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## ARTICLE XXII- A

### 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. ~~The District will provide support to schools when developing an initial LRE Action Plan which may includes establishing a school vision, strategies for data collection, and methods for gathering the support of interest holders.~~ Prior to the development of the LRE Section of the SPSA, schools shall hold informative meetings to solicit interest holder input. Schools ~~may also~~ shall ~~elect to~~ 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. Inclusion model of choice.
- c. Agreed upon Matrix development.
- d. Ensure equitable distribution of students with IEPs across all content areas or grade levels.
- e. Ensure inclusion classes have equitable staffing and support for the students with IEPs in their LRE.
- f. Data analysis with key findings pertaining to current trends/~~percentages~~, review of individual student needs and success of

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- students receiving services within the Least Restrictive Environment to identify factors of success and/or potential barriers.
- g. Strategies Action steps for engagement and how the school plans to work collaboratively with all interest holders to on the implementation, expand expansion and support for inclusive practices within the school community.
  - h. Action steps needed for the implementation of the school plan including, but not limited to the following:
    - i. Resources (funding, staffing) to effectively create opportunities for students with disabilities to participate in the general education setting.
    - ii. Funding for Time for co-planning and collaboration time between general and special education teachers.
    - iii. Mandatory Professional development/training to enhance knowledge and expertise in inclusive practices based on staff surveyed needs.
    - iv. Events/activities to reinforce an inclusive culture and to increase the engagement of all interest holders.
    - v. Such resources will be centrally funded at no impact to the school
  - i. 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.
  - j. 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. The committee shall include special education teachers, general education teachers participating in Inclusive Practices, DIS providers where possible and an administrator or administrator designee. Other interest holders may be invited to participate at the will and approval of the committee.
  - k. The Inclusive Practices Committee shall meet at least one per semester. Any member of the committee may call for a meeting as needed. Such meeting should be scheduled within five (5) work days.

2.0 Program Structure: No special education teachers shall be displaced after the beginning of a school year at a school that is implementing or has implemented an expanded inclusion program all school staffing allocations are subject to norming procedures in accordance with Articles XVIII and XXII of the parties' collective bargaining agreement.

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- ~~a. Schools will be required to on a yearly basis write and submit a LRE Action Plan, and shall include the following:~~
- ~~i. Vision Statement which identifies the Inclusion model of choice and defines roles and responsibilities of implementation.~~
  - ~~ii. Verification of interest holder meetings~~
  - ~~iii. Facilities capacity assessment form~~
  - ~~iv. Projected enrollment~~
  - ~~v. Description of instructional program~~
  - ~~vi. Description of plan for Matrix development that includes structural collaboration and planning time, within the contractual workday, for each special education teacher and each general education teacher with whom they co-teach.~~
  - ~~vii. Ensure an equitable distribution of students with IEPs across all content areas.~~
  - ~~viii. Ensure that inclusion classes have equitable staffing and support for the students with IEPs in those classes.~~
  - ~~ix. The date, time, and setting of formal observations conducted as part of the teacher evaluation process, for special education teachers participating in an expanded inclusion program, shall be unilaterally determined by the teacher. The observation will only be reflective of the specific teacher being observed.~~
- ~~a. The caseload size maximum for all special education teachers at expanded inclusion schools shall adhere to the class size caps and designated instruction service caseloads outlined in 15.0.~~
- ~~b. General education classes shall be consistent with the provisions of the UTLA-LAUSD collective bargaining agreement Article XVIII, with special education students participating in each class as part of the expanded inclusion program counted as part of the contractual class size maximum.~~
- ~~c. The District shall provide a Special Education Coordinator (distinct from Intervention Coordinator) and Special Education Clerk to all schools implementing an inclusion program educational model.~~
- ~~d. Formal Observations: The date, time and setting of formal observations conducted as part of the teacher evaluation process, shall be unilaterally determined by the teacher. The observation will only be reflective of the specific teacher being observed and will not serve as an informal observation for any other educator in the room.~~
- ~~e. In order to help schools develop and update their LRE Action Plan, the District shall provide materials and resources based on research,~~

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- ~~pedagogical theories, and best practices for expanded or full inclusion at each of the schools offering an inclusion program.~~
- f. ~~Beginning July 1, 2025, all schools currently participating in an expanded inclusion educational program shall be required to submit or resubmit an Inclusion Implementation Plan to the LAUSD Special Education Division.~~
- g. ~~Each Schools in an inclusion programs shall provide a written description of the program to all parents and staff at the school within 10 workdays of the beginning of each school year.~~
- h. ~~Region offices shall be required to facilitate no less than one meeting per semester between an administrator and the special education teachers from each participating school and an administrator and the special education teachers at each feeder school to ensure the programs offered under the Free and Appropriate Public Education (FAPE) are consistent and meet the XIV 24.0 c1needs of the students transitioning between schools. To ensure continuum of services, **Regions shall hold level articulation meeting(s) for school representatives, including members of the LRE Committee 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).**~~
- i. ~~Each school implementing an inclusion program shall have an Lead Inclusion teacher. The Lead Inclusion teacher **shall be a member of the LRE Committee** and will receive a **yearly** stipend of \$1800 and will to be paid in two payments, one per semester. The Lead Inclusion teacher will observe the six hour onsite obligation.~~
- j. ~~Each school with an expanded inclusion program shall be required to create and maintain a site-based steering committee comprised of the Lead Inclusion teacher, at least one special education teacher participating in the expanded inclusion program, one general education teacher participating in the expanded inclusion program as well as a parent with a student with an IEP. In the case where a parent of a student with an IEP is not available, a parent whose child is in part of an inclusion class shall be allowed to serve. The committee will also include the special education coordinator and an administrator. The District and UTLA will collaborate to provide training for teams in how to develop these plans. The committee shall meet no less than four times a year to discuss and monitor the following:~~
- ~~i. Accommodations and modifications written in the IEP~~
  - ~~ii. Appropriate classroom space for all roster carrying co-teachers~~

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~~iii. Compliance with the provision that all special education teachers have a weekly planning period with each general education teacher they co-teach with and a conference period to facilitate IEP compliance~~

~~iv. Sharing of responsibilities and duties between co-teaching general education and special education teachers, as well as the paraprofessionals they work with, including, but not limited to:~~

~~a. Roster configuration (i.e. shared rosters)~~

~~b. Access to workspace within shared classrooms~~

~~c. Roles of paraprofessionals, including ongoing training~~

~~d. Address any other concerns that arise from shared responsibilities~~

### 2.0 Professional Development and Planning Professional Development, Co-Planning and IEP Meetings:

a. Special education teachers and general education teachers participating in expanded inclusion programs shall be provided two paid release days per semester for related professional development and/or co-planning.

b. 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 paid at hourly rate

v. Optional summer training paid at hourly rate

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. **District provided funding for** Release Time

iv. Programming common conference/preparation periods

c. General and special educators shall be provided opportunities, through district provided release time, shortened or minimum days or coordinated conference periods, to discuss IEP goals and progress prior to IEP meetings. Teachers will receive substitute coverage to attend IEPs in accordance with Article XXII, Section 4.0.

~~c. Special education teachers and general education teachers at schools implementing an expanded inclusion program for the~~

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~~upcoming school year shall be provided two paid release days for related professional development in the planning year.~~

- ~~d. All staff required to attend professional development related to an expanded inclusion program outside of the contractual workday shall be compensated at their hourly rate.~~
- ~~e. The District shall provide up to three (3) planning hours per week for special education teachers implementing the initiative, and up to one (1) planning hour per week for each of the general education teachers with whom they collaborate. Options for implementation will be at the discretion of the impacted teachers and may include: time embedded in the contractual work day, time paid for at the employee's hourly rate outside of the contractual work day, or substitute coverage.~~
- ~~a. The district will ensure all schools participating in Inclusive Practices will provide opportunities for general and special educators shall be provided opportunities to discuss IEP goals and progress prior to IEP meetings.~~
- ~~b. Teachers will receive substitute coverage to attend IEPs in accordance with Article XXII, Section 4.0~~
- ~~c. Substitute coverage shall be provided for both general education and special education teachers for IEPs not held during conference periods.~~

### 3.0 Upholding the Integrity of the IEP Process

- ~~a. Parents shall be notified of the difference between an inclusion model and self-contained model in their home language in all IEP meetings. This may be done through information distributed in the top ten (10) languages in LAUSD based on enrollment, which may include videos, brochures or informational meetings in targeted languages.~~
- ~~b. When discussing placement, the District will inform the parent/guardian or student of the various placements that meet the needs of the student according to the IEP team decision.~~
- ~~c. FAPE must accurately reflect the setting and placement. Any changes on the offer of FAPE must follow the guidelines outlined in the Individuals with Disabilities Education Act (IDEA).~~

4.0 Maintenance of Special Day Programs: Special Education teachers participating in inclusion programs are not RSTs and do not serve as Resource Specialist Teachers and therefore do not track service minutes in Welligent. Teachers who serve in inclusion programs shall have a caseload which follows the class size caps or designated instructional service caseload outlined in Article XXII 15.0.

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- a. All special education teachers are to maintain a classroom of their own.
- b. Inclusion schools reserve the right to offer the SDP setting to meet the needs of students and the programs will be made available as determined per the offer of FAPE.
- c. Student placement shall not be solely determined by programs offered at the local district resident school.