Idaho Digital Learning Alliance
Elementary Student & Parent Handbook
2021-2022

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Dear Parents,

Welcome to the exciting world of online learning! You and your student are participating in a unique educational opportunity for students in Idaho.   In cooperation with all Idaho school districts, Idaho Digital Learning Alliance has served over 240,000 course enrollments statewide! We are glad that you have chosen to be a part of it and encourage you to take an active role in monitoring your student's progress in class.

First conceived in 2001 by Superintendents of school districts across the state, Idaho Digital Learning Alliance assists your local school by providing additional course offerings for students. Schools, parents, and students use the wide variety of Idaho Digital Learning Alliance course offerings to work around local scheduling conflicts, to accelerate completion of school, to provide credit recovery options, take full advantage of the Advanced Placement and Dual Credit courses available through Idaho's state universities, and to help students gain college and career readiness skills.

Idaho Digital Learning Alliance is a state-sponsored, accredited, online virtual school.   Our courses are taught by Idaho certified (and highly qualified) teachers, are built around Idaho's content standards and are an extension of your local school's curriculum.

We have provided the following information to assist you in understanding the options available for your student, our structure, suggested tips to assist with your student's success and resources to help you during this year.

Thank you for choosing Idaho Digital Learning Alliance and know we are committed to a successful and positive learning experience for every student in Idaho.

Sincerely,
Dr. Cheryl Charlton
Superintendent

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Welcome to Idaho Digital Learning Alliance

Welcome to the Idaho Digital Learning Alliance (IDLA)! We hope your association with IDLA will be as rewarding as it is productive. As in any environment, there are rules and guidelines that govern how we work and interact together to help us carry out our common vision and mission.

Mission Statement

The mission of IDLA is to serve the students, school districts, and State of Idaho by providing a high quality public school education aligned with state achievement standards, utilizing innovative e-learning methods of delivery.

Introduction

Idaho Digital Learning Alliance (IDLA) was created by an act of the Legislature in 2002 (Idaho Code Title 33 Chapter 55). IDLA is a supplemental course provider to schools throughout the state of Idaho.

- Opportunities for Students - IDLA was created to "provide choice, accessibility, flexibility, quality, and equity in curricular offerings for students in this state." To that end, the program was created as "a school-choice learning environment, which joins the best technology with the best instructional practices."
- IDLA is Accredited - Accreditation is provided through the Northwest Accreditation Commission (NWAC), an accreditation division of Cognia (formerly AdvancED).
- IDLA is an Idaho Entity - According to our legislation, courses are developed based on state standards and best practices in online learning and are the property of IDLA. IDLA utilizes Idaho-certified and highly qualified teachers, Idaho-certified administrators, and our courses are delivered and developed internally according to Idaho content standards.
- Credits Transcribed by the Local School - IDLA is a supplemental course provider and does not transcribe grades. Rather, grade reports are submitted to the local school where the course is added to the student's transcript according to local policy.
- Translation Policy - If IDLA's sub-population reaches 10%, specific documents will be translated into the sub-populations native language. If additional translation resources are needed, please contact your IDLA district's Site Coordinator.

IDLA Elementary Courses

How Courses Are Offered

IDLA Elementary courses are supported by Idaho certified teachers and personalized for each student. Each course consists of a combination of synchronous live sessions and independent work. "Live sessions" are synchronous, meaning students will attend class at a specific time with their peers and teacher. Independent work can be done at any time that is convenient for the student and family. Students may take one course or a combination of courses each semester.

IDLA utilizes Schoology as its Learning Management Systems (LMS) to offer classes.

*Students **cannot** be concurrently enrolled in an Elementary ELA/Math Course and Elementary Launchpad Course.*
Orientation (Schoology)

Before a student may begin their first elementary course, **an orientation is required**. Orientation provides instruction on how to navigate Schoology, our Learning Management System and other keys to success. If an orientation is not completed by the deadline, students will not be enrolled in their course.

ELA, Math, Science and Social Studies Courses

Elementary ELA, Math, Science and Social Studies courses cover grade-level standards for students who complete both Semester A and Semester B. Students receive lessons, support, and assignments from an Idaho certified teacher. Students meet each day in "live sessions" to learn together in a virtual classroom. This synchronous time together will include academic lessons, social-emotional supports, team building, discussions, and teacher feedback opportunities. In addition to grade-level standards, students also receive intervention and enrichment opportunities.

Students will practice skills independently using an online curriculum with lessons that are customized to meet student needs. This structure allows each student to move at their own pace. Students must have an adult present who has daytime availability to monitor and assist them. Please note that live virtual classroom time(s) are scheduled during typical school day hours. Students should expect to devote between 90-120 minutes per day per course to attend live sessions and complete independent practice.

Launchpad Courses: ELA & Math

Launchpad courses are Literacy & Math intervention/enrichment courses for students in grades K-5. Launchpad courses are offered in a custom session only.* Wherever your child is, this program aims to launch them to higher levels of achievement and foster a love of reading and learning.

Students will work in our comprehensive e-learning program, iStation, for 20-30 minutes per day on highly engaging, individualized lessons. The IDLA teacher will review progress and meet synchronously with students up to 5 hours per week to provide additional instruction in skills aligned to what students are learning in their independent practice time. **IDLA will work with district staff to coordinate live session times and dates.**

Course Descriptions

- **ELA Launchpad 1** is a reading literacy intervention and enrichment course for students in grades K-2
- **ELA Launchpad 2** is a reading literacy intervention and enrichment course for students in grades 3-5
- **Math Launchpad 1** is a math literacy intervention and enrichment course for students in grades K-2
- **Math Launchpad 2** is a math literacy intervention and enrichment course for students in grades 3-5

Fees

- $60 per course for ELA/Math, per semester
- $30 per course for Social Studies/Science, per semester
- Minimum $360 for Launchpad (12 seats) plus $30 per additional seat (up to 20 max.)

Live Session Schedule

Elementary courses offer a combination of synchronous live sessions where students will attend class at a set time with their peers and teachers. Live sessions are scheduled Monday-Thursday. *Science/Social Studies live sessions are optional.*

Course	ELA	Math	Science/SS	Launchpad
Early Fall/Early Spring	9:45-11:15 AM PST/10:45 AM-12:15 PM MST	8:00-9:30 AM PST/9:00-10:30 AM MST	Optional live sessions	Custom live session dates/times prescheduled with the district

Late Fall/Late Spring	8:00-9:30 AM PST/9:00-10:30 AM MST	9:45-11:15 AM PST/10:45 AM -12:15 PM MST	Optional live sessions	Custom live session dates/times prescheduled with the district

Additional small group interventions may be scheduled during afternoon hours, depending on student needs.
*Custom sections are individual course sections where all students within the course are enrolled from the same school.

Parent Course Responsibilities

A parent, school staff, or designated adult will need to be in close proximity and available to children when they are learning. This adult will be responsible for:

1. Completing an orientation class with their student(s) prior to starting the course
2. Monitoring their student(s) to ensure they log in, complete assignments, and attend the live instruction for each subject(s)
3. Make sure their student completes work every day
4. Communicate with their student's teacher about needs, successes, absences, etc.

Monitoring Your Student's Progress

- Following your student's registration, an email will be sent to the listed parent/guardian contact to provide directions on creating a Parent Portal log in. This log in will provide access to your student's class and current grades.
- Parents and students will be invited to an optional synchronous open house the first week of class to meet their teachers and classmates. During the open house, the teacher will review class procedures and expectations.
- Parents need to help/ensure their child logs in daily, and an **adult is present during the daily synchronous live sessions as scheduled.**
- Parents need to monitor their students to ensure they complete assignments.
- If a student misses a session, parents need to reach out to the teacher to access missed information and materials.
- Parents partner with the teacher through frequent communication about student needs, struggles, success, absences, etc.
- Grade reports will be sent to the parent's email address, provided at registration, approximately monthly or on an "as needed" basis. Please use these reports to visit with your child about class progress.
- Anytime you have a question about your student's progress or class content, feel free to contact your student's IDLA teacher and/or IDLA principal. Contact information can be found within the *Instructor* link of your student's class.

For any parental concerns regarding the collection of student data or to understand your student's rights under FERPA, please see the *Idaho Digital Learning Alliance Student Data Privacy Policy*.

Progress Reports

A progress report is sent to the student, parent, and site coordinator approximately every two weeks. Each individual is strongly encouraged to monitor student progress in this manner and to direct any questions or concerns to their student's teacher. The final progress report will be provided upon course completion and/or unenrollment.

Successful Course Completion

Each IDLA course will have a standards-based report card which is based on state standards. IDLA will submit grade reports to the student's home district, where the course is added to the student's transcript.

Final Grade Dispute Procedure

If a disagreement or misunderstanding arises between an IDLA teacher and a student, parent, or local school about a student's final course grade, the party involved should first communicate with each other and attempt to resolve differences. If a resolution is not reached, the final grade may be appealed at the request of the school of record transcribing the grade. Appeals are to be requested within 90 days of the posting of the final grade by the IDLA teacher.

Materials Provided In Class

IDLA elementary classes contain all of the resources needed in class, including online textbooks/content and links to outside resources. The online curriculum is research-based and aligned to Idaho Content Standards. A suggested supply list is available within the orientation course.

The district is responsible for supplies and will work with the teachers and families to provide them when appropriate. There is an expectation that families will supply paper, writing utensils, and similar supplies. If additional resources, such as manipulatives are needed, please reach out to the site coordinator in your district.

Dress Code

Students are expected to be dressed appropriately for all synchronous lessons. The IDLA Student Dress Code will be in effect during all school-related activities. When a student's attire

is found to be in violation of this policy, the student may be required to modify his/her attire in such a manner so that it no longer violates this policy.

- Dress and appearance must not present health or safety problems or pose potential disruption to the educational process as adjudged by school personnel.
- Clothes, apparel, or attire must be sufficient to conceal undergarments at all times.
- Clothing must provide adequate coverage of the body. Clothing such as revealing tank tops, crop tops, and spaghetti straps should not be worn during class.
- At the teacher's discretion, hats may be worn during class.

Cell Phone Policy

Due to the disruption that cell phones create, students are required to power off during live sessions.

Attendance

Live Session Attendance

IDLA elementary students must meet attendance requirements. **Students are required to attend all daily live classes where attendance will be tracked.** If an absence is known in advance the teacher should be notified. Per IDLA attendance policy, the following notifications will be sent for unexcused absences:

- **Three missed sessions:** Parent, student, teacher, and site coordinator will receive an email notification.
- **Six missed sessions:** Parent, student, teacher, and site coordinator will receive an email notification. The online principal will contact the parent.
- **Nine missed sessions:** Parent, student, teacher, and site coordinator will receive an email notification. The online principal and regional coordinator will be notified. The regional coordinator will contact the student's local building principal.
- **Ten missed sessions:** Parent, student, teacher, site coordinator, regional coordinator, and online principal will receive an email notification.
- **Eleven missed sessions:** Parent, student, teacher, site coordinator, regional coordinator, and online principal will receive an email notification.
- **Twelve missed sessions:** Parent, student, teacher, site coordinator, regional coordinator, and online principal will receive an email that the student has been unenrolled from their course.

*Attendance notification starts over at the beginning of each semester. However, absence totals accumulate throughout the academic year and will be reported on the final progress report.

Friday Attendance

Students must complete ELA and Math assignments by 5:00 p.m. (MST) every Friday. All assignments must be complete in order for the student to be counted as "present" each Friday. Students may submit their Friday work after the 5:00 p.m. (MST) deadline; however, their attendance will be marked as "absent."

Tardies

If a student misses more than 15 minutes at the beginning of class, they will be marked "tardy/late."

Excused Absences

An "excused" absence occurs when a district requires school business such as state testing, special services, evaluations and/or plans, school events, etc.

Course Communications

Throughout the duration of a course, students, parents, and site coordinators will receive communications about student progress. Teachers will communicate through email and phone calls. If another method of communication is needed, please contact the teacher.

Welcome Communication

Within the first two weeks of the start of a course, parents can expect a welcome phone call from their student's teacher, as well as an email containing course and contact information. If that call is unanswered, a follow-up email will be sent.

Teacher and Principal Contact Information

As part of the welcome communication, parents will receive the contact information of the teacher and principal for their course. Additionally, contact information may be found within the student's course and on the *Idaho Digital Learning Alliance website*.

IDLA, District, Student, and Parent Partnership

Partnerships between IDLA and students, parents, and districts are the crux of a successful experience. IDLA needs parents and districts to partner with us to ensure student success. Consequently, districts aren't expected to run our program completely independently.

District Responsibilities

- Districts need to complete the I.E.P process for their students as well as accommodations and/or adaptations that cannot be completed online.
- The local district will work with parents to ensure they have a compatible device and internet access.

Student Responsibilities

- Students should log into their course daily and check messages.
- Students must demonstrate time management and self-organization skills.
- Students are expected to work approximately 90-120 minutes per day, per course.
- During synchronous instruction, students are encouraged to find a quiet space where they will not be distracted from learning.
- Whenever possible, students should turn on their cameras while synchronous instruction is taking place. If/when this is not possible, a student self-photo, or "selfie," should be used, so that they are easily recognizable to others.
    - Students must use a self-photo, or "selfie," and video feed background that is appropriate for an educational environment. IDLA faculty and administration reserve the right to determine if a profile picture and/or video feed background is inappropriate. Students using an inappropriate profile picture or video feed background will be required to update their settings.
- Recordings of synchronous instruction will be accessible only in a password-protected manner and should be viewed by students in a private setting that is not accessible to the public.
- Students should be aware that IDLA teachers may not be available "on-demand" and understand teacher response time may take up to 24 hours.
- Students should work closely with a local teacher, site coordinator, or parent to help with accountability and problem-solving if questions arise.
- Students must communicate often with their online teacher.
    - This includes asking specific questions when confused, communicating with the teacher about goals and planned absences, and connecting with teachers if individual help is needed.
    - Students should return communications from the teacher in a timely manner.

Suggestion: Please encourage your student(s) to keep a notebook with important information in it, such as: notes, course log-in information, teacher, principal, site coordinator, and tech support contact information.

Parent/Guardian Responsibilities

Parent/guardian, as partners in supporting student learning, you are encouraged to do the following:

- Ensure that your child's work is authentic and original
- Monitor
- Ask any questions regarding plagiarism or cheating if you are unsure
- Report any suspicious activity

If working from home, IDLA has provided a *Technology Readiness Checklist* to ensure your home computer's operating system meets minimum requirements for class access.

IDLA Acceptable Use Policy

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's *Acceptable Use Policy (AUP)* and the *Idaho Digital Learning Alliance's Acceptable Use of Technology Policy. Idaho Digital Learning Alliance's Acceptable Use of Technology Policy (AUP) Computers,* computer networks, and the internet provide essential tools that support distance learning and IDLA. All students are expected to use IDLA and the resources provided to access IDLA for purposes appropriate to the education environment. You must refrain from any use that is not consistent with the policies, purposes, or objectives of either the hosting district or IDLA.

Prohibited uses of technology:

- The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:
    - defamatory
    - inaccurate
    - abusive
    - rude
    - obscene
    - profane
    - sexually explicit
    - threatening
    - harassing

- ○ racially offensive
- ○ illegal
- ○ encouraging the use of illegal materials
- ○ inconsistent with the policies, purposes, or objectives of either the hosting district or IDLA
- ○ impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.
- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.
- Violation of any local, state, or federal regulation or statute
- You will not use IDLA resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the IDLA Board
    - ○ IDLA Rights and Responsibilities:
        - ■ IDLA reserves the right to monitor all activity related to IDLA courses or sites
        - ■ IDLA reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or IDLA
        - ■ Opinions, advice, services, and all other information expressed by IDLA staff, students, information providers, or instructors are those of the individual and do not represent the position of IDLA
    - ○ Discipline:
        - ■ Student discipline for violation of any part of the policies, rules, or procedures of IDLA shall be based on the severity of the infraction
        - ■ If the IDLA teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or IDLA, the teacher will notify your site coordinator.
            - The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents
- The IDLA Board of Directors also reserves the right to enact additional disciplinary action, including the ability to revoke the offending student's privilege of using IDLA

Academic Honesty Contract

IDLA has a zero-tolerance policy toward academic dishonesty. All students are required to submit work that represents their original words, ideas, or products. At the beginning of each IDLA course, you will be asked to sign and submit the A*cademic Honesty Contract,* pledging to avoid plagiarism and other forms of unacceptable practices. Violating the *Academic Honesty Contract* will result in one or more of the following consequences for regular assignments and exams:

- A zero grade on the assignment, discussion, or assessment
- Notification to your local school of the incident
- Possible disciplinary action according to your local school's policies
- Other disciplinary action as seen fit by the IDLA instructor or online principal
- Removal from the course and/or a failing grade.

If the local school and IDLA teacher agree that a student has violated the *Academic Honesty Contrac*t on a proctored exam, a zero will be recorded for the final exam grade. A retake will not be allowed. Cheating on a final includes, but is not limited to: the use of digital resources (except where allowed), help from other students, study aids, unauthorized notes, etc.

Various forms of cheating include:

- Copying another student's work or allowing your work to be copied
- Allowing someone other than yourself to submit work in your name
- Using unauthorized assistance on an assessment
- Allowing someone other than yourself to take an assessment
- Use of a translator in language classes
- Submitting the same work for multiple courses
- Giving answers to other students.

Unacceptable academic practices include, but are not limited to, plagiarism. Plagiarism is presenting other peoples' ideas, writings, or products (written or electronic) by claiming them as one's own and not giving credit to these sources.

Forms of plagiarism include:

- Submitting work that is not your own
- Using "copy and paste" from any online source to complete an assignment, discussion, or test
- Failing to properly cite words and ideas that are not your own
- Using direct wording from another source (even a cited one) without quotation marks
- Slightly rewording phrases from another source and passing the phrases as your own

Unacceptable academic practices include but are not limited to fabricating data. Fabricating data is making up data to complete an assignment that requires research and/or collecting data. Forms of data fabrication include:

- Falsifying or manipulating data to achieve the desired experiment result
- Reporting data for an experiment that was not conducted (dry-labbing)
- Submitting written work with fabricated or falsified sources.
- Unacceptable academic practices include, but are not limited to:
  - Academic sabotage: damaging another student's work or grade on purpose
  - Falsifying information: lying to an instructor, site coordinator, or parent (such as saying an assignment has been completed when it has not, or lying about your grade)

I have enrolled in an online course with the full understanding that I will be working in an unsupervised environment during some of my class time. I agree to adhere to the following rules of online classroom conduct:

- I will complete all of my own assignments.
- I have read and understand the *Idaho Digital Learning Alliance Academic Honesty Contract* and agree to avoid unacceptable academic practices such as:
  - Cheating
  - Plagiarism
  - Fabricating data
  - Academic sabotage
  - Falsifying information

I understand that my teacher/instructor has access to and will be using plagiarism-detection technologies to identify plagiarized content in my work. Comparisons can/will be made to online content, including work submitted by current and past IDLA students.

● I will ask my teacher/instructor for clarification if I have any questions regarding the above *Academic Honesty Contract.*
● I understand that if I violate the *Academic Honesty Contract* for this course, I will be subject to disciplinary action and may receive a zero for the assignment in question or removal from the course.

Parents & students will be asked to verify their acceptance of and understanding of the policy in Elementary Orientation.

General Harassment

Sexual Harassment

If a parent/guardian believes that their child has been a victim of sexual harassment, the IDLA administrator will collaborate with district administration to assist in making sure that the necessary actions as covered under the law are carried out.

Bullying

Any act that substantially interferes with a student's educational benefits, opportunities, or performance that takes place synchronously and/or asynchronously, and has the effect of:

● Physically harming a student or damaging a student's property
● Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property
● Creating a hostile educational environment constitutes a disruptive action subject to disciplinary action

Harassment of Staff

As provided in Idaho Code §18-916, employees of every school district shall be free from abuse by parents or other adults. Therefore, employees must be respected as they perform and direct their assigned roles. Students are expected to display respect for teachers and others at all times.

Child Abuse and Neglect

Under the Child Protective Act, Idaho Code §16-1605, (a) "Any physician, resident on a hospital staff, intern, nurse, coroner, school teacher, daycare personnel, social worker, or other person having reason to believe that a child under the age of eighteen (18) years has been abused, abandoned or neglected or who observes the child being subjected to conditions or

circumstances which would reasonably result in abuse, abandonment or neglect shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or the department." The building principal will assist in making sure that the necessary actions as covered under the law are carried out.

Accessibility

IDLA is committed to providing digital resources that are accessible to all users, including users with disabilities.

We are actively working to increase the accessibility and usability of our digital resources and in doing so, align resources to comply with level *Double-A of the World Wide Web Consorti*um *(W3C)*.

We are also committed to improving the accessibility of our course content. Within the *Student Resources* area of each course, students can find this *Accessibility Support* content.

If you have any questions or concerns about accessibility with IDLA resources, please contact Jacob Smith, Director of Operations at *jacob.smith@idla.k12.id.us* or 208-342-0207. We welcome any feedback that will help us improve the accessibility of our course content, systems, and websites.

IDLA Roles and Responsibilities

To assist students in experiencing a positive online learning experience, guidelines have been provided to outline the roles and responsibilities of various individuals to assist you and your student in achieving their desired level of success. Below is a list of items you should expect when taking an IDLA class.

IDLA Teacher
Every IDLA course is taught by a highly qualified Idaho Certified Teacher who is available to provide help to your student during their course. Please contact your child's teacher for assistance if needed. For additional information, please refer to *What to Expect from an IDLA ElementaryTeacher.*

IDLA Principal
An Idaho Certified Principal is assigned to each class. Principals are not only available to assist teachers but can provide another resource for students and parents. If you ever have a question which has not been resolved between yourself and your child's teacher, please contact the Elementary Principal.

Site Coordinator

Site Coordinators are local individuals within schools who assist students with their IDLA courses. The Site Coordinator's primary role is registering students for class. However, they are also an additional support staff member who can help in various other ways. The Site Coordinator is the link between the parents, district, and IDLA.

Custom Session Learning Coach

Learning Coaches are local individuals within schools and/or parents who assist students enrolled in custom sessions with their IDLA courses. Learning Coaches ensure the students have access to internet service and a computer or device that will allow connection to live instruction. They are expected to monitor students to ensure they log in and complete assignments as well as attend the daily live instruction.

On-site Learning Coaches facilitate small group instruction, group rotations, activities and student safety. Learning Coaches partner with the student's teacher(s) and communicate about their student(s) needs, successes, and struggles, absences, etc. However, they are also an additional support staff member who can help in various other ways.

Regional Coordinator

Every school in the state is assigned an IDLA Regional Coordinator. This individual works collaboratively with your district to update them on items such as new course offerings, best practices in online learning, scheduling conflicts, and problem-solving. The Regional Coordinator is happy to assist you with any questions that may need additional attention.

To contact your Regional Coordinator, please visit our *Website* and view the, *Contact Your Regional Coordinator* icon. If you are unsure of which Regional Coordinator works with your district, you may ask your Site Coordinator or call our office at 208-342-0207.

Technical Support

IDLA provides availability to technical support personnel to help students with technical problems in their class. If technical problems arise during class, your student should contact their teacher for assistance. For immediate help, please contact the Tech Department:

- Phone: 208-342-0207 or toll-free 1-800-927-8158
- Email: support@Idaho Digital Learning Alliance.k12.id.us
- Instant Messaging: on *Idaho Digital Learning Alliance's homepage* (*see the "Chat with Us" box located on the lower right of the screen*)

Main IDLA Office

If you are not sure who to call with questions or concerns, please feel free to contact the main office at (208)342-0207.