

# IDLA Board of Directors

Working Session  
August 3, 2026

# The Role of a Board Member

## Jayson Lloyd, ISBA

# IDLA's Teacher Evaluation Model

Jeff Farden & Kristy Brinkerhoff

# Break

# Idaho Digital Learning Alliance

Meeting of the Board of Directors

Working Session

Boise Centre, 850 W. Front Street, Boise ID 83702

Room #200

Zoom: <https://idla.zoom.us/j/2083420207>

Meeting ID: 208 342 0207

August 3, 2026

5:00 p.m. Working Dinner / Jayson Lloyd, ISBA Presentation

6:30 p.m. Supervision Model - Jeff Farden & Kristy Brinkerhoff

|           |                 |
|-----------|-----------------|
| 7:00 p.m. | Adjourn / Break |
|-----------|-----------------|

|           |                  |
|-----------|------------------|
| 7:15 p.m. | Business Meeting |
|-----------|------------------|

# IDLA Board of Directors

August 3, 2026

# Idaho Digital Learning Alliance

Meeting of the Board of Directors  
9199 W. Black Eagle Drive, Boise ID 83709

Zoom: <https://idla.zoom.us/j/2083420207>

Meeting ID: 208 342 0207

August 3, 2026

*Monday, August 3, 2026*

*7:15 PM*

Board Members Present

- 

Board Members Absent

- 

Staff Members Present

- 

Others Present

- 

---

Call to Order, Introductions, and Welcome @ 7:15 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

#### ***IV. Action Items***

1. New Board Member Appointment, Citizen at Large Position - Mr. Thane Price
2. Oath of Office, Mr. Thane Price
3. Policies, 1st Reading
  - a. #5205 - Job Descriptions
  - b. #5210 - Work Day
  - c. #5230 - Accommodating Individuals with Disabilities
  - d. #5235 - Health Examinations
4. Policies, 2nd Reading
  - a. #5120 - Equal Employment Opportunity and Non-Discrimination
  - b. #5125 - Reporting New Employees
  - c. #5130 - Administrative Leave
  - d. #5200 - Applicability of Personnel Policies
5. Policies, Final Reading
  - a. #2320 - Health, Sex Education, and Human Sexuality
  - b. #5000 - Personnel Policies Guiding Principles
  - c. #5100 - Hiring Process and Criteria
  - d. #5100-P(1) - Hiring Process and Criteria -Procedures of Obtaining Personnel Records for Applicants
  - e. #5100-P(2) - Hiring Process and Criteria - Veteran's Preference
  - f. #5110 - Criminal History/Background Checks
6. Handbook Revision - Removal of Flex Rollover Language

#### ***V. Updates***

1. Board Member Updates- All
2. Superintendent Update - Mr. Jeff Simmons
  - a. Overview of LSO Report
  - b. Staff Survey Results
  - c. Admin Alt Auth
    - i. Callie Makiya
    - ii. Mallory McGraw
  - d. Semiconductor Course Funding

#### ***2026 - 2027 Board Meeting Dates***

- September 8, 2026, Virtual 10:00 AM MST
- October 13, 2026, Virtual 10:00 AM MST
- November 3, 2026, Face to Face, Boise, Noon MST
- January 12, 2027, Virtual 10:00 AM MST
- February 2, 2027, Face to Face, Boise, Noon MST
- April 13, 2027, Virtual 10:00 AM MST

- May 11, 2027, Virtual 10:00 AM MST
- June 8, 2027, Face to Face, Boise, Noon MST

# Public Comment

# 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.

# Consent Agenda

# Action Items

# New Board Member - Thane Price

# Policy - First Reading

- 5205 - [Job Descriptions](#)
  - Requires a write job description for all positions
  - Requires an annual performance review for each employee
- 5210 - [Work Day](#)
  - Establishes the working hours expected of salaried and hourly employees
  - Establishes the expectation that employees are available and performing their job-related duties during the work day
- 5230 - [Accommodating Individuals with Disabilities](#)
  - Requires IDLA to provide a reasonable opportunity for all disabled employees to participate in IDLA-sponsored activities, programs, and services
- 5235 - [Health Examinations](#)
  - Authorizes the Superintendent to require an employee to complete a physical or mental examination if their physical or mental state is impairing their duties or poses a risk to students or other employees

# Policy - Second Reading

- 5120 - [Equal Employment Opportunity and Non-Discrimination](#)
  - Compliance with equal employment opportunity law, including annual disclosure of this policy to all students and applicants
- 5125 - [Reporting New Employees](#)
  - \*Updated to reflect current process, which uses electronic reporting
  - Reporting of all new hires to the Department of Labor
- 5130 - [Administrative Leave](#)
  - Authority of the Superintendent to place an employee on administrative leave
- 5200 - [Applicability of Personnel Policies](#)
  - Application of all IDLA personnel policies to all employees

# Policy - Final Reading

- 2320 - [Health, Sex Education, and Human Sexuality](#)
  - Update: Definition of Human Sexuality included in the policy, as per S1448
- 5000 - [Personnel Policy Guiding Principles](#)
  - Overall Board policy on the principles guiding IDLA personnel policies
- 5100 - [Hiring Process and Criteria](#)
  - Guidelines for posting, recommending, and approving candidates for employment
- 5100-P(1) - [Hiring Process and Criteria - Procedures of Obtaining Personnel Records for Applicants](#)
  - \*Updated as per ISBA 2026 Policy Update 3 - **Requires candidates to disclose previous employers and past resignations, investigations, and disciplinary action**
  - Requirements for requesting and reviewing personnel files for potential IDLA employees
- 5100-P(2) - [Hiring Process and Criteria - Veteran's Preference](#)
  - When two candidates of equal qualifications and skills are considered for a position, IDLA will provide preference for veterans
- 5110 - [Criminal History/Background Checks](#)
  - Requirements for background checks for new employees, volunteers, and disclosures of criminal convictions by current employees

# Handbook Revision - Flex Rollovers

# Re-Enrollment (Rollover) in Flex Courses

## Re-Enrollment

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

*NOTE: Re-enrollment in any Flex class must occur within 4 months of the end date of the current course to be eligible to transfer grades for completed work. If students re-enroll after this period, they must start their class from the beginning.*

\*Recommendation of removing from handbooks, eliminating the option of transferring completed grades. Student can re-take on individual basis for regular course fee.

# Board Member Updates

# Superintendent Update

# LSO Report Overview

# LSO Report - Highlights

| FY26 metric                                                         | Amount         |
|---------------------------------------------------------------------|----------------|
| Total enrollments (classes taken)                                   | 56,695         |
| Unique students served                                              | 29,807         |
| Sections                                                            | 2,412          |
| Unique course IDs with FY26 enrollment activity                     | 326            |
| Unique course names with FY26 enrollment activity                   | 271            |
| LEAs / enrolling entities represented                               | 201            |
| Schools represented                                                 | 406            |
| Synchronous enrollments                                             | 2,090          |
| Asynchronous enrollments                                            | 54,605         |
| Graduation requirement enrollments                                  | 29,172         |
| Elective / non-graduation requirement enrollments                   | 27,523         |
| Overall pass rate                                                   | 92%            |
| Credit Recovery credits recovered                                   | 3,128          |
| Estimated Dual Credit tuition/fee savings for students and families | \$4,092,098.40 |
| FY26 revised budgeted expenses                                      | \$26,127,637   |
| FY26 pre-close actual expenses (July 15)                            | \$26,455,908   |
| Pre-close fund balance months (July 15)                             | 4.27           |

\* Elective = Course listed as an elective

# LSO Report - Highlights

| Item                   | FY26 revised | FY27 approved/proposed | Change         |
|------------------------|--------------|------------------------|----------------|
| Enrollments            | 56,695       | 43,500                 | -13,195        |
| State Appropriation    | \$25,229,275 | \$12,310,000           | (\$12,919,275) |
| Total Revenue          | \$27,893,875 | \$14,777,000           | (\$13,116,875) |
| Total Expenses         | \$26,127,637 | \$20,431,756           | (\$5,695,881)  |
| Difference             | \$1,766,238  | (\$5,654,756)          | (\$7,420,994)  |
| Ending Fund Balance    | \$9,767,227  | \$4,112,470            | (\$5,654,757)  |
| Fund Balance in Months | 4.49         | 2.42                   | -2.07          |

\*FY27 projected data included when possible to show impacts of H 940

# LSO Report - Highlights

| Course type                   | FY26 summer | FY27 summer | Change  | % change | FY26 rural share | FY27 rural share |
|-------------------------------|-------------|-------------|---------|----------|------------------|------------------|
| College Level - Dual Credit   | 1,443       | 663         | (780)   | -54.1%   | 42.4%            | 46.2%            |
| Drivers Ed                    | .883        | 0           | (883)   | -100.0%  | 78.9%            | n/a              |
| Elementary                    | 286         | 0           | (286)   | -100.0%  | 52.4%            | n/a              |
| High School Classes           | 5,776       | 5,509       | (267)   | -4.6%    | 32.8%            | 39.1%            |
| High School Credit Recovery   | 1,187       | 854         | (333)   | -28.1%   | 41.0%            | 47.2%            |
| High School Flexible Pace     | 1,660       | 1,303       | (357)   | -21.5%   | 46.4%            | 59.4%            |
| Middle School Classes         | 103         | 34          | (69)    | -67.0%   | 9.7%             | 8.8%             |
| Middle School Credit Recovery | 191         | 105         | (86)    | -45.0%   | 39.8%            | 31.4%            |
| Middle School Flexible Pace   | 145         | 140         | (5)     | -3.4%    | 40.0%            | 40.7%            |
| Total                         | 11,674      | 8,608       | (3,066) | -26.3%   | 40.7%            | 43.3%            |

\*Summer 2026 data included when possible to show immediate impact of H 940

# LSO Report - Highlights

| Category       | Employees  | FTE           | Gross pay           | Benefits/taxes     | Total employer cost | Share         |
|----------------|------------|---------------|---------------------|--------------------|---------------------|---------------|
| Administration | 68         | 36.86         | \$3,105,298         | \$856,673          | \$3,961,971         | 17.7%         |
| Classified     | 61         | 55.17         | \$3,534,754         | \$1,394,097        | \$4,928,851         | 22.1%         |
| Instructional  | 488        | 184.92        | \$11,907,186        | \$1,547,958        | \$13,455,144        | 60.2%         |
| <b>TOTAL</b>   | <b>617</b> | <b>276.94</b> | <b>\$18,547,238</b> | <b>\$3,798,728</b> | <b>\$22,345,966</b> | <b>100.0%</b> |

\*H 940 requires total admin cost of <30% of budget for personnel

# LSO Report - Highlights

| Assumption                                          | Amount   | Notes                                                                                                                                                   |
|-----------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Idaho's average teacher salary assumption           | \$62,786 | SDE statewide average teacher salary                                                                                                                    |
| Employer FICA/Medicare                              | \$4,803  | 7.65% of salary                                                                                                                                         |
| PERSI school employee employer contribution         | \$8,464  | 13.48% of salary                                                                                                                                        |
| Employer medical and dental insurance               | \$14,130 | FY2026 Office of Group Insurance full-time employer medical amount of \$1,148.76 per month plus employer dental amount of \$28.74 per month, annualized |
| Estimated full-time teacher cost per FTE            | \$90,183 | Salary plus employer FICA/Medicare, PERSI, and employer medical/dental; excludes other potential fixed costs                                            |
| <b>Cost avoidance calculation</b>                   |          | <b>Amount</b>                                                                                                                                           |
| PT online instructor FTE used for comparison        |          | 151.42                                                                                                                                                  |
| Actual PT online instructor gross pay               |          | \$10,002,800                                                                                                                                            |
| Actual PT online instructor employer benefits/taxes |          | \$765,216                                                                                                                                               |
| Actual PT online instructor total employer cost     |          | \$10,768,015                                                                                                                                            |
| Estimated full-time teacher cost for equivalent FTE |          | \$13,655,164                                                                                                                                            |
| Estimated personnel cost avoidance                  |          | \$2,887,149                                                                                                                                             |

# Staff Survey Results

# Admin Alt Auth

# Admin Alt Auth - 26-27

Callie Makiya

Mallory McGraw

# Semiconductor Course Funding

# Semiconductor Course Funding

6.1 Maximize resources through fiscal responsibility.



## **Semi-for-All Grant to pay 26-27 Student fees:**

- Chip Chip Hooray
- DC Intro to Electrical and Computer Engineering
- DC Intro to Materials Science and Engineering

*\$15,000+ in Student Fee  
Scholarships*

# Upcoming Board Meetings

- September 8, 2026, Virtual 10:00 AM MST
- October 13, 2026, Virtual 10:00 AM MST
- November 3, 2026, Face to Face, Boise, Noon MST
- January 12, 2027, Virtual 10:00 AM MST
- February 2, 2027, Face to Face, Boise, Noon MST
- April 13, 2027, Virtual 10:00 AM MST
- May 11, 2027, Virtual 10:00 AM MST
- June 8, 2027, Face to Face, Boise, Noon MST

# Idaho Digital Learning Alliance

Meeting of the Board of Directors  
9199 W. Black Eagle Drive, Boise ID 83709

Zoom: <https://idla.zoom.us/j/2083420207>

Meeting ID: 208 342 0207

June 16, 2026

*Tuesday, June 16, 2026 @ 2:15 PM*

## Board Members Present

- Mr. Norm Stewart , Mr. Brian Lee, Mr. Jeff Schutte, Mr. Matt Valadao , Mrs. Karla LaOrange, Mrs. Megan Sindt, Mrs. Michelle Clement Taylor , Mr. John Stiffler

## Board Members Absent

- 

## Staff Members Present

- Dr. Jeff Simmons, Mr. Ryan Gravette, Mr. Brian Smith, Mr. Jeff Farden, Ms. Kim Caldrony, Ms. Julie Patterson, Ms. Jolene Del Re, Mr. Monte Woolstenhulme

## Others Present

- 

---

Call to Order, Introductions, and Welcome @ 2:15 PM

## *I. Agenda*

The meeting began at 2:17 pm

A motion to approve the agenda was made by Mr. Matt Valadao and seconded by Mr. Jeff Schutte. The motion is unanimous.

## *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

A motion to approve the consent agenda was made by Mrs. Michelle Clement-Taylor and seconded by Mrs. Karla LaOrange. The motion is unanimous.

### *IV. Action Items*

1. Revised FY 2025 -2026 Budget

A motion was made by Mr. John Stiffler to approve the revised 2025-2026 budget and seconded by Mr. Matt Valadao . The motion was unanimously approved.

2. FY 2026-2027 Budget and Staffing

A motion was made by Mr. John Stiffler to approve the FY 2026-2027 budget and staffing as presented and seconded by Mr. Matt Valadao . The motion was unanimously approved.

3. 2026-27 Strategic Plan

A motion was made by Mr. Jeff Schutte to approve the 2026-2031 strategic plan as presented and seconded by Mr. Matt Valadao . The motion was unanimously approved.

4. 26-27 Handbooks

A motion was made by Mr. Matt Valadao to approve the 2026-2027 Handbooks as presented and seconded by Mrs. Michelle Clement-Taylor. The motion was unanimously approved.

5. Policies, 1st Reading

- a. #5120 - Equal Employment Opportunity and Non-Discrimination
- b. #5125 - Reporting New Employees
- c. #5130 - Administrative Leave
- d. #5200 - Applicability of Personnel Policies

A motion to approve the first reading of policies #5120, #5125, #5130, and # 5200 was made by Mrs. Karla LaOrange, and seconded by Mr. John Stiffler. The motion was unanimously approved.

6. Policies, 2nd Reading

- a. #2320 - Health, Sex Education, and Human Sexuality
- b. #5000 - Personnel Policies Guiding Principles
- c. #5100 - Hiring Process and Criteria
- d. #5100-P(1) - Hiring Process and Criteria -Procedures of Obtaining Personnel Records for Applicants
- e. #5100-P(2) - Hiring Process and Criteria - Veteran's Preference
- f. #5110 - Criminal History/Background Checks

A motion to approve the second readings of the following policies: #2320, #5000, #5100, #5100-P(1), #5100-P(2), and #5110 was made by Mr. Jeff Schutte and seconded by Mr. John Stiffler. The motion was unanimously approved.

7. 2026-2027 Board Meeting Dates

The following dates were presented for approval:

- August 3, 2026 - Face-to-toFace, Boise, 5 pm MST
- September 8, 2026 - Virtual, 10 am MST
- October 13, 2026 - Virtual, 10 am MST
- November 3, 2026 - Face-to-Face, Boise, Noon MST
- January 12, 2027 - Virtual, 10 am MST
- February 2, 2027 - Face-to-Face, Boise, Noon MST

- April 13, 2027 - Virtual, 10 am MST
- May 11, 2027 - Virtual, 10 am MST
- June 8, 2027 - Face-to-Face, Boise, Noon MST

A motion to approve the dates was made by Mr. John Stiffler and seconded by Mrs. Michelle Clement-Taylor. The motion was unanimously approved.

## *V. Updates*

### 1. Board Member Updates- All

The board members updated each other on various topics from within their regions, districts and industries.

### 2. Superintendent Update - Mr. Jeff Simmons

#### a. Recognition of Service - Mr. Ryan Gravette and Mr. Jeff Schutte

Dr. Simmons thanked the two gentlemen for their years of service and the valuable contributions they have made to IDLA and the Board of Directors.

#### b. New Board Member Candidate

Dr. Simmons updated the members of the board on the incoming member that will be put to vote joining our August 2026 meeting.

A motion to adjourn the meeting was made at 2:59 p.m. by Mr. Jeff Schutte, seconded by Mr. Matt Valadao. The motion is unanimous.

## *2026 - 2027 Board Meeting Dates*

- TBD

FY2526 EXPENDITURES FOR BOARD APPROVAL

[06/01/2026\\_06/30/2026](#)

|                                      |                                                      | Opening Bal<br>05/31/2026 | 06/01/2026<br>thru<br>06/30/2026 | FY2526<br>Ending      | FY2526<br>Approved Budget<br>(June 2026)<br>REVISED | FY2526<br>Remaining |
|--------------------------------------|------------------------------------------------------|---------------------------|----------------------------------|-----------------------|-----------------------------------------------------|---------------------|
| <b>SUPERVISION &amp; INSTRUCTION</b> |                                                      |                           |                                  |                       |                                                     |                     |
| 100.500.313.100.000                  | SUPERVISION & INSTRUCTION - FACULTY TRAINING         | \$5,705.60                | \$31,012.12                      | \$36,717.72           | \$40,000.00                                         | \$3,282.28          |
| 100.500.381.000.000                  | INSTRUCTION - STAFF TRAINING & TRAVEL                | \$18,966.79               | \$224.00                         | \$19,190.79           | \$20,000.00                                         | \$809.21            |
| 100.500.410.000.000                  | INSTRUCTION - SUPPLIES & MATERIALS                   | \$261.09                  | \$13.62                          | \$274.71              | \$1,500.00                                          | \$1,225.29          |
| 100.500.440.000.000                  | INSTRUCTION - TEXTBOOKS                              | \$67.00                   | \$0.00                           | \$67.00               | \$1,000.00                                          | \$933.00            |
| 100.640.312.000.000                  | SUPERVISION - CONTRACTED SERVICES                    | \$158,204.59              | \$13,805.07                      | \$172,009.66          | \$175,000.00                                        | \$2,990.34          |
| 100.640.381.000.000                  | SUPERVISION - STAFF TRAINING & TRAVEL                | \$10,380.53               | \$308.20                         | \$10,688.73           | \$20,000.00                                         | \$9,311.27          |
| 100.640.410.000.000                  | SUPERVISION - SUPPLIES & MATERIALS                   | \$146.85                  | \$0.00                           | \$146.85              | \$1,500.00                                          | \$1,353.15          |
| <b>TOTAL:</b>                        |                                                      | <b>\$193,732.45</b>       | <b>\$45,363.01</b>               | <b>\$239,095.46</b>   | <b>\$259,000.00</b>                                 | <b>\$19,904.54</b>  |
| <b>CURRICULUM PROGRAMS</b>           |                                                      |                           |                                  |                       |                                                     |                     |
| 100.510.312.000.000                  | CONTENT DEVELOPMENT SERVICES                         | \$69,023.50               | \$3,065.00                       | \$72,088.50           | \$58,000.00                                         | -\$14,088.50        |
| 100.510.381.000.000                  | CURRICULUM - STAFF TRAINING & TRAVEL                 | \$47,187.38               | \$217.00                         | \$47,404.38           | \$55,000.00                                         | \$7,595.62          |
| 100.510.410.000.000                  | CURRICULUM - SUPPLIES & MATERIALS                    | \$2,346.95                | \$23.99                          | \$2,370.94            | \$3,000.00                                          | \$629.06            |
| 100.510.440.000.000                  | CURRICULUM - EDUCATIONAL CONTENT LICENSING & SUPPORT | \$159,359.15              | \$688.80                         | \$160,047.95          | \$160,000.00                                        | -\$47.95            |
| <b>TOTAL:</b>                        |                                                      | <b>\$277,916.98</b>       | <b>\$3,994.79</b>                | <b>\$281,911.77</b>   | <b>\$276,000.00</b>                                 | <b>-\$5,911.77</b>  |
| <b>ELEMENTARY PROGRAMS</b>           |                                                      |                           |                                  |                       |                                                     |                     |
| 100.512.381.000.000                  | ELEMENTARY - STAFF TRAINING & TRAVEL                 | \$22,041.85               | \$1,017.03                       | \$23,058.88           | \$28,000.00                                         | \$4,941.12          |
| 100.512.410.000.000                  | ELEMENTARY - SUPPLIES & MATERIALS                    | \$2,366.21                | \$15.66                          | \$2,381.87            | \$2,500.00                                          | \$118.13            |
| 100.512.440.000.000                  | ELEMENTARY - CONTENT LICENSING & SUPPORT             | \$35,340.00               | \$0.00                           | \$35,340.00           | \$35,340.00                                         | \$0.00              |
| 100.512.555.000.000                  | ELEMENTARY - TECHNOLOGY HARDWARE                     | \$239.85                  | \$0.00                           | \$239.85              | \$0.00                                              | -\$239.85           |
| <b>TOTAL:</b>                        |                                                      | <b>\$59,987.91</b>        | <b>\$1,032.69</b>                | <b>\$61,020.60</b>    | <b>\$65,840.00</b>                                  | <b>\$4,819.40</b>   |
| <b>DISTRICT PROGRAMS</b>             |                                                      |                           |                                  |                       |                                                     |                     |
| 100.600.312.000.000                  | DISTRICT COORDINATION & IMPLEMENTATION               | \$39,997.78               | \$0.00                           | \$39,997.78           | \$35,000.00                                         | -\$4,997.78         |
| 100.600.381.000.000                  | DISTRICT PROGRAMS - STAFF TRAINING & TRAVEL          | \$96,372.06               | \$3,573.17                       | \$99,945.23           | \$100,000.00                                        | \$54.77             |
| 100.600.410.000.000                  | DISTRICT PROGRAMS - SUPPLIES & MATERIALS             | \$2,236.77                | \$831.92                         | \$3,068.69            | \$3,000.00                                          | -\$68.69            |
| <b>TOTAL:</b>                        |                                                      | <b>\$138,606.61</b>       | <b>\$4,405.09</b>                | <b>\$143,011.70</b>   | <b>\$138,000.00</b>                                 | <b>-\$5,011.70</b>  |
| <b>INFORMATION AND TECHNOLOGY</b>    |                                                      |                           |                                  |                       |                                                     |                     |
| 100.623.312.100.000                  | CONTRACTED SERVICES - PROGRAMMING                    | \$791,555.42              | \$106,860.69                     | \$898,416.11          | \$989,140.00                                        | \$90,723.89         |
| 100.623.312.200.000                  | CONTRACTED SERVICES - GENERAL                        | \$306,854.93              | \$95,770.89                      | \$402,625.82          | \$295,000.00                                        | -\$107,625.82       |
| 100.623.350.000.000                  | ORGANIZATIONAL COMMUNICATION                         | \$199,664.03              | \$80,046.94                      | \$279,710.97          | \$250,400.00                                        | -\$29,310.97        |
| 100.623.381.000.000                  | TECHNOLOGY - STAFF TRAINING & TRAVEL                 | \$34,088.52               | \$1,978.22                       | \$36,066.74           | \$40,000.00                                         | \$3,933.26          |
| 100.623.410.000.000                  | TECHNOLOGY - SUPPLIES & MATERIALS                    | \$3,574.68                | \$529.28                         | \$4,103.96            | \$8,000.00                                          | \$3,896.04          |
| 100.623.460.100.000                  | TECHNOLOGY - SOFTWARE                                | \$286,922.69              | \$3,069.41                       | \$289,992.10          | \$315,000.00                                        | \$25,007.90         |
| 100.623.460.200.000                  | TECHNOLOGY - LMS & SUPPORT                           | \$380,698.24              | \$116,500.00                     | \$497,198.24          | \$405,000.00                                        | -\$92,198.24        |
| 100.623.555.000.000                  | TECHNOLOGY - HARDWARE                                | \$62,211.90               | \$6,959.76                       | \$69,171.66           | \$150,000.00                                        | \$80,828.34         |
| 100.623.556.000.000                  | TECHNOLOGY - SECURITY                                | \$86,945.12               | \$0.00                           | \$86,945.12           | \$90,000.00                                         | \$3,054.88          |
| 100.623.557.000.000                  | TECHNOLOGY - INFRASTRUCTURE                          | \$319,145.75              | \$29,892.31                      | \$349,038.06          | \$434,000.00                                        | \$84,961.94         |
| <b>TOTAL:</b>                        |                                                      | <b>\$2,471,661.28</b>     | <b>\$441,607.50</b>              | <b>\$2,913,268.78</b> | <b>\$2,976,540.00</b>                               | <b>\$63,271.22</b>  |
| <b>BUSINESS OPERATIONS</b>           |                                                      |                           |                                  |                       |                                                     |                     |
| 100.651.312.000.000                  | OPERATIONS - CONTRACTED PROFESSIONAL SERVICES        | \$47,824.11               | \$15,440.00                      | \$63,264.11           | \$60,000.00                                         | -\$3,264.11         |
| 100.651.315.000.000                  | OPERATIONS - STAFF EDUCATIONAL PROGRAM               | \$26,241.92               | \$0.00                           | \$26,241.92           | \$30,000.00                                         | \$3,758.08          |
| 100.651.321.000.000                  | OPERATIONS - FACILITY & OCCUPANCY                    | \$142,784.34              | \$1,919.58                       | \$144,703.92          | \$145,000.00                                        | \$296.08            |
| 100.651.335.000.000                  | OPERATIONS - LIABILITY INSURANCE                     | \$4,936.69                | \$0.00                           | \$4,936.69            | \$15,000.00                                         | \$10,063.31         |
| 100.651.350.000.000                  | DISTRICT SERVICES AND COMMUNICATION                  | \$40,179.52               | \$457.71                         | \$40,637.23           | \$55,000.00                                         | \$14,362.77         |
| 100.651.355.000.000                  | OPERATIONS - STAFFING EXPENDITURES                   | \$29,747.86               | \$0.00                           | \$29,747.86           | \$30,000.00                                         | \$252.14            |
| 100.651.381.000.000                  | OPERATIONS - STAFF TRAINING & TRAVEL                 | \$43,653.02               | \$694.21                         | \$44,347.23           | \$48,000.00                                         | \$3,652.77          |
| 100.651.382.000.000                  | BOARD OF DIRECTORS - TRAINING AND TRAVEL             | \$5,172.29                | \$377.16                         | \$5,549.45            | \$12,000.00                                         | \$6,450.55          |
| 100.651.410.000.000                  | OPERATIONS - OFFICE SUPPLIES AND MATERIALS           | \$46,171.45               | \$5,408.08                       | \$51,579.53           | \$40,000.00                                         | -\$11,579.53        |
| <b>TOTAL:</b>                        |                                                      | <b>\$386,711.20</b>       | <b>\$24,296.74</b>               | <b>\$411,007.94</b>   | <b>\$435,000.00</b>                                 | <b>\$23,992.06</b>  |



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IDLA.org](http://www.IDLA.org)

Board of Directors  
August 3, 2026

Recommendations for Hire:

| Name           | Full-Time /Part-Time | Position                             | Hire Date     |
|----------------|----------------------|--------------------------------------|---------------|
| Cassie Ashdown | PT                   | Unpaid Intern - Instructor/Principal | July 15, 2026 |

Resignations/Terminations/Non-Contract Renewals:

| Name             | Full-Time /Part-Time | Position                    | Years of Service | Last Day      |
|------------------|----------------------|-----------------------------|------------------|---------------|
| Jemayla Heath    | FT                   | Regional Support Specialist | 3                | June 15, 2026 |
| Kate Bauer       | PT                   | Elementary Teacher          | 1                | June 1, 2026  |
| Erin Brittain    | PT                   | Elementary Teacher          | 2                | June 1, 2026  |
| Michele Brown    | PT                   | Elementary Teacher          | 1                | June 1, 2026  |
| Becky Brown      | PT                   | Elementary Teacher          | 1                | June 1, 2026  |
| Marne Curtis     | PT                   | Elementary Teacher          | 2                | June 1, 2026  |
| Rebecca Dennis   | PT                   | Elementary Teacher          | 2                | June 1, 2026  |
| Cara Mia Dorrian | PT                   | Elementary Teacher          | 1                | June 1, 2026  |
| Dani Fuild       | PT                   | Elementary Teacher          | 5                | June 1, 2026  |
| Patricia Harris  | PT                   | Elementary Teacher          | 1                | June 1, 2026  |
| Jenny Jackson    | PT                   | Elementary Teacher          | 2                | June 1, 2026  |
| Julie Kirk       | PT                   | Elementary Teacher          | 2                | June 1, 2026  |
| Kim Loya         | PT                   | Elementary Teacher          | 2                | June 1, 2026  |
| Autney Lucore    | PT                   | Elementary Teacher          | 2                | June 1, 2026  |



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IDLA.org](http://www.IDLA.org)

---

|                   |    |                        |     |               |
|-------------------|----|------------------------|-----|---------------|
| Jennifer McNeil   | PT | Elementary Teacher     | 2   | June 1, 2026  |
| Jillian Molina    | PT | Elementary Teacher     | 2   | June 1, 2026  |
| Sonya Pixton      | PT | Elementary Teacher     | 1   | June 1, 2026  |
| Kathy Potter      | PT | Elementary Teacher     | 2   | June 1, 2026  |
| Kim Schumacher    | PT | Elementary Teacher     | 2   | June 1, 2026  |
| Whitney Smith     | PT | Elementary Teacher     | 4.5 | June 1, 2026  |
| Shelly Edmunson   | PT | Online Instructor      | 6   | June 30, 2026 |
| Kristen Kent      | PT | Online Instructor      | 4   | June 30, 2026 |
| Melinda Hatten    | PT | Online Instructor      | 14  | June 30, 2026 |
| Emily Muro        | PT | Online Instructor      | 1   | June 30, 2026 |
| Barbara McMurtrey | PT | Online Instructor      | 10  | June 30, 2026 |
| Lee Wallace       | PT | Online Instructor      | 12  | June 30, 2026 |
| Terri Sorensen    | PT | Online Principal       | 15  | June 30, 2026 |
| Corey Telford     | PT | Online Principal       | 17  | June 30, 2026 |
| Heather McKenna   | PT | Online Principal       | 3   | June 30, 2026 |
| Sheri Holthaus    | FT | Online Instructor      | 6   | June 30, 2026 |
| Ryan Gravette     | FT | Director of Technology | 21  | June 30, 2026 |
| Heather McKenna   | PT | Online Principal       | 3   | June 30, 2026 |
| Michael Garrett   | PT | Online Principal       | 2   | May 18, 2026  |
| Danielle Stoddard | PT | Online Instructor      | 1   | July 10, 2026 |
| Drew Judson       | PT | Online Instructor      | 5.5 | July 9, 2026  |
| Gia Paul          | FT | Elementary TA          | 6   | July 10, 2026 |

## Thane Price Bio

**Thane Price** leads the Data Platform and Design Team at the Idaho National Laboratory, driving data modernization and enterprise technology strategy. He previously served as Vice President of Technology at Healthwise, where he oversaw product engineering, digital platforms, and organizational transformation.

Thane holds a Master's degree in Information Systems from the University of Phoenix and a Bachelor's degree in Business Information Systems from Utah State University. His expertise spans technology leadership, data strategy, product delivery, and building high-performing teams. Throughout his career, he has focused on delivering reliable technology, high-quality data for decision-making, and scalable business systems.

He serves on the Idaho Technology Council Board of Trustees, contributing to statewide efforts to grow Idaho's digital talent and innovation ecosystem. His past public service includes roles on the Lona City Council and the Board of Directors for the Targhee Regional Public Transportation Authority.

Raised on a dairy farm in Bear Lake County, Thane learned early the value of hard work and community. He and his wife live in Meridian and enjoy time with their three daughters and their families.

**Oath of Trustee**

Section 33-501 Idaho Code

**TRUSTEE'S OATH OF OFFICE  
(JT.) SCHOOL DISTRICT NO. \_\_\_\_**

STATE OF IDAHO            )  
                                          ) ss  
County of \_\_\_\_\_ )

I do swear (or affirm) that I support the Constitution of the United States, the Constitution and the laws of the State of Idaho and that I will faithfully discharge all the duties of the office of Trustee of (Jt.) School District No. 771 in Ada County(ies), State of Idaho, according to the best of my ability.

\_\_\_\_\_  
Trustee's Signature

\_\_\_\_\_  
Trustee

SEAL

In witness whereof I have here unto set my hand and affixed the seal of said district this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Clerk

or

\_\_\_\_\_  
Trustee of (Jt.) School Dist. No. \_\_\_\_\_



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5205: Job Descriptions****Status: PROPOSED****Original Adopted Date:** \_\_\_\_\_**Last Reviewed Date:** \_\_\_\_\_

There shall be written job descriptions for all positions and all IDLA employees. The job description will describe the essential characteristics, requirements, and general duties of the job or position. All personnel shall be subject to the requirements delineated in the job descriptions to effectively contribute to IDLA's goals and purposes. The descriptions shall not be interpreted as complete or limiting definitions of any job, and employees shall continue, as in the past, to perform duties assigned by the Board, supervisors, or other administrative authority. Once each year or as provided by Idaho Code, the supervisors of all employees shall confer with each person under their supervision to evaluate the individual's work.

The evaluation shall be documented using the organization's classified or certified personnel evaluation form. No evaluation should be signed until it has been fully discussed by both the employee and the supervisor. One signed copy will be given to the employee, and one to the Superintendent to be maintained in the employee's personnel file in accordance with Idaho Code § 33-518.

---

**Legal References****Description**

IC § 33-514

Issuance of Annual Contracts – Supports Programs –  
Categories of Contracts – Optional Placement

IC § 33-515

Issuance of Renewable Contracts

IC § 33-517

Non-Certificated Personnel

**Cross References****Code****Description**

5500

Personnel Records

5500-P(1)

Personnel Records - Procedures for Releasing  
Personnel Records to Hiring Sch

5820

Evaluation of Non-Certificated Staff



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5210: Work Day****Status: PROPOSED****Original Adopted Date:** \_\_\_\_\_**Last Reviewed Date:** \_\_\_\_\_

For the purposes of this policy, the workday for employees is defined as the time during which an employee is expected to be available via email, phone, or chat to perform their job-related duties as assigned, which may vary by position. The Board and administration recognize that certificated teaching professionals may elect to engage in work-related activities outside of the workday as defined for purposes of this policy; however, this excess time is not considered part of the workday for the purposes of this policy.

Workday for employees is defined as the scheduled work time for each individual employee and may be dependent on the position and job duties as assigned. Work outside this time frame is neither expected nor required and requires approval from the employee's direct supervisor.

A workday for a salaried employee shall be 8 hours for a full-time employee. The workday excludes lunch and breaks but includes designated preparation time and assigned duties.

Other conditions regarding workdays, preparation periods, lunches, etc., are found in the employee handbook approved by the Board of Directors. Such handbooks may change from time to time, and the Board will approve a new handbook for each school year. Conditions identified in the handbook and policy may be supplanted or superseded by the individual employee's contract and/or position-specific state and federal regulations, including, but not necessarily limited to the Fair Labor Standards Act.

#### Length of Work Day - Classified

The length of an hourly employee's workday is governed by the number of hours the employee is assigned. A "full-time" employee shall be considered an eight-hour-per-day, 40-hour-per-week employee. The workday is exclusive of lunch but inclusive of breaks, unless specifically provided for by the individual contract and/or as otherwise required by state or federal law. The supervisor will establish the schedule.

---

**Legal References**

29 CFR 516

29 USC § 201 et seq

**Cross References****Code**

5810

**Description**

Records to be Kept by Employers

**Description**

Compensatory Time and Overtime/Classified Employees



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5230: Accommodating Individuals with Disabilities**

**Status:** PROPOSED

**Original Adopted Date:** \_\_\_\_\_

**Last Reviewed Date:** \_\_\_\_\_

Individuals with disabilities shall be provided the opportunity to participate in all IDLA-sponsored services, programs, and activities equally to individuals without disabilities. They will not be subject to illegal discrimination. IDLA will facilitate the provision of accommodations and services in accordance with state and federal law to afford individuals with disabilities equal opportunity to participate in IDLA-sponsored services, programs, or activities.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and usable by, individuals with disabilities in accordance with the applicable federal accessibility guidelines.

The Superintendent is designated as the Americans with Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee IDLA's compliance efforts, recommend necessary modifications to the Board, and maintain IDLA's final Title II self-evaluation document and keep it available for public inspection; and
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or designee if they have a disability requiring special assistance or services, and, if so, specify the services needed. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

---

**Legal References**

28 CFR Part 35

**Description**

Nondiscrimination on the Basis of Disability in State and Local Government Services Implementing the ADA)

42 USC §§ 12111, et seq. &  
12131, et seq.

The Americans with Disabilities Act of 1990

#### Cross References

Code

Description

5250

Certificated Staff Grievances

---

**Policy 5235: Health Examinations**  
**Original Adopted Date:** \_\_\_\_\_  
**Last Reviewed Date:** \_\_\_\_\_**Status:** PROPOSED

To protect the morals, health, and safety of our students and personnel, IDLA reserves the right to remove individuals whose presence is detrimental to the safety of the learning environment for students and personnel.

If the Superintendent or designee has reasonable and articulable grounds to believe that any staff member is suffering from a physical or mental illness and that such illness:

1. Prevents or impairs the ability of the staff member to perform their duties; or
2. Poses a risk and/or is detrimental to students' health, welfare, or safety; or
3. Poses a risk and/or harms other employees' health, welfare, or safety; or
4. Falls within the requirements of Section 33-1202(3), Idaho Code, for certificate holders to be free from contagious diseases that may pose a health or safety risk to students or other personnel;

the Superintendent or designee may require the staff member to secure a physical or mental examination and obtain a written medical certificate clearing the staff member for work to be submitted to the Superintendent. The Superintendent may place such a staff member on leave, in accordance with IDLA and state statutory leave requirements, and/or any other applicable contractual terms, until the examination and clearance to return to work have been obtained. Should such a request be made:

1. The requested examination shall be at the cost of IDLA;
  2. The information obtained by IDLA as a result of the examination shall remain confidential and disclosed only to staff members in a position to require knowledge; and
  3. The staff member shall not suffer any loss of compensation during the period of absence associated with the requested examination.
-

**Legal References****Description**

IC § 33-1202

Teachers - Eligibility for Certificate

IC § 33-512

District Trustees - Governance of Schools



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5120: Equal Employment Opportunity and  
Non-Discrimination**

**Status: PROPOSED**

**Original Adopted Date:** \_\_\_\_\_

**Last Reviewed Date:** \_\_\_\_\_

IDLA shall provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, sex, gender identity and expression, sexual orientation, age, ancestry, marital status, military status, citizenship status, pregnancy, use of lawful products while not at work, physical or mental handicap or disability if otherwise able to perform the essential functions of the job with reasonable accommodations, and other legally protected categories.

IDLA will make reasonable accommodation for an individual with a disability known to the organization, if the individual is otherwise qualified for the position, unless the accommodation would impose an undue hardship upon IDLA.

Inquiries regarding discrimination should be directed to the Superintendent or designee. Specific written complaints should follow the Uniform Grievance Procedure, or Title IX Complaint Procedure when applicable.

In compliance with federal regulations, IDLA will annually notify all students and applicants of this policy and the designated coordinator to whom inquiries should be directed. The notification should include the coordinator's name and location.

---

**Legal References****Description**

|                            |                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------|
| 20 USC §§ 1681 - 1682      | Title IX of the Education Amendments of 1972                                                                     |
| 9 CFR § 1604.10            | Pregnancy Discrimination Act Employment Policies Relating to Pregnancy and Childbirth                            |
| 29 CFR Part 1601           | Implementing Title VII of the Civil Rights Act                                                                   |
| 29 USC § 206(d)            | Equal Pay Act of 1963 -Prohibition of Sex Discrimination                                                         |
| 29 USC §§ 621-34           | Age Discrimination in Employment Act                                                                             |
| 29 USC §§ 791, et seq.     | Rehabilitation Act of 1973                                                                                       |
| 34 CFR Part 106            | Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance |
| 42 USC §§ 12101, et seq.   | Title I of the Americans with Disabilities Act of 1990                                                           |
| 42 USC §§ 2000(e), et seq. | Title VII of the Civil Rights Act of 1964 (Equal Opportunity Employment)                                         |
| 8 USC §§ 1324(a), et seq.  | Immigration Reform and Control Act                                                                               |
| IC § 67-5909               | Commission on Human Rights - Acts Prohibited                                                                     |
| US Supreme Court Decision  | Boystock v. Clayton County Georgia                                                                               |
| C § 33-5504                | Duties of the Academy Board of Directors                                                                         |

**Cross Reference****Code****Description**

|           |                                                                                         |
|-----------|-----------------------------------------------------------------------------------------|
| 4175      | Required Annual Notices                                                                 |
| 5100      | Hiring Process and Criteria                                                             |
| 5100-P(1) | Hiring Process and Criteria - Procedures for Obtaining Personnel Records for Applicants |

**Legal References****Description**

20 USC §§ 1681 - 1682

Title IX of the Education Amendments of 1972

9 CFR § 1604.10

Pregnancy Discrimination Act Employment Policies  
Relating to Pregnancy and Childbirth

29 CFR Part 1601

Implementing Title VII of the Civil Rights Act

29 USC § 206(d)

Equal Pay Act of 1963 -Prohibition of Sex  
Discrimination

5100-P(2)

Hiring Process and Criteria - Veteran's Preference

5250

Certificated Staff Grievances



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5125: Reporting New Employees****Status: PROPOSED****Original Adopted Date:** \_\_\_\_\_**Last Reviewed Date:** \_\_\_\_\_

The Idaho Legislature has established an automated State directory of new hires to be administered by the Idaho Department of Labor (hereinafter "Department"). The State directory of new hires provides a means for employers to assist in the State's efforts to prevent fraud in the welfare, workers' compensation, and unemployment insurance programs; to locate individuals to establish paternity; to locate absent parents who owe child support; and to collect support from those parents by reporting information concerning newly hired and rehired employees directly to a centralized State database.

IDLA will report the hire or rehire of employees to the Idaho Department of Labor in accordance with Idaho law and Department reporting requirements.

For each newly hired employee and any rehired employee required to be reported under Idaho law, IDLA will submit the required information to the Idaho Department of Labor within the timeframe prescribed by law.

The information reported shall include, at a minimum:

1. The employee's full name, address, Social Security number, and date of hire or rehire;
2. IDLA's legal name, address, and federal employer identification number (FEIN);
3. Any additional information required by the Idaho Department of Labor.

Reports may be submitted electronically through the Idaho Department of Labor's designated reporting system or by any other reporting method authorized by the Department.

The Superintendent or designee shall establish procedures to ensure timely reporting of all newly hired and rehired employees and retention of documentation evidencing compliance with applicable reporting requirements.

IDLA is not liable to the employee for the disclosure or subsequent use of the information by the Department or other agencies to which the Department transmits the information.

---

**Legal References**

IC § 72-1601 et seq.

**Description**

State Director of New Hires



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5130: Administrative Leave**  
**Original Adopted Date:** \_\_\_\_\_  
**Last Reviewed Date:** \_\_\_\_\_

**Status:** PROPOSED

The Board hereby delegates to the Superintendent and any designee of the Superintendent the Board's authority to place a certificated employee on paid administrative leave or suspension if the Superintendent or designee believes such action is in IDLA's best interest.

Should this authority be exercised and any certificated employee placed onto a period of paid administrative leave or suspension, this action shall be presented to the Board within 21 days of taking such action, whether at the next regularly scheduled Board meeting or a special meeting.

When the Board is presented with the action, they shall either ratify or nullify the act of placing the certificated employee on paid leave or suspension period. The Board may continue the period of administrative leave or suspension at the time the Board takes action.

---

Legal References  
IC § 33-513

Description  
Professional Personnel



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5200: Applicability of Personnel Policies    Status: PROPOSED**

**Original Adopted Date:** \_\_\_\_\_

**Last Reviewed Date:** \_\_\_\_\_

Except where expressly provided to the contrary by law, written employment agreement, Board action, or specific policy provision, IDLA personnel policies apply uniformly to IDLA employees.

IDLA's personnel policies are intended to guide the administration and management of employment matters. The policy manual does not create or imply a contract of employment, a promise of continued employment, or any property right or employment privilege.

Unless otherwise provided by law, written employment agreement, Board action, or specific policy provision, IDLA employees are employed at will. IDLA retains all rights available to it as an employer, including, but not limited to, the right to modify employment terms, assign duties, change compensation prospectively, and end the employment relationship at any time, with or without cause, consistent with applicable law.

---

**Legal References**

778 P.2d 744 (Idaho 1989)

**Description**

Metcalf v. Intermountain Gas Co.

**Board Policy 2320: Health, Sex Education, and  
Human Sexuality****Status:** ADOPTED**Original Adopted Date:** October 14, 2025**Last Reviewed Date:**Human Sexuality

IDLA will only provide instruction on human sexuality when required by state standards or partnering college/university requirements, and any applicable policies of the student's home school district, which IDLA may deem controlling. The term "human sexuality" shall mean the following, as required by state law: "Human sexuality" means sexual conduct, sexual pleasure, sexual intimacy, sexual abuse, sexual violence, eroticism, pornography, deviant sexual behavior, sexual attraction, sexual orientation, or any form of sexual identity, gender identity, gender ideology, or gender conversion.

IDLA will strive to ensure that instruction in any of these topics shall be age and developmentally appropriate. Classroom instruction that does not meet this criteria is prohibited. Before providing instruction on any of these topics, IDLA shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to notify their teacher that they allow their student to participate in the content included in the notice. Alternative educational activities or other course options shall be provided for students whose parents have chosen not to have their student participate in the content.

If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent may address their complaint as described in Procedure 2320.

Sex Education

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, shall be included in the instructional program as appropriate to the grade level and course of study, and in consideration of all relevant state standards, applicable district policies, and guidance from the Idaho Department of Education and Idaho Board of Education.

The Board directs that sex education instruction shall include instruction on abstinence. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education, including STIs, birth control, adoption, and general human sexuality. In all cases, instruction shall consist only of known facts, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 5 through 12 shall be accompanied by a viewing of a video that meets the requirements of state law.

Before a student can view such a video, their parent/guardian must be given notice as outlined in this policy, be provided with the opportunity to review the video, and choose for their child not to participate in this curriculum.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

### Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The Superintendent or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention, education, treatment, rehabilitation, and legal consequences of alcohol, tobacco, and drug use.

---

| Legal References      | Description                                                                                       |
|-----------------------|---------------------------------------------------------------------------------------------------|
| IC § 18-8707          | Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula |
| IC § 33-1605          | Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics               |
| IC § 33-1608, et seq. | Family Life and Sex Education – Legislative Policy                                                |
| IC § 33-1609          | Courses of Instruction                                                                            |

|                       |                                                                 |
|-----------------------|-----------------------------------------------------------------|
| IC § 33-1611A         | Requiring Permission for Instruction Addressing Human Sexuality |
| IC § 33-1637          | Human Growth and Development Instruction in Public Schools      |
| IC § 33-342           | Adoption Education                                              |
| IC § 33-6001          | Parental Rights                                                 |
| IC § 39-8201 et. seq. | Idaho Safe Haven Act                                            |
| IDAPA 08.02.03.160    | Safe Environment and Discipline                                 |

### **Cross References**

#### **Code**

2340

#### **Description**

Controversial Issues



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5000: Personnel Policy Guiding Principles****Status: PROPOSED****Original Adopted Date:** \_\_\_\_\_**Last Reviewed Date:** \_\_\_\_\_

The Board adopts policies on IDLA personnel. In doing so, the Board prioritizes the following principles, aims, and values:

1. IDLA functions most efficiently and successfully when highly qualified individuals are employed as staff;
  2. Opportunities for targeted, job-specific staff development should be provided with deference to administrative recommendations;
  3. Supervision is a necessary, ongoing function of IDLA's leadership;
  4. Staff evaluation plays a vital role in achieving IDLA's goals;
  5. The Board seeks to promote an efficient and positive climate so that students can work toward their greatest potential and the state will be proud of its investment;
  6. IDLA will strive to recruit and train excellent staff;
  7. Professional ethics are of the utmost importance to IDLA; and
  8. IDLA benefits from having staff with varied skills, backgrounds, and experiences, as well as from mutual support.
  9. IDLA will seek to recruit employees who believe in the importance of online learning and strive to improve public education in Idaho.
  10. IDLA employees will help to cultivate an environment where students feel safe, valued, and ready to learn and excel.
  11. IDLA seeks to cultivate a culture of mutual respect, cooperation, and excellence among its employees.
  12. IDLA will strive to perform the above principles, aims, and values consistent with Idaho Code § 33-5502.
-



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

---

**Policy 5100: Hiring Process and Criteria****Status: PROPOSED****Original Adopted Date:** \_\_\_\_\_**Last Reviewed Date:** \_\_\_\_\_

The Board of Directors is responsible for hiring all employees. The Board delegates hiring and recruitment responsibilities to the Superintendent as its designee, but retains the authority to make final decisions regarding personnel. The Superintendent may involve various administrative and teaching staff as may be needed in recruiting potential personnel. All personnel selected for employment must be recommended by the Superintendent or designee and approved by the Board. All personnel selected for employment must also go through the applicable screening process outlined in Idaho Code § 33-1210.

To aid in obtaining quality staff members, the following non-exhaustive list of factors will be considered, along with any other factors relevant to the position: qualifications, training, experience, personality, character, and the ability to relate well to students. The welfare of the students of IDLA will be a paramount consideration in selecting faculty and staff.

All applicants applying for a certificated position who are pursuing an alternate route to certification shall be considered on a case-by-case basis. They must hold, or be able to demonstrate the ability to hold, any state certification required for the position, and demonstrate that they meet the alternate route requirements.

Except where otherwise specified, this policy applies to the hiring of all certificated and classified staff members. This policy shall be made available to any IDLA employee or person seeking employment with IDLA.

**Guidelines**

1. There will be no discrimination in the hiring process. See Policy 5120.
2. If the vacant position is that of the Superintendent, the hiring process and the review of all applicants are the responsibility of the Board of Directors.

3. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for certification as described below and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to IDLA all information relating to job performance or job related conduct, and making available to IDLA copies of all documents in the applicant's previous personnel files, investigative, or other files. Such a statement will also release the applicant's current and past employers from any liability for providing such information and documentation. Applicants who do not sign the statement shall not be considered for employment. IDLA will consider information received from current and past employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied. No IDLA employees shall disclose this information to anyone other than the applicant, who is not directly involved in the process of evaluating the applicants' qualifications for employment. Applicants shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with IDLA's request. *See Idaho Code § 33-1020.*
4. As required by Idaho Code § 65-505, IDLA will give preference to veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction-in-force. *See Policy 5100-P(2).*
5. As required by Idaho Code §§ 33-130 and 33-512(16), IDLA will conduct criminal history checks for applicable positions. *See Policy 5110.*
6. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

The employment of any certified staff member is not official until the contract is approved by the Board.

To assist administrators in complying with the above policy for the hiring of staff, the following guidelines shall be utilized when hiring staff:

#### Notice of Vacancies

All vacancies will be posted after the Board has approved a written resignation from an IDLA employee (or pending Board approval), a termination or non-renewal has occurred, a release from contract has been granted, a new position has been created within the organization, or a

vacancy has otherwise occurred. When that official resignation has been received, or a position is otherwise available, the Superintendent or designee will post notices on the IDLA website, email them to staff, and use other recruitment channels. If a termination or release from contract requires Board approval to be final, the Superintendent or designee may post the vacancy pending this approval.

1. Job Vacancy Notices: Any notice from Idaho Digital Learning Alliance will contain the following information:
  - A. Position available and job description.
  - B. Requirements for completed application, as applicable to the position.
  - C. Timeline for receiving applications.
  - D. Process notification of how applications will be handled.

For purposes of this policy, “internal applicant” refers to an employee currently employed by IDLA. Internal applicants will be offered the opportunity to apply and be considered for a position before the position is opened to applicants outside IDLA. However, the position may be open to non-internal applicants regardless of whether qualified internal applicants apply, and internal candidates are not guaranteed to be selected as finalists or hired for the position.

#### Acceptance Procedure

If the Superintendent concurs with the recommendation, the Superintendent will take the following steps.

1. Authorize a statement of intention to employ, pending Board approval, to be made to the candidate.
2. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, from the candidate, the Superintendent will prepare the necessary papers for recommendation to the Board of Trustees at the next regular or special Board meeting.
3. Submit to the Board of Trustees such recommendation.

### Approval of Candidate for Certificated Position

Upon approval by the Board of Directors, an acknowledgment letter will be sent to or given to the applicant. The applicant must sign the acknowledgment letter prior to the start of the school year. If the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board in the designated period of time, the Board or designee may declare the position vacant. If the candidate is not approved, or if the person willfully refuses to acknowledge receipt of the contract, or if the contract is not signed and returned to the Board, the Superintendent will remand the situation to the appropriate administrator and screening committee to provide the next applicant's name for consideration.

### Certification

To qualify for employment, each teacher, pupil service staff, or administrator must have, and maintain during the entire school year, a valid Idaho instructional, pupil service staff, or administrator certificate (as applicable) on file with IDLA Office staff at the beginning of the school year. If at any time the certification lapses, is revoked, or suspended, the certificated employee may be subject to action declaring a contract violation, and action will be taken to terminate the individual's employment with IDLA.

---

| <b>Legal References</b> | <b>Description</b>                                                                   |
|-------------------------|--------------------------------------------------------------------------------------|
| IC § 33-1210            | Information on Past Job Performance                                                  |
| IC § 33-130             | Criminal History Checks for School District Employees or Applicants for Certificates |
| IC § 33-512             | District Trustees - Governance of Schools                                            |
| IC § 33-513             | Professional Personnel                                                               |
| IC § 74-206             | Executive Sessions – When Authorized                                                 |
| IC. § 65-501, et seq.   | Rights and Privileges of Veterans                                                    |
| IDAPA 08.02.02.015.02   | Standard Pupil Service Staff Certificate                                             |
| IDAPA 21.01.06          | Rules for the Enforcement of the Veteran's Preference in Public Employment           |

IC § 33-5504

Duties of the Academy Board of Directors

Cross References

| <b>Code</b> | <b>Description</b>                                                                        |
|-------------|-------------------------------------------------------------------------------------------|
| 5110        | Criminal History/Background Checks                                                        |
| 5120        | Equal Employment Opportunity and Non-Discrimination                                       |
| 5500        | Personnel Records                                                                         |
| 5500-P(1)   | Personnel Records - Procedures for Releasing Personnel Records to Hiring School Districts |
| 5740        | Reduction in Force                                                                        |
| 5740-P(1)   | Reduction in Force - Reduction in Force Procedures (Alternatives)                         |



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

**Policy 5100-P(1): Hiring Process and Criteria - Procedures      Status: PROPOSED**  
**for Obtaining Personnel Records for Applicants**

**Original Adopted Date:** \_\_\_\_\_

**Last Reviewed Date:** \_\_\_\_\_

1. Before hiring an applicant for a certificated or non-certificated position, IDLA shall require the applicant to sign a statement, **provide a list of their previous employers, and disclose past resignations, investigations, and disciplinary action.** The list may be obtained via a resume or an application. IDLA will not hire an applicant who refuses or fails to sign the statement. *See IC § 33-1210.*
2. The signed statement will then be sent by IDLA to all of the applicant's current or past school district employers, in-state or out-of-state, along with a request for information regarding job performance and job-related conduct.
3. IDLA may follow up with current or past school district employers if the requested information has not been received within 25 days of the date the request was sent. IDLA may hire non-certificated applicants on a conditional basis pending receipt of the information requested. Applicants shall not be prevented from being hired if an out-of-state current or past employer refuses to comply with the request. IDLA will attempt to obtain a written refusal, along with the reason for the refusal, from the non-compliant out-of-state employer. The written refusal shall be kept as a part of the applicant's file. The Board directs the Superintendent to establish steps for confirming prior work experience and checking references of new employees whose former employers refuse to release documentation, and for those with no prior public school work experience.
4. IDLA shall also request the Idaho Department of Education's verification of certification status, any past or pending violations of the Professional Code of Ethics, and information related to the job performance of applicants for any certificated position.

5. When such information and documentation are not received prior to screening or interviews, IDLA will review them no later than 30 days after receipt. If an applicant has been offered provisional employment, IDLA should review the documentation within ten days of receipt. If a written statement of non-employment is to be provided to the provisional employee, it shall be provided before the end of 30 days after the receipt of the documents. If the provisional employee is to be employed by IDLA, a written contract must be provided before the end of the 30-day period. It is IDLA's goal to avoid any situation where an applicant or provisional employee is employed by default or without a written contract.
6. IDLA shall use information received from an applicant's current or past employers only for the purposes of evaluating an applicant's qualifications for employment in the position for which the applicant has applied. Except as otherwise provided by law, no Board member or IDLA employee shall disclose the information received to any person, other than the applicant, who is not directly involved in the process of evaluating the applicant's qualifications for employment.

---

**Legal References****Description**

|                       |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| IC § 33-1210          | Information on Past Job Performance                                                  |
| IC § 33-130           | Criminal History Checks for School District Employees or Applicants for Certificates |
| IC § 33-512           | District Trustees - Governance of Schools                                            |
| IC § 33-513           | Professional Personnel                                                               |
| IC § 74-206           | Executive Sessions – When Authorized                                                 |
| IC. § 65-501, et seq. | Rights and Privileges of Veterans                                                    |
| IDAPA 08.02.02.015.02 | Standard Pupil Service Staff Certificate                                             |
| IDAPA 21.01.06        | Rules for the Enforcement of the Veteran's Preference in Public Employment           |
| IC § 33-5504          | Duties of the Academy Board of Directors                                             |

## Cross References

| <b>Code</b> | <b>Description</b>                                                                        |
|-------------|-------------------------------------------------------------------------------------------|
| 5110        | Criminal History/Background Checks                                                        |
| 5120        | Equal Employment Opportunity and Non-Discrimination                                       |
| 5500        | Personnel Records                                                                         |
| 5500-P(1)   | Personnel Records - Procedures for Releasing Personnel Records to Hiring School Districts |
| 5740        | Reduction in Force                                                                        |
| 5740-P(1)   | Reduction in Force - Reduction in Force Procedures (Alternatives)                         |



Idaho Digital Learning Alliance  
P. O. Box 10017  
Boise, ID 83707  
208.342.0207  
[www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org)

**Policy 5100-P(2): Hiring Process and Criteria -  
Veterans' Preference**  
**Original Adopted Date:** \_\_\_\_\_  
**Last Reviewed Date:** \_\_\_\_\_

**Status: PROPOSED**

IDLA shall give preference in hiring, and in the case of a reduction in force, consideration for retention, to veterans, unmarried widows and widowers of veterans, and the spouse of any veteran unable to work in public employment due to a service-connected disability, consistent with applicable state and federal regulations. Such applicants shall be referred to as "preference-eligible applicants" throughout this policy.

This preference does not apply to temporary positions or appointments to the Board.

For the purpose of this policy, "veterans" means any person who has been discharged or released from active duty in the armed forces under honorable conditions who served on active duty for at least 180 consecutive days.

IDLA shall post this procedure on the organization's website and note on all announcements and advertisements of applicable vacancies that preference will be given to preference-eligible applicants. Applications for qualifying positions shall ask whether the applicant is claiming veterans' preference and whether the applicant has previously claimed it. The form shall also indicate what documentation is required to confirm veteran status.

Any application for a position submitted by a preference-eligible applicant shall be considered, provided it is received before a candidate is selected to fill the position, regardless of whether it is received before the application deadline.

A preference-eligible applicant shall be hired in cases where no other employee is more qualified, or there is no articulable reason to select another candidate.

#### Appeal Process

If an applicant or employee believes they have been denied a preference to which they are entitled under this procedure, they may appeal the decision within 35 days of the alleged denial

by submitting a written appeal request to the Superintendent or Designee. Such a request must include:

1. The applicant or employee's full name and mailing address;
2. A request for either a virtual or a face-to-face hearing.;
3. The position applied for (if applicable);
4. A brief statement of the applicant or employee's basis of eligibility for a preference;
5. A brief statement of the issues the applicant or employee proposes to raise at the hearing;  
and
6. Any dates or times when the petitioner or the petitioner's attorney cannot be available for a hearing.

The Board shall direct the Superintendent to notify the applicant or employee of the time and date of the hearing and that the Board shall be the presiding officer. Such notice shall be provided at least seven days before the hearing and indicate:

1. Whether the meeting will be virtual or in person;
2. The meeting location, if it will be held in person. In-person meetings may only be held in the city where the position is located unless the parties agree otherwise; and
3. The address to which relevant documents must be sent.

The hearing shall be held within 35 days of receipt of the request, unless the Board or the applicant/employee shows good cause to extend the hearing, in which case the hearing must be held within 70 days.

Before the hearing, each side shall notify the others of the witnesses they intend to call and provide copies of any documents to be presented. Evidence may be considered or rejected per IDAPA 21.01.06.103.03.

The applicant or employee may be represented by an attorney, at their own expense, if they choose.

The Board shall issue a written order reflecting its decision on the matter within 35 days of the hearing. The order shall include:

1. Specific findings on all major facts at issue;
2. A reasoned statement in support of the decision;
3. All other findings and recommendations of the Board;

4. A preliminary decision finding that a preference was or was not applied by the public employer as required by Idaho law;
  5. The procedure and time limits for filing an appeal to the district court under Section 65-506, Idaho Code.
- 

**Legal References****Description**

|                       |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| IC § 33-1210          | Information on Past Job Performance                                                  |
| IC § 33-130           | Criminal History Checks for School District Employees or Applicants for Certificates |
| IC § 33-512           | District Trustees - Governance of Schools                                            |
| IC § 33-513           | Professional Personnel                                                               |
| IC § 74-206           | Executive Sessions – When Authorized                                                 |
| IC. § 65-501, et seq. | Rights and Privileges of Veterans                                                    |
| IDAPA 08.02.02.015.02 | Standard Pupil Service Staff Certificate                                             |
| IDAPA 21.01.06        | Rules for the Enforcement of the Veteran's Preference in Public Employment           |
| IC § 33-5504          | Duties of the Academy Board of Directors                                             |

**Cross References****Code****Description**

|           |                                                                                           |
|-----------|-------------------------------------------------------------------------------------------|
| 5110      | Criminal History/Background Checks                                                        |
| 5120      | Equal Employment Opportunity and Non-Discrimination                                       |
| 5500      | Personnel Records                                                                         |
| 5500-P(1) | Personnel Records - Procedures for Releasing Personnel Records to Hiring School Districts |
| 5740      | Reduction in Force                                                                        |

5740-P(1)

Reduction in Force - Reduction in Force  
Procedures (Alternatives)

**Policy 5110: Criminal History/Background Checks****Status: PROPOSED****Original Adopted Date:** \_\_\_\_\_**Last Reviewed Date:** \_\_\_\_\_

It is the policy of IDLA not to employ, or to continue the employment of, classified, professional, or administrative personnel who may be deemed unsuited for service because of an arrest and/or criminal conviction. While an arrest or conviction of a crime, in and of itself, may not be an automatic bar to employment, if an arrest or conviction relates to the suitability of the individual to perform duties in a particular position, such a person may be denied employment or, in the case of current employees, may face disciplinary action up to and including termination.

It is the policy of IDLA to perform criminal history checks as required by Idaho law and to perform other types of background checks on employees or volunteers, including, but not limited to:

1. Contacting prior employers for references;
2. Contacting personal references; and
3. Contacting other persons who, at the organization's discretion, could provide valuable information to IDLA.

Where a prior arrest and/or conviction is discovered, IDLA will consider the nature of the offense, the date of the offense, the disposition, and the relationship between the offense and the position for which application is sought, or the person is employed. Individuals convicted of a felony offense listed in I.C. § 33-1208(2) shall not be hired.

If an applicant or employee makes any misrepresentation or willful omission of fact about their prior criminal history, this misrepresentation or omission shall be sufficient cause for disqualification of the applicant or termination of employment.

**Initial Hires**

To protect the health, safety, and welfare of IDLA students, Idaho law requires the following employees hired on or after July 1, 2008, to submit to criminal history checks. The list is to include, but is not limited to:

1. Certificated and non-certificated employees;

2. All applicants for certificates;
3. Substitute staff;
4. Individuals involved in other types of student training, such as practicums and internships; and
5. All individuals who have unsupervised contact with students.
6. Vendors and contractors who may have irregular contact with students.

A criminal history check shall be based on a complete ten-finger fingerprint card or scan and include, at a minimum, the following:

1. Idaho Bureau of Criminal Identification;
2. Federal Bureau of Investigation (FBI) criminal history check; and
3. Statewide sex offender registry.

Employees must undergo a criminal history check no later than 5 days after starting employment or engaging in unsupervised contact with students, whichever occurs first.

All criminal history check records will be kept on file at the Idaho Department of Education. A copy of the records will be given to the employee upon request.

#### Employee Arrest or Conviction

All employees shall have a continuing duty to notify IDLA of any arrest or criminal conviction that occurs after being hired. If any employee, whether full-time or part-time, probationary or non-probationary, classified or certified, is arrested, charged, or indicted for a criminal violation of any kind, whether misdemeanor or felony, with the exception of minor traffic infractions, they are required to report such arrest promptly to the employee's supervisor within one business day unless mitigating circumstances exist. This reporting requirement applies regardless of whether the arrest occurred on-duty or off-duty. Failure to comply with this reporting requirement shall be grounds for disciplinary action, up to and including termination.

Additionally, if an employee has a protection order served against them, the employee shall follow the same reporting requirements outlined above.

Supervisors shall contact the Superintendent or designee upon receiving notification that an employee has been arrested or has a protection order served against them. IDLA reserves the right to determine appropriate disciplinary action in such cases, up to and including termination, depending upon the facts and circumstances surrounding the incident.

IDLA, at its discretion, may terminate or take other action against any employee who has either been convicted of one or more of the felony offenses outlined in I.C. § 33-1208 or made a material misrepresentation or omission on their job application.

### Other Employees

IDLA may require that all employees undergo criminal history checks. If required, IDLA will pay the costs of such checks.

### Volunteers

Any volunteer at IDLA who has unsupervised contact with students or who volunteers regularly with the organization, as determined by the Superintendent or the Superintendent's designee, shall submit to a fingerprint criminal background investigation conducted by the appropriate law enforcement agency before consideration for volunteering.

Any requirement of a volunteer to submit to a fingerprint background check shall comply with the Volunteers for Children Act of 1998 and applicable state or federal regulations. If a volunteer has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the Superintendent must review the facts and decide whether the volunteer is suitable to be in the presence of students, with the exception of offenses enumerated in Idaho Code § 33-1208(2) which will preclude consideration for volunteer opportunities. Arrests resolved without conviction, withheld judgments, or suspended sentences shall not be considered in the hiring process unless the charges are pending.

### Contractors

IDLA maintains a safe environment for students by developing a system that cross-checks all contractors or other persons who have irregular contact with students against the statewide sex offender registry.

### Confidentiality

Outstanding warrants, criminal charges, and/or protective orders may be confidential. An employee who is provided access to such information relating to another employee shall ensure that the information remains confidential. If an employee discloses such information without authorization, the employee shall be subject to disciplinary action.

---

**Legal References**

IC § 33-130

IC § 33-512

IC § 74-206

Pub. L. 105-251

IC § 33-5504

**Description**

Criminal History Checks for School District Employees or Applicants for Certificates

District Trustees - Governance of Schools

Executive Sessions – When Authorized

Volunteers for Children Act

Duties of the Academy Board of Directors

**Cross References****Code**

4605

5100

5100-P(1)

5100-P(2)

5725

**Description**

Student Teachers

Hiring Process and Criteria

Hiring Process and Criteria - Process for Obtaining Personnel Records for Applicants

Hiring Process and Criteria - Veterans' Preference

Private Service Providers/Consultants



**Idaho Digital Learning Academy (IDLA)**  
**FY26 Legislative Report on Funding, Costs, Course  
Delivery, and Enrollment**

**Submitted to the Budget and Policy Analysis Division  
of the Legislative Services Office**

Submitted July 29, 2026

## I. Transmittal Letter

July 29, 2026

Budget and Policy Analysis Division  
Legislative Services Office  
Idaho State Capitol  
Boise, Idaho

**RE:** Idaho Digital Learning Academy FY26 Legislative Report

The Idaho Digital Learning Academy respectfully submits this report in response to the FY26 legislative reporting language in S1438. The report provides information regarding services, classes, courses, enrollment, delivery models, budgeted costs, expenditure data, and related operating costs.

The report covers the 2025-2026 school year and FY26 financial activity. It also reflects consultation with the Budget and Policy Analysis Division of the Legislative Services Office regarding report format and content.

Because IDLA was still completing its fiscal year-end close when this report was prepared, budgeted amounts are based on the Board-approved FY26 revised budget, and actual amounts are based on general ledger activity recorded through July 15, 2026. These pre-close figures may change as remaining vendor invoices, prepaid reviews, accruals, and audit entries are completed.

Respectfully submitted,

Dr. Jeff Simmons  
Superintendent  
Idaho Digital Learning Academy

## II. Executive Summary

The Idaho Digital Learning Academy provides statewide access to online courses, instructional support, and digital learning services for students in Idaho schools. For this report, one enrollment means one student registered in one IDLA course. A student may therefore have more than one enrollment during the year.

The report is based on the 2025-2026 school year and FY26 financial activity. Enrollment is reported by course, grade level, LEA or enrolling entity, school, course type, delivery model, and state graduation-requirement classification. Financial information is reported using the Board-approved FY26 revised budget and July 15 pre-close actuals.

FY27 funding and fee changes are included only for context. FY26 operations and results were produced under the funding and fee model in effect during the 2025-2026 school year.

| FY26 metric                                                     | Amount |
|-----------------------------------------------------------------|--------|
| Total enrollments (classes taken)                               | 56,695 |
| Unique students served                                          | 29,807 |
| Sections                                                        | 2,412  |
| Unique course IDs with FY26 enrollment activity                 | 326    |
| Unique course names with FY26 enrollment activity               | 271    |
| LEAs / enrolling entities represented                           | 201    |
| Schools represented                                             | 406    |
| Asynchronous enrollments                                        | 54,605 |
| Synchronous enrollments                                         | 2,090  |
| State graduation-requirement enrollments                        | 29,172 |
| Elective / not identified as state core requirement enrollments | 27,523 |
| Overall pass rate, excluding Elementary and withdrawals         | 92%    |

| FY26 metric                                                         | Amount         |
|---------------------------------------------------------------------|----------------|
| Credit Recovery credits recovered                                   | 3,128          |
| Estimated Dual Credit tuition/fee savings for students and families | \$4,092,098.40 |
| FY26 revised budgeted expenses                                      | \$26,127,637   |
| FY26 pre-close actual expenses (July 15)                            | \$26,455,908   |
| Pre-close fund balance months (July 15)                             | 4.27           |

Source note: Enrollment and outcome totals are from the FY26 V3 master enrollment and outcomes workbook. The overall pass rate is 91.5%, rounded to 92%, and excludes Elementary because it was a non-grade-bearing intervention model, withdrawals, and enrollments without a final grade. The Dual Credit savings estimate was calculated by IDLA using FY26 Dual Credit enrollments and a statewide Idaho higher education tuition-and-fee benchmark that excludes the highest and lowest institutional rates. Financial actuals are based on July 15, 2026, pre-close general ledger detail. Elective courses are not identified as state core requirements but may satisfy required electives or other locally approved graduation requirements.

### III. Legislative Requested Crosswalk

The table below maps each major requirement from the FY26 reporting language and LSO clarification to the section and appendix where IDLA addresses it.

| Requirement                                                                | Report section                                        | Appendix |
|----------------------------------------------------------------------------|-------------------------------------------------------|----------|
| Information relating to each available service, class, and course          | VIII. Services, Classes, and Courses Offered          | C        |
| Cost relating to each available service, class, and course                 | XIV. Budgeted Costs; XVII. Cost Allocation            | J        |
| How IDLA determined the budgeted amount for each service, class, or course | XVII. Cost Allocation Methodology                     | B, J     |
| Detailed budgeted and expenditure data for operating IDLA                  | XIV. Budgeted Costs and FY26 Expenditure Data         | K        |
| Split of synchronous and asynchronous offerings                            | IX. Synchronous and Asynchronous Delivery             | D        |
| Enrollments by course                                                      | X. Enrollment and Utilization                         | E        |
| Enrollments by grade level                                                 | X. Enrollment and Utilization                         | F        |
| Number and type of courses                                                 | VIII. Services, Classes, and Courses Offered          | C        |
| Course enrollments by LEA, separated at the course level                   | XI. Course, Grade Level, LEA, and School-Level Detail | G        |
| School-level number of enrollments by grade                                | XI. Course, Grade Level, LEA, and School-Level Detail | H        |
| Graduation-requirement courses versus electives, with enrollments          | XII. Graduation Requirement Courses and Electives     | I        |
| Student outcomes and strategic alignment, included for context             | XIII. Strategic Alignment and Student Outcomes        | P        |
| Payroll costs are split by administrative, classified, and instructional   | XV. Payroll Cost Split                                | L        |
| Data sources, assumptions, and limitations                                 | XVIII. Data Sources, Limitations, and Reconciliation  | B, O     |

### IV. Scope and Reporting Basis

This report is submitted in response to the FY26 legislative reporting language and is based on the 2025-2026 school year and FY26 financial activity.

IDLA consulted with the Budget and Policy Analysis Division of the Legislative Services Office regarding report format and content. Based on that consultation, the report emphasizes synchronous and asynchronous offerings, enrolled courses, grade level, LEA use by course, school-level enrollments by grade, and payroll costs classified as administrative, classified, and instructional.

The Board-approved FY26 revised budget is the budgeted basis. FY26 expenditure data is based on pre-close general ledger detail available as of July 15, 2026. Pre-close means that normal fiscal year-end activity,

including final invoices, prepaid review, accruals, and audit adjustments, was not yet complete. Final audited amounts may therefore differ from this report.

## V. IDLA Overview and Statutory Role

IDLA functions as a statewide digital learning resource for Idaho schools. In FY26, IDLA provided online course access, supplemental instruction, Credit Recovery, Dual Credit opportunities, Driver Education, and elementary reading intervention through Elementary Launchpad. Driver Education and Elementary Launchpad were discontinued beginning with the FY27 summer under the new FY27 program structure.

Idaho Digital Learning Academy is the legal name used for this report. IDLA also uses the Idaho Digital Learning Alliance in public-facing brand materials.

In practice, most students use IDLA to fill specific instructional needs rather than to replace a full local schedule. In FY26, students averaged 1.90 IDLA course enrollments for the year. Students remain connected to their enrolling school, while IDLA provides the online course, teacher, curriculum, platform, and related academic support. Enrolling schools continue to provide local services such as equipment and access, student supervision, discipline, grade transcription, diploma issuance, accommodations coordination, and local family communication.

## VI. FY26 Funding and Fee Model

In FY26, IDLA charged course fees on a per-enrollment basis. Standard Cohort, Credit Recovery, and Flex courses were charged \$40 per enrollment. Elementary Launchpad and certain middle school elective courses were charged \$30 per enrollment. Four-unit middle school elective courses were charged \$15 per enrollment. Dual Credit courses were charged \$0 under the FY26 fee policy.

The FY26 data in this report reflects the funding and fee model in effect during the 2025-2026 school year and should not be interpreted as though FY27 funding rules had already been in place.

*Source note: FY26 fee policy dated March 17, 2025.*

## VII. FY27 Funding and Fee Model Changes, for Context

Beginning in FY27, IDLA implemented a materially different fee and funding structure as directed by H 940, passed during the 2026 legislative session. The FY27 fee policy distinguishes traditional state-funded enrollments from full-fee, non-state-funded enrollments. Traditional-fee enrollments are charged \$40 for courses identified as required for graduation and \$100 for courses not identified as required for graduation. Enrollments that do not qualify for the traditional state-funded fee are charged the full fee of \$445 per enrollment.

The FY27 changes are included for context only. The required reporting period is FY26, and FY26 enrollment, budget, and expenditure data were generated under the prior model.

| Item                   | FY26 revised | FY27 approved / proposed | Change         |
|------------------------|--------------|--------------------------|----------------|
| Enrollments            | 56,695       | 43,500                   | (13,195)       |
| State appropriation    | \$25,229,275 | \$12,310,000             | (\$12,919,275) |
| Total revenue          | \$27,893,875 | \$14,777,000             | (\$13,116,875) |
| Total expenses         | \$26,127,637 | \$20,431,756             | (\$5,695,881)  |
| Difference             | \$1,766,238  | (\$5,654,756)            | (\$7,420,994)  |
| Ending fund balance    | \$9,767,227  | \$4,112,470              | (\$5,654,757)  |
| Fund balance in months | 4.49         | 2.42                     | (2.07)         |

### FY27 Summer Enrollment Snapshot

IDLA reviewed Summer 2026 enrollment activity because the FY27 model began after the FY26 reporting year. This snapshot is context only and does not recast FY26 costs, enrollments, or budget decisions.

Total summer enrollments decreased from 11,674 in FY26 to 8,608 in FY27, a decrease of 3,066 enrollments, or 26.3%. High School Cohort decreased by 267 enrollments, or 4.6%, while larger decreases occurred in Dual Credit, High School Credit Recovery, and High School Flexible Pace. Driver Education and Elementary show zero FY27 summer enrollments because those offerings were discontinued beginning with FY27 summer. Although rural summer enrollments declined from 4,704 to 3,731, their share of total summer enrollment increased from 40.3% to 43.3% because urban enrollment declined more sharply.

| Course type                   | FY26          | FY27         | Change         | % change      | FY26 rural   | FY27 rural   |
|-------------------------------|---------------|--------------|----------------|---------------|--------------|--------------|
| College Level - Dual Credit   | 1,443         | 663          | (780)          | -54.1%        | 41.5%        | 46.2%        |
| Drivers Ed                    | 883           | 0            | (883)          | -100.0%       | 77.9%        | n/a          |
| Elementary                    | 286           | 0            | (286)          | -100.0%       | 52.4%        | n/a          |
| High School Cohort            | 5,776         | 5,509        | (267)          | -4.6%         | 32.6%        | 39.1%        |
| High School Credit Recovery   | 1,187         | 854          | (333)          | -28.1%        | 40.0%        | 47.2%        |
| High School Flexible Pace     | 1,660         | 1,303        | (357)          | -21.5%        | 46.2%        | 59.4%        |
| Middle School Cohort          | 103           | 34           | (69)           | -67.0%        | 8.7%         | 8.8%         |
| Middle School Credit Recovery | 191           | 105          | (86)           | -45.0%        | 39.3%        | 31.4%        |
| Middle School Flexible Pace   | 145           | 140          | (5)            | -3.4%         | 40.0%        | 40.7%        |
| <b>TOTAL</b>                  | <b>11,674</b> | <b>8,608</b> | <b>(3,066)</b> | <b>-26.3%</b> | <b>40.3%</b> | <b>43.3%</b> |

Source note: Summer Only course-type comparison. Rural status follows the Idaho State Department of Education designation in the source data. Private schools without an SDE rural designation are treated as urban.

At the LEA level, summer enrollment changes varied. Of the 188 districts and other enrolling entities in the summer comparison file, 49 increased, 135 decreased, and 4 were unchanged. The table presents the ten highest FY27 summer-enrolling districts to show current summer utilization.

| District / LEA                     | FY26 summer | FY27 summer | Change | % change |
|------------------------------------|-------------|-------------|--------|----------|
| Twin Falls District #411           | 960         | 691         | (269)  | -28.0%   |
| Middleton District #134            | 377         | 543         | +166   | 44.0%    |
| Coeur d'Alene District #271        | 648         | 468         | (180)  | -27.8%   |
| West Ada School District #2        | 585         | 398         | (187)  | -32.0%   |
| Boise School District #1           | 514         | 387         | (127)  | -24.7%   |
| Shelley Joint District #60         | 208         | 327         | +119   | 57.2%    |
| Lewiston Independent District #340 | 414         | 317         | (97)   | -23.4%   |
| Idaho Falls District #91           | 383         | 315         | (68)   | -17.8%   |
| Kuna Joint District #3             | 314         | 233         | (81)   | -25.8%   |
| Vallivue School District #139      | 220         | 230         | +10    | 4.5%     |

Source note: FY27 summer district/LEA comparison is based on the Summer Only district enrollment report. FY27 information is provided as context only and is not used to recast FY26 data.

## VIII. Services, Classes, and Courses Offered

IDLA delivered multiple courses and service models during FY26, including Elementary Launchpad; middle school and high school Cohort, Flex, and Credit Recovery courses; Dual Credit; Career Technical Education courses; and Driver Education. Appendix C provides the complete list of 326 course IDs with FY26 enrollment activity.

Cohort courses have fixed start and end dates. Flex courses are open-entry and self-paced. Credit Recovery courses support students recovering credit in a previously attempted course. Dual Credit courses allow students to earn high school and college credit, subject to partner institution requirements. Elementary Launchpad provided live elementary reading intervention support.

| Course type                   | Enrollments   | Sections     | Course IDs | Students      | Avg./section |
|-------------------------------|---------------|--------------|------------|---------------|--------------|
| High School Cohort            | 23,775        | 917          | 116        | 13,729        | 25.9         |
| College Level - Dual Credit   | 9,731         | 362          | 85         | 5,482         | 26.9         |
| High School Flexible Pace     | 7,146         | 397          | 36         | 4,449         | 18.0         |
| Middle School Cohort          | 4,823         | 206          | 26         | 3,809         | 23.4         |
| High School Credit Recovery   | 3,666         | 161          | 36         | 1,937         | 22.8         |
| Drivers Ed                    | 3,297         | 93           | 2          | 3,261         | 35.5         |
| Elementary                    | 2,090         | 138          | 4          | 1,512         | 15.1         |
| Middle School 4 Unit Cohort   | 1,521         | 67           | 5          | 1,418         | 22.7         |
| Middle School Flexible Pace   | 447           | 62           | 8          | 307           | 7.2          |
| Middle School Credit Recovery | 199           | 9            | 8          | 125           | 22.1         |
| <b>TOTAL</b>                  | <b>56,695</b> | <b>2,412</b> | <b>326</b> | <b>29,807</b> | <b>23.5</b>  |

## IX. Synchronous and Asynchronous Delivery

IDLA primarily provides asynchronous online courses, meaning students and teachers do not need to be online at the same time for regular instruction. The only FY26 synchronous offering with enrollment was Elementary Launchpad, which provided live instruction for K-5 students. Although IDLA maintained a Hybrid delivery option, no FY26 Hybrid enrollments occurred.

| Delivery model | Enrollments   | Percent       | Sections     | Course IDs | Students      |
|----------------|---------------|---------------|--------------|------------|---------------|
| Asynchronous   | 54,605        | 96.3%         | 2,274        | 322        | 28,320        |
| Synchronous    | 2,090         | 3.7%          | 138          | 4          | 1,512         |
| <b>TOTAL</b>   | <b>56,695</b> | <b>100.0%</b> | <b>2,412</b> | <b>326</b> | <b>29,807</b> |

## X. Enrollment and Utilization

IDLA reported 56,695 FY26 student-course enrollments from 29,807 unique students. The master file includes 2,412 course sections, 326 unique course IDs with enrollment activity, 201 LEAs or other enrolling entities, and 406 schools.

### Enrollments by Grade Level

| Grade | Enrollments | Students | Sections | Course IDs |
|-------|-------------|----------|----------|------------|
| K     | 94          | 66       | 16       | 3          |
| 1     | 219         | 151      | 32       | 5          |
| 2     | 268         | 193      | 33       | 5          |
| 3     | 359         | 253      | 51       | 4          |
| 4     | 591         | 414      | 78       | 13         |

| Grade        | Enrollments   | Students      | Sections     | Course IDs |
|--------------|---------------|---------------|--------------|------------|
| 5            | 620           | 451           | 100          | 21         |
| 6            | 1,954         | 1,455         | 166          | 43         |
| 7            | 3,078         | 1,931         | 473          | 123        |
| 8            | 5,302         | 3,314         | 864          | 173        |
| 9            | 7,071         | 4,255         | 1,233        | 233        |
| 10           | 11,119        | 5,485         | 1,631        | 280        |
| 11           | 13,195        | 5,953         | 1,764        | 278        |
| 12           | 12,825        | 5,886         | 1,674        | 272        |
| <b>TOTAL</b> | <b>56,695</b> | <b>29,807</b> | <b>2,412</b> | <b>326</b> |

### Top Ten Courses by Enrollment

| Course                              | Course type          | Delivery     | Enrollments | Sections |
|-------------------------------------|----------------------|--------------|-------------|----------|
| Driver Education                    | Drivers Ed           | Asynchronous | 3,297       | 93       |
| Health - High School                | High School Cohort   | Asynchronous | 1,728       | 66       |
| ELA Launchpad 2                     | Elementary           | Synchronous  | 1,484       | 98       |
| 8th Grade Career Exploration        | Middle School Cohort | Asynchronous | 1,399       | 57       |
| Keyboarding - Middle School         | Middle School Cohort | Asynchronous | 1,293       | 52       |
| Digital Literacy                    | High School Cohort   | Asynchronous | 1,184       | 49       |
| Lifetime Fitness                    | High School Cohort   | Asynchronous | 1,114       | 41       |
| Economics                           | High School Cohort   | Asynchronous | 1,062       | 41       |
| Speech                              | High School Cohort   | Asynchronous | 878         | 34       |
| Pathways to Success - Middle School | Middle School Cohort | Asynchronous | 875         | 34       |

## XI. Course, Grade Level, LEA, and School-Level Detail

Appendix G provides the detailed course-level split of enrollments by LEA or other enrolling entity. Appendix H provides enrollment counts by LEA, school, and grade. These appendices address the LSO clarification that the report includes enrolled courses, grade level, LEA use by course, and school-level enrollments by grade.

The summary table below lists the ten LEAs or enrolling entities with the highest FY26 enrollment counts. Detailed tables are maintained in the appendix workbook because of their size.

| Top LEA / enrolling entity by FY26 enrollments | Enrollments |
|------------------------------------------------|-------------|
| Twin Falls District #411                       | 4,775       |
| Gem Innovation Schools                         | 3,726       |
| Emmett Independent District #221               | 1,786       |
| Coeur d'Alene District #271                    | 1,612       |
| Boise School District #1                       | 1,518       |
| Nampa School District #131                     | 1,413       |
| Cassia County Joint District #151              | 1,192       |
| Lewiston Independent District #340             | 1,155       |
| Moscow District #281                           | 1,149       |
| Middleton District #134                        | 1,084       |

## XII. Graduation Requirement Courses and Electives

The FY26 classification is based on tags in TheSIS, IDLA's student information system, that were established from the Idaho State Department of Education's published statewide graduation requirements. IDLA cannot determine whether a course fulfills an individual student's local graduation plan. Local requirements vary, and a course not identified as a state core requirement may still satisfy a required elective or another locally approved graduation requirement.

| Classification                                      | Enrollments   | Percent       | Course IDs | Course names | Sections     |
|-----------------------------------------------------|---------------|---------------|------------|--------------|--------------|
| Graduation requirement                              | 29,172        | 51.5%         | 173        | 134          | 1,229        |
| Elective / not identified as state core requirement | 27,523        | 48.5%         | 153        | 137          | 1,183        |
| <b>TOTAL</b>                                        | <b>56,695</b> | <b>100.0%</b> | <b>326</b> | <b>271</b>   | <b>2,412</b> |

## XIII. Strategic Alignment and Student Outcomes

In 2026, the IDLA Board approved a new five-year strategic plan emphasizing statewide access, responsive support for Idaho schools, rural student access, academic outcomes, data-informed decision-making, preparation for an AI-supported workforce, and long-term fiscal sustainability.

Those priorities align with the data in this report. IDLA served 56,695 FY26 enrollments, including substantial use in rural areas, and continued to provide statewide access to courses that may not be available at every school. Outcome measures are included below for context and are limited to data IDLA can support through its student information system and related records.

| Outcome measure                              | FY26 result                                | Notes                                                                                                                                                                         |
|----------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall pass rate                            | 92%                                        | 91.5% rounded. Excludes Elementary, withdrawals, and enrollments without a final grade. Passing is 60% or higher for most departments and 80% or higher for Driver Education. |
| Credit Recovery enrollments                  | 3,865                                      | High school and middle school Credit Recovery enrollments.                                                                                                                    |
| Credit Recovery credits recovered            | 3,128                                      | Credits recovered through FY26 Credit Recovery enrollments.                                                                                                                   |
| Credit Recovery pass rate                    | 89.2%                                      | Same eligible-enrollment methodology as the overall measure.                                                                                                                  |
| Dual Credit enrollments                      | 9,731                                      | FY26 Dual Credit enrollments.                                                                                                                                                 |
| Dual Credit pass rate                        | 96.2%                                      | Same eligible-enrollment methodology as the overall measure.                                                                                                                  |
| Dual Credit rural/urban split                | Rural 5,860 (60.2%)<br>Urban 3,871 (39.8%) | Based on the rural designation in the FY26 source data.                                                                                                                       |
| Estimated family college tuition/fee savings | \$4,092,098.40                             | IDLA estimate using FY26 Dual Credit enrollments and a statewide Idaho tuition-and-fee benchmark that excludes the highest and lowest institutional rates.                    |

IDLA is not reporting a total number of college credits earned because the FY26 source data does not contain a consistent college-credit value for each course and partner institution. Dual Credit courses vary in credit value.

IDLA estimates that FY26 Dual Credit enrollments avoided approximately \$4.09 million in postsecondary tuition and fee costs for students and families. A statewide benchmark is used because students may take an IDLA Dual Credit course through a partner institution outside the region where they later attend college.

IDLA does not independently track associate degree completion because degrees are awarded and maintained by higher education institutions. IDLA Dual Credit courses can nevertheless contribute to pathways in which students complete substantial college credit, and in some cases an associate degree, while still enrolled in high school.

## Pass Rate by Course Type

| Course type                   | Enrollments | Pass rate |
|-------------------------------|-------------|-----------|
| College Level - Dual Credit   | 9,731       | 96.2%     |
| Drivers Ed                    | 3,297       | 95.1%     |
| Middle School Cohort          | 4,823       | 92.9%     |
| High School Cohort            | 23,775      | 92.0%     |
| Middle School 4 Unit Cohort   | 1,521       | 89.4%     |
| High School Credit Recovery   | 3,666       | 89.3%     |
| Middle School Credit Recovery | 199         | 87.7%     |
| High School Flexible Pace     | 7,146       | 82.4%     |
| Middle School Flexible Pace   | 447         | 76.9%     |

Source note: Elementary is excluded from pass-rate reporting because it was a non-grade-bearing intervention model. Eligible pass-rate records also exclude withdrawals and enrollments without a final grade.

## XIV. Budgeted Costs and FY26 Expenditure Data

The Board-approved FY26 revised budget serves as the basis for this report. FY26 actual expenditures are based on July 15, 2026, pre-close general ledger detail, which was the best financial information available before the August 1 due date. Final audited amounts may change as the normal fiscal year-end close and audit work are completed.

FY26 pre-close actual expenditures totaled \$26,455,908 compared with the FY26 revised budget of \$26,127,637. The pre-close expense variance was \$328,271, or 1.3%. Pre-close expenditure cost per enrollment was approximately \$467.

| Department/category         | Original            | Revised             | Pre-close actuals   | Variance         | Variance %  |
|-----------------------------|---------------------|---------------------|---------------------|------------------|-------------|
| Supervision and Instruction | \$12,829,518        | \$13,149,925        | \$13,401,739        | \$251,814        | 1.9%        |
| Elementary Program          | \$2,099,699         | \$1,781,843         | \$1,767,471         | (\$14,372)       | -0.8%       |
| Curriculum                  | \$2,312,866         | \$2,354,358         | \$2,363,416         | \$9,058          | 0.4%        |
| District Programs           | \$1,892,479         | \$1,870,183         | \$1,928,769         | \$58,586         | 3.1%        |
| Technology                  | \$5,104,633         | \$5,065,837         | \$5,028,920         | (\$36,917)       | -0.7%       |
| Operations                  | \$1,874,258         | \$1,856,591         | \$1,918,885         | \$62,294         | 3.4%        |
| Grants and Partnerships     | \$110,100           | \$48,900            | \$46,708            | (\$2,192)        | -4.5%       |
| <b>TOTAL EXPENSES</b>       | <b>\$26,223,553</b> | <b>\$26,127,637</b> | <b>\$26,455,908</b> | <b>\$328,271</b> | <b>1.3%</b> |

## Revenue and Fee Reconciliation

IDLA also reconciled revenue to explain how the FY26 funding and fee model ties to the financial records. The general ledger is the official financial control source. TheSIS, IDLA's student information system, serves as the course fee and billing subledger.

The July 15 pre-close general ledger recorded total FY26 revenue of \$27,877,996, including \$25,229,275 in state appropriation, \$2,149,155 in gross tuition and course fee revenue, and (\$492,650) in scholarships and zero-fee contra-revenue. The state appropriation ties to the funded enrollment count: 56,695 funded enrollments multiplied by the \$445 FY26 reimbursement rate equals \$25,229,275.

TheSIS billing detail shows total FY26 course fee charges of \$1,777,955. The July 15 pre-close general ledger includes receivable recognition and zero-fee scholarship gross-up entries available at report preparation. Tuition and scholarship activity is controlled in the general ledger, while course-level enrollment and billing detail are maintained in TheSIS.

| Reconciliation item              | July 15 amount | Treatment                                                                                           |
|----------------------------------|----------------|-----------------------------------------------------------------------------------------------------|
| State appropriation              | \$25,229,275   | Ties to 56,695 funded enrollments x \$445.                                                          |
| Gross tuition/course fee revenue | \$2,149,155    | Includes receivable and gross-up entries posted through July 15.                                    |
| Scholarships / zero-fee courses  | (\$492,650)    | Contra-revenue, including zero-fee scholarship gross-up.                                            |
| Net tuition/fee revenue          | \$1,656,505    | Gross tuition/course fee revenue less scholarships and zero-fee contra-revenue.                     |
| TheSIS total course fee charges  | \$1,777,955    | Billing subledger context; the general ledger remains the financial control source.                 |
| Accounts receivable              | \$166,595      | Receivables recognized through the July 15 pre-close pull, including Advanced Opportunities timing. |

The zero-fee course adjustment increases tuition revenue and scholarships/zero-fee courses by equal amounts. This gross-up makes the value of zero-fee courses visible in the financial records without changing total net revenue.

## XV. Payroll Cost Split: Administrative, Classified, and Instructional

The information below presents payroll costs split into the Administrator, Classified, and Instructional categories. IDLA summarized FY26 payroll by employee; the payroll report included 617 employees and 276.94 FTE.

The payroll split below uses the employee header category from the payroll report. The visuals show the same payroll categories both as a share of personnel costs and as a share of total operating costs.

| Category      | Employees  | FTE           | Gross pay           | Benefits/taxes     | Employer cost       | Share         |
|---------------|------------|---------------|---------------------|--------------------|---------------------|---------------|
| Administrator | 68         | 36.86         | \$3,105,298         | \$856,673          | \$3,961,971         | 17.7%         |
| Classified    | 61         | 55.17         | \$3,534,754         | \$1,394,097        | \$4,928,851         | 22.1%         |
| Instructional | 488        | 184.92        | \$11,907,186        | \$1,547,958        | \$13,455,144        | 60.2%         |
| <b>TOTAL</b>  | <b>617</b> | <b>276.94</b> | <b>\$18,547,238</b> | <b>\$3,798,728</b> | <b>\$22,345,966</b> | <b>100.0%</b> |

Figure 1. FY26 personnel costs and total operating cost views

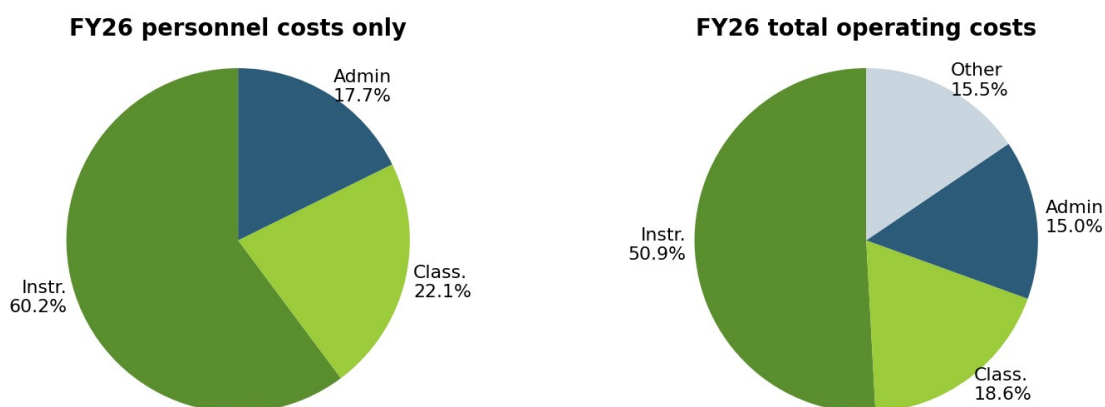


Figure note: The left chart shows employer payroll cost by report category. The right chart shows the same payroll categories as a share of total July 15 pre-close operating expenses, with non-personnel operating costs shown separately.

### Other Operating Costs Included in Total Operating Cost View

| Other operating cost component | Amount      | Share | Treatment/note                                                                                |
|--------------------------------|-------------|-------|-----------------------------------------------------------------------------------------------|
| Technology non-personnel       | \$2,913,269 | 11.0% | Programming, software, LMS, infrastructure, security, hardware, and related technology costs. |
| Operations non-personnel       | \$412,422   | 1.6%  | Facilities, insurance, professional services, supplies, and general operations.               |

| Other operating cost component                             | Amount             | Share        | Treatment/note                                                                                                |
|------------------------------------------------------------|--------------------|--------------|---------------------------------------------------------------------------------------------------------------|
| Curriculum non-personnel                                   | \$281,912          | 1.1%         | Content development, licensing, supplies, and curriculum support.                                             |
| Supervision/Instruction and Elementary non-personnel       | \$292,219          | 1.1%         | Non-payroll instructional support and related program costs.                                                  |
| District Programs non-personnel                            | \$143,012          | 0.5%         | District coordination, implementation, support, travel, and supplies.                                         |
| Grants and Partnerships non-personnel                      | \$45,917           | 0.2%         | Presented separately from standard course allocations.                                                        |
| Payroll-to-general-ledger timing/classification difference | \$21,192           | 0.1%         | Difference between payroll extraction and payroll-related general ledger accounts; not material to the split. |
| <b>Total other operating costs</b>                         | <b>\$4,109,942</b> | <b>15.5%</b> | <b>July 15 pre-close operating expense less payroll extraction total.</b>                                     |

Source note: Other operating costs equal July 15 pre-close operating expense less the payroll extraction total. Rounded components may differ from the displayed total by \$1.

## XVI. Estimated Part-Time Instructional Staffing Cost Avoidance

IDLA's secondary instructional model relies primarily on part-time certified teachers who generally teach one or two courses per term and are compensated based on course assignments and enrollments. Because these positions generally do not carry the same fixed benefit structure as full-time benefit-eligible instructional employees, IDLA can provide statewide course access while limiting fixed personnel costs.

For the estimate below, IDLA applied the statewide average teacher salary, employer FICA/Medicare, the PERSI school employee employer contribution rate, and FY2026 employer medical and dental insurance to the same part-time online instructor workload. The estimate is limited to part-time online instructors and does not quantify potential additional cost avoidance from part-time principal supervision or other support positions.

| Assumption                                  | Amount   | Notes                                                                                                |
|---------------------------------------------|----------|------------------------------------------------------------------------------------------------------|
| Idaho's average teacher salary assumption   | \$62,786 | SDE statewide average teacher salary.                                                                |
| Employer FICA/Medicare                      | \$4,803  | 7.65% of salary.                                                                                     |
| PERSI school employee employer contribution | \$8,464  | 13.48% of salary.                                                                                    |
| Employer medical and dental insurance       | \$14,130 | FY2026 employer medical and dental amounts, annualized.                                              |
| Estimated full-time teacher cost per FTE    | \$90,183 | Salary plus employer FICA/Medicare, PERSI, and medical/dental; excludes other potential fixed costs. |

| Cost avoidance calculation                                 | Amount             |
|------------------------------------------------------------|--------------------|
| Part-time online instructor FTE used for comparison        | 151.42             |
| Actual part-time online instructor gross pay               | \$10,002,800       |
| Actual part-time online instructor employer benefits/taxes | \$765,216          |
| Actual part-time online instructor total employer cost     | \$10,768,015       |
| Estimated full-time teacher cost for equivalent FTE        | \$13,655,164       |
| <b>Estimated personnel cost avoidance</b>                  | <b>\$2,887,149</b> |

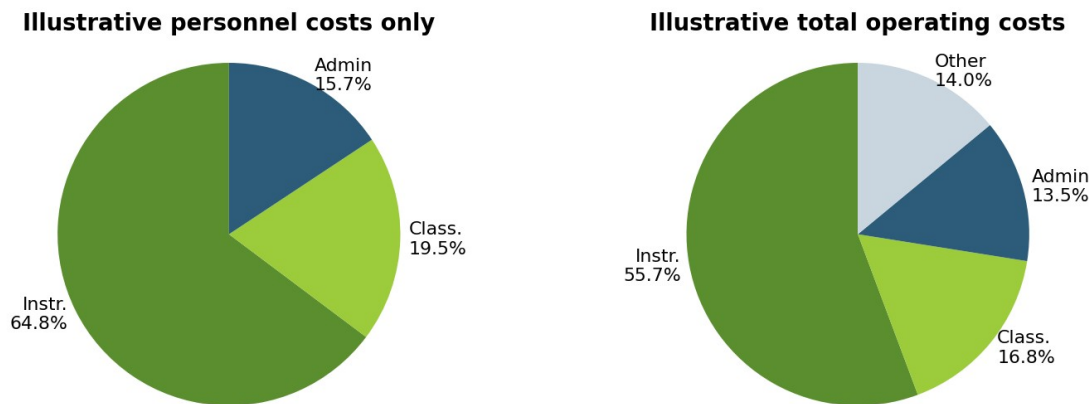
**Figure 2. Illustrative full-time teacher benefit scenario**

Figure note: The illustrative scenario adds the estimated teacher-only personnel cost avoidance to the instructional category and increases total operating cost by the same amount. Non-personnel costs are unchanged. This is an estimate, not an audited savings figure.

## XVII. Cost of Services and Cost Allocation Methodology

The FY26 cost allocation model uses July 15 pre-close general ledger detail, the FY26 payroll report and supplemental review, and enrollment and section drivers from the FY26 V3 master enrollment workbook.

| Course type                             | Enrollments   | Direct instruction  | Principal        | Other support/overhead | Total cost          | Cost/enrollment |
|-----------------------------------------|---------------|---------------------|------------------|------------------------|---------------------|-----------------|
| High School Cohort                      | 23,775        | \$5,256,774         | \$289,164        | \$5,242,149            | \$10,788,087        | \$454           |
| College Level - Dual Credit             | 9,731         | \$2,203,713         | \$114,152        | \$2,145,588            | \$4,463,453         | \$459           |
| High School Flexible Pace               | 7,146         | \$1,504,092         | \$125,189        | \$1,575,621            | \$3,204,902         | \$448           |
| Elementary                              | 2,090         | \$1,521,016         | \$246,455        | \$327,225              | \$2,094,696         | \$1,002         |
| Middle School Cohort                    | 4,823         | \$932,669           | \$64,959         | \$1,063,423            | \$2,061,052         | \$427           |
| High School Credit Recovery             | 3,666         | \$749,097           | \$50,769         | \$808,316              | \$1,608,182         | \$439           |
| Drivers Ed                              | 3,297         | \$566,658           | \$29,326         | \$726,955              | \$1,322,940         | \$401           |
| Middle School 4 Unit Cohort             | 1,521         | \$195,032           | \$21,128         | \$335,365              | \$551,525           | \$363           |
| Middle School Flexible Pace             | 447           | \$102,706           | \$19,551         | \$98,559               | \$220,816           | \$494           |
| Middle School Credit Recovery           | 199           | \$46,832            | \$2,838          | \$43,878               | \$93,548            | \$470           |
| <b>TOTAL ALLOCATED COURSE-TYPE COST</b> | <b>56,695</b> | <b>\$13,078,589</b> | <b>\$963,530</b> | <b>\$12,367,081</b>    | <b>\$26,409,200</b> | <b>\$466</b>    |

FY26 average cost note: The July 15 pre-close allocated cost per enrollment was approximately \$466, compared with \$471 in the FY25 cost report. Elementary cost per enrollment increased because enrollment declined faster than fixed staffing and program support costs could be reduced. IDLA discontinued Elementary Launchpad beginning with FY27 summer, so the FY26 amount is not an ongoing baseline.

### Cost Allocation Methodology

IDLA does not maintain a separate general ledger account for each individual course. Course-type and course-level costs are therefore calculated using an allocation model. Direct instructional payroll is assigned by course, section, or course type where available. Principal support is allocated using section-based drivers because principal workload is more closely related to teacher and section supervision than to individual enrollment counts.

Elementary Program costs are assigned directly where possible because Elementary Launchpad differed structurally from IDLA's secondary asynchronous model. Shared technology, district support, curriculum, operations, and administrative costs are allocated using enrollment-based drivers unless a more specific driver is available. Grants and Partnerships are presented separately from standard course allocations.

The main report presents allocated costs by course type. Appendix J includes course-level detail allocated from the applicable course-type cost pool using enrollment and section drivers. These amounts are reasonable estimates for legislative reporting and are not separate audited general ledger balances for individual courses.

## XVIII. Data Sources, Limitations, and Reconciliation

IDLA identified the source, reporting or extraction date, and reconciliation treatment for each major data set used in this report. Primary sources included TheSIS enrollment and outcomes extracts, course catalog and classification files, the FY26 payroll report and supplemental review, the Board-approved FY26 revised budget, July 15 general ledger detail, fee policy documents, and the cost-allocation workpaper.

Enrollment data was reconciled to 56,695 student-course enrollment records, 29,807 unique students, 2,412 sections, 326 course IDs, 201 LEAs or enrolling entities, and 406 schools. Payroll was reconciled to 617 employees, 276.94 FTE, and \$22,345,966 of employer payroll cost. Financial data was reconciled to \$26,127,637 of revised budgeted expenses, \$26,455,908 of July 15 pre-close actual expenses, and \$27,877,996 of July 15 pre-close revenue.

Pre-close figures are identified throughout the report. Final audited financial statements may differ because of normal year-end close and audit adjustments. Course-level costs are allocated estimates because IDLA does not maintain a separate general ledger account for each course.

| Primary data source                             | Use                                                                                     | Reconciliation/limitation                                                                                        |
|-------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Final S 1438 / LSO reporting language           | Official reporting requirement                                                          | Controlling requirement; mapped in Appendix A.                                                                   |
| FY26 V3 master enrollment and outcomes workbook | Enrollment, course, section, grade, LEA, school, delivery, classification, and outcomes | Reconciled to report control counts; raw tabs were not reproduced.                                               |
| FY26 employee payroll report                    | Employee-level payroll and category totals                                              | 617 employees; 276.94 FTE; \$22,345,966 employer cost.                                                           |
| Supplemental Review                             | Side-assignment cost-pool review                                                        | Used in cost allocation; detailed rows were not reproduced.                                                      |
| Board-approved FY26 revised budget              | Budgeted cost basis                                                                     | Reconciled to \$26,127,637.                                                                                      |
| July 15 pre-close general ledger detail         | Expense, revenue, fund balance, and account-level support                               | Reconciled to \$26,455,908 expenses and \$27,877,996 revenue; subject to close and audit.                        |
| FY26 cost-allocation workpaper v0.3             | Course-type and course-level allocated cost                                             | \$26,409,200 allocated to course types plus \$46,708 Grants and Partnerships.                                    |
| Updated FY27 summer comparisons                 | FY27 context                                                                            | 11,674 FY26 summer vs. 8,608 FY27 summer; course-type and top-ten district/LEA comparisons included for context. |
| TheSIS billing subledger                        | Course fee billing context                                                              | Compared with general ledger tuition, scholarships, and accounts receivable.                                     |
| 2026-2031 Strategic Plan                        | Strategic context                                                                       | Context only.                                                                                                    |

## XIX. Appendix Directory

| Appendix | Working title                                       | Status   |
|----------|-----------------------------------------------------|----------|
| A        | Legislative Request Crosswalk                       | Included |
| B        | Data Sources and Methodology                        | Included |
| C        | FY26 Course Catalog and Course Type Classifications | Included |
| D        | FY26 Synchronous and Asynchronous Delivery Summary  | Included |
| E        | FY26 Enrollments by Course                          | Included |
| F        | FY26 Enrollments by Grade Level                     | Included |
| G        | FY26 Enrollments by LEA and Course                  | Included |
| H        | FY26 Enrollments by LEA, School, and Grade          | Included |
| I        | Graduation Requirement Courses vs. Electives        | Included |
| J        | FY26 Program and Course Cost Build                  | Included |
| K        | FY26 Budgeted Costs and Expenditure Data            | Included |
| L        | Payroll Cost Split and Employee-Level Summary       | Included |
| M        | Revenue, Fee, and Reimbursement Reconciliation      | Included |
| N        | FY26 and FY27 Fee Policy and Summer Context         | Included |
| O        | Glossary                                            | Included |
| P        | Strategic Alignment and Student Outcomes            | Included |

The appendices are provided in the accompanying Excel workbook, *FY26\_IDLA\_LSO\_Appendices\_Final.xlsx*.

# Supplemental Report to the Board

## August 3, 2026

Superintendent Simmons



Members of the Board,

I am optimistic as we launch the 26-27 school year. Our summer enrollment has shown that there is **still demand** for IDLA courses. We have responded to legislation and stakeholder feedback and have refined our organization to prioritize courses and opportunities most important to students. Our team is **motivated and resilient**.

We have entered a new era of IDLA, but our core mission and purpose remain the same. This year, we will continue to use online learning to provide **equity** and **opportunity** to students across the state. I look forward to leading alongside you as we navigate this new chapter in our **evolution** as the state virtual program.

Here are a few important updates I am not able to provide during this month's meeting.

## Staffing

Reg 5/6 Regional Coordinator



In June, we officially said goodbye to our beloved, longtime Regional Coordinator, Ron Perrenoud. This month, we are excited to officially welcome **Luke Kelsey** to the team! Luke spent the past 10 years as the principal of Bear Lake High School. Luke is now serving as the **IDLA Regional Coordinator for Regions 5 & 6**. Working with Byron Heath, Luke will provide support for all of our schools in Eastern Idaho. If you see Luke at IASA or at a regional event this fall, please join me in welcoming him to the team!

## Culture

I will share more of our Summer 2026 Staff Survey results in the meeting, and I'm proud of our staff's **resilience**. Considering the challenging spring we had this year, it's fair to expect a high degree of turnover, along with concerns about job stability among our staff. Our survey results indicate that **91%** of current IDLA staff **intend to stay** in their current position. **84%** of our current staff would **recommend IDLA as an employer** to a friend or a colleague.

Anecdotally, I hear similar information from our teachers, as well. I'm proud of the strong culture at IDLA. We are **student-focused** and **mission-driven**. Our faculty and staff find **purpose** and **fulfillment** in their work. We have the **right people** in our organization, doing the **right work** for the **right reasons**. I couldn't be prouder of our team, and I'm confident our culture will be one key to our continued success.

## Student Success

### 2026 Summer Enrollment Data

As of mid-July, we have **8,608** summer enrollments. These 8,608 enrollments represent 6,332 unique students. This means that, on average, IDLA students are taking **1.36** courses this summer.

In the Summer 2025 session, IDLA served **11,674** enrollments, representing 8,380 students. Our Summer 2026 enrollment is down about **26%** from Summer 2025 numbers. Some of this is expected due to the elimination of Driver's Education and Launchpad. We have also seen a drop in Dual Credit enrollments (**-54%**), which we attribute to the requirement of a course fee. Prior to this school year, IDLA waived course fees for dual credit courses.

### 26-27 Pass Rate

Our overall pass rate for the 26-27 school year was **92%!!** Especially considering the challenges our team faced in the spring semester, I am immensely proud of the work of our faculty and staff. Our overall pass rate for the 25-26 school year was **91%**. Our team continues to provide successful online learning experiences to all students across our state!

## News

### State Board Annual Update

On June 18th, I presented our [annual update to the State Board of Education](#). In addition to sharing a brief overview of enrollment from our 25-26 school year, I also shared data on the **immediate impacts** of H 940 from the summer session. The State Board will be an **important partner** as we work to ensure students continue to have access to critical courses. I will work with the IDLA Board and our leadership team to provide a follow-up presentation, including a **strategic plan** for IDLA's role in the Idaho education system, closer to the end of the calendar year.

# Events

## 2026 IASA Summer Conference

Due to our reduced FY27 budget, IDLA will have a **smaller** presence at this year's IASA Summer Conference. Our Directors, Regional Coordinators, and I will be in attendance. Additionally, Jeff Farden and I are presenting "**The New Blueprint for IDLA.**" In this presentation, we will share highlights from our new strategic plan, discuss how we are pivoting to respond to legislative changes, and outline our priorities as we move forward.