

Temporary Exclusion (Bauer Bill) Worksheet

In accordance with RCW 28A.600.020 (1)(2), WAC 392-400-330, VPS School Board Policy/Procedure 3241/3241P, and the VEA/VPS CBA (Article 10.21), in order to maintain a safe and supportive learning environment for all students in my classroom and in using my professional judgment as a certificated educator, I am requesting that _____ (*student name*) be temporarily excluded from my classroom.

Please continue to work with the student to regulate their behavior until I have had the opportunity to discuss the incident leading to this temporary exclusion with an administrator and we have discussed a plan to successfully return the student to the classroom. **In no event may this student be returned to the classroom, without my consent, for up to two (2) days or until this conversation has occurred.**

Were other behavior interventions attempted prior to the request to temporarily exclude the student?

☐ Yes ☐ No – *this is an emergency request for temporary exclusion*

The classroom behavior violation was related to:

- | | | |
|---|--|------------------------------------|
| ☐ Fighting/Aggression | ☐ Disruptive behavior | ☐ Theft |
| ☐ Inappropriate Language | ☐ Vandalism | ☐ Elopement |
| ☐ Self-injury | ☐ Verbal Harassment | |
| ☐ Other: _____ | | |

Does the student have an IEP, BIP (Behavior Intervention Plan), or BSP (Behavior Support Plan) in place?

☐ Yes: _____ ☐ No

Have the interventions in the IEP, BIP, or BSP been attempted?

☐ Yes ☐ No

see next page

Is this the first time the behavior has occurred or is it a repeated behavior?

- ☐ First time ☐ Repeated behavior

In my opinion, the purpose of the student's behavior was to:

- | | |
|--|--|
| ☐ Get adult attention | ☐ Avoid adult attention |
| ☐ Get peer attention | ☐ Avoid peer attention |
| ☐ Get preferred activity | ☐ Avoid undesired activity/task |
| ☐ Get sensation | ☐ Avoid sensation |
| ☐ Get object/things/money | ☐ Other: _____ |

Behavior Interventions attempted prior to requesting this temporary exclusion (in non-emergent situation):

- ☐ De-escalation/Calm Down strategies
- ☐ Think Time/Alternative Work Space/Buddy Classroom
- ☐ Corrected/redirected behavior
- ☐ Changed seating
- ☐ Small impromptu conference
- ☐ Re-teaching of classroom/school behavior expectations
- ☐ Visual reminder
- ☐ Physical proximity
- ☐ Provided choices
- ☐ Solution room
- ☐ Reinforced behavior plan/chart
- ☐ Other: _____
- ☐ None - ***this is an emergency exclusion***

Thank you,

Educator's name and Date

The following are talking points to help guide the educator/administrator re-entry conference and should not be included in the form being used.

Pursuant to Article 10.21A.vii., in the event of a temporary exclusion from the classroom, the following process will be followed:

- 1) The educator and the administrator will discuss the student's behavior and develop a plan for returning the student to the classroom. Educator input should be received and considered prior to the administrator making a decision. The administrator shall make the final decision regarding the plan for returning the student to the classroom and whether the student shall be subject to discipline under district policy and procedure.
- 2) The educator(s) from whose classes the student was excluded will be notified and invited to participate in a reentry meeting with the student and their parent/guardian (if applicable) prior to the student returning to the classroom/school.
- 3) Every reasonable effort shall be made to facilitate a restorative conversation with the educator and student, preferably before the student returns to the classroom.

Some topics to discuss prior to re-entry, may include:

1. What was the student behavior and the factors contributing to the incident?
2. What corrective action, restorative practice, and/or intervention has been utilized?
3. What does the class and/or employee need before the student returns?
 - a. Is a restorative conversation needed between employee and student (or student and classroom)?
4. What does the student need before returning to class?
 - a. Is a re-entry meeting with the student and their parent/guardian necessary?
5. What is the plan to help the student avoid the same behavior in the future?
6. What are the next steps if the behavior continues?
 - a. What is the resolution to this incident? Was there any disciplinary action?
7. Who will communicate the incident and outcome to the student's family?

While a temporary exclusion applies to all students, formal suspensions or removals (determined by the administrator) in excess of ten (10) school days for students with IEPs constitute a change in placement and require that the IEP team meet for a manifestation determination meeting to evaluate for a relationship between the student's behavior and their disability and to verify proper implementation of the student's IEP. A temporary exclusion does not apply to these limits as it is not a formal suspension or removal.