



Consolidated Accountability and Support Application (CASA) Assurances

Purpose

Districts and nonpublic schools, working toward continuous improvement of instruction and student learning, assure ongoing compliance with the described federal and state code.

Requirements

Assurances shall be made by the district superintendent or nonpublic head administrator only. Legal citation accompanies each required assurance.

English Learners (Public and Nonpublic)

- The local education agency maintains and annually revises the LEA Lau (EL) Plan. (Lau v. Nichols, 1974); Iowa Code sec. 280.4, sec. 216.9.
- The local education agency has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- The local education agency includes a Home Language Survey in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Admin. Code r. 281-60.3]
- The local education agency provides a Language Instruction Educational Program (LIEP) with direct instruction provided by an ESL-endorsed teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Admin. Code 281-60.3(2)]
- The local education agency reports required EL data elements on Iowa's Student Reporting System. [ESSA sec. 1111(h), 3121]
- The local education agency uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the local education agency at the beginning of the school year, and within 14 days thereafter. ESSA Sec. 1112(e)(3)(a) and Sec. 1112(e)(3)(b)

English Learners (Public Only)

- The local education agency assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. ESSA Sec. 1111(b)(2)(G)(1)
- The local education agency ensures that educators administering the state-approved language proficiency monitoring assessment meet qualifications as required by the assessment instructions or the Iowa Department of Education. ESSA Sec. 1111(b)(2)(G)(1); Iowa Admin. Code ch. 281-60.
- The local education agency ensures that educators administering the state-approved language proficiency test for identification and placement meet qualifications as required by the assessment instructions or the Iowa Department of Education. ESSA Sec. 1111(b)(2)(G)(1); Iowa Admin. Code ch. 281-60.
- The local education agency assures that Title III funds are used to supplement, not supplant, educational activities and services for English learners. ESSA Sec. 3115(g)

- The local education agency ensures the implementation of the English Language Proficiency (ELP) standards. ESSA Sec. 1111(b)(1)(F)
- The local education agency monitors exited EL students for two years after exiting the program. ESSA Sec. 1111(b)(3)(B)

Professional Development (Public Only)

- The local education agency professional plan provides access to all teachers in the LEA to professional development programs or offerings. Iowa Code sec. 284.6(3)
- The local education agency professional plan aligns with the Iowa teaching standards. Iowa Code 284.6(3)

Equity Coordinator

- The local education agency will provide contact information for the person or persons designated as the District's Equity Coordinator.

Every Student Succeeds Act ESSA (Public Only)

- The local education agency assures that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. 20 U.S.C. § 7904
- The local education agency will develop a plan that includes timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, parents, and other appropriate school personnel. §1112(a)(1)(A)
- The local education agency plan will be written in coordination with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. § 1112(a)(1)(B)
- The local education agency will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3)). § 1112(c)(3)
- The local education agency will coordinate and integrate services with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. § 1112(c)(4)
- The local education agency will designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency. § 1112(c)(5)(A)
- By not later than 1 year after the date of enactment of the Every Student Succeeds Act, the local education agency will develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. § 1112(c)(5)(B)

- The local education agency will provide prompt and cost effective transportation for children in foster care needing transportation to the school of origin in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A). § 1112(c)(5)(B)(i)
- If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if— the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation, the local educational agency agrees to pay for the cost of such transportation, or the local educational agency and the local child welfare agency agree to share the cost of such transportation. § 1112(c)(5)(B)(ii)
- The local education agency will jointly develop, agree on, and distribute to parents and family members of participating children a written parent and family engagement policy that is incorporated into the LEA’s plan developed under section 1112. The plan will establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). § 1116(a)(2)(A)
- The local education agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. § 1116(a)(2)(B)
- The local education agency will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. § 1116(a)(2)(C)
- The local education agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. § 1116(a)(2)(D)
- The local education agency will use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section. § 1116(a)(2)(E)
- The local education agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. § 1116(a)(2)(F)
- The local education agency will submit any parent comments from parents of participating children to whom the local education agency plan is not satisfactory. § 1116(b)(4)
- The local education agency will establish and implement a local educational agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff;

- and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies in order to meet the State educational agency requirements. § 1118(c)(2)(A)
- The local education agency will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. § 9102 (g)(1)(J)(i)
 - The local education agency will designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths. § 9102 (g)(1)(J)(ii)
 - The local education agency will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the following, as applicable: (I) If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located. (II) If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. § 9102 (g)(1)(J)(iii)
 - The local educational agency serving each child or youth to be assisted under this subtitle will, according to the child's or youth's best interest— "(i) continue the child's or youth's education in the school of origin for the duration of homelessness— "(I) in any case in which a family becomes homeless between academic years or during an academic year; and "(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or "(ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. § 9102 (3)(A)
 - In determining the best interest of the child or youth under subparagraph (A), the local educational agency will— "(i) presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth; § 9102 (3)(B)(i)
 - In determining the best interest of the child or youth under subparagraph (A), the local education agency will—consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth. § 9102 (3)(B)(ii)
 - In determining the best interest of the child or youth under subparagraph (A), the local education agency will— if, after conducting the best interest determination information regarding the right to appeal under subparagraph (E). (iv) in the case of an unaccompanied youth, ensure that the local educational agency liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E). § 9102 (3)(B)(iii)(iv)
 - The local education agency will ensure the school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth— "(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization

and other required health records, proof of residency, or other documentation; or “(II) has missed application or enrollment deadlines during any period of homelessness. § 9102 (3) (C) (i)

- The local education agency ensures the enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian of the child or youth, or (in the case of an unaccompanied youth) the youth, to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records, in accordance with subparagraph (D). § 9102 (3) (C) (ii)(iii)
- The local education agency ensures that any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained— “(i) so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district; and “(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g). § 9102 (3) (D) (i)(ii)
- The local education agency ensures that if a dispute arises over eligibility, or school selection or enrollment in a school— “(i) the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals; “(ii) the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the S. 1177—330 State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions; “(iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and “(iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute. § 9102(3)(E)(i)(ii)(iii)(iv)
- The LEA ensures that each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following: “(A) Transportation services. “(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners. “(C) Programs in career and technical education. “(D) Programs for gifted and talented students. “(E) School nutrition programs. §9102(4)(A)(B)(C)(D)(E)
- The local education agency that serves homeless children and youths that receives assistance under this subtitle will coordinate— “(i) the provision of services under this subtitle with local social services agencies and other agencies or entities providing services to homeless children and S. 1177—331 youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and “(ii) transportation, transfer of school records, and other interdistrict activities, with other local educational agencies. §9102(4)(A)(i)(ii)
- If applicable, the local education agency that receives assistance under this subtitle will coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless. §9102(5)(B)(i)(ii)

- The local education agency will coordinate the provision of services under this subtitle with the provision of programs for children with disabilities served by that local educational agency and other involved local educational agencies. §9102(5)(D)
- The local education agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), ensures that— “(i) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies; “(ii) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency; “(iii) homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency; §9102(6)(A)(i)(ii)(iii)
- The local education agency liaison for homeless children and youths, will ensure vii) enrollment disputes are mediated in accordance with paragraph (3)(E); “(viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A). §9102(6)(A)(iv)(v)
- The local education agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that ‘(vi) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths; “(vii) enrollment disputes are mediated in accordance with paragraph (3)(E); “(viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A). §9102(6)(A)(vi)(vii)(viii)
- The local education agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that (ix) school personnel providing services under this subtitle receive professional development and other support; and “(x) unaccompanied youths— “(I) are enrolled in school; “(II) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of the procedures under paragraph (1)(F)(ii); and “(III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090). §9102(6)(A)(ix)(x)
- The local education agency will inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the local educational agency liaisons, and publish an annually updated list of the liaisons on the State educational agency’s website. §9102(6)(B)
- The local education agency liaison for homeless children and youths will, as a part of their duties, coordinate and collaborate with State Coordinators and community and school personnel responsible for the provision of education and S. 1177—333 related services to homeless children and youths. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and

comprehensive data needed to meet the requirements of paragraphs (1) and (3) of subsection (f). §9102(6)(C)

- The local education agency that receives assistance under this subtitle will review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths in schools that are selected under paragraph (3). §9102(7)(A)
- In reviewing and revising such policies, the local education agency will give consideration to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.”; and (6) by striking subsection (h). §9102(7)(B)(C)
- The local education agency will, to the maximum extent practicable, provide services through existing programs and mechanisms that integrate homeless children and youths with non-homeless children and youths; and shall be designed to expand or improve services provided as part of a school’s regular academic program, but not to replace such services provided under such program. §9103 (2)(A) (ii)(iii)
- The local education agency assures that related schools providing services on school grounds, will NOT provide services in settings within a school that segregate homeless children and youths from other children and youths, except as necessary for short periods of time for health and safety emergencies; or to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youths. §9103 (2)(B)(ii)(iii)
- The local education agency will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of section 722(f). §9103 (2)(6)

Statewide Voluntary Preschool Programs (Public Only)

- Teachers in the preschool program are currently and appropriately licensed and possess Teacher Endorsement #100 (Prekindergarten through grade three, including special education; #103 (Prekindergarten through kindergarten); #106 (Prekindergarten through grade three); #1001 (Prekindergarten through grade three inclusive settings); or a Class B conditional license which includes PK general education. Iowa Code 256C.3 (2); Iowa Admin. Code ch. 281-16.9 (5)
 - SPECIAL NOTE - Funding for classrooms may be impacted if classrooms do not have an appropriately licensed and endorsed teacher by October 1 of the school year for which funding is sought.
- Preschool programs offer a minimum of 10 hours of instruction per week from the teacher, exclusive of recess. Iowa Code 256C.3 (3) f.
- The preschool program makes provisions for the integration of children from other state and federally funded preschool programs including Head Start, IDEA, Title I, shared visions, and Early Childhood Iowa. Iowa Code 256C.3 (3) d.
- Preschool programs collaborate with participating families, early care providers, and community partners, including Early Childhood Iowa area boards, Head Start programs, shared visions, and other programs provided under the auspices of the child development coordinating council; licensed child care centers; registered child development homes; area education agencies; child care resource and referral services provided under Iowa Code section 237A.26; early childhood special education programs; services funded by Title I of the federal Elementary and Secondary Education Act of 1965; and family support programs, to make available resources, including those described in sub rule 16.3(14), required to meet the needs of the child. Iowa Code 256C.3 (3) e.

- Preschool programs collaborate to ensure that children receiving care from other approved child care arrangements can participate in the voluntary preschool program with minimal disruptions to the child. Iowa Code 256C.3 (3) e.
- The school district ensures that all staff members are provided appropriate staff development in early childhood education. Iowa Code 256C.3 (4) d.
- Staff development offered for personnel employed by the district is made available to staff who are not employed by the district. Iowa Code 256C.3(4) d.
- The preschool program involves families through: at least one home visit by the licensed teacher of the child, one family night and at least two-family teacher conferences per year. Iowa Code 256C.3 (3) g.
- A minimum of one teacher and one staff member is present when 11 to 20 children are present. Iowa Code 256C.3 (3) a.
- There are never more than 20 children per classroom. Iowa Code 256C.3 (3) a.
- The program has aligned curriculum, assessment, staff development, and instructional strategies to the Iowa Early Learning Standards. Iowa Code 256C.3 (3) c.
- Teachers provide instruction on the skills and knowledge included in the Iowa Early Learning Standards. Iowa Code 256C.3 (3) c.
- The program submits all required data to the Department, including annual submission of Session Information in CASA. Iowa Code 256C.3 (4) c.
- The program submits any additional data requested by the Department to conduct program evaluation. Iowa Code 256C.3 (4) c.
- The preschool program administers Teaching Strategies GOLD early childhood assessment online to each child enrolled. Iowa Code 279.6
- The preschool program implements a research-based or evidence-based curriculum. IAC 281.16.3(6)

Therapeutic Classrooms (Public Only)

- Does the local education agency (LEA) operate any Therapeutic Classrooms that meet the following criteria?
 - For state reporting and reimbursement purposes, any therapeutic classroom offered by the LEA must follow requirements for therapeutic classrooms ([256.25A](#) and [281—14.13-14.](#))
 - “Therapeutic classroom” means a classroom designed for the purpose of providing support for any student, with or without an IEP, whose emotional, social, or behavioral needs interfere with the student’s ability to be successful in the current educational environment, with or without supports, 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.
 - An LEA 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.
 - An LEA is not required to operate a therapeutic classroom; however, the LEA is required to ensure therapeutic services are available, whether in-district or otherwise, to students who need those services to access or benefit from an education.

Note: A Local Education Agency (LEA) is not required to operate a therapeutic classroom; however, the LEA is required to ensure therapeutic services are available, whether in-district or otherwise, to students who need those services to access or benefit from an education.

- The LEA understands that the creation of any Therapeutic Classrooms that meet the above definition must be reported to the Department immediately. 281—14.13-14
 - Should the Local Education Agency create a Therapeutic Classroom during the course of the school year, a help ticket must be created to request that the assurances submission be reopened so that the required assurances can be made.
- How many therapeutic classrooms does the local education agency operate?
- The Therapeutic Classroom(s) provides supports for students with and without IEPs and who need therapeutic classroom supports. 281—14.13-14
- The local education agency 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. 281—14.13-14
- The Therapeutic Classroom(s) include practices that enhance positive childhood experiences. 281—14.13-14
- The Therapeutic Classroom(s) have clearly articulated and taught behavioral expectations and routines. 281—14.13-14
- The Therapeutic Classroom(s) have regular assessment of social-emotional competencies with targeted individualized instruction, small group social-emotional instruction, or both. 281—14.13-14
- 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. 281—14.13-14
- The Therapeutic Classroom(s) have regular engagement of family to review progress and make decisions for more or less restrictive programming. 281—14.13-14
- 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. 281—14.13-14
- The Therapeutic Classroom(s) are operated by and housed in the boundaries of the local education agency. 281—14.13-14
- The Therapeutic Classroom(s) have appropriately licensed and certified teacher(s). 281—14.13-14
- The Therapeutic Classroom(s) follow program standards for the age(s) served and the full extent of the local education agency'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). 281—14.13-14
- 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. 281—14.13-14
- The local education agency may enter into a cost-sharing agreement with one or more local education agency 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.
- The Therapeutic Classroom(s) have clear requirements for referral, admission, progress monitoring, and exit that focus on supporting learners to return to general services. 281—14.13-14
- Each general education student receiving services in a Therapeutic Classroom has an individualized BIP developed based on an FBA. 281—14.13-14
- 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. 281—14.13-14

- 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. 281—14.13-14

Education Standards

- The local education agency shall develop and implement a kindergarten through grade twelve computer science plan by July 1, 2022, which incorporates the standards. IAC 280.3(3)
- The local education agency assures that any curriculum or mandatory staff or student training provided by an employee of the school district or by a contractor hired by the school district does not teach, advocate, encourage, promote, or act upon specific stereotyping and scapegoating toward others on the basis of demographic group membership or identity. 279.74(2)

Individual Career and Academic Plan (ICAP) and District Career and Academic Plan (DCAP) (Public Only)

- The local education agency assures an internal team with the following required membership (school administrator, school counselor; teachers, including CTE teachers; and work-based coordinator or similar role) met in the prior school year to develop and implement the district plan. Iowa Code 279.61(3)
- The local education agency assures the district plan is integrated with the district's school counseling program and the district's comprehensive school improvement plan (CSIP) IAC 281—49.5(1)(a)(2)

Contacts

Please contact your Iowa Department of Education School Improvement consultant with questions. [The current contact list is posted here.](#)