



# 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 AC<sup>2</sup>T, Program. Each of these ASE options have prerequisites that must be met before enrollment is allowed. These



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

prerequisites can be found in the Adult Independent Study (AIS) Handbook and the Adult Individualized Instruction Lab Handbook on the DACE website: [wearedace.org](http://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 AC<sup>2</sup>T 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 AC<sup>2</sup>T, 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



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

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 (AC<sup>2</sup>T 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



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

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 AC<sup>2</sup>T program:

- The case carrier invites the AC<sup>2</sup>T 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 AC<sup>2</sup>T 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 AC<sup>2</sup>T 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](http://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:

<b>SAMPLE:</b>
FAPE: PART ONE
Curriculum: General Education
Type of School: Adult Education
Name of School: AC <sup>2</sup> 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](http://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 AC<sup>2</sup>T or Adult Education Programs, please contact Dora Pimentel-Baxter at [dpimente@lausd.net](mailto: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](mailto:lela.rondeau@lausd.net)

**ATTACHMENTS:**

Attachment A: Adult Secondary Education Program Checklist

Attachment B: Search and Serve Letter