



Book	Ogdensburg City School District
Section	4000 Instruction
Title	STUDENT LEARNING STANDARDS AND INSTRUCTIONAL GUIDELINES
Code	4000
Status	First Reading
Last Revised	April 14, 2025

- () Required
(X) Local
 () Notice

NOTE: This new policy is provided for the Board's consideration. It reflects state standards for math, science, and technology, as well as the updated terminology "World Languages" (formerly "Languages Other Than English").

It also aligns with the State's learning standards as outlined in the Commissioner's Regulations (§100.1(t)) and conforms to New York State's Next Generation Learning Standards for English Language Arts and Mathematics.

Mission Statement

The mission of the Ogdensburg City School District is to provide access to meaningful and engaging opportunities that empower ALL to learn, create, contribute and grow in a safe and welcoming environment.

Vision

Ogdensburg City School District envisions the district as a positive, safe community of learners who work collaboratively toward the common purpose of life long success.

Students will be supported to take ownership of their learning, develop self-advocacy skills and embrace individual and cultural differences.

As a result, graduates of the Ogdensburg City School District will be empowered to be responsible, respectful and productive members of society.

Therefore, the Board adopts the following learning standards for all students in the district:

NOTE: The following standards represent a compilation of Commissioner's Regulations and New York's Next Generation English Language Arts and Mathematics Learning Standards. They are not a word for word recitation, but instead attempt to capture the essence of both NYCRR 100.1(t) and the Learning Standards as adopted by New York State. NYSSBA offers this in policy so that the Board can review it and adapt it. The Board may choose to omit the standards and simply indicate that the district will adhere to the state's learning standards.

Standard 1: College and career readiness in reading marked by a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text.

Standard 2: College and career readiness in writing, including the ability to plan, revise, edit and publish in a range of types of writing, such as argument, explanation and narrative.

Standard 3: College and career readiness in speaking and listening including skills necessary to make formal presentations. Students will learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, to evaluate what they hear, use media and visual displays strategically to help achieve communication, adapting speech to context and task.

Standard 4: College and career readiness in effective use of language, vocabulary and the essential rules of standard written and spoken English.

Standard 5: College and career readiness in mathematics, science, technology: Students will, among other requirements outlined in state regulations, understand and apply the concepts and skills of mathematics, science and technology. Students will use mathematical analysis, scientific inquiry and engineering design to pose questions, seek answers, develop solutions, address real-life problems and make informed decisions.

Standard 6: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in New York, United States, and world history; as well as understanding the United States constitution, the basic civil values of American democracy and the roles, rights and responsibilities of citizenship, including avenues for participation.

Standard 7: Students will be able to use a World Language for communication and will demonstrate cross-cultural skills and understanding.

Standard 8: Students will actively engage in processes that constitute creation and performance in the arts (visual arts, music, dance and theater) and participate in various roles in the arts, as well as respond critically to a variety of works in the arts. Students will develop an understanding of the personal and cultural forces that shape art and how art shapes diverse cultures and past and present society.

Standard 9: Students will acquire the knowledge, skills and ability to establish and maintain physical fitness, participate in physical activity, maintain personal health; as well as create and maintain a safe and healthy environment using personal and community resources.

Standard 10: Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to career decisions. Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

NOTE: NYSSBA offers the following to establish the foundation that underlie the standards. If the Board chooses not to include the list of standards enumerated above, the following guidance can still be included. Highlighted language is provided below to further address issues of educational equity, inclusivity and diversity.

To facilitate achievement of the Board's articulated learning standards for all students, the district's administration and staff will be guided by the following:

1. All students will be subject to high academic standards and high academic performance expectations.
2. The district will implement measurable effective instructional strategies for closing the achievement gap among all students, and will review progress toward this on an annual basis.
3. The district will align its core academic subject curricula with the state learning standards, and offer appropriate and equitable support services to enable all students to succeed.
4. The same core academic subject curricula will be used in all schools district-wide.
5. The district will use multiple general education approaches, including response to intervention strategies in accordance with Commissioner's regulations, to improve the academic performance of all students.
6. Instructional and professional development activities will be coordinated to reduce student failure rates in core academic subjects at all grade levels.
7. Steps will be taken to identify and address the cause(s) of student drop-out, and to reduce the student dropout rate.
8. The district will recruit, hire and retain highly qualified staff.
9. Staff professional development will be designed to enable achievement of the Board's articulated learning objectives and instructional goals.
10. The district will implement a process of on-going review to identify and address any obstacles to the achievement of the Board's articulated learning standards, for the student body as a whole and for disaggregated subgroups.
11. The district will utilize culturally-responsive instructional practices, curriculum and assessments.
12. The district will offer multiple pathways to success toward college and career readiness.

Cross-ref:

0000, Mission Statement and Vision

Ref:

8 NYCRR §§100.1(t); 100.2(ii)

Adoption date:

