

Memorandum of Understanding
Between
Glendale Teachers Association
And
Glendale Unified School District

“CDCC Transitional Kindergarten MOU”

The Glendale Teachers Association (the “Association”) and the Glendale Unified School District (the “District”) hereby enter into this Memorandum of Understanding (“MOU”) regarding certificated CDCC teachers who are assigned positions within the Transitional Kindergarten (“TK”) program.

1. Except where in conflict with this MOU, all items within the CBA and other MOUs shall remain fully in force for CDCC teachers who are assigned positions within TK programs including, but not limited to, duty-free breaks, meal times, and preparation time referenced in Article 7 section 2.e.(3). In addition to the thirty (30) minute duty-free preparation time per Article 7, Section 2.e.(3) and fifteen (15) minutes per 4(b), CDCC Teachers assigned to the TK program shall receive an additional fifteen (15) minutes of daily preparation time.
2. To the greatest extent possible, the staffing ratio for TK classrooms shall be filled by certificated bargaining unit members.
3. CDCC teachers who are assigned positions within the TK program shall be paid according to the salary schedule from Appendix H1. Their work year shall follow the 186-day Elementary Attendance Calendar.
4. During instructional days, CDCC teachers who are assigned positions in the TK program shall be given an additional assignment as a CDCC teacher within the CDCC extended care program (before or after school) or CDCC preschool program where they will report during hours that their TK class is not in session. The principal shall ensure a before/afterschool substitute has been assigned prior to pulling a CDCC teacher from their second assignment for purposes related to their TK class such as school site faculty/special-purpose meetings, grade-level meetings, IEP meetings or parent conferences.
 - a. If the additional assignment is on a different campus than the TK assignment, then the CDCC teacher’s assignment shall be considered “divided” and the member’s on-site obligation shall be seven (7) hours and thirty (30) minutes, including pupil (duty) free time, as described in Article 7 section 2.e.(2).
 - b. Except if the CDCC teacher has an additional assignment in the CDCC before school program, the standard onsite obligation for a CDCC teacher assigned to the TK program shall begin fifteen (15) minutes before the start of the TK instructional day during which time the CDCC Teacher shall prepare for their TK assignment.

- c. The designated meal period for CDCC teachers with assigned positions in the TK program shall be scheduled to begin no later than sixty (60) minutes after the end of TK instruction.
 - d. CDCC teachers with assigned positions in the TK program shall participate in the Back to School Night ("BTSN") and Open House ("OH") events for either their TK assignment or their additional assignment. If the CDCC teacher elects to participate in the BTSN and/or OH event for their TK assignment, then their contractual day will end at the same time as the contractual day for the TK Classroom Teacher on the minimum days associated on their school's schedule with BTSN and/or OH event.
5. The parties recognize that student achievement is supported by professional development, curricular training, and grade-level collaboration.
- a. During all non-student attendance days referenced in Article 7 section 9 of the CBA, CDCC teachers who are assigned positions in TK classrooms shall, throughout their contractual day, participate in activities alongside the TK Classroom teacher with whom they are paired.
 - b. CDCC Teachers assigned to TK classrooms shall receive opportunities to attend professional development related to TK curriculum and district/school programs that the CDCC teacher will be using to instruct or support students.
6. The parties recognize that CDCC teachers and Classroom teachers have distinct and separate job duties in TK classrooms, and that Classroom teachers will take the primary role in determining daily lessons, delivering instruction, taking attendance, assessing students (including completing report cards), and shall serve as the primary contact person for parents and guardians of students in the class. In coordination with the Classroom teacher, the CDCC teacher's role includes but is not limited to planning, preparing for, and delivering whole class and/or targeted group lessons in areas of academics and enrichment; implementing the assessment systems of the school and classroom; providing differentiated support for multilingual learners and students with IEPs; and providing age-appropriate academic and behavioral supports and guidance for GUSD's youngest learners.
- a. Collaboration and communication between CDCC teachers and Classroom teachers is a necessary component in an effective TK classroom. For CDCC teachers assigned to the TK program,
 - i. at least thirty (30) consecutive minutes per day of preparation time shall be scheduled concurrently with the TK Classroom teacher's duty-free preparation/conference time.
 - ii. CDCC teachers assigned to a TK classroom shall be given access to the same student data and parent communication platforms (currently Q and Parent Portal) as the TK Classroom teacher with whom they are paired.

- b. The parties agree to participate in TK Advisory Committee meetings called by either party on an as needed basis regarding best ways to support TK students, employees, and families including, but not limited to, defining the separate roles that CDCC teachers and Classroom teachers play within the TK classroom. TK Advisory Committee meetings shall include representatives from the Association and the District, and shall occur during the contractual day of participating unit members. If a committee meeting is scheduled during duty-free time, participating unit members shall be compensated at their hourly rate of pay per Article 7 section 1.
- c. Student privacy is an essential component of student safety. Each school with a TK program shall provide a safe and appropriate location (for example, a health office) for students who require extra toileting supports, such as diaper/pull-up changes and/or toileting accidents, to receive those supports.

Maximizing teachers' time in the classroom improves learning and enrichment opportunities for TK students. If a child needs assistance with toileting that takes more time than a typical restroom visit, the support may be given by the CDCC teacher or the student may be escorted to the designated location for these supports. In no case shall a CDCC teacher be directed either way.

- 7. When a student's individualized accommodations per an IEP or 504 plan necessitates that an additional adult shall be present in the classroom, the CDCC Teacher assigned to the TK classroom shall not be assigned to that role.

The parties recognize that the CDCC position within the TK program is new and evolving, so this MOU might not address all issues that arise in advance of and during program implementation. Therefore, either party may reopen this MOU in order to negotiate relevant decisions and effects.

This agreement shall remain in effect until June 30, 2026 and may be extended by mutual agreement.

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Sarah Morrison, GTA

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