IDLA Board of Directors

August 5, 2025

Working Session

2024-25 IDLA Annual Report

2024-25 IDLA Annual Report

2.2 Increase the use of actionable data provided to all staff and stakeholders.

6.3 Inform and engage stakeholders through advocacy and transparency.

LSO Report

LSO Report

6.1 Ensure IDLA sustainability through fiscal responsibility.

6.3 Inform and engage stakeholders through advocacy and transparency.

Board Member Travel Reimbursement Procedure

Travel Reimbursement

6.1 Ensure IDLA sustainability through fiscal responsibility.

Board Member Resource site -

https://sites.google.com/a/idla.k12.id.us/human-resources---staff/board-member-resources

Business Meeting

GUIDELINES FOR ADDRESSING THE BOARD DURING OPEN FORUM

Open Forum is allowed during a regular scheduled Board meeting and will not be permitted during a special Board meeting or an Executive Session. The duration of time allowed per speaker will not exceed five minutes. Should a large number of speakers wish to speak on the same issue or topical area, the Chair of the Board may limit the time allocated to each speaker, ask representatives of the group to summarize their colleague's statements, or limit the number of speakers. The total time allotted for the Open Forum will not exceed fifteen minutes.
Speakers may not air personnel matters, personal complaints, grievances, or partisan political issues.

The following priority will be given to speakers during the Open Forum:
I. Presentations from individuals or groups on matters scheduled for Board action or discussion on the meeting agenda;
II. Presentations from individuals or groups on matters not scheduled for Board action or consideration, and who have not made presentations at the Open Forum within the previous six (6) months; and
III. Presentations from individuals or groups on matters not scheduled for Board action or consideration and who have made presentations at the Open Forum within the previous six (6) months.
Because of the diversity of issues, members of the Board do not respond to the speaker during the Open Forum. Instead, the speakers' concerns are recorded, and time is allotted in the future for the Board to follow up.

Action Items

Reg 1-2 Superintendent Representative
Megan Sindt, Superintendent
Avery School District

Board Policy

6.2 Establish policies that ensure IDLA is able to provide consistent support for Idaho districts.

First Reading

- **1500-P(1)** - Board Meetings
  - Update to an existing procedure to reflect new legislation allowing members of the public to address the Board on any issue
- **4105** - Public Participation in Board Meetings
  - Update to an existing policy to reflect new legislation allowing members of the public to address the Board on any issue
- **7320** - Allowable Uses for Grant Funds
  - New proposed policy
- **7320-P(1)** - Allowable Uses for Grant Funds - Determining Necessity and Reasonableness of Expenses
  - New procedure to support proposed policy 7320
- **7320-P(2)** - Allowable Uses for Grant Funds - Selected Items of Cost
  - New procedure to support proposed policy 7320

Second Reading

- 2520 - Library Materials Selection (Update)
  - **Updated from first reading to remove specific procedural information
  - Previously adopted 10/9/23
  - Now includes criteria from IC 18-1514 defining content that is harmful to minors
  - Defines who may file a complaint
  - References Form 2520-F1 which may be used to file a complaint
- 2520-F1
  - Form will be posted to the IDLA website
- 7270 - Property Records
  - Defines inventory and tracking guidelines for all purchased equipment and supplies, including those purchased with federal funds
- 7300 - Revenues
  - IDLA will seek out an utilize all available funds to support the program
- 7310 - Advertising in Schools/Revenue Enhancement
  - Any revenue received through advertising will have Board approval, meet appropriate criteria, and will be used to support educational programs

Final Reading

7230 - [Financial Reporting and Audits](#)
- Annual audit will be completed and submitted to the Board and Dept of Ed no later than November of each calendar year

7236 - [Employees Paid with Federal Funds and Unexpected or Extraordinary Closures](#)
- During an emergency closure, employees paid with federal funds will be held to the same expectations as employees paid with IDLA funds

7237 - [Retention of Records Relating to Federal Grants](#)
- Guidelines for the retention of paper and electronic records related to federal grants
- Updated to require records to be retained for seven years from the end of the grant

Board Member Updates

Superintendent Update

2025 Idaho DOGE Task Force

6.3 Inform and engage stakeholders through advocacy and transparency.

Summer Launchpad Data

1.1 Adjust practices and offerings to meet school and stakeholder needs.

1.2 Improve custom sections in response to school needs.

Action Tracker

First Progress Report 6/16/2025

Second Progress Report 7/1/2025

Final Progress Report 7/16/2025

Grade	Student Last Name	Student First Name	Overall % ile Rank	ISIP Overall Score	Overall Tier	Overall % ile Rank	ISIP Overall Score	Overall Tier		Overall % ile Rank	ISIP Overall Score	Overall Tier
3												
3			22%	441	2	69%	521	1		52%	495	1
3			12%	414	3	16%	425	3		7%	388	3
3			77	537	1	43%	480	1		57%	502	1
4												
4			42%	520	1	44%	523	1		27%	495	2
4			95%	639	1	94%	636	1		95%	638	1
4			5%	422	3	12%	458	3		5%	422	3
4			12%	457	3	16%	470	3		15%	467	3
4			97%	655	1	98%	684	1		98%	681	1
4			46%	526	1	64%	555	1				
4			47%	529	1	54%	539	1		48%	530	1
5			77%	608	1	83%	622	1		69%	591	1
5			51%	561	1	35%	533	2		44%	549	1

Growth Celebration: Summer is short but…

- 9 out of 12 students increased their raw score in the first 2 weeks from ISIP to ISIP.
- Decreased tier 2 students from 17% to 8% in 6 weeks
- Increased tier 1 students from 58% to 67% in short 6 weeks

	Attendance		Performance	
			% maintain/growth tier	% attendance
Data for 6 wk (24 day) sessions only...				
Students attending <85%			87.50%	23.90%
Students attending 84%-70%			80.70%	19.40%
Students attending 69%-50%			71.40%	10.40%
Students attending below 50%-1%			96.50%	21.60%
Students attending 0%				24.60%

Boys & Girls club: On-site with adult support saw 95.6% of students maintaining or growing their tier ranking.   (Testimonial)

IDAHO
DIGITAL
LEARNING
ALLIANCE

Sole Source - Agilix LMS

6.1 Ensure IDLA sustainability through fiscal responsibility.

Upcoming Board Meeting Dates

Upcoming Meetings

- Tuesday, September 9, 2025 - Virtual 10:00 a.m. MST
- Tuesday, October 14, 2025 - Virtual 10:00 a.m. MST
- Tuesday, November 11, 2025 - Face-to-Face, Coeur d'Alene, Noon PST
- Tuesday, January 13, 2026 - Virtual 10:00 a.m. MST
- Tuesday, February 3, 2026 - Face-to-Face, Boise, Noon MST
- Tuesday, April 14, 2026 - Virtual 10:00 a.m. MST
- Tuesday, May 12, 2026 - Virtual 10:00 a.m. MST
- Tuesday, June 16, 2026 - Face-to-Face, Boise, Noon MST

Idaho Digital Learning Alliance

9199 W. Black Eagle Drive, Boise, ID 83709

Working Session of the Board of Directors
Zoom: https://idla.zoom.us/j/2083420207
Meeting ID: 208 342 0207
August 5, 2025 - 12:00 P.M. MST

12:00 p.m.	Lunch
12:30 p.m.	Annual Report- Mr. Jeff Simmons
1:00 p.m.	LSO Report - Mr. Jeff Simmons & Mr. Brian Smith
1:15 p.m.	Travel Reimbursement - Ms. Kim Caldroney & Mr. Jeff Simmons
1:30 p.m.	Adjourn / Break
1:45 p.m.	Business Meeting

2024-2025

ANNUAL REPORT

IDAHO
DIGITAL
LEARNING
ALLIANCE

IDLA.ORG

MESSAGE FROM THE SUPERINTENDENT

As Superintendent of the Idaho Digital Learning Alliance (IDLA), I'm honored to present our 2024–2025 Annual Report. This year's report is a reflection of the meaningful work accomplished by our staff, partner schools, students, and communities. This year, IDLA surpassed 51,000 course enrollments, achieved a 91% overall pass rate, and expanded access for students across all regions of the state, particularly in rural areas.

Our success is rooted in collaboration. IDLA does not operate in isolation; we work alongside districts, educators, families, and policymakers to ensure Idaho students are equipped with high-quality digital learning opportunities. With increased savings through dual credit programs, advancements in technology support, and new evaluation systems designed to improve the learning experience, this report demonstrates our shared progress and commitment to continuous improvement. We remain focused on equity, innovation, and outcomes, helping Idaho students prepare for a successful future.

Thank you for your continued partnership
 and trust in IDLA!

Jeff Simmons, Superintendent

MILESTONES

The Idaho Digital Learning Alliance (IDLA) continued its mission of delivering equitable, high-quality online learning experiences across Idaho during the 2024–2025 school year. Below is a snapshot of key milestones, initiatives, and impacts that made this year exceptional.

- Celebrated 23 years of serving Idaho students, continuing our legacy of innovative virtual education that reaches all corners of the state.

- Supported over 51,452 student enrollments, providing flexible, mastery-based learning in alignment with Idaho state standards.

- Expanded course offerings in Computer Science, Dual Credit, and CTE, reinforcing pathways to graduation and career readiness.

- Introduced new student-centered tools, including real-time feedback features and accessibility upgrades in our learning platform.

- Partnered with over 115 Idaho districts and charters, ensuring every Idaho learner has access to IDLA's high-quality online coursework.

- Highlighted student success stories across social media, blog posts, and our statewide newsletter, featuring voices from all regions of Idaho.

- Participated in regional and national education events, including the VLLA Conference and Idaho State Board outreach efforts.

- Enhanced internal recognition programs, celebrating milestone years of service and expanding staff development opportunities.
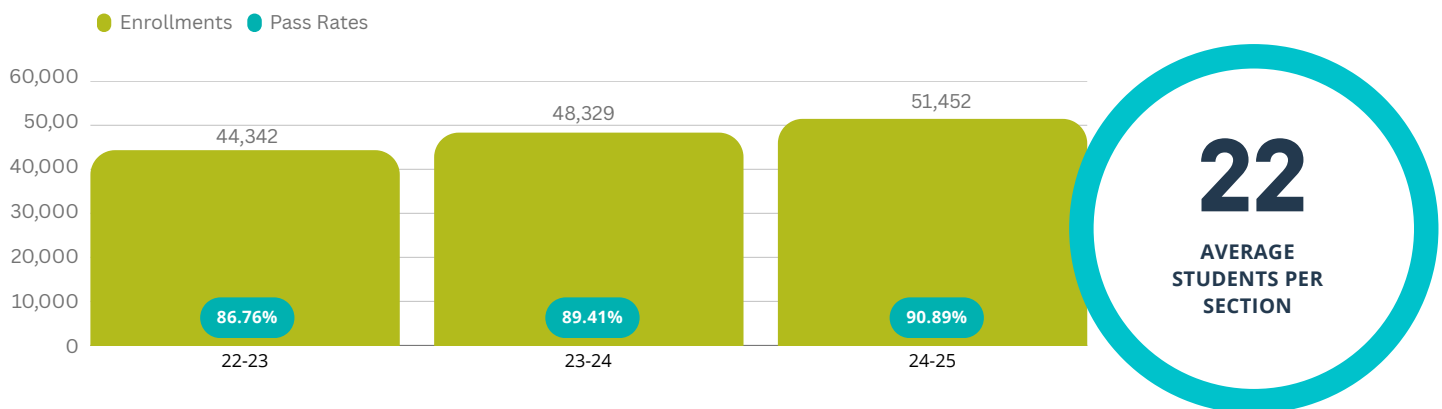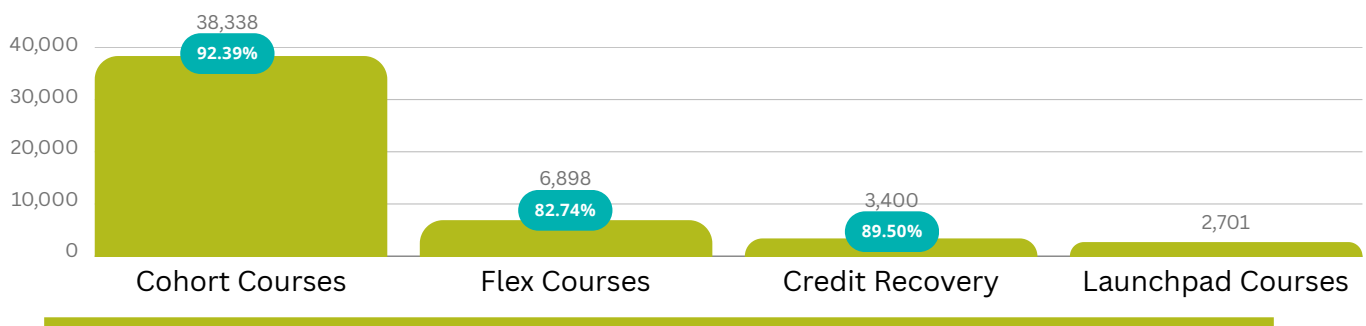
IDLA'S IMPACT

Idaho Digital Learning Alliance (IDLA) supports K–12 learners throughout Idaho by providing a wide array of flexible, standards-aligned courses and tools. From cohort to credit recovery, dual credit, and LaunchPad pathways, IDLA delivers personalized digital learning experiences. Additionally, we equip schools and families with tools such as data dashboards, mobile parent apps, and robust technology support.

In 2024–25, IDLA served over 51,000 course enrollments, continuing a trend of strong growth across three consecutive years. Cohort courses remain the most popular, with nearly 38,000 enrollments and a 92.39% pass rate. IDLA achieved an overall passrate of 90.89%, reflecting the effectiveness of our curriculum design and instructional quality.

OVERALL ENROLLMENTS AND PASS RATES

● Enrollments ● Pass Rates

Year	Enrollments	Pass Rates
22-23	44,342	86.76%
23-24	48,329	89.41%
24-25	51,452	90.89%

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AVERAGE STUDENTS PER SECTION

ENROLLMENTS AND PASS RATES BY PROGRAM

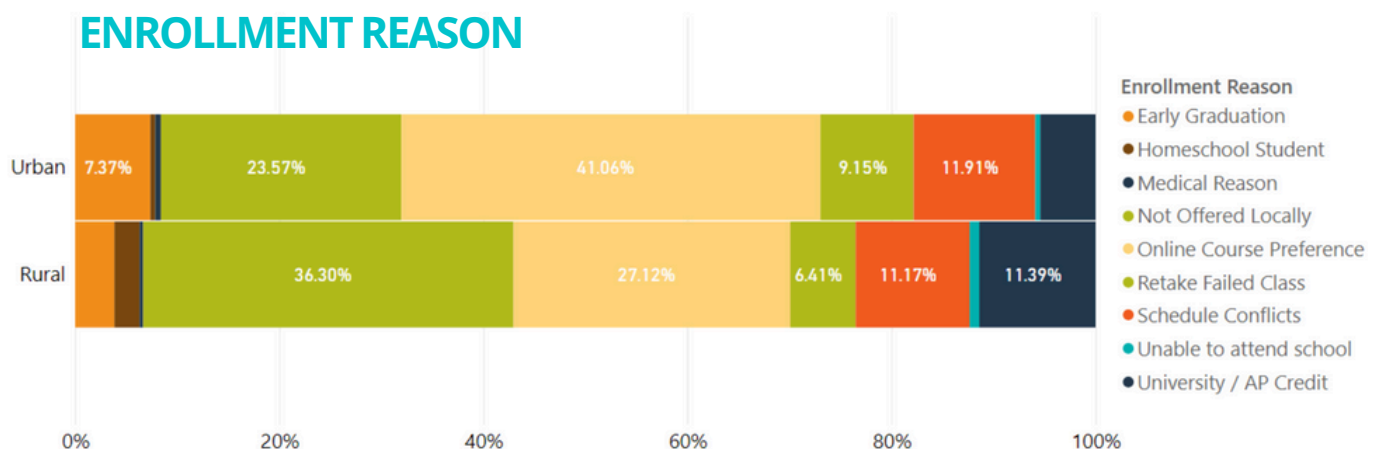| Program	Enrollments	Pass Rate
Cohort Courses	38,338	92.39%
Flex Courses	6,898	82.74%
Credit Recovery	3,400	89.50%
Launchpad Courses	2,701	

EQUITY OF ACCESS: RURAL VS. URBAN REACH

In 2024-2025, slightly more than half of IDLA's students were from urban communities, even though rural communities accounted for a larger share of overall enrollments. Our programs continue to bridge this gap, providing equitable learning opportunities for students across all Idaho geographies and ensuring that rural and urban learners alike are fully supported. While students in rural and urban areas utilize IDLA for different reasons, IDLA is able to meet a variety of rural and urban students' needs through quality online learning.

ALL ENROLLMENTS

Urban 51.1%

Rural 48.9%
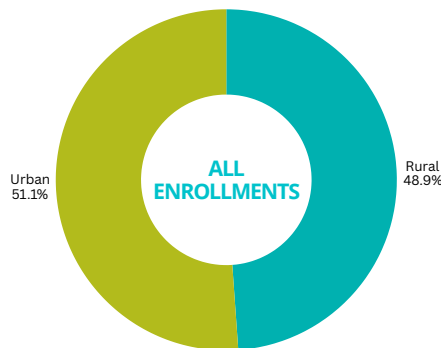
Academic Year	Rural Enrollment	Students	Urban Enrollments	Students	Total Enrollments	Students
22-23	20,877	11,289	23,465	12,885	**44,342**	**24,126**
23-24	24,387	13,418	23,942	13,359	**48,329**	**26,731**
24-25	26,303	14,098	25,149	14,522	**51,452**	**28,593**

ENROLLMENT REASON

Urban: 7.37% | 23.57% | 41.06% | 9.15% | 11.91%

Rural: 36.30% | 27.12% | 6.41% | 11.17% | 11.39%

Enrollment Reason
- Early Graduation
- Homeschool Student
- Medical Reason
- Not Offered Locally
- Online Course Preference
- Retake Failed Class
- Schedule Conflicts
- Unable to attend school
- University / AP Credit

HOW WE SUPPORT SUCCESS

Supporting student success extends beyond course delivery. Our bilingual Parent App, available on both iOS and Android, keeps families informed and engaged. Schools benefit from Clarity Data Dashboards, which offer insights for tracking student progress. On the technical side, our Service Desk received an NPS score of 82.08, signaling exceptional satisfaction among users.

To continuously enhance the student experience, IDLA uses Net Promoter Score (NPS) data and the Qualtrics evaluation system. NPS, a widely used measure of satisfaction across industries, is based on a single question: "How likely are you to recommend IDLA to a friend?" Responses range from 0 to 10, with higher scores indicating greater satisfaction and loyalty. IDLA has chosen to evaluate NPS data as a way to measure the quality of a student's experience, which is not always reflected in pass rate data. At IDLA, we aim to raise the NPS score of all end-users, including students, parents, partner schools, and staff. This score not only reflects current satisfaction but also signals a learner's likelihood to continue with IDLA or refer others. Complementing NPS, the Qualtrics platform is tightly integrated into our courses and professional development, enabling us to gather targeted feedback, analyze sentiment, and make data-informed improvements that directly impact teaching and learning outcomes.

Word Cloud of NPS Survey Comments

Source: IDLA Qualtrics Survey Data from the Teacher Supervision Evaluation 12/24
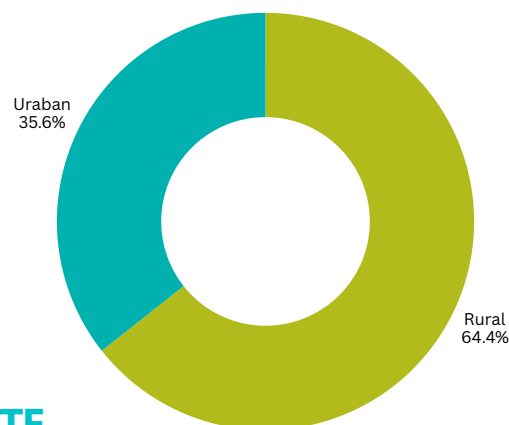
In order to continually improve the student experience, we strive to understand perceptions. Ask - analyze - act is a key set of words we use internally as we implement our new evaluation system, Qualtrics. IDLA is tightly aligning the evaluation platform into courses, staff evaluations, and professional development so we can go beyond pass rate and strive to improve the overall educational experience.

SENTIMENT ANALYSIS - OPEN ENDED FEEDBACK

Very negative   Negative   Mixed   Positive   Very positive   Neutral

Source: IDLA Qualtrics Survey Data from the Teacher Supervision Evaluation 12/24
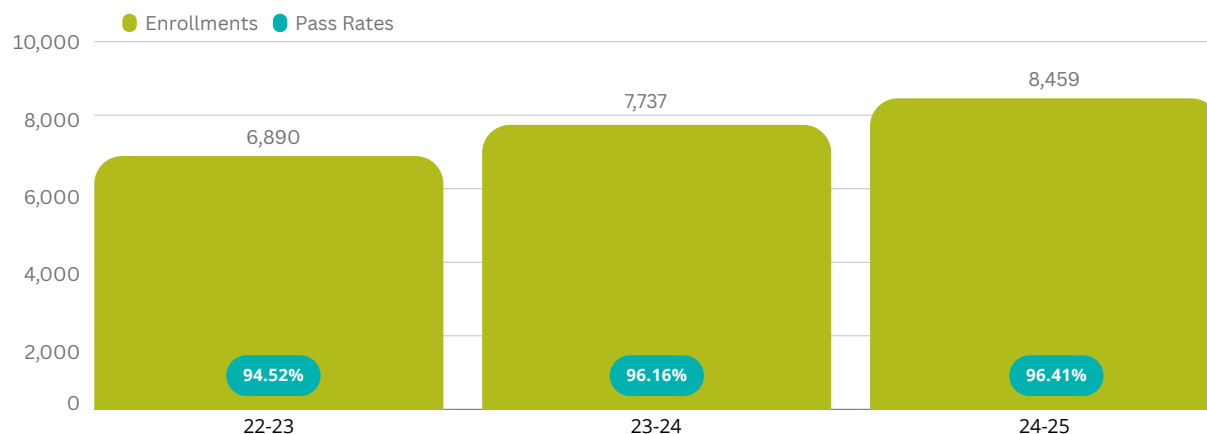
DUAL CREDIT IMPACT

IDLA's Dual Credit Program delivered significant financial savings to Idaho students and families. On average, students saved between $371.60 per credit based on the actual cost of college tuition and $474.15 per credit when using an average tuition calculation. Collectively, the total savings for all IDLA dual credit enrollments reached $2.53 million using actual college rates and $3.66 million based on the average cost per credit.

Students living in rural communities alone saved over $2.35 million, underscoring IDLA's critical role in expanding affordable access to higher education across the state. Many of these dual credit courses are strategically aligned with career pathways in high-demand industries such as healthcare and semiconductor technology, helping students prepare for both college and future careers.

Uraban
35.6%

Rural
64.4%

DUAL CREDIT ENROLLMENTS & PASS RATE

● Enrollments ● Pass Rates

	22-23	23-24	24-25
Enrollments	6,890	7,737	8,459
Pass Rates	94.52%	96.16%	96.41%

COMPARATIVE PERFORMANCE: IDLA & VLLA PEERS

Compared with peer organizations nationwide, IDLA leads in both student reach and academic outcomes. As a proud member of the Virtual Learning Leadership Alliance (VLLA), we collaborate with similar programs to exchange best practices. Among this group, IDLA had the highest total enrollments and one of the strongest pass rates, demonstrating Idaho's leadership in digital education.*

Virtual Online Programs	Year Started	# of Courses	Grades Served	Total # of Unique Students Served	# of Schools Served	Enrollments
IDLA	2002	276	Ele-12	26,731	392	48,329
Montana Digital Academy	2010	240	Ele-12	3,323	178	6,331
Wisconsin Virtual School	2000	270	Ele-12	5,309	314	12,924
Virtual Arkansas	2013	220	6-12	12,726	311	29,121

*Data shown is from 2023-2024

VLLA VIRTUAL LEARNING LEADERSHIP ALLIANCE

SPOTLIGHT ON INNOVATION

Innovation is a cornerstone of IDLA's mission, and the LaunchPad program exemplifies this commitment by supporting K–5 students in building strong literacy skills and a love for learning, no matter where they live. Designed to meet each student's unique needs, LaunchPad delivers personalized instruction through a dynamic blend of live virtual teaching, an evidence-based curriculum, and an engaging online platform for independent practice. IDLA LaunchPad teachers collaborate closely with local schools across Idaho to help students improve their current performance or accelerate beyond grade level expectations. Students who attended 80% of classes either stayed flat or improved due to Launchpad.

Course	23-24 Enr	Withdrawls	Students	24-25 Enr	Withdrawls	Students	Enr Growth
ELA Launchpad 1	433	15	295	906	14	676	109.24%
ELA Launchpad 2	803	12	561	1,795	51	1,158	123.54%

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PARTICIPATING DISTRICTS

SCAN ME
TO SEE LAUNCHPAD IN CRAIGMONT

SUCCESS STORIES

RAYCE MILLER, OROFINO

Growing up in Orofino, Idaho, Rayce Miller always had a clear vision for his future. Since seventh grade, he aspired to become a lawyer—a goal he has pursued with focus and determination. By the time he graduated from Orofino High School, Rayce had earned an associate degree in Business Administration and 88 dual credits, putting him years ahead in his academic journey. This impressive achievement allowed him to earn a Bachelor's degree in Business Management from Lewis-Clark State College in just one year. Now, at only 19 years old, Rayce is thriving as the youngest student in his class at Arizona State University's College of Law. He recently showcased his skills by winning the 2024 Jenckes Cup, a prestigious partner closing argument competition featuring top law students from ASU and the University of Arizona.

Rayce credits IDLA with playing a pivotal role in his success. Introduced to IDLA by his high school counselor, he recognized the opportunities dual credit courses could provide. "IDLA was fundamental to my education," he says. "It helped me see the long-term path to becoming a lawyer and allowed me to take control of my learning." Through IDLA, Rayce was able to accelerate his education, balancing a mix of core and elective classes that aligned with his career goals. The self-paced structure of IDLA courses, which closely mirror the expectations of college-level learning, prepared him for the rigorous demands of higher education and beyond.

IDLA also helped Rayce develop essential skills like effective scheduling, self-motivation, and organization—qualities he continues to rely on in law school. He fondly recalls his Psychology teacher, Mr. Spurgeon, whose engaging feedback made learning fun and memorable. These experiences built Rayce's academic foundation and reinforced his passion for lifelong learning. "IDLA teaches you planning, time management, and self-determination along with the actual subject matter of each course," he shares.

For students considering IDLA, Rayce offers one piece of advice: "Make a four-year plan and perfect it. If there's one thing I've learned throughout my education, it is that planning pays off." Students can maximize their time and efforts by strategically selecting courses that align with long-term goals. For Rayce, IDLA wasn't just about earning credits; it was the key to unlocking his potential and fast-tracking his journey to becoming a lawyer.

MASON GIBBONS, EAGLE

Mason Gibbons, a senior from Eagle, Idaho, is preparing to graduate high school and begin an exciting new chapter attending the U.S. Naval Academy in Annapolis. With a strong academic background, dedication to service, and a heart for leadership, Mason is a standout student ready to take on the challenges ahead.

Mason enjoys STEM subjects like Calculus, Physics, and Chemistry. Outside of the classroom, he runs track and field, spends time with friends, loves to golf, and follows Michigan State basketball and football, as well as the Tennessee Titans.

His decision to pursue the Naval Academy was influenced by his family's history of military service. "My dad's family has a history of military service. My great-grandpa was a Captain in the Air Force during WWII, my grandpa was in the Army then Marines, and my aunt was in the Army as well," Mason shared. "The emphasis on engineering in the Navy is what inspired me to go down that route. My time there will shape me into the best leader I can be, so I can honorably serve our country as a Naval Officer while also giving me the education needed to be an engineer following my service."

Mason took an Algebra I course through IDLA the summer before his freshman year to make up for learning gaps caused by COVID-related school closures. He said, "Not fully understanding the concepts in that course would have been detrimental to going into pre-calculus. My experience and what I learned from that course set me up for a successful high school career in STEM courses." He has since completed a wide array of advanced STEM classes, including AP Calculus I & II, AP Stats, AP Physics I & II, AP Chemistry, and AP Biology.

Beyond academics, Mason has made a big impact in his community. One of his proudest accomplishments was launching and leading his school's Wishmas fundraiser—a holiday initiative that raised over 35% of the funds needed for their Giving Tree program, helping families afford holiday gifts. He's also volunteered his time feeding the unhoused, a role that's reminded him to never take life's blessings for granted.

As Mason looks ahead to life at the Naval Academy, he's most excited about the relationships he'll build and the opportunity to lead. His advice to other students? "Maintain your priorities, don't procrastinate, and get enough sleep. Falling behind can lead to a tough cycle, especially for students involved in multiple activities. Handle what needs to be done first, then relax."

SAM & SURI, REXBURG

Meet Sam H. and Suri W., two ambitious students who are taking their education to the next level! Growing up in Rexburg, Idaho, they are earning college credits while still in high school, thanks to their hard work and IDLA. From an early age, they have been part of advanced academic programs. Their drive to excel led them to IDLA, where they found the flexibility to take courses beyond what their schools offered.

IDLA has played a key role in helping Sam and Suri reach their academic goals. Sam is utilizing IDLA to graduate with his associate degree by taking courses that align with his degree requirements. On the other hand, Suri is using IDLA to gain valuable college credits in subjects like psychology and medical terminology, which will support her future nursing degree. "IDLA has given me opportunities to get ahead and have flexibility I wouldn't otherwise have," Suri shares, a sentiment echoed by Sam's experience balancing coursework to graduate with nearly 20 college credits.

Both students have also benefited from the support and guidance of their instructors. Sam says, "Ms. Harmon was an excellent teacher." Similarly, Suri praises her current instructor, Shanna Brewer: "She is very involved, offers feedback on nearly every assignment, reaches out, and posts frequent announcements." Managing both in-person and online coursework has been challenging, but they have found success by prioritizing tasks, using study halls, and setting aside dedicated time for IDLA assignments.

Looking ahead, both Sam and Suri have ambitious plans. Sam will serve a mission for The Church of Jesus Christ of Latter-day Saints before attending BYU, aiming to complete his Bachelor's degree in two years. Suri plans to attend BYU-I and pursue a nursing career, confident that her IDLA experience has prepared her for the demands of college coursework. When asked to sum up his experience with IDLA in one sentence, Sam states, "An opportunity to expand my education."

Sam and Suri's drive is a testament to the power of taking control of one's education—something we can all learn from as we set our own academic goals. We are so proud of them for taking charge of their future and setting themselves up for success in the next chapter of their journeys.
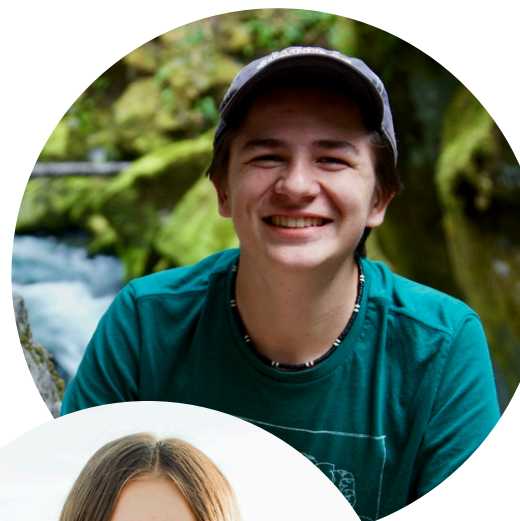
LEANNE LEWIS - LEARNING COACH & SITE COORDINATOR, O'LEARY MIDDLE SCHOOL, TWIN FALLS

Leanne Lewis wears many hats at O'Leary Middle School, serving as both a Site Coordinator and Learning Coach for IDLA students—and making a meaningful impact in each role. Nominated by her colleague Sharlee Hatch, Leanne was praised for her dedication to student success, her proactive communication, and her efforts to bring real-world career experiences into the classroom.

"She is really invested in her role at IDLA," Sharlee shared. "Leanne schedules visits from colleges and local organizations like Idaho Power and Magic Valley Electric to give students insights into different career paths. She's also incredibly engaged in the classroom—if students watch a video for an assignment, she'll find ways for them to experience something similar through group work or interactive activities."

Leanne's passion for helping students discover their potential is evident. "I'm inspired by the idea of guiding students toward meaningful career opportunities," she said. "Many middle schoolers are still exploring their interests and may not realize the range of possibilities available to them. Connecting them with real-world experiences helps open their eyes to what's out there."

Her approach to online learning is hands-on and intentional. Leanne ensures students stay engaged by reviewing assignments together, watching instructional videos as a group, and encouraging active discussion. "It's all about making learning feel relevant and providing the structure they need to succeed," she explained. She also fosters strong connections with parents and teachers, believing that open communication and consistent support make all the difference.

When asked what keeps her motivated, Leanne said it's the opportunity to help students lay a foundation for their future. "Working with IDLA students in careers classes is especially rewarding. I get to help them think about high school and beyond, and that's something I truly enjoy."

Her advice to other educators? Build strong relationships, stay flexible, and always approach your work with positivity and passion. It's clear Leanne brings all of this—and more—to her role every day.

LOOKING AHEAD

In the coming year, IDLA will continue to grow by building new partnerships, offering more classes, and giving even stronger support to students, families, and teachers across Idaho. Everything we do connects back to our long-term plan, which focuses on innovation, access, and putting students first. We are proud to be a trusted partner to schools and a helpful resource for families, no matter where they live in the state.

Parent Involvement

We know that when parents are involved, students do better. That's why we're working to find more ways to help families stay connected to their child's learning. We're also moving to one Learning Management System that will make things easier for students, parents, and teachers. This change will help create a smoother and more consistent online learning experience.

AI in the Learning Process

IDLA will continue working to improve student success, including helping more students pass their classes. This goal fits with our mission to make sure every student has a chance to do well. As the world changes, we're also helping students get ready for the future—especially in jobs that use artificial intelligence (AI). This means giving students the knowledge and skills they'll need to keep up with new technology.

All of these goals support our mission. By focusing on strong relationships, meaningful learning, and real results, IDLA will continue to lead the way in online education and open doors for students across Idaho.

For more information on IDLA, visit the website at idla.org or contact the office.

Idaho Digital Learning Alliance
P O Box 10017
Boise, ID 83707
208-342-0207
idla@idla.org

2025

IDAHO DIGITAL LEARNING ALLIANCE

Cost & Funding Report

I. Executive Summary

Idaho Digital Learning Academy (IDLA) FY25 Cost & Funding Report

Why IDLA exists

Idaho Digital Learning Alliance (IDLA) gives every Idaho school district access to accredited online courses, hard-to-staff subjects, and K-5 reading intervention without each LEA having to build its own virtual program. Created in 2002, IDLA was designed to be a statewide resource. Key numbers are included below, with additional information included in each section. IDLA strives for transparency and has worked to include as much information as possible to help inform legislators through this report.

Key FY25 numbers

Metric	Value
Total enrollments served	51,452
Total students served	28,593
Dual Credit Course Enrollments	8,459
Average class size	22 students
Average cost per enrollment	$471
State distribution per enrollment	$430
High/middle school district fee (FY25)	$75 (drops to $40 on 7-1-2025)
Middle school elective district fee	$15/$30 4-unit/8-unit course
Launchpad district fee	$30
Ending fund balance	$7.74 M (3.8 months of ops)

In FY25, the average cost per IDLA enrollment was $471. Enrollment costs ranged from a low of $370 to a high of $843 per enrollment. IDLA received an allocation of $430 per enrollment in FY25, and additional course fees of $15 to $75 per course.

2025 Session Law, Ch. 247 required IDLA to submit this report to LSO by August 1, 2025. IDLA is required to include the cost of each service, the methodology used to determine each service cost, the FY25 projected and actual budgets, and enrollment data disaggregated by course types, grade bands, program types, and district.

Highlights in the report include the following:

- **Launchpad gap:** The Launchpad program, IDLA's K-5 reading intervention, showed a $1 million loss in FY25. Scaling the program to 3,300 enrollments and shifting 20% of Launchpad course sections to Part-Time teachers closes approximately 60% of that gap without raising the $30 fee.
- **Fee-reduction impact:** The FY26 max course fee is now $40. The change trims school district billing by ≈ $1.1 million; IDLA will absorb the reduction through Launchpad staffing efficiencies.
- **Hold-back risk:** A 6% cut to the state allocation would erase the fee reduction margin. Course fee cuts beyond $40 should wait until revenues stabilize.
- **Support for families:** IDLA can scholarship any fees passed on to students and parents, ensuring families pay $0 even while fees are reduced over time.

An expanded summary and additional data from each highlight are included in the report. Also, the report recommends three additional steps to ensure IDLA continues to fulfill its mission and maintain efficient use of taxpayer dollars:

- Track Launchpad enrollment and Part-Time staffing quarterly and report findings to the IDLA Board.
- Revisit fee reductions after the FY26 mid-year forecast.
- Launch a fee-offset scholarship pilot for districts that pass on course fees to families.

II. Legislative Request Crosswalk

JFAC / LSO requirement (Ch. 247 § 2)	Fulfilled in report
a. Cost of providing each available service	§ 4.2 (Zero-Based Cost Example) & § 5 (Table 4 Cost-of-Services) + Appendix C
b. Methodology used to determine those costs	§ 4.2 (narrative of zero-based template) + Appendix G
c. Budgeted vs. expenditure data in FY 25	§ 7 (Financial Summary, Table 8) + Appendix D
d. Breakout by class type (Cohort, Flex, Credit-Rec, etc.)	§ 5 (Table 4) + Appendix C
e. Breakout by grade level	§ 6 (Table 5 Program/Grade) + Appendix B
f. Breakout by course count / other factors	§ 6 (sections & class-size data) + Appendix B
g. Submit report by Aug 1, 2025	Cover page · Transmittal letter (dated)

(All statutory citations reproduced in Appendix E.)

III. IDLA Overview

3.1 Mission & Legislative Authority

Idaho Digital Learning Alliance (IDLA) is established in Idaho Code § 33-5502. IDLA was created to provide choice, accessible, flexible, quality, and equitable learning opportunities to all Idaho students. As per Idaho Code § 33-5507, students enroll through a public school or a public charter school. IDLA provides an overall final grade to the enrolling school, and the enrolling school then determines a letter grade, if credit was earned, and transcribes grades according to school board policy.

Idaho Code § 33-5508 establishes two sources of funding for IDLA. IDLA receives funding per enrollment, defined as one student taking one course, appropriated by the Idaho Legislature and through the Department of Education. IDLA also issues a per-enrollment course fee to school districts. Idaho Code § 33-1020 establishes the amount IDLA receives per enrollment.

IDLA's funding per enrollment is reviewed annually by the Joint Finance and Appropriations Committee as a Change in Employee Compensation (CEC) adjustment.

3.2 Funding Model

As established in Idaho Code § 33-1020, IDLA received $430 per enrollment in FY25. Course fees are broken down in Table 1 below. IDLA bases course fees on the length of time the course is taken, the amount of content in the course, and the level of content in the course.

For example, the four-unit 8th Grade Career Exploration course is built to support students completing a quarter-length (9-week) Elective course. The full 8-unit 8th Grade Career Exploration course is built to support students completing a semester-length (16-week) Elective course. Therefore, the four-unit 8th Grade Career Exploration course has a $15/student course fee, and the 8-unit 8th Grade Career Exploration course has a $30/student course fee.

Table 1: Cost per IDLA Course

	FY 25 (report year)	FY 26 (already approved)	Notes
State distribution	$430 per enrollment	$445 per enrollment	Statutory amount set in § 33-1020; indexed to teacher-salary grid.
District/charter course fee caps	• Elementary Launchpad: $30 • Middle School (8-unit): $30 • Middle School (4-unit): $15 • AP/Dual Credit: $0 • All other courses: $75	• Elementary Launchpad: $30 • Middle School (8-unit): $30 • Middle School (4-unit): $15 • AP/Dual Credit: $0 • All other courses: $40	FY 26 drops the max $75 fee to $40, keeping Launchpad and Middle School rates unchanged.
Grants	Apple Grant – $173k / yr BSU Grant – $51k	Apple Grant - $250k due to equipment refresh BSU Grant - $40k	Both are restricted to program creation
Misc. revenue	< 5% (training, PD, content licensing, and LGIP interest)	< 5% (training, PD, content licensing, and LGIP interest)	Details available on request.

(The full fee schedule and history are available in Appendix F.)

IV. Services & Cost-Build Methodology

4.1 Program Catalog (FY 25)

IDLA offers multiple course formats on multiple schedules. Providing multiple options on multiple calendars helps meet the varying needs of students and districts throughout Idaho. Most courses are offered asynchronously, meaning the teacher and student do not need to be online simultaneously. Our Hybrid courses and the Elementary Launchpad courses are exceptions. Launchpad has an asynchronous curriculum and assignments, and the teacher and their students meet live four times per week on Zoom. Hybrid courses include live meetings with the teacher 1-2 times per week.

Cohort courses are scheduled with a set start and end date. Students in cohort courses move through the curriculum at the same pace. Cohort courses are typically offered on 16-week or 9-week calendars to reflect semester and quarter schedules.

Flex courses are open-entry, self-paced courses. Students can start a Flex course anytime and move through the curriculum at their own pace. Hybrid courses are Cohort courses that include additional synchronous instruction. See Table 2 below for a breakdown of the different delivery models of IDLA courses and the enrollment in each type during FY25.

Table 2: Courses and Enrollment by Type

Program / Course Type	Grade Band	Typical Class Length	Main Cost Drivers	FY 25 Enrollments	Notes
Elementary Launchpad	K–5	16 wks	FT teachers, live sessions, low ratio	2,701	Flagship growth program
MS Cohort 8 Unit	6–8	16 wks (full-credit)	PT teacher pay, standard class size	4,995	Core middle school catalog
MS Cohort 4 Unit	6–8	Up to 16 wks (½-credit)	PT teacher pay, ½ credit length, standard ratio	1,892	Half credit offering

MS Flex 8 Unit	6–8	Avg. 12 wks	PT teacher pay, rolling enrollments	422	On-demand option
MS Credit Recovery	6–8	9 wks	PT pay, mastery tutoring	231	Targeted remediation
HS Cohort	9–12	16 wks	PT teacher pay, large enrollment volume	20,367	Largest enrollment block
HS Flex	9–12	Avg. 12 wks	PT teacher pay, rolling enrollments	6,512	Year-round access
Hybrid (Blended)	9–12	16 wks	PT pay, live sessions	79	Limited to specific courses
College Level (AP + Dual Credit)	9–12	16 wks	College-approved instructors; college liaison	8,722	Free to students
HS Credit Recovery	9–12	9 wks	PT pay, mastery tutoring	3,169	Targeted remediation
Driver Education	9–12	6 wks	DMV compliance & proctoring	2,362	Optional elective

4.2 Zero-Based Cost Example

The instructor and principal staffing cost is the most significant cost per course for any IDLA course. IDLA compensates instructors per enrollment in the course. This creates a scalable model, reflecting the funding per enrollment IDLA receives from the Idaho Legislature. Principals are compensated per teacher they oversee, in a similar manner.

IDLA's Curriculum Team designs, builds, and maintains every course to ensure alignment with Idaho Content Standards. This in-house approach allows for quick updates when needed, keeps materials current, and ensures consistent quality. IDLA also provides the Open Content

[Catalog](#), a free resource for schools that includes interactive learning materials in all core subjects. The catalog is continuously updated to support classroom teachers and districts across the state.

IDLA makes a significant investment in technology. The Learning Management System (LMS) is the online classroom for teachers and students. IDLA builds and maintains a standalone Student Information System (SIS) to support registration, teacher accreditation checks, records, and reporting. IDLA also invests in tools and systems to protect data and provide a secure learning environment.

Other costs associated with the program are included in IDLA's overhead costs, including regional school support and general business operations. Table 3 below demonstrates how this cost breaks down for Launchpad courses.

Table 3: Zero-Based Cost Example: Launchpad

Launchpad – Zero-Based Cost Build (FY 25)	$	Allocation note
Direct Instruction (15 FT + PT teachers, 8 TAs, & mentors)	1,603,027	Charged directly
Program Support (FT + PT principals, instructional coach)	227,620	Direct
Supplies & Minor Equip.	11,100	Direct
Content Refresh (3 teachers × 60 hrs × $25/hr)	4,500	Direct
Central Overhead share	431,334	2,701 Launchpad enrolments / 51,452 total enrollments ≈ 5.25% of the combined District Programs ($1.715 M) + Technology ($4.658 M) + Operations ($1.844 M) pools
Total Cost	2,277,581	-
Cost / class (174 sections)	13,090	-
Cost / enrollment (2,701)	843	-

(Section V and Appendix C provide detailed breakouts for all programs.)

V. Cost of Services – FY 24-25

The largest expense in providing online courses through IDLA is the cost of the teacher, similar to all schools in Idaho. IDLA teachers are paid per enrollment in the courses they teach. Because IDLA is funded on that same per-enrollment basis, the program scales naturally, right-sizing the budget each year as demand grows or shrinks. In FY25, IDLA was funded $430 per enrollment.

5.1 System-wide cost highlights

- Average cost per enrollment: $471 ($24.25 M ÷ 51,452 seats).
- Secondary programs cluster tightly-$370 to $490 per seat-because they rely almost entirely on part-time teachers.
- Elementary Launchpad is the outlier at $843 per enrollment; its synchronous, daytime model requires full-time certified staff.

Table 4: Costs of Services

Program / Course Type	Enrollments	Sections	Direct Instr.†	Principal Cost‡	Central + Elem/Sec OH§	Total Cost	Cost / Class	Cost / Enroll.	FY25 Fee
Elementary Launchpad	2,701	174	$1,603,027	$227,620	$446,934	$2,277,581	$13,090	$843	$30
MS Cohort - 8 Unit	4,995	217	945,884	66,345	1,276,922	2,289,151	10,549	458	30
MS Cohort - 4 Unit	1,892	79	192,217	24,153	483,670	700,040	8,861	370	15
MS Flex - 8 Unit	422	59	80,982	18,039	107,880	206,901	3,507	490	30
MS Credit Recovery - 4 Unit	231	14	44,329	4,280	59,052	107,661	7,690	466	15
HS Cohort	20,367	841	3,687,561	257,126	5,206,122	9,150,809	10,881	449	75
HS Flex	6,512	363	1,249,852	110,983	1,664,727	3,025,562	8,335	465	75
Hybrid (Blended)	79	5	15,606	1,529	20,196	37,331	7,466	473	75
College Level (AP + DC)	8,722	331	1,722,990	101,199	2,229,692	4,053,881	12,247	465	0
HS Credit Recovery	3,169	147	608,135	44,944	810,123	1,463,201	9,954	462	75
Driver Education	2,362	70	314,623	21,402	603,823	939,848	13,426	398	75
TOTAL	51,452	2,300	$10,465,206	$877,620	$12,909,141	$24,251,966	-	$471	Avg

† Direct Instruction includes PT-teacher payroll (Danielson bonuses) plus $110 k in grant dollars (split $55 k to MS Cohort 8-Unit and $55 k to HS Cohort). Launchpad line already includes its FT/PT teachers and TAs.

‡ 44 part-time principals supervise secondary sections only (2,126 sections) → $306 per secondary section; Launchpad has its own principals and instructional coach.
§ Central Overhead = District Programs $1.715 M + Technology $4.658 M + Operations $1.844 M, divided by 51,452 funded enrollments (≈ $160/enr).
Launchpad supplies ($11,100) and content-refresh stipends ($4,500) are shown as direct costs in the Zero-Based table (Section IV-B) but are grouped under Central Overhead here for column consistency; see the Launchpad zero-based build for detail.
Secondary Overhead = Instruction & Supervision admin $2.138 M + Curriculum $2.160 M + PD/travel/supplies $0.379 M, divided by 48,751 secondary enrollments (≈ $96/enr).

(Excel version of table available in Appendix C.)

5.2 Spotlight – Elementary Launchpad

The Elementary Launchpad program is one of IDLA's two synchronous offerings (the other is the Hybrid high-school series): K-5 students meet with an Idaho-certified reading teacher on Zoom four days a week while completing asynchronous practice on the fifth. Because sessions run during the regular school day, Launchpad relies on a full-time staff model-15 FT teachers, 8 instructional aides, a full-time principal, a part-time principal, and an instructional coach-rather than the part-time model used in secondary courses. Those positions drive Launchpad's cost to $843 per enrollment, far above the $370–$490 band for middle- and high-school courses.

Most school districts adopt Launchpad as their reading-intervention tier. Hiring a second on-site teacher to serve as a reading interventionist is common but expensive; many rural or cash-strapped school districts cannot fund that position. For $30 per enrollment, while retaining ADA, schools obtain a certified interventionist, professional-development support, and curriculum grounded in the Science of Reading. External [research](#) on states that have raised reading proficiency shows that additional intervention time and well-trained teachers are the two most effective levers; Launchpad supplies both at a cost lower than adding another certified FTE or paraprofessional.

In FY25, Launchpad served 2,701 enrollments, producing a $1.0 million gap (cost $843 vs. funding $460). IDLA plans to scale the program to roughly 3,300 enrollments and shift 20% of sections to part-time teachers, which is projected to lower the cost to $610 per enrollment while keeping the fee at $30.

5.3 School Retention of ADA Funding

When a school district enrolls a student in an IDLA course, it keeps 100% of the student's ADA. The reason is simple math in Idaho's attendance formula:

- ADA is earned once a student attends 4.0 hours in a day (IDAPA 08.02.01).

- Most IDLA students already take four or more face-to-face classes at their home school. Adding an IDLA class after the 4-hour mark does not change the ADA the state pays the district.
- Because ADA tops out at four hours, a district receives the same state funding whether the student takes an IDLA class or not, and, since most instructional costs are fixed, partnering with IDLA expands course options without reducing district revenue.

Because schools still share responsibility for each IDLA student, retaining ADA lets them fund the essential on-site support listed below.

Schools enrolling IDLA students agree to:

- **Academic recordkeeping** – transcribe grades, issue credit, maintain transcripts
- **Student monitoring & guidance** – advising, regular progress checks, grade reviews
- **Exam administration** – proctor IDLA tests; coordinate state-mandated testing
- **Parent/teacher communication** – serve as local point-of-contact for IDLA staff and families
- **Special-services coordination** – deliver IEP, 504, and LEP accommodations; meet federal Title and homeless-student requirements
- **Technology & access** – ensure safe, monitored internet; provide local tech support plus computers, printers, headsets as needed
- **Campus services** – provide food service, transportation, and school-based health resources when applicable
- **Discipline & attendance** – handle local discipline issues and attendance tracking

IDLA supplies curriculum, instruction, and the online platform; the enrolling school supplies day-to-day supervision and services. This shared-responsibility model, the district retains ADA while IDLA is funded per enrollment, ensures that both partners have resources to serve each student fully.

VI. Enrollment & Utilization

Table 5 shows IDLA enrollments by program and course type for FY25. Launchpad course sections are capped at 20 students per section. Launchpad's average enrollment per course in FY25 was well below the cap at 15 students per course. Cohort courses average 23 to 26 students per course section, with Flex courses deliberately lower at an average of 18 students per course in High School sections and an average of 7 students per course in Middle School Sections. The average number of students per Driver's Ed course is 34 because the state rule allows 36 students to be enrolled in one Driver's Ed course.

Table 5: FY25 Enrollment by Program and Course Type

Program / Course Type	Enrollments	Sections	Avg Class Size
Elementary Launchpad	2,701	174	15.5
MS Cohort – 8 Unit	4,995	217	23.0
MS Cohort – 4 Unit	1,892	79	23.9
MS Flex (8 Unit)	422	59	7.2
MS Credit-Recovery (4 Unit)	231	14	16.5
HS Cohort	20,367	841	24.2
HS Flex	6,512	363	17.9
Hybrid (Blended)	79	5	15.8
College-Level (AP + Dual Credit)	8,722	331	26.4
HS Credit-Recovery	3,169	147	21.6
Driver Education	2,362	70	33.7
TOTAL	**51,452**	**2,300**	**22**

(Details of program enrollments are available in the CSV file in Appendix B2.)

District Utilization – Top 10 LEAs

Table 6 lists the top ten enrolling LEAs in FY25. GEM Innovation Schools includes all Gem Prep campuses and Gem Online. Note that, while the top ten enrolling districts are larger, enrollment in IDLA courses per capita is lower in larger districts.

Table 6: Top Ten Enrolling LEAs in FY25

Rank	District	FY25 Enrollments	Share of statewide total
1	Twin Falls	4,929	9.6%
2	GEM Innovation Schools	4,084	7.9%
3	West Ada	1,582	3.1%
4	Nampa	1,430	2.8%
5	Boise	1,396	2.7%
6	Emmett	1,362	2.6%
7	Coeur d'Alene	1,323	2.6%
8	Middleton	1,139	2.2%
9	Lewiston	1,038	2.0%
10	Cassia County	991	1.9%

(Top - 10 ≈ 37% of all enrollments; the remaining 105 districts/charters share the balance.)

(The full report of district utilization is available in the CSV file in Appendix B1.)

Figure 1 provides the distribution of students enrolled in FY25. IDLA serves students on an IEP, 504, or LEP plans. In FY25, one or more of these plans supported 11.7% of all IDLA students. This is a growing segment of the IDLA student population.

Figure 1: Distribution of Students in FY25
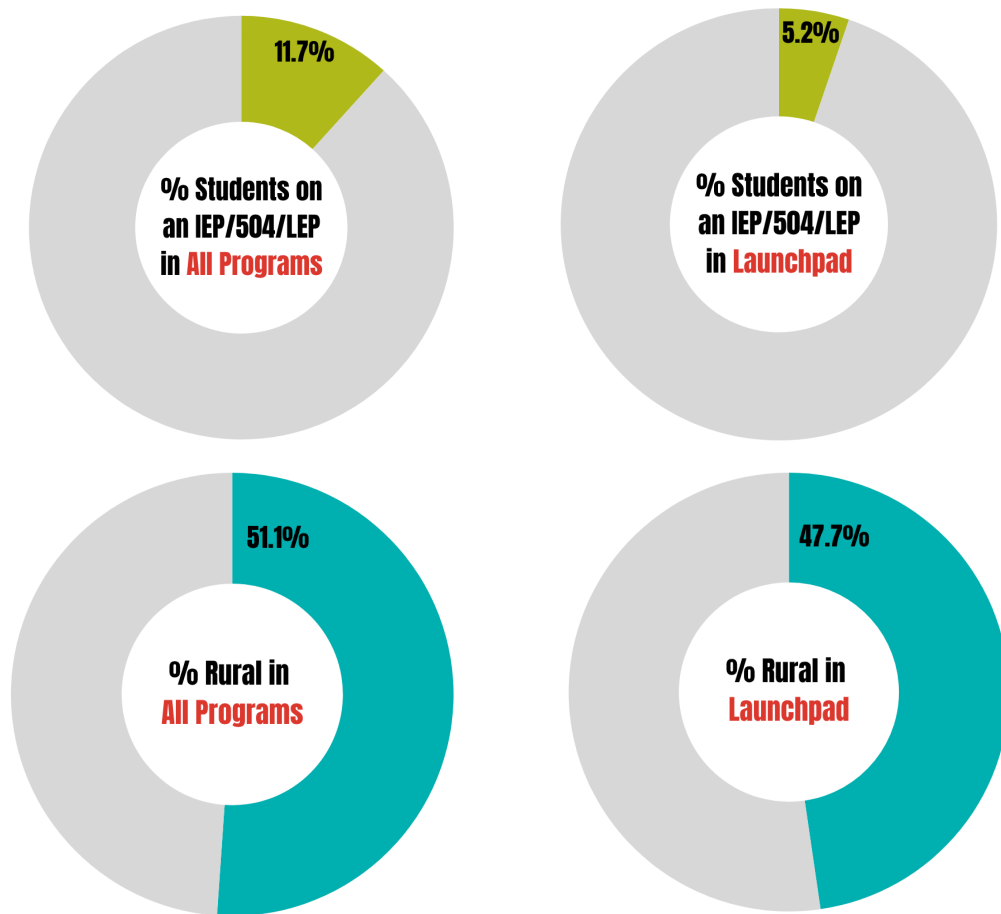
(Full demographics are available in the CVS file in Appendix B2.)

Rural students also compose a significant portion of IDLA enrollments. In FY25, 51.1% of all IDLA enrollments were from rural schools. Per capita, however, rural students utilize the IDLA program more than their urban peers. Approximately 1 in 5 rural students enroll in an IDLA course each school year, whereas only 1 in 9 urban students enroll in an IDLA course each school year.

Among students who take at least one IDLA course, usage is one to two classes per year, not a full schedule. In FY25, the average courses per IDLA student was 1.80 overall (Rural 1.87; Urban 1.73; see Figure 2). Over five years, this average declined from 2.61 (FY21) → 1.80 (FY25), about a 31% reduction, confirming that most coursework remains at the home school as districts use IDLA to fill gaps.

Figure 2: Average Courses per IDLA Student

Rural v. Urban

FY25

Rural: 1.87   Urban: 1.73

Average Courses per Year

FY25 — 1.80
FY24 — 1.81
FY23 — 1.84
FY22 — 1.94
FY21 — 2.61
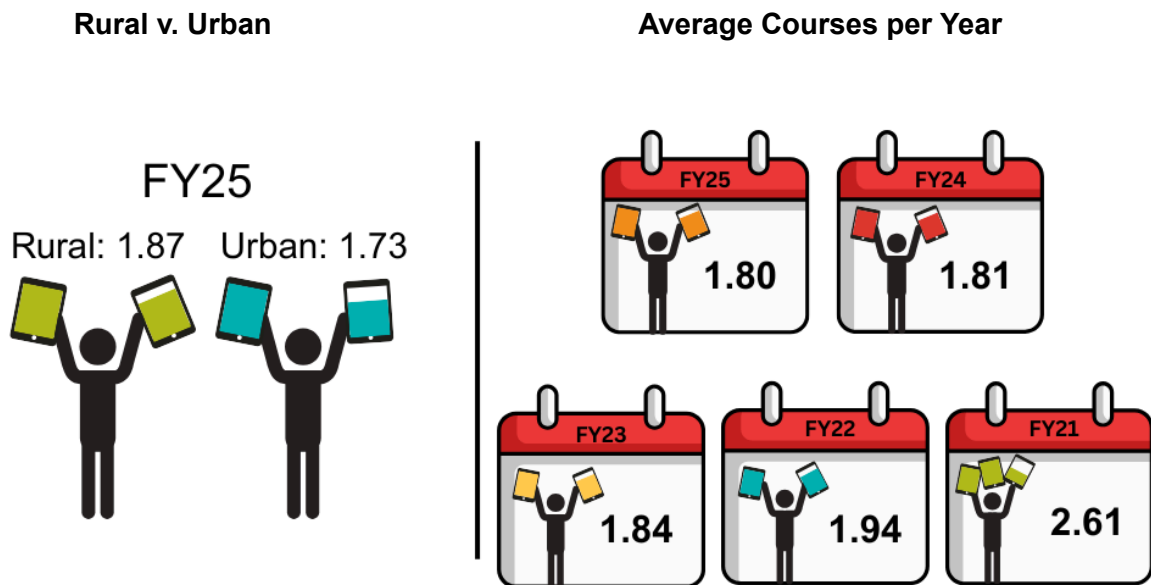
VII. Financial Summary

FY25 (Proposed vs. Revised)*

Table 8 shows the difference between IDLA's proposed FY25 budget and the actual (revised) budget approved by the IDLA Board on June 18, 2025. As with any budget, projected budget expenses and actual budget needs may vary. One highlight of the FY25 revised budget is a 4% decrease in spending from the FY25 proposed budget. This decrease is primarily due to savings in Launchpad staffing and lower-than-projected Part-Time Teacher pay, despite larger investments in technology infrastructure.

House Bill 452, the FY26 budget enhancement bill, required IDLA to cover any FY25 enrollment above 49,680 from existing cash balances. The actual enrollment for FY25 was 51,452, reflecting a $755,512 deficit in the revised budget. As IDLA begins the FY26 budget year, it currently has a $7,738,268 projected beginning fund balance, representing approximately 3.83 months of operating expenses.

Table 8: FY25 Proposed vs Revised Budget

Department	Proposed Budget	Revised Projection	Δ $	Δ %	Key variance note (board packet)
Supervision & Instruction	$12,611,594	$11,919,407	($692) k	-5.5%	Fewer enrollments, reduced budget for PT-teacher pay
Elementary Program	2,340,724	1,846,247	($494) k	-21.1%	Early departures / late hires (–2 FTE), lower summer Launchpad demand
Curriculum	2,163,971	2,159,624	($4) k	-0.2%	Flat – minor shifts in development stipends & travel
District Programs	1,794,637	1,715,101	($80) k	-4.4%	1 FTE departure offset by late-start backfill
Technology	4,448,972	4,657,758	+ $209 k	+4.7%	Server expansion, added penetration test
Operations & Admin	1,787,129	1,843,729	+ $56 k	+3.2%	New building, legal fees
Grants & Partnerships	107,000	110,100	+ $3 k	+2.9%	Small Grant adjustments
TOTAL EXPENSES	$25,254,027	$24,251,966	($1,002,061)	-4.0%	Net underspend driven by Launchpad staffing & PT-teacher savings

*All revised figures are year-end projections presented to the IDLA Board on June 18, 2025. Actuals won't be final until the October 2025 financial audit completion.

(FY25 Proposed vs FY25 Revised Budget available in Appendix D.)

VIII. Funding & Billing Considerations

IDLA refunded $1.37M in course fees to school districts in FY25. This is evidence that IDLA's reduction of course fees to $40 in FY26 is justified. If funding is held at current levels, IDLA may be able to absorb an additional reduction in course fees to $35 per enrollment.

Current concerns of budget holdbacks will impact IDLA's budget and ability to deliver courses at its current level. A full 6% holdback would only cover 96% of projected costs for FY26. This reinforces the decision of the IDLA Board to hold course fees at $40 for FY26.

Rather than applying additional fee reductions across all students, IDLA could also consider offering scholarships to students who have had the course fee passed on to them by their school district. According to the most recent information gathered by IDLA, approximately 62% of school districts pass along the IDLA course fee to the student if Advanced Opportunities do not already cover the fee. This is a predictable budget impact.

Launchpad enrollments will still bring a cost greater than the funding provided by the state in FY26. Scaling the Launchpad program to more than 3,200 enrollments and shifting at least 20% of Launchpad sections to be taught by part-time teachers closes approximately 60% of the current Launchpad funding gap without raising the course fee. IDLA facilitated 2,701 Launchpad enrollments in FY25, making this a reasonable target.

(Full fee schedule and history available in Appendix F.)

Table 9: Additional Funding Considerations

Scenario	FY26 district fee[1]	FY26 State Appropriation[2]	Net revenue/enroll.	Notes/trade-offs
A. Status Quo	$40	$445	$485	Matches the July-2025 Board-approved schedule. Launchpad & MS fees unchanged ($30 / $15).
B. Potential Reduction (if revenue holds)	$35	$445	$480	Drops district bill by another 12%. Possible once we have a full year of reduced fee data and no state cut.
C. Governor's 6% Cut	$40	$445	$485	FY26 includes 58,000 enrollments. A 6% holdback would reduce appropriation from $25.81M to $24.26M ($1.55M). Leaving no room to lower fees in FY27.
D. Scholarship Offset	$0	$445	$445	Scholarship students whose districts pass the fee onto them-estimated cost is $200,000 for FY26.

[1] Elementary Launchpad ($30), MS 8-Unit ($30), and MS 4-Unit / Credit-Rec ($15) stay unchanged in all scenarios.

[2] Based on 58,000 enrollments for FY26. Governor's 6% figure ⇒ appropriation falls from $25.81 M → $24.26 M → ($1.55) M loss.

IX. Sustainability Scenarios

Table 10 outlines potential budget scenarios if funding is flat, held back, or course fees are lowered further. Continuing to increase the amount of funding IDLA receives per enrollment, based on adjustments to CEC, is key to funding future IDLA growth. If the amount of funding per enrollment is adjusted each year, IDLA will be able to maintain growth along with low course fees.

If IDLA funding is held back by a full 6%, the holdback will negate the reduction of course fees in the overall FY26 budget. A 6% holdback would reduce the number of enrollments IDLA could take without reducing the fund balance. If current funding levels are not maintained in future fiscal years, maintaining course fees at $40 per enrollment will be essential.

Once IDLA is able to increase Launchpad enrollment to sustainable levels, while also shifting at least 20% of Launchpad enrollment to part-time teacher delivery, IDLA should be able to reduce course fees by an additional $5 per enrollment without having to reduce its fund balance to a level below that of 3 months' operating expenses.

If school districts continue to pass on course fees to students, IDLA can offset the impact on families through a course fee scholarship to affected families. This would produce an anticipated budget impact of approximately $200,000, based on FY25 numbers. While this mechanism would help maintain equity for students utilizing the IDLA program, it also limits IDLA's growth and ability to expand to meet future district needs.

Table 10: Budget Sustainability Scenarios

Scenario	FY26	FY27	FY28	Why it matters
Status-Quo	• Max fee is already $40 • State: 58,000 Enroll × $445 ≈ $25.8 M • Launchpad 2,900 enroll; 10% PT coverage	• Launchpad 3,100 enr; PT 15% coverage	• Launchpad 3,300 enr; PT 20% coverage	Lets IDLA observe FY26 & FY27 revenue actuals before cutting any further fees. Launchpad cost per enrollment decreases $843 → $750 → $680 → $610, closing ~55% of the gap with no fee increase.
Hold-Back	Same as Scenario 1	• 6% hold-back hits FY27 total appropriation ($1.55 M) → funded seats paid drops to ≈ 54,700, at or above $445	• Hold-back restored	Shows board impact if cuts land in FY27: any new fee reductions must wait.
Fee-Relief Path	Same as Scenario 1	• If Launchpad cost/enr ≤ $680, and hold-backs appear temporary, board cuts Max fee to $35 while	• When Launchpad cost/enr ≤ $610, and hold-backs are restricted, the Max fee drops to $30	Illustrates the desired end-state of $30 fees and the enrollment/PT milestones needed, provided hold-back is not permanent

X. Outcomes & Impact Highlights

IDLA's Strategic Plan includes Goal 4.2, "Increase IDLA's overall pass rate to above 90%". In the 24-25 school year, IDLA met this goal with an overall pass rate of 91%. IDLA is so excited to have met this goal with fidelity, and is committed to maintaining and increasing the pass rate with all students in all programs!

Figure 3: FY23 - FY25 Overall Enrollments and Pass Rates

Enrollments, Section Size Averages, and Pass Rates

● Enrollments ● Avg Students Per Section ● Pass Rates
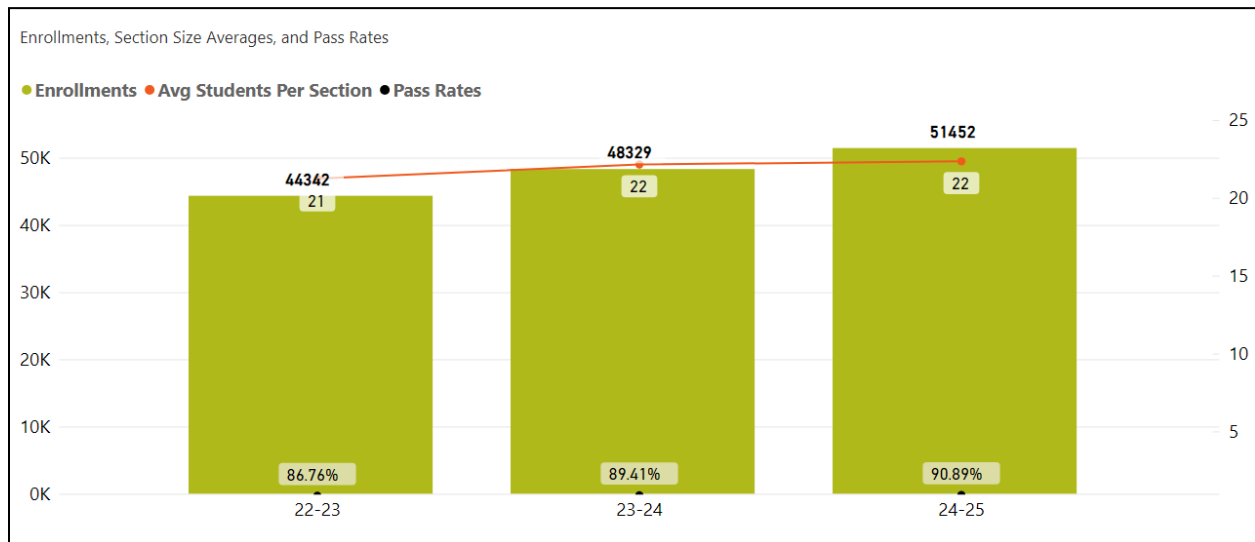
IDLA has also demonstrated tremendous success with the Credit Recovery Program. Students enrolled in Credit Recovery are either retaking a failed course or have been identified as At-Risk. The overall pass rate for Credit Recovery in the 24-25 school year is 89.5%, with a total of 2,788 credits recovered.

Table 11: Credit Recovery Enrollments and Pass Rates

Department	Enrollments	Credits Recovered	Pass Rate
English	1,370	1,033	85.37%
Math	683	578	90.745
Science	652	576	94.27%
Social Studies	586	521	93.71%
Health & Fitness	109	80	79.21%
Total	**3,400**	**2,788**	**89.50%**

Students taking dual credit courses through IDLA are able to earn high school and college credit simultaneously, at a greatly reduced cost per college credit. IDLA also waives the IDLA course fee for dual credit students, creating additional savings for families. On average, IDLA Dual Credit students saved $474.15 per course. In the 24-25 school year, IDLA families saved $3,657,206.95 on college tuition using IDLA's Dual Credit program.
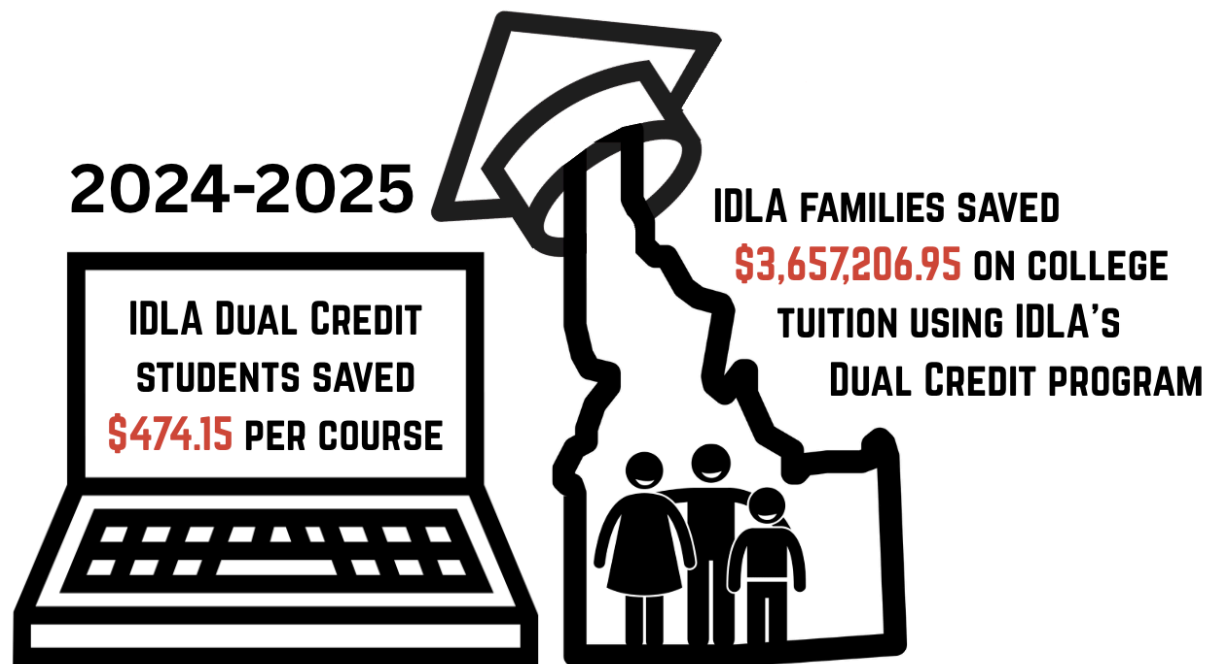
IDLA's enrollment in Dual Credit continues to grow. IDLA served 8,459 dual credit enrollments in the 24-25 school year, with a pass rate of 96.41%. Over 64% of IDLA's Dual Credit enrollments in the 24-25 school year were students from rural schools. Rural families saved $2,353,778.39 on college tuition last year, with many of these courses aligned with career pathways in fields such as healthcare and semiconductor technology.

Figure 4: FY23 - FY25 Dual Credit Enrollments and Pass Rates

Dual Credit - Enrollments and Pass Rates

● Enrollments ● Pass Rate
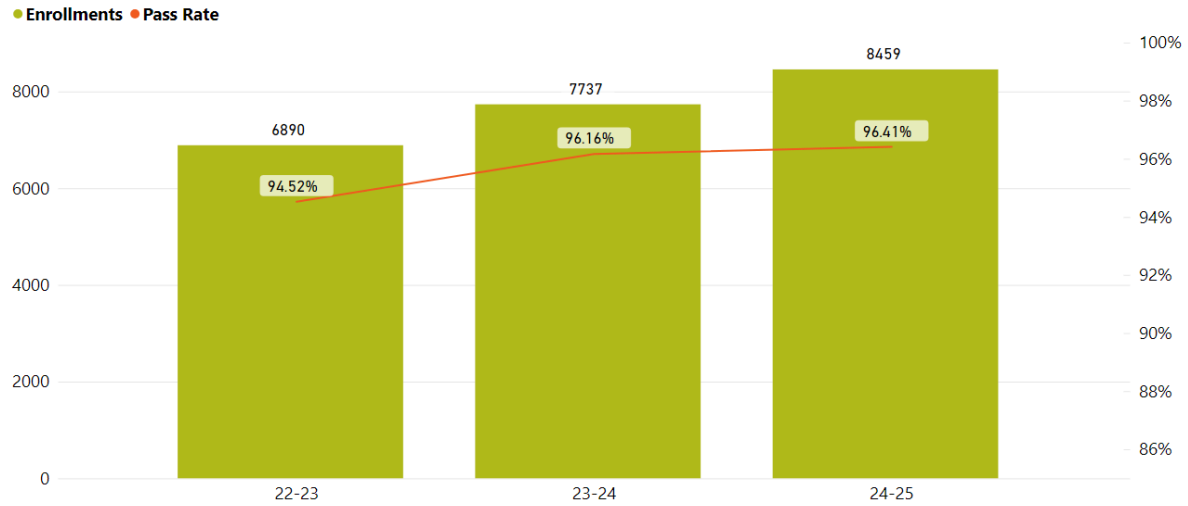
Figure 5: FY25 Dual Credit Rural vs Urban Enrollment

Dual Credit (Previous Year) - Rural vs Urban

Locale ● Rural ● Urban
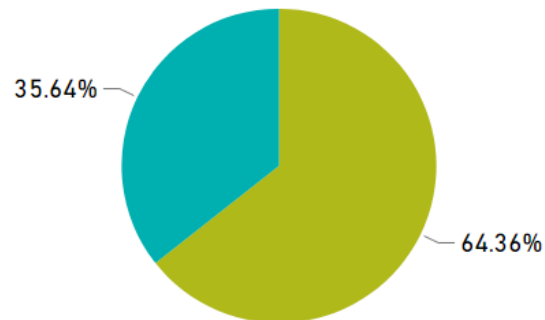
XI. Glossary & Definitions

Term	Definition
Asynchronous	Learning in which the teacher and students are not in the online classroom simultaneously.
Course Section	One virtual classroom (one teacher + one roster of students) for a single subject.
Cohort	Paced course in which all students start, progress, and finish on the same calendar; offered in 16-week (semester) and 9-week (quarter) versions.
Credit Recovery	A 9-week Cohort course structured for at-risk students who previously failed the class.
Dual Credit	Cohort course meeting both high-school and college standards; students earn both credits simultaneously.
Enrollment (statutory)	One student registered in one class beyond the withdrawal deadline (Idaho Code § 33-1020).
Flex	Self-paced, asynchronous course in which students may start on any date.
Full-Time (FT) Teacher	IDLA employee whose primary role is teaching online courses at full FTE.
Fund Balance	Cash on hand at fiscal-year end, often expressed in months of operating expense.
Holdback	Executive or legislative order reducing current-year appropriations.
Hybrid (Blended)	Cohort course with regularly scheduled live (synchronous) classes plus asynchronous work.
Launchpad	Elementary reading-intervention program (K-5) delivered synchronously four days per week, with asynchronous activities on the fifth day.

Term	Definition
Learning Management System (LMS)	Virtual classroom platform; IDLA uses Buzz for Flex courses and Schoology for all others.
Part-Time (PT) Teacher	IDLA employee who typically teaches one or two course sections per semester.
Section	One teacher-led class instance; IDLA offered 2,300 sections in FY25.
Student Information System (SIS)	Platform for registration, rostering, reporting, and communication; IDLA's proprietary SIS is called "TheSIS."
Synchronous	Teacher & students meet online at the same time.
Zero-Based Budget	Budgeting method starting from $0, justifying each cost.

XII. Data Sources & Methodology Notes

12.1 Primary Data Sources

Source	Time-stamp / version	What we pulled
Student Information System (TheSIS)	Snapshot ⟨2025-06-10⟩	FY25 enrollments & sections by program, district, demographics.
Payroll & HRIS	Ledger close ⟨2025-06-15⟩	Salaries, benefits, Danielson PT-teacher payments, and PT-principal payments.
IFS General Ledger	Period 12 pre-close ⟨2025-06-17⟩	All FY25 expenditures (object + project codes).
Board Budget Packet	Meeting ⟨2025-06-18⟩	Proposed vs. Revised FY25 budget; variance notes.
JFAC Approved FY26 Language	Chapter 247, Idaho Session Laws 2025	Statutory reporting requirements; $40 fee schedule; 49,680-enrollment cap.
Governor hold-back memo	2025-06-19 press release	6% potential reduction scenario.

12.2 Cost-build methodology

- **Zero-based template** (see Section IV-B) applied to each program:
  - direct instruction → actual payroll by section/enrollment,
  - program support → PT-principal pool allocated per section,
  - central overhead → District Programs + Tech + Ops spread by total enrollments,
  - secondary overhead → Instruction & Supervision + Curriculum spread by 6-12 enrollments.
- Content-development stipends amortized over 3 years.
- Technology costs treated entirely as overhead because the ledger does not split SaaS vs. infrastructure.
- Variance threshold for notes = ±5% vs. original FY25 budget.

12.3 Reconciliations & checks

- Sum of all program costs = $24.25 M, matching the FY25 revised expenditure ledger within rounding.
- Enrollment totals from SIS (51,452) agree with finance enrollment cap reconciliation (49,680 funded + unfunded dual-credit/AP seats).
- Class-size calculations use active sections only.
- All dollar figures rounded to the nearest $1 in narrative sections.

12.4 Limitations & assumptions

- FY25 figures use projected actuals; books close 2025-07-20-minor shifts may occur.
- Hold-back scenario assumes a flat 6% cut to § 33-1020 distribution only; no secondary impact to discretionary grants.
- Launchpad break-even projections assume teacher salary grid and benefit rates remain at FY25 levels, plus statutory increases.
- No cost inflation applied to Technology or Operations pools (conservative).

(SIS extracts archived in Appendix B; narrative summary in Appendix G.)

XIII. Appendix Directory

Appendix	Contents	File / Location
A – Legislative Request Crosswalk	*Table mapping every line of the FY26 JFAC language to the report section where it is satisfied.*	*Appendix A: Legislative Request Crosswalk*
B – Enrollment & Utilization	**B-1 District Utilization:** *CSV of FY25 enrollments & sections by LEA.* **B-2 Programs & Demographics:** *CSV showing % IEP, and % Rural for each program.*	*IDLA_Appendix_B_District_Enrollment_Workbook* *IDLA_Appendix_B_Programs_Demographics_Workbook*
C – Program Cost Build Sheets	*One line-item breakout per program (Direct Instruction, Program Support, Central Overhead, totals & unit costs).*	*IDLA_Appendix_C_FY25_Program_Costs_Consolidated*
D – Budget vs. Actual Ledger	*FY25 Proposed vs. Revised budget in Excel*	*IDLA_Appendix_D_Budget_Variance*
E – Statutory Excerpts	*Idaho Code §§ 33-5502, 5507, 5508, 1020, plus 2025 Session Laws Ch. 247 language.*	*IDLA_Appendix_E_Statutory_Excerpts*
F – Fee Schedule History	*FY24 → FY26 district fee grid (shows HS drop to $40).*	*IDLA_Appendix_F_Fee_Schedule_History*
G – Data & Methodology Workpaper	*Narrative from Section XII plus reconciliation check (total program costs = $24.25 M).*	*IDLA_Appendix_G_Data_Sources_&_Methodology*
H – Glossary & Acronyms	*Full glossary*	*IDLA_Appendix_H_Glossary*

Appendix A — Legislative Request Crosswalk

See link in Appendix Directory

Appendix B — Enrollment & Utilization (FY25)

See link in Appendix Directory

Appendix C — Program Cost Build Sheets (FY25)

See link in Appendix Directory

Appendix D — FY25 Budget vs. Actual Ledger

See link in Appendix Directory

Appendix E — Statutory Excerpts (key language)

Citation	Summary
Idaho Code § 33-5502	Creates IDLA; mandates "choice, accessibility, flexibility, quality and equity" in online learning.
Idaho Code § 33-5507	Establishes registration procedures and student-accountability policies for online courses.
Idaho Code § 33-5508	Links IDLA funding mechanism to § 33-1020.
Idaho Cod § 33-1020	Sets state distribution per enrollment (FY25 = $430), adjusted annually with teacher salary grid.
2025 Session Laws, Ch. 247	Caps funded enrollments at 49 680 for FY25; sets district fee ceiling at $40 (eff. 7-1-2025)(FY26); requires this report by 8-1-2025.

Appendix F — Fee Schedule History

Fiscal Year	HS & Other	MS 8-Unit	MS 4-Unit / Credit-Rec	Launchpad	AP / Dual Credit
FY24	$75	$30	$15	$30	$0
FY25	$75	$30	$15	$30	$0
FY26	$40	$30	$15	$30	$0

Appendix G — Data Sources & Methodology

- **Primary data sources:**

    - TheSIS snapshot (2025-06-10) – enrollments, sections, demographics

    - Payroll & HRIS (2025-06-15) – salaries, benefits, PT-teacher & principal payments

    - IFS general ledger (2025-06-17) – all FY25 expenditures

    - Board budget packet (2025-06-18) – proposed vs. revised budget

    - 2025 Session Laws, Ch. 247 – statutory fee/ cap language

- **Cost build:** zero-based template per program (Direct Instruction + Program Support + Central OH); overhead pools allocated per-enrollment.

- **Validation:** sum of program costs = **$24.25 M**, matching ledger within rounding; average cost/enrollment ≈ $471 aligns with revenue/enrollment ≈ $485.

- **Limitations:** FY25 figures are projected actuals; books close 2025-07-20-minor shifts may occur. Hold-back scenario assumes flat 6% cut to § 33-1020 distribution only.

Appendix H — Glossary & Acronyms

See link in Appendix Directory

Idaho Digital Learning Alliance

9199 W. Black Eagle Drive, Boise, 83709

Business Meeting of the Board of Directors
Zoom: **https://idla.zoom.us/j/2083420207**
Meeting ID: 208 342 0207
August 5, 2025

Tuesday, August 5, 2025 @ 1:45 PM MST

Board Members Present
-

Board Members Absent
-

Staff Members Present
-

Others Present
-

Call to Order, Introductions, and Welcome @ 1:45 PM

I. Agenda

II. Public Comment

Open Forum is held only during regularly scheduled Board meetings—not during special meetings or Executive Sessions—and is limited to a total of fifteen minutes, with individual speakers allowed up to five minutes each. The Board Chair may adjust speaking time, limit the number of speakers, or request group representatives to summarize shared viewpoints. Priority is given to individuals addressing agenda items or those who have not recently spoken at Open Forum. Public testimony must not include comments about employees, personnel matters, disciplinary issues, personal grievances, or partisan political topics. Board members do not respond during the forum, but concerns raised will be recorded and may be addressed at a future time.

III. Consent Agenda

1. Approval of the Minutes
2. Expenditures
3. Personnel

      d. #7320-P(1) - Allowable Uses for Grant Funds - Determining Necessity and Reasonableness of Expenses

      e. #7320-P(2) - Allowable Uses for Grant Funds - Selected Items of Cost

4. Policies, 2nd Reading
    a. #2520 - IDLA Library Materials Selection & Parent Input Policy
        ● 2520 -F1 - Library Materials Concern Form
    b. #7270 - Property Records
    c. #7300 - Revenues
    d. #7310 - Advertising in Schools/Revenue Enhancement

5. Policies, Final Reading
    a. #7230 - Financial Reporting and Audits
    b. #7236 - Employees Paid with Federal Funds and Unexpected or Extraordinary Closures
    c. #7237 - Retention of Records Relating to Federal Grants

V. Updates

1. Board Member Updates- All
2. Superintendent Update
    ● DOGE
    ● Summer Launchpad Data
    ● Sole Source LMS - Agilix

2025 - 2026 Board Meeting Dates

- Tuesday, September 9, 2025 - Virtual 10:00 a.m. MST
- Tuesday, October 14, 2025 - Virtual 10:00 a.m. MST
- Tuesday, November 11, 2025 - Face-to-Face, Coeur d' Alene, Noon PST
- Tuesday, January 13, 2026 - Virtual 10:00 a.m. MST
- Tuesday, February 3, 2026 - Face-to-Face, Boise, Noon MST
- Tuesday, April 14, 2026 - Virtual 10:00 a.m. MST
- Tuesday, May 12, 2026 - Virtual 10:00 a.m. MST
- Tuesday, June 16, 2026 - Face-to-Face, Boise, Noon MST

Idaho Digital Learning Alliance

Silverstone Amenity Center
3405 East Overland Road, Meridian, ID 83642

Business Meeting of the Board of Directors
Zoom: **https://idla.zoom.us/j/2083420207**
Meeting ID: 208 342 0207
June 17, 2025

Tuesday, June 17, 2025 @ 4:15 PM

Board Members Present
- Mr. Lance Hansen, Mrs. Karla LaOrange, Mrs. Michelle Clement Taylor , Mr. John Stiffler, Mr. Jeff Schutte, Mr. Matt Valadao

Board Members Absent
- Mr. Brian Lee, Mr. Norm Stewart

Staff Members Present
- Mr. Brian Smith, Mr. Monte Woolstenhulme, Mr. Ryan Gravette, Ms. Jolene Del Re, Ms. Kim Caldroney, Mr. Jeff Farden, Mr. Jeff Simmons

Others Present
-

Call to Order, Introductions, and Welcome @ 4:15 PM

I. Agenda

The meeting was called to order at 4:19 p.m.
A motion was made to approve the agenda by Mrs. Michelle Clement Taylor, and seconded by Mr. John Stiffler. The motion is unanimous.

II. Public Comment

III. Consent Agenda

1. Approval of the Minutes
2. Expenditures
3. Personnel
   A motion was made to approve the consent agenda, which includes the expenditures, meeting minutes, and personnel by Mrs. Karla LaOrange, and seconded by Mr. Jeff Schutte. The motion is unanimous.

1. New Board Member Appointment, Superintendent, Mr. Matt Valadao
   A motion to approve the appointment of Mr. Matt Valadao to the IDLA Board of Directors was made by Mrs.Michelle Clement Taylor and seconded by Mr. John Stiffler. The motion is unanimous.

2. Oath of Office, Mr. Matt Valadao
   The Oath of Office was recited out loud under the direction of the Board Chair.

3. Policies, 1st Reading
   a. #2520 - IDLA Library Materials Selection & Parent Input Policy
   ● 2520 -F1 - Library Materials Concern Form
   b. #7270 - Property Records
   c. #7300 - Revenues
   d. #7310 - Advertising in Schools/Revenue Enhancement
      Less procedure and more policy in #2520 to allow more flexibility
      The board requested that revisions be made to policy #2520 for the next meeting. A motion was made to accept the first reading of policies #'s 2520, 2520-F1, 7270, 7300, and 7310 by Mrs. Karla LaOrange and seconded by Mrs. Michelle Clement Taylor. The motion is unanimous.

4. Policies, 2nd Reading
   a. #7230 - Financial Reporting and Audits
   b. #7236 - Employees Paid with Federal Funds and Unexpected or Extraordinary Closures
   c. #7237 - Retention of Records Relating to Federal Grants
      A motion was made to accept and move policies # 7230, 7236, and 7237 to the final reading. The motion was made by Mr. John Stiffler and seconded by Mr. Matt Valadao. The motion is unanimous.

5. Policies, Final Reading
   a. #7210 - Fixed Assets (GASB Statement 34)
   b. #7215 Fund Accounting System (GASB Statement)
   c. #7218 - Federal Grant Financial Management System
   d. #7220 - Documentation and Approval of Claims
   e. #7225 - Financial Fraud and Theft Prevention
      A motion to accept and move policies #7210, 7215, 7218, 7220 & 7225 into board policy was made by Mrs. Karla LaOrange and seconded by Mr. Jeff Schutte. The motion is unanimous.

6. Superintendent Contract
   A motion to offer the contract as it is laid out in the board packet for a 3-year period was made by Mr. John Stiffler and seconded by Mrs. Michelle Clement Taylor. The motion is unanimous.

7. FY 2025 Revised Budget
   A motion to approve the FY 2025 budget was made by Mrs. Michelle Clement Taylor and seconded by Mrs. Karla LaOrange. The motion is unanimous.

8. FY 2026 Proposed Budget
   A motion to approve the FY 26 proposed budget was made by Mr. Jeff Schutte and seconded by Mrs. Karla LaOrange. The motion is unanimous.

9. Special Virtual Meeting Date, June 25th
   A motion was made to approve the special meeting date of June 25th by Mrs. Michelle Clement Taylor and seconded by Mr. John Stiffler. The motion is unanimous.

10. FY 2025 -2026 Board Meeting Dates
    A motion to approve the proposed board meeting dates distributed in the board packet was made by Mr. John Stiffler and seconded by Mr. Matt Valadao. August 5th, 2025, is the decided date for the options given. The motion is unanimous.

V. Updates

1. Board Member Updates- All
   All of the board members spoke of upcoming summer activities, travel, family, and projects. The newest Board member gave some updates on the district population and programs. One board member will be exiting due to a shift/ move to another district.

2. Superintendent Update
   Mr. Jeff Simmons gave a brief update on the last month and thanked all of the Directors for their dedication and efforts.

   A motion to adjourn the meeting at 5:10 p.m. was made by Mrs. Karla LaOrange and seconded by Mr. John Stiffler. The motion is unanimous.

2025 - 2026 Board Meeting Dates

- Tuesday, August 5, 2025 – Face-to-Face, Boise, Noon MST
- Tuesday, September 9, 2025 - Virtual 10:00 a.m. MST
- Tuesday, October 14, 2025 - Virtual 10:00 a.m. MST
- Tuesday, November 11, 2025 - Face-to-Face, Coeur d' Alene, Noon PST
- Tuesday, January 13, 2026 - Virtual 10:00 a.m. MST
- Tuesday, February 3, 2026 - Face-to-Face, Boise, Noon MST
- Tuesday, April 14, 2026 - Virtual 10:00 a.m. MST
- Tuesday, May 12, 2026 - Virtual 10:00 a.m. MST
- Tuesday, June 16, 2026 - Face-to-Face, Boise, Noon MST

Idaho Digital Learning Alliance

Special Virtual Meeting of the Board of Directors
9199 W. Blackeagle Drive, Boise ID 83709
Zoom: **https://idla.zoom.us/j/2083420207**

Meeting ID: 208 342 0207

June 25, 2025

Wednesday, June 25, 2025 @ 11:30 AM

Board Members Present
- Mr. Lance Hansen, Mr. Norm Stewart, Mr. John Stiffler, Mr. Jeff Schutte, Mrs. Michelle Clement Taylor, Mr. Brian Lee, Mrs. Karla LaOrange

Board Members Absent
- Mr. Matt Valadao

Staff Members Present
- Mr. Ryan Gravette, Mr. Jeff Simmons, Ms. Kim Caldroney

Others Present
-

Call to Order, Introductions, and Welcome @ 11:30 AM

I. Agenda

The meeting began at 11:35 a.m.
A motion to approve the agenda was made by Mr. Brian Lee and seconded by Mr. John Stiffler.
The motion is unanimous.

II. Public Comment

III. Action Items

1. Appointment of Board Chair
   Mr. Brian Lee made a motion to nominate Mr. Norm Stewart as the Board Chair. The motion was seconded by Mrs. Michelle Clement Taylor. The motion is unanimous.
2. Appointment of Board Vice Chair
   Mr. Norm Stewart made a motion to nominate Mrs. Karla LaOrange as Vice Chair. The motion was seconded by Mr.Brian Lee. The motion is unanimous.

2025 - 2026 Board Meeting Dates

- Tuesday, August 5, 2025 – Face-to-Face, Boise, Noon MST

- Tuesday, September 9, 2025 - Virtual 10:00 a.m. MST
- Tuesday, October 14, 2025 - Virtual 10:00 a.m. MST
- Tuesday, November 11, 2025 - Face-to-Face, Coeur d' Alene, Noon PST
- Tuesday, January 13, 2026 - Virtual 10:00 a.m. MST
- Tuesday, February 3, 2026 - Face-to-Face, Boise, Noon MST
- Tuesday, April 14, 2026 - Virtual 10:00 a.m. MST
- Tuesday, May 12, 2026 - Virtual 10:00 a.m. MST
- Tuesday, June 16, 2026 - Face-to-Face, Boise, Noon MST

Karla, approved, Norm seconded

Motion to adjourn made by Karla, Brian Lee

IDAHO DIGITAL LEARNING ALLIANCE

		Opening Bal 06/03/2025	06/04/2025 thru 06/30/2025	FY2425 Ending	FY2425 Revised Approved Budget (June 2025)	FY2425 Remaining
SUPERVISION & INSTRUCTION						
100.500.313.100.000	SUPERVISION & INSTRUCTION - FACULTY TRAINING	$1,353.44	$22,758.02	$24,111.46	$30,000.00	$5,888.54
100.500.381.000.000	INSTRUCTION - STAFF TRAINING & TRAVEL	$20,390.98	$0.00	$20,390.98	$25,000.00	$4,609.02
100.500.440.000.000	INSTRUCTION - TEXTBOOKS	$0.00	$0.00	$0.00	$0.00	$0.00
100.500.410.000.000	INSTRUCTION - SUPPLIES & MATERIALS	$3,999.59	$670.97	$4,670.56	$2,000.00	-$2,670.56
100.640.312.000.000	SUPERVISION - CONTRACTED SERVICES	$244,925.09	$23,412.85	$268,337.94	$250,000.00	-$18,337.94
100.640.381.000.000	SUPERVISION - STAFF TRAINING & TRAVEL	$12,964.78	$668.37	$13,633.15	$15,000.00	$1,366.85
100.640.410.000.000	SUPERVISION - SUPPLIES & MATERIALS	$425.52	$0.00	$425.52	$2,000.00	$1,574.48
	TOTAL:	**$284,059.40**	**$47,510.21**	**$331,569.61**	**$324,000.00**	**-$7,569.61**
CURRICULUM PROGRAMS						
100.510.312.000.000	CONTENT DEVELOPMENT SERVICES	$143,090.75	$31,363.00	$174,453.75	$166,000.00	-$8,453.75
100.510.381.000.000	CURRICULUM - STAFF TRAINING & TRAVEL	$50,572.96	$530.80	$51,103.76	$60,000.00	$8,896.24
100.510.410.000.000	CURRICULUM - SUPPLIES & MATERIALS	$4,144.61	$1,539.65	$5,684.26	$3,000.00	-$2,684.26
100.510.440.000.000	CURRICULUM - EDUCATIONAL CONTENT LICENSING AND SUPPORT	$125,815.39	$3,441.83	$129,257.22	$140,000.00	$10,742.78
	TOTAL:	**$323,623.71**	**$36,875.28**	**$360,498.99**	**$369,000.00**	**$8,501.01**
ELEMENTARY PROGRAMS						
100.512.312.000.000	ELEMENTARY - CONTRACTED SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00
100.512.381.000.000	ELEMENTARY - STAFF TRAINING & TRAVEL	$31,754.98	$374.00	$32,128.98	$35,000.00	$2,871.02
100.512.410.000.000	ELEMENTARY - SUPPLIES & MATERIALS	$8,816.90	$395.03	$9,211.93	$5,600.00	-$3,611.93
100.512.440.000.000	ELEMENTARY - CONTENT LICENSING & SUPPORT	$2,839.33	$0.00	$2,839.33	$3,000.00	$160.67
100.512.555.000.000	ELEMENTARY - TECHNOLOGY HARDWARE	$1,999.00	$0.00	$1,999.00	$2,500.00	$501.00
	TOTAL:	**$45,410.21**	**$769.03**	**$46,179.24**	**$46,100.00**	**-$79.24**
DISTRICT PROGRAMS						
100.600.312.000.000	DISTRICT COORDINATION & IMPLEMENTATION	$33,159.22	$82.27	$33,241.49	$35,000.00	$1,758.51
100.600.381.000.000	DISTRICT PROGRAMS - STAFF TRAINING & TRAVEL	$84,041.90	$5,061.54	$89,103.44	$90,000.00	$896.56
100.600.410.000.000	DISTRICT PROGRAMS - SUPPLIES & MATERIALS	$9,769.21	$5,012.19	$14,781.40	$10,000.00	-$4,781.40
	TOTAL:	**$126,970.33**	**$10,156.00**	**$137,126.33**	**$135,000.00**	**-$2,126.33**
INFORMATION AND TECHNOLOGY						
100.623.312.100.000	CONTRACTED SERVICES - PROGRAMMING	$402,013.37	$160,527.76	$562,541.13	$665,000.00	$102,458.87
100.623.312.200.000	CONTRACTED SERVICES - GENERAL	$412,332.62	$62,192.83	$474,525.45	$460,000.00	-$14,525.45
100.623.350.000.000	ORGANIZATIONAL COMMUNICATION	$245,662.18	$16,906.69	$262,568.87	$245,000.00	-$17,568.87
100.623.381.000.000	TECHNOLOGY - STAFF TRAINING & TRAVEL	$28,931.18	$2,184.97	$31,116.15	$40,000.00	$8,883.85
100.623.410.000.000	TECHNOLOGY - SUPPLIES & MATERIALS	$9,006.01	$1,217.14	$10,223.15	$8,000.00	-$2,223.15
100.623.460.100.000	TECHNOLOGY - SOFTWARE	$232,830.34	$12,992.63	$245,822.97	$245,000.00	-$822.97
100.623.460.200.000	TECHNOLOGY - LMS & SUPPORT	$398,765.33	$138,333.33	$537,098.66	$540,000.00	$2,901.34
100.623.555.000.000	TECHNOLOGY - HARDWARE	$90,978.21	$125,832.66	$216,810.87	$230,000.00	$13,189.13
100.623.556.000.000	TECHNOLOGY - SECURITY	$52,838.05	$0.00	$52,838.05	$70,000.00	$17,161.95
100.623.557.000.000	TECHNOLOGY - INFRASTRUCTURE	$335,651.76	$34,929.23	$370,580.99	$360,000.00	-$10,580.99
	TOTAL:	**$2,209,009.05**	**$555,117.24**	**$2,764,126.29**	**$2,863,000.00**	**$98,873.71**
BUSINESS OPERATIONS						
100.651.312.000.000	OPERATIONS - CONTRACTED PROFESSIONAL SERVICES	$67,450.81	$63,502.88	$130,953.69	$80,000.00	-$50,953.69
100.651.315.000.000	OPERATIONS - STAFF EDUCATIONAL PROGRAM	$21,998.00	$870.00	$22,868.00	$30,000.00	$7,132.00
100.651.321.000.000	OPERATIONS - FACILITY & OCCUPANCY	$88,021.21	$60,500.20	$148,521.41	$143,021.00	-$5,500.41
100.651.335.000.000	OPERATIONS - LIABILITY INSURANCE	$13,614.04	$0.00	$13,614.04	$15,000.00	$1,385.96
100.651.350.000.000	DISTRICT SERVICES AND COMMUNICATION	$51,410.99	$20,513.34	$71,924.33	$65,000.00	-$6,924.33
100.651.355.000.000	OPERATIONS - STAFFING EXPENDITURES	$12,798.03	$0.00	$12,798.03	$14,000.00	$1,201.97
100.651.381.000.000	OPERATIONS - STAFF TRAINING & TRAVEL	$61,993.75	$3,024.42	$65,018.17	$70,000.00	$4,981.83
100.651.410.000.000	OPERATIONS - OFFICE SUPPLIES AND MATERIALS	$45,776.13	$21,084.38	$66,860.51	$117,000.00	$50,139.49
	TOTAL:	**$363,062.96**	**$169,495.22**	**$532,558.18**	**$534,021.00**	**$1,462.82**

IDAHO DIGITAL LEARNING ALLIANCE

FY2526 EXPENDITURES FOR BOARD APPROVAL

07/01/2025 - 07/31/2025

		Opening Bal 07/01/2025	07/01/2025 thru 0731/2025	FY2526 Ending	FY2526 Approved Budget (June 2025)	FY2526 Remaining
SUPERVISION & INSTRUCTION						
100.500.313.100.000	SUPERVISION & INSTRUCTION - FACULTY TRAINING	$0.00	$0.00	$0.00	$75,000.00	$75,000.00
100.500.381.000.000	INSTRUCTION - STAFF TRAINING & TRAVEL	$0.00	$0.00	$0.00	$30,000.00	$30,000.00
100.500.440.000.000	INSTRUCTION - TEXTBOOKS	$0.00	$0.00	$0.00	$1,000.00	$1,000.00
100.500.410.000.000	INSTRUCTION - SUPPLIES & MATERIALS	$0.00	$0.00	$0.00	$2,000.00	$2,000.00
100.640.312.000.000	SUPERVISION - CONTRACTED SERVICES	$0.00	$0.00	$0.00	$212,400.00	$212,400.00
100.640.381.000.000	SUPERVISION - STAFF TRAINING & TRAVEL	$0.00	$0.00	$0.00	$15,000.00	$15,000.00
100.640.410.000.000	SUPERVISION - SUPPLIES & MATERIALS	$0.00	$0.00	$0.00	$1,000.00	$1,000.00
	TOTAL:	**$0.00**	**$0.00**	**$0.00**	**$336,400.00**	**$336,400.00**
CURRICULUM PROGRAMS						
100.510.312.000.000	CONTENT DEVELOPMENT SERVICES	$0.00	$18,089.00	$18,089.00	$107,000.00	$88,911.00
100.510.381.000.000	CURRICULUM - STAFF TRAINING & TRAVEL	$0.00	$5,077.03	$5,077.03	$55,000.00	$49,922.97
100.510.410.000.000	CURRICULUM - SUPPLIES & MATERIALS	$0.00	$0.00	$0.00	$3,000.00	$3,000.00
100.510.440.000.000	CURRICULUM - EDUCATIONAL CONTENT LICENSING & SUPPORT	$0.00	$0.00	$0.00	$140,000.00	$140,000.00
	TOTAL:	**$0.00**	**$23,166.03**	**$23,166.03**	**$305,000.00**	**$281,833.97**
ELEMENTARY PROGRAMS						
100.512.381.000.000	ELEMENTARY - STAFF TRAINING & TRAVEL	$0.00	$145.00	$145.00	$35,000.00	$34,855.00
100.512.410.000.000	ELEMENTARY - SUPPLIES & MATERIALS	$0.00	$126.69	$126.69	$5,000.00	$4,873.31
100.512.440.000.000	ELEMENTARY - CONTENT LICENSING & SUPPORT	$0.00	$0.00	$0.00	$35,000.00	$35,000.00
100.512.555.000.000	ELEMENTARY - TECHNOLOGY HARDWARE	$0.00	$0.00	$0.00	$3,000.00	$3,000.00
	TOTAL:	**$0.00**	**$271.69**	**$271.69**	**$78,000.00**	**$77,728.31**
DISTRICT PROGRAMS						
100.600.312.000.000	DISTRICT COORDINATION & IMPLEMENTATION	$0.00	$0.00	$0.00	$35,000.00	$35,000.00
100.600.381.000.000	DISTRICT PROGRAMS - STAFF TRAINING & TRAVEL	$0.00	$3,136.86	$3,136.86	$95,000.00	$91,863.14
100.600.410.000.000	DISTRICT PROGRAMS - SUPPLIES & MATERIALS	$0.00	$0.00	$0.00	$7,500.00	$7,500.00
	TOTAL:	**$0.00**	**$3,136.86**	**$3,136.86**	**$137,500.00**	**$134,363.14**
INFORMATION AND TECHNOLOGY						
100.623.312.100.000	CONTRACTED SERVICES - PROGRAMMING	$0.00	$16,528.96	$16,528.96	$989,140.00	$972,611.04
100.623.312.200.000	CONTRACTED SERVICES - GENERAL	$0.00	$6,431.33	$6,431.33	$295,000.00	$288,568.67
100.623.350.000.000	ORGANIZATIONAL COMMUNICATION	$0.00	$398.00	$398.00	$250,400.00	$250,002.00
100.623.381.000.000	TECHNOLOGY - STAFF TRAINING & TRAVEL	$0.00	$0.00	$0.00	$40,000.00	$40,000.00
100.623.410.000.000	TECHNOLOGY - SUPPLIES & MATERIALS	$0.00	$9.47	$9.47	$8,000.00	$7,990.53
100.623.460.100.000	TECHNOLOGY - SOFTWARE	$0.00	$48,218.15	$48,218.15	$315,000.00	$266,781.85
100.623.460.200.000	TECHNOLOGY - LMS & SUPPORT	$0.00	$145,564.90	$145,564.90	$405,000.00	$259,435.10
100.623.555.000.000	TECHNOLOGY - HARDWARE	$0.00	$570.16	$570.16	$150,000.00	$149,429.84
100.623.556.000.000	TECHNOLOGY - SECURITY	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
100.623.557.000.000	TECHNOLOGY - INFRASTRUCTURE	$0.00	$1,918.40	$1,918.40	$434,000.00	$432,081.60
	TOTAL:	**$0.00**	**$219,639.37**	**$219,639.37**	**$2,936,540.00**	**$2,716,900.63**
BUSINESS OPERATIONS						
100.651.312.000.000	OPERATIONS - CONTRACTED PROFESSIONAL SERVICES	$0.00	$4,667.78	$4,667.78	$70,000.00	$65,332.22
100.651.315.000.000	OPERATIONS - STAFF EDUCAITONAL PROGRAM	$0.00	$2,784.00	$2,784.00	$30,000.00	$27,216.00
100.651.321.000.000	OPERATIONS - FACILITY & OCCUPANCY	$0.00	$0.00	$0.00	$111,027.00	$111,027.00
100.651.335.000.000	OPERATIONS - LIABILITY INSURANCE	$0.00	$4,936.69	$4,936.69	$15,000.00	$10,063.31
100.651.350.000.000	DISTRICT SERVICES AND COMMUNICATION	$0.00	$0.00	$0.00	$80,000.00	$80,000.00
100.651.355.000.000	OPERATIONS - STAFFING EXPENDITURES	$0.00	$770.40	$770.40	$22,000.00	$21,229.60
100.651.381.000.000	OPERATIONS - STAFF TRAINING & TRAVEL	$0.00	$251.48	$251.48	$56,000.00	$55,748.52
100.651.382.000.000	BOARD OF DIRECTORS - TRAINING AND TRAVEL	$0.00	$0.00	$0.00	$14,000.00	$14,000.00
100.651.410.000.000	OPERATIONS - OFFICE SUPPLIES AND MATERIALS	$0.00	$83.37	$83.37	$60,000.00	$59,916.63
	TOTAL:	**$0.00**	**$13,493.72**	**$13,493.72**	**$458,027.00**	**$444,533.28**

Board of Directors
August 5, 2025

Recommendations for Hire:

Name	Full-Time /Part-Time	Position	Hire Date
Tara Vucinich	FT	Elementary TA	August 16, 2025
Megan Ramirez	FT	Elementary TA	August 16, 2025
Christine Velasquez	FT	Elementary TA	August 16, 2025
Danette McNamee	FT	Elementary TA	August 16, 2025
Mallory McGraw	FT	Student Success Specialist	July 15, 2025
Brooke Claridge	FT	Regional Support Specialist - Reg 4	August 1, 2025
Abe Salisbury	FT	Senior Software Engineer	July 21, 2025
Kim Wray	FT	Lead Course Development Specialist	August 1, 2025
Rebecca Vance	FT	Regional Support Specialist	August 4, 2025

Resignations/Terminations/Non-Contract Renewals:

Name	Full-Time /Part-Time	Position	Years of Service	Last Day
Christine Velasquez	FT	Elementary TA	0	Never Started
Anita Gonzalez	FT	District Service Specialist	1	July 21, 2025
Mindy Bang	PT	Secondary Instructor	4.5	June 30, 2025
Mary Bieter	PT	Secondary Instructor	12	June 30, 2025
Linda Zornik	PT	Secondary Instructor	15	June 30, 2025

Tony Fitzpatrick	PT	Secondary Instructor	1	June 30, 2025
Michelle Harmon	PT	Secondary Instructor	12	July 28, 2025
Chelby Smith	PT	Secondary Instructor	0	Never Started

My name is Megan Sindt, and I live in Calder, Idaho. I have been married to my husband for 14 years. Together we have 3 children who keep us very busy. I was born and raised in St. Maries, Idaho where I attended public school from kindergarten through grade 12. I went on to the University of Idaho where I graduated in 2012 with my Bachelor's degree in Secondary Education.

My great-grandmother was a teacher in a one-room schoolhouse in Lapwai, Idaho. My mother was also an educator for many years in St. Maries, Idaho. Both were instrumental in my decision to pursue teaching as a career. I have been in education for 14 years. My roles have included high school English and speech teacher, instructional coach, building principal, and superintendent. In my various positions I have also served on leadership teams, RTI/MTSS teams, PBIS teams, and school improvement teams. I have also served on a local school board and was voted to serve as Chairman of the board.

I enjoy volunteering for and organizing youth events and programs in my area. I have been a volleyball and basketball coach since my early 20s. I was also the director of the St. Maries Volleyball Club for many years. Each year we had as many as 75 players from first grade through high school participate. I currently volunteer for a local 4H program as a Club Leader. We have projects including Cloverbud, small animals, hiking, and photography. I help organize an annual kids' fun run in the town of Avery, Idaho that brings about 100 people to the small town each year. In my free time, I enjoy reading, hiking, gardening, camping, and riding four-wheelers.

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Idaho Digital Learning Alliance
P. O. Box 10017
Boise, ID 83707
208.342.0207
www.IdahoDigitalLearning.org

Policy 1500-P(1): Board Meetings   **Status:** Proposed Revised
Original Adopted Date: April 8, 2025
Last Reviewed Date:

Agenda

The Superintendent and Board Chair shall prepare the agenda for any Board meeting. Items
submitted by the Board Chair or at least two Board Members shall be placed on the agenda. The
clerk, administration, or patrons of IDLA may also suggest inclusions on the agenda. The
Superintendent must receive such suggestions at least ten days before the Board meeting unless of
immediate importance, in which event the Superintendent will make reasonable efforts to review
such suggestions. Individuals who wish to address the Board must also notify the Superintendent,
in writing, of the request. The request must include the reason for the appearance. Citizens wishing
to make brief comments about IDLA programs, procedures, or items on the agenda need not
request placement on the agenda and must follow the procedure established for public input at
Board meetings.

Regular Meeting Agendas

A 48-hour agenda notice shall be required in advance of each regular meeting. Notices and agendas
must be posted in a prominent place at the principal IDLA office or, if no such office exists, at the
building where the meeting is to be held. All meeting notices and agendas must be posted on the
IDLA website.

Special Meeting Agendas

Special meetings require a 24-hour meeting and agenda notice. At a minimum, the agenda notice
shall include the meeting date, time, and place. The Board secretary or designee shall maintain a list
of the news media requesting notification of meetings and shall make a good-faith effort to provide
advance notification to them of the time and place of each meeting. All meeting notices and
agendas must be posted on the IDLA website.

Amending Agendas

An agenda may be amended as allowed by Idaho Code and provided that a good-faith effort is
made to include, in the original agenda notice, all items known to be probable items of discussion.

Order of Business

The Board Chair and Superintendent will determine the order of business with input from the Board. Upon consent of the majority of the Members present, the order of business at any meeting may be changed.

Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. A Member of the Board may remove any item that appears on the consent agenda. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Action Items

All agenda items that require a vote shall be identified as such. Final action may not be taken on agenda items added after the start of a meeting unless an emergency is declared necessitating action at that meeting. The declaration and justification shall be reflected in the Board minutes. For purposes of this section, an emergency is defined by Idaho Code § 74-204(2).

Minutes

The clerk shall keep written minutes of all open Board meetings, which the Chair and the clerk shall sign. The minutes shall include:

1. The date, time, and place of the meeting;
2. Board Members recorded as absent or present;
3. All motions, resolutions, orders, or ordinances proposed and their disposition;
4. The results of all votes, and upon the request of a Member, the vote of each Member, by name;
5. Legal basis for recessing into executive session; and
6. Time of adjournment.

When issues that may require a detailed record are discussed, the Board may direct the clerk to record the discussion verbatim.

Unofficial minutes shall be delivered to Board Members in advance of the next regularly scheduled meeting of the Board. Minutes need not be read publicly, provided that Members have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the clerk and made available to the public within a reasonable period of time after a meeting.

Minutes of Executive Session

The clerk shall keep written minutes of executive sessions. Said minutes shall be limited to a specific reference to the Idaho code subsection authorizing the executive session. The roll call vote to go into executive session shall be recorded in the minutes. The minutes shall not contain information that would compromise the purpose of going into executive session.

Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the Members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. The most current edition of Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved for those Board Members in attendance. Voting shall be by acclamation or show of hands.

Legal References	Description
IC § 30-30-612	Idaho Nonprofit Corporation Act - Directors and Officers - Regular and Special Meetings
IC § 30-30-614	Idaho Nonprofit Corporation Act - Directors and Officers - Call and Notice of Meetings
IC § 74-202	Open Public Meetings - Definitions
IC § 74-203	Governing Bodies - Requirement for Open Public Meetings
IC § 74-204	Notice of Meetings
IC § 74-205	Written Minutes of Meetings
IC § 74-206	Executive Sessions - When Authorized
IC § 33-5504B	Expenditures - Budget

IDAHO DIGITAL LEARNING ALLIANCE

Idaho Digital Learning Alliance
P. O. Box 10017
Boise, ID 83707
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www.IdahoDigitalLearning

Policy 4105: Public Participation in Board Meeting

Status: PROPOSED

Original Adopted Date:_____

Last Reviewed Date: _____

All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave.

During all regular meetings and board public hearings, the Board of Directors encourages all members of the community to express their ideas and concerns on agenda items. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be IDLA students and their educational program. Public input on agenda items shall not be on any subject that would compel the Board to enter into executive session. The Board shall make a determination as to whether or not the desired subject matter requested for public input is related to the Board's agenda or if a matter would require executive session.

The Board may offer the ability to attend their meeting remotely, including the ability to submit patron input electronically ahead of time at a time and in a manner identified by the Board. Such electronically provided input shall be provided to each Board member and made a part of the minutes.

Addressing Complaints and Grievances

Due to their sensitive nature, comments and complaints about personnel or individual students cannot be heard in open session. Additionally, other topics described in Policy 1500 may only be appropriate for executive session, and all grievance processes shall be followed before the Board may entertain such subject matter. The Board shall determine whether a public comment is appropriate in open session and notify the commenter if it is not.

Any complaint about IDLA on these or other topics, including instruction, discipline, IDLA personnel policy, procedure, or curriculum, should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff;
2. Principal or supervisor;

3. Director or administrator;
4. Superintendent; then
5. Board of Trustees.

Complaints or grievances on topics that may only be considered in executive session will only be heard by the Board in accordance with the applicable grievance or complaint policy. Such executive session may be arranged in advance and included on the agenda as described in Policy 1500 and Procedure 1500P.

Rules and Process for Public Comment

Members of the public will not be recognized by the Chair as the Board conducts its official business except during the Board's scheduled comment periods during regular meetings and public hearings of the Board. The Board will listen to the public, but at the same time, expects the public to listen and speak only when properly recognized. The Board may take public comment on items on the Board's agenda before action items and reserve space at the end of the meeting for public comment on items not before the Board for discussion or action.

At each regular meeting of the Board, the agenda shall provide time for public comment before the Board on agenda items or at public hearings of the Board. At special meetings of the Board, the Board may accept public comment. Public comment will be accepted before the Board addresses action items on District business, including items on the consent agenda. Persons wishing to address the Board at a regular meeting or public hearing on agenda items will be required to submit a "Request to Address the Board" form. Forms are available on the IDLA website and will be available at each meeting.

The Board shall ensure that members of the following groups, listed in no particular order, are given priority to participate in Board meetings:

1. IDLA Students;
2. Parents/guardians of such students;
3. IDLA employees; and
4. People who reside within the State of Idaho.

Attendees who do not belong to any of these groups will only be allowed to speak after members of the groups listed above have provided comment and only if there is still time available within the public comment period.

To be efficient and effective, long board meetings will be avoided. As such, total time allotted for public comment will not exceed 15 minutes. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to 5 minutes. A speaker can supplement their comments with additional information provided in writing if they wish. Should a large

number of members of the public wish to speak on the same issue or topic, members of the public are encouraged to select one or more representatives to summarize their position. Additionally, the Board clerk will accept written comments on agenda items for regular meetings and Board public hearings for distribution to the Board. The Board may decline to hear repetitive comments.

Written comments for Board members must be submitted to the Board Clerk. The written comments must include the name, address, and telephone number of the person submitting it. A copy of the materials that meet these requirements will be forwarded to Board members if received 48 hours in advance of the Board meeting. Materials should not be sent directly to Board members.

If a topic is being considered by a committee established for that purpose, the Chair may refer the public comment to that committee.

Because of the diversity of issues that may be commented on and the confines of the Open Meeting Laws, Board Members will not respond to public comment nor engage in discussion with individuals or entities presenting public input. Instead, issues may be recorded and referred to the proper staff person for follow-up or considered by the Board in addressing the pending agenda items through open discussion or voting. The Chair may interrupt or terminate an individual's statement when it is too lengthy, abusive, obscene, repetitive, irrelevant, threatening to any individual. These restrictions shall be applied narrowly and equally, regardless of the speaker's opinions or viewpoint. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Nothing in this policy shall prohibit the removal of any person who, in the judgment of the Board Chair, willfully disrupts a meeting to the extent that orderly conduct is seriously compromised. Defamatory or abusive remarks are always out of order, and any person may be removed from the meeting if they are engaging in disorderly conduct. The presiding officer may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

If a special meeting has been held to obtain public comment on a specific issue, the Chair of the Board may choose not to recognize speakers wishing to comment on the same topic at a regular meeting of the Board.

Legal References	Description
IC § 33-510	Annual Meetings - Regular Meetings - Board of Trustees

IC § 33-512(11)	Governance of Schools - District Permitted to Prohibit Entry to School Grounds
IC § 74-206	Executive Sessions - When Authorized

Cross References

Code	Description
1500	Board Meetings
1500-P(1)	Board Meetings - Board Meeting Procedure
2425	Parental Rights
2425-P(1)	Parental Rights - Parent/Guardian Notification of Changes in Health and Wellbeing
2425-F(1)	Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Wellbeing
4110	Public Complaints
4120	Uniform Grievance Procedure
4120-F(1)	Uniform Grievance Procedure
4320	Disruption of School Operations

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A L L I A N C E

Policy 7320: Allowable Uses for Grant Funds   **Status:** PROPOSED
Original Adopted Date: _____
Last Reviewed Date: _____

Expenditures will be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the State. When determining how IDLA will spend its grant funds, the Superintendent and the Director of Operations will review the proposed cost to decide whether or not it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in the Education Department General Administrative Regulations, which are provided in the bulleted list below. The Director of Operations and Superintendent must consider these factors when determining allowability. All costs must:

1. Be necessary and reasonable for the performance of the federal award as outlined in 7320P1.

2. Be allocable to the federal award. A cost is allocated to the federal award if the goods or services involved are chargeable or assigned to the federal award per the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of their time on the grant program.

3. Be consistent with policies and procedures that apply uniformly to federally financed and other organization activities.

4. Conform to any limitations or exclusions set forth as cost principles in 2 CFR Part 200 or the terms and conditions of the federal award.

5. Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

6. Be adequately documented. All expenditures must be documented in accordance with grant conditions and applicable IDLA policies.

7. Be determined in accordance with General Accepted Accounting Principles (GAAP) unless provided otherwise in Part 200.

8. Not be included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.

9. Be the net of all applicable credits. The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are purchase discounts, rebates or allowances, recoveries or indemnities on losses, and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate.

Part 200's cost guidelines must be considered when expending federal grant funds. In addition, as federal rules require, IDLA will follow, as appropriate, all state and organization-level expenditure requirements and policies.

Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described in Procedures 7320P1 and P2, the Superintendent, Director of Operations, and appropriate personnel can refer to this section for a helpful framework when performing an allowability analysis. To determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program-specific fiscal rules? For example, IDLA may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.
4. Is the proposed cost consistent with the Education Department General Administrative Regulations (EDGAR)?
5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the Superintendent, Director of Operations, and appropriate personnel should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the Superintendent, Director of Operations, and appropriate personnel should review data when making purchases to ensure that federal funds meet these areas of concern.

Legal References	Description
2 CFR §§ 200 (Subparts E and F)	Cost Principles and Audit Requirements
2 CFR §§ 200 et seq.	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Funds
2 CFR §§ 200.420-.475	Considerations for Selected Items of Cost
2 CFR §200.404	Reasonable Costs
2 CFR §200.405	Allocable Costs
2 CFR §200.406	Applicable Credits

Cross References

Code	Description
7236	Employees Paid with Federal Funds and Unexpected or Extraordinary Closures
7400	Miscellaneous Procurement Standards
7400-P(1)	Miscellaneous Procurement Standards - Federal Award Requirements
7400-P(2)	Miscellaneous Procurement Standards - Procurement Methods Under a Federal Award
7400-P(3)	Miscellaneous Procurement Standards - Requirements and Restrictions for Procurement Under a Federal Award - Competition
7400-P(4)	Miscellaneous Procurement Standards - General Procurement Standards for Federal Awards

IDAHO DIGITAL LEARNING ALLIANCE

Policy 7320-P(1): Allowable Uses for Grant Funds -   **Status:** PROPOSED
Determining Necessity and Reasonableness of Expenses
Original Adopted Date: _____
Last Reviewed Date: _____

Federal grant funds may only be spent on necessary and reasonable costs for the performance of the federal award. IDLA staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which a prudent person would incur under the circumstances prevailing when the decision to incur the cost was made. For example, reasonable means that sound business practices were followed and purchases were comparable to market prices.

When determining the allowability of a cost under a federal program, IDLA shall comply with the following criteria:

1. It is necessary and reasonable for the Federal award's performance and is allocable under the following principles.

2. Conform to any limitations or exclusions outlined in the following principles or the Federal award regarding types or amounts of cost items.

3. Be consistent with policies and procedures that apply uniformly to federally financed and other activities of IDLA.

4. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.

5. Be determined per generally accepted accounting principles (GAAP), except as otherwise provided in 2 C.F.R. Subpart E – Cost Principles.

6. It cannot be included as a cost or used to meet cost-sharing or matching requirements of any other federally financed program in the current or a prior period. See also 2 C.F.R. § 200.306(b) Cost sharing or matching.

7. Be adequately documented. See also 2 C.F.R §§ 200.300 - Statutory and national policy requirements through 200.309 - Period of performance.

When determining the reasonableness of a cost, consideration shall be given to:

1. Whether the cost is a type generally recognized as ordinary and necessary for the operation of IDLA or the proper and efficient performance of the federal award;

2. The restraints or requirements imposed by factors, such as sound business practices, arm's-length bargaining, federal, state, and other laws and regulations, and terms and conditions of the federal award;

3. Market prices for comparable goods or services for the geographic area;

4. Whether the individuals concerned acted with prudence in the circumstances, considering their responsibilities to IDLA, its employees, its students, the public at large, and the federal government;

5. Whether IDLA significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost.

"Necessary" is determined by IDLA and is based on the program's needs. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether IDLA can demonstrate that the cost addresses an existing need and provides evidence of the need.

When determining whether a cost is necessary, consideration may be given to:

1. Whether the cost is needed for the proper and efficient performance of the grant program;
2. Whether the cost is identified in the approved budget or application;
3. Whether there is an educational benefit associated with the cost;
4. Whether the cost aligns with identified needs based on results and findings from a needs assessment; and
5. Whether the cost addresses program goals and objectives and is based on program data

Legal References	Description
2 CFR §§ 200 (Subparts E and F)	Cost Principles and Audit Requirements
2 CFR §§ 200 et seq.	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Funds
2 CFR §§ 200.420-.475	Considerations for Selected Items of Cost

2 CFR §200.404	Reasonable Costs
2 CFR §200.405	Allocable Costs
2 CFR §200.406	Applicable Credits

Cross References

Code	Description
7236	Employees Paid with Federal Funds and Unexpected or Extraordinary Closures
7400	Miscellaneous Procurement Standards
7400-P(1)	Miscellaneous Procurement Standards - Federal Award Requirements
7400-P(2)	Miscellaneous Procurement Standards - Procurement Methods Under a Federal Award
7400-P(3)	Miscellaneous Procurement Standards - Requirements and Restrictions for Procurement Under a Federal Award - Competition
7400-P(4)	Miscellaneous Procurement Standards - General Procurement Standards for Federal Awards

<table>
<tr><td>Policy 7320-P(2): Allowable Uses for Grant Funds - Selected Items of Cost
Original Adopted Date:_____
Last Reviewed Date: _____</td><td>Status: PROPOSED</td></tr>
</table>

2 CFR Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost). These cost items are listed in the chart below, along with the rule where the allowability of the item is discussed. Whether a specific item is an allowable expenditure is determined on a case-by-case basis. Items listed may be unallowable expenditures in certain circumstances, including but not necessarily limited to:

1. The express language of the regulation states the item is unallowable;
2. The terms and conditions of the grant deem the item unallowable; or
3. State/local restrictions dictate that the item is unallowable.

The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable, because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

IDLA personnel responsible for spending federal grant funds and determining allowability shall be familiar with the Part 200 selected items of cost section. The Superintendent and Director of Operations shall follow these rules when charging these specific expenditures to a federal grant. When applicable, the Superintendent or Director of Operations shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, IDLA, and program-specific rules may deem a cost unallowable, and IDLA personnel shall also follow those non-federal rules.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	**Citation of Allowability Rule**
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422

Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages, and other settlements	2 CFR § 200.441
Fundraising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448

Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including the costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474

Likewise, the State or IDLA can add additional requirements to a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, IDLA staff shall consult Federal, State, and IDLA requirements when spending federal funds.

For a cost to be allowable, the expenditure must also be allowable under the applicable program statute and accompanying program regulations, non-regulatory guidance, and grant award notifications.

Legal References	Description
2 CFR §§ 200 (Subparts E and F)	Cost Principles and Audit Requirements
2 CFR §§ 200 et seq.	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Funds
2 CFR §§ 200.420-.475	Considerations for Selected Items of Cost
2 CFR §200.404	Reasonable Costs
2 CFR §200.405	Allocable Costs
2 CFR §200.406	Applicable Credits

Cross References

Code	Description
7236	Employees Paid with Federal Funds and Unexpected or Extraordinary Closures
7400	Miscellaneous Procurement Standards
7400-P(1)	Miscellaneous Procurement Standards - Federal Award Requirements
7400-P(2)	Miscellaneous Procurement Standards - Procurement Methods Under a Federal Award
7400-P(3)	Miscellaneous Procurement Standards - Requirements and Restrictions for Procurement Under a Federal Award - Competition
7400-P(4)	Miscellaneous Procurement Standards - General Procurement Standards for Federal Awards

Policy 2520: IDLA Library Materials Selection   **Status:** PROPOSED REVISION
Original Adopted Date: October 9, 2023
Last Reviewed Date: June 17, 2025

Policy Statement:
Idaho Digital Learning Alliance (IDLA) is committed to maintaining a safe and enriching online library environment that fosters intellectual growth, supports academic pursuits, and ensures the well-being and protection of our students. This policy outlines the procedures for reviewing library materials, addressing stakeholder complaints, and safeguarding minors from inappropriate content.

Selection of Library Materials:
The selection of library materials is a professional task conducted by the curriculum development team. Members of the curriculum development team shall plan the acquisition of new materials, as well as the maintenance and taking of inventory of library materials. This will include a review to determine whether materials should be removed in alignment with this policy.
In selecting library materials, the Director of Curriculum or their designee will consider whether they:

- Are integral to the instructional goals, curricular, or extra-curricular programs of the course offerings at IDLA;
- Are appropriate for the reading level, understanding, and access abilities of enrolled students;
- Reflect the interests and relevant needs of the students and staff;
- Warrant inclusion in the collection because of literary, historical, or artistic value and merit;
- Present information with the greatest degree of currency, accuracy, and clarity possible;
- Represent a fair and unbiased presentation of information while also representing as many shades of opinion as possible, so varying viewpoints are available to students; and

- Reflect a variety of cultural backgrounds.

Access Control:
To ensure appropriate access to content, all materials will be classified as adult, juvenile, or young adult based on their content and intended audience. Access to different classifications will be controlled to ensure age-appropriate access for library users.

Grounds for Complaint
Stakeholders who believe that the selection, classification, or distribution of any library material violates the criteria outlined in Idaho Code § 18-1514, which defines what constitutes material harmful to minors, may initiate a formal complaint.

For full statutory language, see: [Idaho Code § 18-1514](#)

Who May File a Complaint:
The following individuals are defined as *stakeholders* and are eligible to submit a formal complaint regarding library materials:

- A parent or legal guardian of a student currently enrolled in an IDLA course.
- An employee in an Idaho public school, including certified instructional staff, administrators, and support personnel.

Individuals who do not meet any of these criteria are not eligible to submit a formal complaint under this policy.

Stakeholder Complaint Procedure:
To file a complaint, stakeholders must complete the Library Materials Concern Form (Form 2520-F1), available on the IDLA website or by request.

Note: Anonymous complaints or those submitted without a completed form will not be considered.

Complaint Resolution:
When a Library Materials Concern Form ([Form 2520-F1](#)) is received, a committee will conduct a thorough review of the material to assess its content, appropriateness, and alignment with Idaho content standards. The committee will include the IDLA Curriculum Director, IDLA Curriculum Manager, IDLA Lead Teacher for the content area supported by the text, and may include other individuals such as parents, general patrons, or other educational professionals, as designated by the Superintendent.

Review Criteria:
The major criterion for deciding whether to keep or remove challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach.
2. The appropriateness of the material's level of difficulty
3. The appropriateness of the material for the age group(s) with which it is used.

Library materials shall be considered in light of their appropriateness for the oldest students who will have access to them.

A stakeholder who has submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee reviewing the material.

No library material shall be removed solely because of the ideas expressed therein.

Response and Communication:

The IDLA Curriculum Director will communicate the outcome to the parent or guardian, providing a rationale for the decision made regarding the material within 10 business days of the complaint being received.

This decision in this regard may be appealed to the Board.

If an appeal is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board's option of solely reviewing the committee's report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board reflects the final stage of the formal complaint process.

Current Texts in the Library
A comprehensive list of texts currently available in the library can be found on our website. This list is updated a minimum of once per month.

Conclusion:
IDLA is committed to providing a secure online content repository for our students so that they can efficiently complete the required coursework in our classes. By following this policy, we aim to ensure the selection and classification of library materials align with educational standards and the needs of our students. We strive to protect minors from accessing inappropriate content while

fostering intellectual growth and supporting academic pursuits through our online library resources, which include ebooks and audiobooks.

Legal References	**Description**
IC § 33-510	Annual Meetings – Regular Meetings – Board of Trustees
IC § 74-206	Executive Sessions – When Authorized
IC § 33-118A	Curricular Materials – Adoption Procedures
IC § 33-512A	District Trustees - District Curricular Materials Adoption Committees
IC § 74-200 et seq.	Open Meeting Law
IDAPA 08.02.03.128	Curricular Materials Selection

Cross References

Code	**Description**
2140	Student and Family Privacy Rights
2140-F(1)	Student and Family Privacy Rights - Consent Form
2500	Library Materials
2500-F(1)	Library Materials
2510	Selection of Library Materials
2510-P(1)	Selection of Library Materials
2530	Learning Materials Review & Reconsideration
2530-F(1)	Learning Materials Review & Reconsideration - Request for Review & Reconsideration of Learning Materials
7310	Advertising in Schools/Revenue Enhancement

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Library Materials Feedback Form (Form 2520-F1)

Section 1: Stakeholder Information

Full Name:	
Address:	
Phone Number:	
Email Address:	
Relationship to IDLA:	☐ Parent/Guardian of IDLA Student ☐ Employee in an Idaho public school

Only individuals listed above are eligible to submit a complaint under Policy 2520.

Section 2: Material in Question

Title of Material:	
Author/Creator:	
Format:	☐ eBook ☐ Audiobook ☐ Other (please specify): _____
Where did you access or view the material?	
Grade Level/Course the material is used in (if known):	

Section 3: Nature of the Concern

Please describe your concern in detail. Be specific about the content you believe is inappropriate, referencing page numbers, scenes, or examples as applicable.

Description of Concern:

Concerns should align with the standards of "harmful to minors" as outlined in Idaho Code § 18-1514.

Section 4: Desired Action

What would you like to see happen as a result of this complaint?

☐ Reclassification of the material to a more appropriate age level

☐ Removal of the material from the IDLA library

☐ Other (please explain): _____

Section 5: Acknowledgment

By signing below, I affirm that I am eligible to submit this complaint and that the information provided is accurate to the best of my knowledge.

I understand that the review process will involve a committee as defined in Policy 2520 and that I will receive communication regarding the committee's decision within 10 business days.
I acknowledge that the committee's decision may be appealed to the IDLA Board, whose decision is the final step of the complaint process.

Signature:
Date:

Submit completed forms to Jolene Del Re

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Policy 7270: Property Records   **Status:** PROPOSED
Original Adopted Date:_____
Last Reviewed Date: _____

Property records and inventory records shall be maintained on all land, buildings, and physical property under the control of IDLA. Such records shall be updated annually.

Property records of facilities and other fixed assets shall be maintained on an ongoing basis. All goods purchased by IDLA shall be delivered to the IDLA Office and received by the Director of Operations or designee.

The Director of Operations or designee checks all items against the invoice to ensure the accuracy of the delivery. Inventory items will be recorded on the IDLA Inventory sheet. No equipment shall be removed for personal or non-school use.

Property records shall show, appropriate to the item recorded, the following:

1. Description and identification;
2. Vendor;
3. Date of purchase;
4. Initial cost;
5. Location or assigned individual;
6. Serial number, if available;
7. Any ultimate disposition data, including the date of disposal and sale price of the property.

Property Classifications

Equipment and supplies with more than one year of useful life and an acquisition value greater than $2,000, including computing devices, will be considered property and tagged with appropriate identification as outlined below.

"Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by IDLA for financial statement purposes, or $10,000.

"Supplies" means all tangible personal property other than that described in 2 CFR § 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by IDLA for financial statement purposes or $10,000, regardless of the length of its useful life.

"Capital assets" are tangible or intangible assets used in operations that have a useful life of more than one year and are capitalized in accordance with GAAP. Capital assets include:

1. Land, buildings (facilities), equipment, and intellectual property (including software), whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

2. Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

Physical Inventory

An inventory of equipment and supply property must be taken, and the results must be reconciled with the IDLA Inventory at least yearly.

Each staff member will inventory property items in their possession at the end of each school year. The inventory sheet is signed by the staff member taking the inventory as verification, reviewed by the Director of Operations and Director of Information and Technology or designees, and stored in the staff member's employee file.

Any discrepancy between the physical inventory of equipment and the master inventory sheet will be researched by the Director of Operations or designee and documented on the IDLA Inventory.

Maintenance

Per 2 CFR § 313(d)(4), IDLA maintains adequate maintenance procedures to ensure that property is kept in good condition. If an item needs repair, the Director of Operations or designee will be notified, and proper repair procedures will be determined at the IDLA Office or by sending the item to a qualified repair facility.

Lost or Stolen Items

IDLA maintains an inventory system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

Use of Equipment Purchased with Federal Funds

Equipment purchased with federal funds must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and IDLA will not encumber the property without prior approval of the federal awarding agency and the pass-through entity.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects or program for which it was initially acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency in the following order of priority:

1. Activities under a federal award from the federal awarding agency that funded the original program or project; then
2. Activities under federal awards from other federal awarding agencies.

If IDLA no longer needs real or personal property, it will follow the rules, policies, and procedures required by Idaho Code §33-601(4)(b) and Policy 9100.

Legal References	Description
2 CFR § 200.12	Capital Assets
2 CFR § 200.20	Computing Devices
2 CFR § 200.313	Equipment
2 CFR § 200.33	Equipment
2 CFR § 200.94	Supplies
IC § 33-601(4)(b)	Real and Personal Property—Acquisition, Use, or Disposal of
IC § 33-701	Fiscal Year – Payment and Accounting of Funds

Cross References

Code	Description

7210_Fixed Assets (GASB Statement 34)

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Policy 7300: Revenues   **Status:** PROPOSED
Original Adopted Date: _____
Last Reviewed Date: _____

IDLA will seek and utilize all available revenue sources to finance its educational programs, consistent with its obligations as a governmental entity. This includes revenues from non-tax, local, State, and federal sources. All revenues received for IDLA will be properly credited to the appropriate fund and account as specified by federal and State statutes and the accounting and reporting regulations for IDLA.

IDLA will collect and deposit all direct receipts of revenues as necessary, but at least once monthly. IDLA will make an effort to collect all revenues due from all sources, including, but not limited to, course fees, fines, or other fees and charges.

Legal References	Description
IC § 33-5504B	Expenditures - Budget
IC § 33-5508	Funding

Cross References

Code	Description
7500	New Fees or Increase of Fees

Policy 7310: Advertising in Schools/Revenue Enhancement   **Status:** PROPOSED
Original Adopted Date: _____
Last Reviewed Date: _____

Revenue enhancement through various IDLA marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., is a Board-approved venture. Revenue Enhancement opportunities are subject to certain restrictions as approved by the Board in aligning with the values and obligations of IDLA as a governmental entity. . Such advertising will seek to model and promote positive values for the students of IDLA through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages encouraging student achievement and establishing high standards of personal conduct.

All sponsorship contracts will allow IDLA to terminate the agreement at least annually if it is determined that it will adversely impact the curriculum's implementation, the students' educational experience, or IDLA operations.

The revenue derived should:

1. Enhance student achievement;
2. Assist in the maintenance of existing IDLA programs; and
3. Provide scholarships for students participating in academic and other programs who demonstrate financial need and merit.

Appropriate opportunities for these marketing activities include, but are not limited to:

1. Fixed signage;
2. Banners;
3. IDLA publications;
4. Television and radio broadcasts;
5. IDLA projects;
6. Expanded usage of facilities beyond traditional use (i.e., concerts, rallies, etc.);
7. Individual IDLA publications (when not in conflict with current contracts).

 Advertising will not be allowed in classrooms, and corporate-sponsored curriculum materials are subject to Board policy requirements.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder, or violence;
2. Attack ethnic, racial, sexual orientation, gender identity or expression, or religious groups;

3. Discriminate, demean, harass, or ridicule any person or group of persons based on gender;
4. Be libelous;
5. Inhibit the functioning of IDLA;
6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond or budget issues, or any public question submitted at any general, county, municipal, or school election.
7. Be obscene or pornographic as defined by prevailing community standards throughout the State of Idaho;
8. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns;
9. Promote any religious or political organization;
10. Use any IDLA or school logo without prior approval; or
11. Use age-inappropriate material.

Exception

Nothing herein shall be construed to prevent approved advertising in publications published by student organizations, PTA/PTO, booster clubs, or other parent groups. Funds received for approved projects involving advertising in said publications may be retained by the school-related group sponsoring the activity as a fundraising event.

Solicitations

Salespersons, representatives, or agents shall not solicit or contact pupils, teachers, or other employees on IDLA grounds without prior approval.

Legal References	Description
2 USC § 1758b, Section 204	Local School Wellness Policy

Cross References

Code	Description

Policy 7230: Financial Reporting and Audits   **Status:** PROPOSED
Original Adopted Date: _____
Last Reviewed Date: _____

The Board directs that financial reports of all IDLA funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, State, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of IDLA funds.

Appropriate interim financial statements and reports of financial position, operating results, and other pertinent information will be prepared to facilitate management control of financial operations.

The Board directs that School audits shall be conducted per Idaho Code § 67-450B. Each audit shall be a comprehensive audit of the affairs of IDLA and IDLA funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards, as defined by the United States Government Accountability Office.

The report shall be filed with the State Department of Education after its acceptance by the Board of Directors not later than November of each year. A copy of the audit report shall also be provided to any other governmental entity that may occasionally require the provision of the audit report.

Legal References	Description
IC § 33-701	Fiscal Year - Payment and Accounting of Funds
IC § 67-450B	Independent Financial Audits by Local Government Entities
IC § 33-5504	Duties of the Academy Board of Directors

Cross References	
Code	Description
7218	Federal Grant Financial Management System

Policy 7236: Employees Paid with Federal Funds and Unexpected or Extraordinary Closures	**Status:** PROPOSED
Original Adopted Date: _____	
Last Reviewed Date: _____	

During any emergency closure of IDLA facilities, IDLA employees paid with federal funds shall be compensated or given unpaid time off in the same manner as similarly situated IDLA employees paid with IDLA funds to the extent possible. Such employees shall continue to perform their grant-funded duties during the closure to the extent possible. This may include, to the extent practicable, working by phone, email, and video conference. Employees supported with federal grant funds who are intended to provide direct services to students may maintain contact with students during the unexpected or extraordinary closure using alternative, appropriate methods and as approved by the Superintendent. IDLA employees paid with federal funds shall return to work as soon as possible.

<u>Federal Funding</u>

IDLA intends to apply consistent accounting treatment when allocating funds across federal and non-federal funding streams. IDLA will ensure that the expenditures incurred meet allowability requirements for the specific program and are reasonable, regardless of whether the funding stream is federal, state, or local.

Legal References	**Description**
Office of Management and Budget	Memo M-20 -11 dated March 9, 2020

Cross References	
Code	**Description**
7218	Federal Grant Financial Management System
7320	Allowable Uses for Grant Funds
7320-P(1)	Allowable Uses for Grant Funds
7320-P(2)	Allowable Uses for Grant Funds - Selected Items of Cost

Policy 7237: Retention of Records Relating to Federal Grants	Status: PROPOSED
Original Adopted Date: _____	
Last Reviewed Date: _____	

The Board directs the Superintendent or designee to ensure that fiscal records related to federal grants are retained for a minimum of seven years from the obligation of funds. These records shall be available for inspection if required.

Procedures

IDLA shall maintain records that fully show the following:

1. The amount of funds under the grant or subgrant;
2. How IDLA uses those funds;
3. The total cost of each project;
4. The share of the total cost of each project provided from other sources;
5. Other records to facilitate an effective audit; and
6. Other records to show compliance with federal program requirements.

IDLA shall also maintain records of significant project experiences and results. These records and accounts shall be retained and made available for programmatic or financial audits.

Per State Department of Education record retention policy, IDLA shall maintain all fiscal and programmatic records relating to federal grants for a minimum of five years and one additional audit.

IDLA will destroy paper records only by shredding them. In the event of the disposal of computers or electronic equipment that may contain confidential student or personnel records, the School will ensure that hard drives are appropriately "wiped" clean of information before disposal.

IDLA shall retain records based on the schedule provided in policy.

Collection and Transmission of Records

IDLA shall maintain electronic records in IDLA's designated systems, and paper records shall be maintained in the IDLA office under the supervision of the Director of Operations or designee. The

Clerk will have authorized access as directed. Electronic and/or paper records shall be provided to awarding agencies to meet reporting requirements and to auditors and monitors, as appropriate and required. Records kept electronically may be electronically transmitted as allowed by 2 CFR 200.335.

Access to Records

IDLA shall provide the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other records of the organization that are pertinent to the Federal award, to make audits, examinations, excerpts, and transcripts, consistent with state and federal law. The right also includes timely and reasonable access to IDLA personnel for interviews and discussions related to such documents.

Privacy

Access to IDLA's designated systems, personnel files, the Student Management System, confidential student files, and Special Education IEP files shall be password protected in the case of electronically maintained records and kept in locked filing cabinets in the case of paper records. These records are maintained under the supervision of the Superintendent or designee and the Director of Operations or designee, who have exclusive access to paper files and passwords for electronic systems. The IDLA Clerk may also have access to these records. Employees shall be trained in the requirements of the Family Educational Rights and Privacy Act (FERPA). If a request for confidential and/or exempt information is received from a source that does not have clear authority under FERPA or other statutes, IDLA shall consult appropriate legal counsel before providing records.

Legal References	Description
2 CFR §§ 200.333-.337	Fixed Amount Subawards
2 CFR 200.335	Requests for Transfer of Records
34 CFR §§ 75.730-.731	Records Related to Grant Funds
34 CFR §§ 75.732	Records Related to Performance
34 CFR §§ 76.730-.731	State Administered Programs

Other References	Description
Idaho State Department of Education	IDEA Part B Funding Manual
Idaho Board of Education	Administration of Federal Grant Program Policy

Cross References

Code	Description
7400	Miscellaneous Procurement Standards
7400-P(1)	Miscellaneous Procurement Standards
7400-P(2)	Miscellaneous Procurement Standards
7400-P(3)	Miscellaneous Procurement Standards
7400-P(4)	Miscellaneous Procurement Standards
IDLA Policy 8605	Record Retention

Supplemental Report to the Board

August 5, 2025

Superintendent Simmons

Staffing

Our HR Team has been busy getting staffing in place this summer for the 25-26 school year. We have been able to fill three Elementary TA positions. We've also elevated one programmer to a Senior Software Engineer position and one of our course developers to a Lead Course Development Specialist position. These positions help bring additional leadership to these two teams to prepare us for growth over the next few years.

I am highlighting two additional positions below. Our Student Success Specialist, Mallory McGraw, has been moved from part-time to full-time. Brooke Claridge joined our team, filling an open Regional Support Specialist position in Region 4.

Student Success Specialist

Mallory McGraw - Transitioning from her part-time position as IDLA's Special Populations Mentor, Mallory's new role focuses on mentoring IDLA faculty to design and deliver accessibility within courses as well as facilitating targeted academic support to students who are struggling or disengaged. Mallory will work closely with teachers, local site coordinators, counselors, families, and the IDLA Accessibility Committee to ensure every learner, particularly those with special needs, has a clear path to success and course completion.

Regional Support Specialist - Reg 4
Brooke Claridge - Brooke is backfillling a vacancy from April, when Alison Foudy left for a position with the public library in Sun Valley. Brooke, in her role as a Regional Support Specialist, is there to serve as an IDLA part time teacher and/or principal as needed, and focus on supporting schools as they implement IDLA. Staff in RSS roles work closely to train, support and guide the IDLA Site Coordinators in schools, as well as attend various school functions to bring awareness to students, staff and parents about IDLA.

Culture
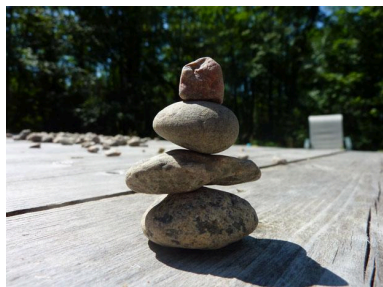
During the summer, we encourage staff to have a healthy work-life balance. We offer staff the opportunity to work 4 10-hour days during the summer, giving them an extra day each week they can add to their weekend. We also have many staff members taking vacation time throughout the summer to spend time with their families.

Summer is still a busy time at IDLA, though! We have completed moving into our new office facility this summer. Other projects that made significant progress this summer include launching a project committee to migrate to the Buzz LMS, finalizing team objectives for the 25-26 strategic plan, and completing half of our accreditation review. And all of this while facilitating **11,674** enrollments this summer!

I am grateful for the opportunities summer brings, when we can take time off and work at a different pace. I'm also thankful for our hard-working staff. We are ready to go for 25-26 and will rise to meet the needs of our schools!

Student Success

Summer Launchpad
Our Launchpad program has still been running strong this summer! Of our 6-week summer sections that have already wrapped up, **88%** of students who attended at least 85% of the course either **maintained or grew** in their ISIP tier ranking. Those numbers drop a little as student attendance drops, but overall, we have demonstrated that Launchpad is an effective program for offsetting summer slide!

We still have room in our fall Launchpad course sections for additional students. Please let us know if you have a need we can help address with our program!

News

Culinary Arts
Greyson Woolverton is the star of our latest student spotlight. Greyson lives in Winchester and has a dream of becoming a Michelin-starred chef. Through IDLA's Culinary Arts course, Greyson was able to start pursuing that dream right where he is at Highland High School!

I love Greyson's personality and passion. But I also love that he can pursue his dream because IDLA met him where he is. We were able to be his first step, and I look forward to dining at Greyson's Michelin-starred restaurant someday!

Events

ECC Camp
As part of our Everyone Can Create program, funded through our grant from Apple, IDLA hosts Everyone Can Create camp each summer at the McCall Outdoor Science School (MOSS). This unique opportunity is open to any student who completes the Middle School Everyone Can Create course during the previous year.

In Everyone Can Create, students learn how to use basic iPad applications to create, show what they have learned, and consider future careers. At the Everyone Can Create Camp, students are able to put their new skills in action while also participating in outdoor education. Students spend the week immersed in nature at Payette Lake, using

their iPads as a field journal to capture insights. Each student presents a Keynote presentation of what they learned at the end of the week.

We're grateful to Apple, and our grant partners, BSU and CWI, for this opportunity! We're also grateful for our partnership with U of I to provide this unique opportunity for students in Idaho.

IASA Conference (Aug 6-7)
I look forward to seeing many of you at the IASA Summer Conference! IDLA staff will be attending, and are involved with the following presentations:

Wed 8/6 1:30
410 A/B
"Continuing AI Discourse: Insights from Research and the Field"

Wed 8/6 3:15
440
"Death by Meeting"

Thurs 8/7 10:00
420 A/B
"Unleashing AI: Inside IDLA's Bold AI Moves & School AI Hacks You Can Start Tomorrow"

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Kim Caldroney <kim.caldroney@idla.org>

Fwd: A Time to KILL
1 message

Jeff Simmons <jeff.simmons@idla.org>   Thu, Jul 31, 2025 at 1:30 PM
To: Kim Caldroney <kim.caldroney@idla.org>

Kim, please include this in the board packet. We will address it during the DOGE item on the superintendent's update.

---------- Forwarded message ---------
From: **Brian Lenney** <brianlenney@substack.com>
Date: Tue, Jul 29, 2025 at 1:21 PM
Subject: A Time to KILL
To: <sonia@soniagalaviz.com>

Forwarded this email? Subscribe here for more

A Time to KILL

This program needs to go

BRIAN LENNEY - NAMPA'S SENATOR
JUL 29

❤   💬   ⬆️   🔄   READ IN APP ↗

Here's my LATEST submission to the Idaho DOGE portal...

RE: IDLA

The Idaho Digital Learning Alliance (IDLA) is an undefined "governmental entity" with little accountability or oversight, since its vague statute hasn't been updated since 2008.This lack of clarity lets IDLA run unchecked, jacking up costs and overstepping its role while choking private market innovation.

It's time to dissolve IDLA and let the private sector provide cheaper, clearer, and better online education solutions.

IDLA's fiscal mess is obvious...

It gets $430 per enrollment from the state, plus $75 per credit from schools, totaling over $500 per student per course (way more than private providers' rates of about $150 per enrollment). This skewed funding pushes districts to pick IDLA over cheaper, competitive options, wrecking market efficiency.

IDLA's budgeting isn't transparent, with enrollment projections off by thousands and no requirement to use cash reserves before begging for more state funds. Plus, districts and IDLA get paid for the same students, especially for in-school supplemental courses, costing taxpayers millions.

On the content side, IDLA's lack of accountability is worrying. Most of its courses, except AP or dual credit, don't have external quality checks, and incentives pay teachers for students scraping by with a 70% grade, no matter the actual learning. Since it's not a school, IDLA dodges laws like H377 (2021) and the most recent bill (S1198), possibly ignoring DEI rules. I brought this to light in September 2024 when a student in my district told me they were assigned an essay on "white privilege"... in an English class hosted by CWI!

White Privilege: Unpacking the Invisible Knapsack

by Peggy McIntosh

*"I was taught to see racism only in individual acts of meanness,
not in invisible systems conferring dominance on my group"*

DAILY EFFECTS OF WHITE PRIVILEGE

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.

2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.

3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.

4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.

5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.

6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.

7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.

8. I can be sure that my children will be given curricular materials that testify to the existence of their race.

9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.

10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.

11. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race.

12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.

13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.

14. I can arrange to protect my children most of the time from people who might not like them.

15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.

16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.

17. I can talk with my mouth full and not have people put this down to my color.

18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.

19. I can speak in public to a powerful male group without putting my race on trial.

20. I can do well in a challenging situation without being called a credit to my race.

21. I am never asked to speak for all the people of my racial group.

Peggy McIntosh is associate director of the Wellesley Collage Center for Research on Women. This essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988), by Peggy McIntosh; available for $4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181. The working paper contains a longer list of privileges. This excerpted essay is reprinted from the Winter 1990 issue of Independent School.

This was (is?) part of an IDLA English class for dual credit high schoolers

IDLA's board, mostly school district customers, doesn't have enough independent oversight which weakens accountability. Also troubling is how IDLA's operations mix public and private roles.Its roughly 80 employees get PERSI benefits like public school staff but aren't held to state salary schedules or standards.

Contract teachers, often full-time public school educators, earn $2625 to $5100 per course plus bonuses, sometimes during school hours, and

these payments aren't reported in salary averages.

Shockingly, IDLA even slaps "non-compete" and "non-solicitation" agreements on teachers, acting like a private company, not a state entity.The private market can do online education better.

Private providers offer courses at a fraction of IDLA's cost, with more flexibility and innovation.

Potential Solution:

By dissolving IDLA, Idaho can redirect funds to level the playing field, letting districts contract with private providers at competitive rates. This'd boost transparency, cut costs, and ensure quality through market competition, instead of propping up an unaccountable, outdated entity.

TLDR: Dissolve IDLA, amend funding statutes to support private providers, and let the market meet Idaho's online education needs with greater efficiency and accountability.

» Submit your idea to the Idaho DOGE portal here

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Idaho Digital Learning Alliance
P. O. Box 10017
Boise, ID 83707
208.342.0207
www.IdahoDigitalLearning.org

MEMORANDUM

DATE: August 5, 2025

TO: Mr. Jeff Simmons
         Board of Trustees

FROM: Brian D. Smith, CPA
         Director of Operations

RE: Sole Source Procurement – LMS Consolidation with Agilix Labs Inc.

Idaho Digital Learning Alliance seeks to consolidate to a single LMS, Agilix, so all students can access the AI capabilities we developed and deployed within that platform. This change would retire Schoology following a planned transition.

Because the AI functionality is built into Agilix and integrated with our operations, providing guardrails and functionality that uniquely prepare students for an AI-powered workforce. Compatibility is the paramount consideration for this procurement. Idaho Code §67-2808(2)(a)(ii) permits a sole source when "the compatibility of equipment, components, accessories, computer software, replacement parts, or service is the paramount consideration."

Based on the above, we request approval of a Sole Source declaration to contract with Agilix Labs Inc. as IDLA's single LMS and to proceed with transition planning.