

TEACHER REMOVAL OF STUDENTS FROM CLASS

I. Alexandria City Public Schools is committed to implementation of Positive Behavioral Interventions and Supports (PBIS) as part of ensuring schools are a safe, friendly and welcoming environment for all promoting safe and supportive learning environments. Efforts will be undertaken to utilize effective strategies to de-escalate behaviors that ~~disrupt~~interfere with student learning in the classroom. ACPS encourages alternatives to removing a student from class whenever possible, and utilizes a Multi-Tiered System of Supports (MTSS) for such interventions, including the use of restorative practices. However, in emergency situations as discussed in Section III.B. of this policy or in the event that these strategies are have not been effective and behavior disruptive to the learning of others cannot be otherwise managed, teachers shall have the initial authority to remove students from class due to for disruptive behavior as a last resort.

II. Definitions

Disruptive behavior is defined by Va. Code § 22.1-276.01 as a violation of School Board policies or regulations governing student conduct that interrupts or obstructs the learning environment.

For students with disabilities, staff members will work with the student in accordance with the terms of their IEP if the disruptive behavior is a manifestation of the student's disability.

III. Criteria for Removal

A. Removal for Disruptive Behavior

In order for a teacher to remove a student from class ~~under this policy for disruptive behavior~~, the following criteria must be met:

- ~~• The student's behavior is disruptive as defined above.~~
- Removal of the student from the class ~~is~~ must be necessary to restore a learning environment free from interruptions and obstructions caused by the student's behavior;
- Teacher and/or administrative interventions have been attempted and failed to end the student's disruptive behavior; ~~and~~
- Documented ~~n~~Notice of the student's disruptive behavior through two (2) prior incident reports and the opportunity to meet with the teacher and/or school administrators have previously been provided to the student's parents/guardians in their preferred communication language as described below.

When **all** of the above criteria have been satisfied, a teacher may remove a student from class for disruptive behavior. ~~teacher removal of a student from class shall be deemed appropriate.~~

B. Removal in Emergency Situations

In emergency situations, when the life or safety of students and/or other individuals are threatened, a student may be removed from class without prior notice to the student's parent/guardian and without prior, documented incident reports. When emergency removals occur, the threat to life or safety is documented in the incident report. In alignment with any current Memorandum of Understanding (MOU) with the Alexandria Police Department (APD), School Resource Officers (SROs) will only participate in the removal of students from class in such emergency situations.

III.V. Requirements for Incident Reports

Teachers will write an incident report for each incident that the teacher believes should result in removal of a student from class under this policy, and ACPS will maintain records of student removals by teacher and by school. Each incident report should identify the MTSS interventions employed by the teacher prior to the student's removal, and will be filed with the school administration and provided to the student's parents/guardians within 24 hours of the incident. The parents/guardians must be given the opportunity to meet with the teacher and/or school administrator to discuss the student's behavior and the possible consequences if the behavior continues. The teacher will document, in writing, the attempts to request and encourage the parents/guardians to meet with the teacher or school administrators.

Unless the removal is due to an immediate threat to the life or safety of the student or others, as discussed in Section III.B. of this policy, a student will not be removed from class for disruptive behavior unless two written incident reports have been filed with school administrators and provided to the student's parents/guardians concerning two prior incidents of disruptive behavior. Upon removal, the teacher will file a "Student Removal Form" (attached to this policy) with school administrators. The teacher will include any other documentation supporting the removal including, but not limited to, the previous two incident reports. The only exception to this requirement occurs when the life or safety of students and/or other individuals are threatened. In such instances, the threat to life or safety will be documented in the incident report.

~~No removal under this policy shall occur unless two prior written incident reports have been filed with school administrators. Upon removal, the teacher shall file a Student Removal Form (attached) with school administrators and any other documentation to support the removal including, but not limited to the previous two incident reports.~~

III.V. Procedures for Written Notification to Student and Parents/Guardians

The teacher ~~shall~~ provides ~~copies~~ a copy of ~~any each~~ incident report and Student Removal Form to the student and ~~his or her~~ the student's parents/guardians and ~~notify~~ notifies them, in the parent's/guardian's preferred communication language, of the opportunity to meet with the teacher and/or school administrators to discuss the student's behavior and the possible consequences if the behavior continues. Such notice ~~shall is be~~ provided within twenty-four hours of each incident. The teacher ~~shall~~ documents, in writing, ~~his or her~~ the

attempts to request and encourage the parents/guardians to meet with school administrators and/or the teacher.

Such notice and documentation ~~shall is be~~ required for each incident report and student removal.

IV.VI. Guidelines for Administrative Responses, Alternative Assignment and Instruction of Removed Students

The principal ~~will shall~~ determines the appropriate administrative response placement of the to any student removed from class by a teacher. The principal has several options for assigning consequences in alignment with the Student Code of Conduct, depending on the severity of the circumstances causing the removal. They include, but are not limited to: regarding the placement of a removed student including, but not limited to:

- Returning the student to class (~~see in accordance with the~~ procedures below).;
- Sending the student to the principal's office or study hall. If the principal chooses this option, the teacher ~~shall~~ provides and evaluates appropriate make-up work for the student.;
- Assigning the student to another class.;
- Suspending or recommending the student for expulsion, expelling the student. If the principal chooses this option, alternative instruction and assignment, including the provision of academic and support services, if any, ~~shall is be~~ provided in accordance with according to School Board Policy JGD/JGE: Student Suspension/Expulsion, and in the case of students with disabilities, in accordance with federal law.
- Assigning the student to an alternative program.;

The principal ~~shall~~ ensures that students removed from class under this policy continue to receive an education in accordance with School Board policies.

V.VII. Procedures for the Student's Return to Class

The principal ~~will shall~~ determines, after consultation with the teacher, the duration of the student's removal from class. The principal ~~shall notify notifies~~ the teacher of the decision to return the student to class.

The following procedure applies shall apply if the teacher disagrees with the principal's decision to return a student to the class:

1. The teacher and principal ~~shall will~~ discuss the teacher's objection to returning the student to class and the principal's reason for returning the student.

~~1.2.~~ The teacher, after meeting with the principal, may appeal the principal's decision to the Superintendent or designee within one school day. The incident reports and removal form must accompany the appeal. After discussion with the principal and teacher receiving their written comments, the decision of the Superintendent or

designee ~~shall be~~ is final. The decision ~~shall be~~ is made within forty-eight hours of the teacher's appeal. During the appeal process, the student ~~shall is~~ not be returned to class and the principal ~~shall~~ determines an appropriate placement for the student.

Once the decision has been made to return the student to class, the teacher and principal ~~shall~~ develop a specific PBIS plan to for the student that address includes how any future disruptive behavior will be addressed. Parents/guardians ~~shall be~~ are invited to participate in the development of the behavior plan and requested to sign the finalized plan.

VIII. Review and Reporting

Principals will meet with their administrative teams quarterly, and with relevant Central Office staff members at least annually to review the student removal data from their schools to identify and address potential trends, including:

- Whether the same conduct is over-identified as “disruptive” when attributed to traditionally marginalized student populations, therefore prompting disproportionate removals from class based on e.g., race, ethnicity, gender, ability or first language;
- Individual students with multiple removals who may require specific interventions or additional social, emotional and academic learning (SEAL) supports; and/or
- Excessive or repeated removal of students by particular staff member.

Disaggregated, student removal data for each school in the Division will be provided to the School Board annually.

IX. Training and Evaluation

By the beginning of the 2022-2023 school year, licensed staff members will receive biannual cultural competency training in accordance with Va. Code § 22.1-298.7 and Policy GCL: Professional Staff Development. In addition to other topics, such training will address the impact that systemic racism and implicit bias have on disproportionate disciplinary consequences, including removing students from class.

Teacher deficiencies in classroom management ~~shall be~~ will be addressed ~~in~~ through teacher evaluations pursuant to Policy GCN: *Evaluation of Licensed Staff*. In addition, Va. Code § 22.1-276.2 directs that any teacher whose annual evaluation indicates deficiencies in the management of student conduct may be required to attend professional development activities designed to improve classroom management and disciplinary skills.

X. Other Provisions

Application of this policy to students with disabilities ~~shall~~ will be consistent with federal and state law and regulations as well as School Board policies ~~and regulations~~ sy regarding students with disabilities.

This policy does not limit or restrict the ability of school division employees to apply

other policies, regulations or laws for maintaining order in the classroom.

Adopted: June 18, 1988
Amended: July 1, 2005
Amended: June 15, 2006
Amended: January 8, 2015
[Amended:](#)

Legal Refs: Code of Virginia, 1950, as amended, §§ [22.1-276.01](#), 22.1-276.2, [22.1-298.7](#).

Cross Refs: [GCL](#) [Professional Staff Development](#)
GCN Evaluation of Licensed Staff
JFC Student Conduct
JFC-R Standards of Student Conduct
JGDA Disciplining Students with Disabilities
JGDB Discipline of Students with Disabilities for
Infliction of Serious Bodily Injury
JGD/JGE Student Suspension/Expulsion
[JGD-R/JGE-R](#) [Student Suspension/Expulsion Regulations](#)

STUDENT REMOVAL FORM

SCHOOL NAME: _____

STUDENT: _____

TEACHER: _____

CLASS: _____

DATE: _____

DESCRIPTION OF BEHAVIOR:

**ADMINISTRATIVE AND/OR TEACHER INTERVENTIONS ATTEMPTED PRIOR TO
REMOVAL AND RESULTS:**

DRAFT

**DATE OF PRIOR INCIDENT REPORTS:
(NOTE: PRIOR INCIDENT REPORTS MUST BE ATTACHED.)**

SIGNATURE OF TEACHER