

Kenton County School District | *It's about ALL kids.*

**THE KENTON COUNTY BOARD OF
EDUCATION**

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Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:

9/9/2019

AGENDA ITEM (ACTION ITEM):

Consider/Approve

2019-2020 Ignite Institute Student Handbook to be used with attending Kenton County scholars.

APPLICABLE BOARD POLICY:

09.42 Student Conduct

HISTORY/BACKGROUND:

The Ignite Institute created an Ignite specific Student Handbook to meet the needs of all scholars attending the school. Scholars are accepted from the Northern Kentucky Region, creating the need for one Student Handbook for scholars, staff, and administration at Ignite to access for the purposes of efficient school functioning. The handbook is a compilation of items from Boone and Kenton County processes, since those districts are the largest stakeholders and maintain the majority of the student population.

FISCAL/BUDGETARY IMPACT:

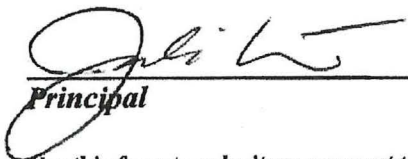
None

RECOMMENDATION:

Approval of the 2019-2020 Ignite Institute student handbook for use with Kenton County scholars.

CONTACT PERSON:

Julie Whitis, principal, Ignite Institute


Principal


District Administrator


Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.

Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

Kenton County Board of Education

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Carla Egan Shannon Herold Jessica Jehn

"The Kenton County Board of Education provides *Equal Education & Employment Opportunities.*"



Scholar Handbook

2019-2020

Our Mission

The Ignite Institute looks at each scholar as a person with unlimited potential. We mentor and guide scholars in their educational and professional journey by showing them their unique abilities to make a difference in the world. The Ignite Institute strives to provide resources, educational experiences, and 21st Century skills in an effort to prepare them to take advantage of every opportunity that comes their way.

Our Vision

We want to be an influential, educational force in the Northern Kentucky region where scholars develop the essential skills to make a positive impact on the world.

Our Core Focus

Care First, Then Teach

Before all things, it is our job as educators to build strong, lasting, and supportive relationships with our scholars. They should feel liked, loved, and cared for in our school.

Personalized Learning

The Ignite Institute structure allows each scholar to have a mentor that will guide them to success after high school. Mentors and scholars will set goals according to their unique strengths and interests.

Career Exploration

The 'Colleges' at the Ignite Institute are intended to allow scholars to explore careers in the areas of education, computer sciences, healthcare, engineering, and design.

SCHOLAR CODE OF CONDUCT

Getting Started

What will the day look like?

Teachers will report to school at 7:40am and will dismiss at 3:00pm.

-
- 7:40am - Doors Open, teachers work with individual scholars, greet busses, give high fives at the door
 - 8:00am - Classes Begin
 - 10:45-11:00 - Lunch 1
 - 11:00-11:30 - Lunch 2
 - 11:15-11:45 - Lunch 3
 - 11:30-12:00 - Lunch 4
 - 2:00pm - Scholars Dismiss for busses
 - 2:05-3:00pm - Team Planning
-

SCHOLAR CODE OF CONDUCT

The Ignite Institute is a unique regional school where scholars are likewise enrolled at two schools; their primary school of origin, and The Ignite Institute. Since scholars are enrolled at both schools, it is important for them to familiarize themselves not only with the Code of Conduct for Ignite, but also the code of conduct at their primary school. While most codes of conduct and behavior expectations have many similarities, there can be smaller differences. For example, in areas such as dress code. It is especially important to be aware of these differences when scholars are spending time in extracurricular activities on the primary campus.

At the Ignite Institute, we will enforce the Ignite Code of Conduct in accordance with all discipline infractions up to those that are beyond suspension. All scholars shall comply with the lawful rules and regulations governing public schools. Willful disobedience or defiance of the authority of the school staff, habitual profanity or vulgarity, or other gross violation of propriety or law constitutes cause for suspension or expulsion from school and/or removal from the Ignite Institute. All scholars are required to follow all reasonable directions of any and all teachers.

PROFESSIONAL COURTESIES AND ACCEPTABLE BEHAVIOR

The Ignite Institute is preparing scholars for a number of careers and professions. In addition, the school is an open-concept school that mimics the environment scholars will participate in through internships, apprenticeships, and post-secondary locations. For these reasons it is important for scholars to understand the norms and courtesies of these environments are important to the viability and educational health of The Ignite Institute. Scholars at Ignite are expected to be kind, appropriate, patient, and conscientious. Due to the open classrooms, scholar trust, and numerous partnerships, these behaviors are even more important at Ignite. Ignite scholars should be:

1. **Helpful** – We want to develop scholars that look out for each other. We are in this together. Look for opportunities to be helpful.
2. **Gracious** – Show appreciation to your classmates, teachers, business partners, and families. Showing appreciation for the little things goes a long way to developing a great atmosphere.
3. **Accountable** – Working together requires trust that you are going to meet your deadlines and put your best effort in at all times. Scholars need to be responsible for coming to school with a charged laptop each day.
4. **Polite** – Use appropriate language and tone in the different working environments. When working in open spaces it is important to not distract other scholars and adults in various areas.
5. **Professional** – A primary focus of Ignite is to prepare scholars for their future careers. Scholars should begin modeling professional behaviors at school to prepare themselves for their future.

ACCEPTABLE CONDUCT BETWEEN SCHOLARS

The Ignite Institute is a school in which collaboration and demonstration of collaboration is regularly evaluated and instructed. Conduct of scholars while at school should be such that scholars, faculty, and visitors feel welcomed and appreciated. Scholar relations are a vital part of maturing and should be kept on a wholesome level at all times.

CLASSROOM INFRACTIONS (Level 1)

Definition: Incidents that should be managed by the classroom teacher and which may not warrant a discipline referral for administrative assistance. These behaviors are of low-level intensity, passive, and non-threatening to the safety of the classroom.

- Disrespectful behavior including use of profanity, and/or an obscene gesture, or back-talking towards another person(s)
- Disrupting and/or interfering with the normal operations in a classroom
- Failure to carry out a reasonable request from a teacher or other school official
- Failure to comply with school based dress codes
- Academic Dishonesty
- Inappropriate use of social media which interrupts a scholar's right to a free, appropriate, public education
- Inappropriate use of technology or internet access
- Inappropriate use of tools and equipment
- Tardy on a regular basis to class
- Any other violations which are expressly listed in the written school rules and related procedures that fall within this category

Intervention Strategy Options: classroom teachers, administrators, or school personnel who intervene shall document such intervention. For scholars in need of repeated classroom interventions, school personnel who intervene shall engage in the school-level intervention team documentation and may follow with any of the following actions:

1. After-school detention managed by the teacher
2. Behavior Intervention Plan
3. Check-in-/Check-out system
4. Contact/Conference with parent/guardian
5. In-class time out
6. In-school lunch detention

7. Loss of privilege
8. Referral to school counselor
9. Referral to school-level intervention team
10. Seat change
11. Verbal or written warning
12. Other as determined by the school-level intervention team

CLASSROOM & ADMINISTRATOR-ASSISTED DISCIPLINE (Level 2)

Definition: Incidents that should be managed by the classroom teacher with possible assistance from an administrator because of the disruptive effect the infraction has on instructional time. These discipline violations must be documented in the appropriate system and reported to an administrator. In addition, where necessary, these violations will be reported to the local authorities.

- Assault by striking, shoving, kicking or otherwise subjecting another person to offensive physical contact resulting in physical or emotional damage
 - Bus Violation
 - Computer hacking
 - Skipping internship or college campus classes
 - Failure to follow the procedure for prescribed and over-the-counter medications
 - Fighting
 - Gambling
 - Improper use of technology, not per teacher directive
 - Interfering with school personnel in impeding their ability to carry out their responsibilities
 - Interrupting school bus operation, compromising the safety of others
 - Not attending an assigned class without a valid excuse
 - Possessing and/or using a lighter, matches, or tobacco products at school, to include e-cigarettes
 - Possession and/or displaying of obscene materials
 - Sexual contact, sexual harassment
 - Speeding, reckless driving, or improper use of a motor vehicle on school property
 - Threatening to assault another person, to inflict significant physical or emotional damage
 - Threatening, extortion, bullying, blackmail or coercing another scholar
 - Vandalism (defacing or disfiguring school and personal property), trespassing, unlawful entry, criminal mischief, burglary or larceny
- Intervention Strategy Options School-wide Interventions: classroom teachers, administrators, or school personnel who intervene shall document such intervention.

Concerning scholars who engage in repeated Tier 2 Infractions, school personnel who intervene shall engage in school-level and/or district-level intervention team documentation, following the three-tiered approach to interventions:

1. Any of the above Tier 1 interventions with added interventions
2. Assignment to Behavior Instruction Program
3. Behavior Intervention Plan or Behavior Contract
4. In-kind restitution
5. In-school Suspension, school-level alternative program, or alternative instructional options
6. Loss of privilege or participation in extracurricular activities
7. Out of school suspension
8. Removal from internship
9. Other as determined by the school-level and/or district-level intervention team

SERIOUS INFRACTIONS (Level 3)

The following incidents are serious infractions that call for hearings with home district personnel that will likely lead to the removal from the Ignite Institute. These incidents significantly interfere with the safety and learning of others, including threats and harm to others or legal violations. These behaviors warrant more immediate administrative intervention and potentially have legal consequences.

- Repeated actions that have resulted in previous suspensions that are violent, disruptive, or represent serious safety concerns.
- Arson, the intentional setting of fire
- Assault, by striking, shoving, kicking or otherwise subjecting another person(s) to physical contact resulting in significant physical injury or physical threat of life or violence to another person(s) requiring medical attention. This Includes sexual assault and or sexual harassment.
- Possession, use, or transfer of dangerous weapons: explosives, gun, rifle, knife, leaded cane, blackjack, metallic knuckles, razor/cutter, mace, pepper spray, or martial arts weapons (including using or threatening to use any blunt or sharp pointed instrument which may be capable of inflicting bodily injury).
- Possessing, exchanging, selling, distributing drugs or are found to be under the influence of alcohol, drugs or any substance purported to be illegal, Possession of related drug paraphernalia also falls in this category.
- Interfering with school personnel by force or violence in impeding their ability to carry out their responsibilities.

- Behavior or activity that jeopardizes the safe operation of the school bus or interfering with the welfare of other bus occupants.
- Encouraging or inciting discord or civil disturbance including bomb threats or false fire alarm activation.
- The exchange of sexually inappropriate or indecent material.
- Gross and indecent behavior not covered in the above violations.

DRESS CODE

The Ignite Institute will be visited by hundreds of organizations looking to employ, promote, and recruit scholars. In understanding the scholar dress code, it is important to keep in mind this program has a unique status in the community, and we sincerely hope that education is just scratching the surface of the opportunities that scholars at Ignite will receive. It is our wish that Ignite scholars dress in a way that reflects their potential as people and employees.

The Ignite Institute has established the following dress code:

General:

- No clothing, tattoos, or body art that endorses, depicts, portrays (in language, graphics, content, or intent): violence, alcohol, tobacco, double meanings, sexual innuendoes, lewd behavior, gang activity or suggests discrimination in any form, may be visible to other people.
- No lingerie, personal hygiene, undergarments, or transparent clothing may be worn visibly.
- No accessories/articles such as chains, etc. that have the potential to cause bodily harm are permitted during the school day.
- No hats are permitted to be worn

Tops:

- No tank tops, off-the-shoulder tops, halter tops, or other garments with spaghetti straps/other similar straps.
- Blouses/shirts may not expose midriff and/or cleavage.

Bottoms:

- Pajama pants/costume clothing are not permitted during the school day.
- Pants must be worn at the waist and may not have holes that expose undergarments.
- Skirts and dresses must be knee length or longer. Any slit must not be above the knee.

Each individual College or club has the right to create dress code expectations that will be subject to discipline if the code is not followed. For example, the Pre-Nursing College may have an expectation for hygiene and special clothes, while the Engineering College may have other clothing expectations. In addition, during the school day, scholars will be leaving and coming from work sites or home schools. If a scholar is to spend time off Ignite's campus, then that scholar must adhere to that site's dress code.

School authorities may prohibit any extreme type of scholar dress or apparel which they deem inappropriate.

Scholars deemed to be inappropriately dressed will be permitted to have their parent/guardian bring an acceptable change of clothing. Missed class time due to a dress code issue will be considered unexcused and scholars will be required to make up this time in detention.

ACADEMIC HONESTY POLICY

It is important to understand that scholars at the Ignite Institute have to comply with the academic policy of the Ignite Institute. In addition, many of the dual-credit classes that scholars are taking for college credit have separate academic honesty policies that must likewise be followed. Examples of academic dishonesty include:

(1) CHEATING: Giving or receiving information on any school assignment (homework, test, or quiz) that is not authorized by the instructor. Scholars may not consult written information such as books or notes, may not look at the work of another scholar, may not allow another scholar to look at their work, nor consult with any other scholar without specific permission to do so from the teacher.

(2) PLAGIARISM: Presenting material that in part is not entirely one's own work without proper acknowledgement of the source is considered plagiarism. Plagiarism must be distinguished from cooperation and collaboration. It should be noted that scholars are often permitted and encouraged to work on assignments collaboratively, and to present their work either collectively or separately. This must be clearly understood by all when scholars are cooperating and collaborating on such assignments.

(3) FABRICATION: Falsifying, altering or inventing any information, data, or acknowledgement that is included on a school assignment or official school record (This includes midterm and quarterly grade reports and transcripts).

(4) OBTAINING AN UNFAIR ADVANTAGE: Gaining access in any way to test or assessment materials; stealing, destroying, or defacing school materials with the purpose of depriving others or interfering with the educational process; unauthorized collaboration on academic assignments; intentionally interfering or obstructing another scholar's academic work; any activity intended to create or obtain an unfair academic advantage.

(5) AIDING & ABETTING ACADEMIC DISHONESTY: Providing material, information, or other assistance to a person with a reasonable knowledge that such assistance could be used in an incidence of academic dishonesty; providing false information in connection with any inquiry regarding academic dishonesty.

(6) UNAUTHORIZED ACCESS: Gaining access to any academic records or computer record keeping system in order to view, alter, destroy, or release such records; interfering with the use or availability of computer systems or information.

Scholars committing Academic Dishonesty will be disciplined.

Portions of this policy have been modeled after policies from Queens University, Northwestern University, and the University of South Florida.

TOBACCO-FREE POLICY

In accordance with House Bill 11 passed in 2019 the Ignite Institute and its entire campus is tobacco free. This includes the parking lots surrounding the school. Scholars shall not be permitted to use or possess any tobacco products on school property, inside Board-owned, leased or operated vehicles, on the way to and from school, or during school-sponsored trips and activities. This includes alternative nicotine products and vapor products. Any scholar in possession of these devices will forfeit the device to school administration and discipline will be issued in accordance to the code of conduct. Visitors are likewise not permitted to possess or use tobacco products on school grounds. Failure to adhere to this policy represents a disruption of the regular school day, and it also can have serious health consequences.

SOCIAL MEDIA POLICY

The Ignite Institute social media policy is designed to promote best practice and reduce education distractions. The Ignite Institute recognizes and promotes the use of social media for promotion, exchanges of free thought, and community engagement. Applying best practice to your social media use and will help protect your privacy and professional standing, as well as, keep you within the realms of legal behavior. Scholars are responsible for the hosted content they publish online. Be mindful that what you publish on social media channels will be public for a long time — protect your privacy and that of others.

When posting online, please remember that you are a scholar of the Ignite Institute and represent yourself and your school community. Online behavior should reflect the same standards of honesty, respect, and consideration that you use every day. Posts, blogs, wikis, and podcasts are an extension of your reputation.

Do not post photos or videos of fellow scholars without their permission. Do not use photos or videos taken at school without permission. When posting online, be sure not to post confidential information of yourself or others.

Cyber-bullying is not to be tolerated at the Ignite Institute. Any incidence of cyber-bullying should be reported to the school administration immediately. All cyber-bullying incidents are to be taken seriously in accordance with Kentucky Law and will be reported to the appropriate agency. Complaints will be filed with the School Resource Officer. Participation in cyber-bullying can include sharing and liking disparaging comments about another scholar.

Scholars are personally responsible for all comments/information and hosted content published online from their accounts. Scholars should be aware comments expressed via social networking pages under the impression of a 'private conversation' may still end up being shared into a more public domain, even with privacy settings on maximum.

Scholars should be aware of the public and widespread nature of such media and refrain from any comment and/or #hashtags that could be deemed unprofessional.

BULLYING AND HARASSMENT

Definition According to KRS 158.148, bullying means any unwanted verbal, physical, or social behavior among scholars that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school sponsored transportation, at a school sponsored event, or began with a school interaction; or
2. That disrupts the educational process.

Bullying and/or Cyber-Bullying

- Placing a person in reasonable fear of harm to his or her emotional or physical well-being, or
- Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power imbalance between the bully and the target, or
- Interfering with a scholar having a safe school environment that is necessary for successful educational performance, opportunities, or benefits, or
- Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another person.

What distinguishes bullying from other behaviors? Bullying refers to:

- Intentional actions that harm, intimidate or humiliate another person physically, emotionally and/or socially.

Repeated behaviors over time

- Actions which occur within the context of an imbalance of power between the bully and the victim.

Because we believe every scholar deserves a safe learning environment, the Ignite Institute is committed to dealing with bullying behaviors in our schools. To help the scholar who is the target of bullying behaviors:

- We strive to identify the scholar who is using bullying behaviors, administer consequences for bullying behavior, and help our scholars learn new ways of relating to others.
- We educate our school community of the serious impact of bullying behaviors in order to respond consistently to all instances of bullying.
- We report incidents to law enforcement as required by state statutes.

DEVICE RECOMMENDATIONS

Below are the Ignite device recommendations. A Chromebook is the minimum device needed for Ignite scholars. Scholars in the Engineering, Computer Science, and Design Colleges may want to consider more versatile device to operate the various software products. For scholars in the Design College with a high interest in animation, the PC Laptop is the better choice. The technology specs listed are the minimum recommended for the program. You may get stronger versions of each device. Specifications not listed are left to your choice.

Chromebook	
Specification	Minimum
Processor	Intel Celeron N3450, AMD A4-9120C, Intel Core i5 8350U
RAM	4 RAM
Network	Wireless
Hard disk space	32GB + this is for any additional applications
Engineering Laptop & Computer Science Laptop	
Processor	Intel or AMD two+ core processor 2.0 Ghz
RAM	8GB
Hard Drive	250-500 GB
Video Card	512MB dedicated RAM, Microsoft® Direct3D 10® capable graphics card or higher supporting 1280 x 1024 screen resolution*
Optical Drive	NA
Operating System	Windows 7, Windows 8, or Windows 10, 64 bit operating system or Apple device with OSX 10.9 +. Bootcamp required with one of the above Windows operating systems.
Network	Wireless
Design College Laptop – MACBOOK Pro – Option 1	
Display	13 inch
Processor	Intel® Intel 6 th Gen or newer CPU
Operating system	macOS v10.12 or later
RAM	8GB
GPU	2GB of GPU VRAM
Wireless	Wi-Fi
Hard disk space	256GB SSD
Design College Laptop – Other PC option 2	

Display	13 inch
Processor	Intel® Intel 6 th Gen or newer CPU – or AMD equivalent
Operating System	Microsoft Windows 10
RAM	8 GB
GPU	2GB GPU VRAM
Wireless	Wi-Fi
Hard Disk Space	256 GB

At the Ignite Institute scholars are expected to bring their own device every day. Scholars will complete assignments and interact with the schools multiple platforms through their device. While a basic Chromebook from our device recommendation list will suffice for scholars during the school day and at home, scholars specifically in the colleges of Computer Science, Design, or Engineering should consider a more diverse machine from the recommendation list. However, scholars needing such a machine because of the software operations used in those programs will have access to more powerful machines during the school day.

Bringing your own device to school every day is a school requirement. Handheld devices are likewise acceptable to bring to Ignite, but they are not a replacement for a chromebook or laptop. Participants at Ignite must agree to the following device guidelines:

Scholar BYOT (Bring Your Own Technology) Responsibilities and Guidelines:

- Ignite scholars must adhere to the District Code of Conduct, Board Policies, Acceptable Use Policy and Procedures, and school SBDM policies and procedures.
- Ignite scholars assume all risk of theft or damage of devices while on school property. Scholars should exercise responsible behavior in the use and protection of any devices.
- Scholars are expected to connect devices to the Boone County Schools wireless network and not connect to personal 3G/4G data plans. All devices connected to the Boone County Schools wireless network will be filtered using the district Internet filtering system as required by law. Users will not bypass or attempt to bypass this filtering.
- Scholars will bring devices charged and properly prepared for use at school.
- Scholars will comply with teachers' requests to use/shut down/close/discontinue operation of devices.
- Scholar devices should be in silent mode while on school property, unless otherwise allowed by a teacher. Devices should be in silent mode on the school bus.
- Devices may not be used to cheat on schoolwork or for non-instructional purposes.
- Scholar devices will connect to the Internet. Scholar devices will not access printers or local network storage on the Boone County network (U drives).

·Scholar devices must include anti-virus software as necessary.

·Scholar devices may not be used to record, transmit, or post images/sound/video of a person or persons during school activities and/or hours, unless otherwise directed by a teacher.

Acceptable Technology Use, Procedures, Rights, and Responsibilities

We believe everyone deserves a safe, supportive, and orderly learning environment.

The Ignite Institute recognizes that access to technology in school gives scholars greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping scholars develop 21st century skills. We provide access to technologies for scholars, staff, and parents for educational purposes. While the District will make every effort to prevent inappropriate use, it is impossible to filter all inappropriate content. Scholars, staff, and parents are expected to adhere to the procedures and guidelines outlined in this Acceptable Technology Use document and the Boone County Board of Education Acceptable Use Policy (08.2323) when using district/school provided technology or personally-owned technology on district property.

Roles and Responsibilities of Scholars

Technology and network access is intended solely to support educational goals and instruction. Scholars are expected to use resources responsibly and will be held accountable for their behavior and communications. All communications, data, and files stored or transmitted via the district resources may be reviewed and/or removed.

Roles and Responsibilities of Staff

The use of technology requires all users to be safe and responsible digital citizens. The schools and districts utilize the following strategies to help keep users safe:

- Schools provide Internet safety and digital citizenship instruction each year.
- Teachers and staff actively monitor technology use in the classroom.
- Internet access will be filtered as required by state and federal regulations and school policies. Internet activity may be monitored and recorded at any time.
- Network and school administration may review files and communications to ensure appropriate use.

Roles and Responsibilities of Parents/Guardians

- Partner with the District to teach scholars to use technology safely and appropriately.
- Model appropriate use of technology resources and accounts, including maintaining data privacy.

Examples of Acceptable Use Include (but are not limited to):

- Use the provided school network account in an ethical, responsible, and legal manner for school related tasks that are consistent with the educational objectives of the Boone County Schools.
- Maintain the privacy of personal information such as name, address, phone number, account passwords, social security numbers, and respect the privacy of others.
- Use online/network resources (including email) as instructed and for educational purposes.
- Store and share only appropriate scholar work and instructional media in provided storage spaces.
- Use school and/or personal technology only at approved times for educational purposes.

Examples of Unacceptable Use Include (but are not limited to):

- Access, send, and/or willfully receive any content that is inappropriate, offensive, harassing, or profane in nature or that which promotes violence or illegal activity.
- Willfully waste limited resources or use them for non-academic purposes - (file storage, printing, bandwidth).
- Use or share another person's username or password, or share your username and password with others.
- Compromise the network and its settings in any way - (hacking, spamming, proxy bypass, etc.)
- Use the school network for personal gain, entertainment, political promotion, or activities unrelated to school.
- Violate copyright laws or commit plagiarism including the copying of software, music, or other copyright protected files.
- Intentionally damage or steal district or personal technology-related property.
- Engage in Cyber-bullying , harassment, or disrespectful conduct toward others.
- Record, transmit, or post images/sound/video of a person or persons during school activities and/or hours, unless otherwise directed by a teacher for a specific educational purpose.
- Teachers friending and/or following scholars on social media used for personal purposes.
- Obtain network/Internet/program access using another user's personal login credentials.

Personally Owned Devices

Scholars meeting building requirements and having a signed Acceptable Use Form (this document) may be allowed to connect their personally-owned devices to the district provided Internet. Internet access via the district network will be filtered, monitored, and will require scholars to log in using their district credentials. Parents/Guardians are responsible for what

scholars may access through any non-district wi-fi or cellular connections. The District is not responsible for service, support, damage to, or loss of personal devices. Scholars are expected to use devices for educational purposes and only with consent of school staff.

Online Activity

Internet-based resources that can enhance educational activities are growing in number each day. The District may provide access to sites or tools that support communication and collaboration with others in addition to general productivity. Scholars are reminded to communicate appropriately and safely via these resources and that communication may be monitored. Use of any websites outside of the district's control is subject to their terms of use and may require specific permission in addition to the Acceptable Use Form (this document). Violations of the Acceptable Use Policy Upon enrollment, all scholars will have access to a user account, where they will be given network access, an email account, and network storage space. Scholars who violate the Acceptable Use Policy (08.2323) or the Telecommunication Devices Policy (09.4261) are subject to disciplinary action per the Code of Conduct.

GRADING POLICY

The Ignite Institute will provide lessons in both the state required content as well as professional habits. Scholars will be graded on their mastery of both areas and will use the weights below to calculate their overall grade.

Content	70%
<u>Professional Habits</u>	<u>30%</u>
100%	

The Ignite Institute will use a 10 point grading scale.

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

Ignite Professional Habits

Professional Habits are skills needed to be successful in the workplace. Ignite Institute teachers will provide one deliberate lesson per week, per college about one of the Habits. These lessons are typically 5-15 minutes long, but can be whatever length is necessary to make them effective.

The Ignite Professional Habits are:

1. Public Speaking
2. Research
3. Collaboration
4. Responsibility

RESEARCH PROJECTS

Year Long Research Projects (YLRPs)

Ignite Institute scholars learn how to work with others to demonstrate a variety of skills throughout their high school career. Every project involves scholars identifying a problem or focus area and then building their project around that idea. Each project format is designed by the teachers to include a set of deliverables that includes content knowledge, research, data, Ignite Professional Habits, and creative visuals. Ignite teacher teams have many choices when determining the direction scholar projects can take.

(Action) Research Projects

Scholars completing this type of project address a research question and prove a hypothesis. The project will include documentary research and a scholar-devised study to gather data, which will then be analyzed and used to inform next steps (more research/study, solution, etc.). If the project addresses a topic which can provide a solution, it may transition into an action research project whereby they move forward to implement the solution.

A typical timeline for this type of project is:

- Winter: Proposal (which outlines full study and preliminary research)
- Spring: Final Report

Collective Synthesis Project

Scholars (2-4) completing this type of project typically hail from different career pathways (at least two) and identify and address a solvable problem. The parameters of the project include a requirement that the solution involves expertise from every involved scholar. Teams can choose which presentation medium they will use. This project might be used successfully with senior scholars.

A typical timeline for this type of project is:

- Winter: Solution Proposal
- Spring: Final Report (including reflection and plans for the future)

Community Partnership Service Projects

Scholars completing this type of project will identify a problem facing the community and how to solve it. This can be done in one of two ways. First, scholars may identify which organizations might be able to help address the problem and work to facilitate collaborative efforts in pursuit of a solution. Second, scholars may develop a project to address the problem themselves. This project requires collaboration with community partners and a final analysis of the solution's success.

A typical timeline for this type of project is:

- Winter: Solution Proposal
- Spring: Final Report (including reflection and plans for the future)

Design Process Project

Scholars completing this type of project identify a real-world problem which they would like to address for their year-long research. The first semester, their job is to prove that their problem is truly an issue by completing primary and secondary research. Then, they conduct a root cause analysis and brainstorm possible solutions. Using engineering methodologies, they then choose a solution and develop their proposed prototyping and testing strategies. This research is proposed during the winter presentations. For the second semester, scholars work to build, test, and modify their designed solution.

A typical timeline for this type of project is:

- Winter: Proposed Prototype Solution and Testing Plan
- Spring: Finalized Prototype Solution and Results

Personal Improvement Project

Scholars completing this type of project will self-identify an area of deficiency they want to address and rectify. They will seek out information and research on possible solutions and choose one to implement with fidelity for the remainder of the term (gathering regular data). At the end of the term, scholars will analyze the data and evaluate the success of the solution. Normally, scholars will address two deficiencies over the course of a school year (one each semester).

A typical timeline for this type of project is:

- Winter: Deficiency & Solution #1 Final Report
- Spring: Deficiency & Solution #2 Final Report

Reflective Culmination Project

Scholars completing this type of project will synthesize past learning from a variety of sources/settings and reflect upon their growth. This project might be used successfully by senior scholars at the end of a career pathway (Semester 2 only).

A typical timeline for this type of project is:

- Spring: Final Presentation

Software Engineering Projects

Scholars completing this type of project work to follow best practices for coding a website, application, or game. After the initial development stages, the scholar(s) will seek approval to proceed and then complete a working prototype.

A typical timeline for this type of project is:

- Winter: Proposal
- Spring: Prototype Demonstration

Stewardship Project

Scholars completing this type of project partner with a professional entity (school, business, etc.) to identify and address a problem or challenge facing that entity. They analyze past solution attempts and research other potential research-based solutions to create a proposal for a solution plan. Once accepted, the scholar(s) will help implement said solution and analyze its success.

A typical timeline for this type of project is:

- Winter: Proposal (including history, research, and rationale)
- Spring: Final Report (including reflection and plans for the future)

Technique Expertise Projects

Scholars completing this type of a project endeavor to become “experts” on a specific technique (scientific, teaching, etc.). To begin, the project includes research and observations. Later, the scholar(s) apply their expertise in a professional setting (lab, classroom, etc.) and video record their attempt. They subsequently analyze and reflect on the success of their technique expertise and plan for future adjustments.

A typical timeline for this type of project is:

- Winter: Proposal (including explanation of research/observations and rationale)
- Spring: Final Report (including reflection and plans for future applications)

SNOW DAY POLICY

If Boone County Schools are called off, Boone County scholars do not go to school, but Kenton County scholars do.

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Contact Us

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