

Examples and Non-Examples of Informal Removals

Generally an Informal Removal

The occurrence of any of these practices is likely indicative of an IEP team's need to review and revise the IEP in order to ensure it includes services and supports that enable the provision of FAPE.

Requiring that a parent attend school with a child or not allowing a child to attend school if the parent does not attend.

Moving a child to a separate learning space, sometimes referred to as a personal learning environment (PLE), in which the child spends part or all of their day receiving instruction separated from peers.

Phone calls home during the school day that result in a parent pick-up. When the teacher relays information that is concerning for the parent, the parent chooses to come pick their child up, noting "we will try again tomorrow". The parent picks the student up frequently after these calls, even if the district did not ask them to.

Requiring a particular teacher or instructional assistant to be present at school for a child to attend.

A student is being perceived as disruptive in class. The teacher tells the student to report back to their classroom for detention (e.g., at lunch or recess) in order to not receive a referral.

Any situation in which a child must "earn" their way back to school with improved behavior.

Excluding a child from a school assembly, field trip or activity in which other similarly-situated students have an opportunity to participate.

Lack of access to appropriately qualified and trained adult staff to support a child's access to a full school day.

Not Generally an Informal Removal

IEP teams should carefully monitor any patterns that emerge in the use of these practices to determine whether they impact the provision of FAPE and the IEP needs revision.

Bathroom Breaks: Students might need to leave class to use the restroom.

Going to the Nurse or Counselor: They may have to visit the school nurse if they're feeling unwell, or they may have an appointment with a school counselor.

Library Visit: Teachers might send students to the library to gather resources for a project or to conduct research.

Changing Classes: Students move between different classrooms throughout the day for different subjects, sometimes during instructional time.

Extracurricular Activities: Students might need to leave class for band, choir, drama, athletics, or other extracurricular activities that might occur during school hours.

School Events or Assemblies: Special school events, field trips, or assemblies might take students out of the classroom during regular class hours.

Lab or Practical Sessions: In case of certain subjects, students might need to move to specialized rooms, like science labs or computer rooms, for practical sessions.

Collaborative Learning Groups: Teachers may assign group work that requires students to collaborate in different parts of the school, like a quiet hallway or common area.

Classroom Break Space: Although no longer in their assigned seat, the student still has access to instruction and opportunities to respond and engage with the learning process.

Restorative Circles: Restorative circles are mediated discussions used to repair harm and build community. Students and staff sit in a circle to share how they were impacted by an incident and come to an agreement on how to repair harm. Although students may leave their typical classroom environment for the circle, they maintain access to instruction and the learning process.