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Idaho Digital Learning Alliance Secondary Student & Parent Handbook

2023 - 2024

Parents and Students,

Welcome to Idaho Digital Learning Alliance! IDLA is Idaho's state online supplemental program. Our mission is to provide all students in the state of Idaho access to equal opportunities. Whether this is your first experience with IDLA or you are returning for another course, we welcome you and give you our promise to provide you with the best learning experience we can offer.

You are joining an organization that has existed for over twenty years! School district superintendents from across the state developed IDLA in 2001, and the state legislature created IDLA in 2002. IDLA is state-supported and accredited. Our courses model national standards of quality for online courses, meet Idaho State Content Standards, are taught by Idaho-certified teachers, and quality is overseen in each course by an Idaho-certified principal.

I encourage each of you to use the tools and resources available through our program. The more involved you are, the better your experience will be. Our teachers, principals, and staff are available whenever you have questions, concerns, or need support, so please contact us anytime.

Thank you for choosing Idaho Digital Learning this semester! We are dedicated to the continuous improvement of our courses and services. If our program has benefited you, please let us know. If there are ways we can do better, please let us know that as well. Your feedback is valued and critical to helping us meet the unique needs of each student.

Best of luck to each of you as you pursue your learning goals this semester!

Respectfully,

Jeff Simmons
Superintendent
Idaho Digital Learning Alliance

Welcome to Idaho Digital Learning Alliance

Below you will find what every IDLA student and parent will want to familiarize themselves with when taking an IDLA course. Beyond this section, you can choose from descriptions based on the course format your student is taking.

Mission Statement

Serve Idaho students and schools through innovative solutions, collaborative relationships, and equal access to high-quality education.

Introduction

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

- **Opportunities for students** - Idaho Digital Learning Alliance 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."

- **Idaho Digital Learning Alliance is Accredited** - Accreditation is provided through the [Northwest Accreditation Commission (NWAC), an accreditation division of Cognia (formerly AdvancED](#)).

- **Idaho Digital Learning Alliance 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 the Idaho Digital Learning Alliance. Idaho Digital Learning Alliance 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** - Idaho Digital Learning Alliance 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. Courses offered through Idaho Digital Learning Alliance are like having an additional 250+ asynchronous course options in your local building.

Table of Contents

This is an interactive table of contents. You can click on each section to directly navigate to it if you choose:

How courses are offered

The vast majority of Idaho Digital Learning Alliance classes are offered **asynchronously**, meaning that *class content may be accessed at any time of the day/week*, even if the teacher is not present, thus removing any constraints of time on the delivery of content. Though the vast majority of our content is available in the asynchronous format, our courses also contain varying degrees of **synchronous** components in which the *student can interact with their teacher live*.

Below are the various formats offered for supplemental courses, giving students the opportunity to choose the best option for their preferred learning. If you would like to learn more, check out the Parent Resource section on IDLA's website.

Cohort Courses

- Cohort courses are offered on a 12 week or 16 week schedule with predetermined start and end dates that closely follow traditional school calendars, with the exception of a 6 week Driver Education course that is offered throughout the year. In this setting, students move through the course material with their peers. Courses are delivered 100% asynchronously so students can take their courses at any time of the day and from anywhere they have internet access. Cohort courses provide ample opportunity for students to interact with their teacher and with their peers. **To learn more about cohort courses, click here: Cohort Courses**.

Custom Sessions

- Districts can request a class that is not being offered in the current session or scheduled in a time frame that will suit their district's needs. Idaho Digital Learning Alliance will make every attempt to accommodate custom sessions for a minimum of 12 students (20 for Hybrid) when established time frames do not accommodate the needs of your district. *Custom sections are run similarly to Cohort courses*.

Flex Courses

- Flex courses are designed to be delivered on a flexible schedule that is driven by the student's needs. These self-paced courses allow students to work at their own speed and on their own schedule. Each course is divided into four modules: a pre-test, coursework (including computer and teacher graded assignments), a project or discussion-based assessment, and a module post-test. Based on how well a student does on each module pretest, they may be excused from

smaller practice quizzes throughout the module. There is no high-stakes final exam; just shorter incremental post-tests in each module, two of which are proctored (supervised). **To learn more about flex courses, click here: [Flex Courses](#)**.

Credit Recovery Courses

- Credit Recovery courses are designed to help students showcase their knowledge of the content and meet Idaho standards in order to earn credit.

- These courses are intended for students who have previously failed a course required for graduation and for first-time learners who have been designated as "at-risk". IDLA will provide the course content, Learning Management System, teachers, and internal support staff to offer the credit recovery program to districts. Districts will provide local personnel to support the students with intervention support, social-emotional support, physical and/or virtual technical access to courses, and transcription of credits. **To learn more about credit recovery courses, click here: [Credit Recovery](#).**

Hybrid Courses

- Hybrid courses offer synchronous lectures and lessons to students via video conference as an opportunity for additional instruction, assessment, and practice in our traditional asynchronous courses. The blend of online content and video conferences provides authentic learning experiences in areas such as world languages, math, speech, and science. Hybrid courses foster an interactive learning environment reinforced with rich online activities offering students a high-quality online learning experience. Please see your Site Coordinator for course options and availability.

Registering for IDLA Courses

To sign up for an Idaho Digital Learning Alliance (IDLA) course, students should consult with their school counselor and enroll through their local school to ensure they have completed all necessary class prerequisites before enrollment. Each school has a site coordinator, generally, the school counselor, who will help with registration for the online class. You can view the course catalog here: [Supplemental Courses | Cohort, Flex & Hybrid](#) so you know what courses you can request registration for.

Main Idaho Digital Learning Alliance Office

If you are unsure who to call with questions or concerns, please contact us at our main office at (208) 342-0207.

Support

Need help? We're here to support you! Idaho Digital Learning Alliance 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 his/her teacher for assistance but, for immediate help, please contact our Tech Department.

Contact Us

- Email: support@idla.k12.id.us

- Phone: (208) 342-0207

- Chat: click on the chat at the bottom of your portal.idiglearning.net or IDLA's homepage.

Knowledge Base

Idaho Digital Learning Alliance Knowledge Base includes everything from tech solutions to ways of making life easier with a learning management system and computer. Idaho Digital Learning Knowledge Base is where you will find a collection of How-To articles to help you learn how to use our systems. The articles are written in a simple, step-by-step format that is easy to read and understand.

Advanced Opportunities

Idaho Digital Learning Alliance works with local schools to update them about Advanced Opportunity course offerings available to students through Idaho Digital Learning Alliance. For additional information on participation requirements, please contact your Site Coordinator or visit the IDLA's *Advanced Opportunities* information page.

Class Offerings

A complete list of Idaho Digital Learning Alliance's course offerings can be found within our *Course Catalog*.

Materials provided in class

Idaho Digital Learning Alliance classes contain nearly all of the resources needed in class, including online textbooks/content and links to outside resources. The exceptions to these resources are noted within each class which may include, but are not limited to:

- Dual Credit classes (college-level textbooks may be required)

- Lab science classes (lab work completed at home may require common household items)

For a list of required materials for each class and a description of the course topics, please see the course syllabi within the Idaho Digital Learning Alliance Course Catalog.

Academic Honesty

If a student has cheated or plagiarized, the local school will be contacted to ascertain if the school has a cheating/plagiarism policy. If so, and at the school's discretion, the local school policy (or Idaho Digital Learning Alliance policy) will be followed. **Idaho Digital Learning Alliance has a zero-tolerance policy toward academic dishonesty.**

Course Assignment Honesty

Course assignments include all work that is not the final exam or final project. A student taking an Idaho Digital Learning Alliance class is required to complete an Academic Honesty Contract and agree to the provisions outlined within. Students who do not comply with these provisions may receive one or more of the following consequences:

- 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 Idaho Digital Learning Alliance instructor or online principal

- Removal from the course and/or a failing grade

Acceptable Use, Academic Honesty and Plagiarism

Acceptable use and behavior in a distance-learning environment are determined by the local school's policies and is covered by their Acceptable Use Policy (AUP). The student must also agree to abide by IDLA's **Academic Honesty and Final Exam Policy** specifically governing behavior in an online environment.

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 the acceptable use policy or behavior in the course should be kept and the Site Coordinator should make the resulting action to IDLA.

If it has been determined a student has violated any provision in the Academic Honesty Contract, the following consequences will apply:

1. **Academic dishonesty on course assignments/non-proctored unit tests:**

- 1st offense - "0" grade, the opportunity for the student to resubmit with a 25% reduction in grade, with notification to parent, site coordinator, and Idaho Digital Learning Alliance principal

- 2nd offense - "0" grade, the opportunity for the student to resubmit with a 50% reduction in grade, with notification to parent, site coordinator, and Idaho Digital Learning Alliance principal

- 3rd offense - Notification of local personnel and determination of appropriate consequences based upon local school policy. In the event that a school defers to Idaho Digital Learning Alliance's policy, then the consequences will be a "0" grade, with no opportunity for the student to resubmit, notification to the parent and site coordinator with potential removal from the course.

NOTE: An "offense" is defined as the incident where a student's dishonesty is caught. In any such case, IDLA may then investigate previously submitted work. Any previously submitted work that is also found

to be academically dishonest is to be included as one offense according to this policy, which would then be subject to the respective consequences."

Final Exams or Final Projects Honesty

If the local school and the Idaho Digital Learning Alliance teacher agree that a student has been caught cheating on a final exam or final project, then a **zero** will be recorded for the final exam or final project. A retake will not be allowed. Cheating on a final exam or final project includes, but is not limited to:

- the use of digital resources (except where allowed)

- help from other students

- study aids

- unauthorized notes, etc.

- use of an online translator

Notes about Honesty

- *Advanced Opportunity Funds*: Failing a dual credit class may have implications on future use of Advance Opportunity funds and/or the use of Federal Educational Grants.

- *Dual Credit Courses*: Colleges may have specific academic honesty policies. These policies will be followed if an academic honesty violation occurs, which may vary from Idaho Digital Learning Alliance policy.

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 includes, but is not limited to:

- Using ideas from another source without citing (giving credit to) that source.

- Using direct wording from another source (even a cited source) without quotation marks.

- Slightly rewording phrases from another source and passing the phrases as your own. (five words in a row means that it is plagiarized).

- Passing another student's work as your own.

Accessibility

Idaho Digital Learning Alliance 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. In each course's Student Resources area, students can find this Accessibility Support content.

If you have any questions or concerns about accessibility with Idaho Digital Learning Alliance resources, please contact our Human Resources Department at hr@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 Communication
Throughout the duration of a course, students, parents, and site coordinators will receive communications about student progress.

Welcome Communication
Within the first 2 weeks of the start of a course, parents can expect a welcome message from your student's teacher and an email containing course and contact information.

Progress Reports
Approximately every 2 weeks, a progress report is sent to the student, parent, and site coordinator. Each individual is strongly encouraged to monitor student progress in this manner and to direct any questions or concerns to their student's teacher.

Texting
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.

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

Teacher and Principal Contact Information

As part of the welcome communication, parents will receive the contact information of the teacher and principal in their course. Additionally, contact information may be found within the student's course but if you need assistance contacting an IDLA teacher, please call our office at (208) 342-0207 or email: support@idla.k12.id.us.

Roles and Responsibilities

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

Students

- Students must communicate often with their online teacher.

    o This includes asking specific questions when confused, communicating with the teacher about goals and planned absences, and connecting with teachers via the eTutoring center when needed.

    o Students should return communications from the teacher in a timely manner.

- Students should log into their course and check their messages/emails frequently (five days per week).

- Students must demonstrate time management and self-organization skills.

    o Students should plan on working 7-10 hrs per week in a 16wk course, and 10-15 hrs per week in a 12 wk course.

    o **Suggestion**: Have students keep a notebook where they place important course information such as:
        ▪ Course login information.
        ▪ Teacher, principal, and local site coordinator contact information.
        ▪ Tech support contact information.
        ▪ Pacing guides (flex) or unit checklists (cohort) - these are extremely important for time management and daily goal tracking.
        ▪ Notes they have taken.

- Students should be aware that Idaho Digital Learning Alliance teachers may not be available "on-demand" and understand teacher response time may take up to 24 hrs.

- Students should work closely with a local teacher/site coordinator or parent to help hold them accountable and problem-solve when questions arise.

    - **Reminder:** students must coordinate times with their local school site coordinator to take proctored tests in their course(s).

- Students should utilize the following Idaho Digital Learning Alliance support resources that are available to them.
    - Technical support - computer issues (ie: broken links)
    - Online tutoring - eTutoring and teacher office hours
    - Online teacher - available for all class questions

Parents
- Parents should help prepare their student for success if they take a class from home. Idaho Digital Learning Alliance has provided a *Technology Readiness Checklist* to ensure your home computer's operating system meets the minimum requirements for class access.

- Parents need to monitor their student's progress regularly.
    - Grade reports will be sent to the parent's email address provided at registration approximately every two weeks (more frequently in summer courses). Please use these reports to visit with your child about class 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 login. This login will provide you access to your student's classes and grades.

    - Whenever you have a question about your student's progress or class content, please contact your student's Idaho Digital Learning Alliance teacher and/or Idaho Digital Learning Alliance principal. Contact information can be found within 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*

- Safety concerns

- All IDLA staff are legally required to report safety concerns where there is evidence to substantiate a concern of student safety. Likewise, if parents have suspicion or evidence of issues concerning student safety, we ask these be reported to your student's teacher and/or principal. Such concerns could be but are not limited to, suicidal thoughts, bullying, or self-destructive behavior.

- Final Grade Dispute Procedure

  - If a disagreement or misunderstanding arises between an Idaho Digital Learning Alliance teacher and a student, parent, or local school about a student's final course grade, the parties involved should first communicate 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. Appeals requested are due within 90 days after the posting of the final grade by the Idaho Digital Learning Alliance teacher. The appeal must be made through the school's Site Coordinator to the school's IDLA Regional Coordinator.

Idaho Digital Learning Alliance Teacher

Every Idaho Digital Learning Alliance class is taught by a highly qualified Idaho certified teacher who is available to provide help to your student during their course. Every teacher will be available, weekly, for "office hours" to help answer questions your student may have and are required to respond to email/phone inquiries within 24 hours. In addition to individual office hours, Idaho Digital Learning Alliance provides each student access to our eTutoring Center for tutoring help. This is an area where various content area teachers are available to help all Idaho Digital Learning Alliance students with class questions at various times throughout the week. Information on when teachers/tutors are available can be found within every course. For additional information, please refer to What to Expect from the Instructor document *(Found on the Site Coordinator Resources page on the Idaho Digital Learning Alliance website.) Site Coordinator | Idaho Digital Learning Resources*

Idaho Digital Learning Alliance 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 about a class that has not been resolved between you and the teacher, please contact the class principal. Contact information for this individual may be found in the "Members" (cohort) or "Instructor Information" (flex) areas of the class inside each course.

Site Coordinator

Site Coordinators are local individuals within schools who assist students with their IDLA classes. There are two primary roles that Site Coordinators may play. Sometimes these roles are completed by one individual (often the school counselor), but sometimes these responsibilities are shared between several individuals:

- Registering Site Coordinator - the person at the local school who registers students for class, withdraws students from class, communicates general class expectations to students and approves student requests for extensions.
- Monitoring Site Coordinator - the person at the local school who works most closely with the student monitoring their progress, encouraging students, helping them solve instructional or technical issues and coordinating final exam schedules.

If you have questions about local policies (payment, extension, monitoring practices), please visit with your local school site coordinator.

Regional Coordinator

Every school in the state is assigned an Idaho Digital Learning Alliance 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.

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 school, you may ask your Site Coordinator or call our office, at (208) 342-0207.

Choose the course that applies to you

Click on the course your student is taking to learn about the important features of the course, including late work, fees, inactivity drops, and more.

- Cohort Courses
  - Dual Credit
  - Placement
- Flex Courses
- Credit Recovery Courses
- Hybrid Courses
- Summer Specifics when taking courses

IDLA Cohort Courses

Idaho Digital Learning Alliance utilizes *Schoology* as its Learning Management System (LMS) to offer classes in this format. Cohort courses are offered on a 10- or 16 week schedule with predetermined start and end dates that closely follow traditional school calendars, except for a six week Driver's Education course that is offered throughout the year. In this setting, students move through the course material with their peers. Academy courses are delivered 100% asynchronously, so students can take their courses anytime and from anywhere they have internet access. Cohort courses provide ample opportunity for students to interact with their teacher and peers.

Click each section below to read the details you need to know when taking a cohort course.
- Structure
- Fees
- Orientation
- Testing
- Late Work
- Successful Course Completion
- Inactivity Drop Requests
- Course Withdrawal
- Course Extensions
- Dual Credit
- Dual Credit Extensions
- Advanced Placement

Cohort Structure

Cohort courses follow a structured pace and require student-to-student interaction in the course. These classes have set start/end dates and follow a pace where students have due dates and progress through the material as a class.
- **Note:** Cohort courses are offered in various lengths throughout the year (ie: 10 week summer courses, and 16 week semester courses) and contain the same content; therefore, pacing will be increased in the shortened classes.

Cohort Fees

Course fees for cohort classes are $75 per semester course and are assessed for all students enrolled after the course drop deadline (typically the 3rd Friday of class for 16 week classes, and the 2nd Friday of class for a 10 week class). Exceptions to this include Advanced Placement and Dual Credit courses where the Idaho Digital Learning Alliance Instructional fees are waived. Dual Credit students are

responsible for purchasing college credits (possibly additional course material fees) through the college they are enrolled in. Students taking overload courses may be eligible to have these fees paid by the state. Please visit with your counselor to see if your student is eligible for *Advanced Opportunities* funding.

Cohort Orientation (Schoology)

Before a student begins their first class, they must complete a self-guided orientation. Students taking a cohort course for the **first time** must complete the Schoology Orientation. Orientation instructs students on how to navigate the Learning Management System and typically takes 2-3 hours to complete. Students taking a cohort course **must complete orientation by the first day of class**. Students who do not complete orientation before the end of the 2nd day of class will be automatically withdrawn from their course.

Cohort Testing

Cohort courses typically have several non-proctored tests throughout the course in addition to a required proctored (supervised) final exam or non-proctored final. Depending upon your teacher and school, you will take either a proctored or a non-proctored final. Whether you are assigned a proctored or non-proctored final, you must take your final to pass your course. If you are assigned a proctored final, you must make arrangements for a day, time, and place to take it with your local IDLA site coordinator. A retake of the Final Exam or Final Project may only be requested through your Site Coordinator.

Cohort Late Work

Idaho Digital Learning Policy requires that all instructors accept late work for at least 50% of the value of the assignment. Also, many assignments can be redone for an improved grade. For specific course guidelines, please refer to the Contact Information and Late Work Policy link within the class.

Cohort Successful Course Completion

Each IDLA course has a weighted Final Exam score. Whether it's proctored or non-proctored, Final exams are worth 20% of the course grade and students who do not take the Final will be given a 10% overall final grade for their course.

Cohort Course Withdrawal

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

Withdrawing from a Cohort 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 TheSIS.

Cohort Course Extensions

If local school policy allows, Idaho Digital Learning Alliance will grant a student a course extension if the minimum extension criteria is met. Local policies differ on their acceptance of student extensions so please refer to your local school policy for clarification before proceeding.
- If your student finds that the deadline for the class will not provide enough time to complete, s/he can apply for a class extension, requesting an additional 14 days to complete. To qualify for an extension, a student must have a grade (excluding the final exam) of at least a 50% in class and submit a plan for completing the course. **Students must request an extension from within their course, no later than 5:00 pm Mountain Time on the final day of Final Exam Week. Students are strongly encouraged to request an extension by the Friday** *before* **the Final Exam week** to provide the local school's site coordinator time to approve or suggest edits to extension requests.
- Hardship Circumstances - please contact your local site coordinator about the possibility of requesting an extension (for up to 35 days) due to events beyond the student's control.

Dual Credit

Dual credit courses are courses in which a student may earn both high school and college/university credit. Students register for high school credit with their local school. Students must register for college/university credit with the college offering the credit. At the beginning of each course, the student will receive information from their Idaho Digital Learning Alliance teacher about how to register for college/university credit. It is very important that college/university registration deadlines are followed and academic requirements are understood, which may vary from Idaho Digital Learning Alliance requirements (ie: differing drop deadlines and course completion requirements)

General university information and college/university contact information will be provided in each course syllabus and instructor information tab of each course. Before enrolling in any dual credit course, Idaho Digital Learning Alliance strongly recommends students consult with their school counselor to assist in proper course placement and ensure credit transferability to their future college of choice. One resource available to students and parents to help with this is the http://coursetransfer.idaho.gov/ website.

Idaho Digital Learning Alliance teachers are adjunct faculty at the institution where credit is being offered. For registration questions, contact the Idaho Digital Learning Alliance teacher or the higher ed institute where credit is sought.

- Note about **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. 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 that fall under Satisfactory Academic Progress, but an excellent summary may be found at: Satisfactory Academic Progress Policy.

The Idaho Digital Learning Alliance course fee assessed to each school is waived for Dual Credit (DC) courses; however, additional fees will be incurred for registering for university credit (DC) Some Dual Credit courses may require the purchase of additional resources, such as textbooks. Students are required to purchase or rent the textbook from a distributor or retailer of choice. For additional information on participation requirements, please contact your Site Coordinator or visit IDLA's *Advanced Opportunities* information page.

Important: Students wishing to withdraw from a Dual Credit course must withdraw from both the college and Idaho Digital Learning Alliance. **Idaho Digital Learning Alliance cannot withdraw a student from their college or university course.** The student's local high school counselor can help with the college withdrawal paperwork.

Dual Credit Course Extensions

NOTE: Students enrolled in a Dual Credit course, for credit, are not eligible for Academic Extensions. Students may request a Hardship Extension due to events beyond student control according to individual college policy. Please check with your Dual Credit instructor about eligibility requirements.

Note about Dual Credit Courses

Colleges may have specific course completion requirements. Please refer to each individual course syllabus to see if there are college-specific course completion requirements.

Advanced Placement

Resources will be provided in class to assist students in registering for their AP Exam. Still, please contact your local Site Coordinator and/or guidance counselor to help schedule this exam locally.

Advanced placement courses differ from dual credit courses in that students will take a comprehensive [Advanced Placement (AP) exam](#) at the completion of the class to determine eligibility for university credit.

The Idaho Digital Learning Alliance course fee assessed to each school is waived for Advanced Placement (AP) courses; however, additional fees will be incurred for completion of the AP Exam. Funding is available through Advanced Opportunities. For additional information on participation requirements, please contact your Site Coordinator or visit IDLA's [Advanced Opportunities](#) information page.

IDLA Flex Courses

Idaho Digital Learning Alliance utilizes *Agilix Buzz* as its Learning Management Systems (LMS) to offer classes in this format. Flex courses are designed to be delivered on a flexible schedule that is driven by the student's needs. These self-paced courses allow students to work at their own speed and on their own schedule. Each course is divided into four modules: a pre-test, coursework (including computer and teacher-graded assignments), a project or discussion-based assessment, and a module post-test. Based on how well a student does on each module pretest, they may be excused from smaller practice quizzes throughout the module. There is no high-stakes final exam; just shorter incremental post-tests in each module, two of which are proctored (supervised).

Click each section below to read the details you need to know when taking a flex course.
- [Structure](#)
- [Fees](#)
- [Orientation](#)
- [Testing](#)
- [Late Work and Pacing](#)

- [Successful Course Completion](#)
- [Inactivity Drops](#)
- [Withdrawal/Drop Requests](#)
- [Course Extensions](#)

Flex Structure

Flex courses allow students to progress through classes at their own pace; however, students must complete a course pacing guide to help them plan out their course progression. Flex courses start as soon as a student is enrolled and/or completes orientation and provide students up to 16 weeks to complete the class, depending upon their course enrollment date.

- Note: Each student's course completion date is set based upon the student's enrollment date. For those who do not complete a flex course by the end of the extension period, please see your school's Site Coordinator for re-enrollment options.
    - See details on the Idaho Digital Learning Alliance Flex Calendar for the current academic year
      (Found on the [Students & Parents Resources](#) page on the Idaho Digital Learning Alliance website.)

Flex Fees

Course fees for flex classes are $75 per course for all students remaining in the course after the course drop deadline (14 days after the student is granted course access). Students taking overload courses may be eligible to have these fees paid by the state. Please visit with your counselor to see if your student is eligible for *[Advanced Opportunities](#)* funding.

Flex Course Orientation (Buzz)

Before a student begins their first class, they must complete a self-guided orientation which opens two weeks before the session start date. Students taking a flex course for the **first time** must complete the Agilix Buzz Orientation. Orientation instructs students on how to navigate the Learning Management System and typically takes 2-3 hours to complete. Students taking a flex course must complete orientation before they can start their class. This can be as late as the day before the start of the next session. However, the end date of their class is still based on the first day of the session, regardless of when they complete orientation**.**

Flex Testing

Flex courses have four module tests, two are non-proctored and two are proctored (supervised) and required for course completion. Students are required to schedule their proctored testing with their

Site Coordinator. Students who do not complete the proctored tests will have a final grade of 10% reported to the school.

Flex Late Work and Pacing

While Flex has no assignment due dates, there is a suggested pacing calendar to follow. Any assignments, discussions, projects, and non-proctored post-tests that are incomplete at the end of the course will be factored in as a zero.

Flex Successful Course Completion Requirements

Students enrolled in any Flex course must complete two proctored module post-tests.

Flex Inactivity Drop Requests

If a student is inactive during the course for any 14-day period the instructor may send a request to the school that a student be dropped from that course. Inactivity will be determined by zero activity as displayed in the student activity log. Though students have great flexibility when taking flex courses, they are expected to work regularly.

Flex Withdrawals

A course fee will not be assessed, nor will a final grade be reported to the local school if a student withdraws from a course before the drop/fee deadline. Students that are withdrawn from a course after the drop deadline (two weeks after enrollment), will have a "W" reported to the local school, and full course fees will be assessed.

Flex IDLA Initiated Withdrawals

In a Flex course, a student cannot begin coursework until the orientation has been completed. If a student is inactive in class for 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.

Flex Course Extensions

If local school policy allows, Idaho Digital Learning Alliance will grant a student a course extension if the minimum extension criteria is met. Local policies differ on their acceptance of student extensions so please refer to your local school policy for clarification before proceeding.

- If your student finds that the deadline for class will not provide enough time to complete, s/he can apply for a class extension, requesting up to an additional 14 days to complete.

- To qualify, students must have at least 50% of the Gradable Activities Complete, a score of at least 50%, and must request an extension, from within their course, **prior to 4:00 PM Pacific Time/ 5:00 pm Mountain Time on the final day of class.**

- **Hardship Circumstances** - please contact your local site coordinator about the possibility of requesting an extension due to events beyond the student's control.

- **Re-enrollment** - if your student cannot complete the course by the end date and/or extension deadline, flex students can re-enroll in the class. By doing so, the work completed up to that point will be transferred over, and the student may continue with their class from where they left off. Note: For students re-enrolling, a final grade for the course will be reported to the school to follow their transcription policy and a course fee will be billed to the local school. Please see your school's policy regarding Idaho Digital Learning Alliance fees.

  - *NOTE: Re-enrollment in any Flex class must occur within 4 months of the end date of the current course to be eligible to transfer completed work over. In cases where students re-enroll beyond this time period, they must start their class from the beginning.*

Credit Recovery

Idaho Digital Learning Alliance utilizes *Schoology* as its Learning Management Systems (LMS) to offer classes in this format. Credit Recovery courses are designed to pace students through content covering Idaho Content Standards. In partnership with a school district, these courses with asynchronous instruction to provide students with a high level of learning. IDLA will provide the course content, Learning Management System, teachers, and internal support staff to offer the credit recovery program to districts. Districts will provide local personnel to support the students with intervention support, social-emotional support, physical and/or virtual technical access to courses, and transcription of credits.

Policies and procedures in the Credit Recovery program follow those in the Cohort program except for the following areas. For other areas, see the IDLA Cohort Section. Visit IDLA's website to learn more about Credit Recovery.

Credit Recovery Testing

There is no formal Final Exam in Credit Recovery. Students will complete a test or a project at the end of each unit. The eight-unit tests/projects compose the Final Exam component of the course. The eight-unit tests/projects compose 40% of the student's overall grade for the course and must be completed to earn a grade higher than 10%.

Inactivity Drops

Attendance is taken based upon daily participation in lesson activities and assignments. Students who do not meet daily participation requirements will be marked absent.

The student's Site Coordinator may excuse an absence by contacting the IDLA Registrar. Site Coordinators are encouraged to excuse absences based on their local school attendance policy. Students who have recorded a total of 12 unexcused absences will be automatically dropped from the course.

Hybrid Courses

Idaho Digital Learning Alliance utilizes *Schoology* as its Learning Management Systems (LMS) to offer classes in this format. Hybrid courses offer synchronous lectures and lessons to students via video conference as an opportunity for additional instruction, assessment, and practice in our traditional asynchronous courses. The blend of online content and video conferences provides authentic learning experiences in areas such as world languages, math, speech, and science. Hybrid courses foster an interactive learning environment reinforced with rich online activities offering students a high-quality online learning experience.

Policies and procedures in the Hybrid program follow those in the Cohort program except for the following areas. For other areas, see the IDLA Cohort Section.

Hybrid Course Structure

Hybrid courses are similar to Cohort courses in that they follow a structured pace and require student-to-student interaction in the course. These classes have set start/end dates and follow a pace where students have due dates and progress through material as a class.

Teachers in a hybrid course will also host a regular live class with their students. This live class time and schedule is set according to the face-to-face school. Teachers will provide direct instruction, supplement content, provide opportunities for review and practice, and even provide assessment opportunities in their live classes. Students are expected to participate and engage in the learning activities in their live classes.

Summer Courses

Important Information:

In cases where Site Coordinators are unavailable for assistance during summer courses (ie: scheduling proctored exams or dropping a course), parents should direct questions to their local school. If unresponsive, please contact the [Idaho Digital Learning Alliance](#) office for help.

During summer months only, 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. Please reach out to IDLA's Registrar (registrar@idla.k12.id.us) to help assist you with anything you need.