

## TEACHER REMOVAL OF STUDENTS FROM CLASS

### I. GENERALLY

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. Efforts will be undertaken to utilize effective strategies to de-escalate behaviors that disrupt 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 have not been effective and behavior disruptive to the learning of others cannot be otherwise managed, teachers have the initial authority to remove students from class 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 for disruptive behavior, the following criteria must be met:

- Removal of the student from the class 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 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.

47 B. Removal in Emergency Situations  
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49 In emergency situations, when the life or safety of students and/or other  
50 individuals are threatened, a student may be removed from class without prior  
51 notice to the student’s parent/guardian and without prior, documented incident  
52 reports. When emergency removals occur, the threat to life or safety is  
53 documented in the incident report. In alignment with any current Memorandum of  
54 Understanding (MOU) with the Alexandria Police Department (APD), School  
55 Resource Officers (SROs) will only participate in the removal of students from  
56 class in such emergency situations.  
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58 **IV. REQUIREMENTS FOR INCIDENT REPORTS**  
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60 Teachers will write an incident report for each incident that the teacher believes should  
61 result in removal of a student from class under this policy, and ACPS will maintain  
62 records of student removals by teacher and by school. Each incident report should  
63 identify the MTSS interventions employed by the teacher prior to the student’s removal,  
64 and will be filed with the school administration and provided to the student’s  
65 parents/guardians within 24 hours of the incident. The parents/guardians must be given  
66 the opportunity to meet with the teacher and/or school administrator to discuss the  
67 student’s behavior and the possible consequences if the behavior continues. The teacher  
68 will document, in writing, the attempts to request and encourage the parents/guardians to  
69 meet with the teacher or school administrators.  
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71 Unless the removal is due to an immediate threat to the life or safety of the student or  
72 others, as discussed in Section III.B. of this policy, a student will not be removed from  
73 class for disruptive behavior unless two written incident reports have been filed with  
74 school administrators and provided to the student’s parents/guardians concerning two  
75 prior incidents of disruptive behavior. Upon removal, the teacher will file a “Student  
76 Removal Form” (attached to this policy) with school administrators. The teacher will  
77 include any other documentation supporting the removal including, but not limited to, the  
78 previous two incident reports. The only exception to this requirement occurs when the  
79 life or safety of students and/or other individuals are threatened. In such instances, the  
80 threat to life or safety will be documented in the incident report.  
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82 **V. PROCEDURES FOR WRITTEN NOTIFICATION TO STUDENT AND PARENTS/  
83 GUARDIANS**  
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85 The teacher provides a copy of each incident report and Student Removal Form to the  
86 student and the student’s parents/guardians and notifies them, in the parent’s/guardian’s  
87 preferred communication language, of the opportunity to meet with the teacher and/or  
88 school administrators to discuss the student’s behavior and the possible consequences if  
89 the behavior continues. Such notice is provided within twenty-four hours of each  
90 incident. The teacher documents, in writing, the attempts to request and encourage the  
91 parents/guardians to meet with school administrators and/or the teacher.

92 Such notice and documentation is required for each incident report and student removal.  
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## 94 VI. ADMINISTRATIVE RESPONSES, ALTERNATIVE ASSIGNMENT AND 95 INSTRUCTION OF REMOVED STUDENTS

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

- 101 ● Returning the student to class in accordance with the procedures below;
- 102 ● Sending the student to the principal's office or study hall. If the principal chooses  
103 this option, the teacher provides and evaluates appropriate make-up work for the  
104 student;
- 105 ● Assigning the student to another class;
- 106 ● Suspending or recommending the student for expulsion. If the principal chooses  
107 this option, alternative instruction and assignment, including the provision of  
108 academic and support services, if any, is provided in accordance with Policy  
109 JGD/JGE: *Student Suspension/Expulsion*, and in the case of students with  
110 disabilities, in accordance with federal law.
- 111 ● Assigning the student to an alternative program;

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

## 115 VII. PROCEDURE FOR THE STUDENT'S RETURN TO CLASS

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118 The principal determines, after consultation with the teacher, the duration of the student's  
119 removal from class. The principal notifies the teacher of the decision to return the student  
120 to class.

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

- 124  
125 1. The teacher and principal will discuss the teacher's objection to returning the  
126 student to class and the principal's reason for returning the student.
- 127  
128 2. The teacher, after meeting with the principal, may appeal the principal's decision  
129 to the Superintendent or designee within one school day. The incident reports and  
130 removal form must accompany the appeal. After discussion with the principal and  
131 teacher receiving their written comments, the decision of the Superintendent or  
132 designee is final. The decision is made within forty-eight hours of the teacher's  
133 appeal. During the appeal process, the student is not returned to class and the  
134 principal determines an appropriate placement for the student.

135  
136 Once the decision has been made to return the student to class, the teacher and principal  
137 develop a specific PBIS plan for the student that includes how any future disruptive  
138 behavior will be addressed. Parents/guardians are invited to participate in the  
139 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 will be addressed 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 will be consistent with federal and state law and regulations as well as School Board policies and regulations 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:	December 16, 2021
Legal Refs:	Code of Virginia, 1950, as amended, §§ 22.1-276.01, 22.1-276.2, 22.1-298.7.

187	Cross Refs:	GCL	Professional Staff Development
188		GCN	Evaluation of Licensed Staff
189		JFC	Student Conduct
190		JGDA	Disciplining Students with Disabilities
191		JGDB	Discipline of Students with Disabilities for
192			Infliction of Serious Bodily Injury
193		JGD/JGE	Student Suspension/Expulsion
194		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:**

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

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SIGNATURE OF TEACHER