



Brabeion Academy

Policy 2000s: Instruction

BRABEION ACADEMY

2000

Goals

Brabeion Academy's educational program is built upon innovative learning methods. Through the arts, (music, dance, theatre, visual arts, and media production) students will be afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Students' minds will be opened and understanding deepened through project-based learning. Learning will focus on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands, set forth by the Idaho Content Standards (ICS) and measured by the ISAT assessment. The school's program is modeled after specific arts integration learning methods and strategies that have proven successful in raising both student engagement and achievement.

The Brabeion curriculum model includes four key components:

1. Standards Aligned Curriculum: Brabeion Academy will utilize the Core Knowledge curriculum for English Language Arts (ELA) and Science in grades K–8, Saxon Math for mathematics instruction, and the Hillsdale 1776 curriculum for Social Studies. These curricula are designed to align with Idaho Content Standards and support a rigorous, knowledge-rich educational experience for students.
2. Arts Integration: Arts Integration instructional strategies and methods are best practices utilized to teach the curriculum fusing an art form (drama, music, art, etc.) within the learning process;
3. Textbooks and Other Support Materials: standards aligned materials that support learning;
4. Data Driven Instruction Model: Brabeion Academy has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve. Thus, Brabeion Academy will use results on student interim and summative assessments to make data-driven decisions for the benefit of the student.

Policy History

Adopted on: June 15, 2026

Revised on:

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Curriculum Development and Assessment

Brabeion Academy Board of Directors is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Chief Instruction and Assessment Officer is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Brabeion Academy's educational philosophy, mission statement, objectives, and goals.

Development and Assessment

Written, sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and Brabeion Academy's education goals and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, Brabeion Academy shall assess student progress toward achieving learner goals and program area performance standards including using Common Assessments: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. Brabeion Academy will use assessment results to improve the education program and use effective and appropriate tools for assessing such progress. This may include but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of

students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

Cross Reference: 2000 Goals

Legal Reference: I.C. § 33-512A District curricular materials adoption committees
I.C. § 33-1601 et seq. Courses of Instruction
IDAPA 08.02.01 et seq. Rules of the State Board of Education

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K-3 Reading Intervention

Brabeion Academy strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal, Brabeion Academy has established a reading intervention program, in addition to core reading instruction, which is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. Brabeion Academy's reading intervention program includes research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

Brabeion Academy provides a research-based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program provides intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

Brabeion Academy monitors the reading progress of each student's reading skills throughout the school year and adjusts instruction according to student needs.

The program provides a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening

assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment receives an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. Brabeion Academy notifies parent(s)/guardian(s) as outlined below once the deficiency has been identified and requests their participation in developing the plan.

The reading improvement plan is created by the teacher, parent(s)/guardian(s), and other pertinent school personnel. The plan describes the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, Brabeion Academy is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. Brabeion Academy notifies the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Chief Academic Officer or designee to provide written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, other applicable school personnel, and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:



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Student and Family Privacy Rights

Surveys – General

All surveys requesting personal information from students as well as any other instrument used to collect personal information from students, must advance or relate to the school's educational objectives as identified by Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the school administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a school official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material" for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information" for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The school will not collect, disclose, or use student information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The school, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purposes of developing, evaluating, or providing educational products or services for, or to, student or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

The Administrator or designee shall notify students' parent(s)/guardian(s) of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights

Policy History:

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Student and Family Privacy Rights - Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires Brabeion Academy to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under State law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, Brabeion Academy will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the Chief Education Officer or designee. The Chief Education Officer or designee will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian's name) give my consent for _____ (child's name) to take _____ (survey name) on or about _____ (date).

Parent's signature: _____

Please return this form no later than _____ (date) to the following school address:

Brabeion Academy
1551 11th Avenue N
Nampa, ID 83687

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Copyright

The School recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While the School encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by the School’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for School staff to violate copyright requirements in order to perform their duties properly. The School cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the School’s procedures or is permissible under the law should contact the Administrator. The Administrator will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Legal Reference: 17 USC 101 to 1010 Federal Copyright Law of 1976. Legal

Reference: 20 U.S.C. 1232h Protection of Pupil Rights

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School Year Calendar and Instructional Hours

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, spring break, Christmas break, parent/teacher conferences, back to school night, the length and dates of summer vacation, and the days designated as legal school holidays.

Holidays / Commemorative Days

School holidays shall include New Year's Day, MLK Day, President's Day, Good Friday, Easter Monday, Labor Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

Instructional Hours

The Board of Directors shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900

Professional Development Days

Not more than twenty-two (22) hours of the required number of instructional hours may be utilized for in-service teacher activities. Additional professional development can be built into the school's schedule so long as the total number of student contact hours and 22 professional development hours meets the required minutes in the state of Idaho.

Legal Reference:

I.C. § 33-512

I.C. § 33-701

Governance of schools

Fiscal year – Payment and accounting of funds

IDAPA 08.02.01.250.01 Required Instructional Time

IDAPA 08.02.01.250.03 Day in Session When Counting

Pupils in Attendance

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School Closure

The Head of School and Sport may order the closure of schools in the event of extreme weather, facility failures or other emergencies, in compliance with established procedures for notifying parents, students and staff.

Legal Reference: I.C. § 33-512 Governance of schools Policy History

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Nutrition Services

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one meal in the school cafeteria each school day;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and are often sources of nutrition information; and
5. School health services, guidance counselors, and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition Services

Nutritional services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education, and referral and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special health care needs;
2. Adolescents who are obese, underweight, follow a vegetarian diet, or have other diet-related concerns, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco. Optimally, nutrition services are provided on the school premises by a qualified nutrition professional who is recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community. At a minimum, the nutrition services program will:

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up of students and referral to community-based services; and
3. Provide recommendations for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise—common complaints in the school nurse’s office—may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning and be significant predictors of a teen’s success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference

8200 Local School Wellness

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Nutrition Education

Quality nutrition education should be presented creatively, be grade appropriate, and build knowledge and skills throughout the student's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. Physical education programs, after-school sports, and School health services are appropriate avenues for nutrition education efforts.

Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Brabeion Academy has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;

12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The School nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the School cafeteria as well as in the classroom, with coordination between School food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the School conducts nutrition education activities and promotions that involve students, parents, and the community. The School Nutrition Committee described in Policy 8210 will be responsible for these activities.

School Community

For a truly comprehensive approach to the School-based nutrition programs and services, it is crucial that all members of the School community help to create an environment that supports healthy eating practices. Administrators, teachers, School food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all School programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all School events, such as fundraisers.

The School should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the School's nutrition standards for individual foods and beverages. The School will also encourage the use of foods that comply with Smart Snacks in Schools standards for any classroom celebrations involving food. The School will provide parents a list of foods that meet the School's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

Cross Reference

2305 Nutrition Services

2310 Nutrition Education

2315 Physical Activity Opportunities and Education

4180 Community Involvement in Student Nutrition and Exercise

7310 Advertising in Schools/Revenue Enhancements

8200 Local School Wellness

8210 School Nutrition Committee

8230 Nutrition Standards

8235 Water Consumption/Water Bottle Policy

8240 School Meals

8250 Guidelines for Food and Beverage Sales

Legal Reference

42 U.S. Code § 1758b Local School Wellness Policy

7 C.F.R. § 210.11 Local School Wellness Policy

7 C.F.R. § 210.12 Student, Parent, and Community Involvement

7 C.F.R. § 210.31 Local School Wellness Policy

Other References: Smart Snacks in School Regulations by the United States Department of Agriculture

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Health, Sex Education, and Human Sexuality

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 for secondary students (8th grade and up). A maturation presentation will take place during 5th grade. The instructional approach shall be developed after consultation with parents and other community representatives.

Sex Education

While the Charter School does not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;
11. Gender identity or gender conversion.

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Classroom instruction that does not meet these criteria is prohibited. Before providing instruction on any of these topics or other sex education, the Charter School 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 provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

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.

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, the known facts will be taught, 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 9 through 12 shall be accompanied by a viewing of a video that meets the following requirements:

1. It must be at least three minutes long;
2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development;
3. It must include a high-quality, computer-generated rendering of animation showing the process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above.

The Board believes that instruction on STIs is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI.

In order for education about STIs to be most effective, the Executive Director or designee shall require that faculty members who present this instruction receive continuing in-service training that includes appropriate teaching strategies and techniques.

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 Chief Education Officer 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. Faculty members who present this instruction will receive continuing training that includes appropriate teaching strategies and techniques.

In accordance with board policy, parents shall have an opportunity to review curriculum before it is presented to students. In the event that a parent or guardian does not want their child to participate, they need to communicate, in writing, with the student's teacher. The teacher will provide an alternative assignment.

Legal Reference:

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

I.C. § 33-1608 Family Life and Sex Education – Legislative Policy

IC § 33-342 Adoption Education

IC § 39-8201 et. seq. Idaho Safe Haven Act

IDAPA 08.02.03.160 Safe Environment and Discipline

Cross Reference

Code Description

2315 Physical Activities Opportunities and Physical Education

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2320F

**Parent/Guardian Permission Form - Health Class
(Human Sexuality Instruction)**

Dear Parent/Guardian,

The Idaho Legislature passed House Bill 239 (Idaho Code §§33-1609 & 33-1611A) during the 2025 session. This law requires schools to obtain written parent/guardian permission (opt-in) before providing instruction on human sexuality.

Human sexuality is broadly defined in law to include topics such as sexual conduct, intimacy, and risk behaviors that may lead to sexually transmitted diseases (STDs) or infections (STIs).

At Brabeion Academy, the Health curriculum includes:

- Medically accurate instruction on the anatomy and physiology of human reproduction (sex education).
- Instruction on risk behaviors and how they relate to the transmission of STDs and STIs.
- Information on Idaho adoption resources and the Idaho Safe Haven Act.

Because this portion of the Health curriculum addresses human sexuality, we must have your written permission for your student to participate. Students who do not receive permission will be provided alternative instruction that satisfies graduation requirements but does not address human sexuality. If you wish to review the curriculum materials that will be utilized during this instruction, please contact your child's teacher or the building administration.

Parent/Guardian Permission

Please check one:

YES – I give permission for my student,

_____, to participate in Health class
instruction addressing human sexuality/sex education.

NO – I do not give permission for my student,

_____, to participate in this instruction. I understand
alternative instruction will be provided.

Parent/Guardian Name (print): _____

Signature: _____ Date: _____
Student Name: _____ Grade: _____

Legal Reference:

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

I.C. § 33-1608 Family Life and Sex Education – Legislative Policy

IC § 33-342 Adoption Education

IC § 39-8201 et. seq. Idaho Safe Haven Act

IDAPA 08.02.03.160 Safe Environment and Discipline

Cross Reference

Code Description

2315 Physical Activities Opportunities and Physical Education

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Homebound, Hospital, and Home Instruction

A student absent from school for more than ten (10) consecutive days because of health or physical impairment will be provided with the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance.

Legal Reference: I.C. § 33-1001 Definitions

I.C. § 33-1003A Calculation of Average Daily Attendance

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2385

English Language Learner Program

In accordance with the Board's philosophy to provide a quality educational program to all students, Brabeion Academy shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers, administrators, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers, administrators, and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all- English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Chief Instruction and Assessment Officer or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Chief Instruction and Assessment Officer or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

Brabeion Academy shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in Brabeion Academy upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of Brabeion Academy.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year, Brabeion Academy shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

Brabeion Academy shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Chief Instruction and Assessment Officer or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing Brabeion Academy's English Learner program and activities and providing Brabeion Academy's applicable demographic data.

Cross Reference: 4160

Parents Right-to-Know Notices

Legal References: 20 U.S.C. § 1701-58

Equal Educational Opportunities Act of

1974

20 U.S.C. § 6811, *et seq.* English Language Acquisition, Language Enhancement, and Academic Achievement Act

42 U.S.C. § 2000(d), *et seq.* Title VI of the Civil Rights Act of 1964

I.C. § 33-1618

Assessment Exception

Policy History:

Adopted on: June 15, 2026

Revised on:

Reviewed on: June 15, 2026



Brabeion Academy

Policy 2000s: Instruction

BRABEION ACADEMY

2395

Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant the student flexibility of learning anytime, anyplace, and at a pace that meets their individual learning styles.

Brabeion Academy will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

Brabeion Academy will provide an individual, employed by the School, as a site coordinator. The site coordinator is to regularly motivate and monitor the progress of students. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor the final exams; and
4. Facilitate communications with the students' parents/guardians regarding course progress and the IDLA instructors.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. A site coordinator shall be assigned to Brabeion Academy. Anyone selected as a School site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by Brabeion Academy.

Student and Course Selection

Charter School administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Chief Education Officer or designee, students may be selected to take IDLA courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student, and Chief Academic Officer or designee must confer and agree that course(s) selected is/are academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to Brabeion Academy's Acceptable Use policies and procedures (3270 and 3270P) and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify Brabeion Academy. Brabeion Academy shall take any disciplinary measures necessary as provided in Charter School policy.

Tuition/Fees

Brabeion Academy shall abide by the IDLA Fees Policy Statement provided by IDLA. Brabeion Academy shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. Brabeion Academy will pay the tuition and registration fees for eligible students.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

Brabeion Academy believes in second chances and learning from mistakes. Therefore, Brabeion Academy encourages students to retake an IDLA class if they do not pass the first time. However, Brabeion Academy will not pay the IDLA class cost a second time. If students do not pass an IDLA course and want to retake the course, they must first pay the tuition and/or registration fee themselves to Brabeion Academy before enrolling a second time.

Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as

mastery of the subject, demonstrated competency, and meeting the standards set for each course.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Legal

I.C. § 33-1612 Courses of Instruction - Thorough System of Public Schools
I.C. § 33-5502 Idaho Digital Learning Academy - Creation— Legislative Findings—Goal
I.C. § 33-5505 Idaho Digital Learning Academy - Definitions
I.C. § 33-5210(4) Application of School Law – Accountability – Exemption from State Rules -
Public Charter Schools *Paulson v. Minidoka School District No. 331*, 463 P.2d 935 (Idaho, 1970).

References:

Policy History:

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Brabeion Academy

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BRABEION ACADEMY

2400

Special Education

Brabeion Academy will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The manual can be found on the State Department of Education's website.

Legal Reference: Idaho State Department of Education Special Education Manual, current edition

Policy History:

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Brabeion Academy

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BRABEION ACADEMY

2410

Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, Brabeion Academy shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

Legal Reference: 29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504
34 C.F.R. 104.36

Policy History

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Brabeion Academy

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BRABEION ACADEMY

2420

Parent and Family Engagement

Brabeion Academy may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

Policy Development

Brabeion Academy shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and Brabeion Academy.

1. **Parental Involvement:** All Charter Schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and
 - D. Provide parents of participating children:
 - I. Timely information about qualifying programs;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, Brabeion Academy shall jointly develop with the parents of Title I children a school/parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
 - B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

II. Frequent reports to parents on their children's progress;

III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Brabeion Academy:

- A. Shall provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- C. Shall educate teachers, specialized instructional support personnel, Head of Schools, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
- D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
- E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- F. May involve parents in the development of training for teachers, Head of Schools, and other educators to improve the effectiveness of such training;

- G. May provide necessary literacy training for parents from Title I funds in the event Brabeion Academy has exhausted all other reasonably available sources of funding for such training;
- H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- I. May train parents to enhance the involvement of other parents;
- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- K. May adopt and implement model approaches to improving parental involvement;
- L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
- M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
- O. Shall inform parents and organizations of the existence of the program.

4. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, Brabeion Academy, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference: 4160 Parents Right to Know Notices

Legal Reference: 20 U.S.C. § 6311 State Plans
 20 U.S.C. § 6312 Local Education Agency Plans 20
 U.S.C. § 6318 Parental Involvement

Policy History

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Brabeion Academy

Policy 2000s: Instruction

BRABEION ACADEMY

2420P

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in Brabeion Academy Policy 2420, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision making.

The school will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. Brabeion Academy also encourages the inclusion of family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

It is the responsibility of the student to:

- Cooperate with school personnel and be responsible for their behavior;
- Complete all homework assignments on time;
- Participate to the best of their ability in all classes;
- Read independently or with family on a regular basis; and
- Let teachers, school staff, and family know when they need help.

It is the responsibility of the parent to:

- Actively communicate with school staff;
- Be aware of rules and regulations of school;
- Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
- Take an active role in assuring that the child is prepared to attend school each day; and
- Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

- Work with parents to develop and implement a school plan for parent involvement;
- Promote and encourage parent involvement activities;
- Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community members who volunteer in the schools have the responsibility to:

- Be aware of rules and regulations of the school; and
- Utilize opportunities for participation in school activities.

It is the responsibility of the administration to:

- Provide coordination, technical assistance, and other support necessary to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
- Provide training and space for parent involvement in activities;
- Provide resources to support successful parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.
- Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
- Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of Brabeion Academy of Idaho's other relevant programs; and
- Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by Brabeion Academy to adequately represent the needs of the population served by Brabeion Academy for the purpose of developing, revising, and reviewing Brabeion Academy's Parent and Family Engagement Policy; and

- Ensure that each school in Brabeion Academy jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards and includes the requirements of Brabeion Academy Policy 2420.

Policy History:

Adopted on: June 15, 2026
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Brabeion Academy

Policy 2000s: Instruction

BRABEION ACADEMY

2435

Advanced Opportunities

Brabeion Academy provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend the School.

Participation in Brabeion Academy's advanced opportunities program requires parent and student agreement to program requirements and completion of the Charter School's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Chief Education Officer to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when ap-proved in advance.

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Fast

Forward

Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in Brabeion Academy with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and career technical certificate examinations, and federal registered workforce training

programs that lead to regional ‘in demand’ jobs.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully complete a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible postsecondary credit-bearing examinations.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and career-technical examinations.

Brabeion Academy shall make reasonable efforts to ensure that any student who considers participating in the School’s advanced opportunities program understands the challenges and time necessary to succeed in the program. The School shall make such efforts prior to a student’s participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of Brabeion Academy, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The School shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him or herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section. Brabeion Academy will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging

Courses

The Board hereby directs the Chief Education Officer or designee to develop criteria by which a student may challenge a course. The Chief Education Officer will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education

has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the Chief Education Officer or designee shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of Brabeion Academy; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

Brabeion Academy shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal					References:	
I.C.	§	33-4601	Advanced	Opportunities	-	Definitions
I.C.	§	33-4602	Advanced	Opportunities—Rulemaking		
I.D.A.P.A.		08.02.03.106	Advanced Opportunities			

Other References:

Idaho Department of Education Advanced Opportunities Portal (available at: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>) (last accessed Oct. 18, 2019)

Policy History:

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Brabeion Academy ***Policy 2000s: Instruction***

BRABEION ACADEMY

2435F

Advanced Opportunities

This participation form allows students to participate in the Fast Forward program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,125 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in excess of the full credit load offered by the public high school, up to \$225 per course;
2. Dual credits; a maximum of \$75 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student’s college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student’s public high school transcript.

The parent/guardian and student understand that he/she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college/university or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student’s Charter School. Eligibility for payment is subject to the deadlines and procedures set forth by Brabeion Academy in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to Charter School guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a “like” course on their own before he or she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by Fast Forward, Brabeion Academy will decide whether the student may continue utilizing *Fast Forward* funding, or if she or he must pay for the cost of a “like” examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of Brabeion Academy, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by Brabeion Academy.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Charter School Name: Brabeion Academy

Policy History:

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Brabeion Academy

Policy 2000s: Instruction

BRABEION ACADEMY

2520

Curricular Materials

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media and internet resources.”

The Board is legally responsible to approve and to provide the necessary curricular materials used in the Brabeion Academy. Textbooks and instructional materials should provide quality learning experiences for students and:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board may adopt a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the Brabeion Academy that are not covered by the state curriculum materials committee.

Curricular materials may be made available for loan to students when the best interest of Brabeion Academy and students will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Any person may submit oral or written objections to any curricular materials under consideration.

Cross Reference: Policy 2530 Learning Materials Review

Legal Reference: I.C. § 33-118A Curricular materials – Adoption procedures
 I.C. § 33-512A District curricular materials adoption committees IDAPA
 08.02.03.112 Curricular Materials Selection

Policy History:
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Brabeion Academy ***Policy 2000s: Instruction***

BRABEION ACADEMY

2550

Field Trips, Excursions and Outdoor Education

The Board of Directors recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities through missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. The Chief Education Officer has the authority to approve all other field trips.

The Chief Education Officer shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History

Adopted on: June 15, 2026
Revised on:
Reviewed on: June 15, 2026



Brabeion Academy

Policy 2000s: Instruction

BRABEION ACADEMY

2620

Grading and Progress Reports

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

The Board directs the Chief Instruction and Assessment Officer to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Policy History

Adopted on: June 15, 2026
Revised on:
Reviewed on: June 15, 2026



Brabeion Academy Policy 2000s: Instruction

BRABEION ACADEMY

2625

Parent Teacher Conferences

Parent-Teacher Conferences have been adopted by Brabeion Academy as a means of reporting student progress to parents in K - 8 grades. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting but may be planned for any occasion that will be helpful to the teacher, the child, and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:

Adopted on: June 15, 2026

Revised on:

Reviewed on: June 15, 2026



Brabeion Academy ***Policy 2000s: Instruction***

BRABEION ACADEMY

2630

Homework

Homework is a constructive tool for secondary students in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

Policy History

Adopted on:	June 15, 2026
Revised on:	June 22, 2026
Reviewed on:	June 15, 2026