

AGREEMENT BETWEEN

**IQ ACADEMY CALIFORNIA
- LOS ANGELES**

&

IQ TEACHERS ASSOCIATION

JULY 1, 2025

To

JUNE 30, 2028

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ARTICLE 1 - AGREEMENT

- 1.1 This Agreement is between iQ Academy California - Los Angeles (“iQLA”) and the iQ Teachers Association/iQTA/CTA/NEA (“iQTA”).
- 1.2 This Agreement is entered into and shall be enforced pursuant to the Educational Employment Relations Act (EERA) of the California Government Code (Sections 3540-3549) as adopted and amended.

ARTICLE 2 - RECOGNITION

iQLA recognizes iQTA as the exclusive representative of all certificated employees of iQLA schools, excluding all managers, supervisors, classified employees, confidential employees, and casual substitutes.

ARTICLE 3 – TERM OF AGREEMENT

3.1 Term

The term of this Agreement shall commence on July 1, 2025, through June 30, 2028.

3.2 Reopeners

Negotiations for the 2025-2026 and 2026-2027 school years are closed. For the 2027-2028 school year, either party may elect to reopen up to three (3) articles each. Notice must be given by either party one (1) month prior to commencement of bargaining.

3.3 No Strike/Lockout

During the term of this Agreement, there shall be no strike by employees or lockout by iQLA or unilateral imposition in the event of exhaustion of impasse procedures. This section of this Article shall lapse at the termination of this Agreement.

ARTICLE 4 - UNION RIGHTS

1. Right of Representation

iQTA has the right under the EERA to represent all bargaining Unit Members in their employment relations with iQLA. Nothing in this Agreement shall be construed as a waiver of those rights.

2. Right to Communicate with Members

iQTA shall have the right to communicate with its members without interference, censorship, or examination of such communications by iQLA, consistent with legal requirements.

3. Right to Post Notices

iQTA shall have the right to post notices of activities and matters of iQ Teachers Association concern on School SharePoint Union tab that all members shall have access to.

4. iQTA President Release Time

With at least five (5) working days advance notice (unless not practical under the circumstances), the iQTA President or designee shall have available release time up to two (2) days per school year to perform iQTA business with no reduction in pay. This time shall be in addition to release time to which the iQTA President or designee would otherwise be entitled to under EERA for the purposes of meeting/negotiating, and/or processing grievances.

5. iQTA Officer Release Time

In addition to the release time described above, the iQTA officers or designee(s) shall be provided with a combined total of three (3) days leave to use for union related business. Notification of these days shall be by the iQTA President to the appropriate administrator at least five (5) work days prior, unless not practical under the circumstances. These days shall also be in addition to those days entitled under EERA for negotiations and grievance preparation.

6. Provision of Substitutes

iQLA will provide a substitute for all paid leave under this Article unless the Unit Member in question is employed in a position that does not include daily contact with students.

ARTICLE 5 - ORGANIZATIONAL SECURITY/DUES

5.1 Dues Deduction

- 5.1.1 Within thirty (30) days of final ratification of this Agreement, iQLA shall commence deduction of uniform Union dues, initiation fees and assessments from the pay of all bargaining unit members and remit said dues fees and assessments to iQTA. With respect to all sums deducted pursuant to this Article, iQLA agrees to deduct said sums in equal amounts from each paycheck (i.e., in 22 equal amounts) prorated for unit members hired mid-year, and to remit such moneys promptly to iQTA. Promptly shall mean as soon as practicable, but no later than thirty (30) days after the deduction.
- 5.1.2 Dues, initiation fees, and assessments may be changed (increased or decreased) only by iQTA and with written notice to iQLA at least thirty (30) days prior to the commencement of said change and with a copy of the notification of the change which has been sent to all concerned employees.
- 5.1.3 Dues, initiation fees, and assessments shall recur from school-year to school-year without re-solicitation.
- 5.1.4 Bargaining unit member requests to cancel or change authorizations for payroll deductions for iQTA shall be directed to iQTA, and iQTA shall be responsible for processing these requests. iQLA shall rely on information provided by iQTA regarding whether these deductions were properly cancelled or changed.
- 5.1.5 On a quarterly basis or upon request, iQLA shall provide iQTA with an alphabetical list of unit members, including their names, addresses, and assignments for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

5.2 Indemnification

- 5.2.1 iQTA shall indemnify, defend, and hold harmless iQLA for any court action, administrative action, or other claim regarding the legality or amounts of deductions made pursuant to this article.

ARTICLE 6 – CHARTER SCHOOL RIGHTS

1. Except as limited by this collective bargaining agreement, it is understood and agreed that iQLA retains all of its powers and authority to direct, manage and control its operations to the full extent of the law.
2. Subject to the provisions of this Agreement, iQLA's rights include, but are not limited to, the following:
 - All management rights pursuant to law;
 - Determine the organization's intention and overall program design, including determination of the curriculum and related educational policies and methods of instruction;
 - Establish educational policies with respect to admitting students;
 - Hire, classify, assign, evaluate, supervise, promote, terminate, and discipline unit members;
 - Determine the number of personnel and kinds of personnel required;
 - Ensure the rights and educational opportunities of all students;
 - Maintain Board operations;
 - Build, move or modify facilities;
 - Establish budget procedures and determine budgetary allocations;
 - Determine the methods of raising revenue;
 - Contract out work and take action on any matter, consistent with any limitations in this Agreement.
3. The exercise of the foregoing powers, rights, authority, duties, responsibilities by iQLA, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE 7 - GRIEVANCE PROCEDURE

7.1 Definitions & General Conditions

- A. A grievance is a claim by one or more of the members of iQTA or by iQTA on behalf of its members or itself, that there has been a violation, misapplication, or misinterpretation of the Agreement.
- B. All matters and disputes which do not fall within the above definition of a grievance are excluded from this grievance process. Also excluded from this grievance process are those matters so indicated elsewhere in this Agreement.
- C. The respondent in any grievance shall be iQLA itself rather than any individual administrator. Processing and discussing the merits of a grievance shall not be considered a waiver by iQLA of a defense that the matter is not arbitrable or should be denied for other reasons that do not go to the merits.
- D. As used herein, "day" refers to a regular certificated workday when iQLA is open for business as a regular workday for a majority of iQLA unit members.
- E. The Grievant and iQTA representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meeting with iQLA.
- F. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.
- G. Any resolution agreements at the formal level shall be subject to approval of iQTA.

7.2 Informal Procedure

- A. The grievant shall first discuss the potential grievance with the appropriate administrator, either directly or through a Union representative, preferably with one who has authority to resolve the matter. If there is concern about the administrator's authority, iQTA may request confirmation; the administrator shall identify who has authority to settle the grievance. The grievant may authorize an iQTA representative to act on their behalf.
- B. This discussion must be requested within fifteen (15) days of the alleged violation or within fifteen (15) days of when the grievant had knowledge of the facts concerning the alleged violation.

7.3 Level I: Formal Procedure

- A. If the matter is not resolved informally, the grievant may submit the claim in writing as a formal grievance no later than fifteen (15) days after the informal conference.
- B. Unless reasonably impracticable, within five (5) days after receipt of the written grievance by the appropriate administrator, the administrator shall meet with the aggrieved and, if requested by the grievant, an iQTA representative, in an effort to resolve the matter. This meeting may take place virtually unless both parties request

a meeting in person.

- C. Within five (5) days after receipt of the grievance, or after the Level 1 conference, the administrator shall render a decision in writing.

7.4 Level 2: Formal Procedure

- A. Within five (5) days of receipt of the decision at Level 1, or if no decision is rendered within the required time, if the grievant is not satisfied with the decision, the grievance may be appealed to the Head of Schools.
- B. Unless reasonably impracticable, within ten (10) days of receiving the appeal, the Head of Schools shall meet with the aggrieved unit member and, if requested by the grievant, an iQTA representative, in an effort to resolve the grievance.
- C. Within five (5) days of the meeting, the Head of Schools shall respond with a decision in writing.

7.5 Level 3: Mediation & Arbitration

- A. If the grievant is not satisfied with the outcome of the Level 2 Formal Procedure, the grievant may submit the matter to mediation by utilizing the State Mediation & Conciliation Service (“SMCS”) or any other mutually agreeable mediation service.
- B. If mediation is utilized and does not result in a resolution of the grievance, iQTA in its own discretion may submit the grievance to final and binding arbitration. The parties may select an arbitrator through SMCS or if both parties agree, through the American Arbitration Association, or a mutually acceptable alternative.
- C. In arbitration, either party may request from the other the production, review and right to copy non-confidential documents relevant to the grievance. In addition, the parties shall, at least five (5) days prior to the first hearing date, exchange lists of their intended witnesses. The acceptable practice for requesting and providing documents in response to requests, including timelines for such process, shall be determined by the arbitrator.
- D. The conduct of the hearing shall be at the discretion of the arbitrator who shall be governed by commonly accepted rules of procedure for holding arbitration hearings.
- E. The arbitrator shall have no power to add to, subtract from, disregard, alter, amend or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement.
- F. The arbitrator’s award shall be final and binding upon the grievant(s), iQLA, and iQTA. The California law on final and binding arbitration awards shall be applicable to such a decision.
- G. All fees and expenses of the arbitrator shall be shared equally by iQTA and iQLA. Each party shall bear the expense of presenting its own case. A transcript of

proceedings shall not be required, but either party may order a transcript at its own expense. If the other party at any time desires a copy of the transcript, it must share equally the cost of the reporter and transcript.

7.6 Miscellaneous

- A. The grievant and iQTA representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meetings with iQLA.
- B. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

ARTICLE 8 - EVALUATION PROCEDURES

1. Purpose

These evaluation procedures include an administrative assessment/observation of evidence concerning the quality of teaching based upon the standards as defined herein. The primary purpose of evaluation is the improvement of the professional practice of all unit members and thereby the improvement of the quality of education.

2. Evaluation System

Acknowledging that California Standards for the Teaching Professional has been taken into consideration in the creation of the unique iQLA evaluation model, IQLA shall utilize the applicable evaluation rubrics to evaluate unit members as follows:

- Teacher Evaluation Rubric
- Guidance Counselor Evaluation Rubric

This tool should serve to foster positive and constructive reflection and dialogue between the evaluator and unit member.

3. Frequency of Evaluation

- Unit members who receive a “Meeting Expectations” or higher rating shall be formally evaluated every other year. For unit members receiving “Not Meeting Expectations” on their formal evaluation rating, such unit members may be subject to an annual evaluation until the unit member receives a “Meeting Expectations” or “Above Expectations” formal evaluation rating.
- Unit Members may receive ongoing feedback and informal observations.

4. Evaluator

- The evaluator assigned to complete the evaluation will be the member’s immediate supervisor when possible.
- The evaluator will identify themselves and contact the unit member as early as practicable but no later than September thirtieth (30th).
- A unit member may not evaluate another unit member.
- Informal observations and comments will not be part of the formal evaluation, unless requested by the unit member.

5. Notification of Unit Members

- Unit Members to be evaluated shall receive a copy of the evaluation procedure within four (4) weeks after the beginning of the school year. Unit Members shall be provided with all documents in the Appendices below, when the evaluator first contacts the Unit Member.

- B. Student Standardized test results shall not be used for teacher formal evaluation ratings.

6. Informal Observations

- A. Informal Observations shall be conducted throughout the year using the agreed upon Informal Observation Material Elements (Article 8.6 Section B). The administration shall choose the appropriate format for communication with the unit member concerning the informal observation process. If, during an informal observation, the evaluator notices serious concerns, then the evaluator must meet with the unit member within five (5) work days, or within a reasonable time as agreed by the evaluator and the unit member, to discuss these concerns. In said discussion, concerns should be noted with specific recommendations for improvement as well as meaningful guidance and assistance necessary to help the employee improve performance.
- B. Informal Observation Material Elements
 - a. Unit Member name, date of observation, class name/subject, time held
 - b. Duration of observation (full/partial)
 - c. If the session was observed live or as a recording
 - d. Learning objective being focused on
 - e. Standard being taught (as applicable)
 - f. Positive feedback (at least one mention)
 - g. Areas of improvement (as applicable)

7. Process for Formal Evaluation

A. Goal Setting Conference

Goals are set at the previous evaluation by returning members unless a new goal setting conference is requested.

In the case of a new unit member, goals will be set by September thirtieth (30th) in accordance with the Teacher / Guidance Counselor Handbook. (Appendix C and Appendix E).

B. Formal Observations

Each member shall have at least one (1) live formal classroom observation each in an evaluation year. Each observation shall utilize the appropriate standards and forms. Formal Classroom Observations shall be based on an observation of a full live lesson, and take place no later than January 15th, in accordance with the Teacher

/ Guidance Counselor Handbook (Appendix C and Appendix E).

1. An observation shall be based upon adopted evaluation objectives and performance standards that have been agreed to herein while focusing on a member's goals.
2. Each formal observation will be followed by a conference which will take place within five (5) working days.
3. Formal observations will be summarized on the agreed upon iQLA Teachers Evaluation Form or iQLA Guidance Counselor Evaluation Form with a copy given to the Unit Member within five (5) working days after the observation (see Appendix B and Appendix D).
4. Except by mutual agreement, formal observations shall not begin until after goals and action plans have been agreed upon. In the event that goals and action plans have not been agreed to, formal observations may begin following September thirtieth (30th), in accordance with the Teacher / Guidance Counselor Handbook (Appendix C and Appendix E).
5. In the event of a "Not Meeting Expectations" observation, the Unit Member shall be notified within five (5) days. A Unit Member may make one request for an additional observation within ten (10) working days of such notification. This observation will happen within thirty (30) days from that request.

The evaluator shall offer additional resources to assist the Unit Member with improvement which may include, but is not limited to, the following: support and coaching, professional development, additional observation of lessons, visitation or co-teaching with a teacher, or additional meetings to monitor progress.

C. Optional Additional Evidence Process

During the post observation meeting (prior to January 31st), the administrator will advise the unit member of the items not observed during the lesson observation, in a tracker, data table, etc. At that time, if a unit member elects to provide feedback on an evaluation standard score, then the Additional Evidence Process below will apply.

A unit member who elects to provide feedback for a score revision will respond using a form provided by administration on or before March 1st. The "material elements" for the Process referenced below define the core components of the Additional Evidence Process.

Material Elements for Additional Evidence Process Form

- iQLA Teachers Evaluation Form or iQLA Guidance Counselor Evaluation Form (Appendix B and Appendix D) with the initial scoring for all listed standards shall be included.
- The unit member will be provided a form to provide context for their

evidence, a digital place to house provided evidence (IE: Google Drive), and upon request from the unit member, may ask for additional meetings or support from their evaluator.

- The unit member will have a place to provide context for any score they disagree with from the formal evaluation form.
- The unit member will have a place to provide evidence to support any context they share.
- Additional Evidence Process forms will be collected on or before March 1st.

8. Summative/Final Evaluation Report

- A. The evaluator shall produce the iQLA Teacher Final Formal Evaluation Form (see Appendix B below) or iQLA Guidance Counselor Final Formal Evaluation Form (see Appendix D below) for each unit member employed at the time for such evaluations, based upon information gathered from formal observation(s), Additional Evidence Process (as applicable), and any additional applicable evidence the unit member requests to be added to the unit member's evidence.
- B. Final evaluation forms shall include a summary performance rating that will serve as the official record documenting the unit member's overall performance. A summary performance rating requires at least three (3) substandards to be assessed for a rating to be given by an evaluator. The final evaluation form shall utilize the following summary performance ratings:
- i. Above Expectations – A unit member must receive at least one (1) “Above Expectations” on applicable substandards.
 - ii. Meeting Expectations – A unit member must not receive “Not Meeting Expectations” scoring on any assessed substandard.
 - iii. Not Meeting Expectations – A unit member who receives at least one (1) “Not Meeting Expectation” score for any substandard for the assessed standard.
- C. A final evaluation conference between the unit member and evaluator shall be held no later than March 15 (as noted in the “Evaluation Handbook) (see Appendix C for Teacher Evaluation Handbook or E for Guidance Counselors Evaluation Handbook). Each unit member will be informed prior to the final conference if they will be receiving a “Not Meeting Expectations” evaluation, and will be notified during the post-observation meeting they have the right to be accompanied by a union representative.
- A final evaluation conference between the unit member and evaluator shall be held no later than March 15 (as noted in the Evaluation Handbook) (See Appendix C for Teacher Evaluation Handbook or E for Guidance Counselors Evaluation Handbook). Each unit member will be informed prior to the final conference if they will be receiving a “Not Meeting Expectations” evaluation and will be notified they have the right to be accompanied by a union representative.
- D. The unit member shall have ten (10) calendar days after the conference (as noted

in the handbook) to review and sign the evaluation and add a written response. Any written response of the unit member to the evaluation shall be attached to the evaluation and included in the unit member's personnel file, along with any evidence the unit member requests be attached. The signature of the unit member shall indicate receipt of the document, and that the Unit Member's signature is not an indication of agreement therewith. The final executed evaluation form shall be submitted in PDF format by the evaluator to human resources and copied to the Unit Member before March 31st.

E. Improvement of Less Than Effective Performance Not Meeting Expectations

Any assessment of "Not Meeting Expectations" shall not be noted on an evaluation form which has not been first formally called to the member's attention in a written report. The evaluator and Unit Member shall meet to discuss the areas of needed improvement, expected levels of performance, and how the performance will be assessed. Administration, in collaboration with the Unit Member, will write an improvement plan to be implemented for the following school year. The plan shall include, but is not limited to, areas where improvement is needed, suggestions for improvement, additional resources to be utilized, and the role of the evaluator in assisting the teacher.

9. Employment Status Not Affected by This Article

Neither this Article or any of its provisions is intended to alter any rights of the unit member or iQLA as stated in this Agreement, including those rights as stated in the article entitled, "Employment Status."

ARTICLE 9 – EMPLOYMENT STATUS

Effective July 1, 2017, and thereafter, the following shall be implemented:

9.1 Probationary Period

All unit members new to iQLA shall be initially hired on an at-will basis for a two (2) year probationary period. During this period, either iQLA or the unit member can terminate employment at any time, with or without cause or advance notice. Should such probationary unit members serve two (2) complete and consecutive years of service at iQLA in the probationary period, employment shall be as described below (if offered employment for the succeeding school year). For purposes of this section, a complete year of service is defined as seventy-five percent (75%) of the instructional days in the school year or greater. Beginning July 1, 2017, any unit members who have satisfied this requirement will be employed subject to the provisions of this article.

9.2 Reduction in Force

Probationary employees are not subject to this section of the agreement.

In the sole discretion of a local iQLA Board, if a layoff or reduction of force (in the bargaining unit) is necessary due to a lack of work or lack of funds, that iQLA Board may release or reduce one or more full-time equivalents if forty-five (45) calendar days advance notice is provided. This decision to reduce force is not subject to grievance or arbitration. If a unit member's position is eliminated, the unit member shall be placed on iQLA's eighteen (18) month reemployment list. Unit members on the reemployment list shall first be offered a position at their school if a vacancy occurs for which the unit member is qualified. In the event there are more unit members on the reemployment list than vacant positions available, positions shall be offered based upon iQLA's assessment of prior performance as reflected in iQLA performance appraisals. If a unit member rejects the reemployment offer, he or she will be removed from the reemployment list.

9.3 For Cause Suspension without Pay or Dismissal During Term of Employment Agreement

In the event of formal "for cause" discipline (suspension without pay or dismissal) during the Agreement term, and consistent with the tenets of progressive discipline, the following apply:

9.3.1 General Provisions

The following independently or collectively are causes for discipline:

- Dishonesty, including any falsifying of employment records, employment information, or other School records;
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student;
- Inappropriate use of School equipment, time, materials, or facilities;
- Possession of any firearms or any other dangerous weapons on School premises at any time;

- Possession of any intoxicant while on duty or at any iQLA designated work location, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- Conviction of any” felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- Absence without leave, repeated tardiness or abuse of leave privileges;
- Unprofessional conduct;
- Unsatisfactory performance;
- Violating any safety, health, security or School policy, rule, or procedure or engaging in any conduct which risks injury to the unit member or others;
- Misuse of proprietary information;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate credential(s) required for the position; and
- Abandonment of position.

9.3.2 For Cause Suspension or Dismissal Process

Discipline less than a suspension without pay (i.e., conference memoranda, letters of reprimand/warning etc.) shall not be subject to the Grievance Article or these procedures. If such documents are to be placed in the unit member’s personnel file, the unit member shall have ten (10) calendar days to file a written response to be attached to and included with the document to be filed.

Suspension or dismissal shall be initiated in writing by the iQLA Head of School by providing Notice of Recommended Discipline (“Recommendation.”) and serving such Recommendation upon the unit member in person or by certified mail.

A copy of the Recommendation shall also be provided to the Association President. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member’s right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Head of Schools and the unit member, this deadline is extended. Following this period, the Head of Schools may provide Notice of Discipline to be served upon the unit member in person or by certified mail.

If the unit member wishes to appeal the imposition of disciplinary action to the iQLA Board of Directors (“Board”), the appeal must be filed in writing with the office of the Head of Schools within five (5) work days from the time the Notice of Discipline is served on the unit member. Thereafter, the unit member shall be entitled to appear personally before the Board to make a presentation to contest the Notice of Discipline. This appeal to the Board is not an evidentiary hearing. If the unit member chooses to be accompanied by legal counsel at such meeting, the

unit member shall bear any cost therein involved. The unit member shall be provided a written decision setting forth the decision of the Board. Thereafter, if the unit member so decides he or she may file a grievance under the applicable grievance procedures in this Agreement.

During the pendency of any disciplinary proceedings, iQLA reserves the right to place the unit member on paid administrative leave status.

9.4 Reference to or Reliance upon the Education Code

The parties expressly agree that the Education Code provisions of certificated discipline (suspension or dismissal) and interpreting case law do not apply to iQLA.

ARTICLE 10 - LEAVES OF ABSENCE

10.1 Sick Leave

Unless required otherwise by local ordinance, the following applies regarding certificated unit member sick leave.

- 10.1.1 All full-time unit members shall accrue paid sick leave at the rate of 0.5 days per pay period. If any applicable local ordinance requires a greater amount of time be provided at the beginning of any school or fiscal year, iQLA shall comply and accrual shall commence in a manner to ensure the unit member does not exceed eleven (11) days per school year. Unused sick leave carries over from year to year. Part-time unit members shall accrue sick leave on a prorated basis. Unit members will not be paid for unused sick time upon separation from employment.
- 10.1.2 Leave may be used for personal injury or illness of the unit member or an immediate family member. Immediate family includes parent, spouse, domestic partner, child, grandchild, brother, sister or grandparent by blood or by marriage. Sick leave may also be used for purposes relating to a unit member being a victim of domestic violence, sexual assault, or stalking
- 10.1.3 Unit members must use sick leave in two (2) hour increments.
- 10.1.4 Upon hire with iQLA, if a new unit member was employed with a California school district within the previous school year and if the district provides a signed certification that the unit member has unused illness days [excluding any extended illness time), iQLA will accept up to 50 days for purposes of that unit member's accumulated sick days with iQLA.
- 10.1.5 Unit members are expected to call Human Resources or their designated supervisor prior to the start of each workday to report an absence. For absences of three (3) consecutive work days or more, iQLA may require physician verification. If requested, unit members may be expected to present a physician's statement certifying the unit member's fitness to return to duty after illness.
- 10.1.6 Upon retirement, the unit member's accrued sick leave, if any, may be applied toward service credit in accordance with the State Teachers Retirement System ("STRS") regulations.
- 10.1.7 Personal Necessity Leave
 - 10.1.7.1 All unit members may use up to five (5) days of sick leave for personal necessity leave per year.
 - 10.1.7.2 Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the unit member's immediate family (this is in addition to Bereavement Leave), an accident involving the unit member's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an unit member who is the parent of the child to be

absent from his/her position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot reasonably be conducted outside of the workday.

- 10.1.7.3 Unit members must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs.
- 10.1.7.4 Unit members who are required to evacuate (or are under evacuation warning) their personal residence as a result of a local/regional/state declaration of emergency, or who lose power/internet under a declared state of emergency, shall immediately contact their supervisor to discuss how best to complete their essential work duties. If the unit member is able to complete essential work duties as agreed upon with their supervisor, they shall not be required to take personal necessity leave. If such unit members are unable to work due to evacuation, such unit member shall be entitled to use up to three (3) paid workdays which shall not be taken from any accrued sick/personal necessity leave. Under a declared state of emergency, that lasts more than 3 days, the parties agree to communicate regarding any additional necessary accommodations.

10.2 Unpaid Leave of Absence

- 10.2.3 Unit members may be granted an unpaid leave of absence to attend to personal matters in which iQLA determines that an extended period of time away from the job will be in the best interest of the unit member and iQLA.
- 10.2.4 Requests for an unpaid leave of absence or any extension of a leave shall be submitted in writing to the unit member's supervisor ten (10) days in advance or as soon as practicable prior to commencement of the leave period. iQLA will make the final decision concerning the request. The maximum amount of unpaid leave that iQLA will approve should be consistent with any applicable legal requirements. All unit members on approved leave are expected to report any change of status in their need for leave or their intention to return to work to their supervisor.
- 10.2.5 Unit members on a personal leave will be required to use all accrued sick leave while on leave before unpaid leave status commences. iQLA will continue health insurance and other benefits to unit members on leave for no longer than twelve (12) weeks from the beginning date of leave so long as the unit member continues to pay any unit member portion of the contribution. Benefits that accrue per length of service, such as sick leave or holidays, do not accrue during periods of leave.
- 10.2.6 Unit members returning from a personal leave due to an illness or injury must provide a job-related release indicating their ability to perform the functions of their job. Any restrictions must be noted on the release.
- 10.2.7 Unit members on an authorized personal leave of absence may not perform work for any other employer.

10.2.8 It is possible that a unit member returning from a personal leave of absence may not be returned to the same job position that they held before taking leave. If a unit member fails to return to work after an approved leave of absence, including any extension of the leave time, the unit member will be considered to have voluntarily terminated employment with iQ.

10.3 Pregnancy Disability, Family Medical, and California Family Rights Act Leaves

iQLA shall provide Pregnancy Disability Leave, Family and Medical Leave Act and California Family Rights Act leave to unit members consistent with applicable law.

10.4 Industrial Illness/Workers' Compensation

iQLA shall provide industrial accident and illness leave consistent with applicable law and under the provisions of the existing insurance carrier. A unit member claiming an industrial accident or illness leave may be subject to examination by a physician designated by the School's insurance carrier to assist in determining the qualification and the length of time during which the teacher will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.

10.5 Bereavement Leave

Unit members are entitled to time off from work with full pay in the event of a death in the family, in accordance with the following guidelines:

10.5.3 Up to five (5) consecutive days in the event of death of a spouse, registered domestic partner, child, parent, sibling, or comparable step relation;

10.5.4 Up to three (3) consecutive days in the event of the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law, or the registered domestic partner's equivalent relative. Up to five (5) days can be granted by Human Resources if the funeral is more than 500 miles from the unit member's home.

Request for bereavement leave should be made to the immediate supervisor.

10.6 Jury Duty and Witness Leave

10.6.3 Unit members, while serving jury duty, shall receive full pay during such duty, for up to five (5) working days per school year provided the unit member makes every reasonable effort to postpone jury duty service to a time when school is not in session. A unit member is also permitted to retain the allowance he or she receives from the court for such service.

10.6.4 Unit members are allowed unpaid time off if summoned to appear in court as a witness.

10.6.5 To qualify for either jury duty or witness leave, a unit member must submit to his/her supervisor a copy of the summons as soon as it is received. In addition, the unit member must also submit to the unit member's supervisor a related proof of service with the period of jury duty or witness duty is completed. No adverse

employment action will be taken against unit members due to their service as either a juror or witness in state or federal courts.

10.7 Military and Military Spousal Leave of Absence

iQLA shall comply with all applicable military service leave laws, including USERRA.

10.8 Other Statutory Leaves of Absence

iQLA shall comply with applicable law with respect to any statutory leaves of absence not mentioned herein.

10.9 Catastrophic Illness or Injury Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of a unit member which totally incapacitates the unit member from work, as verified by a licensed physician, and forces the unit member to exhaust all leave time earned by that unit member, resulting in the loss of compensation for the unit member. Conditions that are short-term in nature, including, but not limited to, common illnesses such as influenza and the measles, and common injuries, are not catastrophic. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work, and which are long-term in nature and require long recuperation periods may be considered catastrophic. However, common conditions such as back pain, a broken limb, or influenza shall not be considered catastrophic. iQLA shall create a catastrophic leave program as follows:

10.9.1 Unit members may donate one (1) sick leave day per fiscal year for each five (5) days of accumulated leave they have to a sick leave bank for unit members suffering a catastrophic illness; however, each unit member must retain at least ten (10) sick leave days for his/her own account before donating.

10.9.2 Catastrophic leave requests must be submitted in writing to iQ. Any unit member who received eligible sick leave credits under this program shall first exhaust all paid leave he/she has accrued.

10.9.3 iQLA shall make a determination as to whether each of the requirements of this article have been met.

10.9.4 The number of sick days that can be received by a unit member from the Catastrophic Leave bank is limited to forty-five (45) days per fiscal year.

10.9.5 Unit members utilizing Catastrophic Leave shall have reinstatement rights in accordance with applicable law.

10.10 Return from Leave of Absence

Any Unit Member who returns from a leave of absence of six (6) or more work weeks, shall be allowed five (5) work days to prepare for continued teaching duties.

ARTICLE 11 – PROFESSIONAL WORK DAY/WORK YEAR

11.1 Definitions

Interactive Instruction is defined as live, synchronous teaching delivered via Class Connect or other school-approved systems and methods of delivery.

Teaching is defined as standards-based, teacher-led activities designed to promote academic growth for each student. This includes iQLA adopted curriculum and/or California state standards and consists of a combination of the following: live synchronous virtual instruction, live in-person instruction, and live synchronous tutoring.

Tutoring is defined as interactive instruction provided to an individual student for the purpose of promoting academic growth. Tutoring may be appropriate for students who cannot attend live sessions or who are not achieving mastery of the standards through traditional instruction. Tutoring is provided in the interactive method that best meets student need. Such methods may include in person, virtual or telephone.

Student Support is defined as those actions of the teacher done with the purpose of engaging students. This includes, but is not limited to, learning coach support, recommending supplemental resources to families, and general communications outside of the classroom setting.

11.2 Professional Work Day/Work Year

11.2.1 Work Day

As professional exempt employees, unit members are required to be in active work status (give full attention to the duties and responsibilities of the position) between the hours of 8:30 a.m. to 4:00 p.m. each work day (excluding holidays and weekends).

11.2.2 Work Year

The work year for unit members shall be one hundred ninety-seven (197) work days, which includes one hundred eighty (180) instructional days and seventeen (17) non-instructional days;

Administration may require new teachers to attend up to five (5) additional days of training before the start of the 197 work days at their per diem rate of pay.

New teachers hired after the first instructional day shall be provided seven (7) work days to complete scheduled trainings and to acquaint themselves with iQLA systems consistent with the iQLA teacher training plan.

The work year for the unit member Guidance Counselor shall be two hundred two (202) work days. In years when summer school is offered, the Guidance Counselor shall work an additional three (3) days, which shall be paid at the per diem rate of pay.

No later than January 1 of each school year, the Head of Schools shall provide a proposed annual calendar to the iQTA President for review and comment. In the event the Head of Schools and iQTA President are unable to resolve any concerns related to the calendar, the union reserves the right to negotiate changes to the annual calendar during bargaining.

11.3 Required Teaching Hours

11.3.1 Teachers will be consulted for input on the development of the master schedule; however, the schedule is finalized by the administrative team based on student enrollment and need. Teachers who have concerns or input they wish to share concerning the master schedule shall direct such communications to their supervisor for consideration and such communications shall be considered.

Interactive Instruction for Special Education, such as Specific Academic Instruction (SAI), is determined by the students' needs as developed by the IEP Team.

11.3.2 General education teachers will provide administratively scheduled live synchronous interactive instruction each week according to the provisions below. Teachers may choose to schedule instructional sessions in addition to these hours and/or support activities based on the needs of their students to promote student academic growth.

- Administratively scheduled live synchronous class connects will be for no less than forty-five (45) minutes with ten (10) minutes between live synchronous classes.
- This schedule will be presented to teachers by the end of the first working day of the new school year.
- Elementary teachers will be given time to complete Progress/Report cards and work records as noted in 11.3.4.
- ELD, middle and high school teachers will receive one (1) two (2) hour block of time each quarter to complete progress reports and/or report cards.
- Work Records - Except for homeroom sessions which shall not be interrupted, unit members shall receive the following dedicated work time to complete work records. During this time, no live instruction or administratively scheduled meetings shall occur.
 - Elementary Teachers: as noted in 11.3.4
 - Middle School Teachers: Eight (8) hours per semester.
 - High School Teachers: Twelve (12) hours per semester.
 - High School ELD: Eight (8) hours per semester
 - Tk-8 ELD: Eight (8) hours per semester
- TK-5: Ten (10) hours per week of live synchronous administratively scheduled teaching virtually, additionally, teachers shall schedule five (5)

hours of live synchronous instruction per week.

- 6-8: Twelve (12) hours per week of live synchronous administratively scheduled teaching virtually additionally, teachers shall schedule three (3) hours of live synchronous instruction per week.
- High School Single Subject: fifteen (15) hours of live synchronous administratively scheduled teaching virtually:
 - No later than two (2) working days before the start of the instructional cycle, the administration shall provide a live synchronous schedule to each teacher spreadsheet of each student's scheduled time with that teacher. Any time a student's schedule is adjusted administration will provide this information within forty-eight (48) hours of the change.
 - The fifteen (15) hours of live synchronous administratively scheduled teaching will be set on a master schedule by the iQLA administration to allow for the least amount of class conflicts.
 - Administration will set up the live synchronous administratively scheduled teaching class times in the appropriate platform and add teachers as owners to the session (e.g., Newrow).

11.3.3 iQLA may deem it necessary for the unit member to provide additional live interactive instructional hours to meet the needs of students.

- Prior to any administrative assignment of live synchronous teaching hours in excess of the hours noted above in section 11.3.2, the supervising administrator shall meet with the unit member to discuss the need for the additional teaching hours and to develop an implementation plan.
- The supervising administrator shall discuss with the unit member appropriate additional support or accommodations needed by such unit member in order to meet this additional instructional time (example: focused Compass support to call students, exemption from completing connection calls, exemption from meetings, adjusted deadlines, etc.). This shall be included in the written plan.
- In no event shall more than twenty (20) hours of live synchronous teaching hours be assigned per regular work week, and in no event shall any such live synchronous teaching hours adjustment be required for a period of more than three (3) consecutive work weeks.
- The data gathered and the final plan will be submitted to the iQTA President.

It is understood that teacher duties such as grading, planning and emails are not included in the fifteen (15) hours of interactive instruction.

Math and ELA teachers may choose to offer one (1) forty-five (45) minute whole group session per subject (i.e., one for Algebra, one for Geometry) to count toward a student's targeted instruction.

During the first school week of quarter one (1) teacher unit members will conduct onboarding for all students. Teacher unit members instruct students in Onboarding and Engagement Sessions for homeroom and content to acclimate students to the online model and support students in understanding the school environment. Teachers will implement the iQLA Onboarding or "Welcome Week" schedule during the first school week. During the first week of student onboarding, unit members shall provide a minimum of five (5) hours of interactive instruction.

During the first two (2) weeks of quarters two (2) and four (4), master scheduled live synchronous teaching (in person or virtually), is reduced to five (5) hours so that parent teacher conferences may be held.

During the last week of quarter four (4) targeted instruction is suspended for all general education teachers to provide teachers flexibility in implementing iQLA modified exam schedule. Additionally, during the last week of quarter two (2) middle school and high school general education teachers will have targeted instruction suspended to provide teachers flexibility in implementing iQLA modified schedule.

During the first school week of quarter three (3) teacher unit members with new students conduct Onboarding for new students. Teacher unit members with new students instruct students in Onboarding and Engagement Sessions for homeroom and content to acclimate students to the online model and support students in understanding the school environment. This welcome week period allows students who need additional support to receive this in targeted onboarding sessions. Teachers with new students will implement the iQLA modified Onboarding or "Welcome Week" schedule during the first school week of quarter three. During the first week of student onboarding, unit members shall provide a minimum of five (5) hours of interactive instruction.

11.3.4 For TK-5 teachers, work records, assessments, progress reports/report cards, and conferences shall follow the below schedule:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2 weeks prior to end of the quarter (work samples can be collected during any administratively scheduled small group class prior to quarter end.)	<p>Work samples can be collected in class.</p> <p>Teachers may begin interim assessments.</p> <p>Teachers may begin progress reports.</p> <p>No reduced</p>	<p>Work samples can be collected in class.</p> <p>Formal semester assessments.</p> <p>Teachers may begin report cards.</p> <p>No reduced instructional</p>	<p>Work samples can be collected in class.</p> <p>Teachers may begin interim assessments.</p> <p>Teachers may begin progress reports.</p> <p>No reduced</p>	<p>Work samples can be collected in class.</p> <p>Formal semester assessments.</p> <p>Teachers may begin report cards.</p> <p>Reduced instruction to 5 hours.</p>

	instructional schedule.	schedule.	instructional schedule.	
1 week prior to end of quarter	<p>Interim Assessments are due by the end of week.</p> <p>Teachers may begin Parent-Teacher conferences. Teachers will offer a conference to all students/families but are only required to hold a conference with families/students who are failing or in danger of failing.</p> <p>Teachers may begin progress reports.</p> <p>Reduced instruction to 5 hours.</p>	<p>Formal Semester assessments are due by the end of week.</p> <p>Teachers may begin report cards.</p> <p>Reduced Instruction to 5 hours.</p>	<p>Interim Assessments are due by end of the week.</p> <p>Teachers may begin Parent-Teacher conferences. Teachers will offer a conference to all students/families but are only required to hold a conference with families/students who are failing or in danger of failing.</p> <p>Teachers may begin progress reports</p> <p>Reduced instruction to 5 hours.</p>	<p>Formal Semester assessments are due by end of week.</p> <p>Teachers may begin report cards.</p> <p>Reduced Instruction to 5 hours.</p> <p>Work records are due by the end of week.</p> <p>No administratively scheduled meetings.</p>
One week after quarter end (except quarter 4)	<p>Reduced Instruction to 5 hours.</p> <p>Parent teacher conferences are due at the end of the week.</p> <p>Work Records are due by the end of this week.</p> <p>No staff or administratively scheduled meetings.</p>	<p>Reduced Instruction to 5 hours.</p> <p>Work Records are due by the end of this week.</p>	<p>Reduced Instruction to 5 hours.</p> <p>Parent teacher conferences are due at the end of the week only with families/students who are failing or in danger of failing.</p> <p>Work Records are due by the end of this week.</p> <p>No staff or administratively scheduled meetings.</p>	<p>Report Cards due before the last teacher workday.</p>

Two weeks after quarter end	Progress reports are due by the end of the week.	Report Cards due by the end of week.	Progress reports are due by the end of the week.	
	No Reduced Instruction.	No Reduced Instruction.	No Reduced Instruction.	

11.3.5 Educational specialists are entitled to one (1) hour of scheduled time to update workbooks per week.

Each education specialist will receive three (3) hours of protected time each week to prepare for IEP meetings or write/affirm IEPs.

11.3.6 Teachers whose job duties do not include homeroom assignments will provide an additional five (5) hours of scheduled, synchronous interactive instruction. For English Language Development specialists, iQLA shall schedule no more than a total of twenty (20) hours of live interactive instruction each week. If teachers are assigned “push-in” services, those sessions shall be included within the instructional hours total. ELD teachers may choose to schedule instructional sessions in addition to these hours and/or support activities based on the needs of their students to promote student academic growth.

Prior to any administrative assignment of live synchronous teaching hours in excess of the hours noted here, the 11.3.3 process applies.

English Language Development specialists shall serve students from no more than four (4) grade levels and have one (1) hour of instructional planning time each work day.

11.3.7 General Education Teachers are entitled to one (1) hour (60 minutes) of instructional planning time each work day.

11.3.8 Except for any exceptions noted in this Article, teachers shall attend up to (to be determined by iQLA) sixteen (16) hours of administratively scheduled meetings per Semester and no more than up to eight (8) hours per month for the months of August, September, January and February. All other months shall be limited to four (4) hours per month. Such meetings shall be at least thirty (30) minutes in length and shall not exceed two (2) hours for a single session.

Teachers will attend up to three (3) in-person all-day professional developments per school year. The professional development day(s) will replace PLC and/or staff meeting(s) for that week.

ELD and Educational Specialists shall be invited as an optional attendee to any staff meeting (i.e., PLC, PD, G&P).

There shall be no iQLA scheduled PLC and/or staff meetings during parent teacher conferences and finals week. Additionally, for TK-5 teachers, PLC and/or staff meetings will not be held during weeks progress reports and work samples are due.

There shall be no iQLA administratively scheduled meetings during parent teacher conferences and finals week. Additionally, for TK-5 teachers, please refer to the graph in 11.3.4.

As a part of a unit members professional responsibilities, unit members may be required to complete trainings asynchronously during the school year (IE updated state testing trainings). Asynchronous training assigned to all staff shall be no more than 8 hours per semester. Training assigned during the August non-student days shall not be counted toward this hour cap. Any training hours assigned in excess of the hours stated above shall require an offset in assigned meetings or work duties.

11.3.9 Part-Time Employees

Part-time employees shall only be assigned instructional and non-instructional duties that match the percentage of a full-time schedule their compensation reflects. This match will be based on the instructional hours of full-time employees within the same grade band or assignment. Non-instructional duties will also be assigned in a way that reflects the scope and amount of work performed by full-time employees in similar roles. If a part-time employee is required to be present for a full day, they must either:

- Be paid for the full day, or
- Have their schedule or pay adjusted accordingly (for example, by attending only one of two scheduled days or receiving pay for the full time required).

11.4 Duty-Free Lunch Break

Each unit member is entitled to a thirty (30) minute duty-free lunch break. This lunch break shall be taken between noon and 1:00 pm.

11.5 Tracking Time During Work Day

iQLA reserves the right to track time during the work day using computer-based software, VoIP phones, or other identified tracking systems.

11.6 Learning Centers

In the event iQLA opens physical locations where teachers will be assigned to work, teachers may be expected to sign in and out of the facility.

11.7 Outings & In-Person Duties

Teachers are required to plan one outing and attend four outings per school year equaling one per quarter.

Quarter four (4) expectations will be adjusted for test site coordinators, unit members who proctor in-person state assessments, attend high school graduation or eighth (8th) grade promotion.

Education Specialists and English Language Development Specialists are not required to plan or attend outings, if they request and are approved by iQLA to attend an outing, they will be provided a substitute for the live synchronous instruction.

High school graduation and 8th grade promotion will fall on a teacher work day.

11.8 Enduring Connections

Teachers are required to contact all homeroom families on their roster every thirty (30) days via phone or synchronous virtual platform; i.e., Zoom or Black Board Collaborate or similar.

Once per semester, this Enduring Connection will be held as an Academic Conference focused on student growth and achievement.

Once per quarter every teacher will attempt to observe a student they supervise as the homeroom teacher of record, on camera, in class connect. If students or families refuse to be on camera, or if the student or family is unresponsive to the unit member's request, unit members will notify admin to follow-up, without penalty to the unit member.

11.9 Caseload

Caseload for unit members shall be consistent with legal requirements.

11.9.1 For Homeroom class size, the following limits shall apply:

- Transitional Kindergarten (TK): no more than 28 students. Effective June 30, 2024: no more than 24 students
- Elementary School (K-5): no more than 28 students
- Middle School (6-8): no more than 28 students
- High School (9-12): no more than 26 students

Unit members teaching general education for T-K through 12th grade shall be measured by the unit member's homeroom roster by verification of average daily attendance of ninety-five percent (95%) or more following each Learning Period, except during the first two Learning Periods of each semester, where the overage shall be paid regardless of attendance rate.

11.9.2 The below caseload limits/targets shall be in place beginning July 1, 2025.

High School English/Math	165 content/roster students per one full-time equivalent
High School Social Science/Science/World Language	185 content/roster students per one full-time equivalent
High School Electives (including Health)	185 content/roster students per one full-time equivalent
High School PE	325 content/roster students per one

	full-time equivalent
High School Guidance Counselor	250 content/roster students per one full-time equivalent
English Language Development	50 content/roster students per one full-time equivalent
6 th , 7 th and 8 th Grade Content	185 content/roster students per one full-time equivalent Does not apply to students in courses without direct instruction. Physical Education or career classes.

*Content/roster students are any and all students that receive a grade (i.e., ORN/orientation/homeroom).

Effective June 30, 2025:

- Education Specialists (Mild/Mod): shall support a maximum of 28 content/roster students per one full-time equivalent
- Education Specialists (Mod/Severe): shall support a maximum of 18 content/roster students per one full-time equivalent
- For Education Specialists who have an assigned maximum caseload (referenced in Section 11.9.2) of students to case manage: In the event the Education Specialist is assigned an initial IEP (above their caseload) to complete, the Education Specialist will be paid \$250 once the IEP meeting is held and the IEP is affirmed.

ORN shall be included in content calculations for High School.

Teachers instructing two (2) or more content/subject bands will be subject to the caseload limit/target noted above for the majority of a unit member's work assignment.

11.9.3 The following content and homeroom overages apply to the grade bands referenced in Section 11.9.2, subject to the average daily attendance conditions noted in Section 11.9.1 (homeroom only), on a per student per learning period basis so long as there is a compliant ISMA;

K-8 Homeroom: \$134 per student per learning period

HS Homeroom: \$100 per student per learning period

HS and MS Content: \$50 per student per learning period

Guidance Counselors: \$20 per student per learning period

11.10 Teacher Support

While duties for the teaching profession are generally known and as stated in the applicable job description, relevant policy or legal requirements, to assist unit members in their daily tasks, the following specific items may be referred utilizing the methods and timelines provided by iQLA including all necessary information to the iQLA administration for assistance and/or completion:

- Scheduling and inviting students to sessions (e.g., Newrow) on the master schedule, consistent with lists of students provided by the unit member. It is the teacher's responsibility to make updates to the designated groups in-year, unless support is requested.
- Adjusting the student calendar and/or student assignments prior to the school start date in the instance of late start students
- Administering and/or grading the ELPAC test. This teacher support may be requested by phone or email directly to the teachers' supervisor.
- Providing school records and forms to families upon request (such as transcripts, copies of report cards, progress reports, change of address and learning coach forms)
- Following up on pulse checks that are not directly teacher-related.
- Baseline/Growth Assessment tracking and follow-up, when requested, administration will assist with follow-up per the administrative support process.
- Processing student withdrawals.
- Supporting families with test-site confirmations and reassignments
- Creating restrictions or groups in the OLMS/OLHS

For Education Specialists, the following additional tasks may be referred to the iQLA administration:

- Mailing of special education progress reports that have been completed by the unit member
- Mailing to parents copies of IEP documents, transcripts, enrollment requirements and parent rights notices that have been sent by the unit member to the administration
- Sending of IEP goals and/or accommodations to general education teachers
- Updating goals and services in the Marvin student information system
- Transferring data from previous IEPs into IEP databases (SIRAS, SEIS) when the previous school did not use the same database

- Obtaining IEP and 504 documents from previous schools and providing access to these documents through SharePoint or other central system

For Guidance Counselors, the following tasks may be referred to iQLA administration for assistance and/or completion:

- Processing drops and withdrawals
- During periods of unanticipated and extraordinary work demands, administration will assist upon request
- Providing school records upon request such as transcripts, copies of report cards, etc.

The following specific items are not required to be completed by Unit Member.

- Sending letters to families of students requiring missing Independent Study Master Agreements (“ISMA”). Teacher confirmation/input will be necessary.
- Archiving work samples. It is the teacher’s responsibility to evaluate, retrieve from the classroom and complete the cover sheet and assignment sheet correctly and according to school timelines.
- Making initial student assignments to test sites.
- Mailing and follow-up of non-compliance letters.
- Tracking and follow up of BTSP completion.
- Following up with families regarding truancy.
- Sending of IEP goals and/or accommodations to general education teachers and/or making them accessible (i.e., adding to a spreadsheet).
- Obtaining IEP and 504 documents from previous schools and providing access to these documents through SharePoint or other central systems.

11.11 Counseling Job Duties

Effective July 1, 2022, in addition to regular Counselor job duties as reflected in the existing Counselor Job Description, the following Counselor job duties shall be completed:

Guidance Counselors shall be required to hold a one-on-one live synchronous conference with students on their caseload no less than one (1) time per quarter.

Any student assigned to a Guidance Counselor for any service shall be considered a content/roster student for purposes of overages.

11.12 Teacher Grade Assignments

Teacher graded assignments will generally be graded within three (3) working days.

ARTICLE 12 - ASSIGNMENTS AND VACANCIES

I. Definitions

- A. Assignment: An “Assignment” is the initial placement of a Unit Member in a grade band and/or content area for which the unit member holds an appropriate credential.
- B. Re-assignment: A “Re-assignment” is the change of the initial placement (upon hire or at the beginning of a school year) of a Unit Member from one grade-band and/or content area to another grade-band and/or content area.
- C. Incumbent: An “Incumbent Unit Member” or “Unit Member” is a currently employed Unit Member.
- D. Vacancy: A “Vacancy” is any position that does not have a Unit Member assigned to it. This includes any vacated, or newly created position whose work is part of the bargaining unit.

II. Assignments

- A. List of Vacancies: iQLA shall maintain a list of current vacancies, by grade level for K - 8 and content specific for 9 - 12. When new vacancies occur, iQLA shall provide an updated list to iQTA within ten (10) work days.
- B. Unit Member Assignment Preferences: Unit Members may prioritize the grade or content they would like to teach for the following year. Generally, Unit Members shall be placed in the same assignment each year except as provided herein.
- C. Notification of Assignments: Except for first year probationary unit members, unit members shall be notified of their assignments or re-assignment (as provided herein) by June 1 for the following school year. However, as student enrollments may fluctuate, unit members understand that such assignments may change. In the event of such a change, notice of reassignment shall be made as soon as available but no later than the first contracted work day (non-instructional) of each school year. This Article is not intended to alter any rights as enumerated in Article 9.
- D. Mid-Year Increase in High School Enrollment: Should enrollment increase at the high school level, iQLA shall prioritize adding additional classes to those Unit Members who are currently teaching the fewest content classes. Each class that requires a separate preparation shall be considered a separate content class.
- E. Assignments for General Education TK - 8th Grade Teachers: Unit Members serving as general education teachers for the TK- 8th grade level in a position utilizing a multiple-subject credential will be assigned one grade level when possible, as supported by school enrollment.
- F. Assignments for High School Teachers: Unit Members serving as general education teachers for the high school or middle school level utilizing a single-subject credential shall only be assigned to two (2) content area preparations when possible, as supported by school enrollment for the school year. Foreign language

may have up to 4 content preps, where all four preps are foreign language classes. Access to Online Classroom and Curriculum: Unit members will have access to their online classroom and curriculum no later than the first work day of each school year and no later than five (5) work days prior to the beginning of the second semester.

III. Involuntary Re-assignments

- A. Notice of Intent to Involuntarily Reassign: No Unit Member shall be involuntarily reassigned without a discussion between the administrator and the unit member. This discussion should include the reasoning behind the move and possible alternatives, if necessary.
- B. Reason for Involuntary Re-assignment: The reason for the re-assignment must not be based on any discipline or performance evaluation. Notwithstanding the previous sentence a Unit Member being evaluated or under discipline may volunteer to be reassigned in accordance with this article.
- C. Re-assigned members during the school year: Unit members will be provided five (5) work days of non-instructional time, in advance of the re-assignment, to prepare for the new assignment.

IV. Vacancies

- A. Voluntary Re-assignments: A Unit Member may request a re-assignment at any time when a vacancy exists for the following school year.
- B. Posting Vacant Positions: Upon knowledge of vacancies and for all vacant positions, iQLA shall first advertise vacant positions internally and shall notify all Unit Members via email of a list of vacancies as they become available. The list shall contain:
 - 1. A closing date, which is at least five (5) working days following the posting date;
 - 2. A job description; and
 - 3. Credentials and qualifications necessary to meet the requirements of the position.
- C. Internal Posting Requirement: Vacancies shall be posted internally for forty-eight (48) hours in advance of posting externally.
- D. Requirements for Filling Vacancies: Vacancies shall be filled as follows:
 - 1. Preference shall first be given to incumbent Unit Members with satisfactory performance and appropriate credentialing.
 - 2. In the case where two incumbent Unit Members have satisfactory performance and appropriate credentialing, preference shall then be given

to the incumbent Unit Member with the greater seniority.

3. External candidates shall only be considered if no incumbent Unit Members apply for the vacancy or incumbent Unit Member applicants do not have satisfactory performance and appropriate credentialing for the specified vacancy.

- E. Denial of Request for Re-assignment: If a request for a re-assignment by a Unit Member is denied in accordance with the provisions of this article, upon request the Unit Member shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. The Unit Member may request a union representative be present during this meeting. Following the meeting, the Unit Member shall, upon request, receive written reason(s) for the denial. Unit Member shall be allowed to retain their previous assignment.

ARTICLE 13 – COMPENSATION

13.1 Salary Schedule

Effective July 1, 2025, the salary schedule for all certificated unit member positions shall be increased by 2.43%. A copy of this salary schedule is attached hereto as Appendix F(1). Effective July 1, 2026, the salary schedule for all certificated unit member positions shall be increased by 2.0%. A copy of this salary schedule is attached hereto as Appendix F(2). Additionally, effective February 1, 2026, all unit members shall receive a one-time off-schedule retention bonus in the amount of \$1,500.00. Such increases shall close negotiations for the 2025-2026 and 2026-2027 school years.

In the event of a change in the requirement for the minimum salary threshold by law to ensure continued professional exempt status for unit members, the parties agree that iQLA shall comply with such legal requirements and shall no later than sixty (60) calendar days prior meet with iQTA to discuss impacts of any such changes before required by law.

13.2 Years of Service Credit for New Hires

Upon hire, all unit members will be granted up to five (5) years of service credit for previous credentialed employment within California.

13.3 Expense Reimbursement

Not to exceed \$3,300 per school year, unit members shall receive reimbursement for approved actual expenses per school policy to cover expense reimbursements for school related expenses including but not limited to mileage, supplies, in-home set-up, home office furniture, home phone, cellular phones, internet, Live Scan test, printer supplies, travel and hotel within California. The limit noted above does not apply to School Psychologists who are reimbursed for actual expenses through the School's reimbursement policy. Should any unit member request less than \$3,300 in reimbursements under the Schools' reimbursement policy in any such school year, the unit member shall receive a one-time taxable payment of seventy-five percent (75%) of the remaining balance, to be paid no later than thirty (30) days following the last day of the school year.

Subject to the reasonable and necessary conditions as stated in the School's reimbursement policy there shall be no cap on the categories of reimbursement.

Although not subject to grievance or arbitration, the School's Reimbursement Policy is attached hereto as Appendix "G"

13.4 Testing

A. When iQLA is required to test in person: CAASPP Test Site Coordinators shall be provided a stipend as follows:

- \$70 per day scheduled at sites with up to 25 students tested
- \$135 per day scheduled at sites with up to 50 students tested
- \$160 per day scheduled at sites with up to 75 students tested
- \$175 per day scheduled at sites with over 75 students tested

Test sites with up to 100 scheduled students shall only have one (1) Test Site Coordinator assigned per day.

For Test Site Coordinators who agree to travel to iQLA designated remote sites, the test site coordinator will receive an additional flat rate of \$225 for the day(s) traveled (this is in addition to any mileage and/or hotel reimbursements).

If iQLA participates in virtual testing, stipends shall be paid for the in-person proctors for the CAASPP (to include CAST) CAA, ELPAC (all forms) as follows:

- Proctoring: Each unit member is paid \$160 per student for the 1st day and \$50 for each additional day to proctor all assigned tests.

B. Physical Fitness Testing Coordinators shall be provided with a stipend of \$80 per site.

Unit members shall not be responsible for any students or children not registered for the test.

13.5 Work Year

The above annual salary is based upon a work year of one hundred ninety-seven (197) work days, one hundred eighty (180) of which are instructional, and seventeen (17) of which are non-school days.

13.6 Column Advancement

Column advancements on the salary schedule are effective on the beginning date of contract service in the school year immediately following the school year in which the qualifying service was rendered.

13.7 Service Credit

Unit members who are on paid leave status shall receive salary increment credit.

For unit member advancement of annual steps on the salary schedule, a complete year of service shall be no less than 130 days of time actually worked during the instructional days of the annual school calendar, not including extended school year or summer school.

13.8 iQLA Clubs

Unit members who are approved to supervise an authorized iQLA student club will receive their per diem rate of pay for two (2) hours per week, per club, for the duration of the club.

13.9 Masters Program Completion

Upon receipt of an official transcript evidencing conferral of a Masters Degree, the unit member shall receive the Masters stipend (possibly pro-rated depending on time of receipt) for that school year. Such payment shall be made within thirty (30) calendar days from

receipt of the official transcript.

ARTICLE 14 - HEALTH BENEFITS

14.1 Employer Contributions

Effective June 1, 2025, iQLA shall make available to full-time unit members health benefits, dental and basic life coverage as follows:

- Health Benefits: Anthem HDHP 3300 Plan and Anthem HDHP 5000 Plan
- Dental Benefits: Guardian PPO XS-1650
- Vision Benefits: VSP Choice Vision Plan
- Basic Life Insurance: Metlife Basic Life
- Basic Personal Accident: Metlife Basic AD&D

Adoption Assistance Program: Reimbursement up to \$1,500 per eligible child and proof of completion and subject to eligibility and program requirements.

Education Assistance: Reimbursement up to \$1,500 per calendar year for upon proof of completion and subject to eligibility and program requirements.

Any cost for coverage for health benefits in excess of such contribution rates shall be borne by the unit member.

Eligibility for and duration of health benefits shall be in accordance with the applicable health benefits plan(s).

Effective June 1st, 2025, through May 31st, 2026, additional plans as listed in Appendix A of this document shall be available to unit members.

The parties agree that, if iQLA is notified of any material changes to such plans during the term noted herein, iQLA shall notify iQTA, and the parties shall meet and confer to discuss.

14.1.1 IQLA Contribution to HSA for Limited Number of Unit Members

As a result of a specific impact on the cost for unit members who shall be moving from the health benefit plan, “Anthem 3200” to “Anthem 3300,” such unit members shall receive a one-time contribution into an HSA from IQLA in the amount of \$100 per unit member. This contribution shall be made no later than 30 days after June 1, 2025, or following the unit member’s establishment of an HSA within the 2025-2026 school year.

14.2 Retirement

iQTA unit members are covered under the State Teachers Retirement System or California Public Employees’ Retirement System, and shall receive retirement benefits in accordance with legal requirements.

ARTICLE 15 - SAFETY

15.1 Safe On-Site Working Conditions

- 15.1.1 Based upon industry standards, unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health or safety. For purposes of this article, “on site” shall mean an iQLA required work location
- 15.1.2 For all on-site iQLA designated work events, the place for that event will be communicated to the Unit Member reasonably in advance. iQLA will make available its safety plans and provide professional development to Unit Members that includes training on implementation of the school safety plan
- 15.1.3 Unit members shall meet with parents and students at mutually agreed-upon locations. If the unit member cannot reach agreement with a parent or student, the unit member’s supervisor shall assist in deciding the location.

15.2 In-Home Working Conditions

iQLA is not responsible for the safety of a unit member’s home. Upon hire, and every other year thereafter, unit members shall complete iQLA provided training regarding office ergonomics and defensive driving. Following the above-referenced training, unit members may request an ergonomic assessment from iQLA regarding their home office.

15.3 Dangerous Pupils

iQLA administration shall inform unit members of any student placed under their supervision when iQLA has knowledge that the student has been convicted of a violent crime, or suspended for violence against a teacher or student.

15.4 Assault

- 15.4.1 Unit Members shall immediately report cases of assault and battery suffered in connection with their employment to the appropriate law enforcement authorities of the city or county in which the incident occurred and to their immediate supervisor.
- 15.4.2 iQLA administration shall comply with any reasonable request from the Unit Member for information relating to the incident or the persons involved which is within the possession of iQLA administration and which would not violate any person’s privacy rights or be otherwise privileged.
- 15.4.3 iQLA will provide a reasonable period of paid release time to a unit member when he/she is required to make a statement to the police or appear in court in connection with any school-related incident.
- 15.4.4 Unit members who believe their safety, or the safety of other students, to be endangered by a student’s actions should refer such student to their supervisor or designee.

15.5 CPR and First Aid Training

If CPR and first aid training are required as a part of the unit member's position, iQLA shall provide such training at its cost or shall provide reimbursement for iQLA approved training regarding such subjects.

Appendix A: iQLA Teacher Evaluation Form

iQLA Teacher Formal Evaluation Form

Unit Member Name:			
Title:			
Date:			
Evaluator(s):			
School Year:			
	Above Expectations	Meeting Expectations	<i>Not Meeting Expectations</i>
Standard 1: Engaging and Supporting All Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Standard 2: Creating and Maintaining Effective Environments for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Standard 3: Understanding and Organizing Subject Matter for Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Standard 4: Planning Instruction and Designing Learning Experiences for All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Standard 5: Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Standard 6: Developing as a Professional Educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Teacher Comments:			
Employee's Signature			Date
Evaluator's Signature			Date

Appendix B: 2025 Teacher Evaluation Handbook

iQLA Teacher Evaluation Handbook

Rubric for Teacher Evaluation

Above Expectations	Meeting Expectations	Not Meeting Expectations
Consistently exceeds the normal expectations for the position; exceeds expected criteria for quality, quantity and timeliness of work; consistently exceeds goals and objectives; achieves results beyond those expected for the position.	Consistently performs all duties of the position in a fully capable manner; meets all expected criteria for quality, quantity and timeliness of work, including meeting goals and objectives.	Does not meet all the expected criteria for quality, quantity, and timeliness of work. May require more supervision and support.

Teacher Evaluation Components/Documents/Timeline/Purpose

Teacher: _____ Evaluator: _____
School: _____ Evaluation Year: _____
Grade Level/Subject(s) : _____ Evaluation Date: _____

	Component	Document(s)	Timeline	Purpose
<input type="checkbox"/>	Notification of evaluation year and evaluator	By Email: Teacher Schedule Card	Within 30 calendar days of first day of teacher contract (Completed 9/30 or before)	Teachers are made aware that they are being evaluated and who will be conducting the evaluation process.
<input type="checkbox"/>	Training on Evaluation Procedures	Teacher Training Plan	Within 30 calendar days of the first day of the teacher contract. (Completed 9/30 or before)	Ensure understanding of purpose, policy, procedures, standards, expectations and timelines
<input type="checkbox"/>	Goal Setting Conference	Scheduled via Outlook Calendar/Email	Within 30 calendar days of the first day of the teacher contract in the first year of evaluation. Teachers in subsequent years may request an optional Goal-Setting Conference. (Completed 9/30 or before)	Teacher to set goals in accordance with the California Standards of the Teaching Profession

<input type="checkbox"/>	Teacher and Administrator schedule formal classroom Observation	Scheduled via Outlook Calendar/Email	By October 15	The teacher will showcase a live lesson.
<input type="checkbox"/>	Administrator observes a full live lesson		Only held during an active instructional cycle, no later than January 15	Teacher showcases a lesson. Administrator may request the lesson plan prior to the observation. Administrator provides feedback in accordance with the adopted form (appendix B).
<input type="checkbox"/>	Teacher/Administrator meet for post observation conference(s) and develop improvement plan (if needed)	Zoom Conference	Within five (5) school days of formal observation. <u>(No later than Jan. 31st.)</u>	<p>The administrator and teacher discuss feedback on the lesson. If an improvement plan is needed, this will be developed during this conference.</p> <p>At this time, administrators can discuss standards not observed. Members may provide additional evidence to support non-observed standard(s) by March 1st.</p>
<input type="checkbox"/>	Administrator provides written feedback on the agreed upon observation/ <u>form</u> .	Sent via Outlook Calendar/Email	Within ten (10) school days of formal Observation. <u>(No later than Jan. 31st.)</u>	<p>Summarize the observation, conference notes and action plan, as appropriate</p> <p>If a teacher does not agree with the final scoring shared during this conference, then they may elect to submit additional evidence through the Additional Evidence Process referenced below.</p>
<input type="checkbox"/>	Optional Additional Evidence Process	<p>Evaluators will supply each unit member that elects to start this process:</p> <p>A completed evaluation form with feedback.</p> <p>A form to provide additional context for submitted</p>	Completed Additional Evidence Process must be submitted to the evaluator on or before March 1 st .	<p>The Additional Evidence Process is meant to provide unit members with a mechanism to provide additional evidence and context to an evaluator for a final evaluation score revision.</p> <p>This is done only when a unit member disagrees with the score received during the post observation conference. If a</p>

		evidence A digital place to upload any additional evidence		unit member does not disagree with the score, they may elect to skip the Additional Evidence Process
<input type="checkbox"/>	Administrator completes final evaluation form and conferences with the unit member	iQLA Teacher Evaluation Form and Conference	No later than March 15 th	The administrator summarizes the evaluation process and teacher growth. Teacher selects goals for the following evaluation period.
<input type="checkbox"/>	Teacher signs and submits performance review form to their evaluator.	Mailed to HR	No later than ten (10) school days after conference (No later than March 31.)	Completed iQLA Teacher Evaluation Form is sent by the evaluator to Human Resources

Special Situations

In the event of an “Not Meeting Expectations” observation, the unit member will be notified within five (5) days. A unit member may make one request for an additional observation within ten (10) working days of the said notification. This observation will happen within 30 days from that request. Additionally, if the unit member receives a “not meeting expectation” score for any standard, the unit member will be advised, in writing, that they have the right to be accompanied by a union representative during any final formal evaluation meeting.

The evaluator shall offer additional resources to assist with improvement which may include, but is not limited to the following: support and coaching, professional development, additional observation of applicable demonstration lessons, administrator determined visitation or co-teaching with veteran teacher, or time scheduled meetings to monitor progress.

California Standards for the Teaching Profession

Standard 1: Engaging and Supporting All Students in Learning

1.1	Using knowledge of students to engage them in learning.
1.2	Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests.
1.3	Connecting subject matter to meaningful, and real-life contexts.
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.5	Promoting critical thinking through inquiry, problem solving, and reflection.
1.6	Monitoring student learning and adjusting instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1	Models and communicates expectations for fair and respectful behavior to support social development.
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students.
2.5	Developing, communicating, and maintaining high standards for individual and group behavior.
2.6	Employing classroom routines, procedures, norms and support for positive behavior to ensure a climate in which all students can learn.
2.7	Using instructional time to optimize learning.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1	Demonstrating knowledge of subject matter academic content standards.
3.2	Applying knowledge of student development and proficiency to ensure student understanding of subject matter.
3.3	Organizing curriculum to facilitate student understanding of the subject matter.
3.4	Utilizing instructional strategies that are appropriate to the subject matter.
3.5	Using and Adapting Resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.

3.6(a)	Addressing the needs of English Learners to provide equitable access to the content.
3.6(b)	Addressing the needs of students with special needs to provide equitable access to the content.

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

4.1	Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.
4.2	Establishing and articulating goals for student learning.
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning.
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

Standard 5: Assessing Students for Learning

5.1	Monitors student progress and adapts instruction in response to assessed needs.
5.2	Uses a variety of assessment techniques to evaluate student learning.
5.3	Assessment tasks are based on instruction and learning objectives for the unit.
5.4	Maintains clear oral and written communication with students regarding high expectations, grades, and behavior.
5.5	Provides meaningful and timely feedback to students and parents about performance on assignments and assessment tasks.
5.6	Teaches students how to accurately assess and reflect upon their own learning at a developmentally appropriate level, set new goals and monitor progress.
5.7	Employs a grading system that accurately reflects student learning, performance, and progress.
5.8	Maintains accurate, detailed records of student performance.
5.9	Collaboratively administers scores, reports (within the central district data system) and analyzes common/benchmark assessments according to agree upon standards and procedures.
5.10	Records and reports common/benchmark assessments within the central district data system / uses available technology.

Standard 6: Developing as a Professional Educator

6.1	Reflecting on teaching practice in support of student learning.
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development.
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning.
6.4	Working with families to support student learning.
6.5	Engaging local communities in support of the instructional program.
6.6	Managing professional responsibilities to maintain motivation and commitment to all students.
6.7	Demonstrating professional responsibility, integrity, and ethical conduct.

Examples of Evidence

The following examples are samples of possible evidence that can be provided by the **Unit Member** and/or evaluator as evidence of meeting the teaching standard. As the evaluation process is a tool for growth, evidence is not presented as a checklist item. Instead, evidence is selected thoughtfully as the best examples of how the educator meets the needs of all students in our unique environment. For each example submitted, be able to show why the evidence was selected, and how it relates to the standard. Keep in mind that “Meeting Expectations” means that the educator “consistently performs all duties of the position in a fully capable manner; meets all expected criteria for quality, quantity and timeliness of work, including meeting goals and objectives.”

Please refer to the **California Standards for the Teaching Profession (CSTP)** for more information and the **CSTP Continuum of Teaching Practice**.

California Teaching Standards	
Standard 1: Engaging and Supporting All Students in Learning	
Objectives	Example Evidence
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts. 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. 1.5 Promoting critical thinking through inquiry, problem solving, and reflection. 1.6 Monitoring student learning and adjusting instruction while teaching	* Interest survey * Getting to know student activities * Enduring connection note * Attendance to outing * Lesson plan showing: - planned differentiation - planned “getting to know you” activities - planned grouping - planned modifications * Student work samples showing: - building on life experience - college/career report - self-evaluation * Student self-assessments

Standard 2: Creating and Maintaining Effective Environments for Student Learning	
Objectives	Example Evidence
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and support for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning	*PowerPoint and/or lesson plan with expectations, standards, student roles, rubrics, etc. *Syllabus with clear expectations *Classroom instruction that shows evidence of smooth transitions *Observation of the use of respectful talk, active listening, and taking turns *Project based learning lesson *Student work samples demonstrating collaborative learning *Tiered levels of support is consistently provided *Evidence of student data used to make instructional decisions
Standard 3 Understanding and Organizing Subject Matter for Student Learning	
Objectives	Example Evidence
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	*Lesson plans referencing key standards, the use of Common Core State Standards, curriculum framework, and/or Scope and Sequence *Documentation of collaboration with colleagues *Evidence of wide range of materials used to extend understanding of topics (music, video, technology, etc.) *List of materials used that reflect diverse perspectives *Support materials used for English Learners and student with disabilities *Pre and post tests *Daily learning objectives *Student work sample evidencing rigorous work
Standard 4 Planning Instruction and Designing Learning Experiences for All Students	
Objectives	Example Evidence
4.1 Using knowledge of students' academic readiness, language proficiency, cultural	*Lesson plan showing a variety of instructional designs and strategies

<p>background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>	<p>*Lesson plan showing differentiation to reflect individual students' interests or developmental needs</p> <p>*Samples of student assessments and lesson plans that reflect changes in instruction based on results of assessments</p> <p>*Documentation of student led conferences, goal setting meetings, and/or individualized learning plans</p>
Standard 5 Assessing Students for Learning	
Objectives	Example Evidence
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>*Examples of student learning goals, goal setting conferences, progress reports which indicate student progress toward goals</p> <p>*Samples of anecdotal student records</p> <p>*Samples of student assessments</p> <p>*Samples of student reflection, self-evaluations, peer evaluations</p> <p>*Documentation of parent-teacher-student conferences</p> <p>*Samples of parent newsletters, web pages, parent communication logs</p> <p>*Samples of student awards</p> <p>*Samples of student progress reports</p> <p>*Attendance and participation in PLC's</p> <p>*Lesson plan evidence technology used for assessment</p> <p>*Sample student progress monitoring sheet</p> <p>*Lesson plans evidence a variety of assessments based on student need</p>
Standard 6 Developing as a Professional Educator	
Objectives	Example Evidence
<p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the</p>	<p>*Materials from workshops and seminars attended</p> <p>*Notes from instructional coaching, grade level team, department meetings</p> <p>*Samples of work produced from team collaboration/team teaching/team planning sessions</p> <p>*Materials from professional organizations, conferences, networks that demonstrate professional collaborations</p> <p>*Written notes/reflections on professional goals,</p>

<p>instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>	<p>written notes from plan books, lesson plans</p> <p>*Samples of parent newsletters</p> <p>*Attendance to Professional Development</p> <p>*Participation in K12 trainings</p>
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Appendix C: 2025 iQLA Guidance Counselor Evaluation Form**iQLA Guidance Counselor Evaluation Form**

Unit Member Name:			
Title:			
Date:			
Evaluator(s):			
School Year:			
	Above Expectations	Meeting Expectations	<i>Not Meeting Expectations</i>
STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence			
Guidance Counselor Comments			
<i>Employee's Signature</i>			
<i>Evaluator's Signature</i>			

Appendix D: 2025 Guidance Counselor Handbook

iQLA Guidance Counselor Evaluation Handbook

Rubric for Teacher Evaluation

Above Expectations	Meeting Expectations	Not Meeting Expectations
Consistently exceeds the normal expectations for the position; exceeds expected criteria for quality, quantity and timeliness of work; consistently exceeds goals and objectives; achieves results beyond those expected for the position.	Consistently performs all duties of the position in a fully capable manner; meets all expected criteria for quality, quantity and timeliness of work, including meeting goals and objectives.	Does not meet all the expected criteria for quality, quantity, and timeliness of work. May require more supervision and support.

Components/Documents/Timeline/Purpose

Guidance Counselor: _____

Evaluator: _____

School: _____

Evaluation Year: _____

Grade Level(s): _____

Evaluation Date: _____

	Component	Document(s)	Timeline	Purpose
<input type="checkbox"/>	Notification of evaluation year and evaluator	By Email: Guidance Counselor	Within 30 calendar days of first day of Guidance Counselor contract (Completed 9/30 or before)	Guidance Counselors are made aware that they are being evaluated and who will be conducting the evaluation process.
<input type="checkbox"/>	Training on Evaluation Procedures	Guidance Counselor Training Plan	Within 30 calendar days of first day of Guidance Counselor contract (Completed 9/30 or before)	Ensure understanding of purpose, policy, procedures, standards, expectations and timelines
<input type="checkbox"/>	Goal Setting Conference	Scheduled via Outlook Calendar/Email	Within 30 calendar days of first day of Guidance Counselor contract in the first year of evaluation. Guidance Counselors in subsequent years may request an optional Goal Setting Conference. (Completed 9/30 or before)	Guidance Counselor to set goals in accordance with the California Standards for the School Counseling Profession
<input type="checkbox"/>	Guidance Counselor and Administrator schedule formal workshop observation	Scheduled via Outlook Calendar/Email	By October 15	Guidance Counselor will showcase a live workshop.

<input type="checkbox"/>	Administrator Observes a full 30-minute live presentation		Held between week nine (9) of school year, no later than January 15	Guidance Counselor showcases a workshop. The administrator may request the plan prior to the observation. Administrator provides feedback in accordance with the adopted rubric.
<input type="checkbox"/>	Guidance Counselor /Administrators meet for post- observation conference(s) and develop improvement plan (if needed)	Zoom Conference	Within five (5) school days of formal Observation. (No later than Jan. 31 st .)	Administrator and Guidance Counselor discuss feedback on <u>Class Connect / Student Meeting</u> . If improvement plan is needed, this is developed during this conference. Any additional evidence may be requested from the unit member. At this time, administrators can discuss standards not observed. Members may provide additional evidence to support non-observed standard(s) by March 1 st .
<input type="checkbox"/>	Administrator provides written feedback on the agreed upon observation/rubric	Sent via Outlook Calendar/Email	Within ten (10) school days of formal Observation. (No later than Jan. 31st.)	Summarize the observation, conference notes and action plan, as appropriate If a unit member does not agree with the final scoring shared during this conference, then they may elect to submit additional evidence through the Additional Evidence Process referenced below.
<input type="checkbox"/>	Optional Additional Evidence Process	Evaluators will supply each unit member that elects to start this process: A completed evaluation form with feedback. A form to provide additional context for submitted evidence A digital place to upload any additional evidence	Completed Additional Evidence Process self-reflection must be submitted to the evaluator on or before March 1 st .	The Additional Evidence Process is meant to provide unit members with a mechanism to provide additional evidence and context to an evaluator for a final evaluation score revision. This is done only when a unit member disagrees with the score received during the post observation conference. If a unit member does not disagree with the score, they may elect to skip the Additional Evidence Process -
<input type="checkbox"/>	Administrator completes final evaluation form and	Guidance Counselor Evaluation Form and Conference	No later than March 15 th	Administrator summarizes the evaluation process and Guidance Counselor growth.

	conferences with the unit member			Guidance Counselor selects goals for following evaluation period
<input type="checkbox"/>	Guidance Counselor signs and submits performance review form to Human Resources	Mailed to HR	No later than ten (10) school days after conference (No later than March 15 th)	Completed iQLA Teacher Evaluation Form is sent by the evaluator to Human Resources

Special Situations

In the event a unit member will receive a “Not Meeting Expectations” on their evaluation, the member will be informed in advance of the final conference and have the right to be accompanied by a union representative.

The evaluator shall offer additional resources to assist with improvement which may include, but is not limited to the following: In the event of an Not Meeting Expectations observation, a member may make one request for an additional observation within ten (10) school days. This observation will happen within thirty (30) days of that request. The evaluator shall provide additional resources and support to assist with improvement.

CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION

STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

- 1.1 Ensure all students are engaged in a system of support designed for learning and academic success
- 1.2 Advocate for educational opportunity, equity and access for all students
- 1.3 Advocate for the learning and academic success of all students
- 1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies 18

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

- 2.1 Demonstrate organizational skills
- 2.2 Develop outcome-based programs
- 2.3 Assess program outcomes and analyze data
- 2.4 Demonstrate leadership in program development

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

- 3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement
- 3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
- 3.3 Monitor student personal, academic, and career progress

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

- 4.1 Build and maintain student support teams for student achievement
- 4.2 Provide consultation and education for teachers and parents
- 4.3 Develop working relationships within the school that include school staff members, parents, and community members
- 4.4 Coordinate support from community agencies

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

- 5.1 Promote a positive, safe, and supportive learning environment
- 5.2 Develop and implement programs that address the personal and social risk factors of students
- 5.3 Develop and implement programs that reduce the incidence of school site violence
- 5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

- 6.1 Establish professional goals and pursue opportunities to improve
- 6.2 Model effective practices and continuous progress in school counseling
- 6.3 Adhere to professional codes of ethics, legal mandates, and district policies

Please refer to the California Standards for the School Counseling Profession (CSSCP) for more information.

APPENDIX F(1)

IQ Academy 2025-2026 Salary Schedule						
	General Ed. BA	General Ed. MA	Special Education BA	Special Education MA	Guidance Counselor	School Psychologist
	BA Salary	MA Salary	BA Salary	MA Salary	Salary	Salary
1	\$ 60,434	\$ 62,226	\$ 71,906	\$ 73,954	\$ 76,426	\$ 99,562
2	\$ 61,642	\$ 63,471	\$ 73,344	\$ 75,434	\$ 77,955	\$ 102,051
3	\$ 62,875	\$ 64,740	\$ 74,811	\$ 76,942	\$ 79,514	\$ 104,602
4	\$ 64,133	\$ 66,035	\$ 76,307	\$ 78,481	\$ 81,104	\$ 107,217
5	\$ 66,057	\$ 68,016	\$ 78,596	\$ 80,835	\$ 83,537	\$ 109,898
6	\$ 67,378	\$ 69,376	\$ 80,168	\$ 82,452	\$ 85,208	\$ 112,645
7	\$ 68,725	\$ 70,764	\$ 81,772	\$ 84,101	\$ 86,912	\$ 115,461
8	\$ 70,100	\$ 72,179	\$ 83,407	\$ 85,783	\$ 88,650	\$ 118,348
9	\$ 71,502	\$ 73,623	\$ 85,075	\$ 87,499	\$ 90,423	\$ 121,307
10	\$ 75,077	\$ 77,304	\$ 89,329	\$ 91,874	\$ 94,944	\$ 124,339
11	\$ 76,579	\$ 78,850	\$ 91,115	\$ 93,711	\$ 96,843	\$ 127,448
12	\$ 78,110	\$ 80,427	\$ 92,938	\$ 95,586	\$ 98,780	\$ 130,634
13	\$ 79,672	\$ 82,035	\$ 94,797	\$ 97,497	\$ 100,756	\$ 133,900
14	\$ 81,266	\$ 83,676	\$ 96,692	\$ 99,447	\$ 102,771	\$ 137,247
15	\$ 85,329	\$ 87,860	\$ 101,527	\$ 104,420	\$ 107,909	\$ 140,678
16	\$ 87,036	\$ 89,617	\$ 103,558	\$ 106,508	\$ 110,068	\$ 144,195
17	\$ 88,776	\$ 91,410	\$ 105,629	\$ 108,638	\$ 112,269	\$ 147,800
18	\$ 90,552	\$ 93,238	\$ 107,741	\$ 110,811	\$ 114,514	\$ 151,495
19	\$ 92,363	\$ 95,102	\$ 109,896	\$ 113,027	\$ 116,805	\$ 155,283
20	\$ 96,981	\$ 99,858	\$ 115,391	\$ 118,679	\$ 122,645	\$ 159,165
21	\$ 99,406	\$ 102,354	\$ 118,276	\$ 121,645	\$ 125,711	\$ 163,144
22	\$ 101,891	\$ 104,913	\$ 121,233	\$ 124,687	\$ 128,854	\$ 167,222

APPENDIX F(2)

IQ Academy 2026-2027 Salary Schedule						
	General Ed. BA	General Ed. MA	Special Education BA	Special Education MA	Guidance Counselor	School Psychologist
	BA Salary	MA Salary	BA Salary	MA Salary	Salary	Salary
1	\$ 61,642	\$ 63,471	\$ 73,344	\$ 75,434	\$ 77,955	\$ 101,553
2	\$ 62,875	\$ 64,740	\$ 74,811	\$ 76,942	\$ 79,514	\$ 104,092
3	\$ 64,133	\$ 66,035	\$ 76,307	\$ 78,481	\$ 81,104	\$ 106,694
4	\$ 65,415	\$ 67,356	\$ 77,833	\$ 80,051	\$ 82,726	\$ 109,362
5	\$ 67,378	\$ 69,376	\$ 80,168	\$ 82,452	\$ 85,208	\$ 112,096
6	\$ 68,725	\$ 70,764	\$ 81,772	\$ 84,101	\$ 86,912	\$ 114,898
7	\$ 70,100	\$ 72,179	\$ 83,407	\$ 85,783	\$ 88,650	\$ 117,771
8	\$ 71,502	\$ 73,623	\$ 85,075	\$ 87,499	\$ 90,423	\$ 120,715
9	\$ 72,932	\$ 75,095	\$ 86,777	\$ 89,249	\$ 92,232	\$ 123,733
10	\$ 76,579	\$ 78,850	\$ 91,115	\$ 93,711	\$ 96,843	\$ 126,826
11	\$ 78,110	\$ 80,427	\$ 92,938	\$ 95,586	\$ 98,780	\$ 129,997
12	\$ 79,672	\$ 82,035	\$ 94,797	\$ 97,497	\$ 100,756	\$ 133,247
13	\$ 81,266	\$ 83,676	\$ 96,692	\$ 99,447	\$ 102,771	\$ 136,578
14	\$ 82,891	\$ 85,350	\$ 98,626	\$ 101,436	\$ 104,826	\$ 139,992
15	\$ 87,036	\$ 89,617	\$ 103,558	\$ 106,508	\$ 110,068	\$ 143,492
16	\$ 88,776	\$ 91,410	\$ 105,629	\$ 108,638	\$ 112,269	\$ 147,079
17	\$ 90,552	\$ 93,238	\$ 107,741	\$ 110,811	\$ 114,514	\$ 150,756
18	\$ 92,363	\$ 95,102	\$ 109,896	\$ 113,027	\$ 116,805	\$ 154,525
19	\$ 94,210	\$ 97,005	\$ 112,094	\$ 115,288	\$ 119,141	\$ 158,388
20	\$ 98,921	\$ 101,855	\$ 117,699	\$ 121,052	\$ 125,098	\$ 162,348
21	\$ 101,394	\$ 104,401	\$ 120,641	\$ 124,078	\$ 128,225	\$ 166,407
22	\$ 103,929	\$ 107,011	\$ 123,657	\$ 127,180	\$ 131,431	\$ 170,567

[APPENDIX G – REIMBURSEMENT POLICY]

Expense Reimbursement Policy: Teaching and Support Staff

By agreement of the parties, this policy is not subject to grievance or arbitration between the parties. Consistent with the collective bargaining agreement, this policy is not intended to materially alter the terms and conditions of iQLA's March 2018 Policy, but rather to provide clarity regarding what constitutes a reimbursable expense pursuant to the Policy and applicable law.

iQ Academy California – Los Angeles (“iQLA”) understands that their employees will incur expenses in carrying out their jobs as employees of iQLA. Therefore, iQLA has created a policy providing for and detailing the reimbursement of all job-related expenditures, which includes a request procedure for non-consumable items such as equipment, desks, etc. and a reimbursement process for consumables such as paper, postage, ink, etc. Employees are required to submit all job-related expenditures incurred to ensure that iQLA has the opportunity to make proper monthly reimbursement, as described below.

As required by law, iQLA will fully reimburse its employees for all expenses that are incurred as a direct result of doing their jobs, provided that they are reasonable and necessary (“reasonable and necessary” expenses). In addition, consistent with the collective bargaining agreement, iQLA may within its sole discretion reimburse employees for additional discretionary expenditures, which are not necessary for the job but which the employee independently chooses to incur in order to enhance teaching or encourage learning (“discretionary” expenses). While all reasonable and necessary expenses will be reimbursed, in no event will iQLA reimburse discretionary expenses in excess of the amount set by the collective bargaining agreement.

Employees may submit a request for any non-consumable items which includes, but is not limited to, the following: desks, chairs, etc. Unit members shall be provided with two or more options and a description/photo for such items. These items will be sent directly to the employee for their use during their employment. If needed, reclamation labels will be sent to the employee to return these items to the school upon end of employment. The technology package, which includes a laptop, printer, drawing tablet, etc. will be provided by the School and replaced as needed by the School, and such items are not subject to the reimbursement policy, amounts, etc.

Employees shall submit an expense report as per the guidelines below for all consumable items:

- *Employees must submit expense reports for all expenses to the Head of School or designee for approval.*
- *The report must be accompanied by itemized receipts for all charges. In the case of mileage, a map showing the mileage for the trip must be submitted.*
- *Expenses should be submitted for reimbursement within 30 days of occurrence.*
- *Any denied expense, whether necessary or discretionary, may be appealed to the Head of Schools or his/her designee.*

Any falsification of expense reports will be grounds for discipline, up to and including termination from employment. Employees are expected to make a diligent effort to limit expenses to economical options, recognizing the importance of good stewardship of tax payer dollars. Questions regarding this policy or extenuating circumstances should be directed to your supervisor or to Human Resources.

Common Reasonable and Necessary Expenditures for Consumable Items:

The following are common expenditures that are routinely reimbursed pursuant to applicable law:

Office Expenses – Consumable Items:

Office-related expenses must be necessary to complete IQLA job duties and be directly incurred as a result of such duties. These expenses may include the following:

- Classroom Supplies, materials, student incentives, etc.: Items must be solely for the use of employee in his/her required duties.
- Postage to mail items to students or IQLA office as required by school policies. Postage for any other reason must be pre-approved
- Live Scan: Reimbursed for actual cost

Phone Expenses:

- Reimbursed at actual cost up to \$70.00 per month
- Phone expenses are limited to the *employee's share* of plan cost, taxes, and access o Example: a phone plan is shared between 3 lines. The cost of the plan is \$60; each line pays an individual access fee, taxes are \$12. The reimbursable amount is 1/3 of the plan cost (\$20), 1/3 of the taxes (\$4), and the access fee associated with the employee's line.
- Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

Internet:

- Reimbursed at actual cost up to \$100.00 per month

Travel:

Only expenses incurred on behalf of IQLA are eligible to be reimbursed. Economical and responsible use of school funds has priority over personal convenience or preference.

Examples of acceptable travel may include, but are not limited to:

- Professional Development or In-person meetings assigned by the school
- Assessment of students
- In-person instruction of students
- School-sponsored events such as graduation, culmination and outings

Examples of unacceptable travel-related charges include, but are not limited to:

- Charges for personal goods and services incurred during travel
- Entertainment-related charges incurred during travel
- Travel not related to school business

Mileage:

- Reimbursed for actual miles driven using a personal vehicle for IQLA travel; reimbursed at the IRS rate on the date of travel.
- Mileage is calculated from the employee's home office to the approved location based on the most direct route.

Meals:

- Reimbursed at actual cost incurred up to \$50 (limit \$20 per meal) per day when traveling more than 100 miles* (one-way) from home office or when travel requires an overnight stay.
- Alcoholic beverages are not reimbursable.

Hotel:

- Prior approval required.
- Reimbursed at actual cost.
- Where practical, rooms should cost no more than \$200 per night. Higher limits will be considered should local prevalent room rates require a higher amount.
- Must travel more than 100 miles* (one-way) from home-office for consideration.

Flight:

- Requires pre-approval.
- Reimbursed when travel from home office to school-required meeting is such that driving is impractical.
- Flights may be secured by the Head of Schools or designee if requested.

If an employee believes that he or she has incurred or will need to incur travel expenses falling outside of the limits as prescribed by this policy, he or she should discuss the matter with the Head of Schools or other designee.

Non-reimbursable Expenses

The following items are generally not considered reimbursable. This is not an exhaustive list. As with all other expenses, should an employee believe that incurring any of the following expenses would be reasonable and necessary in carrying out their jobs, they should speak with the Head of Schools or other designee.

- Airline headsets
- Airline, auto or hotel memberships
- ATM fees
- Barbers and hairdressers
- Child care
- Clothing
- Delinquent credit card fees
- Fines incurred while traveling for school business
- Gum, candy, cigarettes
- Health club dues
- Hotel mini-bar
- In room movies
- Mileage incurred for personal reasons
- Magazines, books, newspapers for personal use
- Personal entertainment (including, but not limited to sporting events or movies)
- Personal toiletries
- Pet care
- Travel, Flight or luggage insurance
- Travel upgrades

**there are some instances in which mileage may be less than 100 miles but time of travel is excessive (2 hours), in these cases staff should work with Head of Schools or designee to have additional travel expenses approved.*

[APPENDIX H – BENEFITS PLANS]

Appendix A

Coverage Option (ADP) (Mar - May '25)	Coverage Option (ADP) (Jun '25 - May '26)	Employee Only	Employee Only	Emp + Spouse or Domestic Partner	Emp + Spouse or Domestic Partner	Employee + Child(ren)	Employee + Child(ren)	Employee + Family	Employee + Family
National (includes CA and all other states)	National (includes CA and all other states)								
Anthem - No Deductible Plan	Anthem - No Deductible Plan	\$119.21	\$119.21	\$678.73	\$678.73	\$564.99	\$564.99	\$1,180.59	\$1,180.59
Athem 250 Deductible	Athem 250 Deductible	\$70.54	\$70.54	\$576.13	\$576.13	\$471.48	\$471.48	\$1,029.33	\$1,029.33
Anthem HDHP - 3200*	Anthem HDHP - 3300*	\$0.00	\$0.00	\$200.00	\$200.00	\$100.00	\$100.00	\$400.00	\$400.00
Anthem HDHP - 5000	Anthem HDHP - 5000	\$0.00	\$0.00	\$100.00	\$100.00	\$50.00	\$50.00	\$200.00	\$200.00
For CA employees only	For CA employees only								
Anthem HMO 20	Anthem HMO 20	\$57.98	\$57.98	\$530.76	\$530.76	\$435.45	\$435.45	\$951.75	\$951.75
Kaiser 20 HMO North	Kaiser 20 HMO North	\$57.06	\$57.06	\$524.09	\$524.09	\$429.89	\$429.89	\$938.80	\$938.80
Kaiser 20 HMO South	Kaiser 20 HMO South	\$57.89	\$57.89	\$530.63	\$530.63	\$434.23	\$434.23	\$949.95	\$949.95
National (includes CA and all other states)	National (includes CA and all other states)								
Guardian 1650*	Guardian 1650*	\$0.00	\$0.00	\$41.60	\$41.60	\$43.20	\$43.20	\$88.80	\$88.80
VSP*	VSP*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
*CBA plan									