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**SPECIAL EDUCATION STUDENT PIN PROCESS**

The Special Education (“SPED”) department of Excel Academy Charter School and its programs (“EACS” or the “Charter School”) are required to provide a Free and Appropriate Public Education (“FAPE”) to all SPED students. The purpose of this policy is to outline the steps that will be taken by the SPED department if the parent/guardian and student responsibilities are not fulfilled per the student’s active Individualized Education Plan (“IEP”) and EACS Acknowledgement of Responsibilities (“AOR”).

The following process will be followed when a SPED student is not attending their IEP services or fails to meet the expectations of the AOR, resulting in a Progress Improvement Notification (“PIN”). A “no show” is defined as a cancellation with less than 24 hours notice to the SPED provider.

1. Student’s Case Manager and all IEP service providers will keep track of how many no-shows to SPED services a student has accumulated. Additionally, student’s ToR will inform Case Manager anytime PINs are issued to the student for failing to meet EACS’ AOR requirements.
2. If a student accumulates three (3) no-shows to SPED services, the Case Manager will contact the EACS Program Specialist and provide information regarding the dates and categories of missed services. Program Specialist will contact parent/guardian to discuss the reason(s) for missed services and will confirm the date/time of the next scheduled service(s) to ensure student attendance. If the reason given for missed services is related to the student’s unique educational needs, an IEP meeting will be scheduled to discuss if changes to the IEP are required. If the reason given for missed services is not related to the student’s disability and student continues to fail to participate in services following this conversation, PINs will be issued for each missed service and/or session after the third is documented. Likewise, if student accumulates three (3) PINS for AOR violations, the student’s ToR will contact Program Specialist to complete the same steps in an effort to support student’s participation in their full educational program.
3. A PIN IEP will be held after a total of five (5) combined incidents of no-shows and/or AOR violations resulting in the issuance of a PIN to the student. During the PIN IEP meeting, the IEP Team will discuss the reasons for no-shows/missed services and/or AOR violations and will conduct a team review of the student’s current IEP in order to consider the following available options:
  - a. Parent/guardian can ensure student attends all SPED service(s) and meets all expectations of the AOR. IEP Team will discuss options with parent/guardian to support full attendance and participation. If student’s lack of consistent attendance is deemed to be the result of IEP deficiencies, the team will discuss recommended changes. If the lack of attendance is deemed to be related to parent and/or student compliance, a plan for regular monitoring of sped participation and AOR

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- compliance will be determined.
- b. Parent/guardian can choose to enroll student in a traditional brick and mortar school, where the student would be supported by a traditional schedule and setting.

Should option a or b prove unsuccessful EACS will initiate an involuntary withdrawal process, as described below.

Following the PIN IEP, PINs will continue to be issued for each additional missed service and/or AOR violation. Once a student receives three (3) additional PINs, an additional IEP meeting will be held to discuss ongoing issues of the student failing to participate in their educational program. At this meeting the IEP Team will be tasked with determining if the pattern of concerns are a manifestation of the students disability. If the student's failure to attend IEP services and meet the requirements of the AOR is not determined to be a direct manifestation of the student's disability, a change of placement resulting in involuntary withdrawal will be discussed.

If a change of placement is recommended by the IEP team, parent/guardian consent is required in order to implement the change. EACS cannot change the placement of a special education student without parent/guardian consent. However, if parent/guardian fails to provide consent and the student continues to fail to participate, EACS may seek resolution of the placement disagreement through due process in order to complete involuntary withdrawal.