

Memorandum of Understanding

Los Angeles Unified School District and United Teachers Los Angeles Inclusive Practices within the Least Restrictive Environment

In serving students with disabilities within the Least Restrictive Environment (LRE), in alignment with state and federal law, and in developing collaborative structures to increase inclusive practices and maintaining the continuum services to students, the Los Angeles Unified School District and United Teachers Los Angeles agree to the following:

- a. The development of expanded inclusive practices in school communities will be supported by all school interest holders.
- b. School communities will collaborate to implement a shared approach for serving students with disabilities within the Least Restrictive Environment.
- c. All schools will develop a comprehensive plan to illustrate a collective vision for implementing inclusive practices.

School Plan for Inclusive Practices within the Least Restrictive Environment:

Beginning in the Fall of 2025, in preparation for the 2026-2027 school year, all schools will submit an annual school site LRE Action Plan through the School Plan for Student Achievement (SPSA) platform. Prior to the development of the LRE Action Plan, schools shall solicit interest holder input through informative meeting(s), surveys, or using an agreed upon method that best suits the needs of the school site. Schools shall create an inclusive practices committee to facilitate the development and implementation of the school's plan. The LRE Action Plan will consist of the following:

- a. An agreed upon school vision.
- b. Data analysis to identify factors of success and/or potential barriers of serving students within the Least Restrictive Environment.
- c. Action steps for engagement and how the school plans to work collaboratively with all interest holders to on the implementation, expansion and support for inclusive practices within the school community.
- d. Action steps needed for the implementation of the school plan including, but not limited to the following:
 - i. The development of an Inclusive Practices Committee that will lead and support the work around creating opportunities in the Least Restrictive Environment (LRE) for students with disabilities.
 - ii. Resources (funding, staffing) to effectively create opportunities for students with disabilities to participate in the least restrictive environment with the supports identified within their IEP.

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- iii. Time for co-planning and collaboration between general and special education teachers using resources and scheduling to provide common planning time to review and monitor student progress.
 - iv. Professional development/training to enhance knowledge and expertise in inclusive practices based on staff surveyed needs.
 - v. Events/activities to reinforce an inclusive culture and to increase the engagement of all interest holders.
- e. As part of the annual school plan and resource allocation process, schools will provide information summarizing the LRE Action Plan with all interest holders. Schools may also revisit their plan during the course of implementation as revisions are needed. If the LRE Action plan is modified, interest holders will be informed of pertinent updates.
- f. The Inclusive Practices Committee shall meet at least once per semester. Additional meetings may be held as needed upon mutual agreement of the members. Such meetings should be scheduled within five (5) work days.

Resources:

- a. During the 2025-2026 school year, all schools will receive technical support for the development of a plan to expand inclusive practices. Technical support, provided by the District, will include:
 - i. Materials based on research, pedagogical theories, and best practices.
 - ii. Tools for assessing current practices.
 - iii. Resources and strategies for teacher planning.
 - iv. Strategies for developing a school (master) schedule that supports the needs of students and programming to address equity and access within a range of instructional settings/options.
 - v. Information for IEP teams when determining the Least Restrictive Environment for a student that may be reviewed/shared with IEP team members and parents.
 - vi. Required professional development/training regarding inclusive practices during professional development on a banked time Tuesday.
 - vii. Professional development/training offered regionally during contractual hours on a quarterly basis for school teams/committee members to attend regarding inclusive practices. Topics may include LRE Action Plan development, strategies for data collection, scheduling/programming to address equity and access, teaching planning and supports for instructional delivery including positive behavior support.
 - viii. Region level articulation meeting(s) for school representatives to attend during the spring semester to support school site teams in planning for the transition of students with disabilities moving from one level/program to another (i.e. Preschool to Elementary, Elementary to Middle School, Middle School to High School).

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- b. School may elect, as part of their plan, to allocate a supplemental differential and/or fund a non-classroom position to assist with coordinating and monitoring the school's plan.
- c. Schools will continue to receive clerical staffing allocations to support the performance of special education activities in alignment with the *Elementary, Middle, and Senior High School, Budget Services and Financial Planning School Staffing Ratio* charts.
- d. School staffing allocations are subject to norming procedures in accordance with Articles XVIII and XXII of the parties' collective bargaining agreement.

Professional Development, Co-Planning and IEP Meetings:

- a. As part of the LRE Action Plan, delivery of professional development regarding inclusive practices may include one or more of the following methods:
 - i. Banked Time Tuesdays
 - ii. Shortened or Minimum Days
 - iii. Release Time
 - iv. Optional training outside of the workday.
 - v. Optional summer training
- b. As part of the LRE Action Plan, schools may establish opportunities for teacher co-planning using one or more of the following methods:
 - i. Grade level and/or department meetings
 - ii. Shortened or Minimum Days
 - iii. Release Time
 - iv. Programming common conference/preparation periods
 - v. School determined banked time Tuesdays.
- c. General and special educators shall be provided opportunities to discuss IEP goals and progress prior to IEP meetings as outlined in section b. above. General and Special Education teachers will receive substitute coverage to attend IEPs in accordance with Article XXII, Section 4.0. and every effort shall be made to provide substitute coverage for RSTs for the duration of IEP team meetings in accordance with Article XXII, Section 4.1.

IEP Process and Least Restrictive Environment:

IEP Teams shall review information regarding the IEP process for determining the Least Restrictive Environment for students with disabilities, including the continuum of placement options in accordance with the law.

The IEP team must first consider placement in the general education setting, with LAUSD committed to supporting inclusive practices through high standards, equitable access, and layered supports for students with disabilities. When a student's needs cannot be met in the general education setting, the District provides a continuum of placement options,

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allowing for one or multiple settings based on individual needs in accordance with IDEA 300.115.

Inclusive Practices Advisory:

In support of inclusive practices, an Advisory shall be created, comprised of five members appointed by UTLA and five members appointed by the District. The Advisory shall meet quarterly during the term of this agreement to review current practices and make recommendations to support schools with the implementation of their respective plans. Topics of discussion may include:

- a. Procedures for data analysis.
- b. Strategies to facilitate collaboration between general and special educators.
- c. Areas for professional development to expand inclusive practices.
- d. Information for IEP teams regarding the Least Restrictive Environment.
- e. Matriculation activities within feeder patterns to support the transition of students with disabilities.

This MOU is non-precedent setting and will remain in effect through June 30, 2028.

UTLA

Date

LAUSD

Date