



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Procedures for Students with Disabilities Participating in Adult Education

NUMBER: BUL-076303

ISSUERS: Anthony Aguilar, Chief of Special Education, Equity and Access
Division of Special Education

Joe Stark, Executive Director
Division of Adult and Career Education

ROUTING
 All Schools and Locations
 Local District Superintendents
 Administrators of Instruction
 Principal Leaders
 Support Unit Administrators
 School Site Administrators
 Division of Special Education
 Division of Adult and Career Education

DATE: September 12, 2019

POLICY: It is District policy to provide access to all programs, including Adult Secondary Education (ASE) programs, for students with disabilities, conforming to federal legal requirements.

- Federal law requires organizations receiving federal financial assistance to provide equal access to all programs for which an individual with a disability is qualified (Section 504 of the Rehabilitation Act of 1973). This bulletin formally establishes the District’s commitment to align policy and practice to all applicable laws.

In accordance with Education Code section 51745(c), an individual with a disability may not enroll in an independent study program unless they have an active IEP that provides for such participation.

BACKGROUND: This bulletin is provided to inform LAUSD staff of the referral, application and enrollment process for students with disabilities who want to apply for and participate in ASE programs. This bulletin does not apply to students with disabilities who are concurrently enrolled in adult education and a District high school.

The Division of Adult and Career Education (DACE), offers several program options for adults: English as a Second Language, Adult Basic Education, Adult Secondary Education (ASE) and Career Technical Education. The ASE program participation options are teacher-directed classes, Individualized Instruction Labs, Adult Independent Study (both traditional and online) and the Accelerated College and Career Transition Program, or AC²T, Program. Each of these ASE options have prerequisites that must be met before enrollment is allowed. These



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prerequisites can be found in the Adult Independent Study (AIS) Handbook and the Adult Individualized Instruction Lab Handbook on the DACE website: wearedace.org.

Adult Independent Study is a voluntary alternative instructional strategy by which enrolled students may achieve District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting. Independent study (California Education Code sections 51745–51749.3) is provided as an alternative instructional strategy, not an alternative curriculum. Any student enrolled in a District school or program is eligible to enroll in an independent study program if the student meets the admission criteria.

The AC²T Program is unique among ASE programs because it serves younger students (minors who are at least 16 years old) and requires students to work independently to complete assignments an average of six hours a day.

Students with disabilities who may benefit from these voluntary alternative instructional programs must possess basic academic skills to access District-adopted core curriculum.

GUIDELINES:

I. General Placement Consideration for Students with Disabilities

The following pre-referral considerations apply for any students with disabilities wanting to attend any ASE program (see Adult Secondary Education Program Checklist, Attachment A):

A. For all ASE programs, students should be able to:

1. Manage their time and daily schedule efficiently.
2. Access grade level standards and core curriculum with use of IEP accommodations.
3. Understand that missing classes and not completing assignments will lead to removal from the program.

B. For ASE Independent Study programs, including AC²T, students should meet the requirements of Section A and also possess academic, social, emotional and behavioral skills necessary to:

1. Work independently to complete assignments an average of six hours a day.
2. Attend weekly meetings with the assigned teacher. Special education



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services will be provided during these meetings or at regularly scheduled intervals if intensive instruction is required.

3. Turn in assigned work, ask questions, obtain assistance and take tests or quizzes at weekly meetings.

II. Students with Disabilities Who Are No Longer in High School, Have Not Earned Their Diploma and Are Under 22 Years of Age:

Students identified as having had special education services need an IEP conducted within 30 days of enrollment at the DACE site to determine whether the offer of a Free Appropriate Public Education (FAPE) can be made by the ASE program. Pre-referral considerations from Part I of this bulletin should be used to make this determination.

The Search and Serve letter (Attachment B) will be sent by DACE to all enrolled students with disabilities who are no longer in high school, have not earned their diploma and are under 22 years of age. Students (18 or over) or their parent/guardian (if students are younger than 18) will have the option to select between convening an IEP meeting to determine FAPE or revocation of consent for special education, in which case the student may continue to participate in their DACE program without special education. DACE staff receiving the completed Attachment B form must verify that the student's address is within LAUSD jurisdictional boundaries in order to receive special education services from LAUSD and then submit the form to the Special Education Administrator (SEA) at the Local District Level. The SEA will assign it to an itinerant Resource Specialist Teacher, who will upload it to Welligent under the "Scanned Documents" section.

If an IEP meeting is requested, IEP team members should include, but not be limited to, the following:

- Parent/Guardian (for students under 18)
- Student
- Special Education Teacher (itinerant Resource Specialist Teacher is recommended)
- General Education Teacher (ASE program teacher is recommended)
- Administrator or Administrative Designee (AC²T Advisor, Assistant Principal of Adult Counseling Services [APACS], or Teacher Counselor from ASE program is recommended)

The itinerant Resource Specialist Teacher will schedule the meeting and facilitate the development of the IEP. The IEP team will review current information and make an offer of FAPE within legal timelines. If the ASE program is the offer of FAPE, the IEP team should complete the IEP using the guidelines in Part IV of



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this bulletin.

If the ASE program is not the offer of FAPE, the IEP team will make an offer of FAPE based on the student's needs.

Students (18 or over) or parent/guardian (for students under 18) who independently decide to attend an ASE program and not accept the District's offer of FAPE may choose to revoke consent for special education. Please refer to Attachment B for more information.

This policy regarding revocation is applicable only to students participating in adult education programs. For information on other revocation requests, see Policy Bulletin 4680.0.

III. Current LAUSD High School Students with IEPs Applying to Adult Education:

In addition to the regular DACE enrollment process, students with disabilities interested in this instructional option must adhere to the following procedures:

A. The case carrier schedules an IEP meeting.

For students applying to AC²T program:

- The case carrier invites the AC²T Advisor to attend the meeting with the purpose of explaining the program requirements and assisting the IEP team in determining the appropriateness of the placement. Go to <https://wearedace.org/accelerated-college-and-career-transition-program-ac2t/> to find the AC²T site nearest the school and invite the Advisor.

Note: Students younger than 18 in need of a full time program may only enroll in the AC²T Program.

For students 18 or above and applying to another ASE program:

- The case carrier invites the APACS or Teacher Counselor for Adult Secondary Education to attend the meeting with the purpose of explaining the program requirements and assisting the IEP team in determining the appropriateness of the placement. Call the local ASE program to invite the ASE program APACS or Teacher Counselor to the IEP. Go to website wearedace.org to locate the contact information for the local ASE program.

B. The Adult Secondary Education Program Checklist (Attachment A) is one of the multiple measures the IEP team should consider to determine whether the ASE program is an appropriate placement option for the



student.

If the IEP team determines the ASE program is the offer of FAPE, the IEP team should complete the IEP using the guidelines in Part IV of this bulletin. The student will remain in their current program until the District receives consent to implement the IEP recommending an ASE program. Students with related services offered in their IEP will access the designated related services at their high school of residence.

If the ASE program is not the offer of FAPE, the IEP team will make an offer of FAPE based on the student’s needs.

Current LAUSD high school students with IEPs who independently decide to attend an ASE program and not accept the District’s offer of FAPE may choose to revoke consent for special education. The procedures in Policy Bulletin 4680.0, *Procedures for Addressing Parental Revocation of Consent for the Continued Provision of Special Education and Related Services*, must be followed.

IV. Completing the IEP Process for Any Student with Disabilities Enrolling in ASE Programs:

An IEP team meeting must be convened in accordance with the District procedural guidelines contained in the Special Education electronic Policies and Procedures Manual, Part II, “The Special Education Process” (<https://achieve.lausd.net/Page/14466>). All procedures for completing the IEP must be followed. Using the Welligent IEP Management System, enter information regarding the student’s educational placement. While FAPE will vary depending on student needs, the following is an example of a possible FAPE offer for a student attending an ASE program:

SAMPLE:
FAPE: PART ONE
Curriculum: General Education
Type of School: Adult Education
Name of School: AC ² T Program or ASE program
Setting: General Education
Program: General Education

FAPE: PART TWO
Service: RSP
Frequency: 1 (if weekly interval); 4 (if monthly interval)
Interval: Weekly or Monthly
Minutes/Interval: 60 (if weekly); 120 (if monthly)



Minutes/Interval (pullout from General Education): 120 minutes a month if pull out service, or may be 0 if service is collaborative
Service Delivery Model: Direct Service (collaborative OR pull out/push in)
Responsible Personnel: Resource Specialist

V. Adult Education Enrollment Process

Upon completion of the IEP team meeting, referring school staff must complete the Pupil Accounting Report (PAR) and send a copy of the student’s transcripts to the ASE program staff at the receiving location.

VI. Delivery of Special Education Services in Adult Education

The Special Education Administrator (SEA) for the Local District (LD) in which the receiving ASE program is located will arrange for the provision of Special Education (typically itinerant resource support) and related services for the student.

RELATED RESOURCES:

Section 504 of the Rehabilitation Act of 1973

California Education Code

Adult Education Website: wearedace.org

Adult Independent Study (AIS) Handbook

Adult Individualized Instruction Lab Handbook

BUL-4680.0, Procedures for Addressing Parental Revocation of Consent for the Continued Provision of Special Education and Related Services, July 1, 2009

ASSISTANCE:

For assistance or further information regarding the AC²T or Adult Education Programs, please contact Dora Pimentel-Baxter at dpimente@lausd.net

For assistance or further information regarding Special Education in relation to the ASE programs, please contact Lela Rondeau at lela.rondeau@lausd.net

ATTACHMENTS:

Attachment A: Adult Secondary Education Program Checklist

Attachment B: Search and Serve Letter



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Attachment B

MEMBERS OF THE BOARD

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE OFFICES**
DIVISION OF SPECIAL EDUCATION
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Telephone: (213) 241-6701 | Fax: (213) 241-6842

ANTHONY AGUILAR
Chief of Special Education, Equity and Access
Division of Special Education

AUSTIN BEUTNER
Superintendent

Date

Student (or Parent if Student is under age 18)
Street Number
City, State ZIP

Dear Student (or Parent if Student is under age 18),

Our records indicate that you are currently eligible for special education services and reside within Los Angeles Unified School District (LAUSD) boundaries. Students with disabilities qualify to receive special education services until age 22 or until earning a high school diploma, whichever comes first. Currently you have selected to enroll in LAUSD’s Division of Adult and Career Education (DACE) which is not the placement offered in your most recent Individualized Education Program (IEP).

If you would like to continue receiving special education services, an IEP team meeting will be held to determine the appropriate placement and supports to address your educational needs. Please indicate that you would like us to schedule an IEP team meeting on the form attached and give it to the Assistant Principal of Adult Counseling Services at your Adult School so that we may assist you with arranging for an IEP team meeting as soon as possible. If we do not receive a response within 30 days, an IEP will be scheduled.

OR

If you would like to voluntarily exit from special education and have read the attached prior written notice, indicate that you would like to voluntarily revoke consent on the enclosed form and give it to the Assistant Principal of Counseling Services at your Adult School. Upon receipt of the signed revocation, the District will discontinue all special education and related services after 15 days.

If you have any questions or require additional assistance to understand these options, please call your Local District office.

Sincerely,

Aaron Jeffery
Director, Instruction

Enclosed: *Request for Student with IEP to Enroll in Adult Education* form, including a request for IEP or revocation of consent for special education



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Attachment B

Request for Student with IEP to enroll in Adult Education

Please select only one box below, print neatly and drop this form off at the office of your Adult School of attendance:

Please schedule an IEP team meeting for _____, Birth Date: _____,
Student Name Month/Day/Year

Signed _____, _____
Signature Relationship
on _____, _____
Today's Date Phone number Address

OR:

I have reviewed the prior written notice provided below and wish to voluntarily revoke consent for:

_____, Birth Date: _____,
Student Name Month/Day/Year

Signed _____, _____
Signature Relationship
on _____, _____
Today's Date Phone number Address

In response to your request to revoke consent for special education and related services, the District is required by the federal law, Individuals with Disabilities Education Act (IDEA), and its regulations to provide this prior written notice before ceasing the provision of special education and related services. Based on your voluntary revocation of consent, the District will discontinue all special education and related services fifteen (15) calendar days from the receipt of your revocation. After that date, the services and educational supports agreed to in the Individual Education Program (IEP) will no longer be provided. These include, but are not limited to the placement and services in the last IEP. If you need a copy of that IEP please contact Records at sesc-operations@lausd.net or by calling 213-241-6701.

Please be aware that the student will become a general education student and will no longer be entitled to the special education and related services and/or protections under the IDEA and related provisions of the California Code of Education. The student will be treated as a general education student in all respects, including in the event of any disciplinary action.

Should you wish to receive a copy of the LAUSD's Procedural Rights and Safeguards Notice (entitled *A Parent's Guide to Special Education Services*) it may be found at any LAUSD school or through a link on LAUSD's online website at <https://achieve.lausd.net/sped>. It is available in various languages.

Your revocation of consent releases the District from responsibility for providing your child with a free appropriate public education under the IDEA. You can still contact your adult education school for a Section 504 plan, which will consider the need for disability-based accommodations. If, in the future, you wish to reconsider special education and related services, you may contact staff at your adult education school with your request for evaluation and identification up until the student's 19th birthday.

Parents and guardians of a child with a disability have rights and protections under IDEA and its implementing regulations. You can contact the California Department of Education (www.cde.ca.gov, specedinfo@share.cde.ca.gov, 916-445-4613) should you require assistance in understanding rights and procedural protections. You may also contact: LAUSD SELPA, Los Angeles Unified School District, 333 South Beaudry Ave, Los Angeles, CA 90017, Phone: (213) 241-6701.

For Adult School to complete:



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Attachment B

Date received: _____ Adult School Name: _____

Contact at Adult School: _____, _____
Name Phone Number

Email

Verification of student's address in LAUSD jurisdictional boundaries if requesting an IEP meeting

Adult School staff: Note that completed form is to be submitted to the Special Education Administrator at the Local District and uploaded to Welligent under "Scanned Documents."



ADULT SECONDARY EDUCATION PROGRAM CHECKLIST

This form is for current LAUSD students with disabilities interested in attending an Adult Secondary Education program, including but not limited to the Accelerated College and Career Transition (AC²T) program. This form can be used as a tool during the IEP meeting at which placement in Adult Secondary Education programs will be discussed.

IEP Team considerations and discussions:

- Student's current placement and % of time out of the general education setting
- Student's English Language Development (ELD) level and impact on achievement
- Student's Smarter Balanced Assessment scores
- Other data (e.g. informal assessments, grades, attendance, etc) relevant to the student's possible success in an Adult Secondary Education program

Pre-referral considerations for any Adult Secondary Education program:

- Student can manage their time and daily schedule efficiently
- Student can access grade level standards and curriculum with use of IEP accommodations
- Student understands that missing classes and not completing assignments will lead to removal from the program

Additional considerations for Independent Study programs within Adult Secondary Education programs, including AC²T:

- Student can work without daily supervision
- Student possesses academic, social, emotional and behavioral skills necessary to be successful in core instruction
- Student demonstrates the ability to self-initiate and complete assignments

Additional considerations specifically for AC²T:

- Student can work independently to complete assignments an average of six hours a day