

MEMORANDUM OF UNDERSTANDING
BETWEEN LONG BEACH UNIFIED SCHOOL DISTRICT (LBUSD) AND
TEACHERS ASSOCIATION OF LONG BEACH (TALB)

Protocols for Inclusive Teaching Programs

August 28, 2023

The Long Beach Unified School District (“District”) and the Teacher Association of Long Beach (TALB) enter into this Memorandum of Understanding (“MOU”) and agree to the following guidelines for the implementation of Inclusive Teaching Programs exclusive of Collaborative Co-Teach Models (CCT).

- A. **TEACHER SELECTION:** Teachers participating in Inclusive Teaching classrooms, will first be composed of volunteers from the respective school sites. Where there is an absence of sufficient volunteers determined qualified by the District, and there are no vacancies at the site, administrators can assign a qualified teacher to the vacant position. Among other qualifications determined necessary for the position by the District, it is recommended that applicants in the position should have a record of consistent attendance. In the absence of volunteers determined qualified by the District, and a vacancy at the site exists, the opening will be flown as a specialized position. In the event displacement at the site or program is necessary, the District agrees to follow the Collective Bargaining Agreement provisions outlined in Article VIII, Section C – Employer Initiated Transfer Requests.
- B. **TEACHER PAIRINGS:** Every effort will be made to limit the number of content pairings for inclusive teaching teachers with the idea to block grade levels in elementary and humanities and Math/Science blocks at the secondary level. In secondary, the Special Education teacher will have a conference period aligned to at least one of their paired general education teachers. Teachers will be expected to meet once a week with their paired teacher for the purposes of planning and preparation. In the event teachers are paired with more than one content pairing teacher during their conference period, a minimum of one (1) planning and preparation meeting should take place each week.
- C. **CASELOAD ALIGNMENT:** Every effort will be made to align inclusive teaching pairings with students on the caseload.
- D. **EVALUATION:** All teachers assigned to classrooms will be supervised and evaluated by the administrators of their respective school sites. Paired teachers who are on the same evaluation cycle, should be evaluated independently and evaluators should hold at least one

pre-conference meeting for each full evaluation cycle.

- E. **TRAINING:** All teachers assigned to inclusive teaching classrooms will be provided professional development, as determined necessary by the District, to successfully implement an effective classroom. Topics will include but not limited to: curriculum, safety, collaborative teaching, relationship building, and the use of technology.
- F. **REQUIRED MEETINGS:** Teachers will be paid their regular hourly rate for all required meetings and training occurring outside the duty day beyond the maximum four hours per-month. Sites and the District will make every effort to limit mandatory meetings to four per month inclusive of one meeting for inclusive teaching teachers to collaborate. Teachers are highly encouraged to attend, but not mandated, if there are more than four hours per month, not including IEPs.
- G. **ADJUNCT DUTY:** Special Education teachers participating in Inclusive Teaching Programs will be excused from adjunct duty at the secondary level and committee requirements at the Elementary level.
- H. **OFFICE SPACE:** In order to complete confidential paperwork, hold parent and student conferences etc. special education teachers participating in Inclusive Teaching Programs will be provided dedicated office space to include proper technology and desk space. These teachers will have a designated work space in each assigned classroom and will be issued District laptops.
- I. **ONBOARDING:** All new teachers and/or teachers new to a school site will receive onboarding training and support, as determined necessary by the District, regarding items including: program requirements, safety protocols, parent communication processes, and site and program specific needs.
- J. **PARTNERSHIP DEVELOPMENT AND SUPPORT:** Administrators and the Office of Student Support Services (OSSS) and/or Office of Curriculum, Instruction, and Professional Development (OCIPD) will provide ongoing training and support, as determined necessary by the District, to assist all Inclusive Teaching teachers in developing strong working partnerships that promote productive work environments and foster on-going student growth. When pairing between teachers is not producing a productive work environment, teachers will notify the site administrator by March 1 for consideration of a new pairing the following year.
- K. **SUBSTITUTES:** Substitute coverage will be provided for all teachers participating in the Inclusive Teaching program.

This MOU shall expire on June 30, 2025, and thereafter may be extended by mutual written

agreement of the District and TALB.

Signatures:

DATE: 9/14/2023

For TALB: Gerard Morrison, TALB President

For District: Steve Rockenbach, Director Employee Relations and Ethics