

**Idaho Department of
Juvenile Corrections
Institutional
Policy/Procedure**

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SUBJECT: STANDARDS FOR INSTRUCTIONAL TIME

CATEGORY: EDUCATIONAL SERVICES

Policy

The purpose of this policy is to set the standards for instructional time at the Idaho Department of Juvenile Corrections (IDJC). It is therefore the policy of the IDJC that the school day will consist of a minimum of five hours and fifteen minutes of student instruction. Credits will be awarded through mastery as required by the accreditation agency and state and federal laws and regulations.

Operating Procedures

I. Protection of Educational Time

Protecting educational time from interruptions is essential. Therefore, interruptions should be limited, to the greatest extent possible.

II. Procedures

A. Instructional Schedule changes

Changes in time allocations will be approved by the facility's Education Program Manager, the Education Program Director, and the facility's Superintendent.

B. Cancellation of Classes

Classes will not be cancelled for groups or individual students without consultation between the Unit Manager and/or Clinical Supervisor and the facility Education Program Manager. The Education Program Manager notifies the Education Program Director.

C. Student Behavioral Contracts

All student behavioral contracts that impact instructional time must be reviewed by the Unit Manager and/or Clinical Supervisor and Facility Education Program Manager, who notifies the Education Program Director, and documented in the Individual Education Plan (IEP).

D. Individual Counseling Coordination

Individual counseling scheduled during the educational day will be included in the student's education plan. The counseling schedule must be developed in coordination with the facility Education Program Manager. The Education

Program Director will be made aware of counseling scheduled during the school day.

E. Special Management Interventions

1. Students placed in special management are given the opportunity for education and other related services.
2. Student refusal of education services is documented on a daily basis and documentation is entered into the Idaho Juvenile Offender System (IJOS) behavioral notes and documented for Special Education students on IEP or 504 plans.
3. After two consecutive school days, if security or other related concerns are present that may prohibit a student's participation in educational programming, an educational plan review is completed. This will include a Functional Behavioral Assessment (FBA) completed by a trained professional and a Behavior Manifestation Determination meeting.
 - a. If the student is eligible for services under the Individuals with Disabilities Education Act (IDEA, 2004) or the Rehabilitation Act of 1973, Section 504 (Section 504); a Multi-Disciplinary Team (MDT) consisting of the facility Education Program Manager, or designee, Clinician, assigned general education Instructor Specialist, Special Education Instructor Specialist (if applicable), and licensed medical staff meets to make a determination as to whether the behavior is a result of the student's disability. Efforts are made, and documented, to involve the parent(s)/guardian(s) in the Behavior Manifestation Determination meeting.
 - b. As necessary, the MDT modifies the IEP to reflect any change(s) in the level of services. The parent(s)/guardian(s) are supplied with a revised copy of the IEP.
 - c. All procedures must be in accordance with the Idaho Special Education Manual, IDEA, ADA, and Section 504 mandates.

Reference: [Glossary of Terms and Acronyms](#)
 Disabilities Education Act (IDEA, 2004)
 The Rehabilitation Act of 1973, Section 504
 Special Education Law

Desk Manual(s): *None*

Related Policies: [Institutional Needs \(661\)](#)
 [Religious Services \(678\)](#)
 [Special Management Interventions \(604\)](#)
 [Correspondence and Communication: Mail, Telephone, and Visitation \(674\)](#)

Related Forms: *None*