

Therapeutic Classroom

Incentive Grant Assurances

The Local Education Agency (district) receiving the Therapeutic Classroom Grant assures the Director of the Iowa Department of Education that:

Grant resources and professional activities are designed to establish supports for therapeutic classrooms or implement therapeutic classroom components for any learner with or without an Individual Education Program (IEP):

- Whose emotional, social or behavioral needs interfere with their ability to be successful in the current educational environment, with or without supports;
- Including students who have co-occurring poor academic work habits or need academic supports, due to social-emotional behaviors that interfere with learning;
- Until the student is able to successfully return to the student's current education environment, with or without supports, including but not limited to the general education classroom.

Note: A school district may include therapeutic classrooms as part of its district's or building's tiers of social-emotional-behavioral health (SEBH) supports. The word "classroom" is a descriptor of an educational set of services that create the educational environment that may include but is not required to include a separate physical setting from other students. For state reporting and reimbursement purposes, any therapeutic classroom offered by the district must follow requirements for therapeutic classrooms (256.25A and 281—14.13-14).

1. The Therapeutic Classroom(s) provides supports for students with and without IEPs and who need therapeutic classroom supports.
2. The district has a multidisciplinary team who collaborates regularly to support design, implementation and decision-making regarding therapeutic program supports including but not limited to an individual qualified to conduct diagnostic assessments and support social-emotional-behavioral health (SEBH) programming for individuals with social-emotional concerns.
3. The Therapeutic Classroom(s) include practices that enhance positive childhood experiences.
4. The Therapeutic Classroom(s) have clearly articulated and taught behavioral expectations and routines.
5. The Therapeutic Classroom(s) have regular assessment of social-emotional competencies with targeted individualized instruction, small group social-emotional instruction, or both.
6. Each student served in a Therapeutic Classroom has an individualized Behavior Intervention Plan (BIP) developed based on a Functional Behavior Assessment (FBA) and trauma-informed practice.
7. The Therapeutic Classroom(s) have regular engagement of family to review progress and make decisions for more or less restrictive programming.
8. The Therapeutic Classroom(s) have supports for generalization and transition to less restrictive supports/settings since a therapeutic classroom is a temporary intervention. Supports include opportunities to practice social-emotional skills in natural contexts with similar age/grade peers.
9. The Therapeutic Classroom(s) are operated by and housed in the school district.

10. The Therapeutic Classroom(s) have appropriately licensed and certified teacher(s).
11. The Therapeutic Classroom(s) follow program standards for the age(s) served and the full extent of the district's comprehensive education program, including those for preschool programs (281—16), preschool-twelfth grade programs (281—12), and programs for students with IEPs (281—41).
12. The Therapeutic Classroom(s) do NOT solely consist of any one of the following: calming room/space; single strategy or program without individualization; space/location for disciplinary action; seclusion room.
13. The district may enter into a cost-sharing agreement with one or more school districts or area education agencies to provide therapeutic classroom supports, and shall not enter into an agreement to purchase or hold seats in a therapeutic classroom.
14. The Therapeutic Classroom(s) have clear requirements for referral, admission, progress monitoring, and exit that focus on supporting learners to return to general services.
15. Each general education student has an individualized Behavior Intervention Plans (BIP) developed based on a Functional Behavior Assessment (FBA).
16. If/when a general education student receives therapeutic services for 50 percent or more of the school day, a team of qualified professionals, the teacher, and the family review the BIP every 60 days to consider the need for transition to more or less intensive programming.
17. If, at any point, public agencies suspect a disability, the public agencies request consent for a full and individual evaluation for special education from the parent as required by 281—Chapter 41.

Grant Use of Funds

18. Therapeutic Classroom Incentive Grant funds must be used to supplement, not supplant, behavioral health programs/services. 281--IAC 98.1
19. Funds will be spent in alignment with the Therapeutic Classroom Grant use of funds and applicant workplan.

Grant Reporting

20. Grantees agree to comply with department reporting including implementation plan reports, site visits, team meetings and financial reports.