Idaho Digital Learning

Site Coordinator/District Manual

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Documents/References

The following resources are listed as those most frequently used by Site Coordinators:

Items located on our website ([Site Coordinator Resources Page](#))

- Acceptable Use Policy
- District MOU
- Fee Policy
- Academic Honesty & Final Exam Policy
- Student Data Privacy Policy
- Student/Parent Handbook
- Site Coordinator Manual
- Academic Calendar
- Pre-Enrollment Form`
- Scholarship Voucher
- What to Expect from your Teacher
- Flex v Cohort Comparison document
- Custom Sessions
    - Custom Session Agreement & Guidelines
    - Custom Session Request Form

Additional Documents/Information

- Drivers Education - [refer to IDLA website](#)
- [Advanced Opportunities](#) Information
- [IDLA Teacher & Principal Contact Information](#)
- [College/University Contact Information](#)

IDLA Support Options

- [Contact Technical Support](#)
    - Live Chat Option is available from this page
- Technical Support contact information
    - Toll free phone number: 1 800 927-8158
    - Email: support@idla.k12.id.us
- Frequently Asked Questions and "How To" documents may be found on the [IDLA Knowledge Base](#)

Introduction

MISSION STATEMENT: The mission of Idaho Digital Learning 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.

Goals

The goals of the Idaho Digital Learning Academy (IDLA) are to:

    1) Provide educational choice and flexibility to all Idaho students

    2) Providing services to the unique and diverse needs of districts.

    3) Providing e-learning expertise to the State of Idaho.

IDLA General Academic Information

[IDLA Student/Parent Handbook](#)

The reader may have interest in the IDLA Student and Parent Handbook. The Student manual outlines expectations and responsibilities of IDLA students. This manual may be downloaded from the IDLA website (see Additional Documents/Resources page above).

Accessibility

Idaho Digital Learning 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 Consortium (W3C)](#)

We are also committed to improving the accessibility of our course content. Within each course, tools and resources are provided to support learning for all students. Within the Student Resources area of each course, students can find the following support resource:

https://slor.s3.amazonaws.com/unlicensed/Other/TemplateMasters/Accessibility/index.html

If you have any questions or concerns about accessibility with Idaho Digital Learning 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.

Course Offerings

- Academic Courses:

    All IDLA academic courses are aligned with the Idaho Content Standards. All courses are taught by *Idaho-certified teachers* who have completed online instructor training. A comprehensive list of courses offered by IDLA is available in the Online Course Catalog on the Idaho Digital Learning Academy web site (https://idiglearning.net/CourseCatalog).

- Advanced Placement (AP®) Courses:

    The AP program offers college-level instruction to the academically successful high school student with the option of taking an Advanced Placement examination, scheduled through the local school, to possibly qualify for college credit. AP students are expected to work at an accelerated pace and to engage in outside reading and independent learning. The curriculum of AP courses focuses on

preparing students to take the Advanced Placement examination for that course.

AP courses offered by IDLA are aligned with course descriptions provided by the College Board®. AP courses are open to any student who wishes to work on rigorous University academic challenges in the supportive environment of their own high school. Students who choose to register for these courses should be prepared for the added rigor of the course. Students will be responsible for verifying that the college they are planning to attend will award credit for AP testing. According to local school district policy, the local district may be responsible for providing required texts.

- Dual Credit:

    IDLA partners with Idaho Colleges and Universities to provide college-level courses. Students must meet the eligibility requirements of both IDLA and the university/college that is awarding college credits for the course.

    Registration Instructions: To be awarded college credit, the student must register with both IDLA and the university/college. Once enrolled in the IDLA class, students will be provided directions on how to enroll through the university/college within the first unit of the course.

    Additional information about Dual Credit offerings and University contact information may be found on IDLA's website on the Advanced Opportunities page (see Additional Documents/Resources page above).

    Dual Credit students are expected to work at an accelerated pace and to engage in outside reading and independent learning. Students who enroll in these courses should be prepared for the added rigor of the course. According to local school district policy, the local district may be responsible for providing required texts. Upon successful completion of the course, students will receive appropriate college credit and high school credit for the particular course taken. Please note receiving college credit requires payment of applicable fees to the college or university and must be paid for at the beginning of the course.

    Students are responsible for verifying that the college they are planning to attend will accept transfer credits. In all cases, it is the responsibility of the student and the guidance counselor at the student's home campus to ensure that the student is meeting all current local graduation requirements with their course selection(s).

    Additional information on the transfer of credits, within Idaho public institutions, can

be found at: www.coursetransfer.idaho.gov

Note: Universities and Colleges frequently have policies that must be adhered to, that may vary from IDLA policies. Please note these when registering. Examples include, but are not limited to:

- Withdraw and course drop policies
- Final exam requirements
- Refund deadlines
- Certificate of residency requirements for community colleges

Satisfactory Academic Progress (SAP)

It is extremely important for students to be aware that their progress in Dual Credit courses may be considered when they apply for financial aid in college. In order for students to qualify for federal financial aid at the college or university of their choosing, they must maintain Satisfactory Academic Progress in their courses and field of study. Because Dual Credit courses fall under college level coursework, their credit hours are subject to SAP. In other words, a student's academic progress in Dual Credit courses may have a future impact on his/her financial aid eligibility in post-secondary educational institutions.

There are several categories which fall under Satisfactory Academic Progress, but an excellent summary may be found at: http://www.csi.edu/prospectiveStudents_/studentServices/financialAid/sap.asp

- Career Technical Education (CTE):

    Career Technical Education is one of four advanced learning opportunities recognized by the State Board of Education that links approved technical and academic high school courses to certificate and degree programs at the post-secondary level. Through articulation agreements with the six regions throughout Idaho, students can earn high school and college credit through various Career Technical Education programs. Find more information online at: https://cte.idaho.gov/.

- Custom Sections:

    Custom sections can be requested for either cohort or hybrid courses where all students within the course are enrolled from the same school. A hybrid course combines live instruction with online instruction. Districts will be billed for a minimum of 12 students in a Cohort section and for a minimum of 20 students in a Hybrid session. Custom sections may be run on a district specified timetable

provided that the request is submitted with at least two weeks notice. To request a custom section, please submit the IDLA Custom Section Request form on the [Site Coordinator Resources page](#) *(on the right side)*.

Teacher Assistant (TA) Access:

Temporary LMS access to a custom session course (comprised of students from a single school) may be provided to enhance transparency of student progress. To learn more about this access, or to request this access, please [visit this site,](#) or visit with your Regional Coordinator.

Role of the School

IDLA is fully accredited through the Northwest Accreditation Commission, a division of AdvancED. However, course grades are transcribed by the local school. The local school district and IDLA have a Memorandum of Understanding (MOU) that lays out the responsibilities of each entity with the local school determining student eligibility and academic readiness. A copy of the MOU may be found on the [Site Coordinator Resources page](#) on the IDLA website.

The local school is an essential partner in the success of the online student. The school will determine the student's preparedness for learning in an online environment before registering the student into an IDLA course. The school will also act as the intermediary between the student, teacher and IDLA by assigning a designated contact - the Site Coordinator.

Steps for getting started:

_____ Review the IDLA-District Memorandum of Understanding
_____ Determine who will be the local Site Coordinator(s) on your campus
_____ Register as a Site Coordinator by contacting the IDLA office at 208-342-0207 to be placed in contact with your IDLA Regional Coordinator and to gain access to IDLA's Student Information System

Additional Recommendations:

- Adopt policies to guide local student participation in IDLA, including course fee processes, transcription of grades, participation of home school students, local procedures, etc.
- Participate in IDLA's Site Coordinator Training Course. There is no fee to participate unless college credit is desired, where available. Find more information on the "Site Coordinators" tab at www.IdahoDigitalLearning.org or by calling IDLA at (208) 342-0207.

Site Coordinator Information

Role of the Site Coordinator

The campus Site Coordinator is a contact point between the student, the course instructor, and the Idaho Digital Learning Academy. Their primary function is to serve as the local point of contact between IDLA and the school.   Site Coordinator responsibilities involve two functions: that of student registration and that of active student monitoring.

Site Coordinator Responsibilities:

❑ Registration Responsibilities:

  o Familiarize yourself with the IDLA program and its related resources and procedures.

  o Assess the eligibility of students interested in taking IDLA courses

  o Register students for IDLA classes.

  o Identifying students with special needs and provide accurate contact information to IDLA for students with IEPs/504/LEP accommodations.

  o Know the basic skills necessary for success in an online class (familiarize yourself with the IDLA student orientation course).

❑ Monitoring Responsibilities:

  o Ensure students have regular and convenient access to the Internet and the necessary equipment/software to complete IDLA coursework.

  o Distribute and collect any required materials in a timely manner.

  o Monitor student progress in IDLA courses regularly.

  o Schedule and Proctor student final exams.

  o Initiate disciplinary measures for violations of the Acceptable Use Policy and/or campus code of conduct.

❑ Serve as a local point of contact between IDLA and your school/students:

  o Communicate regularly with students and parents about the student's progress in IDLA courses.

  o Respond in a timely manner to communications from students' IDLA instructors.

  o Forward final course grades to the local school registrar for transcription on the student's home school transcript.

  o Disseminate updates about the IDLA program to local school administration, students,

and parents.

Obtaining a Site Coordinator number and Password from IDLA

IDLA will assign a Site Coordinator number and password to the designated Site Coordinator. Please contact our Registrar at 208 342-0207 to be assigned a Site Coordinator number and to be placed in contact with your Regional Coordinator. The Site Coordinator number and password will allow the Site Coordinator to access the registration portion of the IDLA website (https://idla.us or https://pd.idiglearning.net/) as well as access to the progress reports. Note: If Site Coordinator contact information changes, or if a new Site Coordinator is assigned, please contact the IDLA Registrar to update this information.

Determining Student Eligibilty

The Site Coordinator will determine eligibility of interested students prior to enrollment with IDLA. A student must meet the following requirements to be eligible for enrollment*:

1) Students must be enrolled by a local school (can be a dually enrolled private-school or home-school student).

2) Student must have completed all necessary prerequisites prior to registration in a course.

3) Student must have access to equipment that meets the minimum requirements specified in the IDLA course description.

> *Students enrolling in Dual Credit courses must also meet the requirements of the university/college that is awarding credit for their class. Find more information about Dual Credit online* (see Additional Documents/Resources page above).

Behaviors of successful online students include:

1. Work daily on their online course
2. Ask their teacher (or tech support) for help
3. Organize their time and plan ahead
4. Display tenacity when roadblocks to completion are encountered

When determining the eligibility of interested students, the Site Coordinator is asked to consider the level of support each student will need to be successful in their online class and their readiness for an online course.

Orientation

Prior to beginning their first IDLA course (Flex or Cohort), the student must complete an orientation that introduces the student to the Learning Management System (LMS) they will be using to complete their course. While the Orientation's main purpose is to introduce students to online learning with IDLA, it also introduces the student to the learning management system that will be used to complete the course. Each course format has its own required orientation to introduce students to that particular LMS that is to be completed before the scheduled start

of class.

- Cohort Courses (Blackboard/Schoology) - Students who fail to complete the orientation by the end of the day on Wednesday, after their IDLA course start date, will not be allowed to begin their IDLA course for which they were registered.
- Flex Courses (Buzz) - Students who are taking IDLA Flex Courses must complete orientation within two weeks of registration or they will be dropped from the class.

Credit for Classes

A letter grade and course credit for an IDLA class is granted through the student's school district. Approximately four days after the student's course completion, grades will be posted within the SIS for site coordinators to transcribe. Grade reports from IDLA are provided as a percentage. The high school that enrolls the student will determine the amount of credit and the equivalent grade according to local policy. Honors points, weighting, and other special considerations will be made at the discretion of the local school and should be decided prior to the enrollment of students.

Student Registration

All students registrations must be approved by a Site Coordinator via the IDLA registration system (Fastpass or SIS). For students self-registering using IDLA's Fastpass, enrollments are not complete until the Site Coordinator approves them. In cases where Site Coordinators require credit card payment for the class fee, by the student, this is the final step in student registration.

Pre-Enrollment Registration Form

To assist a Site Coordinator in gathering the required IDLA registration information, Site Coordinators are encouraged to gather key information ahead of time. A sample pre-enrollment form is provided on the [Site Coordinator Resources](#) page.

Parent/Student Handbook

The Parent/Student Handbook is available to students and parents to familiarize them with IDLA policies and procedures. The manual may be downloaded on the Site Coordinator Resources page.

Site Coordinators are encouraged to print the manual and/or make it available to students and parents electronically.

Enrollment Confirmation/Setting up a Student's Portal Account

Upon successful registration, students will be able to access the IDLA Learning Management System (LMS) within, approximately, one hour. New students will be able to access Orientation only; returning students will be able to access the landing page only. All new students must

complete their IDLA Orientation before beginning their class. (see Orientation section above). <u>Students will not have access to their courses until the scheduled start date.</u>

Upon registration, students, parents, and site coordinators will receive an email from IDLA with instructions for setting up their portal account. Each student's portal account allows the student to set up their own username and password. If students have previously enrolled in an IDLA course and updated their password, their password will be the same as they had left it. It will be the student's responsibility to remember their password. Site Coordinators can reset their students' portal password in the Student Information System on the student's HUB page.

Beginning the Class

Students should log into their course on the first scheduled day of class to receive start of class information.   Upon logging into class, the student is encouraged to find their instructor (and principal) contact information, to review the course syllabus, and to review the course schedule right away.

Students/parents may also expect an introductory email within the first week of class from their IDLA instructor and a welcoming call within the first 2 weeks of class.

Communications to home in custom session courses may differ based upon guidance from the local school.

Parent Rights

Parents may review their child's student records at any time. This includes (1) student grades, (2) class participation statistics, and (3) disciplinary records. To review these records, parents may contact the student's Site Coordinator or IDLA teacher.

If an instructional activity, in which a child is scheduled to participate, conflicts with a parent's religious or moral beliefs, the parent may request a modification of instruction or withdraw the student from the course, without an IDLA penalty. The removal or modification cannot be for the purpose of avoiding a test. Furthermore, the student must fulfill the course requirements as determined by the school or district to earn credit for the course.

Complaints by Students/Parents

Most student or parent complaints or concerns can be addressed simply by a phone call or email. For any complaints or concerns in IDLA classes, the parent or student should bring awareness to their Site Coordinator and:

1. Communicate the issue with the IDLA teacher and/or IDLA principal
   a. For complaints or concerns that may relate to the IDLA teacher, please contact the IDLA principal (note contact information located in the welcome email and

within the course (Instructor Information [Bb], or Members [Schoology] area of the course

2. Communicate the issue with the IDLA Regional Coordinator (contact info is provided at the end of this handbook)
3. If the matter is still unresolved, the concern should be directed to the local school district to be addressed through their standard complaint procedure

Monitoring Student Scores

IDLA recommends that Site Coordinators check students' scores regularly while the student is enrolled in their course. Site Coordinators may easily do this in one of two ways.

1. Progress Reports - Site Coordinators may view the most recently posted progress report from within the SIS.
2. Observer Role Access - Site Coordinators have access to their students' courses as an observer, which allows them to view students' assignments, grades, syllabus, etc. To observe a student's class:
   a. Go to the student's HUB in the SIS
   b. Under "Student Status" go to the far right column and select the "Observe" button (magnifying glass icon).

Site Coordinators may need to act as friendly motivators for IDLA students. Online courses are highly interactive, and students need to log on and complete work several times a week or they may fall behind very quickly. Falling behind in coursework is the leading cause of student dropout from online courses. IDLA online courses are not like correspondence courses where work may be completed at one's own schedule. Students are expected to match specific schedules set by the IDLA instructor(s) or the students pacing guide.

Conferences

IDLA encourages communication between Site Coordinators, parents, and teachers about student progress. A student who wants information or wishes to raise a question or concern is encouraged to talk with their IDLA teacher (see contact info at beginning of document). The Site Coordinator is considered part of the instructional team and may request a conference if the student is not maintaining passing scores or achieving the expected level of performance, or if the Site Coordinator has other concerns related to the student's success.

Grading Procedures

Students will receive scores in their classes for projects, homework, quizzes, tests, participation, or any other activities designated by the instructor. Final grades are reported to the school as a percentage. The local school is responsible for assigning and transcribing a letter grade and recording it on the student's official transcript.

Some courses have differing requirements, such as earning a minimum grades on particular assignments. Please review the course syllabi for any such requirements and contact the IDLA teacher with any questions.

Required DBA's, Proctored Tests, and Projects: In lieu of a single final exam/project, Flex courses have other required student activities. Students taking a flex course must complete the following activities with a score of 70% or higher in order to receive a final score above 10%

- Discussion Based Assessments
- Proctored Exams
- Projects

Final Exam Retakes

Cohort Final Exam Retakes:
- The local school may request a retake on the final exam
    - The final exam will be a different version than the original
    - Schools are to reserve retake requests to extenuating circumstances only
    - NOTE: University policy does not allow for final retakes in **dual credit** courses.
- The highest score of the two attempts will be calculated as 20% of the final course grade.
- No further retakes will be granted.

Final Grade Dispute Procedure

When a disagreement or misunderstanding arises between an IDLA teacher and a student, parent, or local school about a student's course grade, the party involved should first communicate with each other to 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 credit (see current IDLA-District MOU). Appeals are to be requested within 90 days of the posting of the final grade by the IDLA teacher.

Materials

Some IDLA classes may require additional resources not provided within the class, such as advanced textbooks in AP and Dual Credit classes or lab materials in science classes. It is the responsibility of the district and/or student to provide these materials. Some teachers may request additional materials for their classes. A list of additional materials will be provided to students at the beginning of the course.

All software and instructional materials provided by IDLA are the property of IDLA and/or its associated vendor companies. Only students currently registered for classes in IDLA may use course software and/or instructional materials. Any reproduction or outside use of IDLA

material is strictly prohibited.

Acceptable Use, Academic Honesty and Plagiarism

Acceptable use and behavior in a distance-learning environment will be determined by the school district's policies and is covered by the district's AUP.

At the beginning of each course, the student will sign an IDLA Academic Honesty Contract specifically governing behavior in an online environment. Acceptable use guidelines include but are not limited to: the use of profanity or threatening language, bullying copyright violations, impersonation of others, revealing personal information (either their own or someone else's), disrupting the use of a school network, or importation of sexually explicit, drug-related, other offensive materials into the course environment.

If a violation of acceptable online course use or behavior occurs, the instructor will notify the student's Site Coordinator. The Site Coordinator is responsible for bringing the matter before the appropriate local, school administrator(s) for disciplinary action. A record of any disciplinary action resulting from a violation of acceptable use policy or behavior in the course should be kept and resulting action should be made by the Site Coordinator to IDLA.

If a student has cheated or plagiarized, please refer to the Academic Honesty & Final Exam Policy located on the [Site Coordinator Resources page.](Site%20Coordinator%20Resources%20page.)

Plagiarism Policy
Plagiarism is the act of presenting other people's ideas and writings, and not giving credit to these sources, by claiming them to be one's own. Plagiarism is academic dishonesty and may carry severe consequences, up to and including removal from class.

Plagiarism is:
1. Using ideas from another source without citing (giving credit to) that source
2. Using direct wording from another source (even a cited source) without quotation marks
3. Slightly rewording phrases from another source and passing the phrases as your own. (5 words in a row mean that it is plagiarized)
4. Passing another student's work as your own

Texting Permissions: Teachers and Principals may send and/or receive texts from students about class related items. Teachers are to let parents know that texting will be allowed, and also let them know that they may opt their student out of this communication option if they prefer.

Student Discipline

Minor discipline issues in the online classroom will be administered by the IDLA instructor. If

there is a significant issue, the online principal will be notified and will work to resolve the problem with the local school representative. The Site Coordinator or the IDLA Principal is responsible for bringing the matter before the local school administration for appropriate action. IDLA should be notified by the school representative of any disciplinary action resulting from a student's participation in an IDLA course.

IDLA reserves the right to bar disruptive students from future IDLA courses and/or to drop them from an existing course.

IDLA Texting Guidelines

Teachers and Principals must always interact professionally with students and adults and as such, the following guidance is provided to establish best practices regarding texting and social media interactions with students.

Course Fees

IDLA course fees are assessed to the local district, unless the local school allows for direct payment by parents via the Fastpass registration process. For details about IDLA fee policies please see the current IDLA Fee Policy located on our website (see Additional Documents/Resources page above).

Refunds for IDLA course fees will be given for students who withdraw prior to the refund deadline of a course. Refund deadlines may be found on the appropriate academic calendar (see Additional Documents/Resources page above).

Withdrawing from a Course

A student wishing to withdraw from an IDLA course should follow the procedures used at the student's home campus. Once a student contacts his/her Site Coordinator about withdrawing from a class, the Site Coordinator then requests to drop the student from the course in the student's HUB of the SIS.

A course fee will not be assessed, nor will a final grade be reported to the local school if a student is withdrawn from a course prior to the drop/fee deadline. Students that are withdrawn from a course after the drop deadline, will have a "W" reported to the local school, and full course fees will be assessed.

During summer months, if a parent requests that a student be withdrawn from a class, the request will be honored if a local site coordinator, or other school personnel, cannot be reached.

IDLA Initiated Withdrawals

- In a Cohort course, a student will automatically be withdrawn from a course if he/she fails to complete orientation before the end of the 3rd day of class.

- In a Flex course, a student will not be allowed to begin coursework until the orientation has been completed. If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop request. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.

Extension Requests

If certain conditions are met, students may request to extend a class fourteen (14) days beyond the scheduled final day. Students must submit a Extension Request Form, which can be found in the last unit of the student's course, by 5:00pm on the Friday of final exams week. ***Students are encouraged to submit extension requests prior to final exam week to allow time for the Site Coordinator and IDLA teacher to process and respond, if needed***. The Extension Request Form must be initiated by the student and approved by the local Site Coordinator.

In order to qualify for an extension, a student must meet the following conditions:

- Cohort: Have a grade of 50% in the course by the last scheduled day of class (this does not include the final exam)
- Flex: Have 50% of their course completed by the last scheduled day of class (this does not include the final exam)

Once a student has submitted an Extension Request Form, the Site Coordinator will receive notice via email. The Site Coordinator must then review the request in the Student Information System. The Site Coordinator's options are:

1. Deny the request completely,
2. Approve the request, or
3. Deny the request but allow the student to make adjustments and re-submit.

When the request is approved by the Site Coordinator, the student's teacher will then receive notice and be required to either approve the request or deny/suggest edits if extension criteria are not met.

Extenuating Circumstances: Hardship Extensions

Students that do not meet the grade, or completion, criteria of at least 50%, but have other circumstances that have prevented them from performing successfully in the course may qualify for a hardship extension.

These circumstances include:

- Health related - severe accidents or illness, surgery with prolonged recovery, complications from pregnancy
- Non-medical emergency
- Other traumatic event beyond your control that affected your ability to perform or continue in the course

Written verification by a credible third party (e.g. attorney, minister, or other non-family member) may be required.

Hardship Extensions may be requested for a period of up to 35 days beyond the scheduled end of classes. Please contact your local Regional Coordinator, or the IDLA Registrar's Office to obtain the Hardship Extension Request form.

Course Completion Procedures

Cohort: Each IDLA course includes a heavily weighted proctored comprehensive final exam or a final project. Students must complete the final project or final test or they will receive a 10% for their final course grade.

> Note about Dual Credit Courses: Colleges may have specific course completion requirements. Please refer to individual course syllabi to see if there any college specific course completion requirements.

Flex: To successfully complete an IDLA Flex course, students must complete all exams, projects and Discussion Based Assessments (DBA's) with a score of 70% or higher. Students who fail to earn the minimum passing score on any of these will receive a final grade of 10% in the course.

Final/Proctored Exam Procedures:

The Site Coordinator will be responsible for arranging with the student an agreeable date, time, and location for all proctored exams. (Final exam in cohort courses, 2 module tests in flex courses). The Site Coordinator will also provide a proctor for the entirety of the testing period. Final exams are generally proctored at the student's school during the designated Final Exams Week.

IDLA determines passwords for proctored exams. **Exam passwords should never be shared with a student or anyone not authorized by the local school**. They should remain confidential and known only by the Site Coordinator and/or a school-appointed proctor.

For all sessions, Cohort and Flex exam passwords can be found in the SIS (Click on "Reports," then "Exam Passwords").

Final Grade Reports

Final course grade(s) will be reported by the IDLA Registrar within one week of the last day of the course. These are available to Site Coordinators in the Reports area of the SIS.

Students with Disabilities

By law, the following requirements established for a student with a disability (either under the Individuals with Disabilities Education Act, 2004 or under Section 504 of the Rehabilitation Act) must be met by the student's home campus and by the course instructor:

1. IEP/504 Plan specified accommodations and/or adaptations for instruction,
2. Implementation of Behavior Intervention Plan (BIP), and
3. IEP/504 Plan specified accommodations and/or adaptations for assessments (classroom and state-/district-wide).

The home district continues to report students with disabilities for federal and state count purposes while such students participate in IDLA. It is the home district's responsibility to develop and implement IEPs and 504 Plans. IDLA staff will comply with the IEP or 504 Plan; however, the home district must provide resources required by such plans.

The Site Coordinator will identify students with a disability during registration and provide the contact information to allow IDLA to request a complete copy of the student's IEP. IDLA instructors should be invited to participate in IEP meetings as would any home campus instructor.

Qualified students with disabilities needing accommodations and/or adaptations should contact their Site Coordinator before enrolling in an online course to ensure that their needs are met in a timely manner.

Evaluation and Feedback

In order to make the job of the Site Coordinator as efficient and effective as possible, we encourage Site Coordinators to contact us with any difficulties or successes in administering your role. Students are also encouraged to anonymously submit a course evaluation upon completion of their IDLA course. Parents also have the opportunity to complete an evaluation of their student's course(s). Contact information for IDLA may be found on the Additional Documents/References page above.

Technical Support

In most instances, schools allow or require students to participate in IDLA courses using campus computers. In these cases, the school or district will need to provide local technical support if an IDLA technician deems that there is hardware or software related problems that cannot be solved remotely. The Site Coordinator is not expected to provide this support, but should be able to contact school or district technical support personnel if needed.

If a student has difficulty accessing the course through the Learning Management System, or has any other technical issues with their course, they are encouraged to contact IDLA Technical Support.

Regional Coordinators

Every school in the state is assigned an IDLA Regional Coordinator. This individual works collaboratively with your school to update them on items such as new course offerings, best practices in online learning, scheduling conflicts and problem solving. This individual is available to assist you with any question you may feel needs additional attention and are happy to work with you on any question. The individuals listed below are the Regional Coordinators throughout the state. If you are unsure of which Regional Coordinator works with your school, you may call our office at 208-342-0207 to place them in contact with you:

- Regions 1 & 2 :   Brad Patzer (208-761-8990) brad.patzer@idla.k12.id.us
- Region 3 (East):   Kristin Beck (208-731-4624) kristin.beck@idla.k12.id.us
- Region 3 (West):   Jeff Farden (208-761-9796) jeff.farden@idla.k12.id.us
- Region 4:   Laural Nelson (208-316-0450) laural.nelson@idla.k12.id.us
- Regions 5 & 6:   Ron Perrenoud (208-313-5824) ron.perrenoud@idla.k12.id.us

IDLA Board Adoption Schedule	
Draft	Adoption Date
Version 1	July 2005
Version 2	March 2013
Version 3	May 2016
Version 4	April 2017
Version 5	