ACADEMIC HONESTY & INTEGRITY

WFPS ACADEMIC INTEGRITY

The learners and staff at West Fargo Public Schools value academic honesty and integrity. A key part of an educator's job is to assess what a learner knows, understands and can do. Cheating produces results on assessments that do not allow an educator to accurately assess a learner's knowledge and skill, and thus makes it even harder for educators to help their learners succeed.

Academic Dishonesty includes, but is not limited to:

- Copying another learner's work.
- Submitting work that was completed by someone else as if it were your own.
- Plagiarism – Presenting another individual's ideas as your own, failing to cite others in writing.
- Unauthorized use of Artificial Intelligence (AI) – see AI practices for more information.
- Using unauthorized materials to complete any assessment.
- Completing work in a group when not authorized to do so by the educator.
- Looking at another learner's materials during any assessment when not authorized.
- Providing answers to another learner before or after a test and/or quiz.
- Taking educator materials (tests, keys, example questions, etc…) without receiving approval.
- Leaving classroom materials out and visible during an assessment.
- Possessing any form of prohibited technology.
- Using any form of technology (e.g. computers, calculators, cell phones) to provide or receive unauthorized content.
- Any other behavior in submitting work which is performed with the intent of misrepresenting one's performance.

Artificial Intelligence (AI): The use of AI is considered academic dishonesty when not authorized to do so by the educator. This means that only when the educator has given explicit permission to use AI for any portion of an assignment or assessment can it be used. If a learner is in doubt, they should ask their educator.

Educator Detection Protocol: An educator will have multiple data points to reference when suspecting academically dishonest use of AI. Approved options include:

- The district provided AI detection tool. This cannot be used exclusively to determine academic dishonesty. AI detection is not 100% reliable, free online tools are even less reliable.
- Comparing learner's work to previously submitted works, including previously submitted drafts.
- Classroom observation of learner behaviors and engagement.
- Inadequate amount of dedicated time to the task (time stamp, revision history, etc.)
- Comparison between AI generated responses and learner responses.
- Discrepancy in diction, word usage, and/or complexity.

This list is not exhaustive and may include other documentation from the educator.

Once an educator has reasonable suspicion that AI has been used based on the options above, they will attempt to have a conversation with the learner. This conversation will take place within a reasonable time frame. Prior to the conversation, an educator should not enter a comment related to AI detection in the gradebook, but will instead enter a zero with the missing indicator (orange square). The educator will enter a comment, requesting the learner have a conversation with their educator. If the learner refuses to have a conversation with the educator, parents will be notified and the policy for academic dishonesty will be followed.

Suggested guidance for conversation with learner:

- Educator will approach conversation in a non-accusatory manner to encourage productive discourse.
    - Starting a conversation by accusing a learner will be detrimental to the relationship between the educator and the learner. No AI detection tool is fool proof.
- Possible questions to ask: I'm not sure what you meant by this response, can you please rephrase it for me? I'm not sure what you meant by this word/phrase, what were you trying to say? What resources did you use to help with this response? Can you describe the process or show me any drafts that you used to create your response?

Based on the conversation with the learner, the educator will determine if the issue needs to progress to the Review Board. For instance, if a learner is insistent that it is not AI generated or plagiarism, the educator will prepare materials for the Review Board, which will objectively determine if it is academic dishonesty. Offer the learner a chance to provide evidence as well (version history, drafts, research, statements, etc).

Preparing Materials for the Review Board

If the situation requires an objective review of the situation, it will go to the Review Board. The purpose of this panel is to review documentation from the educator and learner to make an objective determination as to whether it is considered academic dishonesty.

Based on the protocol above, here are some examples of materials that can be sent to this panel:

Educator Evidence

- AI Reports (Can be downloaded from the district AI detection tool).
- Previous work from the learner.
- Written Classroom Observations (e.g. notes on how they used their time, deadlines).
- An educator-created AI generated response (annotated for how it is similar to the learner's).
- Examples of word choice or writing that is beyond grade level or learner ability.

Learner Evidence

- A statement defending its authenticity. (A written explanation).
- Version history (e.g Google, Word).
- Drafts and outlines.
- Research.

Reporting and Follow-Up: The panel will meet to consider provided evidence and determine if the work was AI generated or plagiarized. They will make a recommendation. Based on that recommendation, an educator may determine a consequence appropriate to their class. Consequences may be shared with learners in class in addition to this handbook information.

Educators will enter a log entry in the Student Information System to document the issue, regardless of progressing to the Review Board and regardless of the decision. These logs will provide documentation for repeat offenders.

FOR CONSEQUENCES, PLEASE SEE THE CODE OF CONDUCT.

GRADE ACCELERATION - ELEMENTARY

Whenever the school or a family is considering whole grade acceleration for a learner, the team will follow the procedures outlined in the policy: GCAA-AP specifically articulated in the regulation: GCAA-AR2. For the most up to date policies and regulations, please visit our website: https://www.west-fargo.k12.nd.us/about-us/administrative-policy

A family may initiate the process of whole-grade acceleration by making a request for a meeting to the building principal.

If an educator believes that whole-grade acceleration should be considered for a learner, they will begin with a discussion with their building principal and the District Director of Curriculum & Instruction.

- The principal will arrange an initial whole-grade acceleration meeting within 30 calendar days from request.

Members to invite:

- Family (parent/guardian)
- Classroom Teacher(s)
- GATE teacher
- Curriculum Director
- School Psychologist
- Designated building administration

School Psychologist will Prepare:

- *Iowa Acceleration protocol*
- *Consent form for assessment*
- *Calendar date for reconvening within 60 days*

ATTENDANCE – ELEMENTARY

For further information on attendance and absences, please see the district policy page: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/ffb-ap-attendance-absences

For further information on release of pupils during school, please see the district policy page: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/fcba-ap-release-of-pupils-during-school-session

https://www.west-fargo.k12.nd.us/about-us/administrative-policy/gcaa-ap-promotion-and-retention

Learners are expected to be in school each day that school is in session. Attendance is taken in every class period as learners are expected to report on time to every class for which they are assigned.

ABSENCE

All absences must be excused by a parent/guardian by calling the school. Absences are recorded in PowerSchool in accordance with administrative policy FFB-AP: Attendance & Absences and North Dakota Century Code 15.1-20: School Attendance. Skipping class is an unexcused absence or truancy.

LATE ARRIVAL

Learners arriving to school after the start of the school day must report to the school office, sign in, and receive a pass. Permission/approval for an excused late arrival must be submitted by a parent/guardian via phone.

EARLY DISMISSAL

Learners leaving school prior to dismissal time must report to the office, sign out, and receive a pass. Permission/approval for an excused early dismissal must be submitted by a parent/guardian via phone at least thirty minutes in advance.

GRADING – STANDARDS BASED

1 - NOVICE	2 - APPROACHING	3 - PROFICIENT	4 - ADVANCED
Articulates the knowledge and skills that are being focused on to help a learner move to independence in the approaching category or the prerequisite skills to attain them	Articulates the knowledge and skills that are prerequisites to proficiency; these are often demonstrated through formative assessment of the entire class	Articulates the expectations for the learning category comprised of one or more standards; the demonstration of proficiency is independent of a particular resource	Articulates how a learner can demonstrate a higher taxonomy or application or transference of learning
			
Just getting started	*Need more time*	*Attained the goal*	*Attained the goal and more*

Mark on Report Card	Description and Purpose of the Given Mark on the Report Card
4- Advanced	Learners reach a level of proficiency beyond the standards. These learners demonstrate a higher taxonomy or application or transference of learning. They are able to independently demonstrate a higher level of understanding or application of the ideas and skills. They are able to apply and adapt to authentic or unpredictable situations or circumstances. These learners can draw upon their conceptual understanding to solve real problems that show a level of creativity and sophistication. They are able to accurately self-assess and have a depth of understanding that seamlessly connects related or previously explored concepts.
3- Proficient	Learners independently demonstrate the expectations for the learning category comprised of one or more standards. Whether basic or sophisticated, these learners have met the standards and are capable of selecting the appropriate strategy for most situations or circumstances. With assistance, these learners can apply their proficiency to more authentic situations or circumstances. While they haven't consistently achieved more advanced demonstrations, these learners have fully met the expectations of the intended learning. The demonstration of proficiency is independent of a particular resource.
2- Approaching	Learners demonstrate the knowledge and skills that are prerequisites to proficiency, or inconsistently demonstrate an understanding of the standards and require assistance and guidance to reach full proficiency. Connections to related or previously explored concepts are either minimal or inconsistent. Learners will occasionally reach the proficiency level on some standards. These learners have some transferable skills and a limited conceptual understanding that goes beyond right or wrong.
1- Novice	Learners are those who can only demonstrate a very basic understanding of the standards and concepts. These learners are at the beginning stages of learning; explanations and demonstrations are task specific, inconsistent, linear, and isolated in that they show little connection to any related or previously explored concepts. These learners often operate at the recall and replication level.
IE- Insufficient Evidence	Not enough evidence has been collected at this time. Learners may not have been able to attend school or complete assignments to provide evidence of their learning.
NA Not Assessed	This component was not assessed in depth during this marking period. It may not have been taught at all, or maybe only introduced.
*** Asterisk**	"*This grade is based on modifications to the standard learning targets for the grade level of attendance."

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HOMEWORK - ELEMENTARY

Homework is any schoolwork that is completed outside of school.

West Fargo Public Schools encourages all learners to read for a minimum of 20 – 30 minutes each night. Families need to balance the time needed to read for two-three hours each week; perhaps not reading on an evening when they have activities and then reading more on an evening when they do not. Research shows that if learners read 20 minutes each day, they have read 1.8 million words per year, forming new circuits and connections in the brain, important to the health and function of the brain.

If a learner is unable to finish a task in school or is absent from school and is fully prepared to complete it at home, educators may assign the work to be completed at home. If a learner does not complete the work at home in a timely manner, it will be reflected in their responsibility grade. If instruction is needed before the work can be completed successfully, the educator and the learner should work to find a time when it can be completed at school with guidance.

Educators may ask learners to gather information at home to facilitate a school to home connection or generate ideas for a project; however, this information would not impact their proficiency classroom incentives, or ability to do the work that is assigned in class. An example of this would include generating ideas for personal narratives.

Learners may practice their proficient skills at home, but there is not a requirement that they be returned to school in order to inform the learner's proficiency. Some examples of this would include working with vocabulary, word study skills, or mathematical concepts.

Marzano, R. J., Pickering, D. J. (March 2007). The case for and against homework. Educational Leadership, 64(6), 74-79.

National Education Association. (2010). Research spotlight on homework. Retrieved March 2, 2010 from http://www.nea.org/ bare/print.html?content=/bare//16938.htm.

Grode, D. (2010). Working together to resolve the homework problem. Education Update, 52(2), Association for Supervision and Curriculum Development.

REASSESSMENT

A reassessment may be granted when a learner has not yet met proficiency and after reflection, they determine would like to request an opportunity for additional time and/or opportunities to learn. A request is made with evidence of additional learning or review in collaboration with the learner's educator. A request may be made for components within the process of a lengthy performance assessment, but not for the entire performance. A request will be honored any time prior to the final week of the grading period or within the educator's set deadline. If the learner has not yet gotten feedback a temporary "insufficient evidence" score may be awarded while the reassessment is completed.

Guidelines for what needs to be included in a learner request for a reassessment:
The learner must:

- Show evidence of taking the initiative (agency) to complete additional learning, which may include unfinished assignments or tasks
- Have a plan of action
- Commit to the plan
- Follow through on the plan (resilience)
- Complete all steps within the agreed upon timeframe (responsibility)

ELEMENTARY BEHAVIOR MATRIX

	I am RESPECTFUL	I am RESPONSIBLE	I am SAFE
Classroom	•Listen - take turns, ask appropriate questions. •Listen - provide appropriate nonverbal feedback to the speaker. •Respect Resources – take care of personal and school resources. •Work Collaboratively – follow norms for discussions and decision making. •Work Collaboratively – accept constructive feedback from others.	•Digital Citizenship & Ethical •Use – follow acceptable use policy and protect personal information. •Efficiency – use the time allotted for tasks appropriately. •Efficiency – complete assigned tasks as prescribed. •Organization – use an organizational system to keep materials neat.	•Rules –follow rules and procedures established. •Self-Control – appropriate verbal and nonverbal responses. •Dress appropriately according to school guidelines.
Arrival Dismissal	•Wait patiently for the bell. •Hold the door for others.	•Punctual - be on time. •Prepare - have all materials with you. •Prompt - go where you are supposed to be.	•Walk appropriately. •Use the sidewalk. •Use the bike rack. •Wait for bus in the assigned area. •Allow others to exit before entering.
Bathroom	•Listen to adults. •Use an appropriate voice. •Be timely, others may be waiting. •Allow others privacy, keep to yourself.	•Use the toilet appropriately. •Use the sink appropriately. •Wash hands with soap and water. •Return to class quickly.	•Follow respectful and responsible expectations. •Watch for wet floors and use caution. •Watch for messes and use caution. •Report issues to an adult.
Bus Field Trip	•Listen - Listen - adults will give instructions. •Avoid eating or drinking on the bus. •Keep hands, feet and objects to yourself. •Visit quietly.	•Face forward. •Only bring safe and allowable objects.	• Stay in your seat. •Keep limbs out of the aisle. •Do not open the windows. •Stay with your classmates or group.
Hallway Lockers	•Listen - adults will give instructions. •Use an appropriate voice. •Keep to yourself. •Be timely. •Take care of your locker.	•Stay with your classmates. •Organization – use an organizational system to keep items and area neat. •Organization – bring necessary materials.	•Walk appropriately. •Report messes or issues to an adult. •Follow respectful and responsible expectations. •Self-Control – appropriate verbal and nonverbal responses.
Lunchroom	•Listen - adults will give instructions. •Use good table manners – use a napkin, chew with mouth closed, face your food, say please and thank you. •Be timely. •Keep hands, feet and objects to yourself. •Visit quietly until you are dismissed.	•Remember your lunch choice. •Take all needed items before you sit down. •Eat first. •Keep your area clean, pick up after yourself.	•Walk appropriately. •Follow respectful and responsible expectations. •Use utensils appropriately. •Report messes or issues to an adult.
Office	•Be polite – do not interrupt. •Use a respectful voice. •Respect the time of others. •Respect the privacy of others.	•Tell an adult what you need. •Return to class quickly.	•Wait patiently – sit or stand in one place.
Playground	•Listen - adults will give instructions. •Be collaborative - include •others and take turns. •Take care of equipment.	•Return equipment to where it belongs. •Line up immediately when the bell rings or the whistle blows.	•Ask for permission to leave the playground and report back when you return. •Use equipment properly. •Follow respectful and responsible expectations. •Report damaged equipment or issues to an adult. •Dress appropriately according to school guidelines.

Please see district policies related to behavior on the district website or using these links as needed.

Dress Code: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/ffh-ap-student-dress-code

Bullying: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acea-ap-bullying

Discrimination & Harassment: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/aac-ap-nondiscrimination-anti-harassment

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Network Use: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acda-ap-use-of-the-west-fargo-school-district-computer-network

Physical Crisis Intervention: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/fcc-ap-physical-intervention-and-crisis-prevention

Responsible Use Regulation: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acda-ap-use-of-the-west-fargo-school-district-computer-network/acda-ar-responsible-use-regulations-of-technology-resources-for-staff-students

Suspension & Expulsion: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/ffk-ap-suspension-expulsion

Weapons: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/ffd-ap-carrying-weapons

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PERSONAL DEVICE USE IN SCHOOL - ELEMENTARY

For further information on learner use of personal technology, please see district policy https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acfg-ap-personal-electronic-devices-prohibition-during-the-school-day

West Fargo Public Schools holds high expectations for learner behavior, academic integrity, and responsible use of existing and emerging technology, such as cell phones, smart watches, laptops, and other personal electronic devices capable of transmitting data or images. Learners who possess and/or use such devices at school or school-sponsored events shall demonstrate the greatest respect for the educational environment. Standards for responsible use:

- All personal electronic devices, including but not limited to cell phones and smart watches must be turned OFF and kept OUT OF SIGHT while on school property, from arrival until final dismissal bell. Any visible device, whether powered on or off will be confiscated.
- Buildings have the autonomy to determine if devices are stowed in backpacks or lockers.
- It is the learner's responsibility to secure their electronic devices to show care for their technology devices and personal information. The school is not responsible for lost or stolen items or individual service plan charges related to use of electronic devices.
- The use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms and restrooms at all times of the day.
- Learners are expected to respect the network and adhere to the Acceptable Use Policy (AUP) when using school-issued electronic devices. Learners will be expected to access the district's Wi-Fi network via their iPad during designated school activities unless connections are unavailable.
- Photographing or recording of another person should be used only for educational purposes as defined by the educator. Any use of an electronic device for other than educational purposes will result in a consequence. Messages and photos on an electronic device are subject to viewing by administration given reasonable suspicion of a crime or school infraction.
- Use of a personal electronic device will result in the device being confiscated, and administration will adhere to the Code of Conduct.
- Learners may use school telephones to contact parents or caregivers if needed.
- Learners who need a personal device for medical needs will provide school administration with the necessary documentation.

PERSONAL ITEMS BROUGHT TO SCHOOL

Learners are asked to keep personal games, toys, and any type of collector cards at home. Collector cards, such as Yu-gi-oh cards, Pokemon cards, sports or trading cards, etc. are NOT ALLOWED at school. Trading or purchasing of games, collector cards, toys, etc. is NOT PERMITTED at school. The school is not responsible for lost, damaged or stolen personal items at school or while traveling to and from school. (Exception will be made if it is part of a student's Individualized Plan or a classroom teacher is having a reward party for the classroom)

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PERSONAL ITEMS - ELEMENTARY

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REPLACING DAMAGED or LOST RESOURCES- ELEMENTARY

Educational materials may be used at school or be sent home with your learner for additional practice. If these items are lost or damaged, the district may assess a replacement cost. This list provides guidance regarding those costs.

- iPad - $320
- iPad Standard Case - $40
- iPad keyboard case - $110 (Grade 5)
- Charging Brick - $20
- Charging Cable - $20
- Textbooks - $40
- Workbooks - $20
- Logitech Crayon - $50
- iPad Keyboard - $50
- Library Books – Actual Cost (check other policies)
- Classroom Books - $8 (literature and nonfiction)
- Classroom Manipulatives and Tools - $8
- Other items - Replacement cost TBD*

All learners receive a technology package at no cost:

- A $25 fee is assessed for the first incident if accidental damage occurs
- A $75 fee is assessed for the second incident if accidental damage occurs

*Damaged personal items of staff or learners may also be assessed a replacement fee if deemed appropriate by building administration.

ACDA-AR RESPONSIBLE USE REGULATIONS FOR STAFF AND LEARNERS

This format is provided for your convenience. Always refer to the website and the most updated version of a policy. https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acda-ap-use-of-the-west-fargo-school-district-computer-network/acda-ar-responsible-use-regulations-of-technology-resources-for-staff-students

**Users refer to both WFPS staff and learners.*

West Fargo Public Schools provides technology resources for staff and learners (users) to support the educational mission of the district. Use of these technologies must be consistent with academic actions of the West Fargo Public Schools (WFPS). Users are expected to adhere to WFPS district policy ACDA-AP. Users are required to comply with all local, state, and federal laws including regulations against computer/network hacking, software piracy, copyright infringement and other illegal behaviors.

The district expects users to exhibit responsible behaviors when using WFPS technology resources. The successful use of these resources requires adherence to the policy that promotes efficiency, safety, and appropriate usage. Use of technology resources is a privilege that may be revoked if expectations are not followed. Failure to comply may result in disciplinary actions including termination of employment or suspension.
West Fargo Public Schools is responsible for informing and educating users of responsible, safe use of technology. Please review these policies and agree to them to secure access to WFPS technology resources.

Sanctions
Suspected violations of this policy by users shall be reported to the Director of Technology, building principal, and/or supervisor. Violations of the West Fargo Public School District Responsible Use Policy are to be treated like any other legal or ethical violation as outlined in applicable staff and learner handbooks, and relevant contractual agreements. Violators may also be subject to prosecution under applicable Federal and North Dakota statutes. Any violation of the policy may result in a cancellation of network computing privileges and/or disciplinary action determined by the appropriate authority.

Scope, Authorization, Purpose of Use and General Responsible Use Guidelines

These expectations apply to all users of WFPS technology resources. This includes resources used within the district or those used remotely on district owned/rented/contracted property (including busses) and at district-affiliated events.
Technology resources provided by the district include but are not limited to:

- Computers and related peripherals
- Personal technology devices including, but not limited to: tablets, e-readers, iPads and iPods
- Printers of all types
- File and application servers
- Telephones, faxes, and voice mail systems
- Local and wide area networks, including wireless networks
- Internet access
- Email accounts
- Video networks
- Televisions, VCR and DVD players
- Cameras
- Copy machines

Users should take all reasonable precautions to protect the WFPS technology resources. Users may be held financially responsible for damages to district technology resources.

General Rules of Technology Resources
Privacy is not guaranteed when using WFPS technology, including the network. Files, communications (including email), and use history may be reviewed to maintain system integrity and ensure that users are adhering to the

responsible use policy and guidelines. The district will cooperate with local, state, and federal authorities when necessary. All technology-related activity could fall under North Dakota open record laws, and this may mean that the media could ask to review e-mail communications at any time.

Use of WFPS technology resources must be consistent and in support of the mission of the district in an ethical and professional manner. The school district reserves the right to prioritize use and access to technology resources. Any use of technology resources must conform to state and federal law, provider policies, licensure, copyright and fair use guidelines, and district policy.

WFPS prohibits the use of technology resources for:

- Sending or displaying offensive messages or pictures.
- Photographing or video recording any person during the school day in a manner that was not approved by the individual being photographed or recorded or if the act violates district policy.
- Using obscene language, sending hate mail, accessing, storing or distributing obscene or pornographic materials.
- Harassing, insulting, bullying, stalking or attacking others.
- Using the system to support or oppose political candidates, ballots or personal agendas.
- Damaging computers, computer systems or computer networks.
- Violating copyright laws including plagiarizing, downloading or exchanging pirated software, music, videos, or other files.
- Using others' credentials (including usernames and passwords for both network and applications) tampering with or forging names on electronic mail or other online environments.
- Trespassing in others' folders, work or files. (Exception: A supervising educator has rights to their learner educator's H: drive.)
- Hacking with intent to damage or for the purposes of circumventing standard configurations.
- Intentionally wasting network resources.
- Unauthorized posting of personal information about others, including phone numbers, names, etc.
- Performing any action that results in a compromise of the system security.
- Using the network for any illegal, unethical, personal gain, commercial, or religious activities.
- Negligence regarding confidential data.
- Using devices to gain or give an advantage in an assessment situation.
- Downloading and installing software unless specifically allowed by the Technology Department.
- Using devices to bypass filters, circumvent network security, or violate responsible use standards.

Data Protection Procedures

Federal law requires organizations that use electronic information to collect, handle, and store information responsibly. Users must:

- Obtain and process data fairly and lawfully.
- Hold data only for lawful purposes.
- Use data only for school related purposes.
- Ensure that any data held is adequate, relevant and not excessive in relation to the purposes for which it is held.
- Ensure that the data is accurate and up to date.
- Protect and secure data access, including information sent or received from personal devices (i.e., email accessed from smartphones).

Electronic Mail and Internet Use

Users must adhere to these guidelines at all times when using the internet and/or email, including after hours, weekend and/or holiday use. Users are prohibited from using district email and/or internet access for commercial / personal gain or religious activities.

Users are prohibited from using district provided email or internet access for unethical or illegal behaviors or activities that are contrary to any district policy.

Users are prohibited from forwarding non-school related emails: jokes, chain emails, and non-educational content.

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Internet Safety and Use of Filters
WFPS participates in internet filtering services to help prevent access to internet content that is obscene, pornographic, or harmful. Although the district provides a filtering system to limit user access to potentially objectionable material, no filtering system can provide complete protection and it is the user's responsibility to access internet resources appropriately. Learners must be appropriately supervised when using district technology resources.
School personnel will follow the district's policies on learner staff relations, employee speech, and social media. Educators will promote and model responsible use, digital citizenship and online responsibility to support learning.

Security
Network and computer security systems help maintain the integrity of the district technology resources. Any attempts to circumvent, disable, or misuse security systems are prohibited. It is the user's responsibility to protect their credentials from unauthorized use. This includes, but is not limited to, leaving a computer unattended while you are logged in.
The specific usage guidelines outlined here are not intended to be comprehensive, but rather to establish and clarify the intent of ACDA-AP. Situations not detailed here will inevitably arise, and they should be interpreted according to the spirit of this policy.

AFTER SCHOOL ACCOUNTABILITY

Non-Routine After School Pickup:

When a learner is not picked up from school

1) The school will contact all parents/guardians and emergency contacts listed in PowerSchool.
2) If the learner is not picked up within 30 minutes, the school will contact the School Resource Officer (SRO) and the learner will be turned over to the SRO.
3) The SRO will contact all parents/guardians in their records.
4) If the learner is not picked up within the timeframe dictated by the SRO, the SRO will engage with social services to ensure the learner is adequately cared for.

When a learner is not met at the bus stop* and is returned to school

1) The school will contact all parents/guardians and emergency contacts listed in PowerSchool.
2) If the learner is not picked up within 30 minutes, the school will contact the Police Department for assistance in locating an adult authorized to care for the learner.
3) The Police Department will contact all parents/guardians in their records.
4) If the learner is not picked up within the timeframe dictated by the Police Department, they will engage with social services to ensure the learner is adequately cared for.

NOTE: Due to the late return of buses that service the Early Childhood Center (ECC), the Police Department will be the first contact for any learners from the ECC that are not met at the bus stop and are returned to school. This contact will be initiated by the Transportation Department, as school staff are typically gone for the day before ECC buses return.

**Being met at the bus stop is not a requirement for all learners. Parents/guardians would be made aware by the school if that was the expectation with their learner.*

After School Accountability:

Our students depart our care each day in a variety of ways: they walk, are picked up by families or other caregivers, ride the bus, or stay at school for the YMCA program. It takes everyone's efforts to ensure that all children are safe and accounted for after school. Following are the responsibilities and procedures that ensure safety.

Families

- At registration, Back to School Night, or by the first day of school, notify the school of your child's normal afterschool status (ride the bus, be picked up, walk, or attend the afterschool program at the school). The school also needs to know who will be picking up your child or who your child will be walking home with, if applicable.
- Notify the school whenever there is a change to your child's regular afterschool activity, or on any given day when there is a temporary change in the afterschool activity of your child.
- Learners may not ride a bus other than the one assigned, for example they may not join a friend to go to their house instead of their daily designated location.

School Staff

- School staff will distribute bus tags for each child in grades K-2 for the first few days the children ride the bus.

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- Educators will assist learners to ensure that students transition to their appropriate afterschool routine.

Transportation Department

- Maintain and update a list of all eligible bus riders. Send the list to school offices before the first day.
- Publish and provide bus routes and bus stops for schools and families.
- Provide drivers with manifests which list their bus stops and which children are to exit the bus at each of those stops.
- Work with paras or other adult riders assigned in the first days of school to ensure all students are safe and accounted for.

YMCA

- YMCA staff provide a list to the school of students whose families have registered for the afterschool program.
- YMCA staff obtain the absence list from the school's administrative assistant and check the family sign-out sheet before dismissal.
- YMCA staff must check attendance each day within the first 5-10 minutes.
    - YMCA staff will alert the office immediately when a student is absent.
    - YMCA staff will contact the families/emergency contacts to alert them that the child is not in the program.

BACK TO SCHOOL NIGHTS

Each West Fargo Public Schools' building hosts a two-hour event prior to the first scheduled day of school. While all elementary and middle school learners must be accompanied by an adult throughout the event; parents are also encouraged to attend with their high school learners.

The purpose of this event is to:

- Provide an opportunity for educators to greet learners and families
- Allow learners and families to visit their assigned classroom
- Allow learners to understand the layout of the building
- Allow learners to bring their school supplies

In addition to the primary objectives outlined above, these events also provide avenues for district partnership organizations to promote their available opportunities for students.

- Parent-Teacher Organization/Association
- Scouts
- YMCA

Private businesses, entities, clubs, etc. do not have access to families during Back-to-School night unless contracted or hired by the school district to promote family engagement.

This two-hour time is contracted for educator participation in lieu of time within the regularly scheduled contract day, as guided by district leadership.

DELIVERIES

Our school buildings will not accept or make any deliveries to learners. This includes food delivery services, floral or balloon arrangements, etc. This applies to all special days or events including birthdays, Valentine's Day, etc.

DEVICE CARE & SECURITY

DEVICE CARE

- Devices need to be charged adequately each day in order to perform throughout the school day.
- Devices must always be within the protective case provided by the school district. The cases are designed to adequately protect the device from normal treatment and provide a suitable means for carrying it within the school.
- Only use a clean, slightly damp, lint-free cloth to clean the screen, no cleansers of any type (i.e. no Clorox wipes). Cleansers will damage the screen.
- Avoid rough treatment or excessive pressure which may cause damage to the device.
- Close the protective cover on the device when not in use.
- Use a designated pouch or compartment away from direct sunlight and moisture for the charging cord and block for easy access, prevent damage, and to prevent misplacement.
- Avoid pulling or twisting the charger cables, gently plugging and unplugging the charger will extend its lifespan.
- Unplug headphones prior to transporting your device to avoid breaking the connection.

DEVICE SECURITY

- Devices are never to be left unattended. If a device is found unattended, it will be brought to the office. Repeat offenders will have an appropriate consequence.
- Learners are not allowed to leave their device in an unlocked locker, vehicle, or outside due to lack of security.
- Devices must not be kept in a vehicle or outside due to Low- or high-temperature conditions, which may cause your device to change its ability to regulate its temperature.
- Learners will be notified to ensure the device is powered on and connects to Wi-Fi to accept critical operating system updates when necessary.

DEVICE USE

- The device is provided for use by the learner for educational purposes. Avoid using the device for adults in the family.
- Learners may set up wireless networks on their devices for use at home, following the ACDA: Use of West Fargo School District Computer Network with the use of a district owned device.
- Learners and guardians may decline the privilege of taking the device home. Learners and guardians who decline the privilege of taking the device home must check out their device at the beginning of the day and check it back in to the office at the end of the day. Electing not to take the device home does not excuse the learner from due dates for required instructional tasks.

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DEVICE DISTRIBUTION AND COLLECTION

RECEIVING YOUR LEARNING DEVICE

- A device is distributed once the student and parent/guardian have reviewed both the WFPS Secondary 1:1 User Agreement and district policy ACDA-AP Use of the West Fargo School District Computer Network through our district's online registration process.

West Fargo Public Schools retains sole right of possession of the digital device and related equipment. **The use of this device is a privilege, not a right.**

RETURNING YOUR LEARNING DEVICE

- Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment within West Fargo Public Schools for any other reason must return on the date of withdrawal their individually issued school device, district provided case, Apple USB to Lightning connector charging cable, and Apple power adapter charging “brick” in damage-free, working condition.

You will be financially responsible for the replacement cost of the device and any related accessories (case, cable, power adapter charging brick, etc.) that you fail to return at collection time or upon termination of enrollment within West Fargo Public Schools.

For further information on the Use of WFPS Network, please see the district policy page: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acda-ap-use-of-the-west-fargo-school-district-computer-network

For further information on Video Surveillance & Recording please see the district policy page: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acdb-ap-video-surveillance-recording-in-schools

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FAMILY DEVICE GUIDANCE

Digital safety is of the utmost importance. Intentional, frequent discussions with your learner of any age, are necessary and allow you to be proactive in protecting your learner and further educating them. Experts warn that learners are most vulnerable to online dangers while at home. Please note the following suggestions as they may help educate your learner about appropriate technology, including the device and home internet use.

Families must take responsibility for the use of technology and the internet. As a guardian, you are responsible for monitoring your learner's use of district-provided educational technology including district-issued email and cloud accounts and use of the internet at home or any other remote location outside of school.

FILTER ACCESS AT SCHOOL & HOME

The learner issued iPad device does have filtering capabilities that limits adult content on or off campus. This function evaluates each web page as it is loaded and attempts to identify and block content not suitable for learners. The search algorithm is complex and may vary from one operating system release to the next, but it is basically looking for adult language, i.e. swearing and sexually explicit language. The filter system may not block all inappropriate content. We continue to recommend parents/guardians to monitor learner use and screen time at home or away from school.

SET EXPECTATIONS

Regularly share your expectations with your learner about accessing only appropriate sites and content, as well as making good choices when online (even when adults aren't watching). Understand that your learner's use of many technologies (such as computers, tablets, iPads, video game systems, and cell phones) likely gives your learner the ability to connect to unfiltered public or other wireless networks (such as in a library, fast food restaurant or coffee shop, by picking up a neighbor's wireless signal, or connecting to the internet through a cell service). Therefore, it is important to maintain regular, open dialogue about internet use and access. Discuss your expectation for appropriate use and behavior.

MONITOR & LIMIT SCREEN TIME

Experts suggest having learners utilize the internet in a central place at home, such as the kitchen or family room, rather than away from adult supervision or behind a closed door. Know what your learner is doing with technology and how their time is being spent. Technology can be a great tool and resource, but also has the potential to be a big distractor. Help your learner learn to focus on completing tasks or assignments prior to engaging in other internet activities. Teaching today's learners how to manage multiple sources of information and potential distractions is a critical life skill, necessary before heading off to college or the workplace.

PUT THE DEVICE TO BED, BUT NOT IN THE BEDROOM

Families need to set boundaries to avoid use of the device after an appropriate time each evening. Experts suggest keeping all technology devices in a common family space overnight to discourage late night, unmonitored use and sleep disruption. It is crucial that learners of all ages do not sleep with their device in their room.

FURTHER INFORMATION

Common Sense Media provides useful information, including the Family Media Agreement. More research on the use of devices with young people is available here: https://www.anxiousgeneration.com/about

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INCLEMENT WEATHER PLAN - ELEMENTARY

Given the challenges associated with daily device transportation at the elementary level, including potential misuse or damage, the following plan offers alternative solutions for unexpected events. For the first inclement weather day, school is canceled for both learners and educators with a make-up day already scheduled on the calendar. In the case of subsequent inclement weather days or unexpected closures, either devices will go home daily OR an alternative plan will be implemented at both the building and classroom levels. **If inclement weather is forecasted**, **ALL** elementary learners will bring their devices home to prepare for online learning.

This document is intended to maintain consistency and ensure that learning can continue effectively during unexpected disruptions. The plan provides detailed instructions for synchronous and asynchronous learning alternatives to support learners and educators under these circumstances.

<table>
<tr><th colspan="2">INCLEMENT WEATHER LEARNING PLAN</th><th colspan="2">UNEXPECTED ALTERNATIVE PLAN</th></tr>
<tr><th colspan="2">SYNCHRONOUS LEARNING</th><th colspan="2">ASYNCHRONOUS LEARNING</th></tr>
<tr><td>9:00 - 9:30</td><td>Morning Meeting
•Connection on TEAMS</td><td colspan="2" rowspan="3">There will be no synchronous learning connection if learners have not been instructed to take home their device for a connection on TEAMS.

Learners will complete the activities* that have been provided in a folder by their classroom teacher in case of an unexpected event.

*Including specifics for learners on individualized plans.</td></tr>
<tr><td>9:30 - 10:00</td><td>Academic Lesson
•Connection on TEAMS</td></tr>
<tr><td>10:00 - 10:30</td><td>Intervention Connection as needed
•Connection on TEAMS through an individual invitation.</td></tr>
<tr><th colspan="4">EDUCATOR OFFICE HOURS</th></tr>
<tr><td>10:00 - 11:30</td><td>Educator Office Hours</td><td>9:00 - 11:30</td><td>Educator Office Hours</td></tr>
<tr><td colspan="2">Educators will be available through TEAMS, Seesaw, and Email to answer questions and provide clarification for learners.</td><td colspan="2">Educators will be available through Seesaw and Email to answer questions and provide clarification for learners.</td></tr>
<tr><th colspan="4">ASYNCHRONOUS LEARNING</th></tr>
<tr><td>20 minutes</td><td>Intervention/Enrichment</td><td colspan="2"></td></tr>
<tr><td>Personalized</td><td>Special Services Goal Work</td><td colspan="2"></td></tr>
<tr><td>20 minutes</td><td>Choice Reading</td><td colspan="2"></td></tr>
<tr><td>20 minutes</td><td>DreamBox math lesson</td><td colspan="2"></td></tr>
<tr><td>20 minutes</td><td>eReading lesson</td><td colspan="2"></td></tr>
<tr><td>20 minutes</td><td>Specialist lesson</td><td colspan="2"></td></tr>
</table>

Educator connection time prior to synchronous learning to allow for adjustments needed for staff members who are unable to attend, common messages, etc. Messaging about who needs to attend this meeting will be shared by the principal.

Cold Weather:

North Dakota winter weather can be very cold. Therefore, dress your children warmly during the winter months. Children must wear a winter jacket, snowpants, mittens or gloves, boots, and a winter hat. Learners must be dressed warmly enough to be comfortable. Taking time to label your child's clothing articles will help them be identified and returned if they are misplaced. *If you are unable to provide winter gear for your child, contact the school and we will do our best to plan for them.

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Except in the case of very severe weather, learners will spend 20-30 minutes outside during the noon recess. Guidelines used to judge whether learners will go outside for noon recess are dependent upon the temperature and the wind chill as primary factors. The building administrator may make the decision to have elementary learners in grades K- 5 stay inside before school and/or during recess once the wind chill reaches -5° F. All learners will stay inside before school and/or during recess when the wind chill reaches -15º F. Principals make this determination using the National Weather Service http://forecast.weather.gov
According to this index, learners and staff members are safe going outside until the wind chill reaches -15° F. The index chart the district uses to make these decisions is shown below.

If learners are brought indoors before school starts, they will wait in a designated area for school to begin. Do not bring learners to the school before they can enter the building.

The educational team will work to teach and ensure that our learners are properly dressed when going outside in extreme weather. Learners may be provided available clothing, and/or the family may be contacted to change uncomfortably wet or insufficient clothing. Learners may be delayed from the typical dismissal time if they are not properly dressed.

Wind (mph)	Temperature (Fahrenheit)															
0	35°	30°	25°	20°	15°	10°	5°	0°	-5°	-10°	-15°	-20°	-25°	-30°	-35°	-40°	-45°
5	31	25	9	13	7	-1	-5	-11	-16	-22	-28	-34	-40	-46	-52	-57	-72
10	27	21	15	9	3	-4	-10	-16	-22	-28	-35	-41	-47	-53	-59	-66	-77
15	25	19	13	6	0	-7	-13	-19	-26	-35	-39	-45	-51	-58	-64	-71	-81
20	24	17	11	4	-2	-9	-15	-22	-29	-35	-37	-44	-55	-61	-68	-74	-84
25	23	16	9	3	-4	-11	-17	-24	-31	-37	-44	-51	-58	-64	-71	-78	-87
30	22	15	8	1	-5	-12	-19	-26	-33	-39	-46	-53	-60	-67	-73	-80	-89
35	21	14	7	0	-7	-14	-21	-28	-34	-41	-48	-55	-62	-69	-76	-82	-91
40	20	13	6	-1	-8	-15	-22	-29	-36	-43	-50	-57	-64	-71	-78	-84	-93
45	19	12	5	-2	-9	-16	-23	-30	-37	-44	-51	-58	-65	-72	-79	-86	-93
50	19	12	4	-3	-10	-17	-24	-31	-38	-45	-52	-60	-67	-74	-81	-89	-95
55	18	11	4	-3	-11	-18	-25	-32	-39	-46	-54	-61	-68	-75	-82	-89	-97
60	17	10	3	-4	-11	-19	-26	-33	-40	-48	-55	-62	-69	-76	-84	-91	-98

Increasing Danger (Frostbite in 30 min.)
Heightened Danger (Frostbite in 10 min.)
Great Danger (Frostbite in 5 min.)

Regarding weather emergencies, please see our district policy:
https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acaa-ap-emergency-closings

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INTRAMURALS

The West Fargo Elementary Schools offer after-school intramural programming. This is inclusive of sports, arts, music, world language, gaming, cooking, Legos, robotics, etc.

Information regarding opportunities will be sent home with eligible learners prior to the activity.

Participation fees assessed vary depending upon the length of the activity and the supplies needed. Typically, a learner participates in 8 sessions for $20. Scholarships may be granted based on available funding and at the discretion of building leadership.

Learners may stay after-school to begin participation, with the expectation that they are picked up by families at the time noted on the registration documents. Continued participation may be denied if learners are not picked up at the designated time.

Compensation for instructors is based on a structured hourly pay scale as outlined by the district. All instructors must have a district background check.

https://www.west-fargo.k12.nd.us/about-us/administrative-policy/abcf-ap-elementary-after-school-activities

https://www.west-fargo.k12.nd.us/families/activities

https://www.west-fargo.k12.nd.us/about-us/administrative-policy/fff-ap-field-and-other-school-sponsored-trips

INVITATIONS- ELEMENTARY

Every year, many of the children in our school host celebrations with their friends. Invitations to these events may not be distributed at school, unless everyone from the classroom is invited.

Educators may create a friendship directory for the classroom where families may opt-in to share their mailing address and/or personal email and phone numbers with classmates.

LOCKERS AND STORAGE AREAS - ELEMENTARY

Lockers, desks and storage areas are the property of West Fargo Public Schools and are assigned for school use only. Ownership and control of all lockers is retained by the school district. All school property, including student lockers, desks and storage areas, are searched by school officials with or without notice to the learner. Access to all lockers is a legal right of school officials whose responsibility is to protect the health, safety and welfare of all learners enrolled. If there is reasonable suspicion, school officials may search learner backpacks or bags as well.

TRANSPORTATION - ELEMENTARY

For specifics on the process at your school, please review the "Morning & Afternoon Procedures" page, which is under About Us: Schedules & Attendance.

Transportation Website: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/ie-ap-transportation-services

Bus zone, routes & Stops: https://www.west-fargo.k12.nd.us/departments/transportation/bus-zones-routes-stops

Bicycles, skateboards, rollerblades, motorized or otherwise should only be used for riding to and from school and will not be accessed during the school day. They are not the responsibility of the school.

- Bicycles or other wheeled items will be parked and locked by the learner on the provided bike rack.
- Wheeled items are not allowed on school buses.
- If the building principal allows, skateboards, rollerblades, scooters, etc. may be stored in a safe place in collaboration with the teacher during school, potentially placed in their locker, or locked in the bike rack outside.

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