

**Tentative Agreement
between
Jurupa Unified School District
and
NEA-Jurupa**

May 23, 2017

Article IV-Association Rights

In the interest of open communication and increased collaboration, the Parties agree to establish a standing agenda item during monthly NEA-Jurupa contract management meetings. During the 2017-2018 school year, an administrator from Education Services will be present for the first thirty (30) minutes of each contract management meeting to review current issues under the purview of Education Services. This will provide NEA-Jurupa with the opportunity to provide input and feedback. In some cases, these decisions will be finalized prior to the meeting described in Article IV, Section 15 of the NEA-Jurupa Collective Bargaining Agreement. The District retains its rights as described in Article III, Section 2.

VI – Safety

The District will continue to install push gates and/or gate locks that can be opened with a classroom key.

VIII-Class Size

The Parties agree to the establishment of a side committee to explore restructuring the current discipline model at the comprehensive high schools to allow Guidance Coordinators more time to counsel students on career/college opportunities. The District and the Association will each select 50% of the committee's membership.

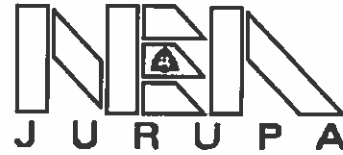
XII-Transfer and Reassignment

The Parties agree that Section 8, Part B be changed as follows: When a transfer is made during the school year, the unit member shall receive a minimum of three days release time to relocate the classroom.

XIV-Basic Compensation

The Parties agree to a 1% increase to the basic salary schedule.

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Memorandum of Understanding
Between
Jurupa Unified School District
And
NEA-Jurupa

The Parties agreed on April 28, 2016, that there was a need to provide more inclusive programs for our special education students. To that end, a joint committee was formed to explore implementation of more inclusive special education models. The Inclusion Committee is made up of general education teachers, special education teachers, NEA-Jurupa representatives, and administrators.

The committee gained knowledge through training and site visitations and collaboratively established the following goals for the 2016-2017 school year:

- Troth Street Elementary school piloted an inclusion model with school-wide implementation. Staff at Troth Street Elementary were provided training to implement more collaborative models and increase inclusion.
- At the remaining elementary schools, the principals worked collaboratively with teachers to move toward more inclusive special education models. At a minimum, elementary schools were asked to have one general education teacher team with one special education teacher and teach one strand of ELA collaboratively.
- Secondary school sites were at varying stages of implementing inclusive practices. Each principal at the secondary school sites worked collaboratively with teachers to design and implement a plan to ensure forward movement toward more inclusive programs in the 2016-2017 school year.

Increasing inclusive practices for all students is an ongoing goal for the 2017-2018 school year. Each school will again make progress toward increasing inclusive practices. Each principal will work collaboratively with teachers to design and implement a plan to ensure forward movement toward more inclusive programs. To begin steps toward aligning contract language with more inclusive practices, the Parties worked together on the following definitions:

1. The term "special students" will be replaced with "students on an IEP."
2. A special education student is defined as any student who qualifies for special education supports and services.

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3. A special education teacher is defined as an Education Specialist unit member who is responsible for and engaged in IEP case management as well as providing supports, services, and instruction to students on an IEP.
4. A collaborative class is defined as a situation in which a Special Education teacher and/or staff member and a general education teacher work together for the entirety of each collaborative class session to provide all students access to content standards and support their academic success in the general education environment.
5. Push-in support and various co-teaching models are some of the possible strategies and services that may be provided in collaborative classes.
6. Inclusion is defined as an approach to teaching that recognizes the diverse abilities and needs of students and seeks to provide multiple means for all students to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths in a variety of ways.

To support teachers and all staff as we move toward full implementation of inclusive models, the Parties agree to the following:

- Effort will be made to schedule a common preparation period for the general education teacher and the special education teacher who are co-teaching or engaged in other inclusive practices. If a common preparation period is not possible, principals will provide additional release time for collaboration between the teachers.
- The District will provide training to Special Education teachers regarding how to be in compliance with state and federal guidelines. The first training will be scheduled before the 20th day of instruction.
- The District will provide training to both general education teachers and special education teachers on inclusive practices and Multi-Tier System of Supports (MTSS). The first training will be scheduled before the 20th day of instruction.
- Effort will be made to reduce the need to pull teachers from their preparatory period to serve as the administrative designee in IEP meetings.

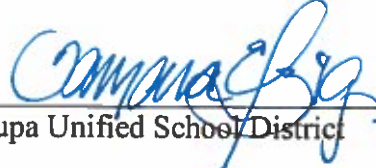
The joint JUSD and NEA-Jurupa Inclusion Committee will continue to meet next year to monitor the continued implementation of inclusion and problem-solve any challenges together. The Parties agree to meet in May of 2018 to review this MOU and update as needed.



NEA-Jurupa

5/23/17

Date



Jurupa Unified School District

May 23, 2017

Date