

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. The District will provide support to schools when developing an initial LRE Action Plan which may include establishing a school vision, strategies for data collection, and methods for gathering the support of interest holders. Schools may also 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. Data analysis with key findings pertaining to current trends/percentages of students receiving services within the Least Restrictive Environment to identify factors of success and/or potential barriers.
- b. Strategies for engagement and how the school plans to work collaboratively with all interest holders to expand and support inclusive practices within the school community.
- c. 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. Time for co-planning and collaboration between general and special education teachers.

- iii. Professional development/training to enhance knowledge and expertise in inclusive practices.
- iv. Events/activities to reinforce an inclusive culture and to increase the engagement of all interest holders.
- d. 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.

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. Information for IEP teams when determining the Least Restrictive Environment.
 - v. Professional development regarding inclusive practices.
- 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. 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

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- iv. Programming common conference/preparation periods
- c. General and special educators shall be provided opportunities 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.

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