or explanation is not acceptable and is considered academic dishonesty.

Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.

Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.

Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 206-631-7300.

Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan, kala xidhiidh xafiiska dugsigaaga 206-631-7300.

ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.

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.اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید

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