

Memorandum of Agreement  
Between  
Okaloosa County School Board  
And  
Okaloosa County Education Association  
2020-2021

In acknowledgement that the 2020-2021 school year will be atypical due to the worldwide COVID-19 concern, the Okaloosa County School District (OCSB) and the Okaloosa County Education Association (OCEA), hereby enter into this temporary agreement which shall be in effect for the remainder of the 2020-21 school year and shall sunset June 30, 2021, or earlier by directive of the superintendent. All other provisions of the collective bargaining agreement remain in full effect. OCSB and OCEA would like to express appreciation to the various district workgroups that substantially contributed to various items contained herein.

Job Descriptions

Due to the ever-changing and unpredictable nature of pandemic related circumstances, limitations or expectations related to job duties, may be, within reason, suspended temporarily in the interest of health, safety, and school continuity.

Eglin Air Force Base – Mission Essential

District employees must comply with Mission Essential protection measures as directed by the base commander while conducting district business on Eglin Air Force Base.

Routine Cleaning

The District will ensure adequate equipment and supplies are provided to support hygiene behaviors, and sanitation. There must be proper and sufficient supply and equitable distribution of face coverings, disinfectant wipes, hand sanitizer with at least 60% alcohol, soap, paper towels, tissues, physical barriers, handwashing and sanitizing stations, and no-touch trash cans. All employees will clean and sanitize areas using supplies provided. Employees may request gloves as needed to be used for this routine cleaning.

Daily Substitute

Schools will supply daily substitutes to cover COVID related emergency absences or Health Department directives. These subs may also be utilized to assist with teacher lunch coverage (elementary) if not assigned to a class.

Health and Safety

- The District will encourage and communicate health and safety practices to parents, students, and employees. District-wide hygiene practices, social distancing, and other safety protocols will be taught to students and embedded in daily routines. Daily schedules must include time for every student and employee to implement adequate hygiene practices and social distancing.
- Teachers will make every effort to encourage student adherence to hygiene practices, social distancing, and other safety protocols. Bargaining unit employees shall not be disciplined or held responsible for reasonable enforcement of safety protocols; the actions of students or parents, such as those who refuse to follow instructions to practice safety protocols; any adverse consequences of face coverings; COVID-19 cases traced to their classroom; or

curriculum requirements that cannot be followed due to social distancing requirements or class closures.

- In the event that employees' responsibilities must be carried out in areas designated for mandatory masking, flexibility and support for those with disabilities and special health needs is critical. In certain circumstances, the use of masks may not be reasonable, and accommodations can be made. Mask mandate exemptions may apply to those employees having documented medical or other health conditions, disabilities, or mental health, developmental, or behavioral needs that make it difficult to tolerate wearing a face covering. Exemptions may also apply to any employee who has trouble breathing, is unconscious, sleeping, incapacitated, or is otherwise unable to remove the face covering without assistance.
- All OCSD employees are encouraged to perform self-checks each day prior to leaving for work. Any employee with symptoms is strongly encouraged to stay home.
- Employees will submit to wellness checks upon initial entry to school or district facilities each day. The wellness checks will consist of a temperature scan and symptom questionnaire. Any symptomatic employee will be sent home with pay.
- Any employee testing positive for COVID-19 or who is placed under quarantine by the Health Department will follow protocols as directed by the Health Department.
- Emergency Medical Leave will be afforded to employees in accordance with the law. The District will provide an additional 5 days of Emergency Medical Leave for those employees whose documented personal COVID-related concerns extend beyond the ten days covered by the FFCRA. Illness that extends even beyond these Emergency Medical Leave protocols and timelines will be managed as per routine sick leave procedures. Those with COVID-related "return to work" notes from their physician will have any unpaid sick leave approved.
- Employees will receive paid leave if forced to isolate due to being identified as a "close contact" of someone in the classroom or worksite. Employees will work closely with Human Resources to ensure that Emergency Medical Leave and Personal leave is reserved for their own illness, positive test, or identification as a "close contact" in a non-work environment.
- If an employee exhausts Emergency Medical Leave and Personal Leave due to COVID-19, unpaid leave will be approved until officially cleared to return.
- Teachers on paid leave will be expected to perform any and all teaching responsibilities which can be reasonably accommodated through telework.

### Selection Process for Online Instructors

#### *General Need Identification:*

It is understood that the number of district-wide online student requests will dictate the number of teachers needed to teach in the online environment. The target class load per online teacher is defined in the Curriculum Workgroup Documents.

#### *Instructor Assignment Process:*

When determining which teachers will teach online, the following will be considered:

### Priority Eligibility Qualifications

1. Those high-risk employees, aged 65 or older or having underlying health conditions as described by the CDC will be given first priority among those eligible.
2. Those in-field employees whose course assignments (secondary) or grade levels (elementary) most match the student need.

3. Those employees whose certification areas match the student need but are not typically assigned to the specific course or grade level.
4. Those employees who have an Out-of-Field (OOF) option. Employee must acknowledge understanding that OOF can only occur one time and the decision to accept an online OOF assignment prohibits them from teaching OOF ever again. OOF selections will only be utilized as a last resort to ensure student coverage and no other in-field online teacher is available.

To break a priority tie, the teacher with the earliest continuing service date will take priority.

When feasible, every effort will be made to match students with their school.

In the event that the employees designated as “online preferred” exceeds the student need for online coursework, the preceding protocol will be used to determine which employees will assume the online responsibilities. The other employees must teach on campus or go into voluntary layoff/recall. Teachers in voluntary layoff/recall will remain in voluntary layoff/recall until an appropriate online opportunity is available, or they decide to return to the brick and mortar (this option is available at semester breaks only or as a result of a vacated position). OCSD and OCEA agree that even in unusual circumstances, employees must work to be paid.

Employees in a fulltime online position will be given the opportunity to return to their original worksite at the conclusion of the online option in accordance with existing contract language. Employees who elect to participate in voluntary layoff/recall will be returned to a similar in-field position, but not necessarily at their former worksite.

In the event that the student need for online coursework exceeds the number of employees designated as “online preferred,” teachers may be asked to teach courses online. No employee shall be involuntarily assigned to online instruction until management has first given qualified employees the opportunity to take the online assignment voluntarily. When an involuntary assignment is necessary, a teacher's (1) areas of certification and (2) length of continuous service within the bargaining unit will be considered in the order listed in determining which teacher(s) are to be assigned. If the assigned teacher prefers to teach those online courses from the school building, he or she will be allowed to do so.

In the event that an employee aged 65 or older or one having an underlying health condition must work on site in order to perform his or her work duties due to a shortage of online student need, schools will make every feasible effort to provide for their health and welfare.

#### Online and Blended Teaching Practices

Online and blended teaching practices and class loads will be in accordance with the attached elementary or secondary online and blended teaching documents developed by the respective workgroups.

#### Specialized Secondary Coursework Exceptions

During the COVID-19 pandemic, it may be necessary for students to participate in live classroom lessons taught by teachers via video and/or audio conferencing. Teachers who volunteer to provide live video and/or audio instruction must give written permission acknowledging their image and lessons will be transmitted electronically in order to provide instruction for students who are unable to attend the class in person.

No disciplinary action shall be taken nor adverse evaluation made against an employee based solely upon the transmission of images or lesson and/or any recordings made by any method. Furthermore, employees shall be notified about the existence of any recorded material brought to the attention of an administrator, prior to proceeding with a District investigation. Additionally, teachers are to be held harmless for any remote student behaviors that are streamed to other students participating in live instruction.

#### Pre-Planning

Online teachers will attend 3 days of Accelerate/Edgenuity training scheduled during pre-planning. This will be a video-based training.

#### Coaching Supplements

If a high-risk employee is assigned online instructional responsibilities due to a request citing health concerns, the employee will not be able to perform supplemental coaching duties for the duration of the pandemic concern. Those employees will retain their supplemental position the following year. Anyone accepting the temporarily vacated supplemental position will not be afforded the position beyond the term of the pandemic unless vacated by the high-risk employee. Employees who are asked to teach online due to student need and have not cited health concerns, will remain eligible for their supplemental position.

#### Duties

Teachers who teach online courses from their classrooms are considered online instructors as it relates to online duties as described by Curriculum Workgroup Document and will not be required to perform on-campus duties.

#### Duty Free Lunch for Elementary School Teachers

Principals will make every effort to afford duty free lunch periods for teachers. If a situation warrants that a teacher or teachers must supervise students during their duty-free lunch period, such assignments shall be rendered equitably and the teacher or teachers shall earn compensatory time equal to the time spent, up to 15 times per nine-weeks and then be compensated at their regular hourly rate for additional instances within that nine-weeks. Additionally, the District will provide adequate time and staffing for said teachers to take care of personal needs.

#### Block Scheduling and Preparation (Planning)

Due to block scheduling, any teacher whose preparation period is eliminated every other day due to block scheduling will have a commensurate double preparation period on the remaining days.

OCEA:

---

Jordan Appelberg

---

Date

For the School Board:

\_\_\_\_\_  
J. Lee Hale, Ed. D.

\_\_\_\_\_  
Date

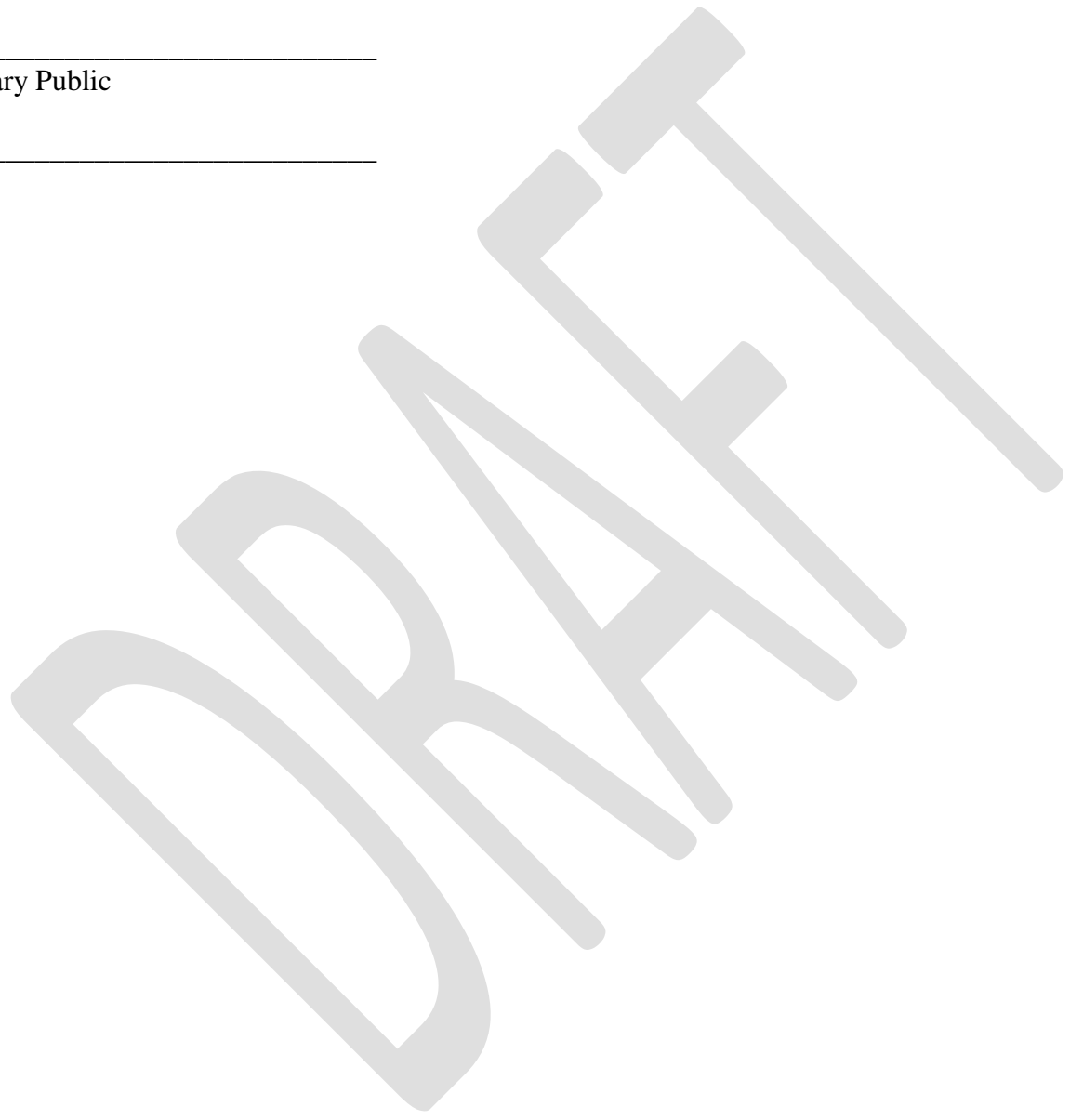
STATE OF FLORIDA  
County of Okaloosa

Subscribed and sworn before me this \_\_\_\_\_ of \_\_\_\_\_, 2020

SEAL:

\_\_\_\_\_  
Notary Public

\_\_\_\_\_



## Elementary Full-Time Online Teaching Practices

### Overview

#### 1. Work-Space Requirements:

- computer with video and audio capabilities
- high-speed internet access
- quiet space for phone calls and live office hours, and
- published phone number. (Google Voice will provide a business phone number.)

#### 2. Class Size

Grade Levels	Maximum Student Number Self-Contained	Maximum Student Number Departmentalized
K-1	24 ± 10%	48 ± 10%
2-3	25 ± 10%	50 ± 10%
4-5	28 ± 10%	56 ± 10%

#### 3. Evaluation and Accountability

- Teachers will remain under the supervision of their school-based principal.

#### 4. Required Training

- Teachers will attend **two** days of *Accelerate/Edgenuity* training scheduled during pre-planning.
- Training will be a live and virtual.

#### 5. Syllabus/Pacing Guide

- Teacher created document to include:
  - contact information (email, phone number, and office hours)
  - materials (if applicable)
  - *Academic Integrity Policy* (provided by district)
  - video recording protocols, and
  - suggested standardized pacing.
- Note: Activities requiring materials and/or equipment that cannot be accessed within *Accelerate* are not to be assigned. Labs, projects, and other related assignments could be offered via teacher demonstrations during live or recorded sessions.

#### 6. First Contact

- Welcome Email – During the first **five** days, teachers will send students and families an email including a syllabus, contact information, and office hours.
- Welcome Call - During the first **10** days, teachers will call each student and family to welcome the student to the course. During this phone call, the teacher should go over contact information and office hours, provide important details about the course, and address proper online etiquette. All calls will be documented in the *Student Communication Log* in PAWS.

- Media Release Form - Teachers will ensure all students and parents are directed to the *MIS 1171: Parental Release of Student Images* form. Students will not be permitted access to virtual office hours or recorded sessions unless this paperwork is on file.

## Daily Requirements

### 1. Office Hours (set blocks of time teachers will be available for students/families)

- Phone Call Support
  - Time window will be between 8 a.m.- 8 p.m.
  - Time blocks will contain a minimum of **six** hours per day.
  - Calls missed within office hours should be returned as soon as possible.
  - All calls will be returned no later than the end of the next school day.

### 2. Live Virtual Instruction

- Teachers will conduct a minimum of **60** minutes of live, virtual instruction per day for ELA/Social Studies and Math/Science (core courses).
  - ELA/Social Studies teachers will schedule times between 8:00 a.m. – 11:00 a.m.
  - Math/Science teachers will schedule times between 12:00 p.m. –3:00 p.m.
  - Self-Contained teachers may use flexibility in scheduling.
- A maximum of **five engagement points** may be awarded to students who attend or review virtual instruction sessions per semester.
- Suggested topics for virtual sessions include but are not limited to:
  - enrichment
  - further instruction on difficult topic/concepts
  - discussion panels, and
  - demonstrations, labs, and hands-on activities.

### 3. Classroom Checks

- Teachers will access *Accelerate* courses a minimum of **two** times per day to monitor student progress, once in the morning and again in the afternoon.
- All tests are unlocked for the first attempt, but students will need to contact teachers for any subsequent retakes.

## Weekly Requirements

### 1. Email and Progress Reports

- Teachers will send a minimum of **two** emails to students each week. Email content will include one personalized email and one progress report per week. Progress reports will go out each Friday.

### 2. Live Virtual Support

- In addition to Live Virtual Instruction, teachers will conduct a minimum of 60 minutes of live, virtual support sessions each week.
  - Time window will be between 8 a.m. – 8 p.m.
  - Time blocks for both live, virtual instruction and virtual support should be consistent throughout the course.

## Secondary Full-Time Online Teaching Practices

### Overview

#### 1. Work-Space Requirements:

- computer with video and audio capabilities
- high-speed internet access
- quiet space for phone calls and live office hours, and
- published phone number. (Google Voice will provide a business phone number)

#### 2. Class Size

- 160 students  $\pm$  10%

#### 3. Evaluation and Accountability

- Teachers will remain under the supervision of their school-based principal.

#### 4. Required Training

- Teachers will attend Edgenuity training during pre-planning.
- Training will be live and virtual

#### 5. Syllabus/Pacing Guide

- Teacher created document to include:
  - contact information (email, phone number, and office hours)
  - materials (if applicable)
  - *Academic Integrity Policy* (provided by district)
  - video recording protocols, and
  - suggested standardized pacing.
- Note: Activities requiring materials and/or equipment that can't be accessed within Accelerate are not to be assigned. Labs, projects, and other related assignments could be offered via teacher demonstrations during live or recorded sessions.

#### 6. First Contact

- Welcome Email – During the first **five** days, teachers will send students and families an email with syllabus, contact information, and office hours.
- Welcome Call - During the first **10** days, teachers will call each student and family to welcome the student to the course. During this phone call, the teacher will go over contact information and office hours, provide important details about the course, and address proper online etiquette. All calls are to be documented using the *Student Communication Log* in PAWS.



- Media Release Form - Teachers will ensure each student is directed to the **MIS 1171: Parental Release of Student Images** form. Students *will not be permitted access to virtual office hours or recorded sessions* unless this paperwork is on file.

### **Daily Requirements**

#### **1. Office Hours** (set blocks of time teachers will be available for student/families)

- Phone Call Support:
  - Time window will be between 8 a.m.- 8 p.m.
  - Time blocks will contain a minimum of **six** hours per day.
  - Calls missed within office hours should be returned as soon as possible.
  - All calls will be returned no later than the end of the next school day.

#### **2. Live Virtual Support**

- Teachers will provide an open, web-based meeting room for student support.
  - Time window will be between 8 a.m.- 8 p.m.
  - Sessions will be at least 30 minutes in length.
  - Session times should be consistent throughout the course.

#### **3. Edgenuity Class Checks**

- Teachers will access *Edgenuity* a minimum of **two** times per day to monitor student progress, once in the morning and again in the afternoon.
- All tests are unlocked for the first attempt, but students will need to contact teachers for any subsequent retakes.

### **Weekly Requirements**

#### **1. Email and Progress Reports**

- Teachers will send a minimum of **two** emails to students each week. Email content will include **one** personalized email and **one** progress report per week. Progress reports will go out each Friday.

#### **2. Live Virtual Instruction**

- Teachers will conduct a minimum of **60 minutes** of live, virtual instruction per week for ELA/Social Studies and Math/Science courses.
  - ELA/Social Studies teachers will schedule times between 8:00 a.m. – 11:00 a.m.
  - Math/Science teachers will schedule times between 12:00 p.m. – 3:00 p.m.
- A maximum of **five engagement points** may be awarded to students who attend or review virtual instructional sessions **per semester**.
- Suggested topics for virtual sessions include but are not limited to:
  - Enrichment
  - Further instruction on difficult topic/concept
  - Discussion panels
  - Demonstration, Lab, and/or Hands-on Activities

## Blended Online Teaching Practices - Secondary

### Overview

#### 1. Work-Space

- Computer with video and audio capabilities
- High speed internet access
- Quiet space for phone calls and live office hours
- Published phone number. (Google Voice will provide a business phone number)

#### 2. Class Size

- 150 Student maximum combined in brick and mortar and online classes.

#### 3. Evaluation and Accountability

- Teacher will be under supervision of his/her school based principal.

#### 4. Required Training

- Teachers will attend Edgenuity training during pre-planning.

#### 5. Syllabus/Pacing Guide

- Teacher created document to include:
  - Contact information (email, phone number and office hours)
  - Materials (if applicable)
  - Academic Integrity Policy (provided by district)
  - Video recording protocols
  - Suggested standardized pacing
- Note: Activities with materials and/or equipment should not be required by students. Instead, this should be offered as a demonstration during live, virtual sessions.

#### 6. First Contact

- Welcome Email – During the first five days, teachers will send students and families an email with syllabus, contact information and office hours.
- Welcome Call - During the first 10 days, teachers will call each student and family to welcome the student to the course. During this phone call, the teacher should go over contact information and office hours, provide important details about the course, and address proper online etiquette. All calls should be logged into the Student Communication Log on PAWS.
- Media Release Form - Teachers need to make sure students have the MIS 1171: Parental Release of Student Images form for each of their students. Students will not be permitted to utilize virtual office hours or recorded sessions unless this paperwork is on file.

## Daily Requirements

1. Office hours: Blocks of time that Teachers will be available for student/families.
  - Phone Call Support
    - Teachers will communicate times for phone call support due to complexity of teaching both brick and mortar and online course.
    - Missed calls within office hours should be returned as soon as available.
    - All calls (and emails) will be returned within 48 hours.
2. Classroom Checks:
  - Teachers will check the course a minimum of 2 times per day to ensure student progress. One time in the morning and one time in afternoon.
  - Test will be unlocked for the first attempt, but students will need to contact the teacher for the test to be unlocked.

## Weekly Requirements

1. Email and Progress reports
  - Teachers will send (a minimum of) one email to students each week. This will include a weekly personalized email to the student and a progress report that will be emailed to both students and parents every Friday.
2. Live Virtual Support
  - Teachers will provide open, web-based meeting room opportunities for students to attend for support.
  - Time window will be before 8pm.
  - Support time to include 90 minutes per week.
  - Time block should be consistent each week.
3. Live Virtual Instruction

In addition to Live Virtual Support/Tutoring, teachers will conduct a minimum of 40 minutes of live, virtual instruction per week.

  - Time can be divided (i.e. 2 - 20 minutes sessions) and should be recorded for students who do not attend.
  - A maximum of five engagement points per semester may be awarded to students who attend or review virtual instruction sessions.
  - Suggested topics include but are not limited to:
    - enrichment
    - further instruction on difficult topics/concepts
    - discussion panels
    - demonstrations, labs, and hands-on activities