



Ignite Learning Student Handbook

Welcome to Ignite Learning

Welcome, students! Whether you are joining us for a full K–12 program, a single course, credit recovery, summer school, or Early College, we are glad you are here. Ignite Learning was built for students like you: learners who want flexibility, personal attention, and a real path to success.

This handbook is your guide to how Ignite works. It explains what you will learn, what we expect from you, what you can expect from us, and where to turn when you need help. Every official Ignite Learning policy is included here in full, so this handbook is also the place to look when you have a question about the rules.

How to Use This Handbook

The handbook is organized in the order you will usually experience school at Ignite:

1. **Part One – About Ignite Learning** explains our mission, the grades and courses we offer, and how online learning works.
2. **Part Two – Attendance, Engagement, and Your School Day** explains how attendance works in an online school and what a typical day looks like.
3. **Part Three – Academic Integrity** explains what honest work means, including rules about artificial intelligence.
4. **Part Four – Graduation, Credit Recovery, and Your Transcript** explains how to earn your diploma and how your academic record is kept.
5. **Part Five – Safety, Technology, and Student Conduct** explains how to stay safe online, how to get tech help, and what happens when rules are broken.
6. **Part Six – Child Protection and Safeguarding** explains how Ignite protects you and what adults at Ignite are and are not allowed to do.

Each part begins with a short introduction written just for you. The official policy follows, exactly as adopted by Ignite Learning.

Important Contacts at a Glance

Who

Name

Phone

Email



Head of School	Roger LaMarca	520-709-9688	lamarca@learningignite.com
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Designated Safeguarding Administrator	Saree Arends	801-889-6233	arends@learningignite.com
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Utah DCFS Child Abuse Hotline	—	1-855-323-3237	—
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Emergency	—	911	—
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If you are ever in immediate danger, call 911 first. Do not wait for a reply from the school.

Part One: About Ignite Learning

Before you dive into your courses, it helps to understand how Ignite works and why. This part explains our mission, the students we serve, the courses and pathways available to you, and how learning, support, and progress fit together. You will see one idea again and again: mastery. At Ignite, moving forward means showing that you truly understand what you are learning, not just spending time in a course.

Educational Program Description

1. Purpose and Overview

Ignite Learning is a flexible K–12 and Early College educational program designed to provide students and families with accessible, personalized, academically rigorous learning opportunities. Ignite serves students through a combination of full-program enrollment, individual course enrollment, homeschool support, school partnerships, dual enrollment/early college opportunities, credit recovery, and summer learning.

Ignite's educational program is designed around the belief that students learn best when they have access to appropriate curriculum, qualified teachers, meaningful support, flexible learning opportunities, and clear expectations for academic progress.

Ignite utilizes a mastery-based educational philosophy in which students are expected to demonstrate understanding of course content and learning objectives rather than simply progress through material



based on seat time. Instruction, practice, assessment, feedback, and additional support are used together to help students develop the knowledge and skills necessary for success.

Ignite currently provides K–12 courses as well as Early College opportunities, including opportunities for eligible high school students to earn college credit and work toward an Associate degree through participating college and university partnerships.

The educational program may be delivered fully online or through a hybrid model in partnership with schools and families. Ignite may provide the instructional program and teachers directly, or may provide curriculum and instructional resources for use by a partner school's teachers.

2. Mission and Educational Philosophy

Mission

Ignite Learning exists to provide students with flexible, high-quality educational opportunities that allow them to pursue academic success according to their individual needs, interests, goals, and circumstances.

Ignite seeks to provide students with the tools, resources, instruction, and support necessary to become successful, independent, lifelong learners.

Educational Philosophy

Ignite believes that education should be:

- **Student-centered** — instruction should recognize the individual needs, abilities, interests, and goals of each student.
- **Mastery-based** — students should have opportunities to develop and demonstrate mastery of essential knowledge and skills.
- **Flexible** — students and families should have meaningful flexibility in how and when learning occurs while maintaining appropriate academic expectations.
- **Teacher-supported** — students should have access to qualified educators who provide instruction, feedback, encouragement, clarification, and academic support.
- **Data-informed** — assessment and progress information should be used to identify strengths, learning gaps, and appropriate next steps.
- **Accessible** — students should have opportunities to access courses and programs that may not otherwise be available through their local educational setting.
- **Future-focused** — students should be prepared for continued education, career opportunities, civic responsibility, and lifelong learning.

Ignite's mastery-based model emphasizes student ownership, continuous assessment, personalized feedback, critical thinking, problem-solving, and long-term retention.

3. Grade Levels Served



Ignite Learning serves students across the K–12 continuum.

The educational program includes:

Elementary School (Grades K–5)

Elementary courses provide developmentally appropriate instruction in core academic areas and opportunities for enrichment and exploration.

Middle School (Grades 6–8)

Middle school courses provide continued development of foundational academic knowledge and skills while preparing students for the increasing rigor and independence of high school.

Ignite's current course catalog includes teacher-supported courses in areas such as language arts, science and nature study, history and geography, and arts for middle-school students.

High School (Grades 9–12)

The high school program provides a comprehensive pathway toward high school graduation and may include:

- **Core academic courses**
- **Electives**
- **Fine arts**
- **Career and technical education**
- **Physical education**
- **Health**
- **Digital literacy**
- **Advanced coursework**
- **Dual enrollment/early college**
- **Credit recovery**
- **Other specialized learning opportunities**

Ignite's current high-school program is designed to prepare students for graduation, college, career pathways, and lifelong learning.

Early College

Eligible high school students may participate in college-level coursework through Ignite's Early College program. These opportunities may allow students to earn transferable college credit while completing high school requirements and may provide a pathway toward an Associate degree.

4. Students Served

Ignite Learning serves a diverse population of students whose educational circumstances, academic needs, interests, and goals may differ from those of students in a traditional school setting.



Students may include:

- Traditional full-time K–12 students;
- Homeschool students;
- Students attending private schools;
- Students attending public or charter schools who need additional coursework;
- Students seeking individual courses;
- Students seeking advanced or specialized coursework;
- Students requiring credit recovery;
- Students participating in summer school;
- Students seeking college-level coursework while in high school;
- Students participating through school partnerships;
- Students whose schedules require greater flexibility;
- Students pursuing extracurricular, athletic, employment, or other commitments;
- Students seeking courses not available through their primary school; and
- Students whose families desire a personalized online educational experience.

Ignite also works with schools, colleges, universities, and other educational partners to expand access to educational opportunities.

5. Core Academic Program

Ignite provides a broad K–12 academic program organized around grade-level and subject-area expectations.

The core program includes courses in areas such as:

- English Language Arts/Language Arts;
- Mathematics;
- Science;
- History and Social Studies;
- World Languages;
- Fine Arts;
- Physical Education;
- Health;
- Career and Technical Education;
- Digital Literacy; and
- Elective and enrichment areas.

Courses are organized by grade level and/or subject area and are designed to provide students with appropriate academic content and learning experiences.

At the high-school level, Ignite provides a diploma pathway consisting of required academic coursework and electives. The current Ignite high-school diploma framework identifies a 24-credit graduation program, including required coursework in Language Arts, Mathematics, Science, Social



Studies, Financial Literacy, Health, Physical Education, Fine Arts, Career and Technical Education, Digital Literacy, and Electives.

Where appropriate, courses may be aligned to applicable state academic standards and other recognized academic expectations.

6. Curriculum and Instructional Design

Ignite's curriculum is designed to provide students with a structured progression of learning objectives, instructional activities, practice opportunities, assessments, and feedback.

Courses generally include:

- Course objectives and expectations;
- Standards-aligned or standards-informed content;
- Instructional materials;
- Learning activities;
- Practice opportunities;
- Formative assessments;
- Summative assessments;
- Projects or performance-based activities where appropriate;
- Teacher feedback and support;
- Opportunities for remediation or additional practice; and
- Evidence of course completion and mastery.

Ignite maintains a variety of course delivery models, including self-paced and teacher-supported courses. Current course offerings identify teacher-supported courses in which teachers grade assignments, provide feedback, answer questions, and provide additional assistance as needed.

Ignite may also use third-party curriculum and instructional resources when appropriate. When outside resources are used, Ignite maintains responsibility for ensuring that the program provided to students is appropriately structured, supported, and monitored.

7. Individualized Learning

Individualization is a central component of Ignite's educational model.

Ignite recognizes that students enter courses with different levels of prior knowledge, academic preparation, learning needs, interests, and goals.

The program therefore provides flexibility in:

- Course selection;
- Course sequencing;
- Learning pace;
- Academic support;



- Instructional resources;
- Assessment and feedback;
- Intervention;
- Scheduling; and
- Academic pathways.

Ignite's learning platforms provide students with access to assignments, course materials, grades, progress information, and communication tools.

When appropriate, students may receive diagnostic or placement information to identify academic strengths and areas requiring additional development. Ignite's grade-level assessment program, for example, uses adaptive diagnostic assessment to identify student proficiency and learning gaps and then provides targeted practice, scaffolded instruction, feedback, mastery tracking, and personalized recommendations.

Individualization does not eliminate academic expectations. Rather, Ignite uses student information to determine appropriate instructional support and pathways while maintaining expectations for meaningful learning and successful completion.

8. Online and Virtual Instructional Model

Ignite's primary instructional delivery model is online, with opportunities for hybrid implementation through school partnerships.

The online model is designed to provide students with flexibility while maintaining academic structure, teacher support, assessment, and accountability.

Students access instruction and course materials through appropriate learning-management systems and digital platforms.

Depending on the course and program, students may engage in:

- Online lessons;
- Digital readings and instructional materials;
- Interactive activities;
- Assignments;
- Projects;
- Assessments;
- Teacher feedback;
- Individual teacher support;
- Live virtual instruction;
- Virtual office hours;
- Small-group instruction;
- Collaborative activities; and
- Other technology-supported learning experiences.



Ignite may operate courses through platforms such as its learning-management systems and other instructional technologies appropriate to the course.

Ignite's online model is not intended to be a passive learning environment. Students are expected to actively engage with instructional materials, complete assigned work, demonstrate learning, and communicate with teachers as appropriate.

The school may also provide programs through a hybrid model, allowing students to combine online curriculum with on-campus instruction. Ignite may provide the teacher or work with the partner school's teachers.

9. Teacher Qualifications and Instructional Personnel

Ignite recognizes that qualified teachers are essential to student learning.

Teachers and instructional personnel are selected based on the requirements of their assigned responsibilities and applicable state, program, school, or partner requirements.

Depending upon the program, teachers may be responsible for:

- Delivering instruction;
- Answering student questions;
- Providing academic assistance;
- Reviewing student work;
- Grading assignments;
- Providing meaningful feedback;
- Monitoring student progress;
- Identifying learning concerns;
- Providing intervention;
- Communicating with students and families; and
- Supporting successful course completion.

Teachers are expected to demonstrate appropriate subject-area knowledge, instructional ability, professionalism, and commitment to student success.

Where state licensure, certification, fingerprinting, background screening, or other qualifications are required, Ignite follows applicable requirements.

Ignite also provides or facilitates professional development and instructional support appropriate to the program and the responsibilities of instructional staff.

10. Student Support

Ignite provides student and family support throughout the educational process.

Support may include:

Academic Support

Students may receive:

- Teacher assistance;
- Assignment feedback;
- Additional explanations;
- Remediation;
- Additional practice;
- Academic planning;
- Progress monitoring; and
- Intervention when appropriate.

Technical Support

Students and families receive assistance with:

- Account setup;
- Learning-platform access;
- Passwords and credentials;
- Course navigation;
- Technology requirements; and
- Technical problems.

Ignite's student and family resources identify access to assignments, course materials, grades, progress tracking, and communication tools through its learning platforms.

Family Support

Ignite recognizes parents and guardians as important partners in student success. Families may receive information regarding:

- Course enrollment;
- Course expectations;
- Student progress;
- Academic concerns;
- Course completion;
- Graduation planning; and
- Available educational opportunities.

11. Electives and Specialty Courses

In addition to its core academic program, Ignite provides students with opportunities to explore interests, develop skills, and pursue specialized learning.

Electives and specialty courses may include areas such as:



- Art;
- Digital art;
- Video production;
- Adobe Creative Cloud;
- Animation;
- Game design;
- 3D printing;
- Computer science;
- Coding;
- Minecraft/STEAM;
- Leadership;
- Physical education;
- World languages;
- Career and technical education;
- Financial literacy;
- Music;
- Other arts and enrichment courses.

Ignite's current catalog includes technology-focused electives such as Adobe Creative Cloud Digital Art and Video Production, 2D/3D Animation, 3D Printing, Game Design, and Minecraft STEAM Foundations.

Ignite may also provide specialty learning opportunities through live virtual classes, enrichment activities, clubs, and other experiences.

The availability of specific electives varies by grade level, semester, student demand, partnerships, and instructional resources.

12. Dual Enrollment and Early College

Ignite provides high school students with opportunities to participate in dual enrollment/early college coursework.

The purpose of the program is to allow qualified students to begin college-level study while completing high school requirements.

Through participating college and university partnerships, students may:

- Earn college credit;
- Complete transferable coursework;
- Explore college-level subjects;
- Reduce the time or cost required to complete a college degree;
- Develop college-level academic skills; and
- Work toward an Associate degree.



Ignite's Early College program currently provides pathways through participating higher-education partners and identifies opportunities for students to work toward an Associate degree.

College courses are governed by the requirements of the applicable college or university, including admissions, enrollment, course, grading, and credit requirements.

Ignite works with students and families to help them understand how college coursework fits into their overall high-school academic plan.

13. Credit Recovery

Ignite provides credit-recovery opportunities for students who have not successfully completed a required course.

Credit recovery is designed to allow students to address deficiencies, demonstrate the required learning, and remain on an appropriate pathway toward graduation.

Credit-recovery students are expected to:

- **Enroll in the appropriate course;**
- **Complete required instructional activities;**
- **Demonstrate meaningful engagement;**
- **Complete required assessments and assignments;**
- **Demonstrate mastery of required learning objectives;**
- **Receive teacher support and feedback; and**
- **Successfully complete the course requirements.**

Credit recovery is not intended to provide credit solely for participation or enrollment.

Students who repeat a course are expected to meet the academic requirements established for that course. When permitted by applicable policy, a successfully completed repeated course may replace or supplement a previous unsuccessful course attempt for purposes of academic progress and graduation planning.

14. Summer School

Ignite provides summer learning opportunities designed to help students:

- **Recover academic credit;**
- **Accelerate academic progress;**
- **Complete required coursework;**
- **Take additional electives;**
- **Prepare for the upcoming academic year;**
- **Address learning gaps; or**
- **Participate in enrichment opportunities.**

Summer courses maintain appropriate academic expectations and require students to complete the applicable course requirements.

Summer programming may be delivered through Ignite's online instructional model and may include teacher support, assignments, assessments, and other instructional services.

15. Course Completion Requirements

Course completion is based on successful completion of the academic requirements established for the course.

Depending upon the course, completion may require:

- Completion of assigned instructional material;
- Completion of assignments;
- Demonstration of academic engagement;
- Completion of assessments;
- Demonstration of mastery of required learning objectives;
- Teacher interaction and/or support;
- Completion of projects or performance tasks;
- Meeting established course deadlines; and
- Achievement of the required final grade or other completion standard.

Students may not receive course credit simply because they have logged into a course or spent time in the learning platform.

Ignite evaluates meaningful academic participation and evidence of learning when determining whether a student has successfully completed a course.

16. Academic Progress and Monitoring

Ignite monitors student progress throughout the educational experience.

Depending on the program, monitoring may include:

- Course activity;
- Assignment completion;
- Assessment results;
- Grades;
- Teacher feedback;
- Teacher-student interaction;
- Course pacing;
- Course completion;
- Diagnostic assessment results;
- Academic plans;
- Graduation progress; and



- Other relevant indicators of student learning.

Teachers and administrators use available information to identify students who may need additional academic support.

When a student is not making appropriate progress, Ignite may provide additional support, intervention, communication with the family, adjusted pacing, additional practice, or other appropriate assistance.

Ignite's mastery-based approach emphasizes continuous assessment and personalized feedback as tools for helping students achieve academic success.

17. Student Progression From Course to Course

Ignite students' progress through the educational program based upon successful completion of courses and achievement of applicable academic requirements.

Progression may occur through:

Assessment → Course Placement → Instruction → Practice → Feedback → Mastery → Course Completion → Next Course

Students may advance to the next course in a sequence when they have:

- Successfully completed the prerequisite course, when applicable;
- Demonstrated the required knowledge and skills;
- Met course completion requirements; and
- Been determined to be appropriately prepared for the next level.

In some circumstances, diagnostic assessment, teacher recommendations, prior academic records, or other evidence may be used to determine appropriate placement.

Students who do not demonstrate sufficient mastery may receive additional instruction, remediation, or intervention before progressing.

Students who demonstrate advanced readiness may, when appropriate, be placed into more advanced coursework.

This approach allows Ignite to maintain academic expectations while recognizing that students do not all learn at exactly the same pace.

18. High School Graduation Program

Ignite's high school program is designed to prepare students for graduation, postsecondary education, career opportunities, and lifelong learning.

The current Ignite diploma framework requires 24 credits, including:



The full credit breakdown by subject area appears in Part Four: Graduation Requirements.

Ignite's current published high-school program also identifies a requirement that 12 credits be completed with Ignite Learning.

Graduation planning is monitored through student academic records and graduation-planning tools.

Students and families are encouraged to plan coursework across the high-school years to ensure that required credits are completed in an appropriate sequence.

19. College and Career Readiness

Ignite's educational program is designed to prepare students for multiple postsecondary pathways.

Depending upon student goals, these pathways may include:

- Four-year college or university;
- Community or technical college;
- Associate degree programs;
- Career and technical education;
- Workforce entry;
- Military service;
- Entrepreneurship; or
- Additional education and training.

Students may pursue advanced coursework and Early College opportunities when appropriate.

Ignite's Early College program is specifically designed to give students an opportunity to earn college credit and potentially work toward an Associate degree while completing high school.

20. Educational Program Evaluation

Ignite Learning recognizes that an effective educational program requires ongoing evaluation and improvement.

Ignite periodically reviews the effectiveness of its educational program using available evidence, including:

- Student achievement;
- Course completion;
- Grades;
- Assessment results;
- Student progress;
- Graduation progress;
- Credit-recovery outcomes;
- Student and family feedback;
- Teacher feedback;

- Enrollment and persistence information;
- State or external assessment results when available; and
- Other relevant evidence.

The information gathered through this process may be used to:

- Revise curriculum;
- Improve instructional practices;
- Identify professional-development needs;
- Improve student support;
- Modify course offerings;
- Strengthen intervention practices;
- Improve student engagement; and
- Establish priorities for continuous improvement.

Ignite's commitment to mastery-based learning and continuous assessment provides a foundation for using student-learning information to improve educational outcomes.

21. Program Delivery Through Educational Partnerships

Ignite may partner with public schools, charter schools, private schools, homeschool families, colleges, universities, and other educational organizations.

Partnership arrangements may involve:

- Ignite-provided curriculum;
- Ignite-provided teachers;
- Partner-provided teachers;
- Hybrid instruction;
- Fully online instruction;
- Individual courses;
- Full-program enrollment;
- Early College;
- Credit recovery;
- Summer school; or
- Other educational services.

The specific responsibilities of Ignite and its partners are established through the applicable partnership agreement.

Ignite works collaboratively with educational partners to develop programs that meet the needs of their students. The Ignite website identifies both fully online and hybrid K–12 options and allows partners to use Ignite teachers or their own teachers.

22. Educational Program Summary



Ignite Learning provides a flexible, student-centered K–12 educational program built around mastery, personalization, teacher support, academic accountability, and preparation for future success.

The program provides students with multiple pathways to achieve their educational goals, including:

- Full K–12 educational programs;
- Individual courses;
- Core academic coursework;
- Electives and specialty courses;
- Teacher-supported courses;
- Online and hybrid learning;
- Dual enrollment and Early College;
- Credit recovery;
- Summer school;
- Academic intervention and support; and
- High-school graduation pathways.

Ignite's educational model recognizes that students have different academic needs, interests, circumstances, and goals. Accordingly, the program provides flexibility while maintaining clear expectations for meaningful academic engagement, demonstrated learning, course completion, and academic progress.

The central objective of the Ignite educational program is to provide each student with an appropriate pathway to learn, demonstrate mastery, progress academically, graduate successfully, and prepare for the student's next stage of education or career.

Now that you know what Ignite offers, the next part explains what it takes to make the most of it: showing up, staying engaged, and keeping in touch with your teachers.

Part Two: Attendance, Engagement, and Your School Day

In an online school, "being present" looks different than sitting at a desk. At Ignite, you show up by doing the work: completing lessons, turning in assignments, joining live sessions, and talking with your teachers about what you are learning. Logging in alone does not count. This part explains how attendance is measured, what happens if you fall behind, and how your teachers will help you get back on track. It ends with a sample daily schedule so you can see what a typical day looks like.

Attendance, Academic Engagement, and Course Participation Policy

1. Purpose

Ignite Learning is committed to maintaining an instructional environment in which students regularly participate in their courses, receive meaningful instruction and support from qualified teachers, demonstrate academic progress, and successfully complete required coursework.



This policy establishes expectations and procedures for attendance, academic engagement, teacher-student interaction, course pacing, monitoring, intervention, course completion, and the maintenance of accurate academic records.

2. Attendance and Academic Engagement

Attendance is demonstrated through meaningful academic participation and progress in assigned coursework.

Meaningful academic engagement may include:

- Completing assigned lessons and instructional activities;
- Submitting assignments;
- Completing quizzes, tests, projects, and other assessments;
- Participating in discussions and other instructional activities;
- Participating in scheduled instructional sessions or conferences;
- Communicating substantively with a teacher regarding course content;
- Responding to teacher feedback;
- Completing required revisions or remediation;
- Demonstrating progress toward course objectives;
- Participating in teacher-directed instructional activities; and
- Other academic activities identified in the course design.

2.1 Refund Policy and Return Policy

Full-Time Private School Tuition

Tuition for Ignite Learning's full-time private school program is refundable according to the following schedule:

- Within the first two (2) weeks of the semester: 100% refund of tuition. (minus the cost of the physical curriculum if applicable)
- After two (2) weeks of the semester: No tuition refunds will be issued.

Instructional materials, supply kits, technology fees, and third-party vendor costs that have already been purchased or distributed are non-refundable.

Individual Courses and Supplemental Programs

Refunds for supplemental courses, single-course enrollments, summer school programs, and asynchronous course offerings are available only if the student withdraws prior to accessing course materials or beginning coursework.

Once a student has accessed the course platform, downloaded materials, attended instruction, or submitted assignments, the course shall be considered active and non-refundable.



Dual Enrollment Courses

Dual Enrollment and college-credit courses are subject to the refund policies, withdrawal deadlines, and billing procedures established by the applicable partner college or university. Ignite Learning will issue refunds, if applicable, in accordance with the policies and determinations of the partnering institution.

Refund eligibility, timing, and amounts may vary depending on the college's published refund schedule and the student's withdrawal date.

Withdrawal Process

All withdrawal and refund requests must be submitted in writing to Ignite Learning administration. Please send all refund requests to: arends@learningignite.com. Refund eligibility shall be determined based on the official withdrawal date received by Ignite Learning.

Exceptional Circumstances

Ignite Learning recognizes that unforeseen circumstances may arise. Requests involving medical emergencies, family relocation, or other significant hardships will be reviewed on a case-by-case basis.

Refunds or account adjustments may be granted at Ignite Learning's discretion based on the specific circumstances and supporting documentation provided.

Compliance Requirements:

Payments made through UFA are refunded directly to UFA for return to the student's scholarship account. We do not issue refunds directly to parents or students for scholarship-funded tuition.

Refunds follow the same standard policy used for all students. Equal treatment Scholarship students are charged the same tuition and follow the same refund rules as all other students in the same program. Transfers Families are never required to give up their right to transfer to another approved provider during the school year. Withdrawal notice If a scholarship student withdraws, we notify Odyssey/UFA within five (5) business days. Non-discrimination: Ignite Learning complies with all applicable federal non-discrimination laws, including 42 U.S.C. § 2000d.

3. Regular Teacher-Student Interaction

Students shall have ongoing access to qualified instructors throughout the course for instruction, evaluation, academic assistance, feedback, and intervention.

Regular teacher-student interaction is an integral component of the instructional program. Interaction may occur through email, messaging, video conference, telephone, discussion activities, written feedback, individual conferences, instructional sessions, or other appropriate instructional methods.

Teacher-initiated interaction may include:

- Providing substantive feedback on student work;
- Asking instructional questions designed to assess understanding;
- Providing clarification or additional instruction;
- Reviewing student performance;
- Providing formative or summative assessment feedback;
- Reteaching or reinforcing concepts;
- Addressing demonstrated academic deficiencies;
- Conducting academic conferences;
- Providing individualized assistance;
- Monitoring progress and initiating intervention; and
- Other activities through which the teacher teaches, evaluates, or assists the student.

Teacher-student interaction shall occur regularly throughout the course and shall not depend solely upon a student requesting assistance.

Administrative reminders, automated notifications, enrollment communications, scheduling messages, account-management communications, or similar administrative contacts do not, by themselves, constitute substantive instructional interaction.

4. Attendance Recording

Attendance shall be recorded in accordance with applicable law and school procedures.

Attendance and academic participation records may include evidence such as:

- Completed coursework;
- Assignment submissions;
- Assessments;
- Projects and performance tasks;
- Participation in instructional activities;
- Teacher conferences;
- Substantive teacher-student communication;
- Teacher feedback and student responses;
- Demonstrated course progress;
- Learning management system records;
- Intervention activities; and
- Other evidence of meaningful academic participation.

5. Regular Participation

Students are expected to participate regularly and maintain appropriate academic progress consistent with the expectations established for each course.

Students shall complete assigned academic activities within established deadlines and shall maintain sufficient progress toward course completion.



Academic participation may occur at different times when permitted by course requirements; however, flexibility in scheduling does not eliminate the expectation of regular participation, teacher interaction, academic progress, or timely completion.

The school may establish course-specific participation requirements based on course content, instructional design, grade level, academic calendar, student needs, or other legitimate educational considerations.

6. Course Pacing and Defined Completion Period

Each course shall establish an expected sequence, pacing structure, and defined period for successful completion.

Course pacing may include:

- Weekly or periodic assignments;
- Instructional modules;
- Required assessments;
- Projects or performance tasks;
- Teacher conferences;
- Progress milestones;
- Required instructional interactions; and
- Other course-specific academic expectations.

Course design shall establish a reasonable timeframe for successful completion and shall account for reasonable differences in student pacing.

Students are expected to make continuous and appropriate academic progress. Reasonable flexibility may be provided when appropriate, but students may not remain indefinitely inactive or substantially behind course expectations without intervention or an approved academic plan.

7. Course Start and Completion Dates

For purposes of academic records and course administration, Ignite Learning shall maintain appropriate course start and completion dates.

The Course Start Date is generally the date on which a student begins substantive academic activity in the course.

The Course Completion Date is generally the date on which a student completes the final required graded academic activity or assessment and satisfies the course's academic requirements.

Administrative enrollment, account creation, or initial access to a course does not necessarily establish that the student has begun substantive academic participation.

Likewise, reaching the end of a calendar period does not constitute course completion if required academic work remains outstanding.

8. Monitoring Student Progress

Teachers and school administrators shall monitor student participation and academic progress using appropriate academic indicators.

Monitoring may include:

- Assignment completion;
- Assessment performance;
- Course progress;
- Pace relative to course expectations;
- Quality of submitted work;
- Teacher-student interaction;
- Attendance and participation patterns;
- Demonstrated mastery of course objectives;
- Authenticity and consistency of student work;
- Responses to teacher feedback;
- Completion of required revisions or remediation; and
- Other appropriate indicators.

Monitoring is intended to identify students who are succeeding, students who require additional support, and students who may be at risk of failing to complete a course successfully.

9. Student Intervention and Support

When a student demonstrates insufficient participation, falls significantly behind expected pacing, demonstrates academic difficulty, or otherwise appears at risk of unsuccessful course completion, Ignite Learning may initiate an intervention process.

Interventions may include:

- Teacher outreach to the student;
- Additional instructional assistance;
- Individual conferences;
- Parent or guardian communication, when appropriate;
- Tutoring or small-group instruction;
- Additional practice or remediation;
- Reassessment when permitted by course policy;
- Academic support plans;
- Adjustments to pacing when academically appropriate;
- Referral to appropriate student-support personnel; and
- Administrative intervention when necessary.

Intervention shall be reasonably designed to assist the student in re-engaging with instruction and progressing toward successful course completion.



10. Inactive Student Process

A student may be identified as inactive when the student fails to demonstrate meaningful academic participation or progress consistent with the expectations of the applicable course.

Ignite Learning may use a graduated intervention process.

Level 1 – Monitoring

The teacher identifies reduced participation, missed academic milestones, or a significant decline in course progress and monitors the student's activity and performance.

Level 2 – Teacher Intervention

The teacher contacts the student and provides appropriate academic support, clarification, or an opportunity to re-engage.

Level 3 – Parent or Guardian Intervention

When appropriate, the school may notify and involve the parent or guardian of a minor student regarding continued nonparticipation or academic concerns.

Level 4 – Academic Support Plan

When appropriate, the school may establish an individualized plan addressing participation, pacing, academic support, completion expectations, and other factors necessary to assist the student.

Level 5 – Administrative Action

If a student fails to re-engage or otherwise fails to satisfy applicable participation or academic requirements, Ignite Learning may take administrative action consistent with school policy, enrollment terms, applicable law, and transcript requirements.

The level and timing of intervention may vary based on the student's circumstances, course structure, age, educational program, and applicable requirements.

11. Non-Participation and Absences

A student demonstrates insufficient participation when the student fails to meet applicable academic engagement, pacing, instructional interaction, or course participation expectations.

A lack of activity on a single calendar day does not necessarily constitute an absence or nonparticipation when the student continues to demonstrate meaningful academic engagement within the applicable attendance period and remains appropriately on pace.

Patterns of missed academic activity, failure to maintain course progress, lack of required teacher interaction, or prolonged inactivity may result in intervention.



The school may establish additional attendance procedures when required by applicable law, funding requirements, accreditation requirements, or the structure of a particular educational program.

12. Excused Absences and Approved Circumstances

When applicable, absences or interruptions in academic participation may be excused or otherwise accommodated for circumstances including:

- Illness;
- Family emergencies;
- Approved school activities;
- Religious observances;
- Approved educational activities;
- Disability-related accommodations;
- Other circumstances required by law; or
- Other circumstances approved by the school.

When appropriate, students shall be provided a reasonable opportunity to complete missed academic work.

An approved absence or interruption does not automatically eliminate the student's responsibility to satisfy applicable course requirements.

13. Make-Up Work

Students who miss required academic activities may be required to complete make-up work or alternative academic activities.

Make-up work shall be completed to the same academic standards applicable to the original coursework unless an approved accommodation or other legitimate educational consideration requires an alternative approach.

Completion of make-up work does not necessarily eliminate the expectation that students maintain appropriate teacher interaction, academic progress, and course participation.

14. Academic Integrity and Attendance Records

Attendance and academic participation records must accurately represent the student's own academic activity.

Students may not:

- Submit work substantially completed by another person as their own;
- Allow another person to complete academic activities on their behalf;
- Allow another person to participate in a course using the student's credentials;
- Falsify attendance or participation records;
- Misrepresent course completion;

- Manipulate learning management system activity for the purpose of creating a false record of participation; or
- Otherwise misrepresent their academic participation or achievement.

Parents, guardians, tutors, and other authorized educational supporters may provide reasonable assistance consistent with school policy. Such assistance may include explaining concepts, helping organize materials, supporting study strategies, assisting with technology, or providing general academic support.

Such individuals may not complete a student's assignments, provide unauthorized answers during assessments, impersonate the student, or otherwise compromise the accuracy of academic records.

15. Assessment Participation

Assessments are an important means of determining whether students have achieved course objectives.

Unless an assessment expressly permits collaboration or assistance, students are expected to complete assessments independently and without unauthorized assistance.

Ignite Learning may use reasonable procedures to verify student identity, protect assessment security, and confirm that submitted work accurately represents the student's knowledge and skills.

Approved accommodations shall be provided in accordance with applicable requirements.

16. Verification and Evaluation of Student Work

Student work shall be available for appropriate teacher evaluation and, when necessary, validation of the student's academic achievement.

Student work may include:

- Written assignments;
- Quizzes;
- Tests;
- Projects;
- Performance tasks;
- Discussions;
- Research assignments;
- Presentations;
- Examinations;
- Other graded coursework; and
- Other evidence of academic achievement appropriate to the course.



Teachers may use feedback, conferences, demonstrations of understanding, additional questioning, or other appropriate academic methods to confirm that submitted work reflects the student's knowledge and skills.

Student work shall be evaluated in accordance with the school's grading policies and the academic expectations established for the course.

17. Academic Records and Recordkeeping

Ignite Learning shall maintain appropriate records supporting student participation, academic progress, and course completion.

Records may include:

- Attendance and participation records;
- Assignment submissions;
- Assessment records;
- Grades;
- Teacher feedback;
- Teacher-student communications;
- Course progress;
- Intervention records;
- Academic support plans;
- Course start and completion dates;
- Withdrawal information;
- Evidence of instructional participation; and
- Other documentation necessary to establish the student's academic history.

Records shall be maintained in accordance with applicable law, school policy, privacy requirements, and record-retention procedures.

18. Accuracy of Academic Records and Course Credit

Academic records, grades, credits, attendance records, and assessments shall accurately reflect the student's academic activity and achievement.

Course credit is awarded based upon successful completion of the academic requirements of the course. Credit is not awarded solely because a student:

- Enrolled in a course;
- Accessed the learning management system;
- Remained enrolled for a particular period of time;
- Logged into the course;
- Submitted a predetermined number of assignments; or
- Demonstrated activity without satisfying the course's academic requirements.



The school shall maintain sufficient documentation to support the academic record assigned to each student.

19. Withdrawal and Discontinuation of Participation

A student who ceases meaningful participation in a course may be subject to withdrawal procedures established by Ignite Learning and applicable requirements.

When withdrawal is appropriate, the school shall document the student's withdrawal date based upon relevant enrollment and academic participation records.

The school may consider the student's last substantive academic participation, communication, course activity, and other relevant records when determining the appropriate withdrawal date.

Withdrawal procedures shall be applied consistently while allowing for reasonable consideration of individual circumstances and applicable requirements.

20. Accommodations

Students with approved accommodations shall be provided appropriate modifications to the manner, timing, frequency, or method through which they participate in instruction or demonstrate learning, consistent with the student's approved educational plan and applicable requirements.

An accommodation may modify how a student participates or demonstrates learning but does not eliminate applicable academic expectations unless otherwise required by law or the student's approved educational plan.

Teachers and administrators shall coordinate as appropriate to ensure that accommodations are implemented consistently.

21. Administration and Consistent Implementation

This policy shall be implemented consistently across students and courses while recognizing legitimate differences in instructional design.

Individual courses may establish additional participation procedures appropriate to their design.

Teachers and administrators are responsible for implementing course participation and monitoring procedures in a manner consistent with:

- This policy;
- The applicable course design;
- School grading and academic policies;
- Student educational plans and approved accommodations;
- Applicable law; and
- Other governing school requirements.

Where a course-specific procedure differs from the general procedures described in this policy, the course-specific procedure shall be documented and applied consistently.

22. Academic Quality and Student Eligibility

Ignite Learning shall maintain instructional, assessment, attendance, participation, grading, and recordkeeping practices that support the academic quality and credibility of its courses and student records.

The school shall ensure that its published policies, course descriptions, instructional practices, assessment procedures, grading practices, and academic records accurately reflect the manner in which courses are administered.

23. Policy Review

This policy shall be reviewed at least annually and may be revised as necessary based on:

- Changes in applicable law or regulation;
- State attendance requirements;
- Accreditation or academic-quality requirements;
- Changes to instructional or assessment practices;
- Changes in academic-integrity requirements;
- Changes in technology;
- Operational experience; and
- Other factors affecting the quality, integrity, or administration of Ignite Learning's academic programs.

Your School Day: Sample Student Daily Class Schedule

Here is what a typical day at Ignite might look like. Your own schedule may shift depending on your courses, but the daily and weekly participation expectations below apply to every student.

Time	Course	Expected Activity
8:00–8:30 AM	English	Lessons, reading, assignments, and teacher-directed activities
8:30–9:00 AM	Mathematics	Lessons, practice, assignments, and problem-solving activities



9:00–9:30 AM	Science	Lessons, instructional activities, assignments, or assessments
9:30–10:00 AM	History/Social Studies	Lessons, readings, assignments, or instructional activities
10:00–10:30 AM	Elective	Coursework, projects, practice, or other assigned activities
10:30–11:00 AM	Break/Transition	Student break
11:00 AM–12:00 PM	Teacher Support/Live Instruction	Scheduled live instruction, teacher conferences, academic support, or intervention
12:00–1:00 PM	Lunch	Student lunch period
1:00–2:00 PM	Coursework/Completion	Completion of assigned coursework, projects, assessments, or teacher-directed activities
2:00–3:00 PM	Academic Support/Study	Additional coursework, teacher support, tutoring, remediation, or enrichment

Daily Participation Expectations

Students are expected to participate in English, Mathematics, Science, History/Social Studies, and an elective each school day, with a minimum of 30 minutes of academic engagement in each scheduled course. The daily schedule provides structured time for students to complete assigned coursework and participate in teacher-directed instructional activities.

Students are also required to participate in live teacher-led instruction or academic support at least three times each week. Live sessions may include direct instruction, discussion, assessment review,



individual conferences, small-group instruction, remediation, or other substantive teacher-student interaction.

The schedule represents a typical student day. Course-specific schedules, assignment deadlines, assessments, teacher conferences, and live instructional sessions may vary while maintaining the school's established requirements for daily participation, instructional time, teacher interaction, academic progress, and course completion.

Showing up and engaging is only half of the picture. The work you turn in also has to be your own, which is the focus of the next part.

Part Three: Academic Integrity

Your grades and your transcript tell colleges, employers, and you what you have truly learned. That only works if the work behind them is honestly yours. This part explains what academic integrity means at Ignite, what counts as cheating or plagiarism, how artificial intelligence (AI) tools may and may not be used, and what happens if a problem comes up. When in doubt about whether something is allowed, ask your teacher before you submit.

Academic Integrity Policy

Ignite Learning is committed to maintaining a learning environment in which students complete academic work honestly, independently, and with appropriate attribution. Academic integrity is an essential component of student learning and ensures that grades and academic records accurately reflect a student's knowledge, skills, and effort.

Expectations for Students

Students are expected to:

- Submit work that represents their own knowledge and effort.
- Properly cite and acknowledge sources when using the ideas, words, or work of others.
- Complete assessments independently unless collaboration is specifically authorized by the teacher.
- Follow all assessment and examination instructions.
- Use technology, online resources, artificial intelligence, and other academic tools only in ways permitted by the teacher or course requirements.
- Provide accurate information and authentic work when completing assignments, assessments, and academic records.

Academic Misconduct

Academic misconduct may include, but is not limited to:

- Cheating or obtaining unauthorized assistance on assignments, quizzes, examinations, or other assessments.
- Plagiarism or presenting another person's work, ideas, or words as one's own.
- Unauthorized collaboration or sharing of answers.
- Submitting work completed by another person.
- Submitting the same work for multiple courses or assignments without authorization.
- Falsifying, altering, or misrepresenting academic records or information.
- Using unauthorized materials, technology, artificial intelligence, or other resources during an assessment.
- Assisting another student in violating academic integrity requirements.
- Attempting to circumvent academic or assessment requirements.

Artificial Intelligence

Ignite Learning recognizes that artificial intelligence and other emerging technologies can be valuable educational tools. Students may use such tools only when expressly permitted by the teacher or course requirements. When AI assistance is permitted, students may be required to disclose its use and remain responsible for the accuracy, originality, and academic integrity of their submitted work. Using AI to complete work when such use is prohibited constitutes academic misconduct.

Response to Violations

When academic misconduct is suspected, Ignite Learning will review the circumstances and provide the student an opportunity to respond. Depending on the nature and severity of the violation, consequences may include a warning, assignment or assessment redo, reduction or loss of credit, parent/guardian notification, academic probation, or other disciplinary action consistent with school policy.

Repeated or serious violations may result in additional disciplinary consequences. Ignite Learning will maintain appropriate documentation of significant academic-integrity violations and related actions.

The school may require students to demonstrate mastery of course content through additional assessments, conferences, oral examinations, supervised assignments, or other appropriate measures when necessary to verify that submitted work accurately represents the student's knowledge and abilities.

Ignite Learning's academic integrity procedures apply to all coursework, including NCAA-approved core courses. The school maintains accurate academic records and ensures that grades and credits reported to students, families, and external organizations accurately reflect work completed in accordance with school requirements.

Honest work builds the credits that lead to your diploma. The next part shows exactly what you need to graduate and how your academic record is kept.

Part Four: Graduation, Credit Recovery, and Your Transcript

Graduation is the goal, and planning ahead makes it much easier to reach. This part lists the 24 credits you need for an Ignite Learning diploma, explains how you can repeat a course or recover credit if a class does not go as planned, and describes how your official transcript is kept accurate. Review these pages with your parent or guardian each year so there are no surprises in your senior year.

Graduation Requirements

Ignite Learning requires students to successfully complete a minimum of 24 credits to earn an Ignite Learning high school diploma. Students must complete the required coursework outlined below and satisfy all applicable academic and graduation requirements.

Subject Area	Required Credits
Language Arts	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.5
Financial Literacy	0.5
Health	0.5
Physical Education	2.0
Fine Arts	1.5
Career & Technical Education (CTE)	1.0



Digital Literacy	0.5
Electives	4.0
Total	24.0

Students must earn passing grades and demonstrate successful completion of the required coursework. Ignite Learning uses a flexible, mastery-based model that allows students to progress through coursework based on their academic needs and demonstrated mastery. Students may participate in credit recovery, accelerated coursework, and dual enrollment opportunities as appropriate.

At least 12 of the 24 credits required for graduation must be completed through Ignite Learning. Transfer credits may be accepted when the coursework is appropriately documented and determined to be equivalent to Ignite Learning graduation requirements.

Students pursuing college admission may complete additional or more rigorous coursework beyond the minimum graduation requirements. Students participating in dual enrollment or early college programs may also earn college credit while completing their high school graduation requirements.

Ignite Learning maintains official academic records and transcripts documenting courses attempted, credits earned, grades, and progress toward graduation. The school reviews each student's academic record to ensure that all graduation requirements have been satisfied before a diploma is issued.

Ignite Learning's graduation requirements are designed to provide students with a broad college- and career-preparatory education while allowing flexibility for individualized academic pathways, credit recovery, accelerated learning, and early college opportunities.

Repeated Course and Credit Recovery Policy

Ignite Learning permits students to repeat previously completed courses when academically appropriate. Courses may be repeated for credit recovery, improvement of academic performance, mastery of course content, remediation, or to satisfy graduation requirements.

A student may be approved to repeat a course when the student has previously failed the course, earned a grade that does not meet a graduation or program requirement, wishes to improve academic performance, or has demonstrated a need for additional instruction and mastery of the course content. Course repetition must be approved as part of the student's academic plan.



When repeating a course, the student must complete the required instructional activities, assignments, assessments, and other academic requirements established for the course. Simply retaking an assessment or completing limited additional work does not constitute completion of a repeated course unless specifically approved under Ignite Learning's credit-recovery procedures.

Ignite Learning will maintain an accurate academic record of all courses attempted and completed. The transcript will identify repeated coursework in accordance with Ignite Learning's grading and transcript policies and will accurately reflect the credits awarded. A student will not receive duplicate graduation credit for the same course unless the additional coursework is specifically designated as a separate course with distinct content and credit.

For NCAA-approved core courses, Ignite Learning will follow NCAA Eligibility Center requirements. A repeated NCAA core course may be used only once toward NCAA core-course requirements, and the highest grade earned in the repeated course may be used in calculating the student's NCAA core-course GPA. Ignite Learning will accurately report repeated coursework and maintain documentation necessary to support NCAA eligibility review.

Ignite Learning will ensure that repeated and credit-recovery courses continue to meet the school's academic standards and, when applicable, NCAA requirements for college-preparatory core courses. Repeated coursework will not be used to artificially increase the number of NCAA core-course credits or circumvent applicable NCAA course-content, rigor, or credit limitations.

Every course you take, including repeated ones, becomes part of your official transcript. The final policy in this part explains when and how a transcript can be corrected.

Transcript Revision Policy

1. Purpose

Ignite Learning is committed to maintaining accurate, complete, and reliable academic records.

This policy establishes the circumstances under which an official transcript may be revised, the documentation required to support a revision, the approval process for revisions, and the procedures for maintaining a clear record of changes to a student's academic record.

Transcript revisions shall be made only for legitimate academic or administrative purposes and shall accurately reflect the student's academic history.

2. General Policy

An official transcript represents the student's academic record as maintained by Ignite Learning.

Once an official transcript has been issued, changes shall not be made solely to improve a student's academic standing, grade point average, class standing, eligibility, credit total, graduation status, or other academic outcome.

A transcript may be revised when there is a legitimate and documented basis for doing so, including:

- Correction of a clerical, data-entry, or administrative error;
- Correction of an inaccurate course title, course code, credit value, grade, or academic year;
- Correction of an inaccurate enrollment or withdrawal date;
- Correction of an inaccurate graduation date;
- Correction of a grade that was incorrectly recorded;
- Correction of a credit value that was incorrectly recorded;
- Correction resulting from an approved grade change;
- Correction necessary to accurately reflect a course that was completed, withdrawn, repeated, or otherwise administered;
- Correction resulting from an approved administrative or academic decision;
- Correction necessary to comply with applicable law or regulatory requirements; or
- Other circumstances in which the existing transcript does not accurately reflect the student's official academic record.

A transcript revision must reflect the student's actual academic history and must be supported by appropriate documentation.

3. Prohibited Transcript Revisions

Ignite Learning shall not revise an official transcript for the purpose of:

- Artificially increasing a student's grade point average;
- Increasing a student's academic eligibility;
- Removing an earned failing or low grade without legitimate academic justification;
- Changing a course designation solely to improve the student's academic record;
- Increasing or decreasing credits without an academic basis;
- Altering course dates to create an inaccurate academic timeline;
- Removing a course solely because the course negatively affects a student's record;
- Creating a course, grade, or credit that was not earned;
- Changing a student's academic history to conform to the requirements of a particular college, university, athletic program, scholarship, or other external organization; or
- Providing preferential treatment to an individual student.

A revision may not be made merely because a student, parent, college, organization, or other third party requests a more favorable academic record.

4. Authorized Reasons for Revision

A transcript revision must be based on a documented and legitimate reason.

Examples include:

A. Clerical or Data-Entry Error



A course, grade, credit value, date, student information, or other transcript information was entered incorrectly.

B. Grade Recording Error

The grade recorded on the transcript does not accurately reflect the final grade assigned by the teacher or authorized academic administrator.

C. Credit Recording Error

The transcript reflects an incorrect number of credits or fails to reflect credits that were properly earned.

D. Course Information Error

The transcript contains an incorrect course title, course code, course level, academic designation, or other course information.

E. Enrollment or Withdrawal Error

The transcript contains an inaccurate enrollment date, withdrawal date, course status, or other enrollment information.

F. Approved Academic Decision

An authorized academic administrator approves a legitimate grade, credit, or course-record change pursuant to established school policies and procedures.

G. Legal or Regulatory Requirement

A revision is required to comply with applicable law, regulation, court order, governmental directive, or other authoritative requirement.

H. Other Documented Circumstances

Other circumstances may justify a revision when the school determines that the existing transcript does not accurately represent the student's official academic record.

5. Authority to Request a Revision

A transcript revision may be initiated by:

- A teacher;
- An academic administrator;
- A school administrator;
- The registrar or records administrator;
- The student;



- A parent or guardian of a minor student; or
- Another authorized school representative.

A request from a student, parent, guardian, college, organization, or other third party does not by itself authorize a transcript change.

All proposed revisions must be reviewed and approved by an individual authorized by Ignite Learning to make changes to official academic records.

6. Documentation Required

Before an official transcript is revised, the school shall obtain sufficient documentation to establish:

- What information currently appears on the transcript;
- What information should appear on the transcript;
- Why the existing information is inaccurate or otherwise requires correction;
- The date and circumstances under which the original information was entered;
- The basis for the proposed revision; and
- The individual authorized to approve the revision.

Depending on the nature of the revision, supporting documentation may include:

- Teacher gradebooks;
- Grade reports;
- Course records;
- Assignment and assessment records;
- Student work;
- Course enrollment records;
- Withdrawal records;
- Attendance records;
- Academic correspondence;
- Approved grade-change documentation;
- Administrative records;
- Prior transcripts;
- Graduation records;
- Course catalogs or course descriptions;
- Student information system records; and
- Other documentation necessary to establish the accuracy of the revised record.

The documentation supporting a revision shall be retained with the student's academic records in accordance with applicable record-retention requirements.

7. Grade Revisions

A grade may be revised when the school determines that the grade originally recorded does not accurately reflect the grade that should have been assigned under applicable grading policies.

Examples include:

- A calculation error;
- A data-entry error;
- An incorrectly transferred grade;
- An omitted grade;
- A documented grading error;
- A grading decision corrected through an established grade-review process; or
- Another legitimate circumstance demonstrating that the original grade was inaccurate.

A grade shall not be changed solely because a student or parent disagrees with an accurately assigned grade or because a different grade would produce a more favorable academic outcome.

When a grade revision is approved, the school shall maintain documentation identifying:

- The original grade;
- The revised grade;
- The reason for the revision;
- The person who authorized the revision;
- The date of the revision; and
- Supporting documentation.

8. Course and Credit Revisions

Course titles, course codes, course levels, credits, and other course information may be revised when necessary to accurately reflect the course that the student completed.

A credit revision must be supported by documentation establishing that the student satisfied the academic requirements associated with the revised credit award.

Credits may not be added solely because additional credits would benefit the student's graduation status, academic eligibility, or other external outcome.

If a course is determined to have been improperly recorded, the school shall document the basis for correcting the course information and the effect of the correction on the student's academic record.

9. Course Date and Enrollment Revisions

Enrollment, course start, withdrawal, completion, and graduation dates shall accurately reflect the student's academic history.

A date may be revised when documentation demonstrates that the date originally recorded was inaccurate.

Dates shall not be changed solely to:

- Satisfy an external deadline;



- Alter the student's academic timeline;
- Create the appearance that a course was completed during a different academic period;
- Change eligibility;
- Avoid a course-duration requirement; or
- Otherwise create an inaccurate academic record.

Any revised date shall be supported by contemporaneous or otherwise reliable documentation.

10. Repeated Courses and Course History

When a student repeats a course, the transcript shall accurately reflect the student's course history in accordance with Ignite Learning's repeated-course and grading policies.

A course shall not be removed, renamed, or otherwise revised solely because a subsequent attempt produced a more favorable grade.

Where applicable, both the original and subsequent course attempts shall be maintained in the student's academic records, with the transcript treatment determined according to established school policy.

Any revision affecting a repeated course must be supported by documentation demonstrating the circumstances and academic basis for the revision.

11. Retroactive Changes

Retroactive transcript changes are permitted only when the school determines that the change is necessary to correct or accurately reflect the student's academic record.

The fact that a change is requested after a student has completed a course, graduated, transferred, applied to a college or university, or received an official transcript does not by itself prohibit a legitimate correction.

However, retroactive changes require documentation sufficient to establish the reason for the change and the accuracy of the revised information.

12. Changes Following Graduation

After a student graduates, the academic record should generally be considered final.

A post-graduation transcript revision may be made when necessary to correct an established error, implement an approved academic decision, comply with applicable requirements, or otherwise ensure that the transcript accurately reflects the student's official academic record.

Post-graduation revisions require administrative approval and supporting documentation.

13. Revision Review and Approval



Before a transcript revision is finalized, an authorized academic administrator or records administrator shall review the proposed change.

The reviewer shall determine whether:

- The proposed revision has a legitimate academic or administrative basis;
- The revision is consistent with school policy;
- Supporting documentation is sufficient;
- The revised information accurately reflects the student's academic history;
- The revision is applied consistently with how similar circumstances are handled; and
- The revision does not create an inaccurate or misleading academic record.

The reviewer may request additional documentation before approving a revision.

14. Documentation of the Revision

Each approved transcript revision shall be documented in the student's academic records.

The revision record shall identify, as applicable:

- Student name and identifying information;
- Date of the revision;
- Original transcript information;
- Revised transcript information;
- Reason for the revision;
- Supporting documentation;
- Individual requesting the revision;
- Individual approving the revision;
- Date of approval; and
- Any additional information necessary to explain the change.

The documentation shall be sufficient for an authorized reviewer to understand what was changed, why it was changed, and the basis for the decision.

15. Transcript Version Control

Ignite Learning shall maintain appropriate controls over official transcripts.

When practical and appropriate, the school shall retain a record of previously issued transcript information when a transcript is subsequently revised.

The school shall maintain sufficient records to establish the chronology of material transcript changes.

An updated official transcript shall reflect the student's current official academic record following an approved revision.

16. Consistency and Equal Application

Transcript revision policies shall be applied consistently to similarly situated students.

The school shall not provide preferential treatment based on:

- Student status;
- Parent or guardian request;
- College or university preference;
- Athletic participation;
- Scholarship considerations;
- External organizational requests;
- Financial considerations; or
- Other factors unrelated to the accuracy and integrity of the student's academic record.

Differences in outcomes may occur when the underlying circumstances or supporting documentation differ.

17. Requests from Students, Parents, and Third Parties

Students and parents or guardians may request that the school review an academic record they believe is inaccurate.

The request shall identify the information believed to be inaccurate and, when available, provide supporting information.

The school shall review the request according to this policy and applicable school procedures.

Colleges, universities, government agencies, accrediting organizations, scholarship programs, athletic organizations, or other third parties may request clarification or supporting documentation concerning a student's academic record.

Such requests do not automatically require a transcript revision.

The school shall provide information consistent with applicable privacy laws and school policies.

18. Transcript Revisions Resulting from Academic Review

When an academic review identifies an error or inconsistency in a student's record, the school may revise the transcript when the review establishes that the existing record is inaccurate.

The school shall document:

- The issue identified;
- The review conducted;
- The evidence considered;
- The determination reached;
- Any resulting transcript change; and
- The individual responsible for approving the change.



Academic review shall not be used as a mechanism to provide retroactive academic advantages that are not supported by the student's actual academic record.

19. Record Retention

Documentation supporting transcript revisions shall be retained with or linked to the student's permanent academic records in accordance with applicable law and the school's record-retention procedures.

Records shall be sufficiently detailed to permit the school to explain material changes to an official transcript when reasonably necessary.

20. Accuracy of Official Transcripts

Every official transcript issued by Ignite Learning shall accurately represent the student's academic history as maintained by the school.

The school shall take reasonable measures to ensure that:

- Courses are accurately identified;
- Grades accurately reflect approved final grades;
- Credits accurately reflect earned credit;
- Dates accurately reflect the student's academic timeline;
- Graduation information is accurate;
- Repeated courses are treated consistently with school policy;
- Academic history is complete and not misleading; and
- Material revisions are supported by appropriate documentation.

21. Administrative Responsibility

The Registrar or designated records administrator shall be responsible for maintaining transcript-revision procedures and ensuring that revisions are processed in accordance with this policy.

Academic administrators shall be responsible for reviewing academic matters that require professional or instructional judgment.

Teachers shall provide accurate grade and course documentation when requested and shall cooperate with legitimate academic-record reviews.

No employee shall alter an official transcript outside the procedures established by this policy.

22. Policy Review

This policy shall be reviewed at least annually and may be revised as necessary based on:

- Changes in applicable law or regulation;
- Changes in academic-record requirements;

- Changes in grading or course policies;
- Changes in recordkeeping systems;
- Experience with transcript-revision requests;
- Findings from internal or external academic reviews; and
- Other factors affecting the accuracy, integrity, or administration of student academic records.

Your academic success depends on a learning environment that is safe and reliable. The next part explains how Ignite keeps you safe online, supports your technology, and handles student conduct.

Part Five: Safety, Technology, and Student Conduct

Because most of your learning happens online, your safety and the security of your accounts matter just as much as safety in a physical classroom. This part covers being a good digital citizen, protecting your password, what to do about cyberbullying or anyone who makes you uncomfortable online, how to get help when technology fails, and what is expected of you on camera. It also explains the discipline process, step by step, so you always know what to expect if a rule is broken. If you are ever in danger, call 911 first.

Safety, Cybersecurity, Technology Support, and Crisis Response Plan

1. Purpose

Ignite Learning is committed to maintaining a safe, secure, and supportive educational environment for students, families, faculty, and staff. Since Ignite Learning operates primarily in a virtual environment, the institution's safety and protection procedures address both physical and virtual environments, including cybersecurity, online conduct, student privacy, technology systems, communication platforms, student behavior, and emergency response.

This plan establishes procedures for preventing, identifying, reporting, and responding to safety, cybersecurity, technology, online behavior, and student conduct concerns. The plan is reviewed by school leadership at least annually and updated as needed based on changes in technology, identified risks, school operations, and applicable requirements.

2. Scope

This plan applies to students, parents and guardians, faculty, staff, contractors, and other individuals participating in or accessing Ignite Learning programs, systems, activities, or school-sponsored events.

The expectations in this plan apply to school-related activities regardless of whether the activity occurs through:

- Canvas/OnFire/LMS
- Zoom;
- The Ignite Learning learning management system;
- Email;

- Video or multimedia assignments;
- Online discussion boards;
- School-provided or school-approved technology;
- School-sponsored social or communication platforms;
- School-sponsored field trips or activities; or
- Other technology or communication systems used for educational purposes.

3. Responsibility and Oversight

The Head of School has overall responsibility for implementation and review of this plan.

School leadership, faculty, and staff are responsible for:

- Following established safety, cybersecurity, and student protection procedures;
- Reporting concerns promptly;
- Protecting student information;
- Maintaining appropriate professional boundaries;
- Assisting students and families when technology or safety issues arise;
- Monitoring student participation and conduct when appropriate; and
- Following established emergency and disciplinary procedures.

Ignite Learning maintains written procedures and provides appropriate training and guidance to personnel regarding cybersecurity, student protection, online conduct, technology use, student behavior, and emergency response.

4. Digital Citizenship and Safe Use of Technology

Students are expected to use school technology responsibly, respectfully, and for legitimate educational purposes.

Students must:

- Treat teachers, staff, and other students respectfully;
- Follow teacher and school directions;
- Use school technology for appropriate educational purposes;
- Protect their usernames, passwords, and account information;
- Respect the privacy of other students and staff;
- Avoid inappropriate, threatening, discriminatory, or harassing communication;
- Report unsafe or concerning online behavior;
- Follow applicable school policies when posting, recording, or sharing content; and
- Use technology in a manner that supports a safe and productive learning environment.

Students may not use school technology or school-sponsored communication systems to engage in bullying, harassment, intimidation, threats, discrimination, sexual misconduct, illegal activity, intentional disruption, unauthorized access, or other conduct prohibited by school policy.



5. Cybersecurity and Protection of Information

Ignite Learning uses reasonable administrative, technical, and physical safeguards to protect student, family, employee, and institutional information.

Security practices include:

- Individual usernames and passwords for authorized users;
- Prohibition of password sharing;
- Appropriate access controls based on an individual's role;
- Use of reputable educational technology platforms and service providers;
- Regular software, operating system, and browser updates;
- Protection of devices used to access school systems;
- Secure handling and transmission of student records and confidential information;
- Limiting access to student information to individuals with a legitimate educational or operational need;
- Monitoring for suspicious activity, unauthorized access, or other security concerns; and
- Staff training regarding phishing, suspicious links, account security, and protection of confidential information.

Students and families are expected to protect their account credentials and immediately report suspected unauthorized access or compromised accounts.

6. Passwords, Accounts, and Authentication

Students, families, and employees are responsible for maintaining the security of their individual accounts.

Users may not:

- Share passwords with other students or unauthorized individuals;
- Attempt to access another person's account;
- Allow another individual to use their account;
- Attempt to circumvent security controls;
- Use another person's credentials;
- Create accounts that impersonate another person; or
- Provide access to school systems to unauthorized individuals.

Ignite Learning may reset passwords, suspend accounts, restrict access, or take other appropriate measures when account security is compromised or when misuse is suspected.

7. Phishing, Malware, and Suspicious Activity

Users should exercise caution when opening links, downloading files, responding to messages, or providing account information.



Students, families, and employees should report:

- Suspicious emails;
- Phishing attempts;
- Unexpected requests for passwords or personal information;
- Malware or suspected viruses;
- Suspicious links or attachments;
- Unauthorized account activity;
- Lost or stolen devices that may contain school information; and
- Other activity that may compromise school systems or student information.

Users should not intentionally introduce malware, ransomware, malicious code, unauthorized software, or other harmful technology into school systems.

8. Cybersecurity Incident Response

A suspected cybersecurity incident may include unauthorized account access, phishing, malware, loss or theft of a device containing school information, exposure of confidential information, or unauthorized access to school systems.

When an incident is identified:

- 1. The individual discovering the incident reports it to Ignite Learning as soon as possible.**
- 2. Technology personnel or designated school leadership assess the incident.**
- 3. Compromised accounts may be disabled or passwords reset.**
- 4. Affected systems or devices may be isolated from the network.**
- 5. Access to affected information may be restricted while the issue is investigated.**
- 6. School leadership determines whether students, families, employees, vendors, or other parties need to be notified.**
- 7. Appropriate records of the incident and response are maintained.**
- 8. Additional corrective measures are implemented when necessary.**

If a third-party platform experiences a security incident, Ignite Learning will work with the provider to understand the impact, protect affected accounts and information, and implement appropriate response measures.

9. Cyberbullying and Online Harassment

Ignite Learning does not tolerate cyberbullying, harassment, threats, intimidation, discrimination, or other inappropriate conduct occurring through school-related technology or online interactions.

Cyberbullying may include repeated or significant use of electronic communication to threaten, harass, intimidate, embarrass, or harm another student or member of the school community.

Concerns may be reported to a teacher, school administrator, or the Head of School. Reports will be reviewed promptly and handled consistent with school policies.

The school may:

- Review available information related to the concern;
- Speak with the students and individuals involved;
- Notify parents or guardians when appropriate;
- Implement corrective or disciplinary measures;
- Provide appropriate student support;
- Restrict access to school technology when necessary; and
- Contact appropriate authorities when a situation involves an immediate safety concern, credible threat, or conduct requiring outside intervention.

Students are encouraged to report concerning behavior even when they are not the direct target.

10. Reporting Cyberbullying or Online Harassment

Students may report concerns to:

- Their teacher;
- The Head of School;
- A school administrator;
- A designated school employee; or
- A parent or guardian who can assist in contacting the school.

Students and families should preserve relevant evidence when possible, including screenshots, messages, emails, recordings, usernames, dates, and other information that may assist the school in reviewing the concern.

Reports will be handled as promptly and confidentially as reasonably possible. Confidentiality does not prevent Ignite Learning from sharing information when necessary to investigate a concern, protect a student or member of the school community, comply with applicable requirements, or respond to an emergency.

11. Sextortion, Grooming, Exploitation, and Inappropriate Requests

Ignite Learning takes concerns involving sexual exploitation, grooming, sextortion, inappropriate requests for images, coercion, threats involving private information, or other exploitation of students seriously.

Students should not respond to threatening or exploitative requests. Students and families should preserve available evidence and report the concern to Ignite Learning immediately.

Depending on the circumstances, Ignite Learning may:

- Notify the parent or guardian;
- Restrict or preserve relevant technology access;
- Document the concern;



- Contact appropriate law enforcement or child protection authorities;
- Take disciplinary action; and
- Provide appropriate student support.

Immediate threats to a student's safety should be reported to 911 or the appropriate emergency service.

12. Student Safety and Crisis Response

Ignite Learning is an online school, and students generally participate from their homes or other locations outside the school's physical facilities. Ignite Learning therefore cannot assume direct physical control over a student's location.

When a student communicates a serious safety concern, threat, medical emergency, abuse concern, or other immediate danger during a school interaction, staff should:

1. Remain calm and maintain communication with the student when possible.
2. Determine the student's location and the nature of the emergency when that information is reasonably available.
3. Contact the parent or guardian when appropriate.
4. Contact emergency services when an immediate threat to life or safety exists.
5. Notify school leadership.
6. Document the concern and actions taken.
7. Follow up with the student and family as appropriate.

For an immediate emergency, students and families should contact 911 or their local emergency services rather than waiting for a response from Ignite Learning.

13. Abuse, Neglect, Exploitation, or Immediate Safety Concerns

Ignite Learning personnel who become aware of a concern involving possible abuse, neglect, exploitation, or an immediate threat to a student's safety will follow applicable reporting and escalation procedures.

School personnel should not attempt to conduct an independent investigation beyond what is necessary to address the immediate concern and fulfill school responsibilities.

When appropriate, Ignite Learning may:

- Notify school leadership;
- Contact a parent or guardian when appropriate;
- Contact law enforcement or another appropriate authority;
- Contact child protection authorities when required or appropriate;
- Document the concern and actions taken; and
- Provide appropriate support to the student.



14. Technology Platforms

Ignite Learning uses technology platforms including OnFire, Canvas and Zoom to support instruction, communication, coursework, and student-teacher interaction.

Users are expected to:

- **Maintain the confidentiality of login credentials;**
- **Use school platforms for appropriate educational purposes;**
- **Participate respectfully in online classes and communications;**
- **Not record, photograph, distribute, or share classroom content without authorization;**
- **Not attempt to access another person's account;**
- **Not introduce malicious software or otherwise interfere with school systems; and**
- **Report technical problems or suspicious activity promptly.**

15. Online Classroom Appearance, Background, and Conduct

Students are expected to maintain an appropriate and school-appropriate environment when participating in online learning.

This expectation applies particularly to:

- **Zoom meetings;**
- **Live classes;**
- **Presentations;**
- **Recorded assignments;**
- **Video submissions;**
- **Student-created videos;**
- **Online conferences;**
- **Virtual meetings with teachers or other students; and**
- **Other school activities in which the student's surroundings, appearance, or conduct may be visible or audible.**

Students must maintain an appropriate background and visible surroundings while participating in online school activities. The visible area behind or around the student should be reasonably appropriate for an educational environment.

Students may not intentionally display, promote, post, or share material in the background or visible environment that includes:

- **Obscene or sexually explicit material;**
- **Nudity or sexually suggestive content;**
- **Profanity or excessively vulgar material;**
- **Threatening or excessively violent imagery;**
- **Weapons displayed in an inappropriate or threatening manner;**
- **Illegal drugs, alcohol, tobacco, or vaping products;**

- Hate speech or discriminatory material;
- Threats or intimidation;
- Illegal activity;
- Content that violates another person's privacy;
- Bullying or harassment;
- Material designed to disrupt or interfere with instruction; or
- Other material that is inconsistent with a safe and appropriate educational environment.

Students are also expected to maintain appropriate clothing, language, gestures, behavior, and communication during online activities.

Teachers and school administrators may require a student to:

- Change the visible background;
- Move to a different location;
- Remove inappropriate materials from the visible area;
- Correct inappropriate clothing or conduct;
- Stop displaying or sharing inappropriate content; or
- Leave a live session until the issue is corrected.

Intentional, repeated, or serious violations may result in disciplinary action under Section 27 of this plan.

16. Online Classroom Safety and Conduct

Students participating in live online instruction are expected to:

- Follow teacher directions;
- Remain respectful toward other participants;
- Use appropriate language;
- Avoid disrupting instruction;
- Remain appropriately engaged;
- Use the chat and other communication tools appropriately;
- Avoid unauthorized recording or distribution of class activities;
- Protect the privacy of other students;
- Avoid sharing personal information unnecessarily; and
- Follow the school's academic and conduct policies.

Teachers may remove a student temporarily from a live session when necessary to restore an appropriate learning environment or protect the safety of students and staff.

17. Technology Support

Ignite Learning provides students and families with procedures for obtaining assistance with technology problems.

Technology issues should generally be reported to the student's teacher or designated Ignite Learning support contact.

The report should include:

- Student name;
- Course or program;
- Description of the problem;
- Device being used;
- Screenshot or error message, when available; and
- Steps already attempted to resolve the issue.

The teacher or designated staff member will determine whether the issue can be resolved directly or should be escalated to technology support.

Urgent issues that prevent a student from accessing required coursework should be escalated promptly. When a technology problem cannot be resolved immediately, Ignite Learning will provide an alternative means of accessing instruction or completing required work when reasonably possible.

18. Canvas/OnFire/LMS Failure Contingency

If Canvas/OnFire/LMS becomes unavailable or experiences a significant disruption:

1. Ignite Learning will determine whether the issue is school-wide or isolated to individual users.
2. Technology or designated staff will contact the platform provider when appropriate.
3. Teachers will communicate with affected students and families.
4. Assignments and instructional materials may be distributed through an alternative approved method.
5. Due dates may be adjusted when a system outage materially prevents students from completing required work.
6. Teachers will maintain appropriate records of student participation and work during the disruption.
7. Once Canvas/OnFire/LMS is restored, materials and records will be returned to the primary system as appropriate.

19. Zoom Failure Contingency

If Zoom is unavailable or a scheduled live session cannot occur:

1. The teacher will notify affected students when possible.
2. The session may be rescheduled.
3. Teachers may use an approved alternative communication or meeting platform when available.
4. Instructional materials may be provided through Canvas/OnFire/LMS or another approved platform.

5. Students will not be penalized solely because a required live session could not occur due to a documented technology failure.
6. Repeated or widespread outages will be escalated to school leadership and technology support.

20. Internet or Student Device Failure

Ignite Learning recognizes that students may experience problems with home internet service, computers, tablets, microphones, cameras, or other equipment.

When a student experiences a technology failure:

1. The student or parent should notify the teacher or school support contact.
2. The teacher will provide reasonable troubleshooting guidance.
3. The school will determine whether an alternative method of accessing coursework is available.
4. Teachers may provide reasonable extensions when the problem materially affects the student's ability to complete coursework.
5. Persistent technology barriers will be reviewed by school staff to determine whether additional support or an alternative solution is appropriate.

21. Communication Failure

If normal school communication systems become unavailable, Ignite Learning may use an alternative approved communication method, including email, telephone, or another designated platform.

School leadership will determine the appropriate communication method during a widespread outage or emergency and will communicate restoration of normal procedures when systems become available.

22. Major Technology or Operational Failure

If a major technology, facility, vendor, internet, or other operational failure substantially interrupts school operations, Ignite Learning leadership will:

- Identify the affected systems and services;
- Prioritize student safety and continuity of instruction;
- Activate alternative technology or communication methods when available;
- Communicate with affected families and staff;
- Adjust instructional schedules or deadlines when necessary;
- Work with vendors and technology providers to restore services;
- Document the disruption and response; and
- Review the incident afterward and implement improvements to reduce the likelihood or impact of future disruptions.

23. Physical Safety and In-Person Activities



Although Ignite Learning is primarily an online institution, students may participate in optional field trips, activities, or other in-person educational experiences.

For school-sponsored in-person activities, Ignite Learning will establish appropriate procedures addressing:

- Supervision;
- Emergency contacts;
- Transportation when applicable;
- Emergency response;
- Student safety expectations;
- Location-specific risks; and
- Other procedures appropriate to the activity and location.

Students and families remain responsible for maintaining a safe learning environment at the student's home or other location where the student participates in Ignite Learning.

24. Health and Medical Emergencies

Ignite Learning staff who become aware of a student health or safety concern will follow applicable school procedures and escalate the concern to school leadership when appropriate.

When a situation presents an immediate threat to a student's health or safety, emergency services should be contacted.

School personnel will maintain appropriate confidentiality while sharing information when necessary to protect a student's health, safety, or well-being.

25. Parent and Guardian Responsibilities

Parents and guardians play an important role in maintaining a safe virtual learning environment.

Parents and guardians are expected to:

- Support appropriate student use of school technology;
- Help students maintain a suitable learning environment;
- Monitor student technology use as appropriate for the student's age and circumstances;
- Encourage students to report safety concerns;
- Assist with technology troubleshooting when reasonably possible;
- Protect school account information;
- Communicate with Ignite Learning when significant safety or technology concerns arise; and
- Support compliance with school policies.

Parents and guardians should contact Ignite Learning promptly when they become aware of a concern involving student safety, cyberbullying, online exploitation, threats, or inappropriate use of school technology.

26. Student Reporting Procedures

Students are encouraged to report safety, technology, cybersecurity, harassment, bullying, or other concerns to a trusted adult or school employee.

Reports may be made verbally or in writing.

Students should report concerns involving:

- Threats;
- Bullying or harassment;
- Cyberbullying;
- Sexual harassment or inappropriate sexual conduct;
- Sextortion or grooming;
- Unsafe online activity;
- Account compromise;
- Cybersecurity concerns;
- Inappropriate content;
- Abuse or neglect;
- Self-harm or threats of self-harm;
- Threats against others;
- Unauthorized access to school systems; or
- Other conduct that may place a student or member of the school community at risk.

27. Student Conduct Violations and Disciplinary Procedures

Ignite Learning expects students to maintain appropriate academic, personal, and online conduct.

Violations of this plan or other school policies may result in corrective or disciplinary action.

When determining an appropriate response, Ignite Learning may consider:

- The seriousness of the conduct;
- Whether the conduct was intentional;
- The student's age and circumstances;
- Whether the conduct created a safety concern;
- Whether another student or employee was harmed or threatened;
- Whether the conduct involved bullying, harassment, discrimination, or intimidation;
- Whether images, videos, recordings, or other online content were involved;
- Whether the conduct involved technology misuse or cybersecurity violations;
- The student's prior disciplinary history;
- The student's response to the incident;
- Whether the student accepted responsibility;
- Whether the student corrected the behavior; and
- Any other relevant circumstances.

28. Progressive Discipline and Corrective Action

When appropriate, Ignite Learning may use progressive discipline. The school may move directly to a more serious consequence when the circumstances warrant it.

Step 1 — Review and Investigation

The school will review the concern and gather information reasonably necessary to understand what occurred.

The review may include:

- Speaking with the student;
- Speaking with other individuals involved;
- Reviewing communications or other available evidence;
- Reviewing technology records when appropriate;
- Contacting parents or guardians; and
- Consulting school leadership.

Step 2 — Corrective Action

For less serious or first-time violations, corrective action may include:

- Verbal or written warning;
- Student conference;
- Parent or guardian conference;
- Removal or correction of inappropriate content;
- Correction of the student's background or online environment;
- Temporary restriction from a particular online activity;
- Increased monitoring;
- Technology-use expectations;
- Behavioral expectations or an improvement plan; or
- Other reasonable corrective measures.

Step 3 — Formal Disciplinary Action

More serious or repeated violations may result in:

- Written disciplinary notice;
- Parent or guardian conference;
- Loss or restriction of technology privileges;
- Temporary removal from live online classes;
- Temporary restriction from posting or submitting video content;
- Suspension;
- Behavioral or academic conditions for continued enrollment; or
- Other disciplinary measures permitted by school policy.

Step 4 — Immediate Removal or Emergency Action

Ignite Learning may immediately remove a student from a live class, restrict technology access, suspend an account, or take other immediate protective action when necessary.

Examples include:

- **Credible threats of harm;**
- **Threats of self-harm;**
- **Severe bullying or harassment;**
- **Sexual harassment or sexually explicit conduct;**
- **Distribution of inappropriate or illegal material;**
- **Threatening display or misuse of weapons;**
- **Illegal drug-related conduct;**
- **Hate-based conduct;**
- **Unauthorized access to another person's account;**
- **Serious cybersecurity violations;**
- **Intentional disruption or damage to school systems;**
- **Conduct that places another student or employee at immediate risk; or**
- **Criminal conduct.**

Immediate protective action may occur without completing every step of progressive discipline when necessary to protect students, staff, school systems, or the community.

29. Expulsion and Withdrawal for Serious or Repeated Violations

A student may be considered for expulsion or termination of enrollment when conduct is sufficiently serious or when repeated violations demonstrate that the student is unable or unwilling to comply with school expectations.

Circumstances that may support expulsion include:

- **Serious or repeated threats;**
- **Severe bullying, harassment, intimidation, or discrimination;**
- **Sexual harassment, sexual exploitation, or serious inappropriate sexual conduct;**
- **Distribution of sexually explicit or illegal material;**
- **Serious threats involving weapons or violence;**
- **Significant drug or alcohol-related misconduct;**
- **Serious cybersecurity violations;**
- **Unauthorized access to school systems or another person's account;**
- **Intentional destruction or disruption of school technology;**
- **Criminal conduct connected to the school or its students;**
- **Repeated violations following prior disciplinary interventions;**
- **Conduct that creates a substantial safety concern; or**
- **Other serious conduct that demonstrates that continued enrollment is inappropriate.**

Before a final expulsion decision is made, the school will generally:

- Notify the parent or guardian of the concern;
- Provide an opportunity for the student and parent or guardian to respond;
- Review relevant evidence;
- Consider the circumstances and any prior interventions;
- Determine the appropriate consequence;
- Communicate the decision to the parent or guardian; and
- Document the decision and supporting rationale.

The school may take immediate protective action while an expulsion decision is under review.

30. Technology and Online Access Following Disciplinary Action

When disciplinary action involves technology or online conduct, Ignite Learning may restrict or suspend access to:

- Zoom or other live meeting platforms;
- Student posting or video-submission privileges;
- Discussion boards or online communication;
- Specific school technology systems;
- School accounts;
- Certain online activities; or
- Other technology resources.

The school may require additional conditions before restoring access.

If enrollment is terminated, Ignite Learning may permanently terminate access to school systems consistent with applicable record-retention and student-record requirements.

31. Documentation of Disciplinary Actions

Ignite Learning will maintain appropriate records of significant safety and disciplinary incidents.

Documentation may include:

- Date and time of the incident;
- Description of the conduct;
- Individuals involved;
- Available evidence;
- Communications related to the incident;
- Parent or guardian notifications;
- Prior interventions when relevant;
- Immediate protective actions;
- Final disciplinary decision;
- Rationale for the decision; and



- Follow-up actions.

Records will be maintained and protected consistent with applicable school policies and student-record requirements.

32. Appeal or Review of Expulsion

A parent or guardian may request administrative review of an expulsion decision within five business days of receiving the decision, unless a different timeframe is established by the school.

A request for review should:

- Be submitted in writing;
- Identify the basis for the request;
- Identify any relevant information the parent or guardian believes should be considered; and
- Be submitted to the Head of School or designated administrator.

The Head of School or designated administrator will review the available information and may consider additional information provided by the student or parent.

Technology restrictions, removal from live instruction, or other temporary measures may remain in effect during the review when necessary to protect student safety, staff safety, or school systems.

The school will communicate the outcome of the review to the parent or guardian.

33. Emergency Reporting

Students, parents, guardians, faculty, and staff should contact 911 or local emergency services when an immediate threat to life, health, or safety exists.

Ignite Learning should not be relied upon as a substitute for emergency services.

School personnel will cooperate with appropriate authorities when an emergency, criminal conduct, abuse concern, or other matter requires outside intervention.

34. Staff Training

Ignite Learning will provide appropriate training and guidance to faculty and staff regarding:

- Student safety;
- Cybersecurity;
- Password and account security;
- Phishing and suspicious activity;
- Student privacy;
- Cyberbullying;
- Online harassment;
- Student conduct;

- Appropriate online classroom environments;
- Crisis response;
- Emergency reporting;
- Abuse and safety concerns;
- Technology failures; and
- Documentation and escalation procedures.

Training will be reviewed periodically and updated as needed.

35. Incident Documentation

Significant safety, cybersecurity, technology, and student conduct incidents should be documented appropriately.

Documentation may include:

- Date and time;
- Nature of the concern;
- Individuals involved;
- Relevant communications;
- Actions taken;
- Notifications made;
- Technology systems involved;
- Disciplinary measures, when applicable;
- Emergency services or outside agencies contacted, when applicable; and
- Follow-up actions.

Incident records will be maintained securely and accessed only by individuals with a legitimate need to review the information.

36. Prevention and Continuous Improvement

Ignite Learning will use information from safety incidents, technology failures, cybersecurity events, student conduct concerns, and stakeholder feedback to improve its safety and security practices.

The school may evaluate:

- Patterns of online misconduct;
- Cybersecurity threats;
- Technology vulnerabilities;
- Student reporting trends;
- Effectiveness of disciplinary procedures;
- Emergency response procedures;
- Staff training needs;
- Parent and student education needs;
- Technology platform reliability; and

- Opportunities to strengthen student protection.

37. Annual Review

The Head of School and designated school leadership will review this Safety, Cybersecurity, Technology Support, and Crisis Response Plan at least annually.

The review will consider:

- Cybersecurity incidents and threats;
- Technology failures and service interruptions;
- Cyberbullying or online safety concerns;
- Student conduct and disciplinary incidents;
- Emergency or crisis incidents;
- Technology platforms and vendors;
- Changes in school operations;
- Applicable legal, regulatory, and accreditation requirements;
- Recommendations from faculty and staff; and
- Feedback from students and families when appropriate.

Revisions will be made when necessary to strengthen student protection, cybersecurity, technology reliability, emergency preparedness, online conduct, and institutional safety.

38. Important Reporting Resources

Students and families should use the following resources when appropriate:

- 911 or local emergency services — Immediate threats to life or safety.
- Ignite Learning faculty or administration — School-related safety, conduct, bullying, harassment, or technology concerns.
- Parent or guardian — Support with student safety, technology, and reporting concerns.
- Appropriate law enforcement or child protection authorities — Matters requiring outside intervention or reporting under applicable requirements.

Part Five described what is expected of you. Part Six describes what is expected of the adults at Ignite, and how they are required to protect you.

Part Six: Child Protection and Safeguarding

You deserve to feel safe and respected by every adult at Ignite, online and in person. This part explains the rules that teachers, staff, contractors, and volunteers must follow when they work with you. Reading it helps you know what healthy boundaries look like. For example, an adult at Ignite should never ask you to keep a secret from your parents, contact you through disappearing-message apps, or ask for personal photos. If something an adult does makes you uncomfortable, you have done nothing

wrong by telling someone. Talk to a parent, a trusted adult, or one of the contacts listed at the end of this part.

Child Protection, Safeguarding, and Conduct Policy

1. Purpose

Ignite Learning is committed to providing a safe, supportive, respectful, and protective learning environment in which every student is treated with dignity and is protected from abuse, neglect, exploitation, harassment, bullying, grooming, inappropriate relationships, and other conduct that may place a child at risk.

The safety and well-being of students is a fundamental responsibility shared by every member of the school community.

This policy establishes expectations and procedures for:

- protecting students from abuse, neglect, exploitation, and harm;
- establishing appropriate adult-student boundaries;
- preventing grooming and inappropriate relationships;
- establishing standards for professional and personal conduct;
- identifying and responding to concerns about student safety;
- complying with Utah mandatory child-abuse reporting requirements;
- preventing child sexual abuse and human trafficking;
- establishing expectations for electronic communication and social media;
- establishing appropriate supervision and interactions with students;
- training and supporting school personnel; and
- cooperating with law enforcement, the Utah Division of Child and Family Services (DCFS), and other authorized agencies.

This policy is intended to be consistent with applicable Utah and federal law, Utah State Board of Education rules, and applicable professional standards.

2. Commitment to Student Safety

Ignite Learning recognizes that child protection is a shared responsibility and that effective safeguarding requires prevention, appropriate screening, training, supervision, reporting, and a culture in which students and adults can raise concerns without fear of retaliation.

The school will maintain practices designed to:

- promote positive and respectful relationships between students and adults;
- establish clear professional boundaries;
- reduce opportunities for abuse or exploitation;
- appropriately screen individuals who work with students;
- provide required child-abuse and human-trafficking prevention training;



- teach students age-appropriate personal safety strategies;
- provide students with trusted adults to whom concerns may be reported;
- promptly respond to reports or concerns involving student safety;
- cooperate with appropriate investigative authorities; and
- maintain appropriate confidentiality while prioritizing student safety.

These practices are consistent with the Utah School Safety Framework, which identifies staff screening and training, positive school culture, digital safety, and community prevention and response partnerships as components of a comprehensive approach to school safety.

3. Scope

This policy applies to all individuals who are employed by, contracted by, volunteer with, or otherwise represent Ignite Learning when they have contact with or access to students.

For purposes of this policy, "staff" includes employees, contractors, volunteers, interns, substitutes, and other individuals who have responsibility for or access to students.

The expectations in this policy apply:

- on school property;
- during school-sponsored activities;
- during field trips and school travel;
- during extracurricular activities;
- during transportation provided by or on behalf of the school;
- during school-related electronic communication;
- through school-issued or school-approved technology;
- through school-sponsored online learning environments;
- during video conferencing or virtual instruction;
- through social media or other electronic platforms when the communication involves a student or the individual's school-related role; and
- in any other circumstance in which an individual is acting on behalf of or representing the school.

4. Definitions

4.1 Child Abuse or Neglect

"Child abuse or neglect" includes conduct or circumstances meeting the definitions established under applicable Utah law, including physical abuse, sexual abuse, emotional or psychological abuse, neglect, exploitation, or other conduct that places a child at risk.

4.2 Safeguarding

"Safeguarding" means the policies, practices, procedures, and behaviors used to promote student safety and protect students from abuse, neglect, exploitation, inappropriate conduct, and other foreseeable harm.

4.3 Boundary Violation

A "boundary violation" occurs when an adult's behavior with a student crosses an appropriate professional, physical, emotional, social, or electronic boundary.

4.4 Grooming

"Grooming" means a pattern of behavior used to gain a child's trust, establish secrecy or emotional dependence, test boundaries, isolate a child, or otherwise create circumstances that facilitate abuse or exploitation.

Grooming may occur through in-person interaction, gifts, special treatment, electronic communication, social media, gaming platforms, messaging applications, or other means.

4.5 Sexual Conduct

Sexual conduct includes sexual contact or communication between a staff member and a student and includes conduct prohibited by Utah law or applicable professional standards.

4.6 Student

"Student" means any child or student enrolled in, participating in, or receiving services from Ignite Learning.

5. Zero-Tolerance for Abuse and Exploitation

Ignite Learning prohibits any employee, contractor, volunteer, or other adult acting on behalf of the school from engaging in:

- **physical abuse;**
- **sexual abuse;**
- **emotional or mental abuse;**
- **neglect;**
- **sexual harassment;**
- **sexual conduct with a student;**
- **exploitation of a student;**
- **grooming;**
- **inappropriate romantic or sexual relationships with students;**
- **inappropriate physical contact;**
- **coercion or intimidation;**
- **threats;**
- **retaliation against a student who reports a concern;**

- knowingly placing a student in an unsafe situation; or
- conduct that otherwise violates applicable law, professional standards, or school policy.

A staff member's status, position, reputation, or relationship with a student does not excuse prohibited conduct.

6. Mandatory Reporting of Suspected Child Abuse or Neglect

Utah law requires a person who has reason to believe that a child is or has been the subject of abuse or neglect, or who observes circumstances that would reasonably result in abuse or neglect, to immediately report the suspected abuse or neglect to the Utah Division of Child and Family Services (DCFS) or the nearest peace officer or law enforcement agency.

6.1 Immediate Reporting

Any staff member who knows or reasonably suspects that a child has been abused or neglected shall immediately make a report to:

- Utah DCFS; or
- the nearest peace officer or law enforcement agency.

The staff member shall not delay the report while waiting for:

- a supervisor;
- the Head of School;
- another administrator;
- a counselor;
- another teacher;
- the parent or guardian;
- an internal investigation; or
- confirmation that abuse occurred.

6.2 Staff Are Not Investigators

A staff member is not responsible for proving that abuse or neglect occurred or determining whether a child ultimately requires protection.

School personnel should obtain only the information reasonably necessary to recognize that a report may be required and should not conduct an independent investigation before making the required report. Utah's education rules specifically provide that investigation by education personnel should not go beyond what is necessary to support a reason to believe that a reportable problem exists.

6.3 Internal Reporting

In addition to making the legally required report, staff should promptly notify the Head of School or designated safeguarding administrator when doing so will not interfere with or delay the required report or an investigation.



Internal notification does not replace the employee's legal duty to make a report to DCFS or law enforcement.

6.4 Confidentiality

Information concerning a report or investigation shall be shared only with individuals who have a legitimate need to know and as permitted or required by law.

School personnel shall not discuss suspected abuse with other staff members, students, families, or members of the community except as necessary to protect the student or comply with legal requirements.

6.5 Parent/Guardian Notification

When DCFS or law enforcement is investigating suspected child abuse or neglect, school personnel shall follow the direction of the investigating agency regarding communication with parents or guardians.

School personnel shall not independently notify a parent or guardian when doing so could interfere with an investigation or is otherwise prohibited or discouraged by the investigating authority.

Utah education rules specifically address cooperation with authorized social-service and law-enforcement investigations, including appropriate access to students, interviews, confidentiality, and restrictions on contacting parents or guardians in circumstances covered by the rule.

7. Responding to a Student Disclosure

When a student discloses possible abuse, neglect, exploitation, trafficking, or other harm, staff shall:

- remain calm;
- listen to the student;
- take the student seriously;
- provide appropriate reassurance;
- avoid expressing disbelief or judgment;
- avoid promising confidentiality;
- avoid leading or suggestive questions;
- avoid conducting an investigation;
- document the information accurately when appropriate; and
- immediately comply with mandatory reporting requirements.

Appropriate responses may include statements such as:

- "I'm glad you told me."
- "You did the right thing by telling me."
- "I want to make sure you are safe."
- "I may need to tell someone whose job is to help keep you safe."



Staff shall not pressure a student to provide unnecessary details or require the student to repeat a disclosure to multiple adults.

8. Professional Adult-Student Boundaries

All staff members shall maintain professional boundaries with students.

Staff shall:

- treat students with dignity and respect;
- maintain appropriate physical, verbal, emotional, and social boundaries;
- avoid favoritism;
- avoid creating secret relationships with students;
- maintain appropriate communication;
- use school-approved communication systems whenever reasonably possible;
- maintain appropriate visibility and accountability when interacting with students; and
- promptly report concerns involving boundary violations.

Utah educator standards require educators to maintain professional educator-student relationships, promote student health, safety and well-being, and maintain appropriate physical, verbal, emotional, and social boundaries.

9. Prohibited Boundary Violations

Staff shall not:

- establish or encourage a secret relationship with a student;
- communicate with students in a manner that is sexual, romantic, suggestive, threatening, degrading, or otherwise inappropriate;
- ask students to keep secrets from parents, guardians, school administrators, or other appropriate adults;
- engage in sexual conversations with students except when specifically authorized as part of an approved educational or professional activity;
- send sexually explicit or suggestive material to a student;
- request, solicit, receive, or possess sexually explicit images of a student;
- request personal or intimate photographs from students;
- engage in romantic or sexual relationships with students;
- meet privately with a student in circumstances that unnecessarily avoid appropriate visibility or accountability;
- provide students with inappropriate gifts, money, or special favors;
- show favoritism that creates an inappropriate relationship or appearance of impropriety;
- use physical contact that is inappropriate or makes a reasonable student uncomfortable;
- use corporal punishment or excessive physical force;
- transport students privately except as authorized by school policy and with appropriate safeguards;
- use alcohol, illegal drugs, or unauthorized substances while responsible for students; or

- otherwise engage in conduct that violates applicable law, professional standards, or school policy.

Utah's staff code-of-conduct rule specifically requires policies addressing physical, verbal, sexual, and mental abuse; uncomfortable physical contact; sexual conduct; electronic communication; gifts and preferential treatment; social media; and substance use.

10. Grooming and Predatory Behavior

The school recognizes that abuse may be preceded by grooming behaviors.

Staff shall be alert to patterns such as:

- excessive attention toward one student;
- unexplained favoritism;
- repeated private communication;
- attempts to isolate a student;
- inappropriate gifts;
- inappropriate personal disclosures;
- encouraging secrecy;
- communicating outside approved school channels;
- contacting students late at night or at inappropriate times;
- inappropriate physical affection;
- unnecessary private meetings;
- inappropriate interest in a student's personal or romantic life;
- attempts to become the student's primary emotional support;
- testing or disregarding established boundaries;
- requesting personal photographs;
- communicating through disappearing-message applications;
- communicating through personal gaming or social-media accounts; or
- progressively escalating boundary violations.

A single behavior may not establish grooming or abuse. However, staff shall report concerns when behavior reasonably raises a concern about student safety or professional boundaries.

11. Electronic Communication and Social Media

Electronic communication with students must be professional, appropriate, transparent, and related to legitimate educational or school purposes.

Staff shall:

- use school-approved communication systems whenever available;
- communicate with students in a professional manner;
- maintain appropriate communication hours;
- preserve communications when required by school policy or law;



- use school-approved learning management systems for instructional communication;
- avoid unnecessary private messaging; and
- immediately report inappropriate electronic communication or suspected exploitation.

Staff shall not:

- use personal social-media accounts to establish inappropriate relationships with students;
- communicate with students using disappearing-message applications for school-related communication;
- send sexually suggestive or explicit messages, images, or videos;
- request intimate or inappropriate photographs;
- engage in romantic communications with students;
- encourage students to hide communications from parents or school personnel; or
- use electronic communication to circumvent school policies or professional boundaries.

Digital safety is specifically identified by USBE as one of the conditions supporting comprehensive school safety.

12. Virtual and Online Instruction

Because Ignite Learning may provide online or virtual instruction, the same safeguarding expectations apply in digital environments as in physical school settings.

During virtual instruction, staff shall:

- use school-approved platforms;
- maintain professional communication;
- conduct instruction in an appropriate environment;
- avoid unnecessary one-on-one communication outside approved systems;
- maintain appropriate records of school-related communications;
- avoid inappropriate personal disclosure;
- maintain professional boundaries during video conferences; and
- report suspected abuse, grooming, exploitation, or inappropriate conduct.

When feasible, the school may use safeguards such as:

- administrative access to communication systems;
- recorded or auditable communications;
- appropriate parent/guardian visibility;
- group communication;
- school-managed accounts;
- restrictions on private messaging; and
- documented virtual meeting procedures.

13. Physical Contact

Physical contact with students shall be appropriate, reasonable, and related to legitimate educational, safety, or supportive purposes.

Staff shall avoid physical contact that:

- is unnecessary;
- is excessive;
- is secretive;
- is intimate;
- could reasonably be interpreted as sexual or romantic;
- causes discomfort;
- violates a student's personal boundaries; or
- is inconsistent with professional expectations.

Any physical intervention necessary to protect a student or others from imminent harm shall comply with applicable law and school policies governing restraint and behavior intervention.

14. One-to-One Interactions

One-to-one interactions may be necessary for instruction, counseling, academic support, special education services, or other legitimate educational purposes.

When a one-to-one interaction is necessary, staff should use reasonable safeguards such as:

- meeting in visible locations;
- using windows or open doors where appropriate;
- using school-approved electronic platforms;
- maintaining appropriate documentation;
- using professional communication;
- avoiding unnecessary physical contact; and
- maintaining appropriate transparency.

A one-to-one interaction is not prohibited merely because it occurs; however, staff shall avoid unnecessary isolation and maintain professional boundaries.

15. Gifts, Favors, and Preferential Treatment

Staff shall not give or receive gifts, money, favors, privileges, or other benefits that could reasonably create an inappropriate relationship or the appearance of favoritism.

Small, customary educational acknowledgments may be permitted when consistent with school policy.

Staff shall never use gifts, favors, transportation, money, access, grades, privileges, or other benefits to obtain personal loyalty, secrecy, affection, or inappropriate access to a student.

16. Student Safety Education

The school will provide age-appropriate student safety education consistent with applicable Utah requirements.

Utah law requires LEAs to provide child sexual abuse and human trafficking prevention and awareness training to school personnel every three years and requires use of instructional materials approved by the Utah State Board of Education, or qualifying locally developed materials approved by the State Board.

Where applicable, student prevention education should address age-appropriate concepts including:

- the responsibility of adults for children's safety;
- recognizing uncomfortable feelings;
- saying no and leaving uncomfortable situations;
- establishing clear boundaries;
- risks associated with sharing intimate images or personal information electronically; and
- the importance of telling parents and other trusted adults about uncomfortable situations.

Student instruction shall be age appropriate and shall follow applicable Utah requirements concerning approved instructional materials.

17. Trusted Adults and Reporting by Students

Students shall be encouraged to identify trusted adults to whom they can report safety concerns.

The school will provide students with developmentally appropriate information about how to seek help if they:

- feel unsafe;
- experience inappropriate behavior;
- are being bullied or harassed;
- are being pressured or threatened;
- receive inappropriate electronic communication;
- are approached by someone attempting to exploit them;
- believe another student may be unsafe; or
- experience or observe abuse, neglect, trafficking, or exploitation.

Prevent Child Abuse Utah emphasizes helping children recognize abuse, develop safety strategies, and report abuse, including identifying trusted adults to whom a child can turn.

18. Child Sexual Abuse and Human Trafficking Prevention

The school recognizes that children may be vulnerable to sexual abuse, human trafficking, commercial sexual exploitation, and sexual extortion.

School personnel shall receive required prevention and awareness training addressing:

- recognizing signs of child sexual abuse;

- responding appropriately to disclosures;
- recognizing children who may be victims or at risk of human trafficking or commercial sexual exploitation;
- mandatory reporting obligations;
- sexual extortion and appropriate responses; and
- available support resources.

Utah's current statute expressly includes these topics in the required school-personnel training.

The school may partner with Prevent Child Abuse Utah or another appropriately authorized provider to support prevention education and staff training. Prevent Child Abuse Utah provides educator training addressing physical, emotional, and sexual abuse, neglect, grooming, perpetrators, and reporting of suspected abuse.

19. Staff Screening and Hiring

The school shall implement appropriate screening practices for employees, volunteers, contractors, and other individuals who work with students.

Screening may include, as applicable:

- employment applications;
- reference checks;
- criminal background checks;
- fingerprinting;
- verification of professional credentials;
- employment-history review;
- required state clearances;
- review of disciplinary or licensing information when legally permitted; and
- other screening required by law or school policy.

Individuals shall not be permitted to work with students when prohibited by applicable law or school policy.

USBK identifies screening, training, and support of school staff as foundational elements of safe and healthy schools.

20. Training Requirements

All applicable staff shall receive training regarding:

- this policy;
- child abuse and neglect;
- mandatory reporting;
- child sexual abuse prevention;
- human trafficking prevention;

- grooming and boundary violations;
- professional adult-student relationships;
- appropriate electronic communication;
- recognizing warning signs;
- responding to student disclosures;
- confidentiality;
- bullying and harassment;
- emergency and safety procedures; and
- other required student-safety topics.

Training shall occur upon employment or assignment as appropriate and at intervals required by law.

Staff shall annually review applicable school policies related to identifying, documenting, and reporting child abuse and shall acknowledge their understanding of required conduct expectations.

Utah's staff code-of-conduct rule requires annual training on the policy, including reporting responsibilities, and annual staff acknowledgment that the employee has read and understands the policy.

21. Staff Acknowledgment

Each employee, contractor, and other applicable staff member shall acknowledge that they:

- have received or been provided access to this policy;
- understand the expectations established by the policy;
- understand their mandatory reporting responsibilities;
- understand that internal reporting does not replace a legally required report to DCFS or law enforcement;
- understand the school's expectations regarding professional boundaries;
- understand the prohibition against sexual conduct with students;
- understand expectations regarding electronic communication and social media; and
- agree to comply with the policy.

22. Reporting Violations of This Policy

Any student, parent, employee, contractor, volunteer, or other person may report a concern regarding suspected misconduct, abuse, boundary violations, grooming, exploitation, or other conduct prohibited by this policy.

Reports may be made to:

- Head of School: Roger LaMarca
- Designated Safeguarding Administrator: Saree Arends
- School Telephone: 801-889-6233
- School Email: arends@learningignite.com



Reports involving suspected child abuse or neglect must also be made directly to DCFS or law enforcement as required by Utah law.

No employee is required to obtain administrative permission before making a legally required report.

23. Protection Against Retaliation

Ignite Learning prohibits retaliation against a student, employee, parent, volunteer, or other person who in good faith:

- reports suspected abuse or neglect;
- reports suspected misconduct;
- raises a safeguarding concern;
- participates in an investigation;
- cooperates with law enforcement or DCFS; or
- otherwise acts to protect student safety.

Retaliation may result in disciplinary action.

Nothing in this policy prohibits appropriate corrective action when a report is knowingly false, malicious, or intentionally misleading.

24. Response to Allegations Against Staff

When an allegation is made against an employee, contractor, volunteer, or other individual working with students, the school shall take appropriate steps to protect students while respecting applicable legal rights and investigative requirements.

Depending on the circumstances, the school may:

- immediately implement student-safety measures;
- restrict the individual's access to students;
- place an employee on administrative leave when appropriate;
- notify law enforcement or DCFS;
- cooperate with authorized investigations;
- preserve relevant records and evidence;
- conduct an internal administrative review when appropriate;
- take employment or contractual action consistent with law and policy; and
- make required reports to licensing or regulatory authorities.

The school will not interfere with an investigation conducted by DCFS or law enforcement.

25. Cooperation with Investigating Authorities

The school shall cooperate with authorized representatives of:

- Utah DCFS;



- law enforcement;
- prosecutors;
- courts;
- licensing authorities;
- Utah State Board of Education; and
- other governmental entities with lawful authority.

School personnel shall provide appropriate access to students and records as required by law and shall maintain appropriate confidentiality.

The school shall preserve relevant records and shall not destroy, alter, conceal, or improperly disclose information related to a report or investigation.

26. Confidentiality and Records

Information concerning student safety reports and investigations shall be treated as confidential and disclosed only as permitted or required by law.

Records shall be maintained securely and in accordance with applicable student-record, privacy, personnel, and records-retention requirements.

The identity of individuals making reports shall be protected to the extent required by law.

Utah law provides protections concerning the anonymity of individuals involved in child-abuse reporting and investigations.

27. Training and Prevention Partnerships

The school may establish partnerships with qualified community organizations and government agencies to strengthen its child-protection program.

Potential partners may include:

- Utah State Board of Education;
- Utah Division of Child and Family Services;
- local law enforcement;
- Prevent Child Abuse Utah;
- mental-health professionals;
- victim-support organizations; and
- other qualified community organizations.

The school recognizes that effective child protection is strengthened through collaboration among schools, families, government agencies, and community organizations.

28. School Leadership Responsibilities

The Head of School or designee is responsible for implementation and oversight of this policy.

School leadership shall:

- **maintain procedures for mandatory reporting;**
- **provide required staff training;**
- **maintain appropriate screening procedures;**
- **monitor compliance with this policy;**
- **ensure that students and families know how to raise safety concerns;**
- **maintain appropriate reporting and response procedures;**
- **cooperate with authorized investigations;**
- **periodically review safeguarding practices;**
- **maintain appropriate records; and**
- **take corrective action when violations occur.**

29. Employee Responsibilities

Every employee and other covered individual is responsible for:

- **protecting student safety;**
- **maintaining professional boundaries;**
- **following this policy;**
- **reporting suspected abuse or neglect immediately;**
- **reporting suspected grooming or serious boundary violations;**
- **responding appropriately to student disclosures;**
- **completing required training;**
- **using appropriate communication systems;**
- **maintaining confidentiality;**
- **cooperating with authorized investigations; and**
- **seeking guidance whenever uncertain about a student-safety concern.**

When in doubt about whether conduct presents a potential child-safety concern, staff should err on the side of protecting the student and seek appropriate assistance.

30. Violations and Corrective Action

Violation of this policy may result in disciplinary or corrective action, up to and including:

- **counseling;**
- **required training;**
- **written warning;**
- **removal from student contact;**
- **suspension;**
- **termination of employment;**
- **termination of a contract or volunteer relationship;**
- **referral to law enforcement;**
- **referral to DCFS;**
- **referral to a professional licensing authority; or**

- other action permitted by law.

Certain conduct may also constitute a violation of criminal law or professional licensing standards.

Utah educator standards prohibit, among other things, inappropriate relationships with students or minors, sexual conduct, inappropriate contact, and conduct that threatens student well-being.

31. Annual Review

This policy shall be reviewed at least annually and revised as necessary to remain consistent with:

- Utah law;
- Utah State Board of Education rules;
- federal law;
- applicable professional standards;
- school safety best practices; and
- identified needs of the school community.

Changes in law or regulatory requirements shall be incorporated into school procedures as appropriate.

32. Relationship to Other Policies

This policy shall be read in conjunction with other school policies addressing:

- student safety;
- bullying and harassment;
- discrimination;
- employee conduct;
- student discipline;
- acceptable technology use;
- student privacy;
- emergency response;
- special education;
- restraint and seclusion;
- attendance;
- field trips and transportation;
- volunteer and visitor procedures; and
- employee reporting obligations.

If a conflict exists between this policy and applicable law, the applicable law shall control.

Emergency and Reporting Information

Utah Division of Child and Family Services (DCFS): Staff shall use the current DCFS reporting process or contact the nearest DCFS office.



Law Enforcement: In an emergency or when immediate intervention is necessary, contact 911.

School Safeguarding Contact: Saree Arends · 801-889-6233 · arends@learningignite.com

Head of School: Roger LaMarca · 520-709-9688 · lamarca@learningignite.com

Child Abuse or Neglect: Contact the Utah Division of Child and Family Services (DCFS) hotline at 1-855-323-3237, report online, or contact local law enforcement immediately.

Closing: Where to Get Help

Thank you for taking the time to read this handbook. You do not need to memorize every policy, but you should know where to find answers and who to ask. When you are unsure about anything, academic, technical, or personal, reach out. Asking for help is a sign of a strong learner.

If you need help with...	Contact
An emergency or immediate danger	911 or local emergency services
Coursework, grades, or pacing	Your teacher
A technology problem	Your teacher or designated Ignite Learning support contact
Bullying, harassment, or conduct concerns	Your teacher, a school administrator, or the Head of School
An adult's behavior that makes you uncomfortable	Saree Arends, Designated Safeguarding Administrator · 801-889-6233 · arends@learningignite.com
Any school-wide concern	Roger LaMarca, Head of School · 520-709-9688 · lamarca@learningignite.com



Suspected child abuse or
neglect

Utah DCFS hotline • 1-855-323-3237

******Last revised 10/14/2026***