

**281—14.13(256) Therapeutic classroom.** A school district may include therapeutic classrooms as part of its district's or building's tiers of SEBH supports. A therapeutic classroom is 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. A placement in a therapeutic classroom shall not be permanent or indefinite but will be reviewed periodically as called for in this rule. For the purpose of this chapter, the word "classroom" is a descriptor of an educational set of services that create the educational environment that may include a separate physical setting from other students.

**14.13(1) Continuum of programming.** Therapeutic classrooms include the therapeutic programming students may need to support them across a range of educational settings or learning spaces, or both, and are not necessarily standalone or isolated classrooms. Therapeutic classroom supports are part of a district's tiers of SEBH supports.

**14.13(2) Therapeutic classrooms.** For state cost reimbursement and reporting purposes, a therapeutic classroom will:

- a. Include the following therapeutic components:
    - (1) 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 SEBH programming for individuals with social-emotional concerns;
    - (2) Practices that enhance positive childhood experiences;
    - (3) Clearly articulated and taught behavioral expectations and routines;
    - (4) Regular assessment of social-emotional competencies with targeted individualized instruction, small group social-emotional instruction, or both;
    - (5) Individualized BIPs developed based on FBAs and trauma-informed practice;
    - (6) Regular engagement of family to review progress and make decisions for more or less restrictive programming;
    - (7) 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.
  - b. Be operated by and housed in the school district seeking reimbursement.
  - c. Have appropriately licensed and certified teacher(s).
  - d. Follow program standards for the age(s) served and the full extent of the district's comprehensive education program, including:
    - (1) Preschool programs follow preschool program standards, as specified in 281—Chapter 16;
    - (2) Prekindergarten through twelfth grade programs follow 281—Chapter 12;
    - (3) Programs that serve students with IEPs also follow 281—Chapter 41.
  - e. Not solely consist of any one of the following:
    - (1) Calming room/space;
    - (2) Single strategy or program without individualization;
    - (3) Space/location for disciplinary action;
    - (4) Seclusion room.
- 14.13(3) General education students.** When general education students are served through a therapeutic classroom, the following must occur:
- a. The therapeutic classroom has to have clear requirements for referral, admission, progress monitoring, and exit that focus on supporting learners to return to general services,
  - b. Each general education student has an individualized BIP developed based on an FBA,
  - c. When a student receives therapeutic services for 50 percent or more of the school day, a team of qualified professionals, the teacher, and the family will review the BIP every 60 days to consider the need for transition to more or less intensive programming,

*d.* If, at any point, public agencies suspect a disability, the public agencies are to request consent for a full and individual evaluation for special education from the parent pursuant to 281—Chapter 41.

**14.13(4)** *Special education students.* Districts operating therapeutic classrooms that serve learners with IEPs will follow 281—Chapter 41, including provisions for education in the least restrictive environment.

**14.13(5)** *Consortium agreements.* A district may enter into a cost-sharing consortium agreement with one or more school districts or area education agencies to provide therapeutic classroom supports. Districts shall not enter into an agreement to purchase or hold seats in a therapeutic classroom. If a district seeks cost reimbursement for student(s) who attend a therapeutic classroom:

- a.* The therapeutic classroom is to be housed within the district's boundaries;
- b.* The district seeking reimbursement is fiscally responsible for the therapeutic classroom;
- c.* The district seeking reimbursement is responsible for operating the therapeutic classroom.

**14.13(6)** *Rule of construction.* A school district is not required to operate a therapeutic classroom; however, a school district 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.

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