



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** Procedures to Request Barrier Removal for Program Accessibility, for Students and Other Individuals with Disabilities

**NUMBER:** REF-066902

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Office of the General Counsel

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**DATE:** March 11, 2019

**ROUTING**  
**Locations**  
Instructional Directors  
Principals  
Site Administrators  
All Employees

**PURPOSE:** The purpose of this Reference Guide is twofold: (1) to inform schools of changes in the procedures for requesting barrier removal for program accessibility for qualified students with disabilities; and (2) to provide a process for District employees to follow when responding to a concern related to a barrier to program access involving other qualified individuals with disabilities who visit schools and other District facilities.

- MAJOR CHANGES:**
1. This Reference Guide replaces REF-1446.3: “Procedures for Requesting Rapid Access Program Accessibility Renovations and/or Accommodations for Students and Community Members with Disabilities,” issued on October 17, 2012.
  2. Guidance is provided to schools on accessibility construction projects which are considered “rapid and minor.”
  3. An emphasis is placed on operational solutions to be implemented for impacted individuals with disabilities when actual structural modifications are not necessary or until the construction project is completed.
  4. Requests for barrier removal for qualified individuals with disabilities will be submitted via the Division of Special Education (DSE) ADA Program Accessibility Request Form utilizing an LAUSD email account and single-sign on to access. (See Related Resources, below.)



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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## OVERVIEW

In accordance with District policy, and state and federal law, District programs and activities must be accessible to students, employees, and other individuals with disabilities. Program accessibility barriers for individuals with disabilities may involve access to the physical environment, to visual or auditory information, or to communication opportunities. Program accessibility barriers may exist at a school, a business office, other District location, or a communication method or forum. Policy bulletin BUL-046982, Compliance with Title II of the ADA, includes a sample list of common barrier review areas. (See Related Resources, below.)

While not all facilities must be accessible, newly constructed and altered facilities must meet stringent accessibility requirements. For all other existing facilities, accessibility standards are met by making a program or activity accessible through relocation to an accessible site, providing it in a different manner, or using other strategies to ensure that individuals with disabilities have an equal opportunity to benefit from the program or activity in an integrated setting.

The former “on-demand” program which was developed and utilized for implementing minor facility modifications to provide program accessibility to students with disabilities has been refined and replaced by the Rapid Access Program (RAP). The RAP or other barrier removal projects, require that an “Operational Solution” be implemented to ensure immediate program accessibility in situations where construction is being completed.

In accordance with the Self-Evaluation and Transition Plan (Transition Plan), District facilities will be surveyed for compliance with Title II of the Americans with Disabilities Act (ADA) and scheduled for modernization or other construction as necessary to provide program accessibility. (See Related Resources.) In circumstances where a qualified individual with a disability encounters a barrier to a program or activity prior to scheduled construction, immediate action must be taken to provide ADA Title II program accessibility.

## REPORTING AN ACCESSIBILITY CONCERN

Individuals with disabilities are not to be denied access to a site, facility, program, or activity. Any person identifying or experiencing a barrier to program accessibility must bring the concern to the person responsible for the site or facility to be addressed. Should a person with an accessibility concern report it to an employee who is not responsible for nor oversees the site,



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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facility, program, or activity, the employee is to direct the individual to the responsible person, as noted below in the Review and Evaluation by Responsible Individuals section.

Employees are reminded that when individuals with disabilities, aside from students express a concern about accessibility, they may voluntarily provide information about their disabilities; however, they are not required to disclose they are disabled. It is improper and illegal for a District employee to ask a person the nature or extent of their disability. However, inquiring about whether a reasonable modification is necessary due to a disability or how to provide accessibility (without asking the nature or extent of a disability) is acceptable.

## REVIEW AND EVALUATION BY RESPONSIBLE INDIVIDUALS

The employee who is responsible for a site, facility, program or activity may be the school Principal (or designated Site Administrator) or the employee responsible for overseeing a non-school site. These responsible individuals should carefully review all information related to the accessibility concern, conduct further investigation to determine the action(s) needed to resolve the concern, and take the necessary action to address the concern.

If a solution to a barrier is not immediately available or apparent, the individual responsible for a site may contact ADA or accessibility technical staff for consultation and assistance in developing an operational solution or obtaining other recommendations to correct an accessibility barrier. (See the Assistance section, below.)

## DETERMINING AN APPROPRIATE ACCESSIBILITY SOLUTION

To identify the appropriate program accessibility solution or barrier removal to be implemented, the school site administrator or other responsible individual should first focus on possible operational solutions. An operational solution is often the most effective solution to a program barrier.

Identified operational solutions may be the appropriate long-term solution, or an interim plan when construction work is recommended by the Facilities Access Compliance Unit (ACU) staff. Operational solutions are non-construction solutions which may involve:

- Moving non-permanent fixtures, furniture, and pathway obstacles, or installing non-construction materials or assistive equipment
- Organizing or locating classes or programs to match individuals to existing accessible rooms or locations



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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- Providing DSE support personnel, as stipulated by a student's Individualized Education Program ("IEP"), to assist the student as necessary

A RAP request is appropriate for school requests that may require minor and rapid construction or construction-related modifications. An operational solution must be implemented for the interim period until construction is completed.

Construction work that is not minor and/or requires more time to complete may qualify as a Critical Barrier Removal (CBR) project. While these types of projects may take more time, they are handled on a priority basis. Like RAP projects, CBR projects require an operational solution to be implemented until construction is completed.

For students with an IEP, a Special Education Local Plan Area team (SELPA Team) meeting will be convened to review the impacts of the student's disability and document any accommodations required to increase accessibility on campus. (See Related Resources, below.)

For employee-related accessibility concerns, the supervisor or manager will engage in the interactive process as required by Integrated Disability Management. (See Related Resources, below.)

## RAPID ACCESS PROGRAM (RAP) EXAMPLES

The following types of rapid and minor projects may be implemented as RAP projects.

- Purchase and install temporary ramp
- Alteration of door jamb or threshold
- Remove or reverse swing of door
- Install accessible door hardware
- Install grab bars (restroom)
- Install adaptive equipment (e.g. toilet seat, lift, or support station)
- Minor physical adjustments to provide wheelchair access or turn radius (depending on alterations required)
- Install electrical outlet
- Purchase and deliver temporary wheelchair lift for stage (without stage modification)
- Remove and replace toilet, urinal or sink to accessible height
- Purchase privacy screen



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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- Purchase accessible lunch table
- Purchase high/low changing table

## CRITICAL BARRIER REMOVAL (CBR) EXAMPLES

Any required project not listed above would be considered under the CBR program; CBR projects typically require an in-depth design and a longer construction duration. Like RAP projects, CBR projects are considered a high priority. Examples of these projects include:

- Remodeling a restroom or Nurse's office to accommodate changing table
- Concrete ramps
- Inclined lift
- Installation of specialized or customized equipment or fixtures with long lead times
- Remove/replace water fountains with hi-lo accessible fountains
- Fabricate and install handrails for stairways

**PROCEDURES:** The following procedures apply for requesting a barrier removal for a qualified student or other individual with a disability at a school site.

1. The Principal (or designated Site Administrator) determines if an operational solution can be implemented to ensure accessibility to the program. The Principal may contact DSE staff for assistance. Solutions involving a structural modification will only be implemented when the operational solution does not adequately remove the barrier. If structural modifications are necessary, the Principal fills out the ADA Program Accessibility Request Form for program accessibility.
2. For construction-based projects, an operational solution must be identified for the interim period to ensure program accessibility until construction is completed; the interim operational solution information must be included in the ADA Program Accessibility Request Form.
3. Upon submitting the ADA Program Accessibility Request Form, an automatic confirmation email will be sent to the person submitting the request and the school Principal; DSE staff can be contacted for assistance with the form.
4. Appropriate members of the SELPA Team will review the barrier removal request and the interim accessibility plan which sets forth the operational solution, coordinate a site visit as necessary and advise or modify the plan for feasibility based on the results of the visit. Upon completion of the review, a SELPA Team member will document and approve the barrier removal request in the electronic



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

system.

- An ACU member will determine if the project will proceed as a RAP or CBR project and ACU will arrange for the project to be scheduled and completed.

**RELATED  
RESOURCES:**

Link to DSE ADA Program Accessibility Request Form to submit requests:  
<https://tinyurl.com/ADA-ACCESS-REQ>

BUL-46982 Compliance with Title II of the Americans with Disabilities Act (ADA)

BUL-4692 Section 504 of the Rehabilitation Act of 1973  
REF-6241.3 Mandatory use of the Welligent Section 504 Program Module to Conduct All Section 504 Activities

BUL-4569 Reasonable Accommodation for Individuals with Disabilities

Los Angeles Unified School District’s Americans with Disabilities Act Title II Self-Evaluation and Transition Plan

Special Education Policies and Procedures Manual

**ASSISTANCE:**

ADA and Accessibility Technical Assistance

Accessibility Concern For:	Contact:
Students with Disabilities (under IDEA, or IEP Plan)	Division of Special Education 213-241-6701 <a href="mailto:SPEDaccess@lausd.net">SPEDaccess@lausd.net</a>
Students with Disabilities (under Section 504 Plan, only) or Employees requesting an appeal of a Reasonable Accommodation Committee decision	Educational Equity Compliance 213-241-7682 <a href="mailto:EquityCompliance@lausd.net">EquityCompliance@lausd.net</a>
Communications and Technology	Information Technology Division 213-241-5200 <a href="mailto:ITADAREQUEST@lausd.net">ITADAREQUEST@lausd.net</a>
Other Student, Parent or Visitor concern	Office of ADA Compliance 213-241-4133 <a href="mailto:ADA-Info@lausd.net">ADA-Info@lausd.net</a> or



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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	Facilities Services Division/ Access Compliance Unit (ACU) 213-241-4530 <a href="mailto:ADA-Info@lausd.net">ADA-Info@lausd.net</a>
Reasonable Accommodation for Employees	Risk Management/Integrated Disability Management 213-241-3138 213-241-6882 TTY <a href="mailto:disabilitymanagement@lausd.net">disabilitymanagement@lausd.net</a>

**ATTACHMENT:** RAPID ACCESS REQUEST Form



## RAPID ACCESS REQUEST 18-19

Your email address ([oscar.x.rodriguez@lausd.net](mailto:oscar.x.rodriguez@lausd.net)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

### SCHOOL INFORMATION

Local District \*

Choose ▼

School\_Location Code \*

Choose ▼

Date Submitted to the Division of Special Education Operations \*

MM DD YYYY

/ / 2019

Admin Requester \*

Your answer

Principal Sign Date \*

MM DD YYYY

/ / 2019

Principal Email in Place of Signature \*

Your answer

### STUDENT OR COMMUNITY MEMBER REQUEST INFORMATION

If the request is for an employee, please do not use this form. Contact Risk Management.

Type of Request \*

Choose ▼

Community Member Name

If the request is for a student, type "N/A"

Your answer

Student's Name \*

If this is a community request, type "N/A"

Your answer

**Student's ID \***

If this is a community request, type "N/A"

Your answer

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**Does the student have a 504 Plan? \***

Choose

**Does the student have an Active IEP? \***

Choose

**DESCRIPTION OF ACCESSIBILITY ISSUE**

"Accessibility" is the combination of various elements in a school, building, or area which allows access, circulation and the full use of the building and facilities by persons with disabilities.

**Reason for request for Rapid Access Program Accessibility \***

Briefly describe the barrier preventing access and why access is needed.

Your answer

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**LATER DATE REQUEST**

**Later Date Required if not Immediate**

All requests are considered immediate unless indicated below.

MM DD YYYY  
\_ / \_ / 2019

**School Explanation for Later Date Required**

For example, student will enroll at a later date or other future need.

Your answer

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**INTERIM SERVICE PLAN**

Please provide a description of the interim services plan, which will be implemented to provide temporary program access for the identified student while the request is being considered and/or until the program accessibility changes have been made.

**Interim Solution in place of more permanent Solution \***

What is currently in place to support the student? For example, student is using a different entrance, there is an aide supporting the student, etc.

Your answer

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## DESCRIPTION OF PROGRAM ACCESSIBILITY REQUEST

### Type of Modification Requested \*

- Installation of temporary ramp
- Alteration of door jam
- Installation of grab bars (restroom)
- Installation of adapted equipment
- Removal of door
- Create appropriate turning radius for wheelchair
- Create appropriate opening for wheelchair
- Installation of appropriate door hardware
- Installation of dedicated electrical outlet
- Temporary lift for stage (school must designate storage space)
- Adjust water fountain to appropriate height
- Other: \_\_\_\_\_

### Location on Campus (i.e. Room Number) \*

Please provide building and room numbers, if applicable.

Your answer  
\_\_\_\_\_

A copy of your responses will be emailed to [oscar.x.rodriguez@lausd.net](mailto:oscar.x.rodriguez@lausd.net).

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