

Memorandum of Understanding
Between Long Beach Unified School District (LBUSD) and
Teachers Association of Long Beach (TALB)

Dual Enrollment

May 29, 2025

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 District Wide Implementation of Dual Enrollment beginning with the 2024-2025 school year.

The District has entered into agreements with Long Beach City College (“LBCC”) to provide classes for college courses on the District’s campuses. Students are more successful in Dual Enrollment courses when there is a counselor and Teacher of Support Services (“TOSS”) who provides wrap-around services for students and families.

The following guidelines will be used to support the implementation of Dual Enrollment on the District’s campuses.

1. **A TOSS may only be assigned to one course period for all on-site dual enrollment classes taught during school hours that have a TOSS assigned to the course.**

For CCAP, on-site dual enrollment courses, priority for TOSS assignments will focus on classes for ninth (9th) and tenth (10th) grade students before any other dual enrollment section.

For Early College, ~~priority for~~ TOSS assignments will be prioritized for on-site dual enrollment courses meeting core graduation requirements (ELA, Social Studies, Science and Math) before any other on-site dual enrollment section.

2. The District is committed to secure in-person, synchronous courses for onsite Dual Enrollment courses. In the event that an asynchronous course is the only option, the TOSS will earn hourly additional pay to facilitate the connection to the online courses that occur outside the regular teaching assignment.

Teachers acting as a TOSS in an asynchronous course are not expected to plan lessons or create materials. Their role is to provide basic classroom management and facilitate/guide student progress through the provided course materials. This role and responsibility is assigned to a TOSS in place of a regularly assigned class period that includes planning, preparing materials, daily instruction, and grading assignments.

If a student needs additional support with an asynchronous course, the TOSS will support the student in leveraging the existing LBCC resources such as: writing labs, tutoring, office

hours, and counseling support. LBUUSD Dual Enrollment staff and LBCC staff will work together to ensure a TOSS has this information available each semester.

3. Students with IEPs are not excluded from Dual Enrollment. The District and LBCC will work together to maintain compliance with the student's IEP. The Case Carrier will notify The District and TALB of the number of IEPs needing amendments based on Dual Enrollment by the end of Quarter 1 to improve future inclusionary practices in Dual Enrollment programs.. All parties including the TOSS should update the student's Case Carrier on progress in enrollment, achievement, and grades regularly.
4. Teachers are not responsible for creating lessons when the college professor is absent or the school's schedule does not align with the college professor's teaching schedule. The teacher will facilitate learning in those instances through presenting what the college professor has sent, engaging students in study skills and time management.
5. TOSS will be compensated at their hourly rate for any additional mandated meetings related to Dual Enrollment outside of their regular duty day.
6. If a TOSS observes patterns in a dual enrollment course from the professor that does not properly serve students, they should notify administration within the first 4 weeks of the semester. This allows the District to work with LBCC to address issues in a timely manner.

When pairing between the teacher and the college professor is not producing a productive work environment, the teacher will notify the site administrator by December 1 for the fall semester and April 1 for the spring semester in consideration of a new pairing the following year.

7. This MOU shall expire on June 30, 2026 and thereafter be extended by mutual written agreement of the District and TALB.

Signatures:

For TALB:

Corrin Hickey
TALB – Lead Negotiator

Date

Gerry Morrison
TALB – President

Date

For the District:

Steven Rockenbach
Director of Employee Relations and Ethics

Date

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

Protocols for the District Wide Implementation of the
Extended Duty Year for Teachers
May 14, 2025

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 District Wide Implementation of the Extended Duty Year for Teachers beginning with the 2024-2025 school year.

The following guidelines will be used to support the implementation of the additional two (2) pupil free professional development days:

1. Each day will consist of up to four (4) hours of training to be designed through the collaborative efforts of each site's ILT and administration.
2. Each day will consist of at least two (2) hours of grade level, departments and/or pathway collaboration. The focus of the collaboration will be determined by each site’s ILT and administration.
3. Each day, teachers will be provided at least two (2) hours of personal planning time to use at their discretion. These hours can be completed on campus or off site.
4. Training will address specific classroom foci identified by the District and the Site.
5. Training ~~will take place at teachers’ assigned school sites and~~ will be differentiated to meet specific needs. **In order to ensure accommodate differentiation, training will generally take place at bargaining unit members teachers’ assigned sites except for groups conducting professional development centrally such as SLPs, nurses, and psychologists.**
6. ~~The District and TALB agree to issue a joint survey to help gather data regarding site and individual training needs.~~ Each site will issue a ~~companion~~ survey to gather data regarding site collaboration needs. ILT and Administration from each site will utilize this data as part of the collaborative effort to develop the training and collaboration plans for the two (2) pupil free professional development days. **Site level data will be shared with the appropriate level office.**
7. The TALB-District Calendar Committee will determine the best starting and ending dates of the teacher duty year and will determine the specific dates for each of the two (2) pupil free professional development days.

8. A committee, consisting of equal District and TALB representation, will meet at least ~~four~~ **two (2)** times a year to analyze post training evaluation data and discuss ways to maximize the effectiveness of these professional development days. This committee will begin meeting to commence preparations for **future professional development days.** ~~implementation during the 2024-25 school year.~~

The guidelines used to support the implementation of the two (2) additional pupil free professional development days outlined in this MOU shall remain in effect until June 30, 2026, and thereafter these guidelines may be extended by mutual written agreement of the District and TALB.

Signatures

For TALB

Date

For the District

Date

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

Protocols for the District Wide Implementation of Full Day Kindergarten

May 29, 2025

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 District Wide Implementation of Full Day Kindergarten. ~~during the 2024-25 school year.~~

1. The District will provide each teacher with at least seven (7) hours of additional adult support each week, inclusive of the following:
 - a. Each elementary and K-8 site will be allocated 30 minutes per kindergarten classroom per day of additional Recreational Aide time to support the set-up and implementation of outdoor learning activities.
 - b. The support may include paraprofessionals, college aides, and literacy support teachers. Teachers will be included in the scheduling of the support.
2. Kindergarten teachers will be expected to administer only the following district required assessments: FRSA and a maximum of six (6) district assessments. Support (outlined in 1b above) will be scheduled to facilitate the assessment windows. Assessment times will be selected by the classroom teacher. Teachers and site administrators will meet to determine additional support during FRSA testing.
3. Kindergarten recess and lunch schedules will be prioritized in school scheduling to best meet the needs of an all-day program.
- ~~4. Early spring all kindergarten teachers will be asked to complete a survey designed to gather feedback on the implementation of the full-day kindergarten model.~~
- ~~5. The District and TALB agree to meet in October and April to discuss ongoing progress of Full Day Kindergarten implementation..~~

This MOU shall expire on June 30, ~~2026~~ 2025, and thereafter may be extended by mutual written agreement of the District and TALB.

For the District

For TALB

Date

Date

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

Protocols for the District Wide Implementation of Full Day Transitional Kindergarten

May 29, 2025

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 District Wide Implementation of Full Day Transitional Kindergarten. ~~during the 2024-25 school year.~~

1. All TK Classrooms must ~~adhere~~ **maintain to state-mandated** adult-to student ratios. ~~of 12 to 1.~~
 - a. TK teachers in the PreK-TK Partner Teacher Model (CTC Permitted Teacher and the Credentialed Teacher) must meet licensing requirements. The expectation is that TK teachers work as counterparts, each teacher equally contributing their expertise within a collaboratively taught full-day program.
 - b. TK teachers without a partner teacher will work with paraprofessionals to maintain state and federal government required ratios.
2. Transitional Kindergarten teachers will be expected to administer ~~only the following district required assessments: FRSA and~~ a maximum of six (6) district **designated** assessments **An ad hoc committee consisting of District administrators and TALB selected TK teachers will meet to inform the designated assessments for the year.** Support (outlined in 1b above) will be scheduled to facilitate the assessment windows. Assessment times will be selected by the classroom teacher. Teachers and site administrators will meet to determine additional support during FRSA testing.
3. Transitional Kindergarten recess and lunch schedules will be prioritized in school scheduling to best meet the needs of an all-day program.
- ~~4. All transitional kindergarten teachers will be asked to complete a survey, early spring, designed to gather feedback on the implementation of the full-day transitional kindergarten model.~~
- ~~5. The District and TALB agree to meet in October and April to discuss ongoing progress of Full Day Transitional Kindergarten implementation.~~

This MOU shall expire on June 30, **2026** ~~2025~~, and thereafter may be extended by mutual written agreement of the District and TALB.

Signatures:

For the District

For TALB

Date

Date

**Long Beach Unified School District District Proposal
Teachers Association of Long Beach**

May 29, 2025

MEMORANDUM OF UNDERSTANDING FOR K-12

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 Administrators Reassignments.**

1. By February 15, the principal will survey staff to inquire about possible retirements, resignations, transfer requests, and requests for reassignment. A reassignment refers to a change in a teacher assignment within a worksite (grade level, subject matter, or other configuration).
2. **Factors impacting reassignment decisions include teacher requests for reassignment, credentials, teaching experience, outside training, site vacancies, grade level and/or site level needs.** Prior to a final decision regarding reassignment, the principal will meet with the teacher to discuss the reason for reassignment and solicit input.
3. **For reassignments made for the 2026-2027 school year, class assignment adjustments will be assigned based on a number of factors including site needs, credentialing, experience, seniority and druthers.** Every effort will be made to notify teachers of the reassignment on or before May 1. In the event that notification is not possible, every effort will be made to notify teachers at least fourteen (14) days before the reassignment begins. During the period of leveling classroom enrollment at the start of the school year, reassignments will be made within the first twenty (20) days.
4. Once teachers are notified of their reassignment at their current site, the principal will meet with the teacher to discuss the transition plan and **the** move, which may include:
 - a. Assistance from custodial staff if needed;
 - b. Acquisition of instructional material;
 - c. Collaboration, professional development, new-to-grade-level/subject coaching, or site support as needed.

For reassignments made after the close of the school year, every effort will be made to not adjust the impacted teacher's classroom assignment.

5. In the event a unit member has concerns with the reassignment, the teacher will have ten (10) working days to request a review meeting with the Director of Employee Relations. This request must be presented in writing to the Employee Relations office with a clear, concise statement of the extenuating circumstances. Thereafter a review meeting will be held with the Principal's Supervisor and Human Resources Administrator. Every effort will be made to schedule the review meeting within ten (10) working days of the written request.
6. This MOU shall remain in effect from the date of ratification by TALB and LBUSD Board approval and extend through June 30, **2026** ~~2025~~.

Signatures:

Dated: _____

Dated: _____

By: _____

For the District

By: _____

For TALB

**MEMORANDUM OF UNDERSTANDING – K-12
BETWEEN LONG BEACH UNIFIED SCHOOL DISTRICT (LBUSD) AND
TEACHERS ASSOCIATION OF LONG BEACH (TALB)
LIMITED TRANSFER PROCESS CHANGES**

May 29, 2025

The Teachers Association of Long Beach and the Long Beach Unified School District support the development of a diverse and inclusive highly qualified workforce that is reflective of our students and community.

In an effort to support a diverse and inclusive workforce, the Teachers Association of Long Beach and the Long Beach Unified School District hereby agree to the process outlined below that guides the implementation of changes to the transfer process, outlined in Article VIII, Section E.1.e., approved as part of the 2023-2024 contract negotiations:

1. TALB and the District will meet yearly, prior to February 28, to mutually select up to ten (10) elementary schools (elementary grades at K-8 schools) that will adhere to the adjusted transfer process.
2. Sites will be identified based on staff demographics and student demographics. Key metrics to be used for selection shall include:
 - a. Thirty (30) percentage point differential between one or more individual student demographic categories and corresponding staff demographic categories.
 - b. Students account for 10% of a site's population in any demographic category and no teachers on staff are from the corresponding demographic category.
 - c. In the event more than thirteen (13) schools meet one of the two categories outlined in category 2.a or 2.b, selection shall be based on sites who meet the prioritized criteria listed below:
 - i. Meet criteria 2.b.
 - ii. Meet both criteria outlined in category 2.a and 2.b.
 - iii. Have two or more student groups meeting either category 2.a or 2.b.
 - iv. Have the largest percentage discrepancy in any single demographic category.
3. The District and TALB shall reconvene in the first semester of each school year to review the impact and data regarding specific assignments outlined in Article VIII, Section E.1.e.

This MOU remains in effect through June 30, 2028. The District and TALB agree to meet and review the renewal of this MOU annually in subsequent years.

Signatures:

For TALB:

Corrin Hickey
TALB – Lead Negotiator

Date

Gerry Morrison
TALB – President

Date

For the District:

Steven Rockenbach
Director of Employee Relations and Ethics

Date

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

Protocols for the Implementation of Reserved Days for Association Wide Meetings
May 29, 2025

The Long Beach Unified School District (“District”) and the Teachers Association of Long Beach (TALB) enter into this Memorandum of Understanding (“MOU”) and agree to the following guidelines for the Implementation of Reserved Days for Association wide meetings beginning with the 2025-2026 school year.

The following guidelines will be used to support the implementation of six (6) reserved days:

1. The District and TALB agree to reserve six (6) days that are protected from District wide and schoolwide site mandatory meetings and events after school hours to attend TALB Association wide meetings.
2. These six (6) will occur on the fourth Tuesdays in the following months;
 - a. October
 - b. November/December (First Tuesday of December if the fourth Tuesday in November falls during Thanksgiving Break)
 - c. January
 - d. February
 - e. March/May (Date determined jointly by the District and TALB)
 - f. April
3. Both parties can adjust the months for these protected days upon mutual agreement.

The guidelines used to support the implementation of the reserved days outlined in this MOU shall remain in effect until June 30, 2026, and thereafter these guidelines may be extended by mutual written agreement of the District and TALB.

Signatures

For TALB

Date

For the District

Date

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

Protocols for Collaborative Co-Teach (CCT) Programs

May 29, 2025

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

- A. **TEACHER SELECTION:** Teachers participating in Collaborative/Co-Teaching (CCT) classrooms, will first be comprised of volunteers from the respective school sites and/or CDC and Head Start locations. ~~In the rare circumstance where~~ **When** 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 CCT 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. **EVALUATION:** All teachers assigned to CCT classrooms will be supervised and evaluated by the administrators of their respective school sites, Office of School Support Services, and/or CDC and Head Start locations.
- C. **TRAINING:** All teachers assigned to CCT classrooms will be provided professional development, as determined necessary by the District, to successfully implement an effective CCT classroom. Topics will include but not limited to: curriculum, safety, collaborative teaching, relationship building, and the use of technology.
- D. **ONBOARDING:** All new CCT teachers and/or new to a CDC and Head Start site or 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.
- E. **PARTNERSHIP DEVELOPMENT AND SUPPORT:** Administrators and the Office of Special Education will provide ongoing training and support, as determined necessary by the District, to assist all CCT teachers in developing strong working partnerships that promote productive work environments and foster on-going student growth.

- F. **ASSESSMENTS:** All Education Specialists assigned to the CCT program must complete all required assessments including those mandated by CDC, Head Start, IDEA, as well as State and Federal program reporting requirements.
- G. **DAYS AND HOURS OF EMPLOYMENT:**
1. **Workday:** On-site work hours for Education Specialists shall be seven and one quarter (7.25) hours inclusive of a 30-minute lunch period and the required 15 minutes before school arrival outlined in Article V, Section A, of the Collective Bargaining Agreement. Education Specialists will be expected to teach two (2), three (3) hour sessions daily.
 2. **Work Year:** Education Specialists assigned to Head Start sites will follow their standard ~~182~~ **184-day** work year. ~~(184-day work year beginning in the 2024-25 school year)~~
 - a. **Head Start:** Education Specialists assigned to Head Start will be paid their hourly rate to make required annual home visits and to volunteer work during pre-service weeks.
 - b. **CDC:** Education Specialists assigned to CDC will be required to carry out related duties assigned by administration during the last week of their duty year.
- H. **LICENSING:** Education Specialists assigned to CDC and Head Start programs will be required to adhere to the licensing requirements and guidelines for each program. CDC and Head Start Offices will provide information to all teachers to ensure requirements are met prior to the first day of school. Teachers will be reimbursed, at their hourly rate, for approved time, outside their duty day/duty year, required to complete licensing requirements.
- I. **BACK TO SCHOOL NIGHT/OPEN HOUSE:** Education Specialists assigned to the CCT program at CDC and Head Start sites are required to attend Back to School Night and/or Open House and will be paid their hourly rate.
- J. **CCT teachers shall not be subject to providing replacement service to other classrooms in order to ensure proper staffing ratios at all times and create consistent time for CCT teachers to collaborate.**
- K. **CCT Class Composition:** CCT classes shall not be combination classes. **The district will provide written guidance and protocols for least restrictive environment (LRE) placement for IEP teams, which will include a description of the CCT program and factors to consider for placement or change of placement. IEP teams will use the guidance and protocols when making placement decisions. Every effort will be made to limit enrollment in a CCT class to ten (10) students with disabilities per class.**

This MOU shall expire on June 30, 2028, and thereafter may be extended by mutual written agreement of the District and TALB.

Signatures:

For the District

For TALB

Date

Date

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

Protocols for Inclusive Teaching Programs

May 29, 2025

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/ELA blocks~~ at the secondary level. **For elementary schools, reasonable effort will be made to assign Special Education teachers, in inclusive teaching classes, to be paired with up to two (2) general education teachers. For secondary schools, reasonable effort will be made to assign Special Education Teachers, in inclusive teaching classes, to no more than two core content areas (Math and ELA)** 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.

In the rare instance when the assignment includes a pairing greater than two (2) general education teachers, the supervising administrator will meet with the education specialist to discuss the rationale for the assignment and discuss additional support, if any, that may be needed for the assignment.

General Education and Education Specialist teachers who are paired for inclusive teaching, should inform their administrator of the date and location of their weekly planning meetings.

- C. CASELOAD ALIGNMENT: Every effort will be made to align inclusive teaching ~~will align~~ 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. **Inclusive Co-teachers will be prioritized for calendared observations affiliated with the formal 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. **Every effort will be made to maintain strong working partnerships.** 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. **In order for a request to adjust pairings to be considered, co-teaching pairs must participate in support programs offered through OCIPD or the site. Support is offered both during the school day and after school.**

K. SUBSTITUTES: Substitute coverage will be provided for all teachers participating in the Inclusive Teaching Program.

This MOU shall expire on June 30, ~~2028~~ 2025, and thereafter may be extended by mutual written agreement of the District and TALB.

Signatures:

Dated: _____

Dated: _____

By: _____

For the District

By: _____

For TALB