

**District Proposal for MOU with NEA-Jurupa
Regarding Inclusion**

April 16, 2026

Memorandum of Understanding

Between

Jurupa Unified School District

And

National Education Association - Jurupa

This Memorandum of Understanding (“MOU”) between the Jurupa Unified School District (“JUSD” or “District”) and the National Education Association - Jurupa (“NEA-J” or “NEA-Jurupa”) (jointly, “Parties”) is entered into with regard to inclusion for students with Individualized Education Plans (“IEPs”). Unless otherwise outlined, all other provisions of the Collective Bargaining Agreement remain in effect.

Inclusive practices for all students, specifically including those with an IEP, are essential to the Parties’ shared mission of educating and serving Jurupa Unified School District (“JUSD”) students. Inclusion for students with IEPs for Specialized Academic Instruction (“SAI”) has increased throughout the District in recent school years, and the Parties recognize the impact of this increase on unit members’ work.

The District is committed to developing a strategic plan for inclusion within Jurupa Unified School District. The plan will involve evaluating the current inclusion practices across the district, identifying the needs of students and staff, and clearly outlining and communicating any changes to supports, models, or expectations for inclusion in Jurupa Unified School District.

Therefore, in order to best serve students and ensure that unit members are supported throughout the implementation of these efforts, the Parties agree:

1. The District shall provide inclusion teams (including general education teachers, education specialists, and support team members, as applicable) with common time for planning and collaboration. This common time for planning may occur during the administrative-directed time, work days prior to the start of school, during any release time provided by Visual and Performing Arts (“VAPA”) Itinerant teachers at the elementary level, or teacher planning and preparation time; however, it will not be required during the forty-five (45) minutes of teacher planning and preparation time.
2. The District shall designate fifteen (15) minutes on each Wednesday Minimum Day or Thursday Late Start Day within the teachers’ contract day for teacher planning, preparation, and/or collaboration time to support the current implementation of inclusion in the District. This designated fifteen (15) minutes would be in addition to the current contractual fifteen (15) minutes of planning time, the forty-five (45) minutes of teacher


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planning and preparation time, and the forty-five (45) minutes of administrative-directed time.

3. The District shall assign an aide, or other qualified paraprofessionals within typical staffing allocations, when requested by the teacher, to support students with IEPs when the classroom enrollment of students receiving SAI in a general education classroom or who have behavioral goals due to a documented determination that the behavior impedes the learning of themselves or others:
 - a. TK-3: Five (5) or above;
 - b. 4-6: Six (6) or above;
 - c. 7-12 Core Classes: Six (6) or above

If an aide, another teacher, or other support team member is in the classroom, the class would not be eligible for an additional aide due to enrollment eligibility in this agreement, with the exception of:

- a. Students receiving intensive individual services and assigned a Student Attendant Aide would not count towards the calculations for purposes of determining support; and
 - b. Student Attendant Aides would not count as an aide, additional teacher, or other support team members for the purpose of these calculations.
4. After the twentieth (20th) day of school, any general education teacher whose class composition of students receiving SAI meets the eligibility criteria below may request a release day for planning, preparation, or collaboration during the school year, up to a maximum of two (2) release days per year, if their class composition meets the eligibility criteria for ten (10) consecutive days. Any release day(s) shall be scheduled upon approval from the administration.

TK: Five (5) students receiving SAI

K-3: Eight (8) students receiving SAI


4-6: Nine (9) students receiving SAI

7-8 Core Classes: Nine (9) students receiving SAI

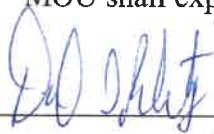
9-12 Core Classes: Nine (9) students receiving SAI

5. When a change in a student's placement is proposed, the District shall ensure the Case Manager:
 - a. Invite at least one of the student's current general education teachers to participate in the IEP team; and


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- b. Provide the opportunity for all the student's current general education teachers to provide input regarding necessary classroom supports and accommodations.
- 6. The District shall make reasonable efforts to provide access for unit members with inclusive classes to training and other professional development opportunities to support best practices for inclusion.
- 7. The District shall make reasonable efforts to ensure that class compositions are balanced with the number of students with an IEP for SAI.
- 8. This MOU shall replace the "Inclusion MOU" dated January 17, 2025: This Inclusion MOU shall expire on May 31, 2027.



For the Association



For the District

4/16/26

Date

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Date