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.

ATTENDANCE – HIGH SCHOOL

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

ABSENCES, EXCUSED AND UNEXCUSED

The following reasons for absences from school will be excused:

- Sickness of learner
- Sickness in the learner's family necessitating their absence
- Conditions over which the learner has no control such as poor weather conditions

Families are encouraged to take vacations during school breaks so learners will not miss large amounts of class time. If learners plan to be absent for some special reason, the learner and their parent/guardian must check with the building administration prior to the absence if possible. Learners will collaborate with their educators in advance of the absence to determine the learning they will miss and are to attempt to complete all assignments before their absence. Parents/guardians may not excuse an absence after two-weeks have passed without professional documentation.

TARDINESS

Unexcused tardies accumulate to an unexcused absence, resulting in detention. This is per class period and will adhere to the attendance policy.

PROCEDURES WHEN RETURNING TO SCHOOL

When learners are absent, a parent/guardian must call the office on the day the learner is absent and indicate the reason for the absence. If the high school does not receive a phone call, the school will call to inform the parent/guardian their learner is not in school. The bring-a-note-from-home system will not be used.

Up to 10 absences in a class, if the absence is excused, the learner will be allowed to make up the work missed and will be given full credit for the work if done within the given period of time, which is generally calculated by the length of absence, plus one day.

Learners who arrive or return to school after the school day has begun must check into the office so the school knows they are present. Learners who are absent for only part of a school day are responsible for assignments for the entire day. Learners may provide valid proof of medical appointments in order to count as an excused absence and not impact the limit of ten absences mentioned in the attendance policy. School personnel may contact medical providers for validation of the note.

LEGAL NAME

North Dakota state law requires that a pupil's legal surname be used in all records and communications maintained by a school.

STUDENT EDUCATION RECORDS & PRIVACY

https://www.west-fargo.k12.nd.us/about-us/administrative-policy/fga-ap-student-education-records-privacy

TRANSCRIPT REQUEST

A learner's records or copies of them cannot be sent to any other place without the written consent of the learner, parents or guardians with the exception of another secondary school that the learner plans to attend. We will send a learner's records to colleges, universities, and vocational or trade schools at the request of learners (if they are 18 years old or older), or parents or guardians (if they are less than 18 years old). The above request must be written. This means that we will not and cannot by law send school records to any other agency, organization, or group without first receiving written consent from learners, parents or guardians. Written consent can be given by completing a form that is available in the counselor's or building administration's office or by following the STUDENTS > REQUEST A TRANSCRIPT link on the school website or by writing a letter to the building administration requesting the transfer of such records. These procedures follow the provisions of Public Law 93-380 passed by Congress in 1974.

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CHOICE READY

https://www.nd.gov/dpi/districtsschools/essa/accountability-support-improvement/choice-ready

NDDPI
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NORTH DAKOTA CHOICE READY

The North Dakota ***CHOICE READY*** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY,** and/or **MILITARY READY.**

North Dakota **Choice Ready**



ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27), **Computer Science/Cybersecurity Requirement** (15.1-21-02.2), and **four or more additional indicators:**

- 25 hours of Community Service
- Two or More Years in Organized Extra-Curricular Activities
- 95% Attendance (not counting school-related absences)
- Successfully Complete a Capstone Project
- Career Exploration Experience
- Successfully Complete an Online Learning Course
- Two or More Years in Organized Co-Curricular Activities
- Demonstrate Competency in 21st Century Skills
- Multicultural Awareness

Students shall then complete two or more of the *CHOICE READY* components below.

POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan,** and earn a **2.8 GPA or greater,** and complete one academic indicator set below:

ACT / SAT minimum or subsections scores or equivalent ND A+ score:

ACT English – 18*

ACT Reading – 22* SAT Reading/Writing – 480*

ACT Math – 21* SAT Math – 530*

*ND A+ equivalent score will be added once available

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) or (4, 3, or 2)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

WORKFORCE READY

Complete a **Four-Year Rolling Career Plan,** and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs)
- Work-based Learning Experience (Perkins V) (40 hrs)
- ND A+ (Reading/Math) Mid-point Level 2 or higher (Math 1000) (ELA 975)
- Complete three World Language Courses (A, B, or C) or (4, 3, or 2)
- Complete 2 credits of teaching-related coursework or 2 semesters of Educators Rising

MILITARY READY

Complete a **Four-Year Rolling Career Plan** and obtain an **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions)

Physically Fit (Successfully complete required PE courses (A, B, or C) or (4, 3, or 2))

and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options

or

Complete two credits of JROTC or Civil Air Patrol

or

Complete **two credits** in the Military Pathway Program, selecting from the following 1/2 credit courses:

- Intro to Military Careers
- Military Health & Fitness
- ASVAB Essentials
- Career Foundations in Military Leadership
- Military Leadership Capstone

Revised October 2025

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

COLLEGE ADMISSION REQUIREMENTS

COUNSELING OFFICE

All applicable information about the high school counseling program can be found on the high school websites, under Programs > Counseling.

This website provides information on college planning, financial aid, scholarships, transcripts, and testing.

CAREER CENTER

All applicable information about the high school career center can be found on the high school websites, under Programs > Career Center.

ADMISSION REQUIREMENTS

This information is for public campuses in the North Dakota University System It is provided for guidance. Admission information for specific universities is subject to change.

Certain high school courses are required if the learner plans on enrolling in a four-year public college or university in North Dakota. These campuses are: North Dakota State University, University of North Dakota, Dickinson State, Mayville State, Minot State, and Valley City State. To enroll in one of these institutions the following must be completed:

- 4 units of English
- 3 units of mathematics including Algebra I, Geometry, Algebra II
- 3 units of laboratory science, including at least 2 in biology, chemistry, physics, or physical science
- 3 units of social studies, excluding consumer education, marketing, orientation to social studies, and marriage/family

In addition, it is strongly recommended that the learner also complete:

- 2 units of a single classical or world language, including American Sign Language and Native American Language

The GPA and ACT guidelines for learners seeking admission to schools in the North Dakota University System suggest that a learner possess a minimum GPA of 2.75 and an ACT score of 22 or higher. Learners who do not meet these minimum guidelines will still be considered if there is evidence in the learner's academic record that demonstrate high probability of success. Learners with higher GPA's and lower ACT scores, or conversely, lower GPA's and higher ACT scores will also be given consideration.

ADMISSION REQUIREMENTS FOR PUBLIC CAMPUSES OTHER THAN NORTH DAKOTA

State university systems outside of North Dakota also maintain high school preparation standards. For those requirements, please visit with one of the high school counselors.

ENROLLMENT OPTIONS

See WFPS program of studies course options for information on Advanced Placement and Dual Credit options.

COLLEGE (POST SECONDARY) ENROLLMENT & FLEXIBLE SCHEDULING

See handbook guidance for early entrance and flexible scheduling options.

NCAA GUIDELINES

Students need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before freshman year of high school (or year nine of secondary school). Visit on.ncaa.com/RegChecklist to help guide you through the registration process.

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Academic Requirements

To study and compete at a Division I or II school, students must earn 16 NCAA-approved core-course credits, earn a minimum 2.3 (Division I) or 2.2 (Division II) core-course GPA and submit a final transcript with proof of graduation to the Eligibility Center.

Core Course Requirements

Division I – Earn 16 NCAA approved core-course credits in the following areas:

- English – 4 years
- Math (Algebra I or higher) – 3 years
- Science (including one year of lab, if offered) – 2 years
- Additional (English, Math, or Science) – 1 year
- Social Science – 2 years
- Additional Courses (any area listed above, world language or nondoctrinal religion/philosophy) – 4 years

For Division I, 10 of 19 NCAA-approved core-course credits must be completed before the start of the seventh semester, including seven in English, math, or science.

Division II – Earn 16 NCAA-approved core-course credits in the following areas:

- English – 3 years
- Math (Algebra I or higher) – 2 years
- Science (including one year of lab, if offered) – 2 years
- Additional (English, Math, or Science) – 3 years
- Social Science – 2 years
- Additional Courses (any area listed above, world language or nondoctrinal religion/philosophy) – 4 years

Grade-Point Average

The Eligibility Center calculates a core-course GPA based on the grades you earn in NCAA- approved core courses.

- Division I requires a minimum 2.3 core-course GPA.
- Division II requires a minimum 2.2 core-course GPA.

Division III - While Division III schools set their own admissions and academic requirements, international student-athletes (first-year enrollees and transfers) who initially enroll full time at a Division III school are required to complete an Amateurism-Only Certification account. A student must contact the Division III school of attendance for more information about the academic requirements.

COLLEGE (POST SECONDARY) ENROLLMENT & FLEXIBLE SCHEDULING

Please refer to North Dakota Century Code for guidance: https://ndlegis.gov/cencode/t15-1c25.pdf

This is **not applicable** to the Dual Credit courses that are already offered and approved through the district-established partnerships. See the list of approved courses in the handbook: Dual Credit Courses.

West Fargo Public Schools provides students with opportunities to extend their learning beyond the traditional high school setting through postsecondary enrollment, dual credit, online coursework, and other advanced pathways. These options allow students to earn both high school and college credit while remaining enrolled in the district.
All opportunities are aligned with **North Dakota Century Code Chapter 15.1-25 (Postsecondary Enrollment Options Program)**.

Postsecondary Enrollment Options (Dual Credit & Early Entry)
Students in grades 10, 11, and 12 may enroll in approved postsecondary courses offered by accredited colleges or universities.

- A **three-semester-hour college course is equivalent to one high school credit**
- Students may earn **both high school and postsecondary credit**
- Students remain **enrolled in the school district**
- Students remain eligible for **extracurricular activities**

Approval Process
Prior to enrollment in any postsecondary or off-campus course, students must:

1. Meet with their school counselor and administrator to develop an academic plan
2. Obtain **written approval from the superintendent or designee**
    - See more information and the application for a college course substitution in our student handbook.
3. Ensure courses align with:
    - Graduation requirements
    - Postsecondary and/or career goals

The district determines the number of credits for which a student is eligible.

Full-Time Status & Flexible Scheduling

West Fargo Public Schools recognizes that students may fulfill graduation requirements prior to their final year and may wish to pursue advanced or alternative learning opportunities.

Credit-Based Enrollment
Students are expected to maintain a **full academic schedule equivalent to six (6) high school credits per school year**, which may include a combination of:

- High school courses
- Approved postsecondary (dual credit) courses
- Approved online or virtual coursework
- Other district-approved learning experiences

On-Campus Enrollment Expectations
To maintain connection to the school community and ensure appropriate support:

- **Standard Flexible Schedule:**
  Students are expected to be enrolled in **at least two on-campus credits** per semester**.**

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Reduced On-Campus Schedule:
Senior Flexible Schedule Application – Fill out form

Seniors may be approved on a case-by-case basis through an application and administrative approval process to have an academic schedule

EXPECTATIONS		
Grades 9-12	At least 6 credits	At least 4 face-to-face
Grade 12 – approval only	4 credits	All face to face

Structured Learning Requirement:
Seniors with an approved course load of only four on-campus courses must have a **structured learning plan** for the remainder of the school day. This may include:

- Postsecondary coursework
- Verified online coursework
- Approved career or internship experiences (if applicable)
- Unscheduled or unstructured "open periods" are not permitted.

Academic Expectations & Monitoring

Students participating in postsecondary or flexible scheduling options must:

- Maintain satisfactory academic progress in all courses (high school and postsecondary)
- Adhere to district academic and attendance expectations
- Understand that postsecondary grades become part of a **permanent college transcript**
- Students are required to share their postsecondary academic progress with their assigned high school counselor.

Failure to meet expectations may result in a return to a more traditional high school schedule.

Considerations
Refer to the student handbook for College Admission Requirements include NCAA guidelines.

Access & Support
All students are encouraged to explore postsecondary and flexible learning opportunities. School counselors are available to assist with:

- Academic planning
- Course selection
- Postsecondary enrollment processes
- Financial aid and scholarship information

Early planning is recommended to ensure students maximize available opportunities.

COLLEGE COURSE SUBSTITUTION

Please refer to North Dakota Century Code for guidance: https://ndlegis.gov/cencode/t15-1c25.pdf

This is **not applicable** to the Dual Credit courses that are offered through the district-established partnerships. See the list of approved courses in the handbook: Dual Credit Courses.

When a student is interested in taking courses from a postsecondary institution during their high school experience, and utilizing that course work to meet high school requirements or full-time enrollment, they need to follow some key steps:

To be eligible for consideration:

- On-track for graduation
- Minimum of a 3.0 GPA
- In good standing at the current institution

1. The student must complete an application prior to enrollment that includes:
    - Name
    - Grade Level
    - High School
    - High School requirement
    - Postsecondary Institution
    - Course substitution request
    - Syllabus for the course from the Institution
    - Application of course: substitution for high school requirements or applicable to full-time enrollment

2. The student will receive approval or denial to:
    a. utilize the course to meet the high school requirement
    b. utilize the course to meet full-time high school enrollment requirements
        - students must take 4 classes on-site per semester to be considered full time

3. The district team will require the FERPA agreement be signed to allow communication between the university and the high school to ensure that students are making progress.

COURSE OPTIONS – HIGH SCHOOL

DUAL CREDIT COURSES

The dual credit program allows students in North Dakota's schools to take courses offered by an approved post-secondary institution for **BOTH** high school and post-secondary credit. The program provides learners with a greater variety of class offerings and the opportunity to pursue more challenging course work.

A course that counts toward both high school and college credit must meet specified standards and contributes to a learner's full time status while allowing both high school credit and college credit simultaneously.

Credit may be awarded to meet a general education degree requirement at a college or university OR as an elective.

Benefits of Dual Credit Program

- Increases post-secondary enrollment
- Builds student confidence & momentum
- Strengthens pathways to college programs

Participation

- Courses must be approved into our district program of studies.
- Some courses require students to complete an Accuplacer or placement testing to ensure they have the skills to enter the course.
- Educators must be approved to teach the course. The course must be taught in alignment to the partnership institution.
- Students must register both at the high school and at the college.
- Semester calendars rarely align, adding a challenge to final grades.
- Courses rarely meet specific degree seeking requirements.
- Permission to enroll: Learners must complete the online application to the higher education institution and required documentation to the NDUS system.
- Credit: high school credit is awarded per dual credit course. The law does not specify the number of credits a learner may earn.
- Cost: The learner is responsible for all costs related to receiving post-secondary credit. Costs include tuition, fees, textbooks, materials, equipment, and other necessary charges related to receiving post-secondary credit, such as transportation.
- Extracurricular Activities: Enrollment in dual credit courses does not reduce a learner's eligibility to participate in high school extracurricular activities.
- Transferring Post-Secondary Credits: Transferring post-secondary credits to another institution will depend on the new institution; however, credit earned at regionally accredited institutions will generally transfer.
- Withdrawal or Failure: The learner who withdraws from a course must inform the post- secondary institution and the high school right away. Learners must follow established post- secondary college procedure when withdrawing from or failing a course.
- Dual credit courses are not weighted for grade-point average.

ADVANCED PLACEMENT COURSES

The College Board's Advanced Placement (AP) Program is an opportunity for learners to pursue college-level studies while still in secondary school and to receive advanced placement credit. By challenging and stimulating learners, the AP program provides access to high quality education by accelerating learning, achievement, and enhancing both high school and college programs.

A course that counts toward high school credit at an advanced status must meet specified standards, and contributes to a learner's full time status while providing high school credit with a weighted GPA.

Benefits of Advanced Placement Classes

The AP Program benefits learners in many different ways:

- Learners may receive college credit or placement for satisfactory test scores.
- Learners discover how to manage their time while dealing with college level work.
- Learners improve their chances of being accepted by the college of their choice.
- AP courses encourage critical and creative thought and fine tunes analytical skills.
- Learners may be granted sophomore standing in college.
- Learners study material in greater depth and develop independent study skills.
- Advanced Placement Courses offered by West Fargo Public Schools

Details to Know

- A passing AP exam score can count toward college requirements. Completion of the course itself does not.
- Courses must be approved into our district program of studies.
- Students may elect to enroll but are advised to have adequate skills in the field.
- Weighted high school GPA scale: A=5, B=4, C=3, D=2

COLLEGE (POST SECONDARY)

See the handbook page for College Post Secondary & Flexible Scheduling

Benefits of Early Entrance Program

- Increases post-secondary enrollment
- Builds student confidence & momentum
- Strengthens pathways to college programs

Details to Know

- Students must complete an early entry application for approval.
- Some courses require students to complete an Accuplacer or placement testing to ensure they have the skills to enter the course.
- Semester calendars may not align; students must be responsible for communicating progress.
- Students must register through the college or university.

VIRTUAL PROGRAM

See the website for information on our virtual program.
https://www.west-fargo.k12.nd.us/teaching-learning/virtual-academy

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COURSE RETAKE - RETAKING OF AN ACADEMIC COURSE

When a course (required or not) is passed, learners may wish to retake a course for enrichment or to improve their grade point average (GPA). If a learner retakes a course, the higher of the two grades is the only grade for the course that appears on the transcript. The learner's GPA is figured from the higher grade**.** Additional credits for the retake are not earned; they are simply replaced.

A learner, along with their counselor may request a course retake, requesting permission for registration to be allowed despite the course showing it has been completed. This request must be granted by the building administrator managing registration and enrollment.

The request may be:

- Approved for registration
- Approved with a delay for registration (due to scheduling)
- Denied due to a lack of sufficient time in the learner's schedule
- Denied due to lack of evidence for success (a higher grade)

CREDIT RECOVERY

When a course that is required for graduation is failed, it **MUST** be retaken or recovered to earn credit. Retaking a course for the purpose of enrichment or to improve a grade is not the same as credit recovery. Credit recovery is offered when a learner has failed a required course necessary for graduation.

The following are options that West Fargo Public Schools offers to recover a course credit, required for graduation.

Option 1: Course Retake in person at your high school.
This option replaces the current failing grade with an updated letter grade.

- The learner will retake the designated course in their schedule the following semester or year. The course will reflect the semester that they failed.
    - Example: A learner who fails semester 1 of Physical Science; will retake Semester 1 of Physical Science the next school year.
- The failing grade received will be removed from the transcript, and the new grade will be reflected on the transcript.

Option 2: Retake course online through Edgenuity.
This option replaces the current failing grade with an updated letter grade.

- The Department of Curriculum and Instruction can assist with determining course options available through Edgenuity and District Coordinators can serve as the teacher of record as needed.
- The learner will retake the designated course and be placed in a designated and required study hall in their schedule. The course will reflect the semester that they failed.
    - Example: Physical Science, semester 1.
- The failing grade received will be removed from the transcript, and the new grade will be reflected on the transcript with a notation for Edgenuity (Edg.)

Option 3: Retake course online through North Dakota Center for Distance Education (NDCDE)
This option replaces the current failing grade with an updated letter grade.

- The learner will retake the designated course and be placed in a designated and required study hall in their schedule. The course will reflect the semester that they failed.
    - Example: Physical Science, semester 1.
- The failing grade received will be removed from the transcript, and the new grade will be reflected on the transcript under "North Dakota Center for Distance Education."

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

Option 4: Credit Recovery through Edgenuity.
This option replaces the current failing grade with a **pass/fail designation only**. *Receiving a pass/fail grade on a required course may impact eligibility for the North Dakota Scholarships.*

- Learner will take an online, condensed recovery version of the course that they failed that meets the standards through Edgenuity.
- Eligibility:
    - Learner must have failed the corresponding semester of the available course after attending the course at least 50% of the time on-site at their designated school.
    - Learner must have earned a minimum percentage of 40% in course on-site.
    - Learner will be placed in a designated and required study hall in their schedule to work on the credit recovery.
- The failing grade received will be removed from the transcript, and the new designation of Pass/Fail will be reflected on the transcript with a notation for Edgenuity (Edg.)

Option 5: Credit Recovery through Schoology
This option replaces the current failing grade with a **pass/fail designation only**. *Receiving a pass/fail grade on a required course may impact eligibility for the North Dakota Scholarships.*

- Learner will take an online, condensed recovery version of the course that they failed that meets the standards through Schoology
- Eligibility:
    - Learner must have failed the corresponding semester of the available course after attending the course at least 50% of the time on-site for West Fargo Public Schools.
    - Learner must have earned a minimum percentage of 40% in course on-site.
    - This option is not available to transfer learners.
    - Learner will be placed in a designated and required study hall in their schedule to work on the credit recovery.
- The failing grade received will be removed from the transcript, and the new designation of Pass/Fail will be reflected on the transcript.

The courses offered through Schoology are outlined below:

ELA	Health/PE	Mathematics	Science	Social Studies
English I	Health	Algebra I	Physical Science	World Geography
English II	Intro to Physical Education	Geometry	Biology	*Western Civilizations
English III			Chemistry	US History
English IV - Composition			Physics	Economics
				Government

*Western Civilizations needs to be replaced with the new requirement for World History but is available to those who still have the old requirement.

How are the classes set up:

- Each course is self-paced and has completion rules to ensure learners access the content and complete all assigned tasks.
- All quizzes and tests need to be passed with 80% accuracy, allow up to ten attempts.
- Teachers of record are the assigned district coordinators for the content area unless a teacher is available onsite.
- Once a learner completes the writing assignment for an ELA course, the school point person will contact the district ELA Coordinator. The writing assignment will be graded using an electronic platform.
- The learner must get an IHT HR monitor for the PE course. Please contact the district Health & PE Coordinator, who will set the learners up and grade the assignment attached to the heart-rate monitors.
- Learners will be manually added to their school section for the course.

Option 6: Summer School
This option replaces the current failing grade with an updated letter grade.

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DUAL CREDIT COURSES

This page is under construction as we complete the Memorandum of Understanding agreements with our college and university partners for the 2026-2027 school year.

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WFPS EARLY GRADUATION APPLICATION

Please make sure you have familiarized yourself with West Fargo Public Schools early graduation policy available here: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/gdaa-ap-early-graduation

Learner Name (first, last, ID number): _____

Graduating Early (please circle): END OF JUNIOR YEAR END OF S1 OF SENIOR YEAR

Please describe your post-graduate plans here. **For early graduation to be approved, the learner must have proof of early admission to a university/training program OR intent to hire paperwork for a job in a career or field of interest to the graduate.** Include how this is aligned t o your long-term goals. For example, if the learner currently works at the movie theatre, but is interested in pursuing a career in engineering, working full-time at the movie theatre would not qualify for approval, but admission into college to pursue an engineering degree OR an internship at an engineering firm would qualify for approval. If your post-graduate plans do not meet this threshold, but you believe they should be given special consideration, please meet with your counselor.

_____
_____
_____

Please initial next to the following statements to designate your understanding.

_____ If I would like to participate in the graduation ceremony, I will still need to complete the graduation ceremony requirements of all other seniors, like the senior capstone presentation.
_____ I understand I will still be expected to complete additional graduation requirements such as the Civics Exam, senior survey, etc.
_____ Upon early graduation, I am ineligible to participate in school-based activities and events, such as homecoming, prom, etc. unless asked as a guest.
_____ I understand, per district policy, I must have earned a cumulative 3.0 GPA.

Upon completion of this application, all documentation, including evidence of post-secondary plans (admission letter, letter of intent to hire, etc.) and your graduation checklist, must be submitted to your principal.

Learner Signature:_____

Parent/Guardian Name:_____

Parent/Guardian Signature:_____

Counselor Signature:_____

Administrator Signature:_____

Date: _____

Upon receipt and review of this application, a meeting between the learner, parent/guardian, school counselor and your principal will be scheduled to discuss the next steps.

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GRADING – HIGH SCHOOL

Educators are expected to enter academic scores into the Student Information System (SIS) in a timely manner, providing updated accurate scores no less than every week.

When an assignment is not submitted on time, the assignment may be entered as a zero with the designation of MISSING when the assignment may still be submitted. If the deadline has passed for acceptance, the assignment is simply a zero.

Credit earning courses at the high school level are not systematically calculated based on a weighted final exam. The point calculation is set at the discretion of the course educators in collaboration through their professional learning community (PLC) to create consistency. Scores from each quarter are equally weighted to determine the final semester grade. Percentage grades are converted to letter grades for learner transcripts as follows:

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

When a student withdraws from a course, the grade is noted as WF for withdrawal failure, and the grade is calculated in the learner's grade point average as failing.

Educators may elect to have learners complete a cumulative exam at or near the end of the course utilizing their regularly scheduled class times. They may also elect to have learners demonstrate their understanding and proficiency through a performance task, project, paper, presentation, demonstration of their skills, or authentic experience. Educators may also elect to partition the course into units of study, assessing each throughout the grading period rather than cumulatively.

Each distinct course requires a unique way to assess learner proficiency of the North Dakota State Standards. Therefore, WFPS does not run an alternative schedule for final exams. This flexibility increases the relevance to the course content and the accuracy of proficiency reporting.

When an educator has observed a learner is not meeting expectations in academics and/or behavior; educators are expected to connect with the learner through a 1:1 conference, an email or Schoology message. The communication will articulate the concern, offering evidence, and develop a plan for improvement.

GRADUATION – HIGH SCHOOL

REQUIREMENTS

The proper selection of courses by learners is an important matter. It is important to the learners that each course should be carefully selected as an integral part of the learner's four-year educational plan. Carefully thought-out course selections are equally important to the school district as commitments for staffing for the ensuing year are based on the learner selections.

Required Courses	**Credits**
English	4.0
Health	0.5
Mathematics- at least 1 credit in Basic Math, Pre-Algebra, or Algebra I	3.0
Physical Education	1.5
Science- Physical Science (or 1 year of Physics + 1 year of Chemistry), Biology, and 1 additional science course	3.0
Social Studies	3.5
• Social Studies Elective	0.5
• World History or AP European History	1.0
• US History	1.0
• US Government	0.5
• Economics with financial literacy	0.5
Required Units	**15.5**
Elective Units	**7.5**
Three credits must be a combination of World Language, Fine Arts, or Career & Technical Education courses.	
Additional Requirements: Civics exam, Computer Science and Cybersecurity standards requirements, ASVAB exam	
Units of credit required for graduation	**23.0**

ELIGIBILITY

To qualify for graduation, a senior must have been enrolled in a high school during grades 9, 10, 11 and 12 for four separate school year terms. An exception to this policy may be made for learners if they have the approval of their parents and the principal. In addition, learners must have completed all requirements for the high school diploma in order to participate in commencement exercises.

Learners shall be enrolled each year in courses that will give them at least 6 credits unless an administrator has granted permission to take a reduced load. Additional courses may be taken from the list of electives each year to meet the minimum requirements.

Learners must make an effort to make up any course failures through summer school, approved correspondence or online school before the next semester starts. Courses failed and not made up by the beginning of the next semester must be scheduled. Special permission must be obtained to take further courses in the same field until failures have been removed.

CEREMONY PARTICIPATION

West Fargo Public Schools holds high expectations for participating in the ceremony of graduation. It is a privilege to walk in the graduation ceremony.

To participate in the graduation ceremony, graduating seniors must:

- Complete a presentation showcasing their Profile of a Graduate dispositions.
- Complete the Choice Ready dashboard.
- Complete senior survey.
- Complete all outstanding obligations, prior to graduation rehearsal, inclusive of but not limited to:
    - Serve any and all detention hours.
    - Pay any and all parking tickets.
    - Pay any and all school fees.
    - Return any and all athletic uniforms and equipment.
    - Return all instructional resources:
        - iPad and iPad accessories
        - Textbooks
        - Library books
        - Other teacher obligations (gym lock, calculators, etc.)
- Attend the mandatory graduation rehearsal as scheduled.

Participation is also contingent upon learner attendance and behavioral issues as determined by the school administrative team.

COMMENCEMENT RECOGNITION

Graduating seniors who have attained any or all the following will be given special recognition during commencement exercises:

- Active membership in the National Honor Society and National Technical Honor Society, Military enlistment, achievement of 2 or more non-academic letters.
- A grade point average (weighted) of 3.50 or better for all courses grades 9-12 taken up to and during the first semester of the senior year (Graduating with Honor). Learners who receive S/U grading are not eligible for graduating with honor.

COMMENCEMENT DRESS CODE

All graduating seniors are expected to abide by the following guidelines if they choose to participate in the ceremony:

- The graduation robe is in school colors with a V neckline. Jewelry, flowers, or other decoration may NOT be added to the robe.
- Caps may NOT be decorated.
- Per ND Century Code 15.1-19-28, graduating seniors may wear an eagle plume or feather in recognition of their tribal heritage.

EARLY GRADUATION

All learners wishing to graduate early must obtain approval by the principal during spring registration in the year prior to the graduation of the learner's class. For more information, please see the district policy on early graduation: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/gdaa-ap-early-graduation

HIGH SCHOOL BEHAVIOR MATRIX

WEST FARGO PUBLIC SCHOOLS	**COMPASSION** *Learners demonstrate their understanding of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.*	**COLLABORATION** *Learners work together, resolving controversy and conflict through respectful negotiation.*	**RESPONSIBILITY** *Learners are actively engaged in their learning and demonstrate responsibility, organization, and perseverance.*
ARRIVAL & DISMISSAL	I hold the door for others. I allow others to exit before I enter. I have a positive attitude. I am patient with others.	I ask or tell school staff when I need assistance.	I am on time. I enter and exit the school in a timely manner.
RESTROOM & LOCKER ROOM	I keep the space clean. I respect others' space, privacy, and property.	I return to class quickly. I report issues to school staff. I am respectful with my words and actions.	I keep my personal items secure and convenient. I maintain good personal hygiene.
CLASSROOM	I follow the rules and procedures. I make a positive impact on my school. I show kindness to others.	I am respectful with my words and actions. I accept and provide feedback. I know when it is appropriate to listen and to speak. I can ask relevant questions.	I am organized and complete my work on time. I am engaged in my learning. I clean up after myself. I am ready to learn and work. I keep trying, even when it is hard.
HALLWAY & LOCKER	I follow directions from school staff. I respect the hallway displays. I report messes or issues to school staff. I move quietly.	I am respectful with my words and actions. I use appropriate volume and language when speaking.	I walk on the correct side. I keep my personal items secure and convenient. I respect others' personal space.
OFFICE	I am honest and polite. I respect others' privacy. I report bullying, harassment, and substance abuse.	I ask or tell school staff when I need assistance. I am respectful with my words and actions.	I wait patiently and quietly until staff is available. I return to class quickly.
THEATRE & GYMNASIUM	I follow directions from school staff. I watch and listen to the presentation. I locate school staff in an emergency.	I participate as I am expected. I am respectful with my words and actions. I listen to directions.	I stay seated and with my assigned group. I keep my hands, feet, and objects to myself.
COMMONS	I welcome anyone who sits near me. I meet new people. I talk kindly to others. I stand up for those in need.	I use appropriate volume and language when speaking. I ask or tell school staff when I need assistance.	I use my time wisely. I use the space for learning and working. I take care of my trash and recyclables. I make appropriate choices, even if others are not.

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

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 ELECTRONIC DEVICES/CELL PHONES - HIGH SCHOOL

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, blue tooth glasses, 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:

    - **1st Offense** – Device to Main Office, student picks up after school
    - **2nd Offense** – Parent/guardian must pick up
    - **3rd Offense** – Parent pickup + behavior plan
    - **4th Offense** – Parent pickup + 1 day In-School Suspension (ISS)
    - **5th Offense** – Parent pickup + 1 day Out-of-School Suspension (OSS)
    - **6th Offense** – Transition to Virtual Program for the rest of the semester

- 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.

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REPLACING DAMAGED or LOST RESOURCES – HIGH SCHOOL

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.

- New Learner ID $5
- iPad - $320
- iPad Standard Case - $40
- iPad keyboard case - $110 (Grade 9)
- Charging Brick - $20
- Charging Cable - $20
- Textbooks - $80
- Workbooks - $50
- Logitech Crayon - $50
- iPad External Keyboard - $50
- Library Books – Actual Cost (check other policies)
- Classroom Books - $15 (literature and nonfiction)
- Classroom Manipulatives and Tools - $12
- 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.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

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.

NORTH DAKOTA CHOICE READY SCHOLARSHIP

https://www.nd.gov/dpi/sites/www/files/documents/SAO/Scholarships/NDDPI_ND%20SCHOLARSHIP_2025_HiRez.pdf

NDDPI
NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

NORTH DAKOTA SCHOLARSHIP as aligned to the Choice Ready Framework. The North Dakota Scholarship framework is a tool to assist educators in understanding the requirements of the ND Scholarship, as listed in North Dakota Century Code 15.1-21-02.10. Requirements begin with the ESSENTIAL SKILLS section. Students shall then strive to be POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY, according to the requirements listed below.

North Dakota
Choice Ready



ESSENTIAL SKILLS (15.1-21-02.10(5))

Check here when student has complete Essential Skills ☐

- ☐ Earn a **North Dakota high school diploma**
- ☐ Complete a **9-week Career Education/Individual Counseling, 4-year Rolling Plan,** pass **ND Civics Test,** earn a **3.0 or higher overall GPA,** and **four or more** additional indicators:
  - ☐ 25 hours of Community Service
  - ☐ 95% Attendance (not counting school related absences)
  - ☐ Career Exploration Experience
  - ☐ Two or more years in organized Co-Curricular Activities
  - ☐ Two or more years in organized Extra-Curricular Activities
  - ☐ Successfully complete a Capstone Project
  - ☐ Successfully complete an online learning course
  - ☐ Demonstrate competency in 21st Century Skills

Students shall achieve Essential Skills above, and complete two or more of the *CHOICE READY* components below to be eligible for the ND Scholarship.

Check here when student is Post-Secondary Ready ☐

POST-SECONDARY READY

Complete both indicator sets below:

ACT/SAT minimum composite score:
- ☐ ACT composite of 24 (or equivalent NDA+ score), or
- ☐ SAT composite of 1180

and

Two or more additional indicators:
- ☐ Advanced Placement Course (A, B, or C) (4, 3, or 2)
- ☐ Dual Credit Course (English or Math) (A, B, or C) (4, 3, or 2)
- ☐ Algebra II (A, B, or C) (4, 3, or 2)
- ☐ Advanced Placement Exam (3+)
- ☐ International Baccalaureate Exam(4+)
- ☐ 3.0 GPA in core course requirements for NDUS admission
- ☐ 3 fine arts courses (A, B, or c) (4, 3, or 2)

Check here when student is Workforce Ready ☐

WORKFORCE READY

Complete both indicator sets below:
- ☐ 4 credits of CTE with 2 credits in the same plan of study, OR 3 credits of the same world, indigenous, or sign language, OR 2 credits of teaching-related coursework plus 2 credits of CTE, as defined in NDCC 15.1-21-02.10
- ☐ ACT of 24 (or equivalent NDA+ score), or 5 or higher on all three WorkKeys tests or SAT composite of 1180

and

Two or more additional indicators:
- ☐ Complete Career Ready Practices Course
- ☐ Dual Credit Course (A, B, or C) (4, 3, or 2)
- ☐ Technical Assessment/Industry Credential
- ☐ Workplace Learning Experience (40 hrs.)
- ☐ Work-based Learning Experience (Perkins V) (40 hrs.)
- ☐ NDSA or NDA+(Reading/Math) Level 3 or greater

Check here when student is Military Ready ☐

MILITARY READY

Complete both indicator sets below:
- ☐ **ASVAB score of 50 or greater,** or ASVAB score of 31 or greater and have completed Basic Training;
- ☐ **Physically Fit** – Successfully complete required PE courses (A, B, or C) (4, 3, or 2);

and one option below

- ☐ Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce options:**
  - ☐ _____
  - ☐ _____
- ☐ 2 credits of military coursework, as defined in NDCC 15.1-21-02.10
- ☐ 2 credits of JROTC
- ☐ Complete Phase 1 of the Cadet Civil Air Patrol program

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ACTIVITIES – HIGH SCHOOL

For further information on activities, please see the webpage: https://www.west-fargo.k12.nd.us/families/activities

Extra Curriculars: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/ffe-ap-extracurricular-participation-requirements

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

CO-CURRICULAR ACTIVITIES

All applicable information for participation in co-curricular programs can be found on the high school websites, under Programs > Activities.

FUNDRAISING ACTIVITIES

All fundraising activities of West Fargo Public Schools organizations must be approved by the building administration or the Activities Director and are governed by district policy: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/hbcc-ap-advertising-fundraising

LEARNER IDENTIFICATION CARDS

Student activity passes can be purchased online through Go Fan. https://www.west-fargo.k12.nd.us/families/activities/event-tickets

- WFPS High School students are allowed free entry to all regular season athletic events hosted by a WFPS high school. Students, please check in with your school's Activities Offices for directions to receive your free pass.
- Valid for regular season events only.

PROM REGULATIONS

Prom is a formal dance that is open to high school learners in grades 11 and 12 and their registered guests only. Registered guests must be in grades 9-12 or a high school graduate under the age of 21 on the date of Prom (a learner working on their GED will not be eligible to attend prom).

A host learner may sponsor only one guest. The host learner is responsible for the proper behavior of his/her guest. Guests must be registered no later than noon the Friday prior to the dance. The learner coming as the guest must complete a 'Learner in Good Standing' form and obtain their building administration's signature verifying their eligibility for prom. If a guest is a high school graduate, a background check will be completed by the West Fargo Police Department. If the guest has a criminal activity record, he or she will not be permitted to attend prom.

Learners are required to be in attendance at the time specified for participation in the Grand March, no learner will be allowed late attendance. Any learner who leaves Prom early will not be permitted back on school grounds. All school rules will apply during Prom.

West Fargo Public Schools prohibits sexually suggestive dancing which is defined as any overtly sexual or suggestive movements that mimic or emulate sexual acts or motions or otherwise dangerous dancing. Chaperones at the dance will determine what is appropriate.

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DANCE REGULATIONS

Additional dances, including Winter Formal and Homecoming are open to grades 9-12 or a high school graduate. All learners must have their valid and current learner ID to gain entrance to a dance. The building administrative team will determine whether learners are allowed to bring one guest to the dance. If permitted, a guest must have a valid and current school ID to gain entrance to a dance. Doors will close 1 hour after the dance begins. No one will be admitted to the dance once the doors are closed. Once a learner or guest leaves the dance, they will not be permitted back in.

Students who intend to participate in Prom /Dances must meet the following eligibility requirements:

1. **Disciplinary eligibility**
   - Disciplinary actions taken against a learner will keep that learner from attending a dance. A learner currently under suspension (either 'in' or 'out' of school) will not be allowed to attend the Prom/dance.
2. **Scholastic eligibility (**specific to**: Homecoming/Winter Formal/Prom)**
   - The learner must be eligible scholastically failing no more than one class.
3. **Obligations**
   - All detentions must be made up, parking tickets and participation fees paid before a learner will be able to purchase tickets for prom or attend a dance.
3. **All attendees will undergo alcohol screening upon entry to the Dance/Prom.**

SCHOOL TRIPS

On trips representing the school, each learner must bear in mind that behavior reflects not only upon the learner but also upon West Fargo Public Schools. Therefore, each learner shall be accountable for any adverse publicity that is caused. Also, whenever learners use school provided transportation for out-of-town school activities, it is expected that the ride to and from the activity is under the supervision of the adult in charge.

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) serves to honor learners who have demonstrated excellence in the areas of scholarship, leadership, service, and character. Learners are inducted into NHS during the 2nd semester of their sophomore or junior year if they hold a 3.6 cumulative grade point average. Active NHS members are required to maintain a 3.5 grade point average, attend 5 NHS meetings each year, and participate in 20 – 30 hours of service, depending on induction year.

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 - HIGH

TIME	HIGH SCHOOL
10:00 - 10:30	Advisory/Academy Connect and Attendance
10:30 - 12:30	Educator Office Hours
Educators at the High School may host a synchronous connection using this schedule.	
10:35 - 10:55	Block One
11:00 - 11:20	Block Two
11:25 - 11:45	Block Three
11:50 - 12:10	Block Four
Asynchronous Time	
As needed	Assignment completion
Personalized	Special Services Goal Work

Weather Emergencies: https://www.west-fargo.k12.nd.us/about-us/administrative-policy/acaa-ap-emergency-closings

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LOCKER ASSIGNMENTS – HIGH SCHOOL

Lockers are assigned to high school learners that request access to one. Learners are to use only their assigned locker.

All lockers will be equipped with a combination padlock that is loaned by the school. Lockers should be kept locked and in orderly condition. Learners are responsible for their books and personal items at all times. Lost or stolen locks will be paid for by the learner to whom the lock has been loaned. The locker and the lock are the property of West Fargo Public Schools.

School administrators reserve the right to search lockers when it is reasonable to assume that the locker contains items or articles that may constitute a hazard to learners. Such searches may be made with the assistance of law enforcement agencies.

SIGNS AND LOCKER POSTERS

Learner signs or locker posters are only allowed if related to an extra or co-curricular activity. Administrative approval is required.

TRANSPORTATION VEHICLE PARKING – HIGH SCHOOL

For further information on transportation, please see the district policy pages:

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

Learners are allowed to drive their standard motor vehicle to school provided they have a valid driver's license. School officials will designate areas for learner parking on the campus. Learners must purchase a parking permit to park in the parking lot. Learners are to park in the learner parking area of the school parking lot. Parking permits are only valid for the school year they are purchased, a new parking permit is required each school year. Parking permits do not guarantee parking spots to be available in the school lot. A learner may purchase a permit in the office for $15.00. If a learner loses their permit, they may purchase a replacement in the school office. Parking permits must be hung on rear view mirror of vehicle when parked in the parking lot.

All types of off-road motorized vehicles, including but not limited to ATVs, UTVs, and snowmobiles are prohibited on school property. All motorcycles must be parked in the designated parking area in the learner parking lot. Bicycles, including electric bicycles, must be parked in bicycle racks and locked. Learners cannot park in any visitor, faculty, arena, or fire lane parking areas. All parking signs must be obeyed. Parking tickets will be issued and a fine of $15.00 per ticket must be paid to the main office. If a learner accumulates 3 tickets during a school year, they will not be allowed to park on campus. After 3 tickets have been issued, parents/guardians will be notified that the school reserves the right to have the learners' vehicle towed at the owner's expense if the learner receives another parking ticket in the current school year.

- 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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