

OPRF High School Strategic Planning Steering Committee
Potential Values Statements

December 3, 2012

We value and promote...

Current OPRF Values Statements	Statements Adapted from Other Districts
Educational excellence for its own worth.	Critical thinking, problem solving, and effective communication skills.
A broad range of educational opportunities.	Schools as professional learning communities where principals and teachers are viewed as "lifelong learners" in their profession.
The potential in all students to learn.	Enhancement of students' learning/development process by involvement in athletics, community service, and the arts.
A commitment to learning as the responsibility of each student to achieve his or her full potential.	A commitment to education, inquiry and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and educational growth.
An awareness of students as individuals with different learning styles.	Great teachers who create a positive atmosphere each day in their classrooms.
Respect for the rights of all members of the school community in a secure, safe and caring environment.	The connection between education and future success.
A sense of community and good citizenship.	An effective combination of college access curriculum, individual support and a school-wide college-going culture in order to make college admission and graduation possible for <i>all</i> students.
The high school as a communicator of common values to students.	The commitment of all available resources to achieve the mission.
Equity across groups and fairness toward individuals.	Giving students what they need, not necessarily equally, to meet their learning and well-being requirements
An appreciation of diversity.	The deliberate effort of all staff members to continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate racial disparities in achievement
A partnership between the student, family, school, and community.	Multiple pathways to learning that include the use of technology.
A sense of self-worth.	A positive and safe learning environment in order to foster respect for self as well as others.

	Faculty involvement in activities that improve course content and teaching quality, remaining current in their field, and being accessible to students.
	Acceptance of increasing responsibility by students for their actions and decisions as they progress through the school system, with parents sharing in the achievement of this goal.
	Facilitative leadership by administrators, which is accomplished by delegating to and collaborating with teachers, developing teacher leaders by pursuing common goals, and engaging stakeholders in the decision-making process. Administrators should communicate effectively with increasingly diverse internal and external audiences, including students, teachers, parents, and other community members.
	Strong administrative and fiscal controls that provide integrity and stability in the District's financial structure to enable the District to meet its short- and long-term educational goals.
	The maintenance and advancement of school facilities to support the range of academic, extracurricular and social-emotional goals of individual students and the school community as a whole.
	The belief that students have a greater chance of succeeding in high school if their school collaborates closely with their elementary and middle schools before the students enter 9 th grade.