

# Ozark City Schools Elementary Curriculum Guide



2024-2025

Curriculum, Instruction, & Assessment Guide



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## **EQUAL EDUCATIONAL OPPORTUNITIES**

The Ozark City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. You are hereby notified that pursuant to the requirements of the Rehabilitation Act of 1973 this school district does not discriminate on the basis of handicap in any of the programs and services offered by the district. Qualified students with handicaps are entitled to be provided with regular or special education and related aids and services designed to meet individual educational needs as adequately as the needs of non-handicapped persons are met. You may contact the school for more information and for the name of the person or persons in the district responsible for coordinating the district's efforts to comply with this law.

[CFR 104.7(a), 34 CFR 104.8(a), 34 CFR 104.33(b)]

# Strategic Priority Areas



1

## ACADEMIC GROWTH AND ACHIEVEMENT

We commit to instilling the skills and knowledge necessary for students to successfully grow each year in meeting and/or exceeding their grade level academic goals.

2

## COLLEGE, CAREER & WORKFORCE READY

We commit to developing the capacity for students to become continuous learners while providing guidance for the transfer of their acquired PreK-12 knowledge to the career or college of their choice.

3

## SAFE & SUPPORTIVE LEARNING ENVIRONMENTS

We commit to creating safe and supportive learning environments that address the physical, mental, social, and emotional needs of all learners.

4

## HIGHLY EFFECTIVE EMPLOYEES

We commit to recruiting and retaining highly effective employees while investing in high quality, on-going, and relevant professional learning for continued professional growth.

5

## ONE EAGLE

We commit to serving as partners with parents, students, staff and the community in order to build strong relationships through collaboration and professional, courteous service.

**Vision:** To become the best small town school district anywhere

## Mission:

We strive to engage and challenge all learners to succeed through a variety of learning opportunities coupled with highly effective instruction.

## Beliefs:

### We Believe:

In providing every child high quality education driven by intentional, purposeful, and data-driven instruction.

In challenging students through innovative, progressive instruction and programs aimed at preparing students for future success.

In promoting safe schools and the foundational wellness of all learners.

In recruiting, developing, and retaining effective professional educators through opportunities for professional growth, collaboration, and support.

In our motto:  
Ozark Needs Everyone

## **PURPOSE**

This curriculum guide has been prepared to give students an overview of the educational opportunities available through Lisenby Primary School and Mixon Intermediate School. The content of this document supersedes that found in previous editions.

# **CURRICULUM, INSTRUCTION, AND ASSESSMENT GUIDE**

## **Roles and Responsibilities**

### **LOCAL EDUCATION AGENCY (LEA)**

As outlined in the Alabama Literacy Act, Ozark City Schools offers a comprehensive core reading program that develops foundational reading skills, is based on the Science of Reading, and includes recommendations for instructional time. Ozark City Schools also provides an intervention program to address specific reading deficiencies or characteristics of dyslexia.

As outlined in the Alabama Numeracy Act, Ozark City Schools offers a comprehensive core mathematics program that develops foundational number sense and mathematical skills. Suggested instructional times are outlined in the Alabama Numeracy Act and Ozark City Schools will adhere to those guidelines.

### **ADMINISTRATORS**

School building administrators are responsible for monitoring and supporting the local instructional coaches, interventionists, and teachers to coordinate specific duties and adhere to those duties to increase academic achievement for all students. Administrators should perform frequent integrity checks to ensure the guidance of this document is implemented.

### **LOCAL INSTRUCTIONAL COACHES**

An Alabama Reading Initiative Local Reading Specialists is assigned, in accordance to the Alabama Literacy Act, to each school to provide intensive, targeted professional development for K-3 teachers. They are to coach and mentor teachers daily in classrooms to successfully utilize the district approved curriculum, as a resource, to meet grade level standards in grades K-3. Local Reading Specialists may not perform administrative functions, such as serving as an

evaluator, substitute teacher, assessment coordinator, school administrator, full-time interventionist, or instructional coach above 3rd grade.

In conjunction with the Alabama Math, Science, and Technology Initiative and as outlined in the Alabama Numeracy Act, Math Coaches are assigned to support teachers and students in grades K-5. They are to coach and mentor teachers daily in classrooms to successfully utilize the district approved curriculum as a resource, to meet grade levels standards in grades K-5. Math Coaches may not perform administrative functions, such as serving as an evaluator, substitute teacher, assessment coordinator, school administrator, full-time interventionist, or instructional coach above 5th grade.

## **INTERVENTIONISTS**

Currently, OCBE provides each campus with Federally Funded staff to support the intervention of students on each elementary school campus. Interventionists are to spend 100% of their time and effort working to intervene and close the instructional gap for students in grades K-5.

## **TEACHERS**

Teachers are to use district adopted resources to deliver multi-tiered differentiated instruction to all students. Curriculum mapping/pacing is developed by teachers, coaches, and administrators to ensure all standards are taught along with time designated for review. Possible ideas for the organization of instructional time are provided by local and district administration and may help with management of tiered instruction within your classroom schedule.

## CURRICULUM

Ozark City Schools provides teachers with curriculum materials that align to the Alabama Courses of Study. The following table provides guidance on using all resources in each tier of instruction:

| ELA APPROVED CURRICULUMS             | TIER I | TIER II |
|--------------------------------------|--------|---------|
| <b><u>Comprehensive Core ELA</u></b> |        |         |

|   |     |     |
|---|-----|-----|
| Open Court - McGraw Hill                      | K-5 | K-5 |
| Heggerty Phonemic Awareness                   | K-3 | K-5 |
| Sound Walls with Kid Lips Instruction Guides  | K-3 | K-5 |
| iReady ELA MyPath/teacher toolbox Instruction | K-5 | K-5 |
| LETRS handbook/units                          | K-5 | K-5 |

| <b><u>Supplemental ELA Resources</u></b> |     |     |
|--|-----|-----|
| Kindergarten ABC Bootcamp                | K   | K   |
| Heggerty Bridge the Gap                  |     | 2-5 |
| West Virginia Phonics Lessons            |     | 2-5 |
| Readworks                                |     | 3-5 |
| Orton-Gillingham                         | K-2 | K-2 |
| University of Florida Literacy Inst      | K-2 | K-2 |

| <b><u>ELA Intervention Resources</u></b> |                                       |                                       |
|--|---------------------------------------|---------------------------------------|
| <b>K-1 Tier III</b>                      | <b>2-3 Tier III</b>                   | <b>4-5 Tier III</b>                   |
| SPIRE/Sound Sensible<br>iReady MyPath    | SPIRE/Sound Sensible<br>iReady MyPath | SPIRE/Sound Sensible<br>iReady MyPath |

*Any other resources not listed should be used to support and not replace OCBE approved curriculum options.*

**PACING GUIDES**

Approved pacing guides are combined with our Curriculum Maps. They are working documents and will be revisited multiple times during a school year. If a classroom is 5 days or more outside of the approved pacing guide, a building administrator and/or instructional coach will collaborate with the educator to develop a plan for re-establishing a pace to ensure all standards are taught prior to the end of the school year.

| Math APPROVED CURRICULUMS   | TIER I  | TIER II |
|---|---|---------|
| <b><u>Comprehensive Core Math &amp; Curriculum Maps</u></b>           |   |         |
| iReady Math (Curriculum Associates)                                   | K-5   | K-5     |
| iReady MyPath personalized instruction                                | K-5   | K-5     |
| Math Fluency Kits (Hand 2 Mind)                                       | K-2   | K-2     |
| Fluency Flight (iready)   | 2-5   | 2-5     |
| <b><u>Supplemental Math Resources</u></b>                             |   |         |
| iReady MyPath OMI provided resources                                  | K-5   | K-5     |
| <b><u>Intervention Resources</u></b>                                  |   |         |
| K-2 Tier III  | 3-5 Tier III                                  |         |
| iReady Teacher Toolbox<br>iReady MyPath- Math<br>Bridges Intervention | iReady Teacher Toolbox<br>iReady MyPath- Math |         |

*Any other resources not listed should be used to support and not replace OCBE approved curriculum options.*

### **Math PACING GUIDES**

Approved pacing guides have been combined with our curriculum maps. They are working documents and will be revisited multiple times during a school year. If a classroom is 5 days or more outside of the approved pacing guide, a building administrator and/or instructional coach will collaborate with the educator to develop a plan for re-establishing a pace to ensure all standards are taught prior to the end of the school year.

| Science/Social Studies<br>APPROVED CURRICULUMS   | TIER I | TIER II |
|--|--------|---------|
| <p><b><u>Core Science/Social Studies Resources</u></b></p> <p>In grades K-5, Science &amp; Social Science standards have been integrated into the Core ELA curriculum. Teachers should collaborate to cover all ALCOS Social Science Standards. Teachers in grades K-5 are given the autonomy to provide standards based instructional lessons utilizing Principal approved resources.</p> |        |         |
| AMSTI Curriculum and Kits  | K-5    | K-5     |
| Open Court embedded<br>(Sci/SS)  | K-5    | K-5     |
| <p><b><u>Supplemental Science/Social Studies Resources</u></b></p>   |        |         |
| Generation Genius  | K-5    | K-5     |
| The Alabama History<br>“Scrapbook”   | 4      | 4       |

*Any other resources not listed should be used to support and not replace OCBE approved curriculum options.*

## **INSTRUCTION**

### **Response to Instruction (RtI)**

Alabama's Instructional Model has three tiers that focus on academic and behavioral strategies in the general education setting. The expectation is that K-5 general education teachers teach in an engaging way that meets the varied needs of each student, utilizing ongoing assessments to identify students in need of additional instructional support as early as possible. District and school leaders are encouraged to organize school resources so that students receive instructional support in a timely manner. A problem-solving process should be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to develop academic and behavior intervention strategies that have a high probability of success.

When students fall behind in their learning, Ozark City Schools employs a tiered approach to intervention called Response to Instruction (RTI). The RTI model employs different research based strategies that are used in an intentional sequence that begins with the simplest solutions and elevates, if necessary, to intensive intervention programs. The goal is to help students get back to grade-level expectations in the area of reading and math as quickly as possible. Struggling students are monitored by a team of caring educators at the school level.

#### **Core Principles of RtI:**

- Students receive engaging, high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions

#### **ADMINISTRATIVE SUPPORT**

Setting clear expectations during the beginning of the school year is best practice that supports a growth mindset for all. Administrators should consider the following:

- Teachers must use the teacher editions for the approved curriculum pieces in grades K-5.
- Administrative teams routinely visit classrooms to observe the implementation of adopted and approved programs.
- Teachers provide daily instruction, aligned to the ALCOS of their content area.

- Students receive both whole-group and small-group instruction on a daily basis. Small group instruction should be in addition to Tier II support for learners that are struggling in Tier I.
- Core small group instruction is differentiated to meet the specific needs of the students.
- Students who are below grade level receive the appropriate interventions to close the instructional gap.
- Grade level teams meet routinely to review student progress, data, and pacing.
- Teachers should participate in regularly scheduled PLC meetings for their content area.

### **HOMEWORK**

OCS teachers are expected to make efficient use of time in the classroom. Additional practice may be assigned for students to continue their learning at home; however, new material should be reserved for classroom instruction.

### **INSTRUCTIONAL TIMES**

Administrators and teachers will utilize the chart below to ensure the ALSDE suggested instructional times are implemented into your daily classroom schedule. Classroom schedules should reflect time set aside for Tier II instruction. Classroom schedules should be posted outside the classroom environment and submitted to administration for approval prior to the beginning of school.

| <b>English Language Arts K-5 Instructional Times</b> |                    |                   |                    |
|--|--------------------|-------------------|--------------------|
| <b>Grade Levels</b>                                  | <b>Tier I</b>      | <b>Tier II</b>    | <b>Total Time</b>  |
| <b>K-3rd</b>   | <b>120 minutes</b> | <b>30 minutes</b> | <b>150 minutes</b> |
| <b>4-5</b>   | <b>90 minutes</b>  | <b>30 minutes</b> | <b>120 minutes</b> |
| <b>Math K-5 Instructional Times</b>                  |                    |                   |                    |
| <b>Grade Levels</b>                                  | <b>Tier I</b>      | <b>Tier II</b>    | <b>Total Time</b>  |
| <b>K-3</b>   | <b>60 minutes</b>  | <b>30 minutes</b> | <b>90 minutes</b>  |
| <b>4-5</b>   | <b>60 minutes</b>  | <b>30 minutes</b> | <b>90 minutes</b>  |
| <b>Science K-5 Instructional Times</b>               |                    |                   |                    |
| <b>Grade Levels</b>                                  | <b>Tier I</b>      | <b>Tier II</b>    | <b>Total Time</b>  |
| <b>K-3</b>   | <b>30 minutes</b>  | <b>NA</b>         | <b>30 minutes</b>  |
| <b>4-5</b>   | <b>45 minutes</b>  | <b>NA</b>         | <b>45 minutes</b>  |

| <b>Social Studies K-5 Instructional Times</b>     |            |         |            |
|---|------------|---------|------------|
| Grade Levels                                      | Tier I     | Tier II | Total Time |
| K-3   | 30 minutes | NA      | 30 minutes |
| 4-5   | 45 minutes | NA      | 45 minutes |
| <b>Physical Education K-5 Instructional Times</b> |            |         |            |
| Grade Levels                                      | Tier I     | Tier II | Total Time |
| K-3   | 30 minutes | NA      | 30 minutes |
| 4-5   | 30 minutes | NA      | 30 minutes |

**Tier I: Core Instruction and Universal Support**

Tier I is high-quality, standards-based core instruction in the classroom. All students receive Tier I instruction using evidence-based curricula and instructional strategies. Tier I is differentiated in whole group, small group, and individual settings.

A universal assessment or screener is reviewed yearly to inform the PST leadership team of the overall strength of the core instruction and to provide an overview of individual student and teacher strengths and weaknesses.

**Academic Screener K-5 in Ozark City Schools: AIMS WEB Plus/iReady and ACAP**  
 Summative results from previous year

**Tier II: Targeted Support and Intervention**

Tier II is targeted support and intervention through additional academic and behavior support. These supports are provided in small groups and include additional opportunities to practice necessary skills and strategies. Progress monitoring is essential to Tier II.

Progress monitoring assessments are reviewed monthly in grade level RTI meetings to measure student improvement and response to intervention and instruction. The data from progress

monitoring should be viewed with the goal of identifying specific deficits and preparing a plan for growth.

### **Progress Monitoring for grade K-5: iReady Assessment Suite**

#### **Tier III: Intensive Support and Intervention**

Tier III is the most intensive level of support and consists of targeted, explicit instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

Tier III progress monitoring tools are aligned with a research based intervention program.

**ELA Research Based Program for grades K-5: SPIRE & iReady MyPath**

**Math Research Based Program for grades K-5: The Bridges Intervention (K-2) & iReady MyPath (K-5)**

## **CURRICULUM, INSTRUCTION, & ASSESSMENT**

### **ASSESSMENT**

#### **PURPOSE**

The purpose of an assessment is to drive instruction and learning, inform students and parents of students' progress, inform teachers on effective teaching practices, and enable local and district teams the ability to personalize professional learning needs for the educators of the system. The Ozark City School System shall periodically assess student performance and achievement within each school in the system. The assessment programs must be based upon local goals and objectives that are compatible with the state Courses of Study adopted by the State Board of Education. All schools will participate in the state assessment program designed to measure annual student learning and school performance. The Ozark City School System will follow the recommendations of the State Board of Education for the provision of test adaptations and modifications of procedures as necessary for students in special education programs and for students who have limited English proficiency. Test results shall be treated with confidentiality. Results of student evaluations and test data shall be used solely for the purposes of measuring student performance and for improving the instructional program. School assessment reports and system accountability reports

containing test results for student groups shall be disseminated and/or published as directed by the Alabama State Department of Education.

### **UNIVERSAL SCREENER ASSESSMENTS**

Ozark City Schools will utilize AIMS Web Plus and iReady Diagnostics for all students in Kindergarten through 3rd grades in ELA and in K-5 in Math.

### **Elementary STATE REQUIRED TESTING**

Below is a brief description of the required State testing for each K-5 grade level/span. Testing windows are set by the Alabama Department of Education and should be followed by all schools in the Ozark City School System. Testing protocols and guidelines will be followed by all OCBE employees and testing staff. Security and integrity of the testing environment is paramount to the validity of the testing data.

- Students in grades 2-8 will be administered the ACAP Summative Assessment in the Spring of each year, in accordance with state guidelines.
- Students in grades 2-8 determined eligible for the Special Education Alternate Achievement Pathway will participate in the ACAP Alternate Assessment (AAA) in the Spring of each year, in accordance with state guidelines.
- EL (English Language Learners) testing will be administered in accordance with state guidelines.

### **CLASSROOM ASSESSMENT GUIDELINES**

Classroom assessments will follow these guidelines for each grade level/content area. The grading guidelines have been approved by our local school board and are considered part of our operational policy and procedures. Grade levels will collaborate to determine appropriate grading items. All must be principal approved.

- Kindergarten- Kindergarten progress reports and report cards will follow the S, N, and U grading scale. This information should be gathered during the entirety of the nine weeks and reflect the students independent ability to perform grade level tasks.

- 1st-5th Grades- Students in grades 1st-5th grades will be scored on a 100 point grading scale. Major grades will account for 60% of a student's overall grade while minor/daily grades will account for the remaining 40% of a student's overall grade. The approved grading scale for OCBE is:
  - A-100-90
  - B-89-80
  - C-79-70
  - D-69-60
  - F-59-0

**OCS 1st-5th grade Minimum Grading requirements:**

**Reading (ELA)**

**Major/Test (4 minimum) 60%**  
**Minor/Daily (7 minimum) 40%**  
**NO Homework Grades Given**

**Math**

**Major/Test (4 minimum) 60%**  
**Minor/Daily (7 minimum) 40%**  
**NO Homework Grades Given**

**Science**

**Major/Test (4 minimum) 60%**  
**Minor/Daily (4 minimum) 40%**  
**NO Homework Grades Given**

**Social Studies**

**Major/Test (4 minimum) 60%**  
**Minor/Daily (4 minimum) 40%**  
**NO Homework Grades Given**

## Report Cards

|              |   |
|--------------|---|
| Kindergarten | ESGI reports- standards based   |
| First Grade  | <p><b><u>Math</u></b> - numerical grade (following grading policy above)</p> <p><b><u>ELA</u></b> - work done in all strands of the ELA course of study: phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar. Teachers should include a thorough description of the activity and the skills being targeted with each grade entered in PowerSchool.</p> <p><b><u>Science and Social Studies</u></b> - S, N, or U</p>   |
| Second Grade | <p><b><u>Math</u></b> - numerical grade (following grading policy above)</p> <p><b><u>ELA</u></b> - work done in all strands of the ELA course of study: phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar. Teachers should include a thorough description of the activity and the skills being targeted with each grade entered in PowerSchool.</p> <p><b><u>Science and Social Studies</u></b> - S, N, or U</p>   |
| Third Grade  | <p><b><u>Math</u></b> - numerical grade (following grading policy above)</p> <p><b><u>ELA</u></b> - work done in all strands of the ELA course of study: phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar. Teachers should include a thorough description of the activity and the skills being targeted with each grade entered in PowerSchool.</p> <p><b><u>Science</u></b> - numerical grade</p> <p><b><u>Social Studies</u></b> - numerical grade</p> <p><b><u>Physical Education</u></b> - numerical grade</p> |
| Fourth Grade | <p><b><u>Math</u></b> - numerical grade (following grading policy above)</p> <p><b><u>ELA</u></b> - work done in all strands of the ELA course of study: phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar. Teachers should include a thorough description of the activity and the skills being targeted with each grade entered in PowerSchool.</p> <p><b><u>Science</u></b> - numerical grade</p> <p><b><u>Social Studies</u></b> - numerical grade</p> <p><b><u>Physical Education</u></b> - numerical grade</p> |
| Fifth Grade  | <p><b><u>Math</u></b> - numerical grade (following grading policy above)</p> <p><b><u>ELA</u></b> - work done in all strands of the ELA course of study: phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar. Teachers should include a thorough description of the activity and the skills being targeted with each grade entered in PowerSchool.</p> <p><b><u>Science</u></b> - numerical grade</p> <p><b><u>Social Studies</u></b> - numerical grade</p> <p><b><u>Physical Education</u></b> - numerical grade</p> |

## ELA/Math GRADE LEVEL EXPECTATIONS

*Please see district expectations for daily instruction linked here:  
K-5 Daily Expectations*

[OCS K-5 ELA/Math Daily Expectations](#)

### PROMOTION AND RETENTION: Elementary K-5

- Promotion or retention of a student should be determined by recommendation to the principal from a committee including, but not limited to:  
Principal or his/her designee  
Guidance Counselor  
General Education Teacher  
Special Education Teacher w/consultation from Special Education Director

**\*It is important to note that research indicates greater gains for more students as a result of promotion rather than retention.**

The committee should consider the following guidelines before making a recommendation for promotion or retention.

- Legislative Acts: Guidelines for retention Alabama Literacy Act and Alabama Numeracy Act
- Promotion should be based on the student's mastery of the ALSDE critical standards.
- Behavior and school attendance should **not** be a factor in promotion/retention.
- Prior retention should be considered by the committee.
- Students should receive documented and appropriate targeted intervention through the RTI/MTSS process/plan and through any plans provided via legislative acts before being considered for retention (SRIP etc.).
- Factors beyond the student's control - school/home environment
- Communication with the parent regarding the possibility of retention should be held at least nine weeks prior to the end of the school year.

### FOUNDATIONAL WELLNESS

The Ozark City School System is dedicated to educating the whole child by focusing not only on the academic and behavioral portions of our curriculum but including the foundational wellness component into our practices as well. Through this Multi Tiered System of Support (MTSS), it is the goal of Ozark City Schools to produce productive citizens that are college and career ready.

- OCS Opt-In Mental Health Services - Guidance Dept.
- OCS Written Notification of Mental Health Opt-In - Guidance Dept.
- ARCH contracted Counseling Services for students - Guidance Dept.

### Other

#### DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Ozark City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Ozark City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the board to the contrary. The primary purpose of directory information is to allow Ozark City Schools to include information from your child's education records in certain school publications. Examples include: a yearbook, a program for a school event, honor roll and other recognition lists, graduation programs, and sports media sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have

advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Ozark City Schools to disclose any or all of the types of information designated as directory information from your child's education records without your prior written consent, you must notify Ozark City Schools in writing within 10 school days of the student's enrollment date.

## **ACADEMIC DISHONESTY POLICY**

Academic dishonesty includes any behavior that results in, or is intended to result in, a student gaining an unfair advantage on any assignment or assessment. These may include, but are not limited to:

- **Plagiarism:** the representation of the ideas or work of another person as the student's own.
- **Collusion:** supporting misconduct by another student, as in allowing one's own work to be copied or submitted for assessment by another student.
- **Duplication of work:** the presentation of the same work, in whole or in part, for different courses without the permission of the teacher.
- **Cheating:** any other method of gaining advantage on an assignment or assessment. Examples of cheating include, but are not limited to, sharing answers with another student, copying from an outside source or other student, or stealing and/or distributing copies of assessment materials.

First Offense: The student will be asked to re-do the assignment for partial credit. It may be appropriate for the teacher to reteach the rules of plagiarism and citations. Failure to re-do the assignment will result in a zero.

Second Offense: The student will receive a zero for the assignment with no opportunity for regained credit. Parents are notified.

Third Offense: The student is referred to the office for disciplinary action.

## **ARTIFICIAL INTELLIGENCE**

Ozark City Schools acknowledges that technology is ever-changing and has a tremendous impact on our global society, local community, and classrooms. Artificial intelligence (AI),

including generative forms of AI, is becoming more a part of our everyday lives. It is our responsibility to educate and train students to utilize AI in an ethical and educational way. Therefore, Ozark City Schools is not banning the student or teacher use of AI, but each student will need to be aware of the limitations and guidelines of its usage:

- Ozark City Schools student email accounts and chromebook access to specific open AI software, such as ChatGPT, are blocked due to data and security concerns. Any misuse of AI tools and applications, such as hacking or altering data, is strictly prohibited.
- Teachers may allow the use of AI for curriculum purposes. Access to specific websites will be granted on an as needed basis, adhering to specific data and privacy guidelines regarding age restrictions and usage.
- College Board and Dual Enrollment college and university classes may have additional restrictions and limitations regarding the use of Artificial Intelligence.
- Students who use AI software with a personal device and/or personal credentials should do so at their own risk - acknowledging that each platform is collecting various forms of data.
- Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc. **The use of AI could be subject to the Academic Dishonesty Policy.**
- Students should acknowledge that AI is not always factually accurate, nor seen as a credible source, and should be able to provide evidence to support its claims. All users must also be aware of the potential for bias and discrimination in AI tools and applications.