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Issue Paper

DATE:
August 8, 2025

AGENDA ITEM (ACTION ITEM):
Consider/Approve Ignite Institute 2025-26 Scholar Handbook for stakeholders affiliated with the Ignite Institute

APPLICABLE BOARD POLICY:
01.51 Administrative Procedure and 09.42 Student Conduct

HISTORY/BACKGROUND:
Previously, the Ignite Institute published two separate documents every year – a curriculum guide and student handbook. These documents covered the philosophy of Ignite, student expectations, course framework, scholar expectations, dress code, code of conduct, and many other topics. This year, Ignite Institute administration has combined these two separate documents into one comprehensive document. Where needed, items of the combined document have been revised. Red and strikethrough fonts were used to highlight these edits.

FISCAL/BUDGETARY IMPACT:
$0.00

RECOMMENDATION:
Approval to approve the Ignite Institute 2025-26 Scholar Handbook for stakeholders affiliated with the Ignite Institute.

CONTACT PERSON:
Jerry Gels, Ignite Principal

Principal/Administrator *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.

IGNITE INSTITUTE

at Roebling Innovation Center

Scholar Handbook

2025-2026

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www.IgniteInstitute.org

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Who We Are

The Ignite Institute regards each scholar as a person with unlimited potential. We believe in the philosophy of **"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 valued, loved, and cared for in our school. 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 future opportunity.

The Ignite Institute at Roebling Innovation Center will offer scholars a truly unique school experience because of the exposure scholars will get to regional businesses. One of the core promises made to Toyota when the school building was donated was that the Ignite Institute would prepare a pipeline of trained, competent workers to the region. To fulfill this promise, the Ignite Institute has developed a unique structure to maximize business integration alongside academic achievement.

Scholars at our school range from 9th grade to 12th grade. Scholars from any regional public high school are encouraged to apply, especially if they have an interest in the STEAM (Science, Technology, Engineering, Arts, and Mathematics) disciplines. Currently, scholars must be enrolled at a high school in Boone, Kenton, Covington Independent, Dayton Independent, Ludlow Independent, or Walton Verona School district in order to attend.

The Career Colleges at Ignite offer scholars the opportunity to earn the same credits required for graduation as their home high school. Scholars have six different colleges in which to apply. Scholars will attend their specific college at the Ignite Institute for the whole day while taking classes in the following areas: Career, English, Mathematics, Science, Social Studies, and Spanish. The available colleges for this school year are Allied Health, Biomedical Sciences, Computer Science, Design, Education, and Engineering.

Four Pillars of Ignite

College Readiness

Ignite scholars will progress through a rigorous academic curriculum. Ignite teachers hold high standards and expectations for the classrooms. Career learning is integrated into core content areas to build deeper learning opportunities for scholars as they understand the connection between their interests and key academic areas. Scholars can also excel further by taking dual credit college courses, and potentially earning an Associate Degree by the time they graduate high school.

Career Readiness

The Career Colleges at the Ignite Institute are designed to allow scholars to explore careers in high-demand areas of Allied Health, Biomedical Sciences, Computer Science, Design, Education, and Engineering. Each college offers a different career class to every grade level so students can learn different facets of the career pathway. Scholars have multiple opportunities throughout their high school career to collaborate with industry professionals in their career area of interest. Every scholar will complete an industry certification exam and engage in Work-Based Learning opportunities to gain real world experience in their career area of interest.

Project-Based Learning

Scholars at Ignite will learn by doing. The curriculum in Ignite classes allows scholars to create, build, and explore class content. Scholars will work on comprehensive, collaborative projects, to gain knowledge and transferable skills through authentic experiences. In addition to course projects, scholars work on a project every semester to be presented to industry professionals. All scholars will use technology to research, produce, and present across disciplines.

Personalization

The Ignite Institute structure allows each scholar to have a mentor that will guide them to success. Scholars choose the college they want to be a part of to personalize their Ignite experience to their own interests. Each college consists of six to seven highly skilled teachers who collaborate with their teacher team to intersect their respective disciplines and create meaningful relationships with their scholars. Mentors and scholars will set goals according to their unique strengths and interests.

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Curriculum Structure

Each college offers four core courses, a Spanish course, and a career course that are taught with an emphasis and "flavor" of the career course. Each core content class covers the same curriculum and standards as the core content classes taught at a traditional high school. However, the Ignite Institute core content classes are unique because they are taught by integrating the topics taught in the career class. Teachers collaborate within a college to develop coherent programs by intersecting their curricula wherever possible. Real world issues are integrated into Ignite Institute curricula by working in teams, and by studying authentic questions and themes that cut across academic disciplines.

Business Integration

Business Mentorship

The Ignite Institute will always engage local industry to discuss their current workforce needs while inviting businesses in to be a part of the training. This partnership with companies will be invaluable to Ignite scholars and teachers. The business may choose the topics in which they mentor, but these options may include earning industry certifications, skills training, career planning, and many more.

Real World Projects

Regional industry members will be able to work with our scholars to create real solutions to real problems that those companies face. The Ignite Institute has created the twice-weekly structure to allow sufficient time for scholars and industry partners to work together on real projects that the companies need completed. These real-world experiences give scholars the opportunity to apply their knowledge and professional habits to genuine problems that need to be solved. Depending upon the nature of the project, local businesses may come to the school to continuously work with the scholars, check in occasionally to see what the scholars have created, or facilitate digital meetings with scholars.

Workforce Training

Further business integration will happen towards the end of a scholar's time at the Ignite Institute. The schedule for seniors at the Ignite Institute is flexible and designed individually to personalize the senior year experience for the needs of the scholar. One important component of the senior year is the academic internship. Scholars will have the opportunity to participate in work-based learning at regional companies to gain valuable insight and experience into their future career. Before high school graduation, each scholar will have the opportunity to spend 400+ hours with regional companies learning on-the-job skills. This is a key element of the workforce pipeline for the region.

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Assignment of Scholars

Cohort Model

The Ignite Institute utilizes a cohort model for scholar placement. Scholars will not be allowed to take courses outside of their cohort unless their personalized learning plan necessitates it.

Internships

Scholars who are participating in an internship with the Ignite Institute will follow all policies and procedures outlined in the Ignite Institute Internship scholar/parent contract.

Dual Credit

Scholars who are participating in a dual credit course will be subject to the placement guidelines of the college/university that the course is offered through.

Yearly Commitment

The Ignite Institute is a yearlong program. High school classes at Ignite cover all the content that is included in core classes at the home high schools, though we do add components such as research and working with professionals in their chosen career field. The Ignite Institute also offers all required state assessments that scholars take at the traditional high schools.

Scholars scheduled for Ignite Institute classes are required to remain for the entire year. Our classes are taught yearlong, and students benefit the most from our classes if they are allowed to develop their skills over this time. A current scholar's spot at Ignite is guaranteed for the following school year provided they pass all of their classes and demonstrate acceptable behavior and attendance throughout the school year. If a scholar wishes to withdraw from Ignite, we encourage them to do so at the end of the school year, in which case we work with the scholar to ensure they are enrolled at their home high school full time. If a scholar and their family decide to return to their home high school, their position in that college will be forfeited, and that spot will be given to a scholar on the waiting list.

When a scholar chooses a College at the Ignite Institute, they are not required to attend that College their entire high school career. The purpose of the Ignite Institute is to help scholars explore different career fields. If they find they are not interested in the career of the College they choose, they are encouraged to finish the school year in their current College. After that year, they are able to join a different College (depending on availability) or return to their home high school.

Returning to Ignite

Scholars are eligible to return to Ignite the following school year if the scholars meet or exceed the following criteria.

- Complete the returning scholar form by the designated due date
- Pass all classes in accordance with Ignite and their home high school's grading policies

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- Do not participate in any serious and/or repeated behavior incidents
- Have no more than twelve (12) unexcused absences
- Orally present their YLP at the designated time in both the Winter and Spring session
- All lunch charges must be paid in full by the end of the school year

Graduation Requirements for Ignite

Scholars at the Ignite Institute will meet all Kentucky Department of Education standards, guidelines, and requirements for graduation.

School districts that agree to send scholars to Ignite must submit Ignite's graduation requirements to their high school's SBDM council for approval. These requirements must be found satisfactory for earning a high school diploma by the home high school's councils.

Ignite Institute scholars will receive their diploma from their home high school and will attend graduation ceremonies with the other graduating scholars at that school.

Transportation

Boone County, Kenton County, Covington Independent, and Walton Verona scholars can ride a bus to the Ignite Institute from their home high schools in the morning and then back to their home high school in the afternoon. Scholars can also be dropped up or picked up at school. Additionally, scholars may also register for a parking pass to drive themselves to and from school.

Calendar

All scholars and teachers at Ignite follow the Boone County Schools calendar. When necessary, Ignite will communicate about school calendar discrepancies between partnering school districts and how families should expect transportation to be affected on these days.

Communication

The Ignite Institute will communicate with scholars and their families through district-approved communication platforms. It is critical that families maintain accurate contact information in the platforms in order to receive all correspondence sent from Ignite.

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Inclement Weather Delays and Cancellations

The chart below details the procedures for weather delays and cancellations. Delay or cancellation notifications will be sent via standard communication channels – it is critical that contact information remains up-to-date in order to receive these messages.

	Boone County Schools OPEN AS NORMAL	Boone County Schools DELAYED	Boone County Schools NTI	Boone County Schools CLOSED
Boone County Scholar	Report normal time	Report w/ delay	Work from home	Do not report & no work requirement
Non-Boone County Scholar whose district is OPEN AS NORMAL	Report normal time	Report normal time	Work from home	Do not report & no work requirement
Non-Boone County Scholar whose district is DELAYED	Report w/ home district delay	Report w/ home district delay	Work from home	Do not report & no work requirement
Non-Boone County Scholar whose district is operating NTI	Work from home*	Work from home*	Work from home	Do not report & no work requirement
Non-Boone County Scholar whose district is CLOSED	Work from home*	Work from home*	Work from home	Do not report & no work requirement

*Non-Boone County scholars should access their classes online in order to stay current on their class assignments.

Ignite teachers will follow the calendar of Boone County Schools.

Schedule

7:30	Doors and cafeteria open, scholars allowed in the building
7:45	Classrooms are open
8:00	Classes begin
10:30-11:00	Lunch 1 (Design & Education)
11:10-11:40	Lunch 2 (Computer Science & Engineering)
11:45-12:15	Lunch 3 (Allied Health & Biomedical Sciences)
1:55	Scholars dismiss for busses
2:00-3:00	Teacher Planning Period

Core Curriculum Days (Mon/Wed/Fri)

Classes on Monday, Wednesday, and Friday follow a traditional six period schedule. Typically, students take Career, English, Math, Science, Social Studies, and Spanish. The teachers will be instructing in such a way to allow scholars to see how their class connects to the career pathway in their College. The classes taught on these days can be high school classes or dual credit courses.

Production Days (Tue/Thu)

Tuesdays and Thursdays are structured around a four-block schedule. Teachers and scholars develop a plan on how to most effectively use these two days per week to ensure scholars' success. Teachers can facilitate remediation for scholars on these days or continue to provide alternate instruction centered around their content. Scholars, teachers, and business partners will also be able to hold research meetings for their year-long projects, conduct business meetings with their professional mentors, and participate in lessons that teach professional habits. Finally, production days may be used to work on college classes or graduation electives.

Grading

The Ignite Institute teachers 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 in every course.

Content	80%
Professional Habits	20%
Total	100%

Ignite Institute uses a 10-point grading scale. The final grade in each course will be transferred to the home high schools, where credits will be awarded consistent with the home school district's grading policies. Any non-Boone County Schools scholar who receives a grade between 60-69, may receive credit for the course in accordance with their home school district's grading policy.

90-100	80-89	70-79	69 and below

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A	B	C	I

Grades for Dual Credit courses are weighted according to the policies of the home high schools.

Ignite uses a cumulative, rolling gradebook. Final grades are determined by a cumulative average of all assignments. The grade posted at the end of each traditional quarter is a snapshot of a scholar's current progress in the course. The final grade is **NOT** an average of the four quarters.

Professional Habits

Professional Habits are skills needed to be successful in the workplace. Our scholars learn what our industry partners sometimes refer to as "soft skills", which we integrate as part of the learning process. Ignite Institute teachers will provide weekly lessons to teach Professional Habits.

The Professional Habits we focus on are:

- Public Speaking
- Research
- Collaboration
- Responsibility

Progress in these areas will be reported for each scholar on their report cards as 20% of their overall grades.

Yearlong Projects (YLPs)

Scholars at the Ignite Institute will work with a partner(s) to conduct yearly research projects. Components of the yearlong projects will be included in scholars' professional habits grade. This requires the application of the knowledge scholars learn in their core and career classes into a real-world situation. These projects are then presented in front of a panel of professionals in the scholars' field of interest, as well as local college and university professionals. These professionals have the opportunity to ask the scholars in-depth questions and provide feedback and guidance for their project(s) in the future.

Scholars are committed to working with the yearlong project partner(s) they are assigned and will not be able to change partners or discontinue working with their original partner unless Ignite administration decides otherwise. Scholars are required to attend presentation nights to receive a grade for their final projects.

Portrait of a Graduate

Scholars at Ignite will complete a defense of learning their senior year. Ignite implements defenses of learning during our student-led conferences. The information gathered and

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collected over their career at Ignite will be used for their senior defense of learning. This will include 20 hours of community service to help develop scholars in a well-rounded manner.

Athletic/Extracurricular Eligibility

Our structure allows all scholars to participate in activities at Ignite and their home high school. Because all Ignite Institute classes and travel take place during the school day, scholars are back at their home high school before the final bell rings dismissing scholars for the day. They can participate in extracurricular activities of their choice at their home high schools. When applicable, Ignite Institute scholars will adhere to the eligibility requirements of their home high school.

Virtual Learning (Edgenuity)

The Ignite Institute does not offer the following courses in a face-to-face class format. If scholars who attend the Ignite Institute don't already have the following high school credits, the scholar must take these courses online to complete their requirements for graduation.

- Health & Physical Education
- Humanities (Scholars in the Design College will take this class in a face-to-face format as part of their curriculum structure)
- Financial Literacy

Ignite also uses Edgenuity for credit recovery and remediation. All Edgenuity courses assigned during the school year must be completed by the end of Spring Break. **Courses not completed will not have their progress saved and the course will need to be taken again in its entirety.**

College Visits

The Ignite Institute allows scholars to visit colleges without having an attendance consequence. Scholars who wish to visit a college must submit an Ignite Institute Educational Enhancement Opportunity (EEO) Form, no less than 72 hours before the absence. Scholars must complete all the required EEO paperwork in order to satisfy the requirements of the EEO. There is a maximum of ten (10) Educational Enhancement Opportunities per school year.

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Academic Framework

The cohort nature of Ignite programs means most classes are predetermined for scholars
Dual Credit courses are provided by Ignite university partners and must be paid for by the scholar

Freshman Year

- Career Class 1
- English 1
- Introduction to Social Studies
- Integrated Science
- Math – Algebra 1, Geometry, *or* Algebra 2
- Elective (required)
    - Spanish 1 *or* Spanish 2 (non-Design only)
    - Visual Communication Design (Design only)

Sophomore Year

- Career Class 2
- English 2
- Social Studies – World Civilization *or* HIS 101 & 102
- Biology
- Math – Geometry, Algebra 2, *or* Precalculus
- Elective (required)
    - Spanish 2 *or* SPA 101 & 102 (non-Design only)
    - 2-Dimensional Design (Design only)

Junior Year

- Career Class 3
- English 3 *or* ENG 101 & 102
- Social Studies - US History *or* HIS 108 & 109
- Science – Chemistry
    - Chemistry A + Dual Credit CHE (Allied Health, Biomedical Sciences, Engineering)
- Math – Algebra 2, Precalculus, *or* Dual Credit math
- Elective (required)
    - SPA 101 & 102
    - Art 3 (Design only)

Required Online Courses (complete through Edgenuity, must be complete before 12th Grade)

- Health and Physical Education – recommended Freshman Year
- Art Appreciation (Non-design scholars) – recommended Junior Year

Senior Year

- Senior Academic Seminar (class designed to prepare seniors for life after high school)
- Academic Internship aligned with their career pathway
- Financial Literacy
- College courses to work towards future goals
- Complete any remaining high school graduation requirements

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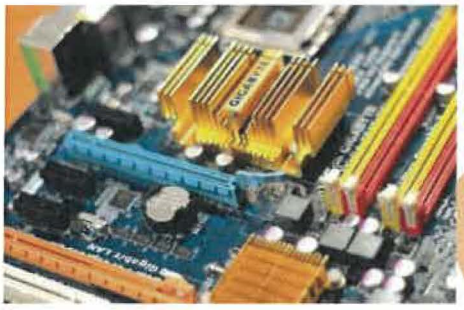
Ignite Institute Colleges

Allied Health

Biomedical Sciences



Computer Science

Design

Education

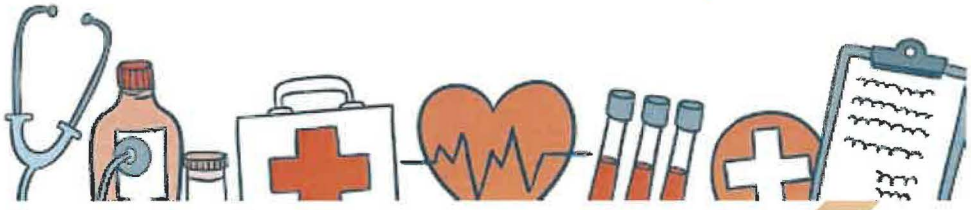
Engineering

*Please note that the pathways that follow are examples of what scholars **may** take their freshman-senior year at Ignite. Courses may change based on availability and scholar demand.*

Scholars take courses at Ignite in cohorts. Pathways are designed to meet the needs of all scholars in the cohort.

Some dual credit courses may be online only depending on staff availability.

Allied Health Pathway



This pathway prepares individuals for admission to a professional program in nursing. This pathway focuses on caring for residents in a long-term care facility. It is designed to promote an understanding of standard precautions necessary for personal and professional health maintenance and infection control. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

Allied Health Career Courses

9th - Principles of Biomedical Sciences
10th - Human Body Systems
11th - Biomedical Innovations
12th - Biomedical Internship

Career Dual Credit Options

NAA 100 Medicaid Nurse Aide

Industry Certifications Offered

NOCTI Biotechnology
Medicaid Nurse Aide (Dual Credit course and certification)

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Biomedical Sciences Pathway

The courses are designed to give scholars the requisite skills to pursue a career in the field of Biomedical Sciences. Scholar work involves the study of human medicine, research processes, and an introduction to bioinformatics. Scholars investigate the human body systems and various health conditions including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Scholars design innovative solutions for the health challenges of the 21st century.

Biomedical Sciences Career Courses

9th - Principles of Biomedical Sciences
10th - Human Body Systems
11th - Medical Interventions
12th - Biomedical Internship

Career Dual Credit Options

NAA 100 Medicaid Nurse Aide

Industry Certifications Offered

NOCTI Biotechnology
Medicaid Nurse Aide (Dual Credit course and certification)

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Computer Science Pathway

These courses will empower students to develop computational thinking skills while building confidence in their technological capabilities. Scholars use Python® as a primary tool, while they explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. Scholars collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in the their community.

Computer Science Career Courses

9th - Computer Science Essentials
10th - Computer Science Principles
11th - Cyber Security
12th - Computer Science Internship

Career Dual Credit Options

CIS 113 Computer Applications and Hardware
CIS 114 Introduction to Programming I with Lab
CIS 115 Introduction to Programming II with Lab
CIS 231 Foundations of Networking
CIS 267 Database 1

Industry Certifications Offered

Certiport Digital Literacy IC3
Microsoft Technology Associate

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Design Pathway

The College of Design is an industry certification program that consists of six different courses—Introduction to Visual Communications, Introduction to Media Arts, 2-D Design, Moving Image Animation, Interactive Design, Advanced Production. Courses expose scholars to the multimedia materials, processes, professional habits, and technical skills required for employment in the Design industry. Scholars will explore design software, art media, professional relationships, studio operations, cross-curricular connections, and more! They will create a portfolio of work which demonstrates inquiry through art and design, as well as the development of materials, processes, and ideas over the course of a year. Portfolios include design projects, process documentation, and written information about the work presented.

Design Career Courses

9th - Introduction to Media Arts
10th - Moving Image Animation
11th - Interactive Design
12th - Design Internship

Career Dual Credit Options

VCC 100 Visual Communications Design

Industry Certifications Offered

Adobe Certified Associate: Photoshop, Flash, & Illustrator

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Education Pathway

The Education Pathway is designed to immerse scholars in the field of education by exploring careers in counseling, teaching, administration, and other support roles in the school system. Scholars will engage in activities designed to uncover their abilities and interests in becoming an educational professional. The courses help scholars understand how today's scholars learn. Topics include, but are not limited to: child psychology, lifespan and developmental psychology, multiple intelligences, and Bloom's Taxonomy. The courses also explore teaching techniques and strategies as they apply to 21st century inquiry-based learning.

Education Career Courses
9th - Education Basics
10th - Students Today
11th - The Art of Teaching
12th - Education Internship

Dual Credit Options (Offered Through NKU College of Education):
EDU 104 Orientation to Education
EDU 300 Human Growth and Development
EDU 305 Introduction to Education
EDU 316 Racism and Sexism in Education

Industry Certifications Offered:
Praxis CORE
AAFCS Pre-PAC Education Fundamentals

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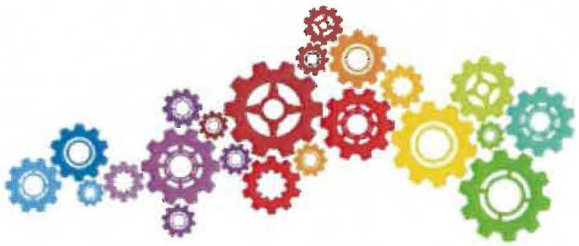
Engineering Pathway



The courses teach problem-solving skills by engaging scholars in the engineering process. Models of product solutions are created, analyzed, and communicated in a variety of ways including the use of solid modeling computer design software. In addition, scholars use 3D design software to design and document solutions for major course projects. Exploring various technology systems and manufacturing processes help scholars learn how engineers and technicians use an engineering problem solving process to benefit society.

The Ignite Institute is offering Aviation Logistics courses in partnership with Eastern Kentucky University Aviation Department.

Engineering Career Courses
9th - Introduction to Engineering Design
10th - Principles of Engineering
11th - Computer Integrated Manufacturing/Aerospace Engineering
12th - Engineering Internship

Dual Credit Options
AVN 150 Introduction to Aviation
AVN 170 Introduction to Unmanned Aircraft Systems
AVN 250 Aviation Human Factors

Industry Certifications Offered:
NOCTI CAD Foundations
FAA Remote Pilot Certification

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Dual Credit Courses

Dual credit courses are college courses that also count for high school credit. These are available to freshmen (Education only), sophomore, junior, and senior scholars.

Courses are offered through Gateway Community and Technical College, Thomas More University, Eastern Kentucky University, and Northern Kentucky University. All courses, regardless of the college that offers them, can count toward an Associate degree from Gateway. Scholar eligibility to take dual credit courses is determined by the university partner.

Tuition Cost and Payment Information

Scholars are responsible for the cost of a course at the Kentucky dual credit tuition ceiling rate, per credit hour, plus textbooks and/or any other associated fees. Scholars pay the institution directly. Scholars who do not earn a passing grade are still responsible for tuition costs.

Dual Credit Policies

- Scholars must pay tuition for courses they are enrolled in at the current KY Dual Credit Rate. This also applies to scholars who do not earn a passing grade in their course.
- Scholars are responsible for associated fees of dual credit courses.
- Grades will be posted on both the scholar's college/university and high school transcript and will affect both high school and college GPA.
- Scholars are subject to the drop dates and policies of the college/university partner. Scholars not abiding by these dates will have to endure the consequences set forth by the college/university partner. It is the scholar's responsibility to have written verification of a dropped course.
- In the event a scholar drops a dual credit course that reduces the scholar's current course schedule to less than six classes, that scholar must inform Ignite and be enrolled in another high school class of the school's choosing.
- Scholars must adhere to the standards of the college for the course(s) they are taking.
- Disputes regarding grades, professor conduct, academic dishonesty, curriculum, content and assignments are between the professor, the college, and the scholar. This includes classes in which Ignite faculty are employed as a high school teacher and teaching college classes within the school day at Ignite.
- Grade information is made available only to the scholar. Ignite does not receive a scholar's grade until completion of the course.
- Only final grades are recorded in Infinite Campus.
- Scholars who wish to add a dual credit course to their transcript that is not offered through Ignite are required to fill out the "Counselor Request Form".
- If a scholar takes the first course of a two-course sequence and passes, the scholar is expected to enroll in the second course of the sequence. Extenuating circumstances must be approved by the administration of Ignite.
    - Ex. Spanish 101 & Spanish 102

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Financial Assistance

Scholars may elect to apply for the

- Kentucky Dual Credit Scholarship.
    - This scholarship applies to juniors and seniors and is limited, therefore not guaranteed. Funding is based on the Kentucky Department of Education. Scholars will be sent more information about this once they are enrolled in a course.
- Work Ready Kentucky Scholarship Program
    - The Work Ready Kentucky Scholarship (WRKS) helps Kentuckians who have not yet earned an associate degree afford an industry-recognized certificate or diploma. The WRKS program is available to college students and certain high school students who are enrolled in specific, career-based college coursework.

There are 3 ways to take dual credit courses through Ignite:

1. **Replace Core Courses** during the normal six-period day schedule with dual credit courses. Ex. Replace World Civilizations with HIS 101 & HIS 102
2. **Production Day Dual Credit Courses** are offered both semesters on Tuesdays and Thursdays. Sophomores are allowed to take one dual credit course of this type per semester and juniors are allowed to take two dual credit courses of this type per semester.
3. **Senior year** senior dual credit courses are determined individually. Most scholars work towards completing their associate degree or general education certification through Gateway.

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Associate Degree Recommended Plan

Scholars are able (but not required) to complete 60+ college credit hours through dual credit courses in the categories outlined by Gateway Community and Technical College. Ignite follows Gateway's S.M.A.R.T. plan to ensure scholars will be awarded an Associate Degree. Two degrees are offered, an Associate in Arts (AA) and an Associate in Science (AS).

As you can imagine, fitting all courses needed to earn an Associate degree as well as those needed for high school graduation can be challenging. It is recommended that those who wish to pursue an associate degree follow the plan for their college as listed in the pages that follow. This is the best way to ensure that an associate degree can be obtained.

Please note that:

1. Ultimately, scholars and parents are responsible for making sure all courses are taken to earn the Associate Degree.
2. Scholars taking dual credit courses not offered through Ignite must submit the course to the Ignite Counseling Department BEFORE the course is taken by filling out the "Counselor Request" form on the Ignite website.

For more information, contact Assistant Principal, Mr. Noll, at brian.noll@boone.kyschools.us

Item
Degree Requirements, AA
Degree Requirements, AS
Second Associate Degrees Policy (Multiple Associate Degrees Policy)
Ignite/Gateway Dual Credit Maps **Ignite-GCTC Degree Plan.xlsx**

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Academic Internship Program

WHAT...*is an academic internship?*

An academic internship is a type of work-based learning experience for high school scholars who have completed extensive school-based preparation relating to an identified area of career and academic interest. To participate in an academic internship a scholar must be invited by a mentor/business. The internship can vary in length and typically leads to a high school credit.

WHO...*is involved?*

Seniors, teachers, business and industry partners, and advisory board members.

WHEN...*is this going to take place?*

An academic internship may be a component of a scholar's schedule during their high school career. The scholar may also receive high school credit based on the goals, skills, and learning experiences during the internship.

WHERE...*is this going to take place?*

The academic internship will take place at the training site of the mentor. The scholar will begin an academic internship only after being invited by the mentor.

WHY...*is this important?*

Academic internships give scholars opportunities to explore careers via workplace learning experiences and to benefit from interdisciplinary-based education. Scholars have opportunities to learn about the world of work and to develop useful skills and attitudes.

HOW...*to get started?*

The scholar must be invited by a mentor to participate in an academic internship, and the Academic Internship Coordinator will help to facilitate this for the mentor and the scholar. If a scholar wants a specific internship, they should talk to Jennifer Smith for assistance in seeking out the internship.

All academic internships will be designed on an individual basis to meet the needs of each scholar.

For questions about the Academic Internship Program, contact Jennifer Smith, Internship Coordinator, at 859-817-3570 or jennifer.smith2@boone.kyschools.us

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Code of Conduct

The Ignite Institute is a unique regional school where scholars are simultaneously 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.

Discipline and Classroom Management

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)

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
- Mild Sexual Behaviors
- Disrespectful Behavior (any behavior which interferes with the learning process or is otherwise inappropriate in a school setting)
- Failure to carry out a reasonable request from a teacher or other school official
- Failure to comply with school based dress codes
- Cheating or Plagiarism: forging signatures or documents
- 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

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- Bus rule violations
- 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)

Behaviors are more intense, demonstrate a pattern of behavior, or legal violations that may require administrative response.
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.

- Repeated Level 1 violations
- Chronic disruptions(behavior that materially or substantially disrupts the educational process, whether on or off school property or a school-sponsored events and activities)
- Threatening, coercing/menacing, extorting or blackmailing another student
- Threatening to assault another person, to inflict significant physical or emotional damage
- Written, verbal, and visual threats (no premeditated plan in place)
- Bullying (unwanted, aggressive behavior that involves power imbalance toward other persons: the behavior is repeated or has the potential to be repeated KSR 158.148
- Harassment (intent to intimidate, harass, annoy or alarm another person KSR 509.040)
- Sexual misconduct, sexual harassment

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- Interrupting school bus operation, compromising safety of others
- Skipping class or school
- Assault by striking, shoving, kicking or otherwise subjecting another person to offensive physical contact resulting in physical or emotional damage
- Fighting, student-to-student
- Abuse of staff (intentional verbal, mental or physical abuse of teacher or administrator)
- Vandalism, destruction of property, trespassing, unlawful entry, criminal mischief, burglary, or theft
- Possession and/or using lighters, matches, or tobacco or vape products at school or on school-related property (i.e., bus stop)
- Unapproved possession or use of prescribed or over- the- counter medications
- Speeding, reckless driving, or improper s of motor vehicle on school property
- Skipping internship or college campus classes
- 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
- Possession and/or displaying of obscene materials

Intervention Strategy Options:

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)

Behaviors significantly interfere with the safety and learning of others and require immediate administrative response.

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

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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 Level II violations demonstrating a pattern of behavior and/or concern for behavior
- Interfering with school personnel by force or violence in impending their ability to carry out their responsibilities
- 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.
- Assault by striking, shoving, kicking or otherwise subjecting another person to offensive physical contact resulting in significant physical injury or physical threat of life or violence to another person(s) in accordance with state statute KRS 508.078
- Encouraging or inciting discord or civil disturbance including bomb threats or fals fire alarm activation (Terroristic Threatening, 2nd degree)
- Possession, enhancing , distribution, use, or under the influence of alcohol, drugs, or an substance purported to be an illegal drug, and/or possession of any related drug paraphernalia (this includes THC in any state as this is illegal in Kentucky)
- 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.
- The exchange of sexually inappropriate or indecent material.
- Gross and indecent behavior not covered in the above violations.

Administrative Hearing for Level III Violations These are serious violations which require administrative actions, notification of appropriate law enforcement authorities and result in the immediate removal of the student from the school until an outcome has been determined. A request for a hearing with the superintendent or their designee is mandatory, unless the school administrator communicates an alternate plan that has been agreed upon by the superintendent or designee. Restorative, reflective, and instructional practices will be implemented as part of plan. Expulsion Board Policy 09.435

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Bullying and Harassment

According to KRS 158.14, bullying means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated.
1. The behavior occurs on school premises, on school sponsored transportation, or at a school sponsored event OR
2. The behavior disrupts the educational process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate, or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process. Examples include:

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 student 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.

Cyber Bullying

The Kentucky Center for School Safety (https://kycss.org/school-safety-issues/cyber-bullying/) addresses Cyber Bullying: Cyber bullying involves the use of information and technology such as e-mail, instant messaging, the publishing of defamatory personal websites, and online personal polling websites that are used to support conscious, willful, deliberate, repeated, and hostile behavior by one or more people with the intent to harm others. Online harassment or threatening is Cyber bullying.

What distinguishes bullying from other behaviors?

- Intentional actions that harm, intimidate, or humiliate another person physically, emotionally and/or socially.
- Repeated behaviors over time, AND/OR
- 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:

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- 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.

Cell Phone/Personal Device Policy

Scholars will adhere to the policies of the Ignite Institute's teachers.

- **1st Offense:** Verbal warning and parental notification
- **2nd Offense:** Confiscation of the device for a full instructional day and turned into a centralized location. May be picked up at dismissal.
- **3rd Offense:** The student telecommunication device will be required to be turned into a centralized location upon arrival at school and may be picked up at school dismissal for 9 calendar weeks.
- **4th Offense:** The student will be strictly prohibited from having a telecommunication device on school grounds for one semester or 18 weeks.
- **5th Offense:** The student will be strictly prohibited from having a telecommunication device on school grounds for one calendar year.

Social Media Policy

The Ignite Institute social media policy is designed to promote best practice and reduce educational distractions. The Ignite Institute recognizes the use of social media for promotion, exchanges of free thought, and community engagement. Applying best practice to your social media use will help protect your privacy and professional standing, as well as, keep you within the realms of legal behavior. Scholars are responsible for all content they publish online. Be mindful that what you publish electronically is part of your permanent digital footprint — 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. Any digital, virtual, or online content that is created, posted, and/or shared by a scholar are an extension of their reputation.
- Do not take photos or videos of fellow scholars without their permission. 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 about 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.

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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 that 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 comments and communications that could be deemed antagonistic or hurtful.

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 with 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.

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 that our school has a unique status in the community. 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:

- Clothing (including masks), tattoos, or body art that endorses, depicts, portrays (in language, graphics, content, or intent): violence, alcohol, drugs, tobacco, double meanings, sexual/inappropriate innuendoes, lewd behavior, gang activity, racism or suggests discrimination (confederate flags, Nazi swastikas, etc.) in any form, may NOT be visible to other people.
- Lingerie, personal hygiene, undergarments, or transparent clothing may NOT be worn visibly.
- Accessories/articles such as chains, etc. that have the potential to cause bodily harm are NOT permitted during the school day.
- Costume clothing is NOT permitted during the school day.
- Costume makeup is NOT permitted during the school day.

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- Costume, Cosplay, and LARPing prosthetics are NOT permitted
- Blankets, pillows, and stuffed animals are NOT allowed.

Tops:

- Clothing must cover the shoulders and belly button
- Dresses must be at least mid thigh length.
- Tops/shirts may NOT expose midriff and/or cleavage.
- Items of clothing that expose the midriff or physical features inappropriately may NOT be worn. No crop tops.
    - Suggestion/Tip—skin should not be exposed when raising your arms.

Bottoms:

- Pants must be worn at the waist and may NOT have holes that expose undergarments.
- Shorts, skirts, and dresses must be a reasonable, mid-thigh length or longer. Any slit must NOT be above the mid-thigh.

Each Ignite 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 Allied Health College may have an expectation for hygiene and special clothes, while the Engineering College may insist on close-toed shoes in the Fabrication Lab.

School authorities may prohibit any extreme type of scholar dress or apparel which is deemed disruptive to the educational process.

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.

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.

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.

Academic Dishonesty

Academic dishonesty (or academic misconduct) refers to actions that undermine academic integrity. It typically refers to some form of plagiarism, ranging from serious offenses like purchasing a pre-written essay to milder ones like accidental citation errors.

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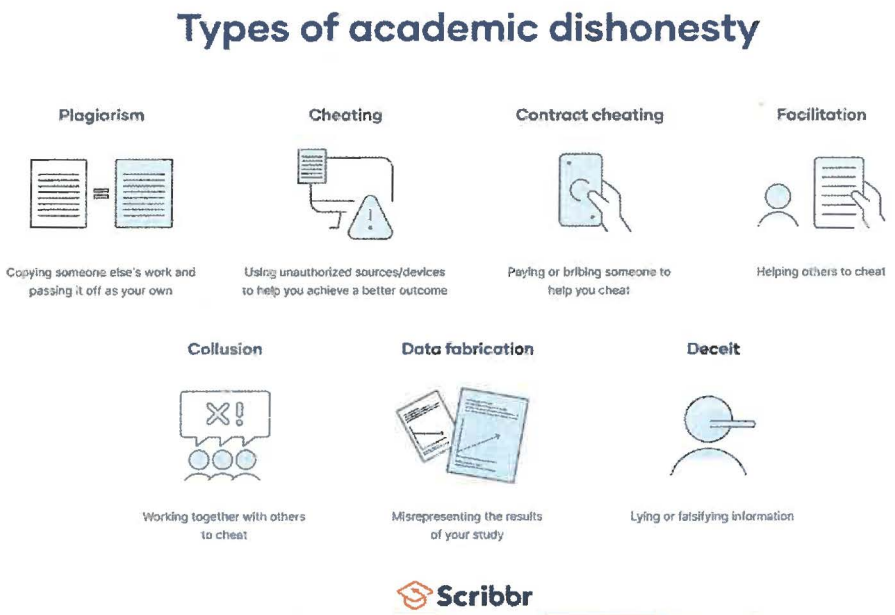
Academic dishonesty impacts the learners ability to grow and learn. This practice also impacts them professionally and personally. Losing the trust of others will take time to rebuild and could have serious legal and reputational consequences.



Consequences for Academic Dishonesty

When a scholar is identified as having participated in academic dishonesty, their parent/guardian(s) will be contacted and **they will receive disciplinary action.** At the discretion of the teacher, an alternative assignment(s) may be assigned or the scholar may receive a zero for the assignment.

Academic dishonesty in Dual Credit courses will be addressed by the university/college partners and their given procedures.

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

Attendance Policy

The home high schools are the ultimate record keepers of scholar attendance. Scholars attending the Ignite Institute will adhere to the attendance policies of their home high school. To return to Ignite, scholars will have no more than 3 unexcused absences per semester. Unexcused absences and tardies that exceed 3 per semester will be subject to the home school truancy policy and may include disciplinary action from the Ignite Institute.

You may now send all attendance correspondence to ignite.attendance@boone.kyschools.us

The No Pass/No Drive Law (KRS 159.051)

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This statute results in the denial or revocation of a student's driver's license for academic deficiency or dropping out of school as a result of excessive or unexcused absences. Academic deficiency is defined as a student who does not have passing grades in at least four (4) courses, or the equivalent of four courses, in the preceding semester. A student is deemed to have dropped out of school when he/she has nine (9) or more unexcused absences in the preceding semester.

Club Policy

Clubs at the Ignite Institute are encouraged and promote a well-rounded educational experience for scholars. Any club at the Ignite Institute must be:

- Approved by Ignite administration
- Sponsored voluntarily by an Ignite employee
- Curriculum-based if offered during the school day

Some examples of Ignite clubs from the previous school year are Student Council, Ignite Hispanic Scholar Association (IHSA), Media Club, and Book Club among many others.

Outside Food/Drink Policy

Scholars are not permitted to bring outside food in (other than what they plan to eat for lunch). If a scholar has to eat lunch outside of the normal lunchtime, they are permitted to eat in the front office.

Scholars should not have food delivered to school, nor have others pick-up food and bring it to school for them, nor stop on the way to school to bring commercially prepared food or drink (ie. fast food) for the day. All food and drink must be consumed in the cafeteria.

Additionally, please do not have your scholar bring glass containers to school as they are a shatter hazard.

Shadowing Policy

In an effort to maintain the integrity of instruction at the Ignite Institute and to minimize distractions, we do not permit interested scholars to "shadow" Ignite scholars. Interested scholars are able to sign up for tours during the school day to experience what our structure looks like.

Use of Technology-Boone AUP

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

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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.

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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.

District-Owned Devices

Staff and students may be assigned district-owned mobile devices (laptops/Chromebooks) and chargers. These devices may go home as instructional needs require. Staff and students assume financial responsibility for damages incurred outside of normal, responsible use or theft of district property. Per 08.2323 in Board Policy, individuals shall reimburse the Board for repair or replacement of district property lost, stolen, damaged or vandalized while under their care. Repair/replacement costs will be quoted by the appropriate vendor for pricing.

Personally-Owned Devices Connected to the District Network

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

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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.

Online Activity Outside of School Hours

Scholars working from home outside the school hours while using a school issue laptop are held accountable to the Boone County AUP. Scholars outside the school hours or during any Non-Traditional School Days while logged into any associated web browser or platform with their school account are likewise held to the standards of the Boone County AUP.

Students and employees must use online resources, including emerging technologies and artificial intelligence (AI) tools, responsibly.

- Use of AI for cheating, plagiarism, or circumvention of academic expectations is prohibited.
- AI tools may only be used for instructional or work-related purposes with appropriate staff supervision or administrative approval.
- Students and employees should not input personally identifiable information (PII) or sensitive data privacy.

All electronic communication between staff or volunteers and students must occur through District-approved, traceable communication systems.

- Private communication via personal accounts or non-approved platforms is prohibited unless the student is the child of the employee or volunteer.
- Parents may submit written consent (per SB 181) for staff to communicate with their child outside of the traceable system.
- School principals will notify parents within the first 10 days of the school year about the communication platforms in use and how to access them.
- Violations must be reported according to Policy 08.2324.

Monitoring and Filtering:

- Internet access throughout the district is filtered using a web filter.
- User activity may be monitored and logged at any time, regardless of device or location.
- Use of district technology is not private.
- Filtering and audit systems apply to all users — students, staff, and community members — on District-managed systems and networks.

Violations of the Acceptable Use Policy

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Students who violate the Acceptable Use Policy (08.2323) http://policy.ksba.org/Chapter.aspx?distid=161 or the Telecommunication Devices Policy (09.4261) are subject to disciplinary action per the Code of Conduct

Device Recommendations

~~Below are the Ignite device recommendations. A Chromebook is the minimum device needed for Ignite scholars. Scholars in the Computer Science, Design, and Engineering Colleges may want to consider more versatile devices 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.~~

~~ALL DEVICES MUST BE ABLE TO ACCESS 5GHz Wi-Fi~~

~~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 processor 3 Ghz +~~
~~RAM~~	~~32 GB +~~
~~Hard Drive~~	~~1 TB +~~
~~Video Card *~~	~~2 GB + dedicated RAM, Microsoft® Direct3D 11® capable graphics card or higher supporting 1280 x 1024 screen resolution*~~
~~Operating System~~	~~Windows 10, 64 bit operating system. PC preferred.~~ ~~*Apple device with OSX 10.11 +. Bootcamp required with one of the above Windows operating systems.*~~
~~Network~~	~~5GHz Wireless access~~
~~Other Basic Software~~	~~Chrome~~ ~~Microsoft Office, v. 2010 through 2016~~
~~Design College Laptop – MACBOOK Pro – Option 1~~	

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~~Display~~	~~13 inch~~
~~Processor~~	~~Intel® Intel 6th 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 6th 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 robust 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.~~

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 devices 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.

Chromebooks

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Processor	Intel Celeron N5100 Quad Core 1.10GHz Processor
RAM	4GB+
Network	Wireless (compatible with 5GHz Wi-Fi)
Hard Disk	32GB+

Laptops			
	Engineering / Computer Science	**Design MacBook Pro**	**Design Laptop PC**
Processor	Intel or AMD Processor 3GHz+	• Intel® 6th Generation or newer CPU • Advanced Vector Extensions 2 (AVX2) Support required	• Intel® 6th Generation or newer CPU, or AMD Ryzen™ 1000 Series or newer CPU • Advanced Vector Extensions 2 (AVX2) support required
RAM	16GB+	16GB+	16GB+
Hard Drive	1TB+	512GB+	512GB+
Video Card	Display adapter capable of 24-bit color, DirectX® 11 capable graphics card with Shader Model 5. Graphics card with minimum of 4GB of video memory recommended.	• Apple Silicon: 16GB of RAM • Intel Macs with a discrete AMD GPU: 4GB of VRAM	• Windows with NVIDIA GPU: GPU must be of the Maxwell generation or newer and have at least 4GB of VRAM • Windows with Intel or AMD GPU: Discrete GPU with at least 4GB VRAM and support for OpenCL
Operating System	Windows 11	macOS Monterey (version 12) or later	Windows 11
Network	Wireless (compatible with 5GHz Wi-Fi)	Wireless (compatible with 5GHz Wi-Fi)	Wireless (compatible with 5GHz Wi-Fi)

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. 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 (device must be able to access 5GHz Wi-Fi) 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.
- The Ignite Institute is not responsible for lost or stolen headphones/airpods.

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Ignite Institute Acceptance Criteria

Scholars are selected based on their willingness to work hard and their interest in a particular career field. There is no specific GPA requirement to be accepted to the Ignite Institute. In addition, scholars with IEP and 504 plans are eligible to attend.

Summary

1. Grade Level...Disqualification if criteria is not met
2. Attendance...20 Points
3. Behavior...20 Points
4. Essay...30 Points
5. Recommendation...30 points

Total point structure: 100 points

Grade Level (Must meet criteria)

Scholars who are considered for a position at the Ignite Institute must be on track to be promoted to the subsequent grade level in their next school year. *Ex. 8th grade scholars must be on track to enter high school as 9th graders.*

Attendance (20 points)

Attendance is critical for scholar success at the Ignite Institute. Scholars will receive points based on their past unexcused attendance events.

Point Structure:

- 0 Unexcused Absences...20
- 0.5 Unexcused Absence...18
- 1 Unexcused Absence...16
- 1.5 Unexcused Absences...14
- 2 Unexcused Absences...12
- 2.5 Unexcused Absences...10
- 3 Unexcused Absences...8
- 3.5 Unexcused Absences...6
- 4 Unexcused Absences...4
- 4.5 Unexcused Absences...2
- 5 or More Unexcused Absences...0

Behavior (20 points)

Scholars with behavior incidents are able to attend the Ignite Institute as long as there are no more than 6 behavioral incidents and/or they have no expellable offenses from January 1st of the previous school year to the time the application is processed.

Point Structure:

- Zero Incidents...20
- 1 Incident...16
- 2 Incidents...12

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- 3 Incidents...8
- 4 Incidents...4
- 5-6 Incidents…Zero Points
- 7 or more Incidents...Disqualified
- Any expellable offense...Disqualified

Scholar Questions (30 Points)

Written or Video

The essay portion of the Ignite Institute application is where scholars express their interests in attending Ignite as well as their career and personal interests. This portion must be completed by the scholar.

Point Structure (10 Points Each):

1. **Describe in detail the top two reasons that you want to attend Ignite. Use complete sentences in your descriptions**. (2 points for each bullet)

    - Lists one reason they want to attend Ignite
    - Gives detail for first reason
    - Lists second reason they want to attend Ignite
    - Give detail for second reason
    - Uses complete sentences

2. **Ignite is looking for scholars that are passionate about their college. What college is your first choice, and what about that college most sparks your passion? Describe what you have done/are doing to express that passion (e.g., camps, classes, lessons, things you have looked up or researched, something you have practiced on your own). Use complete sentences in your answer.** (2 points for each bullet)

    - States the college to which they are applying
    - States what sparks their passion
    - Is genuine in their expression of passion
    - Describes at least one thing they have done/are doing to express their passion
    - Uses complete sentences in their answer

3. **What career(s) are you interested in that relates to the college you are applying to? Look at the Curriculum Guide on the Ignite website (found under Information at the top of the page) and read the description of your college's career classes. How do these career classes fit in with the career(s) you are interested in? Use complete sentences in your answer.** (2 points for each bullet)

    - Lists at least one career that fits within the scope of the college
    - Describes how one career class fits within that career
    - Describes how a second career class fits within that career
    - Describes how a third career class fits within that career
    - Uses complete sentences in their answer

Recommendation (30 Points)

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Each scholar applying to the Ignite Institute is asked to provide the email address of one person (preferably someone in the educational field) who knows them well. We will be asking the recommender to comment on the scholar's potential regarding Ignite and their willingness to learn. Scholars should communicate with their selected recommender to ensure they receive and submit the recommendation form.

Point Structure:

The recommendation consists of 10 questions that will be given 3 points each.

(1=Not True, 2=Somewhat True, 3=Very True)

1. This scholar learns best with hands-on based practices.
2. This scholar puts forth great effort when they explore something that is of interest to them.
3. This scholar shows signs of empathy.
4. This scholar has expressed an interest in attending the Ignite Institute.
5. This scholar would benefit from learning in a non-traditional environment.
6. This scholar puts forth at least some effort when trying new things.
7. This scholar would find school more relevant if they were exploring career fields.
8. This scholar can be trusted to act appropriately in front of members of the community.
9. This scholar would excel in a high school structure where they have the same team of teachers each year.
10. This scholar has overcome obstacles or has the potential to do so.

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Ignite Contacts

If you have any questions, please feel free to reach out!

Administrative Team:
Mr. Jerry Gels, Principal: jerome.gels@boone.kyschools.us
Mr. Brian Noll, Assistant Principal: brian.noll@boone.kyschools.us
Mr. Don Black, Assistant Principal: don.black@boone.kyschools.us
Mrs. Michelle Hagedorn, Instructional Coach: michelle.schuster@boone.kyschools.us

Mr. Joel Ford, Counselor: joel.ford@boone.kyschools.us
Mrs. Holly Jones, Counselor: holly.jones@boone.kyschools.us
Mr. Chris Browning, Counselor: chris.browning@boone.kyschools.us
Ms. Jennifer Smith, Internship Coordinator: jennifer.smith2@boone.kyschools.us

Ms. Susanne Hemingway, Front Office Staff: susanne.hemingway@boone.kyschools.us
Mrs. Heather Johnson, Front Office Staff: heather.johnson@boone.kyschools.us
Mrs. Jenni Kentrup, Front Office Staff: jenni.kentrup@boone.kyschools.us

Ms. Debbie Welsch, School Nurse: debbie.welsh@boone.kyschools.us
Ms. Lisa Redwine, Health Clerk: lisa.redwine@boone.kyschools.us

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