

281—14.15(256,279,280) Required training. This rule applies to public schools, nonpublic school districts and area education agencies.

14.15(1) An employee must receive training that complies with 281—Chapter 103 prior to using any form of physical restraint or seclusion and includes research-based alternatives to physical restraint and seclusion.

14.15(2) An employee must receive training regarding the least restrictive environment. While there is a presumption that the general education environment is the least restrictive environment, data may overcome that presumption. “General education classroom” is not synonymous with “least restrictive environment.” Training must include the process and procedures for:

- a. Making placement decisions based on individual student performance data and participation with peers without disabilities; and
- b. Reviewing student performance data to determine whether changes need to be made to ensure the individual is being educated in the learner’s least restrictive environment.

14.15(3) AEA staff, classroom teachers and school administrators shall receive training prior to using a classroom clear to calm a student. Training shall be reviewed regularly, but no less frequently than once every three school years, and cover the following topics:

- a. The rules of this chapter;
- b. The school’s specific policies and procedures regarding the rules of this chapter;
- c. Training on recognizing and responding to incidents that are an imminent threat of bodily injury;
- d. Student, parent/guardian, and staff notifications and parent follow-up requirements;
- e. Reporting requirements for incidents of assault and violence resulting in injury or property damage;
- f. Reporting requirements for referral and transfer to therapeutic classroom(s);
- g. The school’s specific crisis response plan for incidents of imminent threat;
- h. Staff supports following a crisis or significant event.

14.15(4) Within one year of beginning employment in a teaching position in Iowa, a classroom teacher shall receive training on the prevention of behaviors that present an imminent threat. Training must include the following topics:

- a. The school’s specific policies and procedures for creating learning environments that are safe and supportive.
- b. Evidence-based culturally responsive approaches to student discipline.
- c. Evidence-based classroom management strategies that include:
 - (1) An effectively designed physical classroom.
 - (2) Predictable classroom routines.
 - (3) Posted positive classroom expectations.
 - (4) Prompts and active supervision.
 - (5) Varied opportunities to respond.
 - (6) Acknowledgments for expected behavior.
- d. Universal instruction of social-emotional competencies.
- e. Engaging families as partners in identifying appropriate supports for learner success.
- f. Crisis prevention, crisis intervention, and crisis de-escalation techniques consistent with rule 281—14.4(279).

14.15(5) AEA and school district staff who engage in intervention planning to support supplemental and intensive social-emotional interventions shall receive training on evidence-based interventions for challenging classroom behaviors. Training must include the following topics:

- a. FBAs;
- b. Using FBAs to design BIPs;
- c. Individual safety plans;
- d. Supports for student reentry to learning following a significant event;
- e. Supports for teacher implementation of BIPs;
- f. Crisis prevention, crisis intervention, and crisis de-escalation techniques consistent with rule 281—14.4(279) that are culturally responsive and trauma responsive;

g. Duties and responsibilities of school resource officers and other responders; the techniques, strategies and procedures used by responders; and knowledge of who in the building is trained and authorized in seclusion and restraint;

h. Documentation and notification requirements for incidents of seclusion, restraint, classroom clear and transfer/referral to a therapeutic classroom.

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