

CHEATHAM COUNTY BOARD OF EDUCATION WORK SESSION AGENDA

Cheatham County Board of Education

October 26, 2023

Place: Educational Annex/Board Room

Time: 6:00 PM

1. Farm to School Grant
2. Budget
 - A. Summary
 - B. Quarterly Report
 - C. Nutrition Fund 143 Request - Total \$733,000.00
ACESA, PVES, ECES Walk in Coolers \$343,000.00
CCCHS and ACESA Serving Lines \$290,000.00
HHS Dish Machine \$100,000.00
 - D. ESSER Bonus - Director of Schools \$750.00
3. Lease Agreement for Ball Fields - Town of Ashland City
4. PVES - Air Smith Communications Tower
5. Future Calendars 2025-2026 & 2026-2027
6. TISA Plan
7. Policy Revisions
 - A. Policy 6.300 Code of Conduct
 - B. Policy 4.300 Extracurricular Activities
 - C. Policy 5.400 Personnel Health Examinations/Communicable Diseases
8. LEA Compliance Report for State
9. Grant Writing Position
10. Electric School Buses
11. Review November 2nd Board Meeting Agenda
12. Comments from Board Members
13. Comments from Director

#GROW CHEATHAM FARM TO SCHOOL ACTION PLAN

Written by the Northwest Tennessee Local Food Network and the #GrowCheatham County Farm to School Team during the 2022-2023 School Year



1856

GROW CHEATHAM
F A R M 2 S C H O O L

2022



**NORTHWEST TENNESSEE
LOCAL FOOD
NETWORK**

Table of Contents

<i>Section</i>	<i>Page</i>
1. Purpose and Use	03
2. Cheatham County School District Background	04
3. Farm to School Elements	05
4. The 3 C's	06
5. #Grow Cheatham Vision & Goals	07 - 10
6. Cafeteria	11 - 18
7. Classroom	19 - 23
8. Community	24 - 32
9. Integration and Staying Power	33 - 35
10. Meet the #GrowCheatham Team	37
11. #GrowCheatham Supporting Members	39
12. Appendix: Resources	41 - 52

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or Organizations imply endorsement by the U.S. Government.

Our purpose and use of the #GrowCheatham Farm to School Action Plan



Grow Cheatham Webpage

The Cheatham County School District was awarded a United States Department of Agriculture (USDA) Farm to School Turnkey Planning Grant during the 2022-2023 school year.

The Cheatham County School District, in partnership with the Northwest Tennessee Local Food Network, a 501(c)(3) organization, collectively has developed a district-wide Farm to School program called the “Grow Cheatham” initiative.

The planning project resulted in the development of the #GrowCheatham Farm to School Action Plan with a goal to advance local sourcing of nutrient rich produce and protein-based foods while increasing education about food production and healthy lifestyles.

This action plan was developed with feedback from stakeholders serving on the Cheatham County District's Farm to School Team.

In the plan, four priority areas were identified: Cafeteria, Classroom, Community and Staying Power. School-based activities, including field trips, school farming practices, and education on conservation, are also key components embedded in this planning project.

The #GrowCheatham Farm to School Action plan serves as a guide intended to support school communities in developing robust, long-lasting, and integrated farm to school programs, addressing whole school change. It reflects years of practice, evaluative research, and innovation in the field. It is, in fact, the fourth farm to school action plan the Northwest Tennessee Local Food Network has co-written. The action plan is primarily intended for a multidisciplinary team of individuals working within the K-12 system: school nutrition staff, teachers, administrators, students, community members and members of support organizations.

Dr. Cathy Beck

Director of Schools, Cheatham County

Chris Cooper

CTE Director, Cheatham County Schools



Samantha Goyret

Caroline Ideus

Farm to School Consultants
NWTN Local Food Network



Cheatham County School District Background & Strategic Plan

The Cheatham County School District serves Pre-K - 12th grade students in 13 schools. Per the Cheatham County School student census, they serve 5,865 students in their rural schools (NCES: Rural Fringe 41) employing over 360 educators.

The school districts' race/ethnicity demographics consist of

- 92% white/Caucasian,
- 1% black/African American,
- 3% Hispanic/Latino,
- 1% American Indian/Alaskan native, and
- 2% two or more races (NCES).

The overall poverty rate in the county is below the Tennessee average. 9.7% of families with children attending Cheatham Schools have income below the poverty level with 16.6% in SNAP benefits (NCES).

Cheatham County Strategic Plan 2023-2027

The Cheatham County School District is committed to being a learning community where all students reach their full potential.

To accomplish this, the Cheatham County School Board approved a five-year plan in February 2018 to shape the district's work from 2018-2023. In July 2022, the School Board approved an updated five-year plan to shape the district's work from 2023-2027. During each of the five years, the district will initiate action steps to achieve its goals.

The strategic plan was developed with feedback from Director of Schools Dr. Cathy Beck's along with community and staff observations.

In the plan, six priority areas were identified: Academic Excellence, Technology, Facilities, Partnerships/Community Engagement, Human Capital and Sustainability.

The strategic plan is used to guide the district in decision-making at both the school and district level. Additionally, it drives budget development and resource allocation, promotes evaluation of current programs for effectiveness, and selects and implements new programs and initiatives that align with our goals and desired outcomes.

In the heart of the plan is our mission in which we will create opportunities for all students to be successful, lifelong learners and to develop into respectful and caring citizens, who engage in a positive society.

CCSD Strategic Plan 2023-2027 Sustainability Goal:

The Cheatham County School District will expand opportunities to be better citizens through the use of sustainability practices.

Farm to School goals have been established under the Sustainability category (page 16) of the 2023-2027 Strategic Plan with a focus on the implementation of a robust Farm to School Program by 2026 which would include the following associated Farm to School activities:

- The Nutrition Department will collaborate with local farmers to incorporate locally-grown produce and meat into the food served in the cafeterias.
- School gardens will be developed.

Students will be given opportunities to learn about and work with local farmers.

Additional sustainability activities include:

- Implement a district wide recycling and composting program by 2024.
- Investigate the impact of electric buses by incorporating a single electric bus into the fleet by 2024.
- Expand the Sycamore Solar Panel Program to other schools in the district as appropriate for the facility by 2027.
- All K-8 instructional programs will include unit(s) of study on the benefits and development of sustainable practices by 2027.

Learn more about the Cheatham County Strategic Plan 2023-2027 at www.cheathamcountyschools.net.

Farm to School Elements

Farm to school (F2S) is a program, policy, or initiative that intentionally connects students, school communities, and local farms with the goals of improving student nutrition and academic outcomes, strengthening local food systems, and protecting the environment. Comprehensive F2S programming includes strategies that are integrated across the cafeteria, classroom, and community, such as: serving fresh and local meals in cafeterias; offering food, farm, and nutrition education in the classroom; and building school relationships with farms and community organizations. Through F2S, students develop positive relationships with food and an understanding of how their food choices impact their bodies, the environment, and their communities—lessons and habits that will last a lifetime.

CORE ELEMENTS OF FARM to SCHOOL



Education

- Helps to increase consumption of healthy school meals means all kids are ready to learn and have an equal start.
- Provides opportunities for hands-on, community-based learning that engages all learners.
- We know that when children are well fed they have fewer discipline incidents and are able to engage in learning.

Growing Food

- Supports the development of healthy eating habits from an early age.
- Improves the quality of school meals so more kids will eat them, contributing to food security for the whole family.
- Helps to reverse the growing obesity rate: nationally, 1 in 6 kids are obese or overweight.
- Increases how much healthy foods kids eat: it has been shown that students in schools with Farm to School programming eat twice as many fruits and vegetables as the national average.
- Keeps local land in farming.
- Reduces food waste on the farm and at school.

Procurement

- Brings money to local farmers, fishermen, and food producers.
- Invests federal school meal dollars in our local economy.
- Increases student meal participation, supporting financially healthy school meal programs.
- Creates workforce development and job creation opportunities.

The 3C's

Farm to School is a comprehensive strategy that extends beyond serving a local product in the cafeteria. The "3 C's" approach, which Vermont FEED developed in 2000, has taken root across the county as a successful model of change that integrates efforts in the cafeteria, the classroom, and the community to achieve robust and sustainable F2S programs.

Successful Farm to School programs integrate farm to school concepts throughout the school culture by collaboration with multiple stakeholders.



Image source: <https://www.foodconnects.org/3-cs-of-farm-to-school>

CAFETERIA

- The school cafeteria is the largest classroom in the school it can be a powerful educational environment that connects with every student.
- Farm to School programs demonstrate that nutrition and the cafeteria are integral to the school day and the education of the whole student.
- School cafeterias can support the local food economy by buying from local farmers to incorporate healthy, local, and seasonal foods into school meals

CLASSROOM

- In the classroom, F2S education provides a real-life context for learning across all disciplines - science, math, art, language arts, social studies, and more. Classroom learning can be extended by engaging students both in hands-on community projects (building community gardens, visiting a local farm, volunteering in the community), and with the cafeteria (running taste tests for new recipes, learning culinary skills alongside school nutrition staff).
- Farm to School activities introduce students to new foods and empower students to make healthy food choices that last a lifetime.

COMMUNITY

- Making F2S connections within the community builds partnerships outside the school for place-based learning and garners community support for school initiatives.
- Youth have opportunities to learn about how their food is produced and to develop their own agency for creating change.
- Community dinners, service learning projects, and harvest festivals involve parents, families and the whole community in building a food culture committed to healthy and sustainable food choices.

* <https://vtfeed.org/resources/connecting-classrooms-cafeterias-communities-guide-building-integrated-farm-school>



#GrowCheatham Values, Vision & Goals

The Overview

The #Grow Cheatham Farm to School Team met over the course of the 2022-2023 school year to cultivate this strategic Farm to School Action Plan.

The action planning conversations allowed for the team to think about the work they are taking on within the larger school context, finding points of integration with existing priorities and needs within the school and community. The process calls for continual reflection on where there are successes, challenges, and adjusting strategies as the vision, values and goals of Cheatham GROWS interest.

GROWS

#GrowCheatham Farm to School Values



G

Germinate and cultivate the Farm to School program through the work of a dedicated team

R

Rich Farm to School education with robust support for program and teachers

O

Opportunities for Farm to School educational experiences preK-12

W

Working with stakeholders to connect students with food sources

S

Sustainable Farm to School practices and funding sources

Vision



The #GrowCheatham initiative creates a culture for all stakeholders of the importance of agriculture and nutrition by connecting students and faculty with producers through meaningful experiences and connected educational opportunities and instruction.



Farm to School Goals



Cafeteria

- 1 Increase School Grown Products in School Cafeterias.
- 2 Determine the Infrastructure needed to process and store local foods.
- 3 Train and involve school nutrition staff in F2S Menu and School product development.



Classroom

- 1 Provide more Farm to School curriculum resources and training opportunities for teachers.
- 2 Connect schools with farms through experiential learning opportunities.
- 3 Improve School-based food growing programs.



Community

- 1 Increase Food access for Students and their Families.
- 2 Increase Communication Between Schools and Community Stakeholders.
- 3 Engage farmers into the school system with products and educational opportunities.



Staying Power

- 1 Seek financial stability for Farm to School programming.
- 2 Work to include Farm to School language in school wellness policies.
- 3 Build school-wide awareness of Farm to School initiatives.



#GrowCheatham

Cafeteria

The Cheatham County School District's School Nutrition Department encourages a lifetime of healthy eating by providing each student with affordable opportunity to enjoy meals that are appealing, nutritious, and served by a trained, caring, professionals in a pleasant environment.

Cheatham County Schools currently has 12 school nutrition managers, 10 assistant school nutrition managers and 80 school nutrition professionals, serving breakfast and lunch on a daily basis in our 13 schools in Cheatham County. Every meal offered to students in Cheatham County Schools meet all regulations established by the United States Department of Agriculture (USDA).

The school cafeteria is the largest classroom in the school. It can be a powerful educational environment that connects with every student.

Student meals are an important part of a student's day. They present an opportunity to teach lifelong good nutrition and to help students establish a healthy relationship with food and the people who prepare and serve it. Some students meet most of their daily nutritional needs through school meal programs, including breakfast, snacks, lunch, afterschool meals, summer meals, and weekend backpack food programs.

Cheatham County School Nutrition is an active participant in the National School Breakfast and Lunch Programs. These are federally assisted child feeding programs sponsored by the United States Department of Agriculture (USDA) that provide free or reduced meals to our students whose families meet the criteria.

The School Nutrition Program operates fiscally independent with the district, paying for all direct expenses. The program is supported by revenue generated from sales made within our cafeteria as well as receiving federal and state funds based on our meal participation. This department does not receive any local tax dollars.

Cheatham County School Nutrition feeding facts:

School Name	# Students
Ashland Elementary	442
E. Cheatham Elementary	387
Kingston Springs Elementary	355
Pegram Fine Art Magnet School	224
Pleasant View Elementary	555
W. Cheatham Elementary	330
Cheatham Middle	582
Harpeth Middle	440
Sycamore Middle	658
Harpeth HS	540
Sycamore HS	723
Riverside	21

Total student population: 5,849

Source, CCSD 2022 Entity Counts

School Nutrition Meal Program

The COVID-19 pandemic radically shifted how child nutrition programs operate. The United States Department of Agriculture (USDA) provided waivers to allow ALL children to eat breakfast and lunch at no cost through the USDA Seamless Summer Option program. However, during the 2022-2023 school year, this waiver program ceased, and free and reduced lunch applications resumed.

With the termination of the USDA universal school meal waiver, paid school meal service resumed in the 2022-2023 school year through the National School Lunch Program and National School Breakfast Program, operating as it did prior to the outbreak of the pandemic in March 2020.



Cheatham County School Nutrition staff work hard to offer nutritious meals throughout the school year feeding over 5,000 children a day.

During the 2022-23 School Year, % of students participated in the Free & Reduced Meal Program

When school resumed in August 2022, Cheatham County Schools lunch meals were priced as follows:

- K-12 students: \$3.75
- Staff: \$4.00
- Adult: \$4.50
- Holiday: \$5

This was the first meal price adjustment in seven years for the district due to the increase in food costs.

Breakfast meal prices remained the same. Those costs were as follows:

- Student (Pre-K-12): \$2.00
- Staff: \$2.75
- Adult: \$2.75

Cheatham Cafeterias are run as a separate entity from the school system's budget. It is extremely important that all families who believe their children qualify for free or reduced meals complete a Free and Reduced Meal Program application at the beginning of every school year. This helps the school pay for food and provides children with nutritious meals at a reduced rate or free of charge.

Families can visit the Cheatham County Schools website school nutrition page for two items: Frequently Asked Questions about free and reduced-price school meals and a free and reduced-price application for the school year.



CCSD participates in school lunch activities such as, National School Lunch Week, community Thanksgiving dinners, Christmas, Dr. Seuss week, pastries with parents, doughnuts with dad, grandparents day, etc.

Define Local

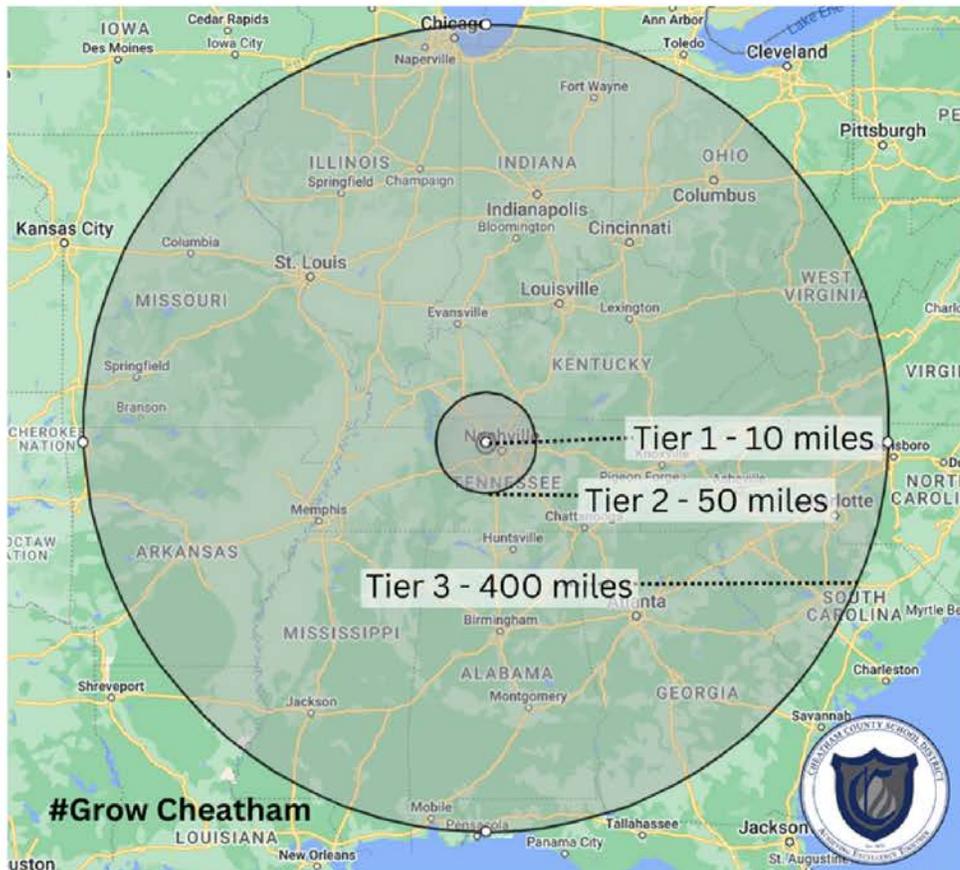
The #Grow Cheatham Planning team defined local using tier groups.

Tier 1 - Hyper Local - 10 miles from Ashland City Center encompassing all of Cheatham County, TN.

Tier 2 - Regional - 50 miles from Ashland City Center encompassing the area east of Kentucky Lake, north towards Hopkinsville, KY, all of the Nashville area, and eastward towards Lebanon, Murfreesboro, and south towards Columbia, TN areas.

Tier 3 - Multi-State - 400 miles from Ashland City Center encompassing all of Tennessee, Kentucky, Indiana, Illinois, Alabama and most of Mississippi, Arkansas, Missouri, Ohio, West Virginia, and some of Virginia, North Carolina, South Carolina and Georgia.

Cheatham County Local Food Tier Map



Cafeteria Spotlight

Menu Training with Chef Hal and School-wide and Community Local Food Taste Tests

CCSD partnered with well-known Farm to Table chef Hal Holden-Bache, Executive Chef and Co-Owner of Lockeland Table, who worked with cafeteria staff at the end of September 2022 to create and prepare local recipe dishes that were tested during National Farm to School Month in October in all Cheatham County Schools and a Community Taste-Testing and Grow Cheatham kick-off event.

During the week of October 3, 2022 each school offered a Farm to School taste testing where an estimated 2,250 students participated (elementary students were offered in their classrooms). A third of the CCSD district population, sampled a variety of 7 dishes featuring locally grown meats, vegetables, and fruits and provided feedback on each dish. The taste tests included Cheatham County raised Beef from KLD Farms featuring hamburger steak and sloppy joes, green beans, carrots with ranch yogurt, spaghetti squash, blueberry crisp and strawberry parfait.

Celebrating the end of Farm to School Month, schools, local farmers, and the Cheatham County Farm to School team hosted a Community Taste Testing featuring the most highly rated student choices from student taste test feedback throughout the district: sloppy joes, green beans, carrots with ranch yogurt, and blueberry crisp.

The Community Taste Test was held on Thursday, October 27 at the Ashland City Elementary STEM Academy cafeteria from 5-7 p.m. The entire community was invited to sample the menu items and learn more about the #Grow Cheatham Farm to School initiative. About 50 community members participated in the event.



In 2017, The "Bear," Chef Hal Holden-Bache, appeared on Season 13, Episode 3 of the "Beat Bobby Flay" Show in 2017 on the Food Network TV Station. He cooked against chef Derek Orrell in an all-out culinary battle.

Additional recognition includes Southern Living's, Top 100 Restaurants in the South, 2014.

Learn more about Chef Hal at www.lockelandtable.com

School Nutrition Survey

Cheatham County students get fed breakfast, lunch and after school snacks 180 days per average school year.

611,249
lunches
339,453
breakfasts
served in
'21-'22



Federal Cash Reimbursement '22-'23
Free - \$792,302.88 - \$4.33 x meal
Reduced - \$175,998.24 - \$3.93 x meal
Paid - \$301,697.39 - \$0.77 x meal

During the 2022-23 School Year, School Meal Debt increased by \$40,000+

SOURCE: CHEATHAM COUNTY SCHOOL NUTRITION

Overall Financial Loss/Gain

'21-'22

'22-'23

Gain*

Loss

*in 21-22, school lunch programs had access to free universal school meals from COVID-19 pandemic relief funding.

*A note about Value-Aligned School meals

Now is the time to invest in nourishing school meals for **all** kids—and value everyone who gets it to their table. Just as farm to school is a triple win for kids, farmers and communities, policies that expand healthy school meals with community values benefit us all.

Schools are the best places to spark thinking about how we all live together in communities. Farm-to-school meals and accompanying activities provide opportunities to understand how the food on our plates affects us. From the wellbeing that good nutrition gives our kids, to the broader worlds of local economies, chronic disease prevention, climate impacts, and more!

Learn more about the Value-Aligned Meals Campaign at: farmtoschool.org/WhosAtTheTable

Increasing Healthy Food Intake Shows Results

A 2019 USDA study showed that thanks to the Healthy, Hunger-Free Kids Act, nutritional quality of meals is up from a score of 58 to 81, kids are NOT throwing away more food, and lunch participation is higher for schools with healthier meals. Read more about the findings here.

www.fns.usda.gov/school-nutrition-and-meal-cost-study

Cafeteria Manager Evaluation

The 2022-23 school year introduced many farm-to-school elements to the nutrition managers and staff. The professional development sessions with Chef Hal at the beginning of the academic year provided an enriching environment to learn different methods and recipes to make delicious and child approved food while learning about the local food economy.



Areas of Need - Personnel

- More training related to farm to school concepts
- Improve Identification local foods
- Incorporate Harvest of the Month products
- Increase local food procurement

Areas of Need - Infrastructure

- More cold and/or dry storage to accommodate increased use of fresh food items.
- Need additional equipment for fresh food prep ex. apple corer, knives, industrial mixer, etc.

Top 5 Whole Fresh Fruits and Vegetables

- Apples
- Oranges
- Carrots
- Strawberries
- Blueberries

Top 5 Prepared or Processed Fruits and Vegetables

- Mandarin Oranges
- Apples
- Raisins
- Diced Pears
- Diced Peaches



Farm to School Spotlight

Local Beef Taste Tests

KLD Farms - \$3000*

Commodity - \$1819.37

*Taste test beef was paid for by the USDA Farm-to-School grant.

District Taste Testing Highlights

Starting the first week of #National Farm to School Month in October 2022, a total of 2250 students participated in a district-wide local food taste test which featured seven (7) different locally sourced ingredients.



Local Food Taste Testing

To kick-off #National Farm to School Month in October, Cheatham County School Nutrition Staff prepared a series of 7 different local food taste tests of which the managers featured a meat, a vegetable and a fruit dish to showcase in their school cafeterias for students to try.



Menu Items

A total of 7 items were prepared: Sloppy Joe or Hamburger Steak with Gravy, raw carrot sticks yogurt ranch dip, sautéed green beans with garlic or spaghetti squash w/ butter & parmesan cheese, and blueberry crisp or strawberry yogurt parfait w/ banana and granola



Chef Hal

Chef Hal trained school nutrition managers through local food taste test menu development and culinary training at the end of September 2022. He also helped prepped items for the community wide taste testing on October 27, 2022.



Elementary School

Over 67 classrooms from all 6 elementary schools provided feedback during the taste testing events. The schools that participated were: Ashland City Elementary STEM Academy, East Cheatham Elementary School, Kingston Springs Elementary School, Pegram Elementary Fine Arts Academy, Pleasant View Elementary School, and West Cheatham Elementary School.



Middle School

In total, 887 students responded from Cheatham, Harpeth, and Sycamore Middle Schools as well as Riverside Academy. Results - % that would like to be served foods again in the Cafeteria:
 Beef - 53%
 Vegetable - 23%
 Fruit - 54%



High School

In total, 143 high school students from Cheatham, Harpeth and Sycamore High Schools. Results - % that would like to be served foods again in the Cafeteria:
 Beef - 89%
 Vegetable - 58%
 Fruit - 92%

Cafeteria



Next Steps

1. Increase School Grown Products in School Cafeterias.

Activity: Add school grown products from:

- Elementary School Hydroponic Towers - Herbs
- Middle School Greenhouse – Lettuce and/vegetable
- High School Green House - Lettuce and/vegetable



Indicator 1: Starting School Year 2023, the cafeteria will share menu plans with school partners for specific meals/events (i.e. microgreens cilantro for Walking Taco Day) to help plan for school procured foods. The number of meals serving local foods will be tracked.

Indicator 2: Starting the winter of 2024, the cafeterias will promote school grown products via printed menus and promotional materials. The # of materials created will be tracked and monthly menu with F2S ingredients identified.

Responsible Parties: Director of School Nutrition and F2S Coordinator meet to plan dates and possible menu items. Cafeteria managers meet with their school F2S liaison to coordinate growing/planting dates.

2. Determine the Infrastructure needed to process and store local foods.

Activity: Conduct a needs assessment at each school.

Indicator: Starting the school year 2023-24, the school nutrition program will be evaluated for needs, barriers, and working assets to help identify equipment needed for events/meal prep

Responsible Parties: The Director of School Nutrition will work with the CTE Director to create a comprehensive needs assessment.

3. Train and involve school nutrition staff in F2S Menu and School product development.

Activity: Identify training opportunities to provide Serve Safe certificates for staff and students.

Indicator: Starting the school year 2023-24, a two staff and students from each school will be identified to participate in ServeSafe certificate program. Additionally, a "Library of Menus" will be created to identify items that can be sourced locally.

Responsible Parties: Director of School Nutrition, School Cafeteria Staff, and Culinary teachers and their students



Classroom

Students can develop a deeper understanding of how their food choices impact their bodies, their families, the community, the local economy, and even the world’s natural and economic resources. Additionally, when Farm to School involves project-based learning, students experience real-world applications of their learning on campus or out in the community. This reinforces students’ understanding and allows them to make a difference in their place.

In the Appendix: Farm to School Resources section (p. 19), there is a complete list of resources to assist teachers in integrating farm to school curriculum within their classroom and school culture.

F2S is not a curriculum in itself, nor is it intended to be an “add-on.” It is simply where and how learning happens. Whether you teach all subjects in an elementary classroom, teach a discrete discipline in a middle or high school, or work as part of a multidisciplinary team, Farm to School offers relevant and meaningful learning for all students.

As we support students along their journey from knowledge and inquiry to deep understanding and action, Farm to School themes and topics provide a deep dive into key concepts such as community, interdependence, systems, diversity, and long-term effects. Farm to School extends learning beyond the classroom by connecting to local farmers, producers, community leaders, chefs, and others. This allows students to authentically apply new information, skills, and understanding to the real world. Beyond simply building agricultural literacy, students can explore complex environmental, social, and economic issues at the local and global levels.

Cheatham County Classroom Facts:

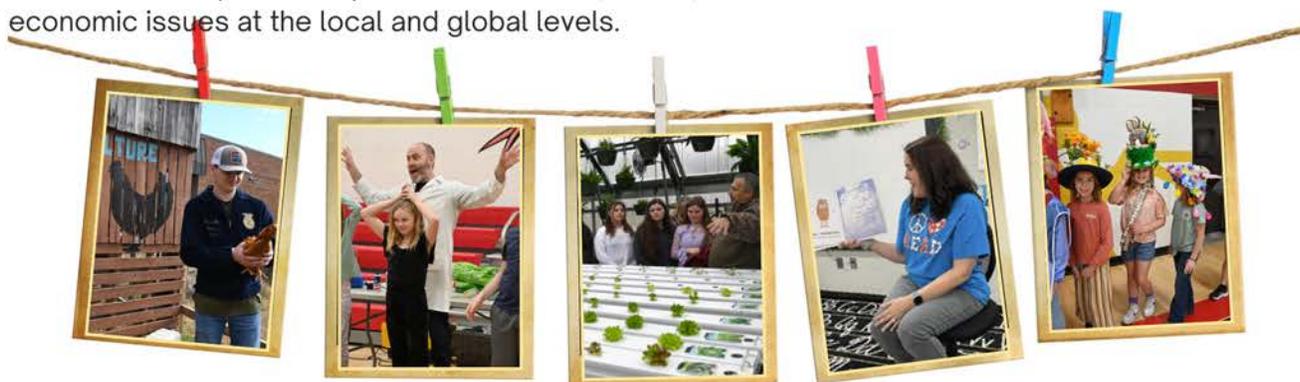
The Cheatham County School District serves Pre-K through 12 grade students in 13 schools employing over 360 educators.

How many students are in each grade?

- K - 440
- 1st - 453
- 2nd - 457
- 3rd - 443
- 4th - 381
- 5th - 406
- 6th - 408
- 7th - 434
- 8th - 448
- 9th - 502
- 10th - 470
- 11th - 447
- 12th - 477

TOTAL # of Students: 5,766

*Cheatham County School Census 8/2022





Integrating Farm to School Concepts in the Classroom

10 Suggested Teaching Strategies



1.) Mention healthy lifestyle habits in regular classroom discussions by using food, exercise, and garden-related examples whenever possible. For example, teach fractions by cutting an apple into pieces instead of using a circle.



2.) Work with the nutrition services staff at the school. Consider arranging a tour of the cafeteria or ask a staff member to visit the classroom to help during a cooking or nutrition activity. This strategy helps to strengthen the link between the classroom lessons and the lunchroom.



3.) Post nutrition-related news and activities on a bulletin board. Consider displaying monthly themed Harvest of the Month posters in your classroom. nwtlnfn.org/taste-of-tennessee/



4.) Do not use food as a reward. Consider classroom items, such as pencils, erasers, or notebooks. If a garden is planted as part of the lessons, some students will consider it a reward to go out to the garden at a designated time every day.



5.) Include the following health-related questions as daily journal topics: What does it mean to be healthy? What are some things that I can do to stay healthy? What are some foods that I can choose as healthful snacks? Why would they be considered healthful? How can I make them a part of my daily routine?



6.) Remember that it is important for teachers to be good role models. All foods can be included in a healthful diet; there are no good or bad foods, just good or bad diets. Teachers should try to include fruits and vegetables in their own snacks and lunches.



7.) If students bring their own snacks or lunch to school, encourage them to bring healthful items. Once a week, have the students talk about what they brought and why and brainstorm on other choices for snacks and ways to eat them.



8.) Encourage students to bring healthful snacks for class parties. Try 100% real fruit juice instead of sodas, and offer pretzels or popcorn instead of potato chips. What about making a snack together?



9.) Impress upon the students that they should look at their diets over the course of a few days and not just one day or meal at a time. If the diet is a little higher in fat one day, the diet the next day should be lower in fat.



10) Add "gardener" to the list of class roles. One student or several may be assigned the responsibility of keeping an eye on the garden and watering or weeding when necessary. He or she can check the garden and inform the class when something new sprouts.

Classroom Spotlight:

District, TVA breaks ground on outdoor solar classroom

A vital TVA initiative is helping the Cheatham County School District (CCSD) to construct an outdoor solar classroom at Sycamore High School (SHS) to support the development of a solar energy Career and Technical Education (CTE) program and introduce solar science to students. A groundbreaking on the new classroom was held on Wednesday, Nov. 16, 2022 with local, state, school, and TVA officials in attendance.

As part of its “Connected Communities” initiative, Tennessee Valley Authority awarded a grant to the CCSD earlier this year to construct a 50kW solar array on the SHS campus.

“The addition of the solar array will create opportunities for science field trips, extended science learning, and solar energy Career and Technical Education programs as well as provide demonstrated solar capabilities for our community,” said Director of Schools Dr. Cathy Beck.

The project is part of the TVA’s Connected Communities initiative, which uses community-driven information and the newest technology solutions to address challenges that include broadband access, environmental risk monitoring, digital literacy training and next-generation career options.

The TVA has awarded the CCSD \$187,543 in grant funding. Cheatham County resident Jane Crisp donated \$82,497 toward the project.

“I am delighted to support the Cheatham County School District on this endeavor. The district’s plan to create a CTE solar energy program will better prepare students for technology-driven careers in this field following graduation. The project will provide reliable power – and savings – to the district for the next 20 years. Additionally, renewable energy jobs are booming across the United States, creating stable and high-wage employment, so the district has recognized the benefits of solar energy and the long-term opportunities for job growth,” Crisp said.

As part of this project, the CCSD received approval from the Tennessee Department of Education for a special CTE program of study with a solar energy focus.



“The solar panel system will not only allow students to actually see specific examples of renewable energy, but it will also give the classroom teacher a unique teaching tool that is ‘real-world’ to students. The solar display will serve as an important learning tool to stimulate interest in a growing industry of renewable energy,”
~Cathy Beck, Director of CCSD



Administrators & Teachers

One of the biggest perceived barriers identified to implement farm to school is time; however there are strategic ways to not only save time, but cultivate a thriving farm to school culture within Cheatham County Schools. Farm-to-school activities take place in a variety of contexts: in the classroom, during after-school programs, in school cafeterias, during recess and even in school hallways. A successful farm-to-school program should involve the school administration, teachers, food service professionals, custodians and groundskeepers. By providing meaningful support and appropriate resources, farm-to-school programs can support the work done by teachers and school personnel every day.

Teachers: Start integrating farm-to-school activities into your curriculum. Depending on your grade group, you can teach lessons related to food, agriculture and nutrition. Subjects like science, social studies and health have obvious links to these topics, but subjects like math (measurements) and language arts (recipe writing) can also be integrated. We have several nationally recognized curriculum resources in the appendix of this Action Plan that are already made just for you and your subject area.

School administration and staff: Build a team and promote your farm-to-school program! Get started by recruiting different school personnel and work on #GrowCheatham goals. Think of the different skills and experience that the staff in your school have to offer and how they can help. Use the support tools made available online for different staff members on the team. Get more information on how to promote your farm-to-school program with presentations, taste tests and Harvest of the Month events!



Cultivating Partnerships to Meet Curriculum Needs and Save Time

Working with community partners such as UT Extension, community churches, the Health Department, Cheatham County Health Coalition, Farm Bureau, local businesses and organizations, local libraries, farmers and parents can not only support the needs of your classroom, but also add value to the content that is being taught to the children.

Classroom

Next Steps



1. Provide more Farm to School curriculum resources and training opportunities for teachers.



Activity: Offer Professional Development Days including F2S Training.

- Summer of 2023 - third week of July, SY '23-'24: Early dismissal days, winter PD Day
- **Content:** Teachers informed of F2S concepts in alignment with standards, policy context, curriculum resources, target classroom groups through Ag in the Classroom curriculum, STEMsational curriculum

Indicator: Starting 2023, and offering on a yearly basis both in-person and online, teachers will receive a pre- and post-survey with a 25% increase of understanding of F2S concepts.

Responsible Parties: Cheatham County School District Administration

2. Connect schools with farms through experiential learning opportunities.

Activity: Organize Farm field trips, farmers visiting schools, working in school gardens

- Summer 2023 book bus- "ag week" featuring FFA students and teachers

Indicator 1: By the Fall of 2023, Cheatham will organize fields trips and track number of participating students and classrooms.

Indicator 2: By 2025, CCSD high school students will help organize a Farm Day for lower grade students.

Responsible Parties: Individual Teachers & Administrators



3. Improve School-based food growing programs.

Activity: Growing projects established at Elementary/ Middle/High schools with FFA guidance.

- Elementary School Hydroponic Towers
- Middle School Greenhouse
- High School Green House & District Farm

Indicator: By the Fall of 2024, all schools will have access to a school-based food growing program and the district farm will be 75-100% complete.

Responsible Parties: FFA Agriculture Teachers and Students, CTE Director



Community

The major agricultural enterprises in Cheatham County are tobacco, beef cattle, row crops (corn and soybeans), and small-scale fruit and vegetable production. The county ranks 3rd in Tennessee for Dark-Fired Tobacco production and 7th for overall total tobacco production. Dark and Burley type tobaccos are grown on approximately 900 acres and account for almost two-thirds of the total agricultural income for the county. Our Dark-Fired tobacco is considered some of the best grown anywhere in the U.S. and much of it is exported all over the world.

The county also produces 12,000 head of beef cattle and 14,000 acres of hay annually. 4,000 acres of corn and soybeans are produced annually, primarily in the Cumberland and Harpeth river bottoms. Small-scale fruit and vegetable are also on the increase throughout the county as a growing number of consumers look to purchase locally grown produce.

Although Agriculture, forestry, fishing and hunting are relatively a small percentage of GDP; however, protecting our natural resources and farmland provide crucial sources of water, food, energy, and recreation for those who live and visit Cheatham.

Gross Domestic Product

GDP is a measure of the market value of final goods and services produced within a county area in a particular period. In 2021, GDP was \$1.4 billion. While other measures of county economies rely mainly on labor market data, these statistics incorporate multiple data sources that capture trends in labor, revenue, and value of production. As you can see in the graph below, Cheatham's GDP has been steadily increasing and is ranked 14th highest across 95 counties in Tennessee.



Source: <https://fred.stlouisfed.org/series/GDPALL47021#>

Cheatham County Facts

Cheatham County is located Northwest of Nashville, TN encompassing an area of about 350 square miles (*Cheatham County History*).

41,523 people reside in Cheatham County (*US Census Quick Facts*)

The major agricultural enterprises in Cheatham County are tobacco, beef cattle, row crops (corn and soybeans), and small-scale fruit and vegetable production. (Source: <https://cheatham.tennessee.edu/department-of-utia/agriculture-programs/>)

Major Industries:
 36% - Manufacturing
 16% - Finance, insurance, real estate, rental, and leasing
 4% - Arts, entertainment, recreation, accommodation, and food services
 .01% - Agriculture, forestry, fishing, and hunting

Source: <https://tennessee.reaproject.org/>



Cheatham County Families & Farms

Making Farm to School connections within the community builds partnerships outside the school for place based learning and garners community support for school initiatives. Youth have opportunities to learn about how their food is produced and to develop their own agency for creating change. Farmers build relationships with schools and other local institutions that allow them to expand into new wholesale markets and boost the local economy.

Farm Tour 2022

On Sunday, October 9, 2022 the Tennessee Organics Growers Association (TOGA) hosted a 3-farm tour at Cheatham County sustainably run, small-scale farms. TOGA's mission is to provide research and support for organic farmers and gardeners and to nurture relationships among local producers and consumers. TOGA's goal is to educate the public regarding the connection between healthy food, organic farming, and the economic, social, and ecological benefits of supporting local growers.



Farmer Evaluation

During the winter of 2023, the Northwest Tennessee Local Food Network designed a Farm to School survey to engage voluntary farmers who have a growing interest in connecting and selling their farm products into schools across the state of Tennessee. A total of 30 Tennessee farmers completed the survey from East, Middle and West Tennessee.

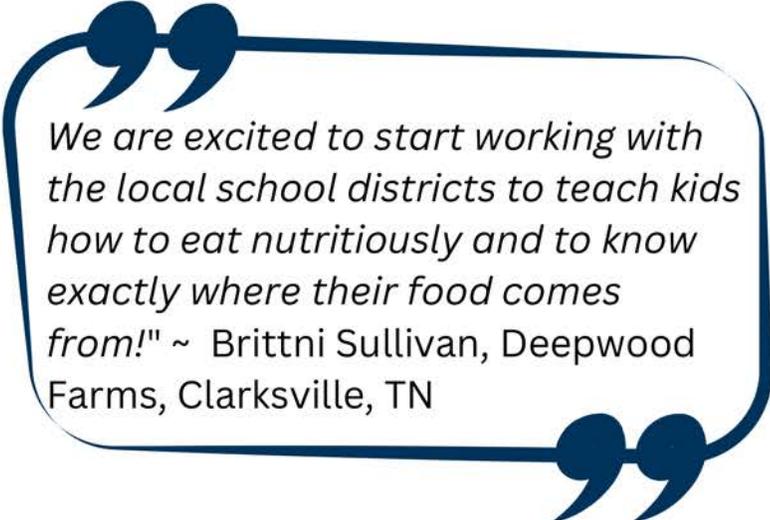
Of those 30 farmers, 15 represented Middle Tennessee. For the purposes of this report, we are focusing on farmers located in Middle, Tennessee collectively farming a total of 2,172 acres.

A full overview of the TN Farm to School Farmer's results can be found here:

www.surveymonkey.com/stories/SM-9DupdVrk8iRYIDUcWIAA_2Bg_3D_3D/

The Northwest Tennessee Local Food Network's non-profit mission is to serve as a catalyst for a thriving and equitable local food system that is accessible to ALL in Tennessee.

As Farm to School initiatives continue to grow, the Northwest Tennessee Local Food Network will continue to identify interested farmers with the desire and ability to procure local foods into our schools in Tennessee.



We are excited to start working with the local school districts to teach kids how to eat nutritiously and to know exactly where their food comes from!" ~ Brittini Sullivan, Deepwood Farms, Clarksville, TN

When asked specifically about Farmers interest in selling their product(s) to schools, 80% responded yes, and 20% responded not yet, but soon.

Know Your Farmer. Know Your Food.

The following three pages, lists the Farms and farm owners who have expressed interest in...

- Sourcing their products into schools,
- Visiting a classroom either virtually or in-person, and/or
- Offering a school field trip to their farm.

For contact information, please refer to the Resource Appendix on page 43. You can also visit the Pick TN Products website at www.picktnproducts.org

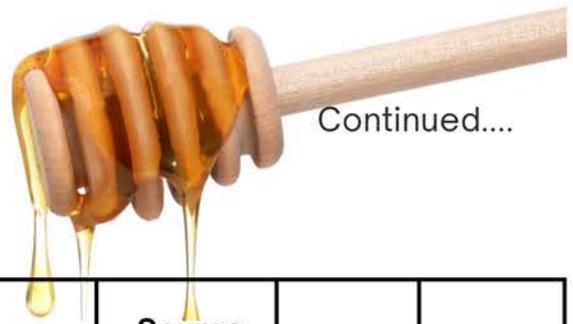


Know Your Farmer. Know Your Food.



The following Middle TN Farmers expressed interested in connecting with local schools.

Name of Farm	Location	Contact	Type of Farm	Source Food into Schools	Classroom Visit	Offer Field Trips
Bent Branch Farm	Pleasant View, Cheatham County	Sarah Bellos	Veggies	x		
Caney Fork Farms	Carthage, Smith County	Dylan Fishbein	Organic veggies & chestnuts 100% grass-fed beef; 100% grass-fed lamb; pasture-raised pork	x	x virtual & in-person	
Colby's Army	Ashland City, Cheatham County	Lisa Wysocky	Veggies	x		
Deepwood Farms	Clarksville Montgomery County	Brittini Sullivan	Micro-greens	x	x	



Continued...

Know Your Farmer. Know Your Food.

Name of Farm	Location	Contact	Products Sold	Source Food into Schools	Class room Visit	Offer Field Trips
Green Door Gourmet	Nashville, Davidson County	Sylvia Ganier	Honey, Fruit, Veggies, Plants, Artisan Products	x	x	x
Gamby Gardens & Nursery, LLC	Clarkrange, Fentress County	Dana Gamby	Produce, cut flowers, nursery plants, quail eggs	x		
Happily Ever After Farm	Joelton, Cheatham County	Judith Smith	Ground Beef	x		
Healthy Flavors	Eagleville, Williamson County	Dan Spatz	Veggies, Herbs	x	x	x
Heavenly Hands	Clarksville, Montgomery County	William Gray	Veggies	x		
Henosis	Whites Creek, Davidson Co.	David Wells	Edible Mushrooms	x		

Know Your Farmer. Know Your Food.



Name of Farm	Location	Contact	Products Sold	Source Food into Schools	Class room Visit	Offer Field Trips
KLD Farm LLC	Ashland City, Cheatham County	Ken Drinnon	Beef	x	x	
No. 9 Farms	Ashland City, Cheatham County	Stephanie Oaks	Herbs	x		
Sugar Camp Farm	Ashland City, Cheatham County	Lizzie Wright	Veggies	x	x	
Tennessee Grass Fed LLC	Clarksville, Montgomery County	Phil Bagett, Gregory Jackson	Grassfed Beef	x	x	x
Brandon Douglas	Ashland City, Cheatham County	Brandon Douglas	600 Acre Farm			



(Above) Beef Cattle, Photo courtesy of KLD Farm LLC, Ashland City, TN



(Above) Microgreens, Photo courtesy of Deepwood Farms, Clarksville, TN

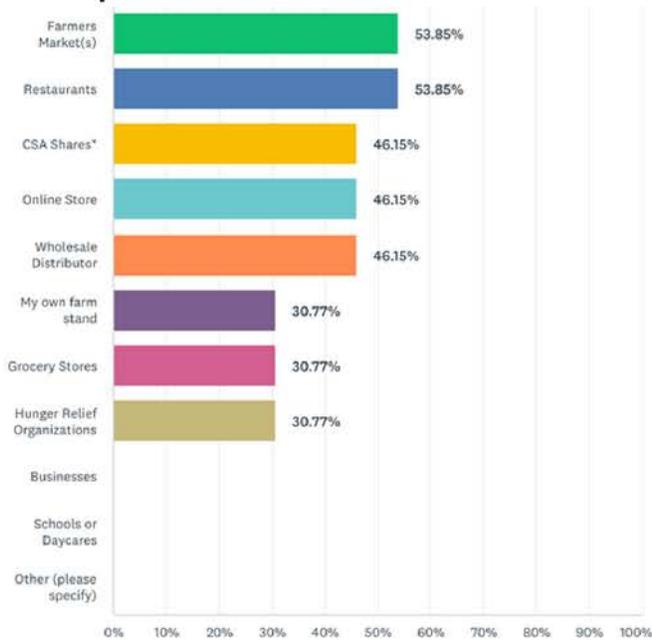
Farm to School Survey

Farmer Feedback



A total of 30 farmers from across the state of Tennessee provided their time, input and feedback about their needs, barriers and aspirations with interest to connect to Tennessee schools.

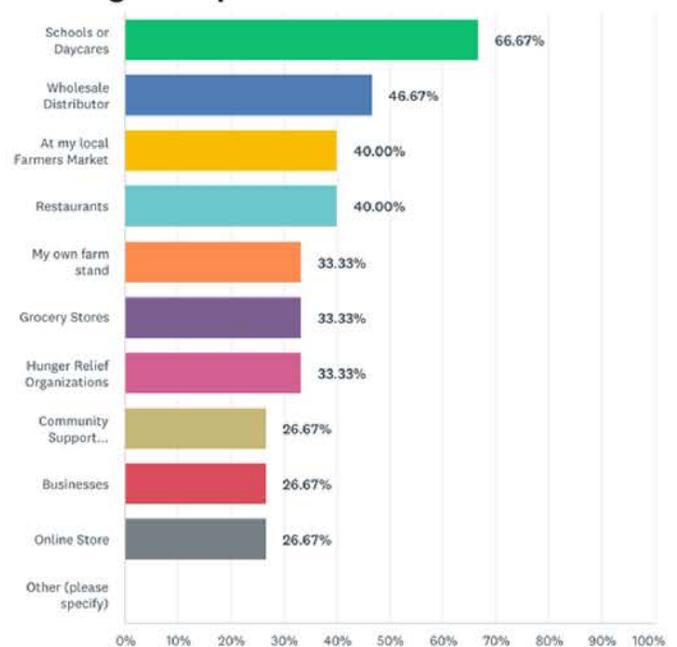
Where do Middle TN farmers currently sell their products?



*Community Supported Agriculture (CSA) is a unique marketing agreement between the farmer and the consumer. The consumer pays the farmer a fee in advance of the growing season and in return the farmer provides the consumer a "Share" of their farm's products every week during the growing season.

Please notice the Middle TN farmers who participated in this survey currently are **not** selling to businesses (i.e. Tractor Supply, TN Farmers Coop) nor Schools or Early Childcare Centers; however, there is a growing interest.

Where are Middle TN farmers interested in selling their products?



*The largest barrier identified with a 71% response was producing the necessary volume of produce. Half of farmers, 50%, identified with these additional barriers:

- Timely Harvesting of Product
- Product Delivery
- Ability to provide for the whole school year
- Having limited contact with our school system

Educational opportunities Farmers would like to see offered in Middle TN:

- School Procurement Information
- Farm Grant Writing Opportunities
- Cooking & Gardening Classes (for all)
- Farm Liability Info to Sell to Schools
- How to teach others about farming and gardening
- Utilizing high tunnels for extended seasons



Community Taste Testing Highlights

Parents are the most important influence on their child. Being a healthy role model for children, a parent/guardian can do many things to help their child establish healthy eating habits for life.



On Thursday, October 27th 2022 Cheatham County Schools hosted a community wide taste test in the Ashland City Elementary School cafeteria. About 60 community members attended the event including school board members, families with their children, the Mayor and other city officials.



Participants were asked for their feedback regarding local food taste test items.



Carrots and yogurt ranch dip, fresh garlic steam green beans, beef Sloppy Joes, and blueberry crisp were available for the community and school-wide taste testing.

Parent/Guardian Feedback

127 Cheatham County Parents took our Farm to School Survey in the fall of 2022.

41% of parents were unfamiliar with Farm to School Programming currently happening in Cheatham County Schools.

93% of Parents believed that Farm to School programming can increase students willingness to try new foods and make healthier food choices.

94% of Parents believed that Farm to School can influence children's preferences for fresh fruits and vegetables.

95% of Parents agreed that school meals can impact the academic performance of students.

Do parents think their child makes healthy food choices? Most are neutral, but only **13%** strongly agreed that their child makes healthy food choices.

When it comes to understanding where food comes from, 64% of parents agreed or strongly agreed their children understand the sources of their food.

Cheatham Parents:

- Believe teaching farm to school is beneficial to their child(ren).
- More communication is needed about current and future #Grow Cheatham programming
- More parent nutrition education is needed to support their families.



Prior to this project, 65% of Parents had never heard of Farm to School. After the announcement, 87% better understood Farm to School concepts. There is still some lack of awareness about current Farm to School projects in Cheatham Schools.

Community

Next Steps



1. Increase Food access for students and their families.

Activity: Work with community organizations to continue and extend student access to the school backpack program.

Indicator: Addition of fresh vegetables, meats and proteins to school backpack program as available.

Responsible Parties: Local Nonprofits and the School District

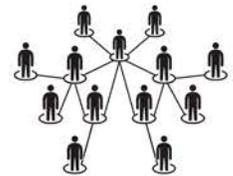


2. Increase communication between schools and community stakeholders.

Activity: Develop promotional campaigns in support of farm to school initiatives.

Indicator: By School Year 2024-25, the #GrowCheatham Initiative will design and promote #GrowCheatham initiative marketing materials to be used online, in all school cafeterias, throughout the community, and take home information for parents through students.

Responsible Parties: Cheatham Communications Director, Communications classroom teachers at high schools



3. Engage local farmers through sourced products and experiential educational opportunities.

Activity 1: Work with stakeholders to connect students with food sources by inviting Farmers to present into Classrooms and Schools.

Indicator 1: By the 2024-25 school year, at least one farmer will visit in-person or virtually to each school in the district.

Activity 2: Offer Local Food Taste Tests in all schools informing students about where their food is coming from.

Indicator 2: Starting School Year 2023, all students participating in taste testing will be tracked and evaluated for each local product served.

Responsible Parties: School Nutrition Director, Cafeteria Managers and Teachers

Activity 3: Partner with the community composting program to offer sustainable resources to schools and the community through combined sustainability projects.

Indicator 3: By the school year 2024-25, the district and community partners will have established at least two county-wide, sustainable projects.

Responsible Parties: District FFA Programs and Community Farming partners

Staying Power

A robust, long-lasting, and integrated farm to school program should be able to:

- Maximize equitable student access to fresh, nutritious, locally grown foods,
- Educate students about food systems and healthy eating habits through hands-on and community-based experiences, and
- Support and grow market opportunities for local producers and processors.

Farm to School is about much more than serving fresh foods in cafeterias. Farm to school programs can build communities, improve the health of children, increase access to nutritious food, and improve local economies by keeping food sales local.

The success of these programs requires successful collaborations and sometimes restructuring of existing contracts. Farm to School programs need collaboration amongst school board members, kitchen staff, farmers, distributors, teachers, students and parents, community organizations, local businesses, and government institutions.

Engaging the community is key to the Farm to School initiative in reaching its full potential to affect the health and well-being of students, their families, and the community. Farm to School thrives on relationships. To be successful, each supporting partner must understand the needs and working conditions of the other. Sharing the information in this Action Plan and timeline of activities associated with the #GrowCheatham Farm to School goals is key to implementing a thriving Farm to School initiative in all 13 Cheatham County Schools.

Meeting regularly has been fundamental in the development of the #Grow Cheatham initiative established by the time, input and feedback provided by the Cheatham County Farm to School Planning Team. The groundwork has been laid out; however, by increasing more Farm to School advocates and participation in Farm to School activities within the Cheatham County School district, this Farm to School Initiative will continue to thrive now and into the future.



Donations and Creative Community Fundraising Events



Administrative Fun

Put out a money jar in the school office to collect spare change from students and staff. The secretary can count the collection daily and post the total. At set increments (e.g., \$100, \$500), the principal or vice principal has to do a stunt, such as a cheer or a scene from a play.



Sponsor A Local Fruit or Vegetable

Seek community donations to help offset the costs of sourcing local foods into schools.



Cookbook:

Create a school cafeteria cookbook and sell it as part of a yearly fundraiser. Maybe an English class and art class can team up to create it?



Harvest Dinner:

Consider combining a benefit dinner with an established event that has large community support, such as a Veterans Day meal, Thanksgiving Feast, or community-wide school meeting.



Take-Out Dinner from School Cafeteria:

Some schools have started programs allowing busy families to grab a healthy meal for their family while supporting their school meal program.



Plant Sale: Ask families to divide their perennials and donate plants for a sale. One garden club makes \$1,000 to \$2,000 each year from a sale like this.



Seed Saving and Selling: At the end of school gardening season, save seeds from the tomatoes, peppers, or other produce to dry and sell next spring in homemade seed packets.



Spring Yard-work:

One soccer team offered to rake yards and spread compost at a bargain rate. Ten players worked three half days each, and each boy made \$240.

Staying Power

Next Steps



1. Seek financial stability for Farm to School programming.

Activity: Continue grant applications for state and national funding opportunities.

Indicator: By the end of 2023, the #GrowCheatham team will apply for a USDA Farm to School Implementation Grant.

Responsible Parties: #GrowCheatham Team

2. Work to include Farm to School language in school wellness policies.

Activity: Identify language to include in and update the school wellness policy.

Indicator: By the school year 2024-2025, the #GrowCheatham team will have identified F2S language to incorporate into the school wellness policy.

Responsible Parties: #GrowCheatham Team

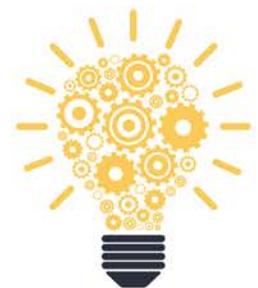


Build school-wide awareness of Farm to School initiatives.

Activity: Nutrition classes/components incorporated into physical education curriculum

Indicator: By August 2024, elementary school P.E. classes will incorporate nutrition lessons about whole foods. Middle schools will incorporate nutrition components in addition to health science classes.

Responsible Parties: Physical Education teachers, Coordinated School Health Director



Meet The #Grow Cheatham Farm to School Team



Dr. Cathy Beck
Director of Schools
Cheatham County School District



Chris Cooper
Career Technical
Education Director, CCSD
Farm to School Project
Manager



Resha Garrison
School Nutrition
Supervisor, CCSD



John Patrick
CCSD School Board
Member, Farmer



Tim Adkins
Communications Director
& Grant Writer, CCSD



Claudette Fizer
Family & Community
Involvement Coordinator,
CCSD



Ronnie Barron
Director, UT Extension -
Cheatham County



Caroline Ideus
Farm to School Consultant
NWTN Local Food Network



Samantha Goyret
Farm to School Consultant
NWTN Local Food Network

Farm to School Team Responsibilities

The Cheatham County Farm to School Team has been managed by CTE Director, Chris Cooper, serving as the Program Director, and Dr. Tara Watson, Cheatham County School District Chief Operations Director, serving as the project's Finance Director. The project was facilitated by Samantha Goyret & Caroline Ideus - both Northwest Tennessee Local Food Network Farm to School Consultants.

The Cheatham County Farm to School Team Responsibilities include:

- Advocate F2S Programming within the school district and community.
- Assist with dissemination of evaluations to stakeholder groups, and activity tracking.
- Meet with F2S consultants for monthly strategic planning meetings that result in the creation and finalization of an informed, workable action plan that aids in bringing the developed F2S vision into fruition.
- Once finalized the plan is to be presented to the school board in August/September 2023.

Farm to School Team Building Resources Utilized

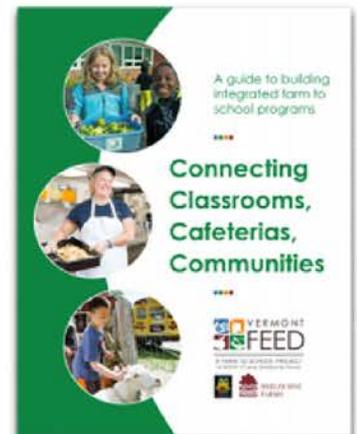
USDA Farm to School Planning Toolkit, from the USDA Food and Nutrition Service. This comprehensive document served as a reference for growing a farm to school initiative.

The USDA Farm to School Planning Toolkit



Vermont Feed, Farm to School Planning Toolkit, including resources on a variety of farm to school topics and assessment tools:

- Farm to School Rubric (Vermont Feed): This planning rubric was designed to help Farm to School teams get a systems-wide view of their farm to school program. The tool was designed to help assess the current stage of the F2S Program, which informed the action planning process, identifying what next steps could deepen the program and create greater staying power.
- F2S Action Planning Template (Vermont Feed): These worksheets were designed to support the development of a Farm to School Action plan. The team used it to brainstorm and map out the values, vision, goals, action steps, group members, timeline, and resources/assistance needed.



Cheatham County Farm to School Supporting Members

- Dr. Tara Watson - Chief Operations Officer, Financial Point of Contact on Grant
- Shelly Duke - Coordinated School Health Director, CCSD
- Chef Hal Holden-Bache - Owner, Lockeland Table Restaurant
- Kenneth Drinnon - Owner of KLD Farms, LLC
- Stacy Brinkley - Assistant Director of Schools, CCSD
- Kristian Dennison - Secondary Academic Coordinator, CCSD
- Kalie Ellis - FFA Advisor - Cheatham County Central High School
- Bethany Jenkins - Elementary Academic Coordinator, CCSD
- Cindy Marshall - Administrative Assistant to the Director of Schools/Board Secretary
- Samantha Newman - FFA Advisor, Cheatham County Central High School
- Allison Page - FFA Advisor - Sycamore High School
- Cark Sewell - FFA Advisor - Harpeth High School
- Dr. Melinda Broyles - Ashland City Elementary STEM Academy
- Stephen Wenning - Cheatham County Central High School
- Linda Owen - Cheatham Middle School
- Paul Boles - East Cheatham Elementary School
- Dr. Lee Rector - Harpeth High School
- Dr. Audra Fowler - Harpeth Middle School
- Dr. Lucas Winstead - Kingston Springs Elementary School
- Sarah Spain - Pegram Elementary Fine Arts Magnet School
- Jason Pierschbacher - Pleasant View Elementary School
- Dr. Andrea Bringard - Riverside Academy
- Deborah Dawn Wenning - Sycamore High School
- Robyn Miller - Sycamore Middle School
- Amber Raymer - West Cheatham Elementary School
- School Nutrition Managers
- Tennessee Organic Growers Association



Chef Hal Holden-Bache trained School Nutrition Staff for Local Food Taste Tests



Ken Drinnon and his daughter manage KLD farm in Cheatham, County



School meals wouldn't be possible without our dedicated school nutrition staff!

Cheatham County Farm to School Advisors

Outside of our regular participants, we have relied on specific individuals for guidance and assistance in our decision making at different times. The following individuals advised the team, and will continue to do so on an as-needed basis:

- MarLea Finch - Tennessee Department of Education School Nutrition Program
- Lynsey Paul - Tennessee Department of Education Farm to School Program



Chris Cooper, CTE Director at CCSD attended the National #FarmtoSchool Grantee Conference in Boston along with other Tennessee grantees from Gibson County Special School District, Trenton Special School District, the Northwest Tennessee Local Food Network, Memphis-Shelby County Schools - MSCS, and the Tennessee Department of Education representatives Marlea Finch and Lynsey Paul. #FarmtoSchool #2022F2SGrantee #GrowCheatham

Cheatham County Farm to School Needed Members & Advisors

- Additional Local Farmers
- Parent representatives from Elementary, Middle and High Schools
- Student representatives from Elementary, Middle and High Schools
- Teacher representatives from Elementary, Middle and High Schools
- Community Organization representatives
- Master Gardeners and Community Volunteers to support ongoing project need

Resources



Farm to School Resources

- Cafeteria
- Classroom
- Community
- Funding

Whether you're a school administrator, a teacher, a farmer, or a parent, a student or community member, there are resources available to help you get involved with farm to school. You can always connect to others in your region to find out about their successes and strategies by reaching out to the Cheatham County School District or community partners such as UT Extension, the Northwest Tennessee Local Food Network, the National Farm to School Network, or utilizing one of the many different resources in this resource section.

Farm to School Resources

Cafeteria - Local Food Procurement

TENNESSEE HARVEST

PickTN Harvest Calendar: <https://www.picktnproducts.org/seasonal.html>

Use this online guide to enjoy the freshest fruits and vegetables in Tennessee!

Tennessee Harvest Calendar: <https://www.pickyourown.org/TNharvestcalendar.htm>

This webpage has a table below that tells when each fruit or vegetable is normally ready to be harvested in Tennessee!

Taste of Tennessee Harvest of the Month: <https://nwtfn.org/taste-of-tennessee/>

Taste of Tennessee is a developing statewide Harvest of the Month Program featuring Tennessee grown products. Each month a Tennessee commodity or locally grown product is featured, including educational downloads, featured books and snack recipes. To request posters for your school cafeteria, library or early childcare center, please contact, Samantha Goyret, Farm to School Coordinator, nwtfnfoodguide@gmail.com.

Harvest of the Month Educator's Corner: <https://harvestofthemonth.cdph.ca.gov/Pages/Educators-Corner.aspx>

I tried it! - Stickers: <https://getvisualz.com/collections/farm-to-school>

MENU & RECIPE PLANNING

65 Free Farm to School Recipes From The Chef Ann Foundation: <https://www.farmtoschool.org/news-and-articles/65-free-farm-to-school-recipes-from-the-chef-ann-foundation>

North Carolina, Farm to School Cookbook: <https://www.ncfarmtoschool.com/farm-to-school-cookbook/>

Plan your Menu, Cornell University: <https://cals.cornell.edu/cornell-cooperative-extension/join-us/work-teams/new-york-state-farm-school/find-farm-school-resources/farm-school-recipes-and-menu-planning>

Shelburne Farms, Farm to School Recipes for Summer Abundance: <https://shelburnefarms.org/blog/farm-to-school-recipes-for-summer-abundance>

SHIP - School Health Initiative Program Farm to School Recipes:

USDA Food and Nutrition Service, Recipes for Healthy Kids: Cookbook for Schools: <https://www.fns.usda.gov/tn/recipes-healthy-kids-cookbook-schools>

Williamsburg-James City County Public Schools, Parent Dashboard: <https://wjccschools.org/parents/student-meals/>

This is a one-stop webpage where parents can access school nutrition resources such as: cost breakdown of school lunches, free & reduced lunch online application, menus, frequently asked questions, and additional resources.

PROMOTION AND OUTREACH - CELEBRATION DAYS/WEEKS

October: National Farm to School Month & National School Lunch Week

- National Farm to School Network - <http://www.farmtoschool.org/our-work/farm-to-school-month>
- FARM TO SCHOOL Celebration Toolkit: http://www.farmtoschool.org/Resources/F2SM_CelebrationToolkit.pdf
- 10 tips to celebrate National Farm to School Month - <https://www.actionforhealthykids.org/activity/celebrate-national-farm-to-school-month/>
- National School Lunch Week - <https://schoolnutrition.org>
- This Halloween, source your pumpkins locally!

Farm to School Resources

Cafeteria - Local Food Procurement

PROMOTION AND OUTREACH - Celebration Days/Weeks

November

- **11/15 - America Recycles Day:** <https://kab.org/programs/ard/>
- **THANKSGIVING** - source your ingredients locally

March

- **National School Nutrition Month - (National School Breakfast Week)** - <https://schoolnutrition.org>
- **#TN Tree Day:** <https://www.tectn.org/tennesseetreeprogram.html>
- **National Ag Week** - <https://www.agday.org/promote>
- **FFA State Convention**

April

- **Earth Day** - <https://www.earthday.org/>
- **Arbor Day** - <https://www.arborday.org/>

KNOW YOUR FARMER. KNOW YOUR FOOD.

Thank you to the following Middle TN Farmers who filled out the Tennessee Farm to School Survey 2023*

**As Farm to School initiatives continue to grow, the Northwest Tennessee Local Food Network will continue to identify interested farmers with the desire and ability to procure local foods into our schools in Tennessee.*

Bent Branch Farm

Pleasant View, Cheatham County, TN
Owner: Sarah Bellos, (615) 306-3154
s.bellos@gmail.com

Brandon Douglas Farm

Ashland City, Cheatham County
Owner: Brandon Douglas,
(615) 922-0236

Caney Fork Farms

Carthage, Smith County, TN
Owner: Dylan Fishbein, (615) 212-5234
info@caneyforkfarms.com
brandon.douglas_s1@yahoo.com

Colby's Army

Ashland City, Cheatham County, TN
Owner: Lisa Wysocky, (615) 305-0945
lisa@colbysarmy.org

Deepwood Farms

Clarksville, Montgomery County
Owner: Brittini Sullivan, (480) 577-5931
deepwoodfarms@protonmail.com

Forest Creek Farm

Madison, Davidson County, TN
Owner: Sue Buck (615) 868-3340
sbfarm111@gmail.com

Gamby Gardens & Nursery, LLC.

Clarkrange, Fentress County, TN
Owner: Dana Gamby; (865) 253-1786
gambygardener@gmail.com

Green Door Gourmet

Nashville, Davidson County, TN
Owner: Sylvia Ganier
(615) 942-7169
sylvia@greendoorgourmet.com

Happily Ever After

Joelton, Cheatham County, TN
Owner: Judith Smith, (615) 714-2237
judith@happilyeverafterfarm.com

Healthy Flavors

Eagleville, Williamson County, TN
Owner: Dan Spatz, (615) 972-2843
daniel.spatz@gmail.com

Heavenly Hands

Clarksville, Montgomery County, TN
Owner: William Gray, (931) 802-1566
wgray04@live.com

HENOSIS

Whites Creek, Davidson County, TN
Owner: David Wells, (615) 456-1192
david@henosismushrooms.com

John Patrick's Blueberry Farm

Joelton, Cheatham County, TN
Owner: John Patrick (615)480-2786
johnpatrick@gmail.com

No. 9 Farms

Ashland City, Cheatham County, TN
Owner: Stephanie Oaks, (615)545-0925
stephanie@no9farms.com

Sugar Camp Farm

Ashland City, Cheatham County, TN
Owners: Jessie & Lizzie Wright
(303) 332-2949
sugarcampfarmtn@gmail.com

Tennessee Grass Fed, LLC

Clarksville, Montgomery, TN
Farm Manager: Gregory Jackson
Owner: Phil Bagget
(615) 347-5454
gregjackson@tennesseegrassfed.com

Farm to School Resources

Classroom - Education & Curriculum

Ag in the Classroom - GRADES K - 12

<https://www.agclassroom.org/matrix/>

Agriculture in the classroom is a nationwide program to help students in grades K-12 gain a broad-based knowledge of the food and fiber system. Available through Ag in the Classroom:

- Lesson Plans - Packets of lesson plans (Preschool, K-3, 4-6, 7-8, 9-12) developed around agriculture themes. Resource topics include food sourcing, consumerism, economics, animal welfare and the environment. Project Food, Land and People Lessons may be downloaded from the internet
- Regional Teacher Workshops provided by local Tennessee Farm Bureau chapters
- Lending Library - Resources including lesson plans, thematic units, bulletin boards, games, puzzles, activity booklets, toy farm implements, videos, fiction and non-fiction books—all available for fall instructional units.
- Farm Bureau Volunteers - Assist in planning farm tours and school ag fairs, make classroom presentations and inform about new ag education programs.
- Tennessee Agriculture in the Classroom Virtual Farm Days - <https://www.tnfarmbureau.org/virtualfarmdays>

Growing Minds - Pre-K - Second Grade

<https://growing-minds.org/lesson-plans-landing-page/>

Great lesson plans make any new classroom project a cinch! Find lesson plans in the list below or take a look at our [Get Local @ School materials](#) to find lesson plans, recipes, books, and other resources for each month of the school year.

Kids Gardening.org - Pre-K - 12th Grade

<https://kidsgardening.org/educator-resources/>

For over three decades, Kids Gardening has been creating and publishing resources to help teachers, volunteer and parents plan successful youth gardens and implement effective youth garden programs.

Nourishing Connection - Farm to Early ChildCare Program - 2-5 year olds

<https://nwtlnfn.org/nourishing-connection/>

The goal of the Nourishing Connection program is to nourish the connections children have with healthy produce, gardens and farms by providing hands-on agricultural and nutrition education experiences through hanging and onsite gardens, training teachers to access and implement Farm to Early Childhood Education curricula, and conducting educational outreach to parents and educators in pre-schools and elementary schools.

REALITYWORKS - Middle School/High School

<https://www.realityworks.com/resources/free-lesson-plans/>

Use these lesson plans to engage your students in topics related to our hands-on learning aids, like high-demand career exploration, soft skill development, STEM concepts and more.

STEMsational Ag: The Virtual Farm

<https://www.mtsu.edu/STEMsationalAg/>

Middle Tennessee State University's Center for Health and Human Services, in partnership with the School of Agriculture's Fermentation Department, presents "STEMsational Ag: The Virtual Farm".

All Modules and Units are absolutely **FREE!** They were created by experts and open the door for you to learn about food preservation, backyard produce cultivation, farm animals, and the importance of bees, just to name a few topics. Your very own home kitchen and yard will be your personal learning laboratories. The curriculum will present STEM topics to include Food preparation and preservation. The hands-on activities will build practical skills for students without requiring parents or educators to have first-hand knowledge for successful implementation and instruction.

Farm to School Resources

Classroom - Education & Curriculum

Adopt-A-Cow Program

<https://www.discoverdairy.com/adopt-a-cow/>

Forget the guinea pig. How about adopting a 1,500-pound dairy cow for your classroom mascot? Don't worry about finding a pen big enough to hold her. The photos and stories we'll send you about her life on the farm will make her "come alive" for your students!

Center for EcoLiteracy - Grades K-5

<https://www.ecoliteracy.org/>

Get ideas, inspiration, and knowledge to help you teach and model sustainable living in your school community.

Grow it! Try it! Like it! Grades Pre-K (3-5 years old)

<https://www.fns.usda.gov/tn/grow-it-homes>

Grow It, Try It, Like It! Fun with Fruits and Vegetables at Family Child Care is designed to help Child and Adult Care Food Program (CACFP) operators provide garden-based nutrition education for children ages 3 through 5 years old in family childcare settings.

Earth Day Lesson Plan Packets - Grades K -12

<https://populationeducation.org/earth-day/>

Find curriculum, lesson plans and teaching resources.

Hydroponics Curriculum - High School

<https://ecommons.cornell.edu/handle/1813/3283>

<https://nhfarmtoschool.org/webinar-recording-cultivating-roots-basic-classroom-hydroponics/>

<https://nwtlnfn.org/2023/01/30/exploring-hydroponics-a-classroom-guide/>

National Farm to School Network

<https://www.farmtoschool.org/resources>

Nutrients for Life - Grades K -12

<https://nutrientsforlife.org/>

Find curriculum, lesson plans and teaching resources.

Seed to Plate: Georgia Organics Farm to School Lesson Plans - Grades K-2

<https://gfft.georgiaorganics.org/farm-to-school-lessons>

Georgia Organics offers K-2nd grade lesson plans integrating food and gardening into Science, Math, Language Arts, Physical Education and Social Studies. Advances students' understanding of farm to school through planning an edible garden, harvesting and finally eating produce in the classroom.

TN Beef Industrial Council - Grades 9-12

<https://www.tnbeef.org/education/order-educational-materials>; <https://www.tnbeef.org/education/resources-for-educators>

<https://beef.widencollective.com/portals/zkypqof6/TNHSAgricultureTeachers>

The Tennessee Beef Industrial Council offers an online portal containing beef resources for High School Agriculture Teachers. All materials may be printed or viewed in a digital format.

Vermont Farm to School Food, Farm and Nutrition Curriculum - Units K-12 Grades

<http://www.vtfeed.org/materials/vermont-farm-school-foodfarm46and-nutrition-curriculum-units>

Seven food, farm and nutrition units developed by Vermont educators.

Farm to School Resources

Classroom - Books, Videos, Games

TN Agriculture in the Classroom - Alphabet Soup Activities (elementary)

<https://www.tnfarmbureau.org/alphabet-soup>

Read Tennessee Ag in the Classroom's Alphabet Soup booklet.

Grow Lab - KidsGardening.org (K-8th grades)

<https://kidsgardening.org/resources/curricula-books-growlab-complete-guide/>

A Complete Guide provides the how-to details for you to begin an indoor garden. Indoor gardens allow you to engage students in hands-on, plant-based activities year-round, regardless of the weather. It includes comprehensive information to help you in successfully raising vegetables, flowers, and herbs to maturity in the classroom along with ideas for creative classroom projects and interdisciplinary activity ideas to help you integrate the garden into your curriculum.

See more curriculum based books here => <https://kidsgardening.wpengine.com/resource-curriculum/>

Sowing Seeds of Wonder (2-5 years old)

<https://www.gardeners.com/buy/sowing-the-seeds-of-wonder/8593687.html?irecslick>

Written by educators from LifeLab, this activity guide is full of hands-on activities designed to inspire in young children a connection to the outdoors, an appreciation of healthy foods, and a love of learning. Lessons invite students to dig into the soil; observe birds, insects, and other critters; and enjoy the tastes of fresh fruits and vegetables they plant, harvest, and prepare.

The Growing Classroom (2 - 6th grades)

<https://www.gardeners.com/buy/the-growing-classroom/8593691.html?irecslick>

This award-winning resource book from gardening educators at Life Lab contains 480 pages of science, math, language arts, and nutrition activities that you can do with your students in the garden. Lesson topics include soil, plants, cycles, ecology, weather, nutrition, and food systems. This content rich guide also includes team-building and sensory exploration activities, organic gardening skills, and information on how to create and sustain a successful school garden program. The fourth edition added a new chapter on Healthy Eating, an expanded resource section on Cooking with Kids, over 25 student lab sheets for experiments, and more.

Investigating Plants: Hands-on, Low-cost Laboratory Exercises in Plant Science - Middle School download

<https://files.eric.ed.gov/fulltext/ED408172.pdf>

This manual describes 14 hands-on exercises for middle school introductory biology courses that are designed to allow all students to be involved in self-discoveries about life and plant life in particular.

Video for Educators and Administrators

<https://www.fns.usda.gov/cfs/seeding-success-integrating-farm-school-curriculum>

Integrating Farm to School into Curriculum and Institution features a panel discussion about ways to merge farm to school concepts into the institutional fabric of a school.

Vidigrow Video Lessons - no garden needed!

Vidigrow video lessons link food growing activities to the school curriculum and the wider world. For ages 6-12 and can be found on the Vidigrow YouTube channel: <https://www.youtube.com/channel/UC5dazzAr69b13soWeee1Psg>

Virtual GAMES!

<http://www.myamericanfarm.org/>

<http://www.americasheartland.org/>

<https://www.farmers2050.com/>

Time Lapse Videos

Radish Seed Germination: <https://www.youtube.com/watch?v=e2zVeUPxBU4>

Bean seed time lapse: <https://www.youtube.com/watch?v=w77zPATvTui>

47



Farm to School Resources Community

Farm to School Field Guides for Parents and Community Members

https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/0/4074/files/2014/05/FTS_parentguide_caff-241vf6e.pdf

Parents for Health Schools

<https://www.cdc.gov/healthyschools/parentsforhealthyschools/resources.htm>

Parents have a powerful role in supporting their children's health and learning. Engaged parents help guide their children successfully through school, advocate for their children, and can help shape a healthy school environment.

The Dish - Real Talk about Real Food

<https://food.unl.edu/free-resource/nutrition-education-program-nep/dish-real-talk-food>

The Dish Real Talk About Food helps improve your health, well-being, and resilience by providing real talk about food. These short lessons offer life tips to equip you to plan meals, save money, and shop and eat healthier.

Tennessee 4-H Club

<https://4h.tennessee.edu/>

4-H is a family affair. This includes the parent-child relationship and the extended family of volunteers and supporters. It is a unique blend of the University, businesses, and government working together to broaden the horizons of Tennessee's young people. 4-H is fun for both youth and adults. 4-H is for YOUth!



Tennessee Coordinated School Health

<https://www.tn.gov/education/districts/health-and-safety/coordinated-school-health.html>

Tennessee Coordinated School Health connects physical, emotional and social health with education through eight inter-related components. This coordinated approach improves students' health and their capacity to learn through the support of families, communities and schools working together. Coordinated School Health works with many partners to address school health priorities.

Equity Resources for Families, School and Communities

Parents, educators, and community members will find additional resources below that can be used to teach children about race, racism, diversity, and inclusion.

Growing Minds farm to school literature database

Type "diversity" into the search bar to find books that feature diverse characters and perspectives

<https://growing-minds.org/childrens-literature/>

New England Food Solutions - Racial Equity Challenge:

Information about race, racism, and inequities in the food system.

<https://foodsolutionsne.org/racial-equity-challenge-resources/>

National Young Farmers Coalition

Young Farmers Racial Equity Toolkit

<https://www.youngfarmers.org/resource/racialequitytoolkit/>

National Farm to School Network - Equity Resources - <http://www.farmtoschool.org/equity>

HEAL Food Alliance -Platform for Real Food - <https://healfoodalliance.org/platformforrealfood>

Talking About Race -National Museum of African American History & Culture

<https://nmaahc.si.edu/learn/talking-about-race>



Farm to School Resources

Staying Power - Sources of Funding

Are you looking for funding options to help kickoff or expand your farm to school efforts? Here are several funding opportunities to explore:

Tennessee Agriculture in the Classroom mini-grants

<https://www.tnfarmbureau.org/grants-tours> - Open on a Rolling Basis

The Tennessee Farm Bureau wants to help teachers present agriculture curriculum to our state's students. We invite you to apply for the grants and utilize any other resources available.

Bonnie Cabbage Program

<https://bonniecabbageprogram.com/> - for 3rd grade classrooms

In 1996 Bonnie Plants initiated the 3rd Grade Cabbage Program in and around headquarters in Union Springs, Alabama, with a mission to inspire a love of vegetable gardening in young people, teach kids where their food comes from, and grow our next generation of gardeners.

Keep America Beautiful

<https://kab.org/grants/> - opens late fall every year

Keep America Beautiful®, the nation's leading community improvement nonprofit organization, has announced the launch of a new national grant program to support communities and its nearly 700-member affiliate network in preventing littering, promoting recycling, and building clean, green, and beautiful neighborhoods.

Apples for Ed

<https://apples4ed.com/submit-your-school/> - Open in October 2023

Give your students the opportunity to practice healthier habits by supplementing their nutrition, expanding their access to fresh produce, or learning how to prepare healthy foods.

Lori Otto Seeds for Education Program

<https://wildones.org/seeds-for-education/> - Open July - November

The funds are designated for acquiring native plants and seeds for outdoor learning areas that engage youth (preschool to high school) directly in planning, planting and caring for native plant gardens.

Whole Kids Foundation

School Garden Grants: <https://www.wholekidsfoundation.org/programs/school-gardens-grant> - Opens February 2024

Our Garden Grant program provides a \$3,000 monetary grant to support a new or existing edible educational garden.

American Heart Association Teaching Gardens Network Grant Program

Opens in the fall <https://www.heart.org/en/professional/educator/teaching-gardens/teaching-gardens-grant>

Whole Kids Foundation School Garden, Beehive and Salad Bar Grants

Open in September 2023 - <https://www.thebeecause.org/the-bee-grant/>

Whether your Bee Program is buzzing, or it needs some support to get moving again, the Renewal Grant is here to guide you through strengthening your hive and pollinator powered curriculum. The Bee Cause defines a "Bee Program" as a school or nonprofit's planned activities or curriculum surrounding pollinators.

Chef Ann Foundation Get Schools Cooking Grants

<https://www.chefannfoundation.org/what-we-do/get-schools-cooking>

Get Schools Cooking (GSC) is an intensive 3-year assessment and strategic planning program that provides schools with the operational knowledge to transition from a heat & serve to scratch cook operational model.

Farm to School Resources

Staying Power - Sources of Funding

Funding Sources Continued...

Kids Gardening Grant Portal

<https://kidsgardening.org/grant-opportunities/>

There are a variety of grants throughout the year that are posted on this website. Kids Gardening is also a great resource to have with lots of curriculum correlated ideas and activities.

FFA Grants and Scholarships Program

<https://www.ffa.org/participate/grants-and-scholarships/>

A Future Farmers of America chapter grant offers members the opportunity to experience and take part in activities in which they otherwise would not have been able to. One benefit is the measurable impact a grant can have on an entire community.

Funding for Farm to School Activities through the United States Department of Agriculture (USDA)

USDA Grants and Loans that Support Farm to School Activities

Funding from the US Department of Agriculture is available to assist farms, schools, and every link in between in feeding kids healthy local meals; teaching them about food, farming and nutrition; and supporting local agricultural economies. While the programs listed below provide a good starting point for those looking to bolster farm to school efforts, other USDA grant and loan programs support local food systems work as well. Visit www.usda.gov/farmtoschool for more information.



Farm to School Resources

Staying Power - Sources of Funding

Funding for Farm to School Activities through the US Department of Agriculture

Funding from the Food and Nutrition Service

Farm to School Grants - <http://www.fns.usda.gov/farmtoschool/grants>

Summary: These grants help schools and their partners source more foods locally and provide complementary educational activities to students that emphasize food, farming, and nutrition. Currently, eligible schools can apply for Planning and Implementation funds, and a range of other eligible entities can apply for Support Service or Conference and Event funds.

Team Nutrition Training Grants - <http://www.fns.usda.gov/tn/team-nutrition-training-grants>

Summary: These grants allow State agencies to establish or enhance sustainable infrastructures for implementing Team Nutrition's goal of improving children's lifelong eating and physical activity habits. State agencies may re-grant funds to districts and in the past, several farm to school related projects have been supported.

Equipment Assistance Grants - <http://www.fns.usda.gov/fiscal-year-2014-national-school-lunch-program-equipment-assistance-grantsschool-food-authorities>

Summary: These grants (which are contingent upon Congressional approval of additional funds for future years) allow school food authorities to purchase equipment to serve healthier meals that meet the updated meal patterns, with an emphasis on serving more fruits and vegetables in school meals, improving food safety, and expanding access.

Fresh Fruit and Vegetable Program Grants - <http://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program>

Summary: These grants are passed through state agencies to districts to serve elementary school students additional fresh fruits and vegetables during the school day outside of the normal time frames for the National School Lunch and School Breakfast Program. Schools must also integrate the FFVP with other efforts to promote sound health and nutrition.

Funding from the Agricultural Marketing Service

Farmers Market and Local Foods Promotion Grants - www.ams.usda.gov/lfpp and www.ams.usda.gov/fmpp

Summary: These grants are intended to support the development and expansion of local and regional food business enterprises to increase consumption of, and access to, locally and regionally produced agricultural products, and to develop new market opportunities for farm and ranch operations serving local markets.

Federal State Marketing Improvement Program - <http://www.ams.usda.gov/AMSV1.0/FSMIP>

Summary: These grants are made for a variety of projects that explore barriers, challenges, and opportunities in marketing, transporting, and distributing food and forest products. Learn more: <http://www.ams.usda.gov/AMSV1.0/FSMIP>

Specialty Crop Block Grant Program => Tennessee Department of Agriculture

<https://www.tn.gov/agriculture/businesses/business-development/scbg.html>

Summary: These funds are intended to solely enhance the competitiveness of specialty crops, defined as "fruits, vegetables, tree nuts, dried fruits, horticulture, and nursery crops (including floriculture). Grants are awarded to the State agencies responsible for agriculture, who are encouraged to partner with outside entities to address issues related to specialty crops. The grants have been used to support school and community gardens, farm to school programs, and access to specialty crops in underserved communities.

Farm to School Resources

Staying Power - Sources of Funding

Funding for Farm to School Activities through the US Department of Agriculture

Funding from the National Institute of Food and Agriculture

Community Food Project Grants: <http://www.nifa.usda.gov/fo/communityfoodprojects.cfm>

Summary: These grants are intended to increase food security in communities by bringing the whole food system together to assess strengths, establish linkages, and create systems that improve the self-reliance of community members over their food needs.

Beginning Farmer and Rancher Development Grants: <http://www.nifa.usda.gov/funding/bfrdp/bfrdp.html>

Summary: These grants are for organizations that train, educate, and provide outreach and technical assistance to new and beginning farmers on production, marketing, business management, legal strategies and other topics critical to running a successful operation.

Sustainable Agriculture Research and Education Grants: http://www.usda.gov/wps/portal/usda/usdahome?contentid=kyf_grants_nifa6_content.html

Summary: These grants are made to advance sustainable innovations in American agriculture. Three funding tracks are available: Research and Education, Professional Development and Producers.

Agriculture, Food and Research Initiative Grants: <http://www.nifa.usda.gov/funding/rfas/afri.html>

Summary: A host of grants that support research in the areas of plant production and health, food safety, nutrition, natural resources, renewable energy, agricultural economics, rural communities, and agricultural technology.

Funding from Rural Development

Community Facilities Grants and Loans: http://www.rurdev.usda.gov/had-cf_grants.html

Summary: These grants and loans Community Programs provide assist in the development of essential community facilities in rural areas and towns of up to 20,000 in population. Projects that support local and regional food systems that may qualify for CF funding include, but are not limited to, the following: farmers markets (i.e. structures); school and community kitchens; food banks, including refrigerators; community gardens (i.e., purchase land; water source access) and noncommercial greenhouses; and refrigerated truck.

Business and Industry Guaranteed Loans - http://www.rurdev.usda.gov/rbs/busp/b&i_gar.htm

Summary: This program helps new and existing businesses based in rural areas gain access to affordable capital by **guaranteeing loans made by private lenders. The 2008 Farm Bill placed a special emphasis on supporting businesses that establish and facilitate the processing, distribution, aggregation, storing and marketing of locally or regionally produced food products.**

Rural Business Enterprise and Opportunity Grants: http://www.rurdev.usda.gov/bcp_rbeg.html and http://www.rurdev.usda.gov/bcp_rbog.html

Summary: These grants support sustainable economic development in rural communities with exceptional needs and facilitate the development of small and emerging rural businesses and programs supporting training and technical assistance for business development.

Farm to School Resources

Staying Power - Sources of Funding

Funding for Farm to School Activities through the US Department of Agriculture

Funding from Rural Development

Value Added Producer Grants: http://www.rurdev.usda.gov/BCP_VAPG.html

Summary: Value-added processing and marketing helps farmers and ranchers receive a higher portion of the retail dollar. Value-Added Producer Grants support planning activities, such as developing a business plan, as well as working capital. Specific funds are available for projects that focus on local and regional supply networks or support beginning farmers and ranchers, socially disadvantaged farmers and ranchers, and small or medium-sized farms or ranches. Grants may fund projects that: create a business plan to market value-added products; evaluate the feasibility of direct marketing freshly bottled milk; evaluate the financial benefits of processing and marketing meat versus selling live animals; expand marketing capacity for locally- and regionally-grown products; and expand processing capacity.

Rural Cooperative Development Grants: http://www.rurdev.usda.gov/bcp_rcdg.html

Summary: These grants support rural economic development through the creation or improvement of cooperative development centers. Cooperative development centers in turn provide assistance for starting up, improving, or expanding rural businesses, especially cooperatives.

Funding from the Farm Service Agency

Farm Loans: <http://www.fsa.usda.gov/FSA/webapp?area=home&subject=fm|p&topic=landing>

Summary: USDA provides loans to farmers and ranchers through local Farm Service Agency county offices, and also works with local banks to provide a government guarantee for farm loans made by those financial institutions to farmers and ranchers. The Agency targets a portion of its loan funds to minorities and women farmers and ranchers. Farmers and ranchers can explore FSA's Microloan Program for streamlined loans of up to \$35,000.

Farm Storage Facility Loans: <http://www.fsa.usda.gov/FSA/webapp?area=home&subject=prsu&topic=flp-fp>

Summary: Farm Storage Facility Loans finance the purchase, construction, or refurbishment of farm storage facilities. This program finances new cold storage buildings, which can be particularly important to those growing fruits and vegetables for the fresh market.

Find more ideas for supporting your farm to school activities at: nwtlnfn.org/programs/farm-to-school/

Contact Us at the NWTN Local Food Network:

Samantha Goyret, Executive Director

(731) 332-9071, nwtnfoodguide@gmail.com

Caroline Ideus, Outreach Director

(308) 222-0334, caroline.ideus@gmail.com

53



52

Thank You



Cheatham County School District



Telephone
+615-792-5664



Social Media
@CCBOE1



Website
cheathamcountyschools.net



Northwest Tennessee Local Food Network



Telephone
+731-332-9071



Social Media
@NWTNLFN



Website
nwtlnfn.org/farm-to-school

#GrowCheatham Farm to School Action Plan

The #GrowCheatham initiative creates a culture for all stakeholders of the importance of agriculture and nutrition by connecting students and faculty with producers through meaningful experiences and connected educational opportunities and instruction.



Farm to School Goals



Cafeteria

1. Increase School Grown Products in School Cafeterias.
2. Determine the Infrastructure needed to process and store local foods.
3. Train and involve school nutrition staff in F2S Menu and School product development.



Classroom

1. Provide more Farm to School curriculum resources and training opportunities for teachers.
2. Connect schools with farms through experiential learning opportunities.
3. Improve School-based food growing programs.



Community

1. Increase Food access for Students and their Families.
2. Increase Communication Between Schools and Community Stakeholders.
3. Engage local farmers through sourced products and experiential educational opportunities.

#GrowCheatham Farm to School Values



Germinate and cultivate the Farm to School program through the work of a dedicated team



Rich Farm to School education with robust support for program and teachers



Opportunities for Farm to School educational experiences pre-K-12



Working with stakeholders to connect students with food sources



Sustainable Farm to School practices and funding sources

Farm to School Goals - continued



Staying Power

1. Seek financial stability for Farm to School programming.
2. Work to include Farm to School language in school wellness policies.
3. Build school-wide awareness of Farm to School initiatives.

A robust, long-lasting, and integrated farm to school program should be able to:

- Maximize equitable student access to fresh, nutritious, locally grown foods,
- Educate students about food systems and healthy eating habits through hands-on and community-based experiences, and
- Support and grow market opportunities for local producers and processors.

How you can take action

Parents

- Fill out a free and reduce lunch application at the beginning of the school year
- Support School fundraisers
- Offer volunteer assistance

Teachers

- Cultivate relationships with community support organizations
- Contact a farmer to be a guest speaker in your classroom
- Learn Farm to School concepts that can be applied in your classroom

Administrators

- Cultivate a Farm to School culture in the district
- Encourage Professional Development sessions related to incorporating Farm to School in the classroom, cafeteria and community.

Farmers

- Contact the School Nutrition Director, Resha Garrison, with a list of products and price points to source local foods into the cafeteria

Community

- Offer financial, volunteer time, and skills to #GrowCheatham
- Support school fundraisers or sponsor a Farm to School activity. Ex. a farm field trip

Get Involved! Download the #GrowCheatham Farm to School Action Plan Here



TISA

District Name: Cheatham County

Director of Schools: Cathy Beck

District Point of Contact for TISA Accountability Report: Stacy Brinkley and Tara Watson

Percent of 3rd grade students who scored proficient (“met expectations” or exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP

41.4%

District Goal Statement(s)

Goal Statement 1:

3rd Grade ELA Proficiency

70% of students will score proficient on the 3rd grade ELA TCAP by 2027-2028 school year

Goal Statement 2:

Mathematics

In the 2023-2024 school year, the majority of the mathematics lessons are grounded in materials and the majority of teachers are delivering lessons that meet the intent of grade-level standard(s) and leverages mathematical coherence and the appropriate aspect(s) of rigor to develop student understanding.

Goal Statement 3

Graduation Rates/Ready Graduate

The Cheatham County School District intends to increase graduation rates at each individual school as well as the Ready Graduate rate. Our goal is to increase our average ACT scores, increase opportunities for Dual Enrollment, Dual Credit, AP courses, and industry certifications. By increasing access to additional opportunities for students to earn college credit and industry certifications, we will support increasing our graduation rate.

Goal Statement 1:

3rd Grade ELA Proficiency

70% of students will score proficient on the 3rd grade ELA TCAP by 2027-2028 school year

School Year	Annual Outcome(s)
Year 1: 2023-2024 School Year	42% of 3 rd grade students will score proficient on spring ELA TCAP
Year 2: 2024-2025 School Year	50% of 3 rd grade students will score proficient on spring ELA TCAP
Year 3: 2025-2026 School Year	57% of 3 rd grade students will score proficient on spring ELA TCAP
Year 4: 2026-2027 School Year	65% of 3 rd grade students will score proficient on spring ELA TCAP
Year 5: 2027-2028 School Year	72% of 3 rd grade students will score proficient on spring ELA TCAP

Associated Metric/Data

3rd grade spring ELA TCAP testing

Action Steps

This may include descriptions of district-based programs, staffing and intervention services for students.

IPG Support

The Instructional Practice Guide (IPG) is an ELA-specific walk-through tool that correlates with the TEAM rubric and the big three instructional shifts in the ELA standards. The district coordinators and academic specialists will provide ongoing PD support to school administrators and teachers on the components of the IPG. The district-wide literacy vision encompasses the IPG indicators, so teachers will strengthen their understanding of the IPG tool and the literacy vision through Literacy Learning Walks, ongoing PD, and discussions.

Ongoing Data Analysis

The district will compile and analyze multiple data sources to evaluate the effectiveness of T1 instruction: IPG walk-through trend data, teacher observations, district benchmark scores, collaborative planning discussions, and TNReady scores.

Monitor Collaborative Planning

District coordinators will reinforce common planning protocols for all teachers to engage in weekly planning with administration, colleagues, and academic specialists. These protocols will assist teachers in discussing the standards, student outcomes, and performance expectations in the form of culminating tasks and daily checks for understanding.

Identify Instructional Supports

Benchmark Advance (K-5) and Pearson MyPerspectives (6-12) contain specific strategies for teachers to support students who are at different levels, are English Language Learners, and who have different learning needs. Our common collaborative planning protocol will ensure teachers are adequately planning for lesson support. We will focus more on student work analysis and the questions that identify where students will struggle and what supports teachers can put in to place to help.

Special Education Co-teaching and intervention in ELA

Common collaborative planning is essential to ensure that The CCSD has an effective co-teaching model among content-specific general education teachers and special education interventionists. We include the use of an intervention option within the schedule for students that are not making appropriate gains.

RTI Intervention

Students receiving intervention in all Tiers will be provided with high quality materials and progress monitoring and fidelity checks will occur on a regular basis.

Student Engagement

Ensuring that students are appropriately engaged in their learning and acquiring skill sets. This will be accomplished by classroom walkthroughs and observations.

High-dosage low-ratio tutoring

Elementary and middle schools will offer high-dosage low-ratio tutoring. All students should have access to grade level instruction no matter where they are in their continuum of learning. Tier I core instruction is essential to ensure that all students are continuing to accelerate their learning.

Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Curriculum materials are purchased for ELA instruction as well as RTI and Tutoring. Professional development is needed to implement the materials with fidelity. Ongoing support from academic specialists, administrators, as well as district coordinators is necessary to oversee, reflect and evaluate how materials are being used in the classroom.

People delivering the instruction is our number one priority and giving them the training opportunities, they need to be successful is an important role in providing high quality instructional material, as well as high quality instruction from our staff. This is where we see our greatest impact from our general budget. Technology and software for the curriculum also play a factor in the general budget. Student devices K-12 are one-to-one. We have classroom sets of iPads in grades K-2 and laptops for 3-12.

Additional staff members for high-dosage, low ratio tutoring and additional materials to support this learning are provided through the Tn All Corp program. ESSR funds have also been used to purchase additional curriculum materials.

Goal Statement 2:

Mathematics

In the 2023-2024 school year, the majority of the mathematics lessons are grounded in materials and the majority of teachers are delivering lessons that meet the intent of grade-level standard(s) and leverages mathematical coherence and the appropriate aspect(s) of rigor to develop student understanding.

Performance Measure

In the 2023-2024 school year, The Cheatham County School District will increase achievement and growth for ALL students in mathematics. Students in grades K-1 will be measured using Reveal Math Benchmark Assessment data. Students in grades 2-8 will be measured by TNReady. Students in High School Math will be measured by the End of Course assessments and the ACT assessment.

By August 2023, all math teachers, school leaders, and district leaders will engage in professional development to prepare for full implementation by the start of the school year.

School Year	Annual Outcome(s)
Year 1: 2023-2024 School Year	42% of Grades 3-8 Math and Algebra 1, Geometry and Integrated Math 3 score proficient on spring Math TCAP/EOC
Year 2: 2024-2025 School Year	50% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 3: 2025-2026 School Year	57% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 4: 2026-2027 School Year	65% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 5: 2027-2028 School Year	72% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC

Associated Metric/Data

3rd -8th Grade TnReady Math
High School EOC Mathematics testing

Action Steps

This may include descriptions of district-based programs, staffing and intervention services for students.

High Quality Instructional Materials (HQIM) Implementation

The district is adopting new HQIM for the 2023-2024 school year. Materials will be ordered in the spring so that teachers can access materials over the summer. The district will offer multiple days of professional development for all math teachers. The district is also putting in place a collaborative planning protocol for math teachers. During these planning meetings, teachers will receive embedded PD, support on the content and the standards, and will discuss how to help differentiate for all learners. Ensuring that all teachers are effectively implementing the HQIM will mean that all students have equitable access to strong Tier 1 instruction, thus increasing student achievement and growth.

Benchmark Indicator for HQIM Implementation

Walk-through data will be analyzed at least three times throughout the year by the district academic team along with building leaders. By December, 80% of classrooms will be scored "yes" on Core Action 1 of the Tennessee Math IPG. By May, 70% of classrooms will be scored "Yes" or "Mostly" on Core Action 2 of the Tennessee Math IPG.

Common Planning Collaborative Discussions will be monitored for quality and content quarterly by the district academic team utilizing a rubric.

Scores on district benchmarks throughout the year will increase with each administration.

Professional Development

Curricular Support: Beginning with summer PD, teachers will spend time collaborating with peers on learning how to utilize the curriculum with integrity. Coordinators, academic specialists, and teacher leaders will facilitate PD modules based on current and ongoing needs, such as maximizing effectiveness of hands-on learning using manipulatives, incorporating student exploration and productive struggle, pacing within the instructional blocks, and why conceptual understanding is a key component for success.

New Standard Support: In 2023-2024, Tennessee will implement updated mathematics standards. Through the collaborative planning protocol, teachers will receive ongoing support on how to utilize the materials to teach the rigor of the standards.

Common Collaborative Planning

District coordinators will establish common planning protocols for all teachers to engage in weekly planning with administration, colleagues, and academic specialists. These protocols will assist teachers in discussing the standards, student outcomes, and performance expectations in the form of culminating tasks and daily checks for understanding. District coordinators will monitor planning meetings regularly to check for quality discussions and adherence to the

common protocol. School administration will also attend meetings to ensure all teachers are fulfilling planning responsibilities. District coordinators will provide training on the protocol during summer professional development as well as ongoing support through academic specialists during the school year.

Providing Instructional Supports

Reveal Math (K-8) and Into Math (9-12) contain specific strategies for teachers to support students who are at different levels, are English Language Learners, and who have different learning needs. Summer and ongoing professional development will focus on these aspects of the curriculum and how teachers can incorporate the different learning needs daily. A common collaborative planning protocol will ensure teachers are adequately planning for lesson supports.

Content Differentiation for Students with Disabilities

From the root cause analysis, not reaching the full potential of our special education population included the two areas of concern - differentiation and time for assimilation of required concepts. This strategy touches on the time for assimilation. More time and a more focused differentiated approach will be given to students for whom this would better meet their needs. Block time frames will be used where 30 mins can be used for this strategy to help bring out the full potential of our special education population. Special education interventionists will work collaboratively with general education math teachers. Specifically, they will support the content with strategies and accommodations based on the student's specific educational plan and the impact it has on their ability to effectively access their education at tier one. Special education teachers will collaborate with general education math teachers to ensure that IAIEP development are in alignment with tier one.

Student Engagement

Ensuring that students are appropriately engaged in their learning and acquiring skill sets. This will be accomplished by classroom walkthroughs and observations. Data will be collected via the TEAM rubric.

Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Last school year was a new adoption with the math curriculum. Curriculum materials were purchased for K-8 as well as Algebra 1 and Geometry. We are continuing Integrated Math 3 this year and will transition to Algebra 2 during the 2024-2025 school year. Professional development is needed to implement the materials with fidelity. Ongoing support from academic specialists, administrators, as well as district coordinators is necessary to oversee, reflect and evaluate how materials are being used in the classroom. We have utilized every possible moment to prepare for the new curriculum role out. Summer professional

development, as well as ongoing and collaborative planning is in place to ensure a smooth roll out and implementation of the new curriculum.

Our teachers delivering the instruction is our number one priority and giving them the training opportunities, they need to be successful is an important role in providing high quality instructional material, as well as high quality instruction from our staff. This is where we see our greatest impact from our general budget. Technology and software for the curriculum also play a factor in the general budget. Student devices K-12 are one-to-one. We have classroom sets of iPads in grades K-2 and laptops for 3-12.

We also utilize tutoring time after school to ensure that students are getting additional instructional time to focus on specific skills in math that may be lacking. Intervention in math is also provided through the RTI process.

Goal Statement 3

Graduation/Ready Graduates

The Cheatham County School District intends to increase graduation rates at each individual school as well as the Ready Graduate rate. Our goal is to increase our average ACT scores, increase opportunities for Dual Enrollment, Dual Credit, AP courses, and industry certifications. By increasing access to additional opportunities for students to earn college credit and industry certifications, we will support increasing our graduation rate.

Performance Measure

The graduation rate when compared to previous year/years has fluctuated. It was 92.3% in 2020-2021, 89.8% in 2021-2022 and rose to 93.83% in 2022-2023.

We would like to see an increase to 95% as a district/school average.

Ready Graduate rates decreased from the previous year from 36.3% to 35%. We are working to add additional industry certifications, as well as having an increase in dual credit and dual enrollment classes offered to our students. We have put extra focus on ACT to ensure students are set up for success as well.

We would like to increase our Ready Graduate rate to 50% district/school wide.

School Year	Annual Outcome(s)
Year 1: 2023-2024 School Year	Graduation Rate at 94% and Ready Graduate 38%
Year 2: 2024-2025 School Year	Graduation Rate at 95% and Ready Graduate 41%
Year 3: 2025-2026 School Year	Graduation Rate at 95% and Ready Graduate 44%
Year 4: 2026-2027 School Year	Graduation Rate at 95% and Ready Graduate 47%
Year 5: 2027-2028 School Year	Graduation Rate at 95% and Ready Graduate 50%

Associated Metric/Data

Yearly Graduation Rate Data

Yearly Ready Graduate Rate Data

Action Steps

This may include descriptions of district-based programs, staffing and intervention services for students.

Increase Dual Enrollment/Dual Credit Opportunities

The Cheatham County School District will continue to work with schools, teachers, students, and parents to inform what opportunities are available to students in the areas of dual enrollment and dual credit. Each school will offer a variety of classes for students to receive college credit.

Preparing for ACT

The Cheatham County School District will be providing ACT support through a targeted ACT program. Sophomores will take a practice test in Fall of 2023 on the same day as the Seniors/Juniors will be testing. This will give the district the additional data to adequately plan for the needs of the students in each school to prepare for the test.

Increase Earned Promoted Industry Credentials

The CCSD will collaborate with local and regional industry partners to prioritize certifications matched with the Tennessee Department of Education's CTE Office tiered list of Promoted Industry Credentials (ICs) by pathway and program of study. The CCSD will prioritize increasing the number of ICs available to all students across all program levels.

Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

We as a district have provided extra learning opportunities for our students to practice ACT tests, as well as provide a resource for students to learn on their own. Each high school provides training to their staff to ensure that they have the tools necessary to assist students in improving scores.

We have increased the number of industry certification tests that are available to our students in our career clusters and are working toward providing more work-based learning opportunities. ESSR funds allowed us to hire a STEAM/CTE Coordinator to help move us towards this goal. Our general-purpose budget will absorb this position next school year. We have also increased our exposure to career opportunities in all 3 middle schools, with each one exposing students to the possibility of career opportunities in their future.

Credit Recovery opportunities supported through an online program also aids in the ability for students to receive the necessary credits to graduate. Courses are overseen by staff. A summer program is also available for high school students needing credit recovery.

Cheatham County Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 09/03/20
	First Reading 11/2/2023	Rescinds: 6.300	Issued: 07/09/20

1 The Board delegates to the Director of Schools the responsibility of
2 developing specific codes of conduct which are appropriate for each
3 level of school. Codes of Conduct for students in pre-kindergarten
4 through 12th grade shall utilize alternative disciplinary practices
5 such as ACES/Building Stronger Brains Trainings, behavior
6 intervention plans, RTI²B- Response to Instruction and Intervention -
7 Behavior, multi-tiered system of supports, positive school climate
8 practices, and restorative practices. In these grades, exclusionary
9 discipline shall only be used as a measure of last resort. The
10 development of each code shall involve principals and faculty
11 members of each level and shall be consistent with the relevant
12 policies as adopted by the Board.¹

13 The following levels of misbehavior and disciplinary procedures and
14 options are standards designed to protect all members of the
15 educational community in the exercise of their rights and duties and
16 to maintain a safe learning environment where orderly learning is
17 possible and encouraged.² These misbehaviors apply to student conduct
18 on school buses, on school property, and while students are on
19 school sponsored outings. Staff members shall ensure that
20 disciplinary measures are implemented in a manner that:³

- 21 1. Balances accountability with an understanding of traumatic
22 behavior;
- 23 2. Teaches school and classroom rules while reinforcing that
24 violent or abusive behavior is not allowed at school;
- 25 3. Minimizes disruptions to education with an emphasis on
26 positive behavioral supports and behavioral intervention plans;
- 27 4. Creates consistent rules and consequences; and
- 28 5. Models respectful, non-violent relationships.

29 In order to ensure that these goals are accomplished, the school
30 district shall utilize the following trauma-informed discipline
31 practices: ACES/Building Stronger Brains Trainings, behavior
32 intervention plans, RTI²B - Response to Instruction and Intervention-

1 Behavior, multi-tiered system of supports, positive school climate
2 practices and restorative practices.

3 **MISBEHAVIORS: LEVEL I**

4 This level includes minor misbehavior on the part of the student
5 which impedes orderly classroom procedures or interferes with the
6 orderly operation of the school but which can usually be handled by
7 an individual staff member.

8 *Examples (not an exclusive listing)*

- 9 • Classroom disturbances
- 10 • Classroom tardiness
- 11 • Cheating and lying
- 12 • Abusive language
- 13 • Non-defiant failure to do assignments or carry out
- 14 directions
- 15 • Wearing, while on the grounds of a public school during
- 16 the regular school day, clothing that exposes underwear or
- 17 body parts in an indecent manner that disrupts the
- 18 learning environment⁴
- 19 • Minor victimization of any student (Harassment (Sexual,
- 20 Racial, Ethnic, Religious), Bullying, Cyber-bullying,
- 21 and/or Hazing)

22 *Disciplinary Procedures*

- 23 • Staff member intervenes immediately.
- 24 • Staff member determines what offense was committed and its
- 25 severity.
- 26 • Staff member determines who committed the offense and if
- 27 he/she understands the nature of the offense.
- 28 • Staff member employs appropriate disciplinary options.
- 29 • The record of the offense and disciplinary action shall be
- 30 maintained by the staff member.

31 *Disciplinary Options*

- 32 • Verbal reprimand
- 33 • Special assignment
- 34 • Restricting activities
- 35 • Assigning work details
- 36 • Counseling
- 37 • Withdrawal of privileges

- 1 • Issuance of demerits
- 2 • Strict supervised study
- 3 • Detention
- 4 • In-school suspension
- 5 • Behavioral Intervention Plans
- 6 • RTI²B
- 7 • Multi-tiered system of supports
- 8 • Restorative practices

9 **MISBEHAVIORS: LEVEL II**

10 This level includes misbehavior whose frequency or seriousness tends
 11 to disrupt the learning climate of the school. These misbehaviors
 12 do not represent a direct threat to the health and safety of others
 13 but have educational consequences serious enough to require
 14 corrective action on the part of administrative personnel.

15 *Examples (not an exclusive listing)*

- 16 • Continuation of unmodified Level I behaviors
- 17 • School or class tardiness
- 18 • Using forged notes or excuses
- 19 • Disruptive classroom behavior

20 *Disciplinary Procedures*

- 21 • The student is referred to the principal for appropriate
 22 disciplinary action.
- 23 • The principal meets with the student and teacher.
- 24 • The principal hears the accusation made by the teacher and
 25 allows the student the opportunity to explain his/her
 26 conduct.
- 27 • The principal takes appropriate disciplinary action and
 28 notifies the teacher of the action.
- 29 • The record of offense and disciplinary action shall be
 30 maintained by the principal.

31 *Disciplinary Options*

- 32 • Teacher/schedule change
- 33 • Modified probation
- 34 • Behavior modification
- 35 • Social probation
- 36 • Peer counseling
- 37 • Referral to outside agency

- 1 • In-school suspension
- 2 • Transfer
- 3 • Detention
- 4 • Suspension from school-sponsored activities or from riding
- 5 school bus
- 6 • Out-of-school suspension (not to exceed ten (10) days)
- 7 • Behavioral Intervention Plans
- 8 • RTI²B
- 9 • Multi-tiered system of supports
- 10 • Restorative practices

11 **MISBEHAVIORS: LEVEL III**

12 This level includes acts directly against persons or property but
13 whose consequences do not seriously endanger the health or safety of
14 others in the school.

15 *Examples (not an exclusive listing)*

- 16 • Continuation of unmodified Level I and II behaviors
- 17 • Fighting
- 18 • Vandalism (minor)
- 19 • Use, possession, sale, distribution, and/or being under
- 20 the influence of tobacco, drugs, drug paraphernalia,
- 21 and/or alcohol
- 22 • Stealing
- 23 • Threats to others
- 24 • Victimization of any student (Harassment (Sexual, Racial,
- 25 Ethnic, Religious), Bullying, Cyber-bullying, and/or
- 26 Hazing)

27 *Disciplinary Procedures*

- 28 • The student is referred to the principal for appropriate
- 29 disciplinary action.
- 30 • The principal meets with the student and teacher.
- 31 • The principal hears the accusation and allows the student
- 32 the opportunity to explain his/her conduct.
- 33 • The principal takes appropriate disciplinary action.
- 34 • The principal may refer incident to the Director of
- 35 Schools and make recommendations for consequences.
- 36 • If the student's program is to be changed, adequate notice
- 37 shall be given to the student and his/her
- 38 parent(s)/guardian(s) of the charges against him, his/her

- 1 right to appear at a hearing, and his/her right to be
2 represented by a person of his/her choosing.
- 3 • Any change in school assignment is appealable to the
4 Board.
 - 5 • The record of offense and disciplinary action shall be
6 maintained by the principal.

7 *Disciplinary Options*

- 8 • In-school suspension
- 9 • Detention
- 10 • Restitution from loss, damage, or stolen property
- 11 • Out-of-school suspension not to exceed ten (10) days
- 12 • Social adjustment classes
- 13 • Transfer
- 14 • Expulsion
- 15 • Behavioral Intervention Plans
- 16 • RTI²B
- 17 • Multi-tiered system of supports
- 18 • Restorative practices

19 **MISBEHAVIORS: LEVEL IV**

20 This level of misbehavior includes acts which result in violence to
21 another's person or property or which pose a threat to the safety of
22 others in the school. These acts are so serious that they usually
23 require administrative actions which result in the immediate removal
24 of the student from the school, the intervention of law enforcement
25 authorities, and/or action by the Board.

26 If a student's action poses a threat to the safety of others in the
27 school, a teacher, principal, school employee, or school bus driver
28 may use reasonable force when necessary to prevent bodily harm or
29 death to another person.⁵

30 *Examples (not an exclusive listing)*

- 31 • Continuation of unmodified Level I, II, and III behaviors
- 32 • Death threat (hit list)
- 33 • Threat of mass violence on school property or at a school
34 related activity*
- 35 • Extortion
- 36 • Bomb threat*
- 37 • Possession/use/transfer of dangerous weapons

- 1 • Assault that results in bodily injury upon any teacher,
2 principal, administrator, any other employee of the
3 school, or a school resource officer*
- 4 • Aggravated assault*
- 5 • Vandalism
- 6 • Theft/possession/sale of stolen property
- 7 • Arson
- 8 • Possession of unauthorized substances (i.e. any controlled
9 substance, controlled substance analogue, or legend drug)*
- 10 • Use/transfer of unauthorized substances
- 11 • Victimization of any student (Harassment (Sexual, Racial,
12 Ethnic, Religious), Bullying, Cyber-bullying, and/or
13 Hazing)
- 14 • Electronic threat to cause bodily injury or death to
15 another student or school employee*

16 *Disciplinary Procedures*

- 17 • The principal confers with appropriate staff members and
18 with the student.
- 19 • The principal hears the accusations and allows the student
20 the opportunity to explain his/her conduct.
- 21 • The parent(s)/guardian(s) are notified.
- 22 • Law enforcement officials are contacted.
- 23 • The incident is reported, and recommendations are made to
24 the Director of Schools.
- 25 • If the student's placement is to be changed, adequate
26 notice of the charges shall be given to the student and
27 his/her parent(s)/guardian(s) and his/her right to appear
28 at a hearing.

29 *Disciplinary Options*

- 30 • Other hearing authority or Board action which results in
31 appropriate placement
- 32 • Behavioral Intervention Plans
- 33 • RTI²B
- 34 • Multi-tiered system of supports
- 35 • Restorative practices

36 * Zero tolerance offenses

Legal References

1. TCA 49-6-4005; TCA 49-6-3024
2. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
3. TCA 49-6-4109
4. TCA 49-6-4009
5. TCA 49-6-4008
6. TCA 49-6-2801
7. TCA 49-6-2802
8. TCA 39-16-517; TCA 49-6-3401 (g); Public Acts of 2023, Chapter No. 209

Cross References

Traffic and Parking Controls 3.403
Student Safety 6.300.1
Acknowledgement of Receipt of Code of Conduct 6.300.2
Procedural Due Process 6.302
Student Discrimination, Harassment, Bullying,
Cyber-bullying, and Intimidation 6.304
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

Cheatham County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Extracurricular Activities	Descriptor Code: 4.300	Issued Date: 05/02/16
	First Reading 11 /2/2023	Rescinds:	Issued:

1 The following guidelines shall be followed in administering school-
2 sponsored extracurricular activities:

- 3 1. The Board shall initially approve each extracurricular activity
4 to ensure proper support and supervision.
- 5 2. Each student activity must be under the guidance and direction
6 of a certified staff member.
- 7 3. All extracurricular activities and clubs must have the approval
8 of the principal.
- 9 4. Student activities occurring before or after regularly
10 scheduled school hours must be under the supervision of the
11 principal or his/her designee.
- 12 5. Secret organizations shall not be operated in any school.
- 13 6. A student shall not be required to attend an extracurricular
14 activity that is scheduled at a time which conflicts with
15 his/her religious practices.
- 16 7. Extracurricular activities during vacation periods shall be
17 restricted to regularly scheduled athletic programs and major
18 events which cannot be scheduled otherwise.
- 19 8. Student groups shall not participate in state or national
20 activities which are not listed as approved activities by a
21 regional accrediting association or the state and national
22 principals' associations without the approval of the director
23 of schools.
- 24 9. A student on out-of-school suspension shall not be permitted to
25 participate in extracurricular activities.
- 26 10. Activities which restrict participation because of race,
27 color, religion, sex, disabilities, or national origin are
28 strictly forbidden.¹

STUDENT CLUBS & ORGANIZATIONS

All students under the age of eighteen (18) shall present a signed and dated statement from their parent/guardian before joining my club or organization or participating in activities of a club or organization. The Director of Schools shall develop administrative procedures outlining this recordkeeping process.

Legal References

1. 20 USC § 1703
2. TCA 49-6-1002©
3. 34 CFR 106.41
4. Public Acts of 2023, Chapter No. 353

Cross References

Interscholastic Athletics 4.301
Field Trips and Excursions 4.302

Cheatham County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: <p style="text-align: center;">Personnel Health Examinations/ Communicable Diseases</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> First Reading 11/2/2023 </div>	Descriptor Code: <p style="text-align: center;">5.400</p>	Issued Date: <p style="text-align: center;">07/11/16</p>
		Rescinds: <p style="text-align: center;">5.400</p>	Issued: <p style="text-align: center;">08/04/97</p>

- 1 ~~All employees, prior to entering service, shall present a certificate showing a satisfactory health record.~~¹
- 2 Employees shall inform the director of schools whenever they contract a contagious or communicable
- 3 disease.

- 4 No employee who has any communicable disease shall perform his/her duties in any location where such
- 5 might endanger the health of school children. The Board shall require any employee to submit to a
- 6 physical examination by a physician whenever there is reason to believe that the employee has any
- 7 communicable disease.²

- 8 The director of schools shall reassign or suspend any employee who is suspected of having a
- 9 communicable disease which might endanger the health of children, pending investigation and final
- 10 disposition of the case before the Board.³

- 11 To assist the Board in making final disposition of the case, the director of schools may refer the case to
- 12 the County Health Office or other medical experts.

- 13 The Board shall use the written report to determine the employment status of the employee.

Legal References

1. TRR/MS 0520-01-03-.08(2)(f)
2. TCA 49-2-203(b)(2); TCA 49-5-710(a)(7); TCA 49-5-404
3. TCA 49-5-511(a)(3)

Cross References

Section 504 & ADA Grievance Procedures 1.802
 Suspension/Dismissal 5.200-202

CHEATHAM COUNTY BOARD OF EDUCATION BOARD MEETING AGENDA

Cheatham County Board of Education

November 2, 2023

Place: Educational Annex/Board Room

Time: 6:00 PM

1. Call to Order
2. Moment of Silence
3. Pledge of Allegiance
4. Roll Call
5. Approval of Agenda
6. Presentations, Awards Recognitions

EMPLOYEE OF THE MONTH

ACESA

Jennifer Shelton

ECES

Wil Gates

KSES

Jennifer Crawford

PEFAMS

Baylee Gawryns

PVES

Lynn Cole

WCES

Tara Canterbury

CMS

Michael Carter

HMS

Cindy Wells

SMS

Colin Logue

CCCHS

Zeus Carnet

HHS

Krystal Moberly

SHS

Dr. Pat Pickett

RA

Dr. Jordan Reed

Daycare

Lura Waxman

Nutrition

Treesa Law

Transportation

Rita Edgin

Central Office

Sherrie Cannon

7. Public Forum
 - Opportunity for the Community to Address Board (Maximum thirty (30) minutes)
8. School Improvement Plan (SIP) Goal Update - WCES- Amber Raymer
9. Executive Committee
10. Five Year Plan - Chad Smith
11. ESSER Funding Update - Dr. Cathy Beck
12. Elected Officials - Opportunity for Elected Officials to Address Board
13. Consent Agenda
 - A. Minutes:
 - B. Disposal of surplus equipment/materials
14. Budget and Finance
 - A. Summary
 - B. Quarterly Report
 - C. Nutrition Fund 143 Request - Total \$733,000.00
ACESA, PVES, ECES Walk in Coolers \$343,000.00
CCCHS and ACESA Serving Lines \$290,000.00
HHS Dish Machine \$100,000.00
 - D. ESSER Bonus- Director of Schools \$750.00
15. Old Business
 - A. Revision of Policy 5.106 Application and Employment - Second Reading
16. New Business
 - A. Revision of Policy 6.300 Code of Conduct - First Reading
 - B. Revision of Policy 5.400 Personnel Health Examinations/Communicable Diseases - First Reading
 - C. Revision of Policy 4.300 Extracurricular Activities - First Reading
 - D. TISA Plan
 - E. Future School Calendars 2025-2026 and 2026-2027
 - F. LEA Compliance Report for State
 - G. Lease Agreement for Ball Fields to Town of Ashland City
 - H. Student Appeal
17. Brief comments from Board Members
18. Announcements
19. Adjourn

INFORMATION:

Personnel Changes:

A. Retirements approved

B. Administrative Positions approved

C. Resignations approved

- Charles Derick Lee, SMS Teacher 10/17/2023
- Helena Kuszajewski, CMS Assistant Cheer 10/5/2023
- Alexis Mahoney, CMS Assistant 10/6/2023
- Ashleigh Harris, SHS JAG 10/6/2023
- Sandra Hodge, PEFAMS Teacher 11/23/2023

D. Transfers approved

- Angie Hunnell from ACESA SPED Resource Teacher (long term sub) to ACESA SPED Resource Assistant replacing self 10/20/2023
- Diane Lyle from SHS Assistant Nutrition Manager to SHS Nutrition Manager 10/23/2023

E. Elections/Placements approved

- Trey Boswell, SMS 5th Grade Science/SS interim for Leora Coleman 11/1/2023
- Chesney Morris, CMS Assistant replacing Alexis Mahoney 10/16/2023
- Naco Johnson, PVES Art Teacher replacing Sara Taylor 1/9/2024
- Aubrey Johnson, CMS SPED Assistant replacing Valerie Evans, 10/16/2023
- Ashley Palmore, CMS Life Skills 1:1 replacing Marcie Stewart 10/16/2023
- Samantha Lyons, ACESA SPED Assistant replacing Mary Ford 10/16/2023
- Rachel Garrison, KSES part time sub Daycare new position 10/16/2023
- Kristen Travis, KSES part time sub Daycare new position 10/17/2023
- Dorothy Fowler, KSES PT Daycare replacing Abby Gill 10/23/2023
- Skip Beck, ACESA 3rd Grade Teacher replacing Gerald Kirkman 10/23/2023
- Fisher Bailey, SHS Assistant Tennis Coach, volunteer 10/5/2023
- Leann Ferguson, HHS Football Assistant Cheer, non-faculty volunteer 10/5/2023
- Devin Copeland, HMS Assistant Boys Basketball Coach, non-faculty 10/16/2023
- Nate Hughes, SHS Drill Book, non-faculty 10/20/2023
- Gary Weeks, SMS Assistant Girls Basketball Coach, non-faculty volunteer 10/20/2023

- Chris Johnston, CCCHS Visual Music Instructor, non-faculty 10/20/2023
- Spencer Cooke, CCCHS Gate Worker 10/20/2023
- Taylor Turner, HMS Assistant Wrestling Coach, non-faculty 10/20/2023
- Jackson Whitlow, HMS Assistant Wrestling Coach, non-faculty 10/20/2023
- Wyatt Page, SHS Basketball Announcer 10/24/2023
- Spencer Seaton, SHS Basketball Announcer 10/24/2023
- Katie Pacifici, HHS Head Softball Coach 10/24/2023
- Katie Pacifici, HHS Head Girls Basketball Coach 10/24/2023
- Katie Pacifici, HHS Softball Field Maintenance 10/24/2023