

Hamilton County Department of Education  
Work Session  
September 21, 2023 4:30 PM  
3074 Hickory Valley Road  
Chattanooga, TN 37421

I. Call to Order - Chairwoman Robinson

II. Delegations

A. Tara Baldwin speaking about parental rights, religious materials in school, and equality for the district's student body

B. Kathy Ryan speaking regarding the proposal to close Alpine Crest Elementary

C. Laura Ellinor, Alpine Crest PTA President speaking regarding the potential closure of Alpine Crest Elementary

D. Jeanette Omarkhail, HCEA speaking in support of Option 1 for employee health insurance/benefits

III. Presentation(s)

A. Chief Academic Officer - Blake Freeman

Middle School Learning Director - Dr. John Rice

High School Learning Director - Dr. Jamie Parris

1. Family Life Curriculum

B. Chief Strategy Officer - Shannon Moody

1. Opportunity 2030 Update: Every Student Learns

C. Board Members Ben Connor and Jill Black

1. Red Bank Commission Presentation

IV. Deputy Superintendent - Dr. Sonia Stewart

A. Handout - Student Well-being Survey - Dr. Patricia Russell

V. Committee Chair Updates - Chairwoman Robinson

VI. Discussion of the Board Meeting Agenda - Chairwoman Robinson

VII. Adjourn

**Hamilton County Department of Education  
3074 Hickory Valley Road  
Chattanooga, Tennessee 37421**

**PRESENTATION**

TO: Hamilton County Board of Education  
Dr. Justin Robertson, Superintendent

FROM: Blake Freeman – Chief Academic Officer  
Dr. John Rice – Middle School Learning Director  
Dr. Jamie Parris – High School Learning Director

DATE: September 21, 2023  
RE: Family Life Curriculum

Representatives from the HCS Teaching and Learning Team will be presenting updates on the HCS Family Life Curriculum as required by TCA 49-6-1302, 49-6-1304, 49-6-1305. The presentation will include measures that the district is employing to stay compliant with the laws, current adopted HCS curriculum, and resources provided to schools.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION  
3074 HICKORY VALLEY ROAD  
CHATTANOOGA, TENNESSEE 37421**

**MEMORANDUM**

**TO:** Hamilton County Board of Education  
  
Dr. Justin Robertson  
Superintendent

**FROM:** Shannon Moody  
Chief Strategy Officer

**DATE:** September 21, 2023

**RE:** *Opportunity 2030* Update: Every Student Learns Presentation

The Office of the Chief Strategy Officer requests the opportunity to provide the Board with a presentation of Hamilton County School's *Opportunity 2023: Every Student Learns*.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION  
3074 HICKORY VALLEY ROAD  
CHATTANOOGA, TN 37421 MEMORANDUM**

TO: Hamilton County Board of Education  
Dr. Justin Robertson, Superintendent

FROM: Ben Connor and Jill Black

DATE: September 21, 2023

RE: Agenda addition

- 1) Request to add to the Quarterly Session meeting on September 21<sup>st</sup> 2023
  - a. Recognizing the delegation of commissioners from the City of Red Bank Commission, Vice Mayor Stefanie Dalton, Commissioner Jamie Fairbanks-Harvey.
  - b. Placing this new agenda item as III in presentations during the work session.
  - c. Resolution attached in this email.
  - d. Recognizing our fellow elected officials in this manner allows us to remind all citizens of Hamilton County that no action or vote will be taken on any facilities proposal until all areas of Hamilton County have had their chance to make their voices and thoughts on the proposal heard. Please check the HCDE web site for a meeting near you.

**RESOLUTION NO. 23-1618**

**A RESOLUTION OF THE CITY COMMISSION OF THE CITY OF RED BANK, TENNESSEE, TO INFORM THE HAMILTON COUNTY SCHOOL BOARD AND THE HAMILTON COUNTY COMMISSION OF RED BANK'S POSITION ON THE RECENTLY ANNOUNCED SCHOOL FACILITIES WORKING GROUP RECOMMENDATIONS**

**WHEREAS**, the City Commission recently created a committee to present and coordinate Red Bank's position and response to the recently announced School Facilities Working Group recommendations which include, among other provisions, a plan to close Alpine Crest Elementary School and consolidate it with other elementary schools outside the City of Red Bank; and

**WHEREAS**, Alpine Crest Elementary School is the only Hamilton County elementary school within the City of Red Bank; and

**WHEREAS**, the City of Red Bank passed Resolution No. 23-1614 designating Vice Mayor Dalton and Commissioner Fairbanks-Harvey as Co-Chairs of the recently created committee to present and coordinate Red Bank's position and response to the recently announced School Facilities Working Group recommendations to the Hamilton County School Board and the Hamilton County Commission; and

**WHEREAS**, Red Bank recognizes Alpine Crest Elementary School as an optimal learning environment for Red Bank students achieving both Level 5 and Reward School status, as well as a designated VW e-lab, Forest Kindergarten, ENL, certified pollinator garden, arboretum, and robust environmental science school site that is highly regarded by generations of alumni and currently attending families in the Red Bank community; and

**WHEREAS**, Red Bank further celebrates the excellence of Rivermont Elementary School, which is a zoned school for some Red Bank families, by acknowledging its designation as a STEM school by the Tennessee Department of Education and Tennessee STEM Innovation Network; and

**WHEREAS**, Red Bank advocates for full funding and investment in our children's public education countywide; and

**WHEREAS**, Red Bank seeks to retain an elementary school within the city limits of Red Bank and within Hamilton County District 6 to ensure safe and adequate access for our children to quality public education at all grade levels, to maintain representation by District 6 elected officials, and to sustain and enhance our vitality as a city; and

**WHEREAS**, Red Bank identifies the former White Oak Elementary School site as a potential location for a new elementary school which could consolidate other nearby and aging facilities into a new facility and retain an elementary school within the city limits of Red Bank; and

**WHEREAS**, conversely, this Commission does not endorse the prospectively planned transport of Red Bank elementary students out of our city to “the Heart of Hixson” as stated in the School Facilities Working Group Recommendations, August 2023; and

**WHEREAS**, Red Bank emphasizes the importance of retaining the continuous feeder pattern for all elementary school students residing within Red Bank city limits achieved by attending elementary schools where the entire student body matriculates together as a cohort into Red Bank Middle School and Red Bank High School, maintaining important social bonds, improving student experience and enhancing educational outcomes; and

**WHEREAS**, Red Bank confirms Vice Mayor Stefanie Dalton and Commissioner Jamie Fairbanks-Harvey as the designated Commission Co-Champions for ongoing engagement with Hamilton County Schools regarding the School Facilities Working Group Recommendations.

**NOW, THEREFORE, BE IT RESOLVED** by the City Commission of the City of Red Bank, Tennessee that this Commission desires to retain an elementary school within Red Bank city limits to ensure safe and adequate access of quality education for the children of Red Bank, to maintain representation by District 6 elected officials, and to sustain and enhance our vitality as a city. Should the closure of Alpine Crest Elementary School be deemed unavoidable, this Commission seeks to preserve the use of the Alpine Crest Elementary School site for use by the City of Red Bank for the public’s benefit indefinitely.

Resolved this 19<sup>th</sup> day of September 2023.

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Mayor Hollie Berry (date)

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City Recorder Tracey Perry (date)

**HAMILTON COUNTY DEPARTMENT OF EDUCATION  
3074 HICKORY VALLEY ROAD  
CHATTANOOGA, TN 3742**

**MEMORANDUM**

**TO:** Hamilton County Board of Education  
Dr. Justin Robertson, Superintendent

**FROM:** Patricia Russell, Executive Director of Social, Emotional, & Academic Development

**DATE:** September 21, 2023

**RE:** District Student Well-Being Survey Presentation

The Office of the Executive Director of Social, Emotional, & Academic Development requests the opportunity to provide the Board with the District Student Well-Being Survey. This presentation summarizes what the survey is, how it will be given, what it measures, and how the results will be used.

# Hamilton County Schools

## District Student Well-Being Survey

### Student Well-being

**A Student Well-being approach** helps to build a sense of belonging in schools and supports the process in which children learn. Creating a sense of belonging in schools is critical. It includes a positive school climate and youth development. When children feel supported, connected, and a sense of belonging they are more likely to thrive.

### What is the survey?

Our district well-being survey is a **tool for checking in with all students**. Students in grades 3-12 complete an online survey at school that takes approximately 10-20 minutes; students in grades K-2 are assessed by their teacher.

Parents can opt-in to this survey by completing the opt-in form in their PowerSchool [Parent Portal](#) or by printing a [paper copy](#) and returning it to the school office. Full instructions on how to access the form in the Parent Portal can be found [here](#).

The survey consists of six student well-being competencies or indicators of thriving that include skills, habits, and mindsets related to school. It allows students to share their aspirations and challenges. The information provided by the survey is important for school teams as they develop student plans to support the success of each and every student.

### How does the survey process work?

The survey is completed twice during the school year: once in the fall, and once in the spring. Participation in the survey is through our opt-in process. Students in grades Pre-K-2 are assessed by their teachers. Students in grades 3-12 complete the survey themselves or with school staff. Students complete this survey in a classroom setting on a computer or other device. The survey takes approximately 10-20 minutes to complete. Accommodations are available for English as a New Language and Exceptional Education students.

During the survey, students can ask questions about the survey items, and if a student doesn't feel like they have enough information to answer a question, they will be able to skip the item altogether.

## What does the survey measure?

The survey measures the following 6 competencies or indicators of thriving. Questions from the survey are included as examples of each competency.

- **Self-Management:** Regulating your emotions & behavior
  - *During the past 30 days, how often did you come to class prepared?*
- **Emotion Regulation:** Managing feelings & emotional states
  - *How often are you able to pull yourself out of a bad mood?*
- **Social Awareness:** Understanding the perspectives & feelings of others
  - *During the past 30 days, when others disagreed with you, how respectful were you of their views?*
- **Self-Efficacy:** Believing you have the ability to succeed
  - *How sure are you that you can complete all the work that is assigned in your class?*
- **Grit:** Persevering through challenges & achieving goals
  - *If you fail at an important goal, how likely are you to try again?*
- **Growth Mindset** (3-12 students only): Believing you have the potential to change things about yourself
  - *In school, how possible is it for you to change the amount of effort you give?*

To review a full list of questions, select one of the following links: [K-2 Teacher Perception 3-5 survey content](#), [6-12 survey content](#).

## How are the results of the survey used?

Responses to these surveys are completely confidential and we are restricted in who sees the answers and how we use them. They are not public. At a school level, responses to the survey will provide school staff with insights into student belonging and well-being and will be used to help support students academic achievement and cultivate an environment where students have a sense of connection and belonging.

## Can parents get a copy of their student's results?

Yes. Student results can be provided by your school. Please contact your child's school for more information on how to access this information.



# Hamilton County Schools

Grades K-2



# Hamilton County Schools

## Student Well-being Survey

How often is this student able to control his/her emotions when s/he needs to?

If this student fails to reach an important goal, how likely is s/he to try again?

How often does this student stay focused on the same goal for several months at a time?

How confident is this student in his or her ability to learn all the material presented in your class?

Overall, how focused is this student in your class?

During the past 30 days, how considerate was this student of his/her classmates' feelings?



# Hamilton County Schools

Grades 3-5

# Survey Competencies

## Topic Description

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### **Emotion Regulation**

How well students regulate their emotions.

### **Grit**

How well students are able to persevere through setbacks to achieve important long-term goals.

### **Growth Mindset**

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

### **Self-Efficacy**

How much students believe they can succeed in achieving academic outcomes.

### **Self-Management**

How well students manage their emotions, thoughts, and behaviors in different situations.

### **Social Awareness**

How well students consider the perspectives of others and empathize with them.



# Hamilton County Schools

## Student Well-being Survey

How often are you able to pull yourself out of a bad mood?

How often are you able to control your emotions when you need to?

When things go wrong for you, how calm are you able to stay?

Once you get upset, how often can you calm yourself or relax?

When everybody around you gets angry, how relaxed can you stay?

How often do you stay focused on the same goal for more than 3 months at a time?

If you have a problem while working towards an important goal, how well can you keep working?

When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

In school, how possible is it for you to change: Being talented

In school, how possible is it for you to change: Giving a lot of effort

In school, how possible is it for you to change: Behaving well in class

In school, how possible is it for you to change: Liking the subjects you are studying

In school, how possible is it for you to change: How easily you give up

In school, how possible is it for you to change: Your level of intelligence

**When complicated ideas are discussed in class, how sure are you that you can understand them?**

**How confident are you that you can complete all the work that is assigned in your classes?**

**How sure are you that you can learn all the topics taught in your class?**

**How sure are you that you can do the hardest work that is assigned in your class?**

**How sure are you that you will remember what you learned in your current class, next year?**

**During the past 30 days...How often were you polite to adults?**

**During the past 30 days...How often did you come to class prepared?**

**During the past 30 days...How often did you follow directions in class?**

**During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?**

**During the past 30 days...How often did you pay attention and ignore distractions?**

**During the past 30 days...When you were working independently, how often did you stay focused?**

**During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?**

**During the past 30 days...How often did you allow others to speak without interrupting them?**

**During the past 30 days...How often were you polite to other students?**

**During the past 30 days...How often did you keep your temper under control?**



**During the past 30 days...How well did you get along with students who are different from you?**

**During the past 30 days...How clearly were you able to describe your feelings?**

**During the past 30 days...When others disagreed with you, how respectful were you of their views?**

**During the past 30 days...To what extent were you able to stand up for yourself without putting others down?**

**During the past 30 days...To what extent were you able to disagree with others without starting an argument?**

**During the past 30 days... How carefully did you listen to other people's points of view?**

**During the past 30 days... How much did you care about other people's feelings?**

**During the past 30 days...How often did you compliment others' accomplishments?**



# Hamilton County Schools

Grades 6-12



# Survey Competencies

## Topic Description

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### Emotion Regulation

How well students regulate their emotions.

### Grit

How well students are able to persevere through setbacks to achieve important long-term goals.

### Growth Mindset

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

### Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

### Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

### Social Awareness

How well students consider the perspectives of others and empathize with them.



# Hamilton County Schools

## Student Well-being Survey

How often are you able to pull yourself out of a bad mood?

How often are you able to control your emotions when you need to?

When things go wrong for you, how calm are you able to remain?

Once you get upset, how often can you get yourself to relax?

When everybody around you gets angry, how relaxed can you stay?

When you are feeling pressured, how easily can you stay in control?

How often do you stay focused on the same goal for several months at a time?

If you fail at an important goal, how likely are you to try again?

When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

If you have a problem while working towards an important goal, how well can you keep working?

Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?

In school, how possible is it for you to change: Being talented

In school, how possible is it for you to change: Putting forth a lot of effort

In school, how possible is it for you to change: Behaving well in class

**In school, how possible is it for you to change: Liking the subjects you are studying**

**In school, how possible is it for you to change: How easily you give up**

**In school, how possible is it for you to change: Your level of intelligence**

**How sure are you that you can complete all the work that is assigned in your class?**

**When complicated ideas are discussed in class, how sure are you that you can understand them?**

**How confident are you that you can learn all the material presented in your classes?**

**How confident are you that you can do the hardest work that is assigned in your classes?**

**How sure are you that you will remember what you learned in your current class, next year?**

**During the past 30 days...How often were you polite to adults?**

**During the past 30 days...How often did you come to class prepared?**

**During the past 30 days... How much did you care about other people's feelings?**

**During the past 30 days...How often did you follow directions in class?**

**During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?**

**During the past 30 days...How often did you pay attention and ignore distractions?**

**During the past 30 days...When you were working independently, how often did you stay focused?**

**During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?**

**During the past 30 days...How often did you allow others to speak without interrupting**

them?

**During the past 30 days...How often were you polite to other students?**

**During the past 30 days... How carefully did you listen to other people's points of view?**

**During the past 30 days...How often did you keep your temper in check?**

**During the past 30 days...How well did you get along with students who are different from you?**

**During the past 30 days...How clearly were you able to describe your feelings?**

**During the past 30 days...When others disagreed with you, how respectful were you of their views?**

**During the past 30 days...To what extent were you able to stand up for yourself without putting others down?**

**During the past 30 days...To what extent were you able to disagree with others without starting an argument?**

**During the past 30 days...How often did you compliment others' accomplishments?**