



<p>Beliefs <i>An expression of fundamental values, ethical code, overriding convictions, inviolable principles</i></p>	<p>We acknowledge that institutions of power, as well as society at large, have failed in creating a community of equality and respect where each individual feels dignified and accepted. Therefore, we refuse to settle for words without actions and accountability. We commit ourselves to hold our community to a higher level of integrity, moving forward towards living the beliefs that we state shape us, and these are:</p> <ol style="list-style-type: none"> 1. We believe the strength of our diversity is one of our greatest resources. 2. We believe in the inherent dignity of each individual. 3. We believe that each individual is uniquely gifted. 4. We believe that each individual will be empowered to cultivate their unique gifts to reach their success. 5. We believe teaching and learning are active and lifelong processes. 6. We believe in creating a safe social, emotional and physical environment to allow for authentic connections and trusted relationships. 7. We believe that working together with families and support networks is essential to student success. 8. We believe in meeting the basic physical, mental, and emotional needs for our HCPS community to allow students to reach their fullest potential. 9. We believe in continuous improvement through innovation, taking risks, solving problems, having fun and expressing joy. 10. We believe in creating a school environment that promotes well-being and resilience for all.
<p>Mission <i>Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose</i></p>	<p>Harrisonburg City Schools is a dynamic and diverse community where each person is valued and empowered to pursue their personal goals. Through deep commitment to each student and working together to meet the needs of all, we will empower students with dispositions and skills to be successful in school and beyond.</p> <p>To accomplish this, we are committed to:</p> <ul style="list-style-type: none"> ● Maintaining a culture of innovation and continuous improvement ● Attracting and retaining diverse and talented staff ● Partnering with families and the broader community ● Expanding experiences and opportunities ● Ensuring equity - access and opportunity ● Providing authentic learning experiences ● Preparing students to be engaged in their community

<p>Objectives <i>An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability</i></p>	<ol style="list-style-type: none"> 1. Each student will be empowered to discover their unique gifts, develop their personal goals and embrace their individual identities. 2. Each student will graduate as an effective communicator, problem solver, and collaborator with the necessary skills and dispositions to be successful after school and in the community. 3. Each student will be provided with the opportunities to engage with others from diverse backgrounds to work together to meet shared goals. 4. Each student will build authentic connections with peers and adults that support academic, social and emotional growth. 5. Each student will have access to resources and supports that will equip them to be emotionally, physically and mentally healthy. 6. Each student will have active, engaging, authentic learning experiences driven by their strengths and interests.
<p>Parameters <i>Boundaries within which the school will accomplish its mission; self-imposed limitations</i></p>	<ol style="list-style-type: none"> 1. We will evaluate decisions based on criteria that address students' needs and interests. 2. We will honor and value relationships and treat all people with dignity and respect. 3. We will ensure a culture of integrity. 4. We will be responsible stewards of our natural, human and fiscal resources. 5. We will practice open, honest and responsible communication, intentionally considering multiple perspectives and interpretations. 6. We will not compromise high expectations. 7. We will acknowledge the presence of adversity and will commit to providing an environment that promotes resiliency.
<p>Strategy/Actions <i>Bold resolutions that dedicate the school's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives</i> Includes Ad Hoc Committee Draft Potential Action Plans</p>	<p>Strategy One – Develop support systems for students to discover their unique gifts, develop their personal goals and embrace their individual identities.</p> <p>Potential ad hoc committee action plans:</p> <ul style="list-style-type: none"> ● HCPS will support teachers to implement project-based learning. ● HCPS will support teachers in exploring ways to identify the unique strengths and identities each student brings to the classroom and the ways students can explore their unique strengths and identities across multiple dimensions, as well as use and communicate them confidently. ● HCPS will support the use of performance based assessments to allow students to demonstrate their learning beyond standardized, multiple choice assessments. ● HCPS will work intentionally with staff members to equip them with the knowledge and intellectual tools to understand the issues that affect each marginalized group and how to provide safety for conversations around these issues.

Strategy Two – Create learning opportunities for students to be effective communicators, problem solvers, and collaborators with the necessary skills and dispositions to be successful beyond school and in the community.

Potential ad hoc committee action plans:

- HCPS will support students in demonstrating their learning beyond the classroom.
- HCPS will support staff in building student confidence and skills to demonstrate their learning.
- HCPS will foster the development of an internal sense of agency within each student that will motivate and equip them to contribute to the community in meaningful ways in which they are willing, able and eager to engage.
- Teachers will be empowered to incorporate and infuse the 5 characteristics of the Virginia Profile of a Graduate throughout all teaching and learning: Communication, Collaboration, Creativity, Critical Thinking and Civic Responsibility.
- Teachers will have increased access to and support for innovative ways of authentic and relevant learning that respect each student where they are.

Strategy Three – Develop and revise systems and structures to advance equity and widen representation to meet shared goals that align with our core beliefs.

Potential ad hoc committee action plans:

- HCPS will build diversity within staff by enriching the pool of qualified applicants from different backgrounds and reduce the unconscious bias of those who are charged with hiring staff.
- HCPS will prioritize the creation of safety in order for diversity to thrive. While we recognize that it would be ideal for the entire school to be a safe haven for all differences, we also recognize that until we are socially at that level, we must be intentional in creating specific safe places for marginalized students.
- HCPS will embark on a process of reviewing curriculum, policies, handbooks, literature, libraries, and resources so that there is a deliberate and intentional move towards placing positive and relevant reflections of all types of persons throughout the student's academic life.
- HCPS will prioritize the retention of staff to allow diversity to thrive through appealing compensation, effective and intentional policies for self care, policies to increase stability and safety, and connections in the community.
- HCPS will prioritize identifying the strengths that families possess and connecting families into the school system in ways that demonstrate, empower and celebrate those strengths.
- HCPS will connect with community agencies to create a shared vision of what an attractive, diverse, progressive and appealing community looks like and will take intentional steps to contribute to the creation of such a community.
- HCPS will connect with systems of higher education and other partners to

enrich diversity and equity across the division.

Strategy Four – Develop and build authentic connections with diverse peers and adults that support academic, social, and emotional growth.

Potential ad hoc committee action plans:

- HCPS will empower students to create communities among peers.
- HCPS will support staff in nurturing authentic, appropriate relationships with students.
- HCPS will focus on high impact strategies for family engagement.
- HCPS will be intentional in connecting with families and providing guidance on how to effectively engage with and access the school system.

Strategy Five – Provide each student access to resources and supports that will equip them to be emotionally, physically, and mentally healthy.

Potential ad hoc committee action plans:

- HCPS will support and provide training for staff to ensure that all curricula are taught through a socio-emotional lens.
- HCPS will work to improve the mental health of staff.
- HCPS will be leaders in the academic world in identifying and addressing the unique mental health needs of each student so that they are able to be successful in all areas of life.
- HCPS will create strategies and protocols to prioritize the inclusion and participation of families in mental health discussions, encouraging them to be co-leaders in the mental and emotional needs of their students.
- HCPS will have clear and intentional protocols to be followed after a crisis or sudden traumatic event that affects a student or a family, such as a death.
- HCPS acknowledges that there are many cultural differences in how mental health, disabilities, physical health, parental styles of discipline and family life are expressed. Appropriate staff will be supported to use an identified model to accurately and respectfully ensure that unconscious bias is not hindering their understanding of expressed need. For example, some students will experience pain and somatization of mental health issues that are tied to cultural norms and expectations that might not immediately makes sense through a majority western lens.
- HCPS acknowledges the unique mental and physical health needs of our newcomer population and will create a response to appropriately address those needs in a culturally sensitive, effective and timely manner.
- HCPS will continue to prioritize healthy nutrition and movement opportunities for students.
- HCPS recognizes that many students have unique medical and physical needs that require support and will collaborate with community partners

to provide accessibility and ease for students to receive needed basic medical and dental care.

- HCPS recognizes the research that indicates a correlation between improved mental health and volunteering in the community and will create and facilitate opportunities for students to become active volunteers in ways that reflect their unique interests and strengths.
- HCPS recognizes that there are social structures and systems of power that marginalize and oppress members of our community. HCPS will dismantle these systems with tools that not only bring awareness to the unspoken oppression but that go beyond awareness and guide next steps on how to address and move into positive change for the benefit of all.

Strategy Six – Provide active, engaging, authentic learning experiences driven by student strengths and interests.

Potential ad hoc committee action plans:

- HCPS will take a student-centric approach to academic initiatives.
- HCPS will be intentional in its response to students who are struggling in ways that interrupt their abilities to successfully stay in school and progress academically.
- HCPS will value and provide support to schools to bring the community - in its entirety and reflecting each and every student - into the classroom in ways that enrich teaching and learning.

**COMMITTEE AND
TEAM MEMBERS**

Strategic Planning Committee Members



<p>Alyce Kilby Woodward (Student) Amanda Wolcott (Elon Rhodes) Ana Arias (All Elementary) Ande Banks (City Government) Dr. Andy Kohen (School Board) Brent Holsinger (On the Road Collaborative) Camila Pandolfi (WES) Dr. Carlos Aleman (JMU) Deanna Reed (City Council) Deb Fitzgerald (School Board) Dr. Diane Foucar-Szocki (HEF) Diar Kaussler (Up With People) Don Burgess (HHS) Dr. Michael Richards (Superintendent) Elizabeth Nathanson (NAACP) Genesis Martinez (Student) Jackie Morales Shifflett (Woodland Montessori School) Jason Tejeda Molina (Student)</p>	<p>Jolie Sallah (Student) Josh Denar (Student) JR Snow (Central Office) Kajungu Mturi (All Schools) Karen Thomas (NENA) Laura Feitchtinger-McGrath (Central Office) Leatrice Woods (SMES) Mallory Knupp (Student) Mariana Lorenzana (SES) Marisa Shank (BES) Mark Miller (KES) Michael King (SSES) Nassar Alsadoon (Business Owner) Pat Lintner (Central Office) Sal Romero, Jr. (Central Office) Sandi Thorpe (Central Office) Sonya Bullard (THMS) Tashfia Hasan (United Way) Tola Ogundipe (SKMS) Tony Fajardo (SKMS)</p>
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Action Team Members

Please note: At this time, teams are still forming and additional members will continue to join.

Strategy One – Develop support systems for students to discover their unique gifts, develop their personal goals and embrace their individual identities.

Co-Leaders: Sandi Thorpe and JR Snow

<p>Myron Blosser Tanya Butler Maggie Hagy Cheido John Diar Kaussler Corinne Makarewich Suzanne Miller</p>	<p>Stephanie Samples Gail Schnider Meghan Shenker-Fulcher Toni Sheets Tim Thomas Don Vale</p>
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Strategy Two – Create learning opportunities for students to be an effective communicator, problem solver, and collaborator with the necessary skills and dispositions to be successful beyond school and in the community.

Co-Leaders: Joy Blosser and Jeremy Aldrich

Kai Degner
Mike Davis
Roxana Figueroa
Missy Hensley
Heather Kimberlain
Judie McNett
Carol Mills
Deserae Richards

Cathy Soenksen
Jennifer Thompson
Jeremy Weaver
Alexa Weeks
Stephanie Wilson
Paul Yoder
Margot Zahner

Strategy Three – Develop opportunities to engage with others from diverse backgrounds to work together to meet shared goals.

Co-Leaders: Anne Lintner, Deb Cook, and Andrew Ansoorian

Jose Cardoso Martinez
Isaiah Dottin Carter
Gloria Figueroa
Kim B Garcia
Keyri Lopez Godoy
Alexandra Johnson
Rick Larson

Karen Lindberg
Kirk Moyers
Muna Shamisalla
Alex Szucs
Kim Tinkam
Leatrice Woods
Mitchell Yoder

Strategy Four – Develop and build authentic connections with peers and adults that support academic, social, and emotional growth.

Co-Leaders: Laura Feichtinger-McGrath and Chloe Jerlinski

Don Burgess
Nathan Brustein
Janis Churchill
Shannon Davis
Alicia Horst
Amanda Leach
Susannah Lepley
Mariana Lorenzana
Jill Martorana

Terri Martin
Genesis Martinez
Roy McCutcheon
Eric Miller
Kajungu Mturi
Nancy Resendiz
Nelly Shank
David Shenk
Sylvia Whitney-Beitzel

Strategy Five – Provide each student access to resources and supports that will equip them to be emotionally, physically, and mentally healthy.

Co-Leaders: Michelle Edwards and April Howard

Teri Bosley
Tiffany Brutus
Sonya Bullard
Lora Cantwell
Greg Czyszczon
Andrea Early
Dany Fleming

Kendra Gillgren
Lynn Grigg
Jill Hart
Emily Imgram
Daniel Kirwan
Rachel Linden
Maria Toggas

Strategy Six – Provide active, engaging, authentic learning experiences driven by student strengths and interests.

Co-Leaders: Amy Sabarre and Bethany Everidge

Brendon Derstine
Staci Hartman
Amy Henderson
Siquina Hill
Nate Hissong
Korey Lamb
Carrie Martell

Mark Miller
Brian Nussbaum
Patti Studwell
Kathleen Taylor
Lisa Warren
Jennifer Wright

***This document is an active draft and changes may occur until the final version is ratified by the School Board in June 2020.**