



Making Waves Academy

October Board Meeting

Date and Time

Thu Oct 13, 2022 at 4:00 PM PDT

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09>

Passcode: 073032

Or One tap mobile :

US: +16694449171,,87855022048#,,, *073032# or +16699006833,,87855022048#,,, *073032#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 444 9171 or +1 669 900 6833 or +1 719 359 4580 or +1 253 215 8782 or +1 346 248 7799 or +1 564 217 2000 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 309 205 3325 or +1 312 626 6799 or +1 386 347 5053

Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/u/keaPhEAWej>

COMING SOON (to be posted by Wednesday, October 12)

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish: <https://bit.ly/3TfV7So>
- HAGA CLIC AQUÍ para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://bit.ly/3EFHYhF>

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

In accordance with AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment, members of the public may
 - Comment on items on the agenda
 - Comment on items not on the agenda
 - **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
 - **If you would like to send your request to speak prior to the meeting, please email your request to ayarbrough@mwacademy.org in English or Spanish.**
 - *Your submission should:*
 - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
 - *include your name so that you can be called when it is your turn to speak.*
 - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*
 - **Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
 - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a ayarbrough@mwacademy.org en inglés o español.**
 - *En su solicitud:*
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 - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
 - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
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Please note that all agenda times are estimates.

Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

Alicia Malet Klein will call the meeting to order and review meeting norms regarding attendees.

B. Record Attendance

Roll call and verification of quorum.

C. Board Findings Pursuant to Government Code Section 54953(e)

The MWA Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

D. Remarks by Board President

Topics to be Covered:

- Teacher voice in school reports
- Adaptations to COVID
- Board Listening Sessions
 - Staff - November 9th 4pm-5:30pm & 15th 5pm-6:30pm
 - Parents - November 30th 5:00pm-6:00pm & 6:00pm-7:00pm

E. Public Comment

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II. Standing Reports

A. Mission Connection: Overview of 5th and 9th Grade Onboarding Activities

B. ASB Update

C. Deep Dive: Launch of the School Year

CEO provides an overview of the launch of the school year as informed by the recent staff pulse checks and other data.

D. CEO/Interim Principal Report

Focus areas for the year

E. Q&A on Written School Reports

- Better supporting teachers through a focus on safety, instruction and innovation
- Upper school report

F. Q&A on Written Chief Operating Officer Report (COO)

Board members will have an opportunity to ask questions about the contents of the written report.

G. Q&A on Written Finance Report (CFO)

Board members will have an opportunity to ask questions about the contents of the written report.

H. Break

III. Action Items

A. Board Minutes: September 8, 2022 Board Meeting

B. Vendor Invoices for August 2022

Fiscal Impact: \$1,127,959.95

C. Unemployment Insurance

Fiscal Impact: \$55,273.04

D. Making Waves Academy Safety Plan: Public Hearing and Adoption

Opportunity for the public to comment on Making Waves Academy's comprehensive school safety plan. Per the California Department of Education, the plan must be adopted prior to October 15, 2022.

IV. Non-Action Items

A. Advisory Committee Updates

Board President will provide a refresher on the role of board committees. Advisory Committees will provide a summary of work-to-date and next steps.

- Advisory Committees
 - Curriculum and Instruction Review
 - Finance
 - Diversity, Equity and Inclusion
 - Audit
 - Culture and Climate
 - WASC

V. Consent Action Items

Combined Fiscal Impact: \$

VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)

A. Slides Presented at Board Meeting (Staff please do not link presentations here)

B. Documentos traducidos al español/Documents translated to Spanish

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los artículos incluidos en la agenda, así como el informe escolar que será escrito por la directora principal de la escuela y sus líderes escolares. Tome en cuenta que no todos los artículos incluyen una hoja de portada; las hojas de portada se crean principalmente para artículos que requieren explicación más allá de la breve descripción del artículo.

This year, we will continue to translate the board agenda to Spanish. Additionally, this year we will be translating the coversheets which provide a brief explanation of the items on the agenda as well as the school report which is written by the Senior School Director and her school leaders. Please note that not all items include a coversheet - coversheets are mostly created for items that require more explanation beyond the brief item description.

VII. Discussion Items

A. Appreciations by the Board of Directors

As provided for in the State of California Open Meeting Act, actions cannot be taken under this agenda item. The only purpose of this agenda item is to provide an opportunity for Board of Directors to make comments.

B. Schedule of Remaining Board of Directors Meetings 2022-2023

- December 8th, 2022, 10:30am-2:00pm
- January 26th, 2023, 10:30am-2:00pm
- March 9th, 2023, 10:30am-2:00pm
- May 4th, 2023, 4:00pm-7:30pm
- June 15th, 2023, 10:30am-2:00pm

C. Closed Session

Public Employee Performance Evaluation: CEO

VIII. Closing Items

A. Adjourn Meeting

Coversheet

Mission Connection: Overview of 5th and 9th Grade Onboarding Activities

Section: II. Standing Reports
Item: A. Mission Connection: Overview of 5th and 9th Grade Onboarding Activities
Purpose: FYI
Submitted by:
Related Material: 9th Grade Orientation 22'-23' (Abbreviated Copy for Board).pdf
October_School Board Report - 9th & 5th Grade Orientation.pdf

Making Waves Academy

Orientation

Supporting our students transition back into the learning environment.





2022-2023 9th Grade Orientation

- Introduction to 9th Grade Orientation
- School Leadership & Staff Intros
- Community Building
- Campus Safety REPs
- Dress Code, Cell Phone, and Nutrition
- Attendance



Electronics/Cell Phone Policy-US ONLY

Please use personal electronic devices **only** at the following times:

- **Before and After School**
- **During Morning and Afternoon Break**
- **Passing Period**
- **Lunch**



Cell Phones/Electronics: Procedures

Reminders:

- No cellphones **visible** in classrooms this year because we have Chromebooks. 😊
- Students using cellphone/electronics outside of approved times will be subject to the following consequences:
 - **1st Time:** Warning given by teacher (teacher may confiscate phone and return it at the end of class if teacher desires)
 - **2nd Time:** Confiscated and returned to student at the end of day. Parent notified* (DoS/ Front Office). - Make sure it is labelled with name before turning in to the front office*
 - **3rd Time:** Confiscated and parent/guardian must pick up phone from the office at the end of the day, and issued a lunch detention
 - **4th Time:** Checked in daily at the office before school, serve lunch detention for a week

Warning first 2 days of school. After August 15th, follow the process above.



Agenda for 9th Grade Launch

- **8:00-8:30** - Get in Advisories, Get Breakfast!
- **8:30-9:00 AM** - **Assistant Principal Intro.**
- **9:00-9:40 AM** - **Pictures:** Sharma, Allen, Taitz, Quevedo Advisories/ All Others - **CCC Panel**
- **9:40-10:20 AM** - **Pictures:** Jenest, Tracy, Isordia/ All others - **CCC Panel**
- **10:20-10:30** - Break!
- **10:30-11:15** - **REPs w/ Dean of Students:** Sharma, Allen, Taitz/ **Tours w/ Advisor:** Jenest, Tracy, Isordia
- **11:15-11:45** - Lunch
- **11:45-12:30** - **REPs w/ Dean of Students:** Jenest, Tracy, Isordia/ **Tours w/ Advisor:** Sharma, Allen, Taitz
- **12:30** Dismissal



Mission Connection

5th & 9th Grade Orientations

Board Report - October 2022

Middle School Division - 5th Grade Orientation

Brian Jimenez, Assistant Principal - Middle School

What?

When tasked to plan summer orientation, Mr. Becker and I began by reviewing previous Summer Splash agendas that we could find. We aligned on essential elements for both orientations and then created our individual session.

For 5th grade, I considered what our newest Waver-Makers needed to know and understand about the physical campus, middle school Routines, Expectations, and Procedures (REPs), and who are important adults on campus that they know in case they needed support. Wanting to make sure we had a plan before August PD (Professional Development) week, I created an agenda for the day.

That being said, I knew I needed the 5th grade team’s input in order to begin making connections with staff, and more importantly, I knew teacher input would create a better experience for our students.

I partnered with founding faculty member, lead teacher, and 5th grade lead, Marianna Rodriguez. We each shared draft schedules with one another and workshopped our ideas to balance the heart of previous orientations with the logistics of our current situation. We focused on five major components:

1. Logistics: Picture Day, IDs and Laptop Distribution
2. Campus Tour & Routines, Expectations, and Procedures (REPs)
3. Supportive Adults: Assistant Principal, Teachers, Dean of Students, Social Workers, Front Office, Nurse
4. Meeting Homeroom Teacher & Students
5. Dismissal: routines and logistics

Lastly, while the 5th grade team had the most responsibility for orientation, all grade level faculty supported. 7th grade faculty led arrival and attendance, 6th grade faculty led lunch and recess and 8th grade faculty led dismissal for 5th grade orientation.

So What?

5th Grade Orientation provided our newest Wave-Makers the opportunity to be introduced to the campus and the adults who lead it in a more developmentally appropriate way. We expanded on this idea after orientation to include other modified experiences for 5th grade:

- Transitions: Lining up
- 5th Grade wing of Middle School Building 1
- 5th & 6th Grade Lunch
- 5th & 6th Grade Dismissal

We also tried to continue establishing strong REPs with the 5th graders by having Deans of Students and myself present during their lunch and break for the first 4-5 weeks of school. This was strengthened by having staff with historical knowledge of the school as the captain of their lunch and break: Mr. Nelson and Ms. Cuellar (Lead After School Educator).

5th Grade Orientation

Community • Respect • Resilience • Responsibility • Scholarship			
Time	What (Content)	Location	Point Person
8:15-8:30	Arrival	MS Car Pickup	7th Grade Team
8:30 - 8:45	Welcome Breakfast (Breakfast at Middle Commons)	Middle School Commons	Ms. Sanchez
8:45 - 9:00	Welcome & Introductions: - Assistant Principal, Principal, Dean, Social Workers, Teachers, Ops Team		Jimenez Cerna Jones Garay Navarro
9:00 - 11:00 Small Group Rotations			
9:00 - 9:35	Rotation 1 Red Group: DoS & Holistic Support Green Group: ID Picture Orange Group: Campus Tour	- MS2 Media Center (DoS/HS) - MS Gym (IDs) - MS campus	5th Grade Team DoS HS Jimenez
9:40-10:15	Rotation 2 Red Group: ID Picture Green Group: Campus Tour Orange Group: DoS & Holistic Support		
10:20-10:55	Rotation 3 Red Group: Campus Tour Green Group: DoS & Holistic Support Orange Group: ID Picture		
11:00-11:30	LUNCH	MS Commons & Outside	6th Grade Team
11:35-12:15	Homeroom Greeting & Lines - HR teacher spends time with their class and shows students where and how they are expected to line up daily (5th graders line up on the basketball court after arrival, lunch, and recess) - Chromebooks will be located in your classroom. You can distribute them today or tomorrow.		5th Grade HR teachers
12:15	Prep for Dismissal - 8th grade team run dismissal - Escort students to the car pickup area - Supervise students while they wait for their ride	MS Car Pick Up Location	8th Grade Team

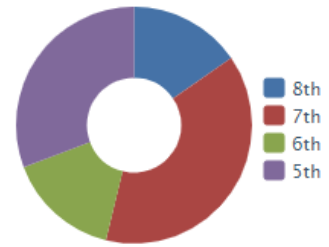
Rotation Teams:
Rodriguez, Root, Mathews
Beltran, Cruz, Torres
Cervantes, Glenn, Noori, Reese

Board Report - October 2022

Now What?

There were many celebrations on how we launched the school year with our 5th graders. Since the beginning of the school year, 5th graders have had some of the fewest issues following expectations across campus. While launched with intention, there are still several recommendations for future orientations that can make their start even stronger. For example, having picture day and laptop distribution on the same day as uniform and material distribution for 5th graders only. This would shift logistical needs to a different day than orientation in order to maximize time for connection and relationship building for students, as well as getting comfortable on campus. Students could have used this time building community with their Homeroom classes. Apart from adjusting how to structure the day, we could also adjust how we partner with other schools and families to better prepare for higher needs students.

Breakdown by Grade (behaviors only)



The majority of 5th graders, 98%, have had no referrals to Deans this school year. This data is reflected through Kickboard referral data. That being said, there are four students who have had referrals, two students who have had repeated ones. Taking us a moment to identify and begin addressing their needs, both are now in the process of being evaluated for additional services. If we had better partnered with those families and schools from the beginning, we could have better understood their needs and developed supports for them from the start of the school year. So, we should think about 5th grade orientation in not only how we prepare to welcome students but also in how we prepare to work with our students.

Board Report - October 2022

Assistant Principals and Dean of Students

Eric Becker, Assistant Principal for 9-12

What? Mission Connection: 9th Grade Orientation

On August 10th, 2022, the upper school held its 9th grade orientation to kick-off the 2022-23 school year. The effort was led by:

- Myself
- Upper school Dean of Students, Arella Sidransky
- members of the Career and College Counseling team
- Student Activities Coordinator, Jamuari Thomas
- Upper school History Teacher, China Ruiz

Members of this group are staff liaisons for the upper school Associated Student Body (ASB), who led a panel discussion for the 9th grade students about “planning for success” in high school.

So What?

During an all staff meeting later in the day, the faculty reflected on the event. Overall, staff were enthusiastic about the opportunity to bring in the 23rd Wave (this year’s 9th graders), have them get to know each other and the entire upper school faculty, as well as to practice Routines, Expectations, and Procedures (REPs) with them. Noted highlights include:

- “everyone coming together”
- “kids seeing all upper school staff was impressive”
- “the ASB panel, having older students [communicate their experience].”

Staff, student leaders, and administrative leadership all have commented that they felt greater buy-in from the current 9th grade, better behavior overall, and have witnessed greater participation from the ninth grade in student clubs, athletics, and ASB elections.

Some changes suggested for next year include having more time with the ninth graders as well as a simpler schedule - some of the challenges from overlapping the day with 9th grade picture day made for a less than smooth experience, with some students missing out on parts of the presentations. Advisory teachers also wanted more time for the tour with their advisory students (most advisors only got 10-15 minutes to complete their tour of campus and spend some time with their advisees). Staff also noted the need to be better prepared for the traffic, recognizing that many 9th grade parents were unfamiliar with the upper school procedure for arrival.

Now What?

This academic year we will plan for orientation in the spring, allowing the ASB and any other student leaders to know the date in advance and to prepare more broadly for the event by inviting them to take on a greater leadership role in helping plan and execute ice-breaker and connector activities, while still getting the opportunity to present and answer questions as a panel. Additionally, advisory teachers will have the opportunity to plan activities for their small groups over the summer. This represents a shift from prior years where orientations were largely the role of Dean of Students office. This most recent 9th grade orientation and the vision moving forward is for a more distributed and shared responsibility for planning and implementing the orientation, which benefits students by seeing all adults in the community work together toward the same goal and recognizing the efficacy behind student leadership.

Coversheet

ASB Update

Section: II. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by:
Related Material: ASB Board Report - Oct 2022.pdf



ASB Board Report - Sept. 2022

ASB Members
Oct. 13th, 2022



Learn. Graduate. Give Back.

Table of Contents

- **Successes**
- **Challenges**
- **Priorities**
- **Questions & Conversation**

Successes

Successes

- **The Club Fair (September 30th)**

Great feedback. ASB heard comments like “felt like an actual high school”.

A lot of student and faculty participation

19 Student led clubs had booths (more than in past years)

\$4,000.00+ in ticket sales

Want to give a shout out to Freshman Committee who raised 631 dollars! The biggest amount among the clubs.

7th & 8th Grade students were in attendance.

- **Having Mr. Becker in Meetings**

Being able to have his perspective and answer questions

Quick access from leaderships

- **60% of 12th graders are participating in 2 or more club meetings!**

Challenges

Challenges

- **Communication**

- Change in Club Fair Hours (short notice).

- Having to go through a chain for approval

- Poor communication towards parents in the lockdown

- **Low Club Participation in Grades 9 to 11**

- 9th Grade participation is 27%

- 10th Grade participation is 33%

- 11th Grade participation is 37%

Priorities

Priorities

- **Making this school year enjoyable for all**

Trying to build a sense of community and unity throughout MWA.

- **Spirit Week (October 24th to October 28th)**

- **Fall Dance (October 28th)**

Budget: \$300 (decorations), \$450 (Photobooth), 200 (food & beverages), \$200 (DJ)

- **Pep Rally**

- **Increasing club participation in lower classmen in 2 or more club meeting**

Stats:

- **27% of 9th graders** participate in 2 or more club meetings
- **33% of 10th graders** participate in 2 or more club meetings
- **37% of 11th graders** participate in 2 or more club meetings

Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

CEO/Interim Principal Report

Section: II. Standing Reports
Item: D. CEO/Interim Principal Report
Purpose: Discuss
Submitted by:
Related Material: MWA CEO Report to the MWA Board_OCT 2022_ABN.pdf



Learn. Graduate. Give Back.

MWA CEO Report to the Making Waves Academy Board

October 2022

In this report I present some highlights that provide context and color to frame the start of the school year. The programming occurring is due to the ongoing and evolving responses and mitigations related to COVID. As mitigations have shifted, both on campus and across the region, it has made it easier to do some of the things we were able to do before the pandemic. These mitigations could become restrictive again sometime during the school year, and within the same school year, revert back to more lax restrictions. Overall, through the first eight weeks or so, we continue to see a stronger start to the year.

Snapshots and Highlights

- Upper school students attending a CalShakes performance of *Taming of the Shrew*.
- Upper school students going to Stanford University to visit the campus.
- Members of the College and Career Counseling team **travelling to Houston** for the NACAC (National Association for College Admission Counseling) Conference.
- An upper school all-school meeting with students.
- In-person, Friday PD (Professional Development) meetings.
- Athletics (middle and upper school) competitions taking place against other schools.
- College admissions representatives visiting MWA to speak with seniors.
- Upper school club fair in the upper school quad (e.g. booths/tables sponsored by student clubs).
- Allowing the option to forgo masks when outside (still required for indoors)
- Interim Assessment Blocks (IAB) Assessments being administered to help us gauge where students are with standards-based learning for the year so far.
- Upper school juniors & seniors being signed up to take the SAT and PSAT on campus this month.
- Set up new online platform (Bloomz) to support communication with parents/families.
- Held our first in-person back-to-school day in three years with our parents/guardians.

This list is not meant to be an exhaustive list but rather examples of the kinds of programming that are signs of school vitality that it had been lost under more restrictive pandemic safeguards and protocols.

Remaining Works in Progress and Challenges

- **Supervision (Campus Safety)** – Supervision is stronger than last year overall, but there are still some times of the day it could be stronger. Building the habit of showing up for all scheduled supervision shifts and/or finding a replacement is still a challenge for some supervision teams.

- **Arrival/Dismissal** – While smoother overall, there are still a material number of parents foregoing the drive loop to pick up and drop off their children. This continues to be an area of concern for safety reasons. Building new habits for both supervision and arrival/dismissal continue.
- **Vaping/Smoking on Campus in Bathrooms** – We continue to have students using vape pens to smoke in bathrooms during the school day. While, overall, it is a small number of students doing this, it is something we have little tolerance for. Students caught doing this are being suspended and also offered counseling and support (if needed) as part of their post-suspension re-entry.
- **Use of Racialized and Discriminatory Language** – A small handful of students have received suspensions and considered for expulsion for using racially discriminatory language on campus – including verbal comments and threats as well as written comments and threats. I continue to work with the Deans and Assistant Principals to calibrate on appropriate consequences for these heinous and hurtful acts. We are an inclusive community and will not tolerate actions and words that are not inclusive and that are discriminatory.
- **Facility Management and Maintenance** – Our COO, Ms. Martinez, and I have had some great meetings with MWF executive leadership and staff to better understand and get on the same page about facilities management. Whether it’s occasional water intrusion issues, general repairs, or ongoing preventative maintenance, we have seen a real shift in the approach. We think it is important that students and staff see and experience a “world class” school campus that makes them feel valued, with high expectations for success.
- **New Values Recognition** – We are instituting regular nominations for staff across the school to receive recognition and appreciation from their peers, based on actions that align with one of the five school values of **Community, Resilience, Respect, Responsibility, and Scholarship**. The first one was focused on Community. We will look to do something similar to recognize students.

I shared a report with the Board before this meeting based on a staff survey that closed on 9/30/22. The survey suggests a sense from staff that we are moving in the right direction, and that staff, overall, feels like they know who to go to if there is an issue. I am happy to discuss questions in the Board meeting.

Approach to Intervention, Flex Time, & Social-Emotional/Psychological Support

Our approach to academic intervention, “flex time”, and social-emotional/psychological support is shifting. Starting with the latter, our model is trying to make the shift to “right-size” supports for the various levels of student social-emotional and psychological support (Tiers 1-3, with Tier 3 needing the most specialized and differentiated support). As we are making this shift, we are trying to assess ways our system can vary the “dosage” amounts that will better align with our resources and staffing moving forward while also doing our best to meet the needs of our students. “Flex Period” is a new class period that is meant to replace the “Differentiated Tiered Instruction” (DTI) and “Marlin Hour” class periods. I think we are one to two years away from being able to fully make the transition. By the end of the 1st semester we hope to have a clearer understanding of how we can marry the needs of students with the best ways to deliver those supports within the school day. For academic intervention, the switch from the opt-in ASES program and the new ELO (Extended Learning Opportunity) program is also occurring. Both programs came/come with funding from the state. We are retooling our approach to extended day, intersession, and summer programming for 5th and 6th graders this year. The state, recognizing that the schools and traditional school districts are not able to pivot rapidly, are allowing some flexibility in the program as schools and districts try to make these shifts.

Objectives for 2022-23

Areas of Focus	Objectives	Updates
<i>Campus safety and culture</i>	Align and deploy resources to address campus safety, improve the sense of well-being on campus, and see improvements in school culture.	I am continuing to focus on this area. This is leading to an increase of suspensions for serious breaches of school policy. It feels better overall but still lots to do.
<i>Routines, Expectations, and Procedures (REPs) & Standardized Operating Procedures (SOPs)</i>	Develop clear routines, expectations, and procedures that are both school-wide and differentiated by grade level and by functional area.	I think staff have appreciated having a clearer set of guidelines and expectations for student REPs. Many are benefitting. Some are needing/wanting additional support/training to be able to do it more effectively. I think there is a commitment and expectation for these practices to occur more consistently with fidelity, and there is still a sense that it is improving.
<i>Instruction</i>	Professional development plans, trainings, and meetings that are aligned with best practices, guaranteed and viable, and that can be implemented with fidelity in both school-wide and differentiated practices.	So far, the Assistant Principals are following the plan. A student activity plan had to be rescheduled in order to accommodate the PD plan. In addition, both APs are moving towards and doing more “coaching” with teachers/staff.
<i>Innovation</i>	Create opportunities and invite staff to pilot and “test and learn” different and new approaches to our instructional and non-instructional practices.	Will not be able to focus on innovation as much this year as we focus on the basics. However, we are piloting two SEL-related programs as well as creatively using the Flex Period in the upper school for piloting elective courses and offering credit recovery courses.

Strategic Plan Updates

We are still in the discussion phase but have not committed to anything on paper in terms of aligning college access and success programming. That being said, I think we will see positive movement in this area given the leadership in place and agreement on elements of the overall vision for the work moving forward. With the recent branding analysis work Making Waves Foundation recently completed, we will discuss implications for how we advertise and share the opportunities that align MWA and MWF work.

Coversheet

Q&A on Written School Reports

Section: II. Standing Reports
Item: E. Q&A on Written School Reports
Purpose: Discuss
Submitted by:
Related Material: October_School Board Report.pdf
US MWA Oct. Board Presentation (1).pdf



Board Report

School-Wide

Board Report - October 2022

Middle School Division - Instruction Big Rock: Gains, Triumphs & Progress

Brian Jimenez, Assistant Principal - Middle School

What?

In What Works in Schools: Translating Research Into Action, Robert J. Marzano declared that “Creating a guaranteed, viable curriculum is the number-one factor for increased levels of learning” (2003). Creating a *Guaranteed & Viable* experience for our students is the core of our work this school year.

When I joined Making Waves Academy in July, I immediately wanted to understand what curriculums we used. When I asked about curricula, I received mixed answers from various people. I was able to get clear answers for some contents and grade levels and contents, but many conversations ended with “I’m not sure.” “I know we used to use…” and “Some people use ___ but they also use ___”. Understanding that we would never be able to make the academic growth we needed to until we addressed using a common curriculum, our instructional big rock focused on supporting that all students get a similar, quality, educational experience by aligning, planning and internalizing:

*By May 1, 2023, MWA Faculty will provide students with a **guaranteed and viable** academic experience. We will do this by aligning, planning and internalizing.*

1. All teams will **align** and implement a high quality, standards aligned curriculum in all core subjects and align and norm in non-core classes.
2. All faculty will **plan** year at a glance (YAAGs) and pacing guides, and internalizing unit.
3. All faculty will grow their content knowledgeable by **internalizing** units/models.

Align	Plan	Internalize
MWA students should be able to enter any classroom and receive a similar quality education and content.	<p>A guarantee that each MWA student will learn the major standards of each grade level/content.</p> <p>The YAAG/pacing guide supports this by map of the school year. It includes which units, standards, dates, assessments and lessons.</p>	A commitment to become/grow as content experts by internalizing units to in order to better serve students.

During August PD, Eric and I set out this vision for the school year and had teams conduct a curriculum audit in order to align on a curriculum and identify curricular access and needs. We used this information to prioritize ordering curricula, since that was not done at the end of last school year.

We also had teams begin their YAAGs and norm on unit planning process/document. Receiving feedback that most years unit planning would take place during summer but would not continue throughout the school year, we built unit planning into our professional development (PD) schedule on a rotating cadence. This would prioritize unit planning and grow our ability to internalize in a more meaningful way.

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So What?

All core classes now have access to an aligned curriculum across their grade levels, and where possible, are aligned across the middle school and upper school. We also developed a yearlong professional development calendar to ensure we continue to address our goals during PD. We have had two Instruction-focused PD meetings so far, and our next one is November 04, 2022. In addition to our “Big Rock” for Instruction, we are strengthening other structures at Making Waves Academy that should result in stronger instruction and student achievement such as academic intervention, efficacy of assessment data analysis, and instructional/professional coaching.

I am currently leading the Academic Student Support Team in creating a new intervention plan. As the first step, I am supporting the team in creating a new vision for our academic intervention program, then creating SMART goals to begin laying the foundations for their visions. As an appendage of this work, MWA’s new ELD Coordinator, Gerri Swift, is doing the same thing for our English Language Development programming and support.

In order to get an accurate understanding of how our students are performing, we are working to strengthen the efficacy of our assessment data. Learning from the lower completion rates from last year, this year we are training all staff, including substitute teachers, identifying back-up assessors, and hosting test make-up days. We saw great gains in our completion rates during our STAR and MAP assessments at the beginning of year:

	Beginning of Year 2021-2022	Beginning of Year 2022-2023
MAP	90%	96.8%
STAR	97%	98%

In our approach to coaching we have led with the idea that ***everyone deserves a coach***. Whether in their 1st year of teaching or their 15th year, all middle school teachers have a coach and are meeting with them in a variation of cadences: weekly to monthly. We are also working on developing our skills as coaches by using normed observation tools that come from [The New Teacher Project - Core Teaching Rubric](#) and are currently developing a shared coaching goal by using the [Transformational Coaching Rubric](#).

Now What?

In grounding our instructional priorities on creating a “guaranteed and viable” academic experience for students, we build a base for instructional possibilities further down the road. By aligning, planning, and internalizing, we create ***common conditions, common language, and common academic expectations***. This will allow us to spend more time on HOW to teach than looking for WHAT to teach; and spending less time THINKING ABOUT what to teach and more on WHETHER OR NOT OUR STUDENTS ARE LEARNING.

In regards to our Big Rock for Instruction, our next steps are for teams to internalize their upcoming unit or module. We will focus on how to internalize more effectively by grounding in key content standards and skills embedded in our unit assessments. Our Academic Support Services Team will be submitting their academic intervention plan at the end of October 2022. Coaches will be conducting “step-backs” with their coaches at the end of the semester to get feedback on their coaching. The same process will be taking place in our Instructional Leadership Team. Lastly, will eventually be launching *walk-throughs* to strengthen our pulse on our academic instruction and inform year-long goals.

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Update on Upper School Division: Better Supporting Teachers through a Focus on Safety, Instruction & Innovation

Eric Becker - Assistant Principal, Upper School

The role of the **Assistant Principal** is to provide leadership for a grade-level cluster for Making Waves Academy (MWA) with five focus areas:

1. student safety and well-being
2. rigorous and relevant instruction
3. school culture
4. faculty and staff supervision and development
5. parent and school community engagement

Student Safety and Well-Being in the Upper School

Supervision has run more smoothly this year than last year, thanks largely to a system of “captaincies” implemented by the Director of School Operations. Key staff members, acting as captains, lead and support staff in their supervision duties in a timely and effective manner, including upper school arrival, breaks, lunch, and dismissal. The greater presence of staff members during these key times provides adult presence, helps keep students physically safe, and helps to communicate a culture to students that “staff care, are available, and are accessible”.

In the upper school, the Dean of Students and the campus supervisors provide support for managing student behavioral challenges, which has been relatively low this year. The increased visibility of the Dean of Students, in collaboration with the Assistant Principal and Campus Supervisors, adds another layer of adult visibility supporting both students and staff.

The Assistant Principals and Deans have been working with Anchor Solutions Consulting in creating a system for Student Success Team meetings (SSTs), which allows the tracking of student progress and response to intervention in the classroom. The pre-SST process helps to identify students who may qualify for IEPs (Individualized Education Plans) or 504 Plans, and is an essential component of the *Child Find* process, a process meant to proactively assess student needs for additional support, assessment, and accommodations based on a variety of criteria of student academic performance and observed behavior.

One of this year’s areas of focus in the upper school is on building relationships with students to help increase their connection to school. Some of the initiatives around this goal include:

- Incorporating strategies for community building into staff professional development
- Using *Along* (an online program to strengthen the connection between students and adults) in advisories
- Creating a bi-weekly cadence of meetings for grade-level teams to discuss students of concern, align approaches, and identify students who may need greater support.

The Dean of Students has worked with grade-level teams to set up several parent/ guardian/ student-teacher meetings so far this year, originating from discussions in the grade-level team meetings.

School Culture

School culture improves when students feel they have greater access to relevant and rigorous instruction, often through the intersection between committed staff members, who are able to share their academic passions, and student interest. In collaboration with the Career and College Counseling (CCC) office, a master schedule was developed for the AY 22-23 school-year that allows for students to work towards meeting “A-G” CA college admissions requirements, expanded course options for students, and opportunities for faculty to teach courses based on their interests. These courses are offered both during core instruction blocks and the new, *Flex Time* class period.

New courses offered during core class blocks include the following:

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- Chemistry (renewed)
- Biology (renewed)
- Ethnic Studies
- Principles of Finance

Flex Time (formerly “Marlin Hour”) was repurposed in three key ways.

1. Elective course options
2. Academic intervention/support (e.g. English Language Development)
3. General academic support/homework-planning time

Flex Time elective course options include:

- *Music Theory*
- *Career Exploration*
- *History through Graphic Novels*
- *Astronomy*
- *Marlin Strength & Conditioning*
- *Calligraphy*

In addition to the graded electives, academic intervention is offered during *Flex Time*, including English Language Development and Math Intervention Support (Tier 3 supports). These courses are now offered with letter grades and category weights to add a level of accountability to the courses.

Lastly, students were given the choice between electives and general academic support. Support could be getting support with homework and/or planning.

Starting the school year with a clearer, shared understanding about what *Flex Time* is (including having clear categories for grades and category weights not just for elective classes, but also for English Language Development, Academic Support, and Math Lab) has helped to improve school culture by better utilizing this time. The hope is that in future years many of the *Flex Time* electives will migrate to core instruction and become part of the master schedule, providing students with a greater array of “A-G”-aligned course electives - something both students and staff have asked for.

In order to build relationships with student leadership and create a partnership between student leadership and the administration, the upper school assistant principal has begun meeting bi-weekly with the Associated Student Body (ASB). The ultimate goal is to activate student leadership, currently through the ASB and clubs, to help create a culture on campus that is diverse, inclusive and caring, and where students and staff support the success of all students.

Finally, in order to support student safety and well-being, building connections with students, and promoting a positive school culture, the Dean of Students and Assistant Principal have spent the last three weeks visiting each English Language Arts classroom to talk about making healthy and responsible choices on campus - including following school rules, understanding behaviors that may be interpreted as harassment, as well as how to access resources they have on campus to promote their own health and well-being and to follow the “Notice. Talk. Act.” protocol. Qualitative feedback from staff has been positive. Largely, staff have been thankful that as we move as a community out of the pandemic, that leadership is more visible, both around campus and in the classroom.

Rigorous and Relevant Instruction

The “Big Rock” for instruction for this academic year is for all staff to provide grade-level and appropriately challenging instruction to all students by:

- Implementing high quality, standards-aligned curriculum in all core subjects
- Aligning and norming on student academic performance learning targets and expectations in non-core classes

Although much work still needs to be done in this area, we are working towards this goal in a handful of ways through faculty and staff supervision and development.

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Faculty and Staff Supervision and Development

First, the assistant principal meets weekly with an instructional leadership team composed of Content Leads, the Lead Teacher for the Humanities, and Grade-level leads to discuss instruction and school culture. The meetings are themed so that every other week the topic alternates between school culture and instruction.

The Content Leads and Humanities Lead teacher have already identified teachers to observe and provide non-evaluative coaching for, and in some cases, have already conducted several rounds of observation and feedback. The assistant principal has conducted observation and debrief cycles for 10 upper school teachers and participated in Teacher Induction goal-setting meetings for four teachers.

In collaboration with teacher leaders, the Assistant Principals identified the The New Teacher Project (TNTP) Core Teaching Rubric, as the tool to be used for conducting classroom observations and for guiding the implementation of evaluations for every teacher.

The Assistant Principals will continue to work together with lead teachers in their divisions to observe teachers, determine a cadence of observations and feedback cycles aligned with a calendar of evaluation including an introduction to the TNTP Teaching Rubric, a mid-year progress report, and an end-of-year evaluation. This system will help support the instructional goals for this year (and beyond) of ensuring all students are provided with appropriately rigorous and grade-level instruction, while increasing teachers' sense of efficacy, and ultimately, retention at Making Waves Academy.

- **Cycle 1 - Introduction:** October 17 - November 4, 2022
- **Cycle 2 - Pulse Check:** January 03 - January 20, 2023
- **Cycle 3 - Formal Evaluation:** March 27 - April 21, 2023

Parent and School Community Engagement

On Saturday, September 24th, 2022, Making Waves Academy upper school held its first Back to School Event in three years. Parents were invited on to campus from 9:00 AM to 12:20 PM. First, parents met their student's advisory teacher in the middle school gymnasium, received their schedules for the day, and then received presentations from myself, the Student Activities Coordinator, Dean of Students and the Athletic Director. Next, parents were able to visit classrooms around campus and hear from and speak with their student's six core-day teachers. The day ended with 30 minutes of "office hours", whereby parents could return to speak with a teacher and/ or administrator.

Feedback from faculty was gathered through a survey sent out the next day. Highlights included that 75% of staff considered the event a "3" or higher on a scale of one through five (five being 'excellent'), 25% considered it a "4" or higher, and no staff members gave it a rating lower than "3". Staff noted that parents were engaged and happy to be on campus and able to meet with them. Additionally, staff noted that several logistics worked well (e.g., 15 minute teacher presentations per period seemed the right amount of time and parents were able to find classrooms with schedules, maps and signage provided). Constructive feedback included holding the back to school event during the work week, after school (25% mentioned this) and shortening the presentation from school leaders and Career and College in the beginning. Leadership notes that we would like to advertise the next events further in advance (starting 3 weeks in advance, at least) to gain greater participation.



Upper School Division Update: Supporting Teachers through a Focus on Safety, Instruction & Innovation

Presenter(s): Eric Becker, US AP
Date: 10/13/22



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1. Student Safety & Well-Being
2. School Culture
3. Rigorous & Relevant Instruction
4. Faculty & Staff Supervision
5. Parent Engagement



Student Safety & Wellbeing

Innovations for Faculty, Staff & Leadership

- **Supervision Duties & Captancies - an “all hands-on-deck approach” with an accountability structure**
- **Greater Visibility from all staff, including leadership**
- **A system for managing the Student Success Team (SST) process (Response to Intervention): Beyond SST**
- **Faculty Focus on Relationship Building & Connection**
 - ◆ **Grade-level meetings bi-weekly**
 - ◆ **Piloting SEL programs in advisory (Along & Nearpod)**
 - ◆ **Incorporating energizers, connectors and community builders into professional development**

School Culture

Improving the Student Experience

- **Updates to the 2022-23 Master Schedule**
- **Changes to Intervention (“Flex Time”)**
- **Open Communication with Student**

Leadership (ASB)

- **Inviting Student Support in the “Notice. Talk. Act” Protocol**

Rigorous & Relevant Instruction

Implementing high quality, standards-aligned curriculum in all core subjects

Align	Plan	Internalize
<p>MWA students should be able to enter any classroom and receive a similar quality education and content.</p>	<p>A guarantee that each MWA student will learn the major standards of each grade level/content.</p> <p>The YAAG/pacing guide supports this by map of the school year. It includes which units, standards, dates, assessments and lessons.</p>	<p>A commitment to become/grow as content experts by internalizing units to in order to better serve students.</p>

Faculty & Staff Supervision

- “Everyone deserves a coach.”
- The New Teacher Project (TNTP) Core Teaching Rubric
 - ◆ AP, Principal, Content Teachers
- Evaluation Cycle:
 - ◆ **Cycle 1** - Introduction: October 17 - November 4, 2022
 - ◆ **Cycle 2** - Pulse Check: January 03 - January 20, 2023
 - ◆ **Cycle 3** - Formal Evaluation: March 27 - April 21, 2023

Community Engagement

- **Back to School Event - September 24th**
- **LCAP Advisory Group - October 6th**
- **Advisor Family Conferences - November 1st**
- **On-going Pre-SST's & SST's**

Thank you.



Learn. Graduate. Give Back.

Coversheet

Q&A on Written Chief Operating Officer Report (COO)

Section: II. Standing Reports
Item: F. Q&A on Written Chief Operating Officer Report (COO)
Purpose: Discuss
Submitted by:
Related Material: October 2022_COO Board Report.pdf



Board Report

Chief Operating Officer

October 2022

Elizabeth Martinez

Chief Operating Officer

As outlined in the CEO Report, ***we are seeing some semblance of normalcy this school year: more on-campus activities, field trips, higher attendance rates, in-person meetings, Friday professional development sessions in person. Our campus feels vibrant and alive.*** As we head into the second half of the first semester, my focus is on continuity and momentum. ***You will see in the sections below that we are making some positive strides and changes so it is more important than ever to not lose focus and continue to push forward.*** This is particularly important for me as I get ready to transition into my maternity leave at the end of the first semester.

I am utilizing the next 10 weeks to disseminate my maternity plan, train multiple team members to create redundancies, and document key processes/procedures. Overall, my plan includes 4 sections: Compliance & Governance, Operations, Student Services & Legal Consultations, and Team Management & Supervision. At this time, the plan is to designate specific functions to members of my team and the Executive Team. ***I have high confidence in our teams' ability to maintain critical functions in my absence.*** In the meantime, there is still a lot of work to be done and I hope that the information provided in this report provides you a bit more color on the current status of the campus.

COVID Safety Updates

We can see full faces again! I am happy to report that as of September 24th, we removed our outdoor mask requirement. As you all know, we continued to require masking at all times despite the changes across state and federal mandates. ***After looking at the case data for the first 4 weeks of school, we sent out a survey to staff and faculty to get a sense of how they were feeling as it relates to COVID and our guidelines.***

Overall, 56% of our employees responded to the survey but the respondents were a good representation of our staff with a 50/50 split of faculty vs. non-faculty. ***Approximately 80% of respondents were in favor of removing the outdoor masking requirements. As a result of the survey data and our continued emphasis on safety, we will continue requiring masking indoors and masking outdoors is encouraged but optional.*** Single-use masks (surgical and KN-95) will continue to be available at the front offices for those who need or want them. Additionally, we updated our MWA Visitor Requirements. ***We no longer require visitors to provide proof of their COVID-19 vaccination card or proof of a negative test 24 hours prior to visiting campus.***

We believe these changes are welcomed and so far, we have not seen a spike in case data. ***Most weeks we are at zero or 1 case on campus for both students and staff.*** While we are relying on self-reporting, ***we have not seen an outbreak that has disrupted the learning environment as we saw last year.***

We continue to make our case data available on our website:

<https://www.makingwavesacademy.org/about-us/covid-19-making-waves-academy-student-family-updates>.

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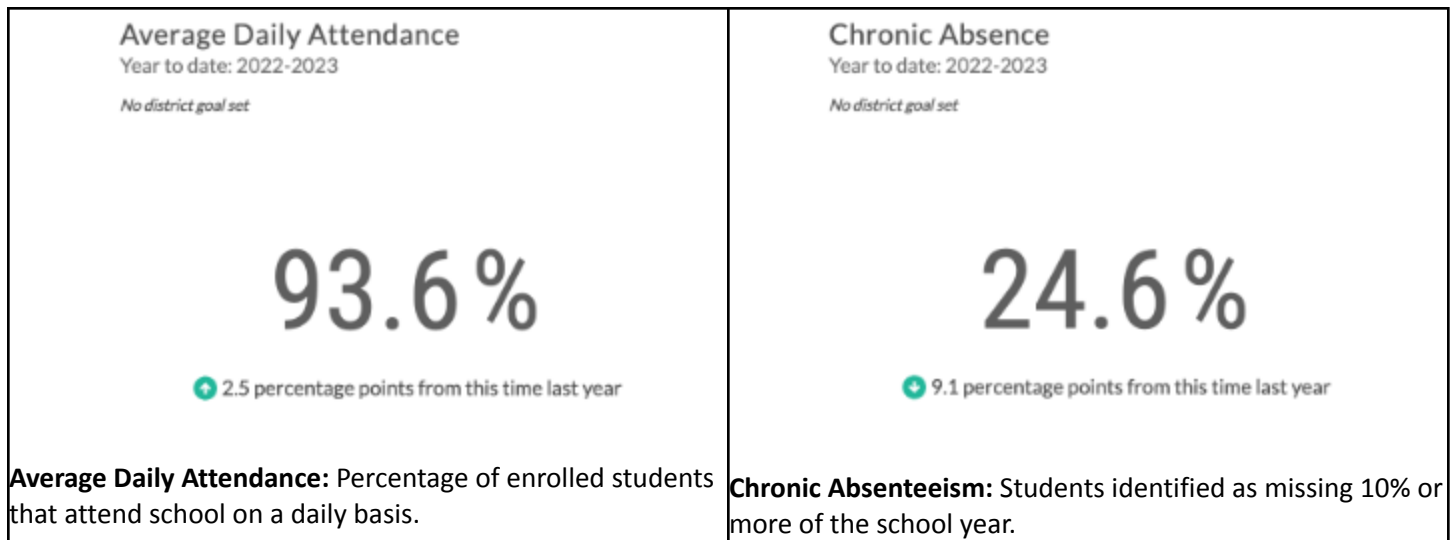
Attendance & Enrollment

Overall, we have seen a dramatic improvement in our attendance and a reduction in our chronic absenteeism rates which is great. **For the month of September we did not fall under 90% Average Daily Attendance (ADA) for the whole school or in any grade level.** Last year, we were seeing ADA hover around 85% and our chronic absenteeism was at 36.6% at the end of September.

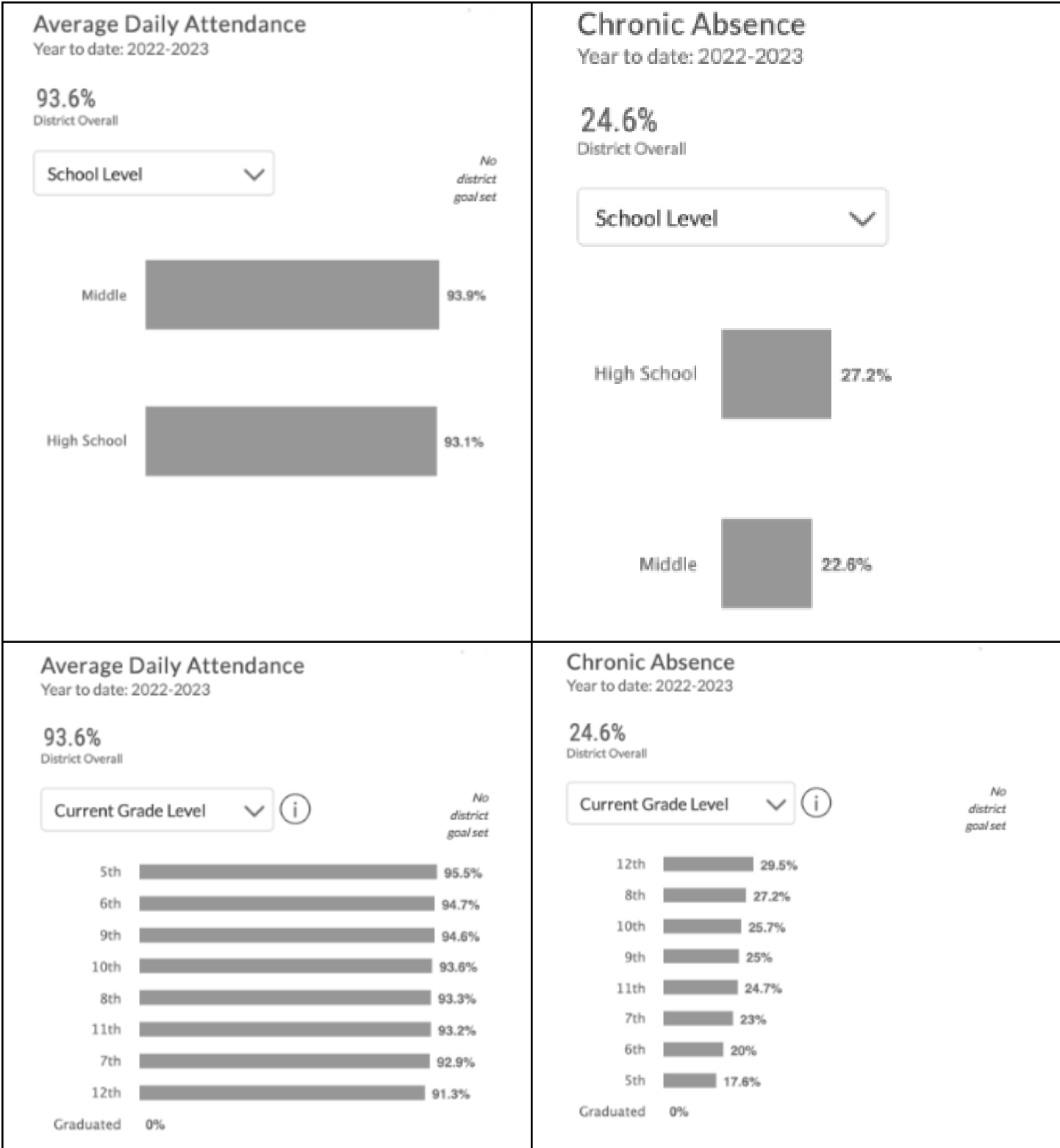
My hypothesis is that these results are in large part due to our shifts regarding COVID management specifically, we are only quarantining students who test positive for COVID. **However, we are paying attention to attendance differently and intentionally this year.** For example, this year **we tightened up on tracking and addressing no-show students** (students who do not attend the first day of school or 5 days after, students who enroll in other schools without notifying MWA). Those families received notices and they were disenrolled as per the letter they received. **There is also an increase in collaboration between school leaders, social workers and the registrar to support students who are not able to attend school for physical or mental health reasons as well as properly documenting those supports through 504 plans.**

We still have a lot of work to do on this front and still searching for an Attendance Officer who can focus solely on attendance education, prevention and intervention. In the meantime, the Registrar is pulling together key staff to put an interim plan in place to conduct some basic intervention for chronically truant/absent students.

Attendance Data as of October 5, 2022



October 2022



Coversheet

Q&A on Written Finance Report (CFO)

Section: II. Standing Reports
Item: G. Q&A on Written Finance Report (CFO)
Purpose: Discuss
Submitted by:
Related Material: MWA August Financials-09.14.22.pdf



Making Waves Academy August 2022 Financial Report

Dear MWA Board Members,

At the end of August 2022, Making Waves Academy closed its books with \$3.25M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$2.17M, and MWA Central Office spent about \$295K in August 2022.

Year-to-Date

- MWA - "School" finished \$316K or 8% under budget, and MWA Central Office finished \$41K or 7% under budget.
- Government Revenues only - We received \$1.84M compared with \$1.1M last year. The increased income is from one-time State funding of the Expanded Learning Opportunity (ELO) Grant, Expanded Learning Opportunity (ELO-P) Program, Educator Effectiveness Grant, A-G Completion Improvement Grant, and the Teacher Residency Expansion Grant.
- There are 38.5 Full-Time Equivalent (FTE) unfilled positions in August. The unfilled positions comprised 15 teachers and 23.5 Full-Time Equivalent (FTE) non-teaching staff.

MWA - "School"

1. In August, the YTD savings of \$472K on salaries and benefits are due to 36.5 Full-Time Equivalent (FTE) unfilled positions open in August and timing issues of paying Content Lead and Grade Level Lead stipends to teachers.
2. Supplies expenses are over by \$17K due to the following:
 - a. Savings from textbooks, core curricula materials, custodial supplies, and student food services are \$35K. Variances for textbooks and core curricula materials are due to timing issues, as we are still waiting for the bills.
 - b. Purchase of US Gym equipment. However, we will invoice MWF later for the purchase of the equipment, as it can be applied to MWF's construction budget.
3. Contract services were overspent by \$139K mainly on the following:
 - a. Savings from general liability insurance, staff professional development, and various contract services are about \$69K.
 - b. Powerwashing, painting, and general maintenance for the whole campus before school started were over by \$87K.
 - c. The cost of the insurance broker fee, cyber liability coverage, and PGE true-up billing was over by \$121K.
4. Total net savings are \$316K.

MWA Central Office

1. The \$34K variance for salaries and benefits is due to the unfilled position of Outreach and Marketing Coordinator and HR Generalist.
2. Supplies and Contract Services expenses had a net saving of \$7K.
3. Total net savings are \$41K.



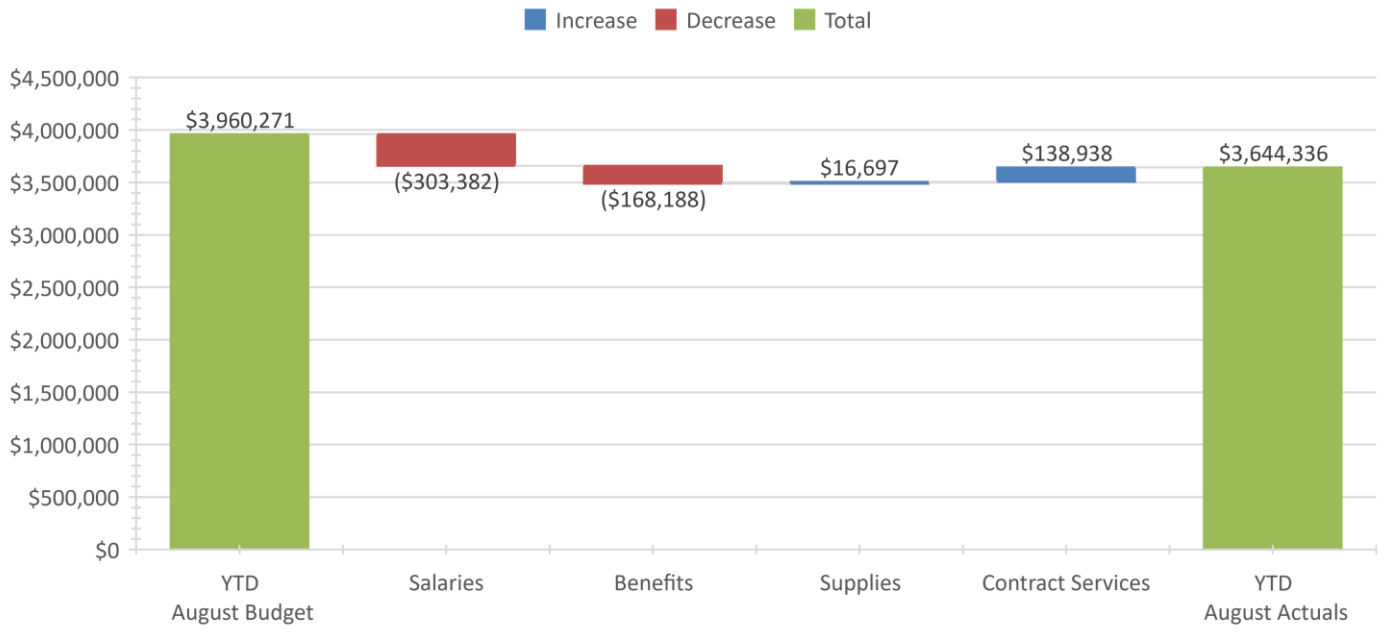
The school's new re-org structure brought expectations and clarity for everyone to follow, and kickstarted everybody to be strong and committed in August. As a result, our students seemed more structured and poised, with more staff engaged during the supervision duties. As everyone is doing their part, we will continue to do our part as well to monitor spending and our cash flow closely to maintain appropriate cash levels, follow the state's revenue schedule, and accrue all revenues by June 30, 2023.

State and Local Payment Schedule:

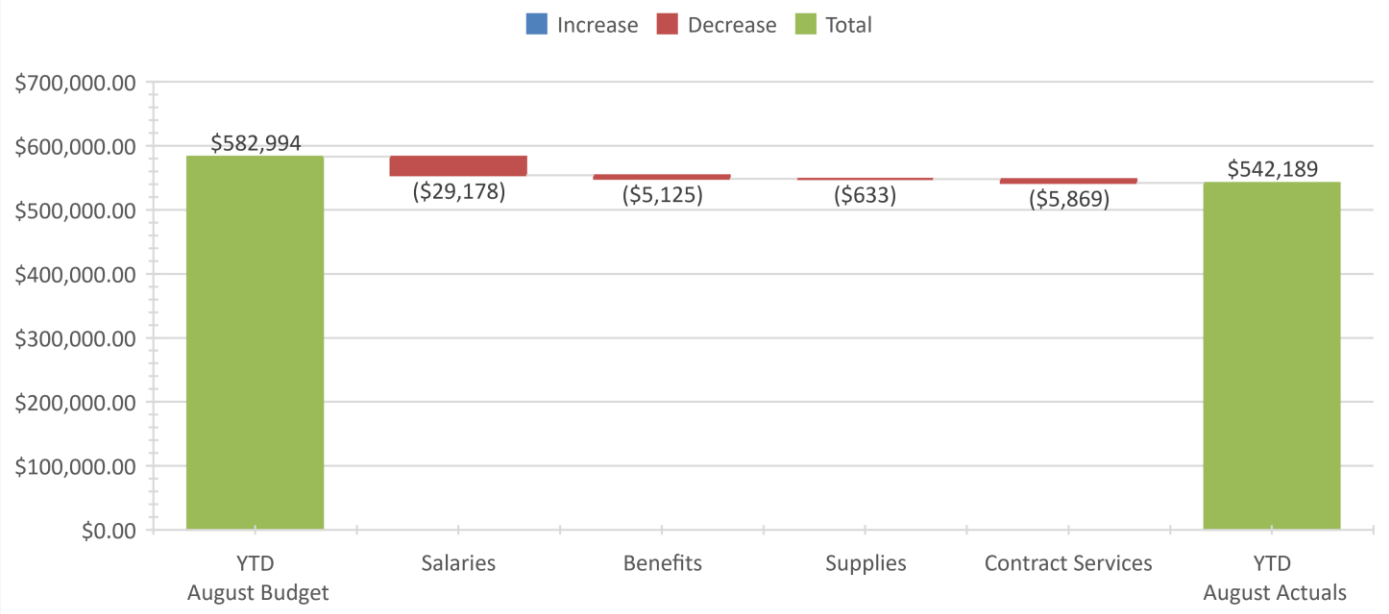
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
State Aid, LCFF, and State SPED	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - August 2022)
Budget to Actual Reconciliation - MWA - "School"*



*YTD Expenses (July - August 2022)
Budget to Actual Reconciliation - MWA Central Office*



**MWA - "School" YTD Actuals vs. Budget
August 2022**

	A	B	C	D	E	F	G
1	MWA - "School" FY2023 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -8% under budget				
3			2. Budgeted teachers and staff vacancies of 36.5 FTE are not fully filled				
4							
5							
6	MWA Spending Budget	Budget FY2023	07.01.22 - 08.31.22- Actuals	07.01.22 - 08.31.22- Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	5,351,230	387,284	473,019	(85,735)	-18%	Variance from the following: • 15 teacher vacancies • Timing of paying various stipends to teachers • Final pay for resigned teachers with PTO
8	1103 - Substitute Teacher Salaries	517,106	48,504	43,092	5,412	13%	
9	1200 - Certificated Pupil Support	831,404	68,119	99,129	(31,010)	-31%	Variance from the following vacancies: • Associate Director of College Career & Counseling • US Academic Advising Coordinator • School Nurse • Social Worker
10	1300 - Certificated Supervisor & Administrator Salaries	1,356,820	91,742	167,486	(75,744)	-45%	Variance from the following vacancies: • 2 Dean of Students • Director of Categorical Programs • Sr. Dean of Students • Assistant Principal
11	1409 - Special Temporary COLA	1,932,000	130,000	161,000	(31,000)	-19%	Savings from vacancies
12	1900 - Certificated Other Salaries	463,331	49,215	55,244	(6,029)	-11%	
13	2100 - Classified Instructional Aide Salaries	934,631	62,037	111,437	(49,400)	-44%	Variance from the following vacancies: • 1.5 Enrichment Instructors • 4 Teacher Residents • On-site Substitute Teacher
14	2200 - Classified Support Staff Salaries	908,426	90,889	108,312	(17,423)	-16%	
15	2300 - Classified Supervisor & Administrator Salaries	524,176	78,217	62,498	15,719	25%	
16	2400 - Classified Clerical and Office Salaries	864,563	81,568	103,082	(21,514)	-21%	Variance from the following vacancies: • User Application Administrator • Attendance Officer
17	2900 - Classified Other Salaries	153,087	11,596	18,253	(6,657)	-36%	
18	Total Salaries	13,836,774	1,099,171	1,402,552	(303,381)	-22%	
19	3101 - State Teachers Retirement System (STRS)	1,734,318	122,526	171,508	(48,982)	-29%	
20	3301 - Social Security and Medicare	451,856	34,202	54,317	(20,115)	-37%	Variance from vacancies
21	3401 - Health & Welfare Benefits	2,034,297	243,505	339,049	(95,544)	-28%	
22	3501 - Unemployment Insurance	69,684	-	17,521	(17,521)	-100%	
23	3601 - Workers Comp Insurance	181,175	26,977	30,543	(3,566)	-12%	
24	3701 - 403(B) Retirement Match	130,256	6,290	15,530	(9,240)	-59%	
25	3999 - Accrued Paid Time Off	123,066	48,957	22,177	26,780	121%	Variance due to employees taking less vacation during summer break, variance will average out as staff takes PTO through out the year

**MWA - "School" YTD Actuals vs. Budget
August 2022**

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2023	07.01.22 - 08.31.22- Actuals	07.01.22 - 08.31.22- Budget	Variance	% Variance	Notes
26	Total Benefits	4,724,652	482,457	650,645	(168,188)	-26%	
27	Total Salaries & Benefits	18,561,426	1,581,628	2,053,197	(471,569)	-23%	
28							
29	4100 - Approved Textbooks and Core Curricula Materials	123,000	7,178	35,156	(27,978)	-80%	Timing issue, waiting for textbook invoices to come in
30	4200 - Books and Other Reference (Faculty and Staff)	2,000	-	-	-	-100%	
31	4315 - Custodial Supplies	100,000	3,219	9,004	(5,785)	-64%	
32	4325 - Instructional Materials & Supplies	257,001	114,957	84,318	30,639	36%	US Gym Equipment, will invoice MWF for reimbursement after all equipment is received
33	4330 - Office Supplies	1,500	-	237	(237)	-100%	
34	4390 - Other Food	5,000	-	-	-	-100%	
35	4410 - Furniture, Equipment & Supplies (non-capitalized)	7,000	21,858	-	21,858	-100%	Roller blinds for the school
36	4420 - Computers and IT Supplies (non-capitalized)	112,350	11,130	11,619	(489)	-4%	
37	4710 - Student Food Services	415,000	51,583	52,894	(1,311)	-2%	
38	4910 - Emergency Supplies	10,000	-	-	-	-100%	
39	4990 - Contingency	7,000	-	-	-	-100%	
40	Total Supplies	1,039,851	209,925	193,228	16,697	9%	
41	5210 - Conference and Professional Development	101,375	2,271	2,305	(34)	-1%	
42	5215 - Travel - Mileage, Parking, Tolls	7,125	-	-	-	-100%	
43	5220 - Travel - Airfare & Lodging	19,775	3,990	4,000	(10)	0%	
44	5225 - Travel - Meals	14,550	-	-	-	-100%	
45	5305 - Professional Dues & Memberships	21,100	4,707	5,000	(293)	-6%	
46	5421 - General Liability Insurance	786,739	95,448	136,419	(40,971)	-30%	Actual renewal contract lower than budget, will reduce to premium amount during 1st Interim
47	5510 - Utilities - Gas and Electric	385,500	138,929	63,454	75,475	119%	True-up billing for HS Building 2. Will adjust during 1st Interim
48	5515 - Janitorial and Gardening Services	662,862	96,424	104,551	(8,127)	-8%	
49	5525 - Utilities - Waste	60,000	9,467	7,788	1,679	22%	
50	5530 - Utilities - Water	96,000	12,069	12,532	(463)	-4%	
51	5605 - Equipment Leases and Rentals	148,800	14,830	19,821	(4,991)	-25%	
52	5610 - Occupancy Rent	1,840,838	306,808	306,809	(1)	0%	
53	5612 - Facilities Use Fees	23,500	2,795	2,000	795	40%	
54	5615 - Repairs and Maintenance - Building	201,000	187,661	100,500	87,161	87%	Painting, power washing, and door repairs for MS & US
55	5617 - Repairs and Maintenance - Non-computer Equipment	3,000	-	-	-	-100%	
56	5618 - Repairs & Maintenance - Auto	6,500	1,164	1,185	(21)	-2%	
57	5806 - County Oversight Fees	107,000	-	-	-	-100%	

**MWA - "School" YTD Actuals vs. Budget
August 2022**

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2023	07.01.22 - 08.31.22- Actuals	07.01.22 - 08.31.22- Budget	Variance	% Variance	Notes
58	5810 - Contracted Services	609,117	91,664	45,934	45,730	100%	Brokerage Fee for general liability insurance
59	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
60	5810.003 - Student Transportation	189,710	9,874	10,137	(263)	-3%	
61	5810.004 - Intervention & Consultation	90,183	7,500	7,858	(358)	-5%	
62	5810.005 - Psychological Services	689,566	116,658	123,717	(7,059)	-6%	
63	5810.006 - Substitute Teachers	125,000	10,034	10,120	(86)	-1%	
64	5810.007 - Interscholastic - Coaches	112,000	78	-	78	-100%	
65	5810.008 - Information Technology	852,316	386,917	377,384	9,533	3%	
66	5811 - Student Exams Fees	17,000	-	-	-	-100%	
67	5821 - Printing and Reproduction	29,000	4,851	10,204	(5,353)	-52%	
68	5840 - Study Trip - Entrance, Admission, & Ticket Fees (not staff conference)	45,400	630	-	630	-100%	
69	5851 - Continuing Education Support	184,500	69,338	79,545	(10,207)	-13%	
70	5897 - Special Education	461,290	32,416	32,923	(507)	-2%	
71	5898 - Use Tax	1,000	-	-	-	-100%	
72	5905 - Company Cell Phones	35,200	7,186	5,907	1,279	22%	
73	5910 - Internet	138,600	13,352	18,118	(4,766)	-26%	
74	5915 - Postage and Delivery	22,000	3,197	2,194	1,003	46%	
75	5920 - Landlines and Office Based Phones	7,800	1,218	1,000	218	22%	
76	6900 - Depreciation and Amortization	25,000	3,033	4,165	(1,132)	-27%	
77	INCO.EXP - 5895 MWAS (Central Office) Fees	1,309,643	218,274	218,276	(2)	0%	
78	Total Contract Services	9,430,989	1,852,783	1,713,846	138,937	8%	
79							
80	Total Salaries & Benefits	18,561,426	1,581,628	2,053,197	(471,569)	-23%	
81	Total Supplies	1,039,851	209,925	193,228	16,697	9%	
82	Total Contract Services	9,430,989	1,852,783	1,713,846	138,937	8%	
83	Total Expenses	29,032,266	3,644,336	3,960,271	(315,935)	-8%	

**MWA Central Office YTD Actuals vs. Budget
August 2022**

	A	B	C	D	E	F	G
1	MWA Central Office FY2023 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -7% under budget				
3			2. Spending is on track on non-personnel expenses				
4							
5							
6	MWAS (Central Office) Spending Budget	Budget FY2023	07.01.22 - 08.31.22- Actuals	07.01.22 - 08.31.22- Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	216,000	16,000	18,000	(2,000)	-11%	
8	2300 - Classified Supervisor & Administrator Salaries	2,080,851	230,576	248,101	(17,525)	-7%	Variance from the following: • Savings from Director of HR on FMLA • HR Generalist Vacancy
9	2400 - Classified Clerical and Office Salaries	236,562	18,552	28,206	(9,654)	-34%	Savings from Outreach & Marketing Coordinator
10	Total Salaries	2,533,413	265,128	294,307	(29,179)	-10%	
11	3101 - State Teachers Retirement System (STRS)	66,789	7,508	6,367	1,141	18%	
12	3301 - Social Security and Medicare	165,290	17,046	19,707	(2,661)	-14%	
13	3401 - Health & Welfare Benefits	310,013	49,839	51,669	(1,830)	-4%	
14	3501 - Unemployment Insurance	12,667	-	3,167	(3,167)	-100%	
15	3601 - Workers Comp Insurance	32,934	5,354	5,489	(135)	-2%	
16	3701 - 403(B) Retirement Match	88,547	8,067	10,557	(2,490)	-24%	
17	3999 - Accrued Paid Time Off	98,948	16,696	12,678	4,018	32%	Variance due to employees taking less vacation during summer break, variance will average out as staff takes PTO through out the year
18	Total Benefits	775,188	104,510	109,634	(5,124)	-5%	
19	Total Salaries & Benefits	3,308,601	369,638	403,941	(34,303)	-8%	
20							
21	4200 - Books and Other Reference (Faculty and Staff)	1,700	-	-	-	-100%	
22	4330 - Office Supplies	8,900	2,324	2,406	(82)	-3%	
23	4390 - Other Food	2,000	-	-	-	-100%	
24	4410 - Furniture, Equipment & Supplies (non-capitalized)	1,500	-	-	-	-100%	
25	4420 - Computers and IT Supplies (non-capitalized)	19,450	1,017	1,569	(552)	-35%	
26	4990 - Contingency	50,000	-	-	-	-100%	
27	Total Supplies	83,550	3,341	3,975	(634)	-16%	
28	5210 - Conference and Professional Development	26,000	2,590	2,500	90	4%	
29	5215 - Travel - Mileage, Parking, Tolls	4,200	-	-	-	-100%	
30	5220 - Travel - Airfare & Lodging	11,000	-	-	-	-100%	
31	5225 - Travel - Meals	4,700	-	-	-	-100%	

**MWA Central Office YTD Actuals vs. Budget
August 2022**

	A	B	C	D	E	F	G
		Budget FY2023	07.01.22 - 08.31.22- Actuals	07.01.22 - 08.31.22- Budget	Variance	% Variance	Notes
6	MWAS (Central Office) Spending Budget						
32	5305 - Professional Dues & Memberships	25,500	19,207	19,000	207	1%	
33	5605 - Equipment Leases and Rentals	6,200	618	1,326	(708)	-53%	
34	5803 - Accounting Fees	30,000	5,880	7,514	(1,634)	-22%	
35	5804 - Legal Fees	70,000	22,443	11,861	10,582	89%	Legal research on various issues
36	5810 - Contracted Services	241,950	72,495	71,204	1,291	2%	
37	5810.002 - Student Information & Assessment	66,800	24,181	33,687	(9,506)	-28%	
38	5810.004 - Intervention & Consultation	5,000	-	436	(436)	-100%	
39	5810.005 - Psychological Services	5,000	-	1,042	(1,042)	-100%	
40	5810.008 - Information Technology	101,004	3,854	7,449	(3,595)	-48%	
41	5820 - Recruiting - Students	10,000	-	-	-	-100%	
42	5821 - Printing and Reproduction	2,500	-	880	(880)	-100%	
43	5850 - Staff Recruitment	102,250	10,381	10,000	381	4%	
44	5851 - Continuing Education Support	15,000	-	337	(337)	-100%	
45	5853 - Payroll Processing Fees	68,000	4,291	5,310	(1,019)	-19%	
46	5905 - Company Cell Phones	7,500	2,712	1,958	754	39%	
47	5915 - Postage and Delivery	3,750	558	574	(16)	-3%	
48	5992 - Bank fees (not interest charges)	1,000	-	-	-	-100%	
49	Total Contract Services	807,354	169,210	175,078	(5,868)	-3%	
50							
51	Total Salaries & Benefits	3,308,601	369,638	403,941	(34,303)	-8%	
52	Total Supplies	83,550	3,341	3,975	(634)	-16%	
53	Total Contract Services	807,354	169,210	175,078	(5,868)	-3%	
54	Total Expenses	4,199,505	542,189	582,994	(40,805)	-7%	

Making Waves Academy
 FY2023

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2022	08/31/2022	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	5,105,708	2,736,397	2,369,311
13	9120.101 - *5882 BB ZBA Payroll	(202,129)	312,326	(514,455)
14	9120.300 - *3822 MWA Chase - Operations Cash	83,729	84,352	(623)
15	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	117,888	118,716	(828)
16	Total Cash and Cash Equivalents	5,105,196	3,251,791	1,853,405
17	Accounts Receivable, Net			
18	Accounts Receivable			
19	9210 - Accounts Receivable (not grants or pledges)	4,099,454	2,172,040	1,927,414
20	Total Accounts Receivable	4,099,454	2,172,040	1,927,414
21	Total Accounts Receivable, Net	4,099,454	2,172,040	1,927,414
22	Other Current Assets			
23	Prepaid Expenses			
24	9331 - Prepaid and Deposits - Current Portion (non-employee)	310,496	537,030	(226,534)
25	Total Prepaid Expenses	310,496	537,030	(226,534)
26	Total Other Current Assets	310,496	537,030	(226,534)
27	Total Current Assets	9,515,146	5,960,861	3,554,285
28	Long-term Assets			
29	Property & Equipment			
30	9460 - Leasehold Improvements	435,813	435,813	-
31	9470 - Vehicles	22,400	22,400	-
32	9461 - AD - Leasehold Improvements	(148,118)	(151,151)	3,033
33	9471 - AD - Vehicles	(22,400)	(22,400)	-
34	Total Property & Equipment	287,695	284,661	3,034
35	Total Long-term Assets	287,695	284,661	3,034
36	Total Assets	9,802,841	6,245,522	3,557,319
37	Liabilities and Net Assets			
38	Liabilities			

Making Waves Academy
FY2023

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2022	08/31/2022	
8		Actual	Actual	Period Diff
39	Short-term Liabilities			
40	Accounts Payable			
41	9500 - Accounts Payable	848,453	597,788	250,665
42	9500.999 - Employee Expense Payables	23,398	-	23,398
43	9520.497 - CC*6315 Chase	33,678	48,462	(14,784)
44	Total Accounts Payable	905,529	646,250	259,279
45	Accrued Liabilities			
46	9601 - Payroll Liabilities	282,319	-	282,319
47	9602 - Benefits Liabilities	72,641	43,874	28,767
48	9603 - Accrued Paid Time Off Liability	522,582	588,235	(65,653)
49	9620 - Funds Held for Others (Student Groups and Agencies)	25,272	26,540	(1,268)
50	9625 - Funds Held for Chromebook	70,740	47,205	23,535
51	9630 - Funds Held for Summer Holdback	281,164	27,254	253,910
52	Total Accrued Liabilities	1,254,718	733,108	521,610
53	Deferred Revenue	651,790	-	651,790
54	Total Short-term Liabilities	2,812,037	1,379,358	1,432,679
55	Total Liabilities	2,812,037	1,379,358	1,432,679
56				
57	Net Assets			
58	9800 - Equity			
59	Beginning Net Assets*	5,683,834	6,990,804	(1,306,970)
60	Change In Net Assets**	1,306,970	(2,124,639)	3,431,609
61	Total Net Assets	6,990,804	4,866,164	2,124,640
62	Total Liabilities and Net Assets	9,802,841	6,245,522	3,557,319
63				
64				
65				
66				
67				
68				
69				
70	* Beginning net assets refer to the net assets on the first day of the fiscal year.			
71	** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date.			

	A	B	S	T	U	V	W
5							
6	MWA Revenue Budget	Budget FY2023	07.01.22 - 08.31.22 - Actuals	07.01.22 - 08.31.22 Budget	Variance	% Variance	Notes
7	Revenue						
8	8011 - State Aid - General Apportionment	7,185,043	332,038	359,252	27,214	8%	
9	8012 - Prop 30 - Education Protection Account Entitlement	2,205,796	-	-	-	0%	
10	8096 - In Lieu of Property Taxes	3,705,590	-	-	-	0%	
11	8181 - Federal - Special Education	133,264	-	-	-	0%	
12	8220 - Federal - Child Nutrition Programs	410,421	40,480	-	(40,480)	0%	
13	8230 - Federal - American Rescue Plan - Homeless Children and Youth II	-	1,668	-	(1,668)	0%	
14	8262 - Federal - Elementary and Secondary School Relief II (ESSER II)	481,848	-	86,748	86,748	100%	
15	8263 - Federal - Elementary and Secondary School Relief III (ESSER III)	100,000	112,013	-	(112,013)	0%	
16	8290 - Federal - Title I - Basic Grant	378,856	-	-	-	0%	
17	8295 - Federal - Title II - Teacher and Principal Training	56,665	-	-	-	0%	
18	8296 - Federal - Title III - LEP	41,046	-	-	-	0%	
19	8297 - Federal - Title IV, Part A - Student Support	22,601	-	-	-	0%	
20	8311 - State - Special Education	762,272	81,074	76,228	(4,846)	-6%	
21	8312 - State - Special Education - Level 1 Mental Health Funding	-	4,860	-	(4,860)	0%	
22	8520 - State - Child Nutrition Programs	27,314	-	-	-	0%	
23	8525 - State - Expanded Learning Opportunities Grant	207,393	187,398	37,337	(150,061)	-402%	
24	8526 - State - Expanded Learning Opportunities Program	332,310	337,631	59,826	(277,805)	-464%	
25	8527 - State - Educator Effectiveness	80,527	193,264	14,497	(178,767)	-1233%	
26	8528 - State - A-G Completion Improvement Grant	96,154	218,533	17,311	(201,222)	-1162%	
27	8529 - State - One-Time Block Grant	1,385,950	-	249,515	249,515	100%	
28	8530 - State - Teacher Residency Expansion Grant	-	315,000	-	(315,000)	0%	
29	8545 - State - School Facilities	1,311,597	-	12,790	12,790	100%	
30	8550 - State - Mandate Block Grant	28,418	-	-	-	0%	
31	8560 - State - Lottery	243,074	-	-	-	0%	
32	8592 - State - After School Program Grant	-	-	-	-	0%	
33	8595 - State - Ethnic Studies	-	11,888	-	(11,888)	0%	
34	8621 - Local - Parcel Taxes	322,798	-	-	-	0%	
35	8980 - Contributions - Unrestricted	1,200,000	7,765	826	(6,939)	-840%	
36	8981 - John Regina Scully (JRS)	11,138,190	-	-	-	0%	
37	8986 - School Supply Fund Donations	6,000	-	-	-	0%	
38	8988 - In-Kind Donations	9,000	-	-	-	0%	
39	8990 - Contributions - Restricted	100,000	-	-	-	0%	
40							
41							
42	Total Revenues	31,972,127	1,843,612	914,332	(929,282)	-102%	
43							
46	YTD Revenue Non-SRE						
134							
135	MWA Non-SRE Revenue						
136							
137	Total Governmental Revenue	19,518,937	1,823,959				
138	Total Grants and non-SRE donations	1,315,000	7,765				
139	Total external sources of revenue	20,833,937	1,831,724				
140							
141	Cumulative Revenues		1,831,724				
142	% of FY2023 Annual budget		9%				
143							
144							
145	Total student count (EOM) - 96% ADA		1138				
146							
147	Governmental revenue/student		\$1.603				
148	Grants and non-SRE donations/student		\$7				
149	Total external revenues per student		\$1.610				

**Cash Flow Projection
2022-23**

	A	E	F	G	H	I	J	K	L	M	N	O	P	AL
		Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
10	Descriptions	Jul-22	Aug-22	Sep-22*	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23*	Apr-22	May-23	Jun-23**	Total
49	Beginning Cash	5,105,196	5,074,252	3,251,791	4,387,856	2,874,482	4,258,023	4,038,321	3,695,912	4,484,832	3,459,540	4,072,901	2,419,506	5,105,196
50														
51	Cash In													
52	Government	1,345,937	489,910	793,746	1,599,891	1,504,137	1,069,903	2,463,331	1,477,675	1,286,684	1,142,962	1,018,291	5,211,254	19,403,721
53	Donation (Non-SRE)	5,516	2,249	180	421	60,213	1,127,397	2,789	596	5,014	524	634	109,467	1,315,000
54	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
55	JRSF	-	-	2,500,000	-	2,500,000	-	-	1,500,000	-	2,500,000	-	2,138,190	11,138,190
56	Total Cash In	1,351,453	492,159	3,293,926	1,600,312	4,064,351	2,197,300	2,466,120	2,978,270	1,291,698	3,643,486	1,018,924	7,458,912	31,856,911
57														
58	Cash Out***													
59	MWA	1,335,503	2,037,917	2,141,738	2,772,994	2,316,214	2,100,519	2,565,782	2,022,692	2,221,663	2,679,917	2,249,791	3,356,803	27,801,534
60	MWAS (Central Office)	235,183	290,668	322,336	398,889	334,302	329,495	308,279	278,360	334,146	430,439	349,496	528,492	4,140,085
61	Total Cash Out	1,570,686	2,328,585	2,464,074	3,171,883	2,650,516	2,430,014	2,874,061	2,301,052	2,555,809	3,110,356	2,599,287	3,885,295	31,941,619
62														
63	Net Change In Cash (In - Out)	(219,233)	(1,836,426)	829,852	(1,571,571)	1,413,835	(232,714)	(407,941)	677,218	(1,264,111)	533,130	(1,580,363)	3,573,617	(84,708)
108														
109	Net Change in Cash from Operating Activities	(30,944)	(1,822,461)	1,136,066	(1,513,374)	1,383,541	(219,702)	(342,409)	788,920	(1,025,292)	613,361	(1,653,395)	6,027,507	3,341,817
110														
111	Ending Cash	5,074,252	3,251,791	4,387,856	2,874,482	4,258,023	4,038,321	3,695,912	4,484,832	3,459,540	4,072,901	2,419,506	8,447,013	8,447,013
112														
116														
117														
118	Date Needed			9/15/2022		11/15/2022			2/15/2023		4/15/2023		6/15/2023	
119														
120	Notes:													
121	*Three payrolls Funded													
122														
123	** June funding estimate is based on Board approved budget in June 2022 and likely to change according to actuals.													
124														
125	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													

Coversheet

Board Minutes: September 8, 2022 Board Meeting

Section: III. Action Items
Item: A. Board Minutes: September 8, 2022 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for September Board Meeting on September 8, 2022

APPROVED



Making Waves Academy

Minutes

September Board Meeting

Date and Time

Thu Sep 8, 2022 at 12:00 PM

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09>

Passcode: 073032

Or One tap mobile :

US: +16694449171,,87855022048#,,,,*073032# or +16699006833,,87855022048#,,,,*073032#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 444 9171 or +1 669 900 6833 or +1 719 359 4580 or +1 253 215 8782 or +1 346 248 7799 or +1 564 217 2000 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 309 205 3325 or +1 312 626 6799 or +1 386 347 5053

Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09>

COMING SOON (to be posted by Wednesday, September 7)

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish: <https://bit.ly/3QrBB3D>
- HAGA CLIC AQUÍ para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://bit.ly/3TOgkUQ>

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

In accordance with AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment, members of the public may
 - Comment on items on the agenda
 - Comment on items not on the agenda
 - **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
 - **If you would like to send your request to speak prior to the meeting, please email your request to ayarbrough@mwacademy.org in English or Spanish.**
 - *Your submission should:*
 - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
 - *include your name so that you can be called when it is your turn to speak.*
 - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*
 - **Las presentaciones están limitadas a dos minutos cada una**, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*

- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
 - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a ayarbrough@mwacademy.org en inglés o español.**
 - **En su solicitud:**
 - **Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.**
 - **indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).**
 - **Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.**
- **En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.**

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

Please note that all agenda times are estimates.

Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Directors Present

Alicia Klein (remote), Janis Glover (remote), Jessica Laughlin (remote), Margaret Watson (remote)

Directors Absent

Ana Barron, Esther Hugo, Layla Naranjo

Guests Present

Alton B. Nelson Jr. (remote), Ashley Yarbrough (remote), Elizabeth Martinez (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Sep 8, 2022 at 12:02 PM.

B. Record Attendance

C. Board Findings Pursuant to Government Code Section 54953(e)

Margaret Watson made a motion to approve the board findings pursuant to Government Code Section 54953(e).

Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Ana Barron	Absent
Margaret Watson	Aye
Alicia Klein	Aye
Janis Glover	Aye
Jessica Laughlin	Aye
Esther Hugo	Absent
Layla Naranjo	Absent

D. Remarks by Board President

MWA Board President, Alicia Malet Klein, shared remarks about:

- MWA staff attendance to board meetings on a regular basis as a response to feedback received last fall
- Fresh start for the school year

E. 19th Wave Summer Graduates - Recognition

Director of College and Career Counseling, Esau Molina provided an overview and acknowledgement of students who completed their graduation requirements over the summer.

F. Public Comment

No public comment was made.

II. Action Items

A. Board Minutes: June 13, 2022 Board Meeting

Janis Glover made a motion to approve the minutes from June Board Meeting on 06-13-22.
Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Absent
Alicia Klein	Aye
Ana Barron	Absent
Margaret Watson	Aye
Jessica Laughlin	Aye
Layla Naranjo	Absent
Janis Glover	Aye

B. Board Minutes: June 21, 2022 Special Board Meeting

Janis Glover made a motion to approve the minutes from Special Board Meeting on 06-21-22.
Jessica Laughlin seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Margaret Watson	Aye
Ana Barron	Absent
Alicia Klein	Aye

Roll Call

Janis Glover Aye
Jessica Laughlin Aye
Esther Hugo Absent
Layla Naranjo Absent

C. Board Minutes: July13, 2022 Special Board Meeting

Janis Glover made a motion to approve the minutes from Special Board Meeting on 07-13-22.

Jessica Laughlin seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Alicia Klein Aye
Ana Barron Absent
Layla Naranjo Absent
Jessica Laughlin Aye
Esther Hugo Absent
Margaret Watson Aye
Janis Glover Aye

D. Committee Minutes: September 1, 2022 Finance Advisory Committee

Margaret Watson made a motion to approve the minutes from Finance Advisory Meeting on 09-01-22.

Janis Glover seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Margaret Watson Aye
Layla Naranjo Absent
Janis Glover Aye
Alicia Klein Aye
Jessica Laughlin Aye
Ana Barron Absent
Esther Hugo Absent

E. MOU Agreement for Services with FIA

Jessica Laughlin made a motion to approve the MOU Agreement for Services with FIA.

Margaret Watson seconded the motion.

- The agreement is to join a coalition of charter schools in forming a 501(c)(3) to raise parents voice in support of charter schools.
- Total fiscal impact not to exceed: \$25,000 with an initial payment of \$10,000

The board **VOTED** to approve the motion.

Roll Call

Layla Naranjo Absent
Margaret Watson Aye
Ana Barron Absent
Esther Hugo Absent
Jessica Laughlin Aye
Janis Glover Aye
Alicia Klein Aye

F.

Public Hearing: Independent Study Policy

No comments were made during the public hearing for the updated Independent Study Policy.

G. Independent Study Policy

Margaret Watson made a motion to approve the updated Independent Study Policy.
Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Ana Barron	Absent
Esther Hugo	Absent
Janis Glover	Aye
Margaret Watson	Aye
Jessica Laughlin	Aye
Layla Naranjo	Absent
Alicia Klein	Aye

H. FY22 Unaudited Actuals Report

Janis Glover made a motion to approve the FY22 Unaudited Actuals Report.
Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Ana Barron	Absent
Janis Glover	Aye
Jessica Laughlin	Aye
Margaret Watson	Aye
Layla Naranjo	Absent
Esther Hugo	Absent
Alicia Klein	Aye

I. Vendor Invoices for May-July 2022

Janis Glover made a motion to approve the Vendor Invoices for May-July 2022.
Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Janis Glover	Aye
Layla Naranjo	Absent
Margaret Watson	Aye
Ana Barron	Absent
Alicia Klein	Aye
Esther Hugo	Absent
Jessica Laughlin	Aye

J. PG&E Invoice

Janis Glover made a motion to approve the PG&E Invoice.
Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Absent
Layla Naranjo	Absent

Roll Call

Jessica Laughlin Aye
Margaret Watson Aye
Alicia Klein Aye
Janis Glover Aye
Ana Barron Absent

K. 2021-22 Contra Costa COE Charter Oversight Fees

Jessica Laughlin made a motion to approve payment of 2021-22 Contra Costa COE Charter Oversight Fees.

Janis Glover seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Margaret Watson Aye
Esther Hugo Absent
Ana Barron Absent
Alicia Klein Aye
Layla Naranjo Absent
Janis Glover Aye
Jessica Laughlin Aye

L. Education Protection Account (EPA)

Janis Glover made a motion to approve the Education Protection Account (EPA).

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Alicia Klein Aye
Janis Glover Aye
Esther Hugo Absent
Jessica Laughlin Aye
Ana Barron Absent
Margaret Watson Aye
Layla Naranjo Absent

M. 2022-23 Consolidated Application and Report System (CARS) for Funding

Margaret Watson made a motion to approve the 2022-23 Consolidated Application and Report System (CARS) for Funding.

Jessica Laughlin seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Alicia Klein Aye
Layla Naranjo Absent
Janis Glover Aye
Jessica Laughlin Aye
Margaret Watson Aye
Ana Barron Absent
Esther Hugo Absent

N. Anchor Counseling Solutions Contract Renewal

Janis Glover made a motion to approve the Anchor Counseling Solutions Contract Renewal.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Absent
Layla Naranjo	Absent
Alicia Klein	Aye
Jessica Laughlin	Aye
Margaret Watson	Aye
Ana Barron	Absent
Janis Glover	Aye

O. Student Placement at CCCOE County program at Marchus School in Concord, CA

Jessica Laughlin made a motion to approve the Student Placement at CCCOE County program at Marchus School in Concord, CA.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Absent
Janis Glover	Aye
Jessica Laughlin	Aye
Ana Barron	Absent
Alicia Klein	Aye
Margaret Watson	Aye
Layla Naranjo	Absent

P. Updated Uniform Complaint Procedure

Janis Glover made a motion to approve the Updated Uniform Complaint Procedure.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Absent
Jessica Laughlin	Aye
Alicia Klein	Aye
Ana Barron	Absent
Layla Naranjo	Absent
Janis Glover	Aye
Margaret Watson	Aye

Q. RIDS Transportation Contract

Jessica Laughlin made a motion to approve the RIDS Transportation Contract.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Layla Naranjo	Absent
Janis Glover	Aye
Margaret Watson	Aye
Jessica Laughlin	Aye
Alicia Klein	Aye
Ana Barron	Absent
Esther Hugo	Absent

III. Standing Reports

A.

Mission Connection: New Leaders Introductions

CEO and Interim Principal, Alton B. Nelson Jr. introduced new MWA leaders to the MWA Board.

B. ASB Update

Jamauri Thomas, Student Activities Coordinator and ASB leaders (President and Vice President) provided an update to the board.

C. Break

Board adjourned to a 5-minute break.

D. Deep Dive: SBAC Results

Compliance and Assessment Administrator, Dr. Molly Moloney and CEO & Interim Principal, Alton B. Nelson Jr. provide an overview of the SBAC Results for 2021-2022.

Board asked questions about the data and how the school is responding to the data.

E. CEO/Interim Principal Report

Board asked questions about the CEO and Interim Principal Report by Alton B. Nelson Jr.

F. Q&A on Written School Reports

Board asked questions about the Written School Reports which covered:

- Assessment calendar/strategy overview
- Culture and Climate Reset

G. Q&A on Written Chief Operating Officer Report (COO)

Board asked questions about the Written Chief Operating Officer Report (COO which covered the start of the school year and the COVID-19 safety approach.

H. Q&A on Written Finance Report (CFO)

Board had no questions regarding the Written Finance Report by the Chief Financial Officer (CFO).

IV. Non-Action Items

A. Advisory Committee Updates

Chief Operating Officer, Elizabeth Martinez provided an update related to the Diversity, Equity and Inclusion and Culture and Climate Advisory Committees.

B. New LCAP Advisory Group

CEO and Interim Principal, Alton B. Nelson Jr. provided an update regarding the school's approach to LCAP feedback collection and School Site Council.

V. Discussion Items

A.

Closed Session

Board adjourned to closed session, no action was taken.

B. Appreciations by the Board of Directors

Board members shared appreciations.

C. Schedule of Remaining Board of Directors Meetings 2022-2023

Schedule of Regular Board Meetings

- October 13th, 2022, 4:00pm-7:30pm
- December 8th, 2022, 10:30am-2:00pm
- January 26th, 2023, 10:30am-2:00pm
- March 9th, 2023, 10:30am-2:00pm
- May 4th, 2023, 4:00pm-7:30pm
- June 15th, 2023, 10:30am-2:00pm

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:44 PM.

Respectfully Submitted,
Elizabeth Martinez

Coversheet

Vendor Invoices for August 2022

Section: III. Action Items
Item: B. Vendor Invoices for August 2022
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - August 2022.pdf

BACKGROUND:

Board to review and approve Bill Payments for August 2022

Fiscal Impact: \$1,127,959.95

RECOMMENDATION:

Board to review and approve Bill Payments for August 2022

Making Waves Academy				
Bill Payment List				
August 2022				
Date	Num	Vendor	Amount	Descriptions
8/1/2022	16953	16500 Sixteen Five Hundred	\$ 1,650.00	Repairs and Maintenance - Building
8/22/2022	17022	1CARE Medical Diagnostics	\$ 1,410.00	Contract Services
8/1/2022	16954	3DayBlinds	\$ 21,857.59	Furniture Supplies
8/1/2022	16955	ABC Power Washing & Coating, Inc	\$ 17,820.25	Building Repairs/Maintenance
8/22/2022	17023	ABC Power Washing & Coating, Inc	\$ 23,395.13	Building Repairs/Maintenance
8/15/2022	16993	Accrediting Commission for Schools, WASC	\$ 2,140.00	Membership Dues
8/15/2022		Alder Graduate School of Education	\$ 15,000.88	Teacher Resident Program
8/29/2022		Alder Graduate School of Education	\$ 39,191.10	Teacher Resident Program
8/22/2022	17024	Alert Services, Inc	\$ 862.81	Sport Medical Supplies
8/8/2022	16966	Alvarez, Arturo	\$ 1,732.50	Contract Services
8/15/2022	16994	Alvarez, Arturo	\$ 63.00	Contract Services
8/22/2022	17025	Alvarez, Arturo	\$ 47.25	Contract Services
8/15/2022	16995	Ameriflex LLC	\$ 307.10	FSA Administrative Fee
8/15/2022	16996	Anchor Counseling & Education Solutions, LLC	\$ 14,400.00	SPED Service
8/22/2022	17026	Armor Locksmith	\$ 140.26	Keys
8/8/2022	16967	Arthur J. Gallagher & Co.	\$ 19,152.88	Student Accident Insurance
8/22/2022	17027	AT&T CALNET	\$ 635.18	Utility
8/1/2022	16956	Bay Area International Translation Services LLC	\$ 1,068.00	Translation Services
8/15/2022	16997	Bay Area International Translation Services LLC	\$ 1,680.00	Translation Services
8/22/2022	17028	Bay Area International Translation Services LLC	\$ 170.00	Translation Services
8/8/2022	16986	Bayside Press	\$ 4,850.85	Printing and Production
8/8/2022	16987	BrainPOP LLC	\$ 2,595.00	IT Contracted Services
8/1/2022	16957	California Charter Schools Association	\$ 13,512.50	Membership Dues
8/8/2022	16968	California Choice Benefit Administrators	\$ 126,032.82	Health Insurance
8/17/2022	17019	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/17/2022	17018	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/17/2022	17017	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/17/2022	17016	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/8/2022		Canon Financial Services, Inc.	\$ 4,532.32	Copier Lease

Making Waves Academy				
Bill Payment List				
August 2022				
Date	Num	Vendor	Amount	Descriptions
8/1/2022	16958	CDW Government	\$ 9,882.53	IT Supplies
8/29/2022	17042	Charter Schools Development Center	\$ 3,555.00	Membership Dues
8/25/2022		Chase	\$ 33,840.14	Credit Card Payment
8/15/2022	16998	Cintas	\$ 1,815.21	Custodial Supplies
8/15/2022		CircleUp Education	\$ 3,850.00	Professional Development
8/15/2022	16999	City of Richmond	\$ 2,000.00	Additional Sport Facilities Use Fees
8/15/2022	Voided - 17000	CliftonLarsonAllen LLP	\$ (5,953.50)	Legal Fees
8/15/2022	17000	CliftonLarsonAllen LLP	\$ 5,953.50	Legal Fees
8/17/2022	17020	CliftonLarsonAllen LLP	\$ 5,880.00	Legal Fees
8/8/2022	16969	Colonial Life	\$ 311.10	Health Insurance
8/15/2022	17001	Colonial Life	\$ 311.10	Health Insurance
8/15/2022	17002	Computer Sports Medicine, Inc.	\$ 500.00	Supplies
8/15/2022	17003	Concur Technologies, Inc.	\$ 354.70	IT Contracted Services
8/1/2022	16959	Contra Costa Co Office of Ed	\$ 110,386.00	Teacher Induction
8/22/2022	17029	Contra Costa Health Services	\$ 121.25	Contracted Services
8/8/2022	16988	Corodata	\$ 57.96	Storage Fee
8/15/2022	17004	Cross Country Education	\$ 220.00	SPED Service
8/1/2022	16960	Cruz-Reiber, Jeannette	\$ 500.00	Contract Services
8/8/2022	16970	Cruz-Reiber, Jeannette	\$ 600.00	Contract Services
8/8/2022	16971	Dialink Corporation	\$ 2,118.26	IT Contracted Services
8/8/2022	16972	DocuSign Inc.	\$ 3,000.00	Contracted Services
8/29/2022	17043	EBMUD	\$ 12,068.72	Utility
8/8/2022	16989	Edmentum	\$ 9,652.50	IT Contract Services
8/29/2022	17044	EdTec Inc	\$ 1,013.33	School Attendance Service
8/22/2022	17030	Emedco	\$ 466.44	Supplies
8/29/2022	17045	Emedco	\$ 1,047.06	Supplies
8/15/2022		Fruge Psychological Assoc Inc	\$ 47,188.75	Psychologist
8/29/2022		Fruge Psychological Assoc Inc	\$ 11,880.00	Psychologist
8/8/2022	16973	Hanna Interpreting Services LLC	\$ 8,487.60	Contract Services

Making Waves Academy				
Bill Payment List				
August 2022				
Date	Num	Vendor	Amount	Descriptions
8/22/2022	17031	Hanna Interpreting Services LLC	\$ 6,652.80	Contract Services
8/29/2022	17046	Jennifer & Todd's Cafe Soleil	\$ 8,599.50	Food Supplies
8/1/2022	16961	Jostens	\$ 109.43	Graduation Supplies
8/15/2022	17005	Kronos	\$ 4,291.08	Payroll system
8/8/2022	16974	Law Offices of Young, Minney & Corr, LLP	\$ 16,678.20	Legal Fees
8/1/2022	16962	LBM, Business Services Inc.	\$ 3,000.00	E-Rate
8/29/2022	17048	LifeSaver CPR	\$ 3,402.00	Contracted Services
8/8/2022	16975	Linde Group	\$ 24,301.50	IT Support
8/8/2022	16976	Making Waves Foundation, Inc.	\$ 153,403.00	School Lease
8/8/2022	16977	Marcia Brenner Associates	\$ 1,121.00	IT Contract Services
8/15/2022	17006	Maria Munoz Services	\$ 950.00	Contract Services
8/29/2022	17049	Maria Munoz Services	\$ 800.00	Contract Services
8/8/2022	16990	Marin Benefits Administrators	\$ 350.00	Contract Services
8/8/2022	16978	Maxim Healthcare Services Holdings, Inc.	\$ 4,564.50	Contract Services
8/15/2022	17007	Muscardin, Antonio	\$ 1,575.00	Coach Payment
8/29/2022	17050	Muscardin, Antonio	\$ 962.00	Coach Payment
8/29/2022	17051	Nick's Custom Golf Cars and Utility Vehicles	\$ 1,163.15	Building Repairs/Maintenance
8/29/2022	17052	Nob Hill Catering Inc	\$ 24,307.95	Student Food
8/22/2022	17032	North Coast Section CIF	\$ 977.00	School Supplies
8/1/2022	16963	Office Depot	\$ 753.10	Office Supplies
8/15/2022	17008	Office Depot	\$ 847.02	Office Supplies
8/22/2022	17033	Office Depot	\$ 24,379.23	Office Supplies
8/29/2022	17053	Office Depot	\$ 6,308.75	Office Supplies
8/8/2022	16979	Orkin Pest Control	\$ 815.00	Building Repairs/Maintenance
8/29/2022		Pacheco's Cleaning Service	\$ 47,900.00	Janitorial Services
8/1/2022		PG & E - 0911653377-0	\$ 2,611.50	Utility
8/1/2022		PG & E - 1229161920-8	\$ 6,692.47	Utility
8/1/2022		PG & E - 2538827590-8	\$ 13,983.71	Utility
8/1/2022		PG & E - 5344744823-3	\$ 1,243.68	Utility

Making Waves Academy				
Bill Payment List				
August 2022				
Date	Num	Vendor	Amount	Descriptions
8/1/2022		PG & E - 6293019192-9	\$ 7,201.43	Utility
8/8/2022	16980	PLIC - SBD GRAND ISLAND	\$ 18,191.80	Health Insurance
8/22/2022		Quadient Finance USA, Inc	\$ 2,000.00	Postage
8/29/2022		Quadient Leasing USA, Inc	\$ 1,197.16	Copier Lease
8/8/2022	16991	R&S Erection Of Richmond, Inc	\$ 406.00	Building Repairs/Maintenance
8/15/2022	17009	Raptor Technologies, LLC	\$ 491.63	IT Contract Services
8/11/2022		ReadyRefresh by Nestle	\$ 121.49	Drinking Water Supplies
8/15/2022		ReadyRefresh by Nestle	\$ 76.72	Drinking Water Supplies
8/22/2022		Republic Services #851	\$ 4,733.62	Waste Management
8/19/2022	17021	Richmond Park Florist	\$ 568.10	Graduation Supplies
8/19/2022	Voided - 16746	Richmond Park Florist	\$ (568.10)	Graduation Supplies
8/8/2022		Rids Brother Company Inc	\$ 4,080.00	SPED Transportation Service
8/22/2022		Robert Half Technology	\$ 9,795.84	IT Contracted Services
8/8/2022	16985	Rogue Fitness	\$ 29,822.22	Supplies
8/15/2022	17010	RTF Edu Enterprises, Inc.	\$ 7,500.00	Interventionist
8/22/2022	17034	Scoot Education Inc	\$ 1,596.00	Substitutes Fee
8/29/2022	17055	Scoot Education Inc	\$ 2,394.00	Substitutes Fee
8/8/2022	16981	Seneca Family of Agencies	\$ 3,780.00	SPED Service
8/22/2022	17035	Seneca Family of Agencies	\$ 4,000.00	SPED Service
8/15/2022	17011	Sterling	\$ 719.50	Background Check
8/22/2022	17036	Swing Education, Inc	\$ 2,080.00	Substitutes Fee
8/29/2022	17056	Swing Education, Inc	\$ 1,300.00	Substitutes Fee
8/29/2022	17057	The Education Team	\$ 539.33	Substitutes Fee
8/29/2022	17058	The New Deli	\$ 2,985.00	Food Supplies
8/8/2022	16992	The Office City	\$ 2,392.29	Supplies
8/22/2022	17037	The Office City	\$ 3,174.24	Supplies
8/8/2022	16982	T-Mobile	\$ 5,920.00	Telephone
8/1/2022	16964	Tommy's Locksmith	\$ 613.57	Contract Services
8/29/2022	17059	Tommy's Locksmith	\$ 225.00	Contract Services

Making Waves Academy				
Bill Payment List				
August 2022				
Date	Num	Vendor	Amount	Descriptions
8/22/2022	17038	Troyer's Door Control, Inc.	\$ 3,890.90	Building Repairs/Maintenance
8/29/2022	17060	Turman Commercial Painters, Inc.	\$ 43,580.00	Repairs and Maintenance - Building
8/8/2022	16983	Turnitin, LLC	\$ 2,000.00	IT Contracted Services
8/15/2022		Verizon Wireless	\$ 5,285.64	Telephone
8/8/2022	16984	Vision Service Plan	\$ 1,572.08	Health Insurance
8/15/2022	17012	Well Design Premium Signage	\$ 3,737.94	Supplies
8/15/2022	17013	Wells Fargo Vendor Financial Services, LLC	\$ 2,058.91	Copier Lease
		August 2022	\$ 1,127,959.95	
		August 2021	\$ 862,135.85	

Coversheet

Unemployment Insurance

Section: III. Action Items
Item: C. Unemployment Insurance
Purpose: Vote
Submitted by: Hung Mai
Related Material: 501c Agencies Trust_072522_Inv152811-03Q22 (1).pdf

BACKGROUND:

The 501 (c) Agencies Trust Unemployment Insurance's invoice is over \$25,000. It needs the Board's Approval.

Fiscal Impact: \$55,273.04

RECOMMENDATION:

Board to review and approve the 501 (c) Agencies Trust Unemployment Insurance's invoice.



QUARTERLY DEPOSIT INVOICE – TRUST ID 152811

Making Waves Academy 4123 Lakeside Drive Richmond, CA 94806 Attn: Accounts Payable	Date: 07/15/22 Invoice#: 152811 – 03Q22 Due Date: 08/15/22
3rd quarter 2022 Trust Deposit	55,273.04
Total	55,273.04

Deposit Due By: 08/15/22

<p>***Please include your Trust ID in all reference fields***</p> <p>If you are unable to make payment electronically, please mail check to the address below:</p> <p>501(c) Agencies Trust P.O. Box 8547 Pasadena, CA 91109-8547</p>	<p>PLEASE MAKE PAYMENT ELECTRONICALLY:</p> <p>Receiving Bank: Comerica Bank 333 West Santa Clara Street San Jose, CA 95113</p> <p>ABA Routing Number: 121137522</p> <p>Account Number: 1894086923</p> <p>Beneficiary: 501C Agencies Trust 400 Race Street, Suite 200 San Jose, CA 95126</p>
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Coversheet

Making Waves Academy Safety Plan: Public Hearing and Adoption

Section: III. Action Items
Item: D. Making Waves Academy Safety Plan: Public Hearing and Adoption
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: School Safety Plan 2022-2023_10052022.pdf

BACKGROUND:

Per the California Department of Education, MWA shall present the school's comprehensive safety plan in a public meeting and allow for public comment before adopting the plan and submitting it to the Contra Costa County Office of Education annually (no later than October 15).

RECOMMENDATION:

We recommend the board reviews and adopts the comprehensive safety plan for the 2022-2023 school year.



School Safety Plan 2022-2023

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School Safety Plan Introduction

This document serves as Making Waves Academy’s (MWA) detailed comprehensive safety and emergency plan. A copy may be requested at the school main offices. In the case of an emergency it is important that students listen to, and follow exactly, the instructions given by any MWA staff member or emergency personnel. We practice a variety of safety drills throughout the academic year to ensure our students and staff know what to do in the event of an emergency.

Emergency Contact Numbers

Emergency Numbers	
Emergency	Call 9-1-1
Cell Phone Emergency	Fire: 510-233-5223 Police: 510-233-1214
Local Agencies: Non-Emergency Numbers	
Police Department: School Resource Officer	510-620-6635
Fire Department Dispatch	307-233-1214
Local Fire Station	510-307-8031
Federal Emergency Management Agency	800-621-3362
County Dept. of Children Family Services	877-881-1116
County Dept. of Mental Health	888-678-7277
County Dept. of Public Health	925-313-2000
Animal Control	510-374-3966
Poison Control Center	800-222-1222
Electric	800-743-5000
Gas	800-743-5000
Water	510-772-3117
Hospital	510-307-2900
School Contacts:	
CEO & Interim Principal Alton B. Nelson Jr.	Main: 510-262-1511 Cell: 510-504-4843

Chief Operating Officer Elizabeth Martinez	Main: 510-262-1511 Cell: 510-227-9856
Director of School Operations Katharine Mason	Main: 510-262-1511 Cell: 510-853-1466
Assistant Principals Brian Jimenez (middle school) Eric Becker (upper school)	Main: 510-262-1511

Evacuations

Evacuation may not be necessary for every emergency situation. In some cases, an administrator may decide to call for an evacuation, and in other cases, the decision whether or not to evacuate may fall to the classroom teachers. If given no directives in a situation, assess if it would be safer for everyone to remain in the current location or to move to another area. If the environment seems precarious, the fire alarm sounds, or if so directed, proceed with the evacuation.

Evacuation procedures for Teachers and Students:

- Gather everyone in the area to line up at the door.
- Direct the group to the exit by stating the planned route of egress.
- Take the emergency backpack, cell phone, and class roster.
- Upon exiting the space, turn off the lights and close the door, leaving it unlocked if possible.
- Guide everyone to the assembly area.
- Take attendance and report your findings to the Attendance Team.

Evacuation procedures for Incident Command Team:

- Coordinate and manage the overall evacuation of students and personnel from the campus.
- The Incident Commander will form a Command Post at the evacuation area.
- Task members of the Incident Command Team with Communication to any necessary agencies.
- Task the Security Team with determining the safety of the evacuation area.
 - In the event of a suspicious object or unsafe environment, Incident Command will redirect teachers and students to the alternate evacuation site.
- The Attendance Team will immediately take roll and report any missing persons to the Command Team.
- Reconcile the attendance information gathered by the Attendance & Assembly Team.
 - The Front Office staff are responsible for bringing the Visitor’s Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
- As needed, activate additional Emergency Response Teams after attendance is complete.
 - Search & Rescue will manage searching for any missing persons.
 - First Aid & Triage will render aid as necessary.
- Relay evacuation information to first responders.

General evacuation:

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation practices are as follows:

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Controlled evacuation:

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom. Areas or classrooms closest to the threat are evacuated first. Staff and students are directed to evacuate away from the threat.

Reverse Evacuation

Though highly unlikely to occur, a reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than moving away from buildings or campus. It should be assumed that the reason for the reverse evacuation is a dangerous threat on campus and should be followed by Lockdown procedures unless noted otherwise.

Reverse Evacuation procedures for Teachers and Students:

- Direct all students to stop where they are and turn around in line.
- Lead the group back into the classroom or nearest indoor space.
- Leave the lights off, lock the door, and cover the windows.
- Have everyone sit or lay down on the ground until further notice.
- Take attendance and report your findings.

Reverse Evacuation procedures for Incident Command Team:

- Once an Evacuation has been initiated and it is deemed unsafe to be outside, call for a Reverse Evacuation.
- Direct everyone to come back inside and move into the Lockdown position if necessary.
- Send updates to staff as soon as possible to let them know why there is a need to seek shelter.

Evacuation of Individuals Requiring Additional Support:

An individual plan should be formulated for each student or staff member on campus who may require assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs, be they temporary or permanent. This plan should be reviewed with all staff directly involved with the students, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid students in an emergency requiring evacuation. When developing your individual plans for students, consultation with the student and his/her family is strongly advised.

Options include:

- Carrying student (physical disability)
- Adult and student waiting for the fire department in the prearranged area (physical disability)
- Staff person assigned to a specific student(s) to assist students during an evacuation

After creating an individual evacuation plan:

- Post a list of these individuals and their evacuation plans in classrooms where the student will be.
- Include a list of these individuals in the checklists for Incident Command, Search and Rescue, and First Aid Strike Teams.
- Inform classroom teacher(s), students, and parents of the individual evacuation plan.

Reunification

A Reunification Plan is an orderly and efficient process of reuniting children with their parents or guardians after an emergency which prohibits normal dismissal processes from occurring. Depending on the nature of the situation, we may dismiss students directly to authorized adults from our campus or a designated off-campus emergency evacuation site.

In the event of an emergency where the on-campus area is unavailable due to safety or security reasons, all students will assemble at a predetermined off-campus emergency evacuation site. These location(s) will be communicated to families in advance of reunification.

Things to consider before initiating Reunification:

- Emergency responders have given the all clear and have departed.
- Vehicles can safely access the area. Send out team members to determine if the roads surrounding the school are clear and safe to travel.
- There are sufficient ingress/egress points to accommodate traffic.
- There is sufficient parking for parents while they check in with school authorities.
- The facilities are safe for students while they wait for parents to arrive (including shelter, access to restrooms, food as appropriate, etc.)
- Forms of communication are available, both internal and external, i.e. two-way radios, cell phones, emergency notification systems, etc.

Reunification procedures for Teachers and Students:

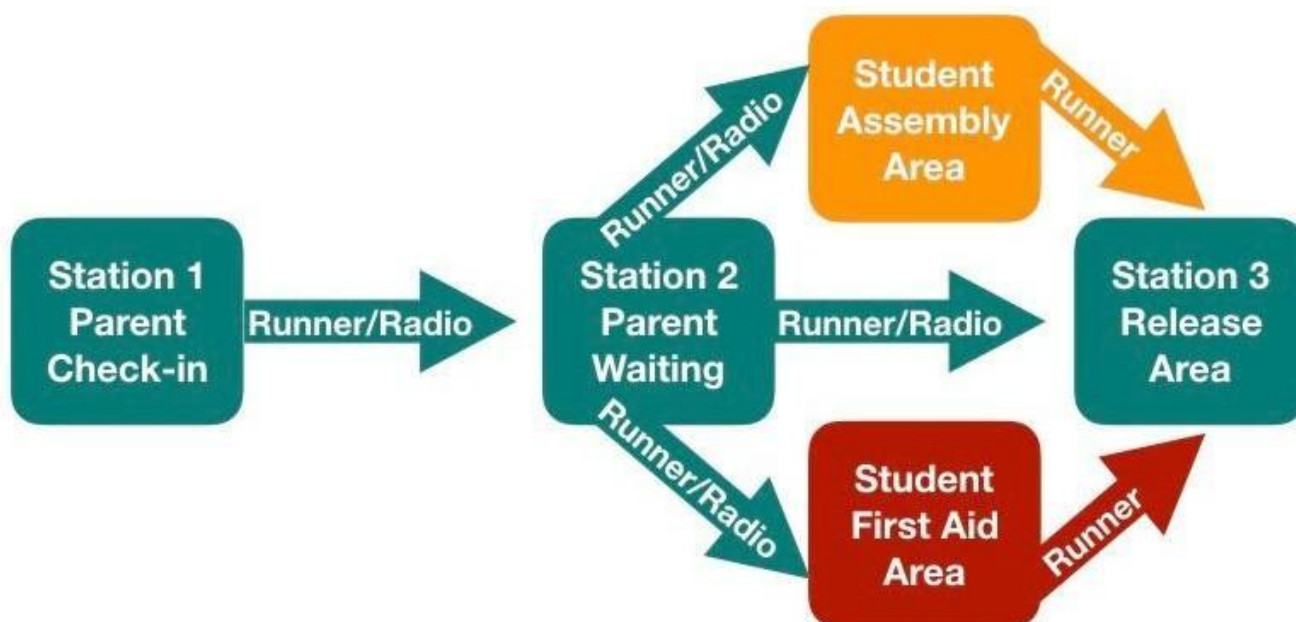
- Keep students calm and engaged while they wait for parents or guardians to arrive.
- Be sure students remain in the assigned assembly area; take attendance often.
- When students are called for dismissal, escort them to the arranged pick up area, as directed by the Reunification Team.

Reunification procedures for Incident Command Team:

- Determine that the reunification process can begin.
- Activate the Reunification Team.
- Once the team confirms they are ready to begin, alert the first round of parents and guardians.
- Monitor the pace of student pick-up and alert the next round of parents once 50% of the first round have been dismissed.
- As students leave and the number of staff members needed onsite decreases, send employees home to be with their families.
- Have a contingency plan in place for students who are not reunited due to unforeseen circumstances.

Reunification procedures for the Reunification Team:

- Gather all needed materials: clipboards, pens, student release forms, tables, directional signage, two-way radios, etc.
- Set up stations for parent check-in, waiting, and release area.
- Assure that everyone on the team knows what role they will play in the process:
 - Greet Parents at Check-in; call for students by two-way radio or runner.
 - Escort students from Student Assembly Area to Release Area.
 - At the Parent Waiting Area check ID and have parents sign release forms.
 - Direct traffic throughout the process.
 - Liaise with IC, Attendance & Assembly, and First Aid teams.



If the student is located in the First Aid Area, a runner will escort the adult to meet the student there before being released.

Earthquake

Tremors and shaking of the earth are the signs of an earthquake. The initial shock is not likely to be more than 90 seconds. Assess the situation and remain calm. Emergency action to be taken is as follows:

General Earthquake safety:

- Take a moment to gain situational awareness of your surroundings.
- Move out of harm's way if possible, but do not try to move too far.
- More people are injured while moving during an earthquake trying to find a 'safe space' than due to the collapse of the building.

When inside a building, stay inside.

- DROP, COVER, and HOLD ON.
 - a. Drop to the ground wherever you are, kneel down and make the body as small as possible. Place your arms over the base of the head and neck.
 - b. Duck under a desk, table, chair, or bench. With one arm, hold on to a furniture leg so that it will not move away from covering you. Place the other arm over the base of the head and neck.
 - c. In a hallway or large room, move to be against an interior wall.
- Face away from any glass; windows, doors, or skylights.
- Avoid large movable objects; such as bookcases.
- When safe to do so, evacuate to the assembly area.

When outdoors, stay outside.

- DROP, COVER, and HOLD.
 - Drop to the ground on your knees and make the body as small as possible. Place your arms over the base of the head and neck.
 - Quickly check your surroundings and move away from buildings and overhead structures if possible before you DROP, COVER, and HOLD.
 - Hazards include but are not limited to: power poles and lines, trees or overhead lighting, roads and streets (as cars may go out of control), falling glass, etc.
- When safe to do so, evacuate to the assembly area.

Teacher responsibilities during the evacuation after an earthquake:

- Evacuate the space as quickly as possible.
- Check the primary evacuation route for blockage/dangers.
- If the primary route is blocked, check alternate routes.
- Do not walk under covered walkways unless absolutely necessary.
- If all routes are blocked, do not risk injury to yourself or students. Wait for help to arrive.
- When evacuating the classroom, take your emergency backpack, cell phone, and class roster with you.
- Close the door, but leave it unlocked.

Note: Students with minor injuries are to be moved out of the classroom and sent to First Aid after taking attendance. Students with major injuries who are unable to move or who are unconscious should remain in the classroom. Search & Rescue team or first responders will remove injured students/staff.

Fire

Fires may occur at any time in almost any structure and generally are unexpected. The longer a fire is undetected the more severe and dangerous it can become. A plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

Fire Extinguishers

Use a fire extinguisher when appropriate. Fire extinguishers are intended for small fires only. Users should make sure the fire extinguisher is of the proper type for the fire being extinguished. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not search for additional extinguishers. Close off the area and exit the building immediately. Ensure the locations of all fire extinguishers and pull stations are indicated on the evacuation map posted in every occupied area.

Routes of Egress

Ensure that all exits are clearly marked and free of clutter. Making Waves Academy has developed a primary route of egress and an alternate route to be used in case of fire. Route signs shall be posted in each occupied area in a prominent place, preferably near the door placed at student's eye level. Clearly identify the primary escape route to be used during evacuations.

Passage and Aisle Widths

A minimum width of 36 inches of free and clear passage shall be maintained in all doorways and aisles within each occupied area. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Burning Clothes

If clothing catches fire, do not allow the person on fire to run. Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If the wrapping material is not available, STOP, DROP, and ROLL; stop all movement, drop them to the ground and attempt to smother the fire by rolling them back and forth. After the fire is out, treat the patient for shock by having them lay down, feet raised about 12 inches, elevate burn above heart level if possible, and support the neck. If the burn is to the face or neck, have the person sit with their head above heart level, ensuring the airway is open and breathing is not impaired. Maintain their body temperature.

For First-Degree Burns (Affecting Top Layer of Skin)

- Hold burned skin under cool (not cold) running water or immerse in cool water until the pain subsides.
- Use compresses if running water isn't available.
- Cover with a sterile, non-adhesive bandage or clean cloth.
- Do not apply butter or ointments, which can cause infection.

For Second-Degree Burns (Affecting Top 2 Layers of Skin)

- Immerse in cool water for 10 or 15 minutes.
- Use compresses if running water isn't available.
- Don't apply ice. It can lower body temperature and cause further pain and damage.
- Don't break blisters or apply butter or ointments, which can cause infection.
- Cover loosely with a sterile, non-stick bandage and secure in place with gauze or tape.
- Keep patient warm.

For Third-Degree Burns

- **Call 911**
- Cover loosely with a sterile, non-stick bandage or, for large areas, a sheet or other material that won't leave lint in the wound.
- Separate burned toes and fingers with dry, sterile dressings.
- Do not soak the burn in water or apply ointments or butter, which can cause infection.
- Keep patient warm.

Turning off the Fire Alarm System:

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activation of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary, be dispatched to the area where the device has been activated to verify a fire or emergency and to ensure that the system is not silenced and forgotten.

Fire Procedures:

If the fire is near the school, but not on campus: Incident Commander will determine whether the students and staff should leave the premises, or if any further action should be implemented.

Any person discovering a fire will:

- Activate the fire alarm if it has not gone off already and Call 911.
- Evacuate the area, close doors and windows to confine the fire, or extinguish it if possible.
- Take your Emergency Backpack when evacuating.
- Notify the Incident Commander immediately.

The Incident Commander will work to ensure:

- All Evacuation Procedures are initiated as listed under the Evacuations heading in the EOP.
- In consultation with first responders, determining if there is a need to move to another area farther away.
- Access roads, fire lanes, and gates are kept open for emergency vehicles.
- Staff are present to direct emergency vehicles to the affected area once they arrive.
- When appropriate, gas and electricity services are turned off.
- Students and staff do not return to the school building until the fire department officials declare the area safe.

IMPORTANT: ALL SEARCH AND RESCUE, FIREFIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Lockdown

The purpose of a LOCKDOWN signal is to provide the Incident Commander with a means for alerting staff and students to an emergency situation in the school and that for a period of time, all movement on school grounds will be restricted.

LOCKDOWN is used when there is a direct threat on campus:

1. There is a weapon in the school
2. There are shots being fired
3. There is a hostage situation

If any of the above situations are taking place, the school administration will announce:

“Attention on campus. This is a Lockdown. This is not a drill. Begin Lockdown procedures now.” and repeat.

These three situations pose the greatest threat to students and staff and require the highest level of movement restriction:

- Call 911 as soon as it is safe to do so.
- Put cell phones into Silent mode (Vibrate can make noise if on a hard surface) but keep accessible.
- Once behind a closed and locked door, no one moves.
- Emergency Response Teams are not activated.
- Staff not supervising children remain where they are, behind closed and locked doors.
- Teachers close and lock their classroom doors, shut the blinds, turn off lights, and drop to the floor.
- Direct everyone to sit or lie on the floor away from windows if possible.
- Everyone will remain in this position until law enforcement directs them to do otherwise.
- Teachers should take count of all students in the classroom, adding the names of any child or adult who is swept into the classroom after the LOCKDOWN is declared.
- Students who are not under the direct supervision of an adult when the LOCKDOWN signal is given will find the nearest adult and follow their directions or find a hiding space and stay silent.
- Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in neither location, they should go to the nearest classroom and follow the teacher’s instructions.
- Teachers should not open the classroom doors under ANY circumstances. Once a door is closed, it remains closed.

Releasing a LOCKDOWN

Law enforcement will release a LOCKDOWN by gaining entrance to occupied spaces by any means necessary, i.e. breaking down a door or locating a set of keys.

In the event that a LOCKDOWN de-escalates *i.e. threat moves off campus and law enforcement follows in pursuit OR a LOCKDOWN was called prematurely and law enforcement is not on campus, THREE messages will be sent to release LOCKDOWN. These messages can come in any form and may include: PA announcement, Emergency Notification Message, Email Communication, Mass Text Message, or lastly Administrators or School Staff coming to each room and unlocking the doors. Be sure to receive all THREE messages before releasing the LOCKDOWN on a room.

Secure Campus

Used at the designation of the Incident Commander when an emergency/crisis has occurred and requires the holding of students for a period of time. The Incident Commander activates the appropriate Emergency Response Teams who will respond to the Command Post and receive their instructions. In general, no adults or children will be permitted to leave or come onto campus. Some exceptions may apply with approval from the Incident Commander.

Implemented due to nearby threats or dangers that could move onto campus:

- Police activity in the neighborhood
- Unknown individual loitering near campus
- An unknown person trying to gain access to campus
- Lockdown in place at a neighboring school
- Civil disturbances and/or public demonstrations

Secure Campus procedures for Teachers and Students:

- Bring everyone into rooms; no outdoor activities
- No movement between classrooms or buildings
- Indoor activities may continue as normal
- Close all doors and windows
- Remain vigilant and be prepared to move into a LOCKDOWN at a moment's notice

Secure Campus procedures for Incident Command:

- Lock/Monitor all exterior doors and gates
- Place signage at entrance points alerting visitors to the closed campus status
- Contact Parents to update them of the situation and advise them to stay away until further notice
- Monitor the situation closely and be prepared to call a LOCKDOWN at a moment's notice

Releasing a Secure Campus

An announcement can be made over the PA system to release a Secure Campus call. Parent notifications should be sent via the school emergency notification system or by the same lines of communication which were used to alert them to the situation in the first place.

Shelter In Place

Used at the designation of the Incident Commander when there is a non-human threat or environmental hazard that could cause harm including but not limited to:

- Unhealthy air quality
- Chemical Spill
- Wild animal on campus
- Car accident in front of campus or in the parking lot
- Severe weather

Shelter-in-Place procedures for Teachers and Students:

- Bring everyone into rooms; no outdoor activities
- No movement between classrooms or buildings
- Indoor activities may continue as normal
- Close all doors and windows
- Turn off the air conditioning unit(s) or ventilation system(s)
- Seal doors, windows, air vents (if directed)
- Remain in the classroom, office, or building until the “All Clear” is signaled

Shelter-in-Place procedures for Incident Command Team:

- Call 911 if appropriate, or police/fire department, or Joffe emergency line to gather information
- Make announcements initiating the movement restriction level
- Continue with indoor activities
- Remain indoors - close doors and windows
- If outside, move to an indoor space
- To lift Shelter in Place: Announcement is made over the PA system

Additional Procedures for ANIMAL ATTACK / THREAT

- Contact Animal Control
- Do not try to scare the animal away - the animal may become alarmed and cause a negative reaction
- If safety permits, assign staff to keep track of animal until it moves off school property or assistance arrives
- Contact Parents to update them of the situation and advise them to stay away until further notice

Additional Procedures for SEVERE WEATHER, INCLUDING LIGHTNING

- Do not use telephones, cellular phones, radios, or other phones unless absolutely necessary
- If possible, unplug computers, televisions, etc.
- If off campus and cannot get inside:
 - Do not stand under trees/metal towers
 - Wooded area: look for shelter in a low place with small trees
 - Out in the open: go to a low place like a valley, ditch or ravine
 - Get off hills - Do not stand in an open field where you are a tall object
 - Get away from water and metal equipment, i.e. bikes
 - Stay away from metal fencing, pipes/railings or anything metal

Electrical or Service Outage

An electrical outage is a short-term or long-term loss of the electric power to an area.

Server outage refers to a period of time that a computer system fails to provide / perform its primary function. Both “man-made” and natural disasters can cause a server or electrical outage. As one might imagine, this can result in a catastrophic loss to the overall infrastructure.

At School

Making Waves Academy has employed multiple redundancies for the school’s vital records including (but not limited to) student health information, attendance and grading systems, parent and family contact information, etc. The database can be accessed locally or from a remote access point with limited resources. Portable versions of this backup are currently in development.

Elsewhere

Server or electrical outages can be devastating. Ensure that your work and home are prepared to sustain a power outage for upwards of 72 hours. (Have enough food and water on hand in case of a refrigeration malfunction.) Ensure that you have a communication plan in place to cope with a lack of electricity City/County/Statewide.

Power outage procedures for Incident Command Team:

- Confirm the outage
- Do not cancel school
- Upon recognition of an outage, the Director of Technology determines the best method and location for the restoration of database information
 - If the outage is minimal, local access will be restored without interruption
 - If remote access is required, students, staff, and faculty will operate without technology until the main operating systems are restored
- If phone (cell or land) service is available, call your local power company for an outage duration estimate
- **Power line down** - Do not evacuate the building without approval from the utility company
 - The line may be “hot” and be touching a fence or railing. This could lead to serious injury or death
 - Notify students and staff to remain inside the building until further notice
- **Power outage** - students and staff remain in the classrooms until instructed otherwise
 - Assign staff to supervise outside doors to ensure that students stay inside and visitors stay away
- **Power outage** due to bad weather - and power will not be restored immediately
- Instruct staff to proceed to a pre-designated safe area within the school
 - Begin to assemble your food, water and any special shelter you may need
 - Consider releasing students if the hazard has been abated, but power has not been restored

Power outage procedures for Teachers:

- If a power outage lasts more than a few seconds, employees must stop what they are doing
- Employees should wait for their eyes to adjust if in an area that has no natural illumination or if they have trouble seeing
- Turn off any power tool as it might “spring” back into action once power is restored
- Unplug electronics to avoid shortages if power returns suddenly outside of normal surge protections
- Assemble solar electricity options, wind up flashlights, etc. - DO NOT LIGHT CANDLES
- Continue in “earthquake mode” until the power is restored

Converting School Into Mass Center

In the event of a major catastrophe, Making Waves may be designated as an Evacuation Assembly Point, Emergency Respite site, Regional Hub Reception Center, or Mass Care Center by Richmond or Contra Costa County authorities. If this happens, classes will be dismissed and children sent home according to the Emergency Dismissal or Reunification procedure. All Making Waves employees will cooperate fully with the American Red Cross (ARC), Fire Department or other emergency personnel. Staff members may be called upon to remain on campus to assist remaining members of the school community under the mass care operations led by the ARC.

Communication between school leadership and ARC or other agencies will be coordinated by the Liaison Officer, and the school's Incident Command team will be leveraged to assist with communications, logistics, or personnel support as necessary. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

American Red Cross (ARC) Support:

If ARC is managing a shelter, or if the site is being operated under the auspices of the ARC (using ARC trained management staff), then the site is considered an "ARC shelter site" and ARC assumes both the liability and cost of the operation. Moreover, the main resource supply stream will come through ARC. Typically, ARC will do a pre-occupancy inspection of the facility with Operations Staff before it is turned over for ARC use. Based on the pre-occupancy inspection and a Shelter Agreement between the facility and ARC, reimbursement for facility damage will be honored by the Red Cross. Once facilities are open, ARC will support the operation as follows:

- Shelter managers and operations staff;
- Health support (limited to basic emergency first aid);
- Mental health support (given available disaster mental health service resources);
- Food, snack and beverage service;
- Operational supplies (cots and blankets, comfort kits/toiletries, signage, etc.);
- Assumes the liability and cost for the operation (for ARC-managed sites – see above).

FEMA Planning Considerations: Evacuation and Shelter-In-Place Evacuation Facilities

A large-scale incident requires moving people across large areas and multiple jurisdictions. The types of sites and resources identified by the planning team for such an incident depend on the classification of the local jurisdiction. Based on the incident, possible evacuation facilities may include:

- **Evacuation Assembly Point:** A temporary location exclusively for evacuation embarkation and transportation coordination in a field setting. Basic life-sustaining services are not generally available.
- **Emergency Respite Site:** A location along an evacuation route that can support transportation-assisted evacuees and self-evacuees. Sites may include fuel stations, restroom facilities, and access to water.
- **Regional Hub Reception Center (RHRC):** A regional facility where evacuees can receive assistance in identifying the most appropriate shelter location for their needs. Typically state-run and employed during significant multi-jurisdictional, multiregional events.
- **Shelter¹ (Mass Care):** A facility where evacuees without a destination are evaluated and receive disaster services from government agencies and/or pre-established volunteer organizations. Meals and water are available, as well as basic first aid, pet and service animal sheltering, sleeping quarters, and hygienic support, and basic disaster services (e.g., counseling, financial assistance, referral) should also be available.

¹ "Shelter" refers to a fully functional evacuation shelter. Emergency shelters may have limited supplies and services and are meant to assist in immediate lifesaving and sustaining care until conditions stabilize and full services can be established at shelter locations.

Incident Command System

All Teams

Staff and Faculty are required to stay on campus until all students have been released. As such, it's important that a plan is in place at home for loved ones to cope with their absence. Our school is open to families of staff and faculty post-disaster. We hope that you'll take the opportunity to make our school a meeting place to help ensure your family's safety.

School Leadership

Incident Commander:

Oversees the full emergency response and activates internal strike teams. Works as the commander in conjunction with the input and leadership of the following designated positions:

- Public Information Officer
- Situational Analysis Officer
- Liaison Officer
- Safety Director
- Community Care Director
- Logistics Director

Public Information Officer:

Communicates information to the press and/or news agencies. The voice of the school in the event of an emergency. News media can play a key role in assisting the school with disseminating information related to emergencies or disasters to the public (parents).

Communications:

Point of contact for Incident Command responsible for providing communication services throughout an incident to inform the external school community of the situation. This may include drafting and sending phone calls/texts/emails as well as updating the school website and other social media.

Situational Analysis Officer:

Responsible for the collection, organization, and analysis of incident status information, and for analysis of the situation as it progresses.

Continuity:

Responsible for coordinating the purchase of materials as well as appropriating finances in preparation for, at the time of, and in recovery from an emergency or disaster. Supervises staffing needs during the incident.

Timekeeping:

Takes ongoing notes throughout an emergency or disaster, including a running list of all events, the time of the events, participants, and significant impact throughout the incident.

Liaison:

Contact person for outside agencies, including (but not limited to) police, fire, and ambulance services. May represent the school at city emergency operation centers and/or on-scene Incident Command.

Safety Director:

Works to ensure that all activities are conducted in as safe a manner as possible under the existing circumstances. Establishes methods of communications with Strike Teams. Oversees the work of the following predetermined teams comprised of members of staff:

- Search & Rescue
- First Aid & Triage
- Site Security

Community Care:

Works to ensure that all student and staff related needs are met as possible given emergency circumstances. Oversees the work of the following predetermined teams comprised of members of staff:

- Attendance & Assembly
- Crisis Counseling
- Reunification

Logistics:

Assures all work is done safely and in partnership with other teams. Oversees the work of the following predetermined teams comprised of members of staff:

- Facilities
- Long Range Care

Staff Assignments

Safety Director Teams:

Search & Rescue:

The main purpose is to locate and evacuate to safety any trapped, missing, or injured persons. Additional tasks are to identify dangers and provide safety during movements. Each search team should be at least two people.

First Aid & Triage:

Assess the extent and severity of all injuries. Triage and tag the injured to be treated accordingly. Treat all injuries to whatever extent possible.

Site Security:

Act to prevent any illegal entries onto campus during the emergency. Direct fire, ambulances, and police to areas of need.

Community Care Teams: Attendance & Assembly:

The essential role at the onset of an emergency - knowing the overall status of all people on

campus. This team needs to be aware of the entire campus community; those who serve on this team need to keep a wide outlook and be mindful of the typical people on campus as well as guests - substitute teachers, parent volunteers, outside vendors, or special guests.

Crisis Counseling:

Work with First Aid and Community Care to initiate response and monitor the wellbeing of individuals in emotional distress.

Reunification:

Assure the reunification of students with their parents or authorized adult at the predesignated area and make sure students are properly signed out before leaving campus.

Logistics Teams:

Facilities:

Responsible for shutting off gas, power, and water if needed. Will assess the stability and viability of buildings on campus to the best of their ability. Will also assist with the distribution and transportation of Strike Team supplies.

Long Range Care:

Responsible for distributing and tracking supplies, mainly food and water, to students, faculty and staff after an emergency. Will also assist with setting up shelter and toilet facilities if needed.

Facilities

Occupational Safety

MWA is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. The School's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Personal Appliances

Classrooms and offices should NOT have personal appliances such as coffee pots, tea/hot water kettle, mini-fridge, space heaters, microwaves, toasters, and other similar items. For safety reasons these items are prohibited in any spaces not designated by the school such as staff lounges, break rooms, etc. The school reserves the right to remove appliances that are deemed unsafe for spaces as needed.

Accident/Incident Reporting

It is the duty of every employee to report any accident or injury occurring during work or on School premises to their supervisor and the Human Resources department immediately or within 24 hours so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Smoke-Free Workplace

Smoking in any form through the use of tobacco products, vapor devices, or with e-cigarettes is prohibited at all the School buildings and facilities.

Expectations for Outdoor Activities and Use of Facilities

To maintain consistency and a positive school climate throughout the MWA community the following rules and expectations apply in all outdoor spaces across the MWA campus:

GENERAL RULES

Students must:

- Follow all directions from MWA staff members and adhere to all school rules.
- Share equipment and space.
- Keep all areas clean and tidy.
- Notice. Talk. Act. Report any unsafe behavior to a MWA staff member.
- Practice good sportsmanship.
- Freeze at the end of recess when the whistle is blown, then proceed immediately to designated line-up areas.

THE GARDEN

Students must never:

- Stand on, get inside, or jump over concrete raised beds.
- Pull or pick at plants in the garden without staff permission.
- Eat anything from the garden without consulting with a staff member.
- Hide behind plants at any time.

TURF FIELD/COURTS

- No food, beverages, or eating allowed on turf or basketball courts.
- No backpacks or students wearing backpacks allowed on turf.
- No lounging, hanging out, sitting, or loitering on turf areas; students must be actively playing a game or sport.

FENCES/GATES

Students must:

- Stay inside MWA's fences/perimeter at all times. No students are permitted to be outside of fences/perimeter.
- Not play or climb on fences.
- Not throw any objects through or over the fences or gates.
- Not exit any gate at any time without explicit permission from a staff member.

EQUIPMENT

- Students may check-out recess equipment from designated staff. Students are discouraged from bringing recess equipment from home. Equipment brought from home should be stored out of sight (e.g. backpack/locker). Equipment brought from home that is used outside of designated break periods may be confiscated.
- If personal equipment brought from home goes over the fences, students and parents may retrieve it after school.
- If MWA or Health and Wellness equipment goes over the fences, MWA staff will supervise retrieval.
- No bats or hardballs are permitted for use at MWA.
- No jump ropes may be tied on fences or used in any physical way towards another person.
- No rollerblades, Heelys, scooters, or skateboards.
- Students must not climb poles or hang from hoops or nets on the basketball courts. Hoops are for balls only.

PICNIC BENCHES AND CEMENT LEDGES/BENCHES

- Students are to clean up after themselves after consuming food or beverages, trash is to be picked up and disposed of.
- Students cannot stand on picnic tables, benches, or cement ledges/benches anywhere on campus.

RESTRICTED ACTIVITIES, AREAS, AND EQUIPMENT

- Any areas outside of the perimeter are off limits to students.
- Any area around or near storage sheds are off limits to students.
- Students are to remain off all landscaped and garden areas, including the sand/pebble/bark areas.
- Unsupervised students are not allowed in classrooms or hallways.
- No rock throwing; what is on the ground stays on the ground.
- Tag or Flag football only; no tackling or contact sports.
- No dog piling, wrestling, play-fighting, or similar games.
- No cheerleader flips, cartwheels, or gymnastics.

TURF RULES

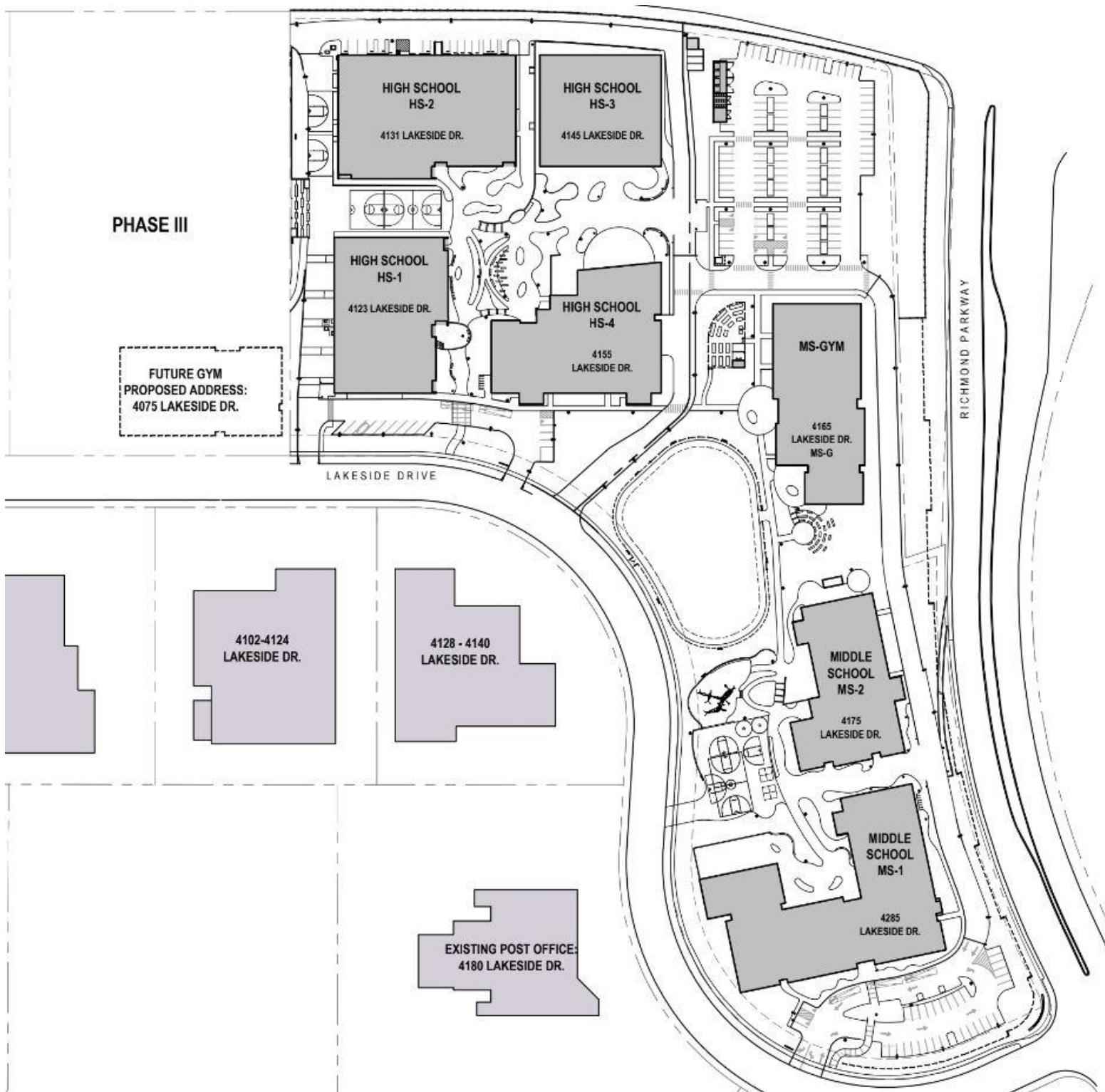
- No backpacks or students wearing backpacks on the turf. Drop backpacks in the backpack zone prior to entering the turf area.

- No food, drink or eating is permitted on the turf. No gum. Drinking water is permitted on the turf only in sealed bottles resting against the fence.
- No sitting/laying (turf is for exercise/practice/walking only).
- Students will not have access to Health and Wellness (H&W) equipment during recess. Students must bring equipment from home and store it in their lockers/backpacks.
- If there are H&W classes using the turf, no students will be able to use turf for recess.
- Adult supervision is mandatory in order for students to use the turf.
- No tackling, tripping, wrestling, or play fighting is permitted on the turf.
- When whistle blows, any equipment continued to be used will be confiscated. 10 second rule!
- No phones on the turf.

GYM RULES

- Food, gum, beverages are not allowed.
- Non-marking athletic shoes are REQUIRED on the gym floor.
- Scheduled events have priority.
- Return all equipment after use.
- Do not wear jewelry during workouts.
- Lock all valuables in your assigned lockers.
- No backpacks on the court.
- Report all injuries to your instructor immediately.
- Anyone found damaging or defacing the gym or equipment will be held financially responsible and subject to disciplinary action.
- If the space needs custodial services, please notify your instructor immediately.
- No hanging or jumping on any equipment.
- No dunking, hanging on basketball hoop nets, volleyball stands/nets, or bleachers.

Facilities Map



MWA Student Behavior Management and Restorative Practices

MWA believes that each student has liberties that include freedom of expression (artistic, intellectual, individual), freedom from physical aggression, and freedom from concerns regarding personal safety in the school environment. Our model of student support is rooted in restorative justice, which focuses on building positive relationships, comprehensively addressing harm/conflict, and restoring relationships. Our model also asserts that students, especially students coming from urban environments, are not broken, but have valuable skill sets to be accessed. In honor of this approach to behavior management, MWA provides resources that target the development and acquisition of various skills (academic, intellectual, and socio-emotional) in preparation for collegiate and professional environments. Our goal for student development is holistic centered, but we also understand that part of student development includes disciplinary measures as well to ensure the safety of our school community. When appropriate, we will exercise discipline measures to maintain the integrity of our programmatic structure and community safety.

Student Code of Conduct

Teaching and learning for all students is the highest priority. Therefore, one student's misbehavior will not be allowed to interfere with the learning opportunities of other students, or the teacher's responsibility to teach all students. In working to promote both academic and social development, MWA's school-wide behavior management policies are intended to uphold school-wide behavior and academic expectations. Students who fail to adhere to these expectations will be subject to an appropriate consequence.

Classroom Management Policy

When a student does not follow classroom expectations, the following strategies are utilized by faculty to redirect behavior for positive individual and learning outcomes:

- Verbal warning: spoken cue to student that behavior is not appropriate
- "Pause" or "check-in": provision of time/space for student to reflect, de-escalate as necessary and make the choice to positively change their behavior
- Application of classroom consequences per teacher's classroom management system, as listed in their syllabus
- Parent/guardian contact by teacher
- Scheduling of parent/guardian conference by teacher, as needed
- Application of academic and/or behavioral intervention strategies by teacher

If the student does not positively redirect their behavior, the student will be issued a behavior referral and sent to the Dean of Students. The section below outlines the school-wide behavior management model. The below chart represents a non-exhaustive list of examples of types of behavior and resulting consequences. Depending on the infraction, a single incident may constitute a suspendable or expellable infraction under the MWA Suspension and Expulsion Policy. The school will make every effort to support a student before utilizing consequences involving suspension and or expulsion*.

For a detailed view of our student behavior management system, please review the latest Student-Parent/Guardian Handbook can be found on our website:

<https://www.makingwavesacademy.org/mwa-richmond-wide-support/distancelearningguidebook>

School Safety Policy Guidelines

It is the policy of MWA to provide a safe environment for students and staff by removing students whose actions cause a potential or continuing danger to students and/or staff. If a student commits any of the following infractions on or under school jurisdiction (while the student is at school, in route to or from school, or at a school-sponsored event/activity), the student **will be recommended for expulsion** from MWA:

- Possessing, selling, or otherwise furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Assistant Principal or designee's concurrence.
- Brandishing a knife at another person. As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or battery as defined in subdivision (n) of Section 48900.

Fights/Threats/Bullying: Students are encouraged and expected to take the following steps to resolve conflict instead of resulting to physical action, threats, or intimidation:

- Inform a Dean of Students, teacher, site monitor, security or any adult in the general vicinity,
- Walk away from the situation that appears to be escalating, then seek out assistance from an adult,
- Take deep breaths to help calm down,
- Request a conflict mediation meeting with the Dean of Students to help resolve potential conflicts.

Consequently, fighting, repeated threats to fight, or bullying as a means of creating or resolving conflicts will result in a recommendation for expulsion from MWA.

Controlled Substances (Drugs or Alcohol):

The following circumstances can result in suspension and a possible recommendation for expulsion:

- Using, possessing, attempting to buy or selling a controlled substance (illegal drugs or alcohol) or being under the influence.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Possession of tobacco or nicotine products, including but not limited to cigarettes (including electronic smoking devices, e-cigarettes, hookah pens) snuff and smokeless tobacco.

Please Note: Any of the aforementioned offenses may be reported to the proper legal authorities. Further, repeated or severe violations of the school disciplinary policies may also result in a recommendation for expulsion as identified in the [Suspension and Expulsion Policy and Procedures](#).

The above school rules and regulations apply to all school activities, on or off campus, including school-sponsored activities and events, as well as in transport to/from school grounds.

Searches and Seizures

MWA is fully committed to promoting a safe learning environment. To ensure this, MWA will act in accordance with state law to provide procedures and policies with the goal of eliminating the possession and use of prohibited items, including weapons, controlled substances, or other dangerous items, by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, law enforcement, MWA security personnel, and/or Executive/Senior Leadership may search a student's personal property, and/or property belonging to MWA under the student's use and may seize illegal, unsafe, or otherwise prohibited items. A student and their belongings may be searched if there is reasonable suspicion that the student has violated or is violating the law or established school rules.

Any illegal items and the possession of illegal items (as defined by state law and MWA's policies and guidelines) may be subject to law enforcement. Student lockers are MWA property and remain at all times under the control of MWA. The acceptance and use of locker facilities on MWA campus by any student shall constitute consent by the student to the search of such locker facilities by authorized MWA

personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs. Copies of the MWA Search and Seizure policy can be requested at the middle and upper school Front Offices.

Mental Health Services

MWA recognizes that unidentified and unaddressed mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at MWA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. Our students can ask for support from MWA's division social worker by contacting the Main Office in person or by phone at 510-262-1511. The parent/guardian would then share their child's current grade and support needed (e.g. family divorce, grief/loss, concerned about depressive symptoms) in order to connect with the assigned social worker.

Suicide Prevention and Intervention

The Centers for Disease Control and Prevention ("CDC") reports that suicide is the second leading cause of death among people 10 to 34 years of age in the United States[i]. MWA's Suicide Prevention and Intervention policy, along with MWA's Death Policy, outlines MWA's suicide prevention, intervention and postvention procedures to protect the health and well-being of all MWA students. Please see MWA's Death Policy for postvention procedures on how to respond to a student who has died by suicide or other circumstances. A full copy of the Suicide Prevention and Intervention Policy and MWA's Death Policy can be found on MWA's website or available by request. In order to request, please contact our main office and ask to be connected to your grade level social worker.

Expectant and Parenting Students

The MWA mission states, "Making Waves commits to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities." This statement is inclusive of expectant and parenting students. MWA encourages expectant and parenting students to continue their education while receiving necessary health, social service, and day care services. MWA recognizes that expectant and parenting students face challenges that may interfere with academic success and are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. This policy outlines the protocol that MWA will utilize to best support expectant and parenting students.

A pregnant or parenting student is entitled to eight weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. A pregnant or parenting student who does not wish to take all or part of the parental leave to which they are entitled shall not be required to do so. When a student takes parental leave, MWA will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. MWA shall not require a pregnant or parenting student to complete academic work or other school requirements during the leave. A pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave.

Upon return to school after taking parental leave, a parenting student will be able to make up work missed during their leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in MWA if it is necessary in order for the student to be able to complete any graduation requirements, unless MWA determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school. If a student chooses not to return to MWA after taking parental leave, they are entitled to alternative education options offered by MWA. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses

equal to those he or she would have been in if participating in the regular education program. A student shall not incur an academic penalty as a result of the student's use of the accommodations to which it is entitled under the law.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the [Uniform Complaint Procedures \("UCP"\)](#) of MWA. The complaint may be filed in writing with the UCP compliance officer:

Elizabeth Martinez, Chief Operating Officer
 4123 Lakeside Drive, Richmond, CA 94806
 (510) 262-1511, mwacompliance@mwacademy.org

School Property and Personal Possessions

Lockers and Locks

Students will be assigned a locker with a lock. Only locks provided by MWA will be used on the lockers. Students should keep the combination to themselves. There will be a \$5 replacement fee for any lost locks. Lockers are for your belongings and school supplies. Students are responsible for the organization and cleanliness of their locker. Lockers may be searched at any time by school officials to the extent allowed by law. As such, students:

- Should not have any unauthorized and/or illegal items such as weapons, cigarettes, drugs (even prescription drugs, which should be kept in the nurse's office).
- Should not leave food in their locker as it attracts rodents and ants.
- Should not leave any PE clothing in the locker over the weekend.
- Should not leave any electronics, irreplaceable items or other valuables in their locker, including money.

Anti-Bullying, Harassment, Intimidation, Discrimination and Title IX Policy

MWA is committed to providing a work and educational atmosphere that is free of unlawful discrimination, sexual harassment, harassment, intimidation, and bullying. MWA will not condone or tolerate discrimination or harassment of any type, including bullying, or intimidation, by any employee, independent contractor or other person with whom it does business, or any other individual, student, or volunteer. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

All complaints of misconduct prohibited by this policy will be treated seriously. Students are expected to guide all of their actions with others using the MWA Core Values. Material that is considered verbally or physically threatening, obscene, racist, discriminatory, will not be tolerated. MWA will address misconduct prohibited by this policy, which includes but is not limited to harassment in social networking threatening posts and/or correspondence, that comes to the attention of MWA. MWA reserves the right to access and review any and all information in accordance with the law and MWA policies in an attempt to preserve the safety, health, and overall well-being of the student.

To the extent possible, MWA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond to, and address any reports of

such behaviors in a timely manner. MWA staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene, when safe to do so.

This policy applies to all employees, students, and/or volunteer actions and relationships, regardless of position or gender. MWA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy, including but not limited to those instances occurring on social networking sites and communication devices during regularly scheduled work days and hours, in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. MWA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinators:

For Students:	For Employees:
Dean of Students 4123 Lakeside Drive Richmond, CA 94806 (510) 262-1511 Jennefer Cerna (5th & 6th Grade) Artemus Jones (7th & 8th Grade) Arella Sidransky (9th-12th Grade)	Fe Campbell Director of Human Resources fcampbell@mwacademy.org 4123 Lakeside Drive Richmond, CA 94806 (510) 262-1511

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. § 106.1 et seq.) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MWA.

MWA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or employee's sex

Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MWA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MWA investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

What is Bullying?

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence and/or creates an intimidating and/or hostile educational environment directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience a substantial interference with their academic performance.
4. Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by MWA.

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.

What is Cyberbullying?

"Cyberbullying" is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

“Electronic Act” means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Bullying and Cyberbullying Prevention Procedures

MWA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

MWA advises students:

- A. To never share passwords, personal data, or private photos online.
- B. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- C. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- D. To consider how it would feel receiving such comments before making comments about others online.

MWA informs school employees, students, and parents/guardians of MWA's policies regarding the use of technology in and out of the classroom. MWA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

MWA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MWA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MWA and encourages students to practice compassion and respect each other.

MWA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MWA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MWA informs MWA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

MWA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MWA employees who have regular interaction with students.

MWA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MWA also informs certificated employees about the groups of students determined by MWA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MWA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MWA's students.

Grievance Procedures

Scope of Grievance Procedures

MWA will comply with its [Uniform Complaint Procedures \("UCP"\) policy](#) when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the [MWA UCP Compliance Officer](#) not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MWA will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The MWA Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator for students. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MWA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report. Students are expected to report all incidents of misconduct prohibited by this policy or other verbal or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, administrator, staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

MWA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MWA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action. All supervisors of staff will receive sexual harassment training within six months of their assumption of a supervisory position and will receive further training once every two years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MWA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MWA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MWA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MWA to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent, volunteer, visitor or affiliate of MWA, the Coordinator or administrative designee will promptly initiate an investigation. At the conclusion of the investigation, the Coordinator or administrative designee will notify the complainant of the outcome of the investigation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees, including the type and extent of behavior management issued

against such students or employees. Complaints shall be investigated and resolved within 30 school days, unless circumstances reasonably require additional time.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that MWA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

- MWA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MWA's policies.
- MWA may remove a respondent from MWA's education program or activity on an emergency basis, in accordance with MWA's policies, provided that MWA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

- If a formal complaint of sexual harassment is filed, MWA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MWA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - MWA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. MWA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- Prior to completion of the investigative report, MWA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

- If the investigation reveals that the alleged harassment did not occur in MWA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable MWA policy.
- MWA may dismiss a formal complaint of sexual harassment if:
 - o The complainant provides a written withdrawal of the complaint to the Coordinator;
 - o The respondent is no longer employed or enrolled at MWA; or
 - o The specific circumstances prevent MWA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MWA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- The decision-maker(s) will not be the same person(s) as the Coordinator, the investigator or the decision-maker(s) for the appeal.
- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- MWA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - o The allegations in the formal complaint of sexual harassment;
 - o All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - o The findings of facts supporting the determination;
 - o The conclusions about the application of MWA's code of conduct to the facts;
 - o The decision and rationale for each allegation;
 - o Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - o The procedures and permissible bases for appeals.

Appeal

Should the reporting individual find MWA's resolution unsatisfactory, the reporting individual may, within five school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three certificated MWA employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant's appeal and render a final disposition.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MWA will implement appeal procedures equally for both parties.
- Within five (5) business days of MWA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from MWA's dismissal of a formal complaint or any allegations therein, on the following bases:
 - o Procedural irregularity that affected the outcome of the matter;
 - o New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - o The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- MWA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements, or knowingly submit false information during the grievance process are subject to disciplinary action; students may receive behavior management up to and including suspension or expulsion and employees may be subject to disciplinary action up to and including termination. Bullying by **any individual** at MWA is strictly prohibited. MWA will report all abuse to the *appropriate legal authorities* as required by the law. The Coordinator is responsible for effective implementation of any remedies ordered by MWA in response to a formal complaint of sexual harassment.

In addition, any student involved who engages in misconduct prohibited by this policy, regardless of their role, may be required to participate in the following:

- *Bullying Education*: Participation in a specific number of bullying workshop sessions centered around bullying education (i.e. statistics, prevalence, impact of bullying).
- *Restorative Justice*: Specific activities aimed to address and repair the damage caused to the MWA community by bullying (i.e. write an essay on the harmful effects of bullying and present an essay to the MWA community).
- *Psychological Services*: A specific number of individual or group counseling sessions facilitated by a therapeutic clinician.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location by the Dean of Students or designee.

MWA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Ingress/Egress/Transportation

In order to protect and ensure student safety, MWA is a closed campus. This means that from the time of Arrival to the time of Dismissal to home, students may not leave campus. All Parents, Guardians and students are expected to follow MWA's Arrival and Dismissal policy, including traffic guidelines, time frames, and directives from MWA Staff members and volunteers facilitating Arrival/Dismissal in order to maintain a safe environment for all students.

Expectations for Parents/Guardians and Students During Arrival and Dismissal

Parents/guardians are responsible for clearly communicating with their students every day regarding student dismissal plans.

Students may make phone calls home from the front office during breaks or lunch if they need to speak to their parents/guardians about pick-up times, after-school plans, sports and other plans. Students are permitted to use personal cell phones during approved dismissal windows for transportation-related calls.

Students and parents/guardians are expected to respectfully and courteously follow traffic laws, posted signs, and the directions of all MWA staff and volunteers during arrival and dismissal. Additionally, they should be mindful of the volume and appropriateness of their music when on campus.

To ensure student safety, and to ensure families get through the arrival and dismissal line quickly, please follow the directions of staff, faculty and volunteers at all times. The dismissal process takes approximately 30 minutes. Students and parents/guardians should plan ahead if there is an appointment or other commitment for which they need to leave school promptly. Parents/guardians should review the early release procedure if they anticipate needing to leave school early in order to attend an appointment (appointments are excused per the reasons outlined in the section titled "[Excused Absences](#)").

Traffic Procedures

To ensure student and community safety, it is essential to follow the traffic procedure. Families and/or students found violating traffic regulations or operating in an unsafe manner may lose their parking privileges on campus. The local police department will be involved as necessary.

Guidelines

- Always follow directions of the staff, faculty and volunteers directing traffic
- Always use the crosswalks
- Never "j-walk"
- U-Turns on Lakeside are prohibited
- Never park in the bus loading zones
- Speed limit is 5 mph while driving anywhere on campus (e.g. the parking lots and the drive loop)
- Students may only park in designated areas
- Students may not park in faculty or visitor parking spaces
- Students must be dropped off in designated areas ONLY
- Student drop-off/pick-up at any of the surrounding businesses (for example, the YMCA) is **strictly prohibited**

Students and parents/guardians who do not follow the Arrival/Dismissal Policy jeopardize the safety of our students and staff, and will be subject to the following:

- School-Wide Behavior Management System interventions – refer to School-Wide Behavior Management System
- Meeting with School Administrator to discuss safety violations
- Report to Law Enforcement as mandated by law

Student athletes are permitted to leave campus and return for later practices and games with the permission of the Athletic Director. Athletes must return promptly at the start time of their activity supervised by MWA staff, or wait in the designated academic program area. Athletes may not wait in unsupervised and closed buildings. Athletes may **not bring unapproved food back to campus.*

School Environment

Notice of Pipeline Hazard

An 8-inch diameter liquid petroleum pipeline, owned and operated by Kinder Morgan Energy, Partners, LP (Kinder-Morgan) traverses the western portion of the Making Waves' property behind Building 2 (4131 Lakeside Drive). J House Environmental, Inc. prepared a pipeline hazard analysis to identify potential safety hazards associated with school facility operations in proximity to this pipeline.

This analysis concluded, "The Kinder-Morgan refined petroleum product pipeline that traverses the

western portion of the 4123 and 4131 Lakeside Drive site is not anticipated to pose a significant safety hazard to students or staff at the proposed charter school.”

A copy of the complete 26 page J House Environmental, Inc. pipeline hazard analysis is available for viewing at the Main Office, Making Waves Academy, 4123 Lakeside Drive, Richmond, CA.

Visitor Policy/Guidelines

Partnership between MWA, parents/guardians and families is essential to support student achievement. To promote family involvement, community building, and academic growth, parents/guardians and educational advocates are always welcome on campus, on the condition that they adhere to the visitor policy outlined below.

All visitors are expected to register by providing a formal identification card, reading and signing a copy of the Visitor Policy/Guidelines and returning it to the Front Office staff prior to being approved for visit.

MWA complies with all applicable health and safety guidelines and orders issued by federal, state, or local governments or health departments. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing, etc.) may be denied registration. When recommended or required by the State or County Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and adhere to physical distancing protocols. MWA reserves the right to implement additional measures for the protection of its school community, such as limiting nonessential visitors on campus or requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

A "visitor" is any person seeking to enter the school grounds during school hours who is not an MWA employee or current student. A "visitor" does not include a parent or guardian of a current student who is solely on school grounds for pick-up or drop-off of their child. All visitors who are not a parent or guardian of a current student must have a specific and educationally-relevant purpose for their visit.

All campus visitors must have the prior consent and approval of the school leader or their designee.

Visitors are required to adhere to the following procedures:

- Visitors may request school leader consent through the front office or by contacting the front office at 510-262-1511.
- The request should include the purpose of the visit, dates, and times of the visit and the specific classroom or student being observed.
- Immediately upon arriving on campus, all visitors must check in at the front office to sign in and obtain a visitor's pass.
- All visitors must wear a visitor's pass in a visible place throughout the duration of their stay on campus.
- All visitors must sign out upon the completion of their visit and return their visitor's badge.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will be asked to produce identification/badge and will also be asked to produce any documentation that authorizes school access. MWA shall make reasonable efforts to notify parents/guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MWA, consistent with the law. The MWA Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Visitor Conduct While on Campus

In order to maintain a safe and productive learning environment for students and staff, we request that visitors adhere to the following:

- Enter and leave the classroom as quietly as possible.
- Do not converse with students, teachers or other instructional assistants during the visit unless given permission.

- Visitors should not address nor confront other students.
- Keep the length and frequency of classroom visits reasonable, based on the activity being observed.
- No electronic listening or recording device may be used in a classroom without the Assistant Principal or designee's permission. No recordings may be published publicly.
- Visitors are expected to conduct themselves as professionals, and as such this entails not entering campus under the influence of alcohol or drugs. Nor should visitors show up smelling like drugs, e.g., marijuana. If the visitor does not meet the stated expectations they will be asked to leave the premises.

Parents/Guardians, Visitors Shall Not:

- Be permitted access to the campus if they are registered sex offenders without prior permission from the Chief Executive Officer or their designee in accordance with Penal Code 626.81. The request must be received by the school no later than 21 school days prior to the first date the person is requesting to be on campus.
- Willfully interfere with the behavior management, order or conduct in any classroom or school activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury to any person.
- Disrupt class work, extracurricular activities or cause disorder in a place where a school employee is required to perform their duties.
- Willfully interfere with or disregard any safety-related operations and procedures (e.g. moving traffic cones for convenience), including for student sign-out, arrival and dismissal.

Administrator Authority

All visitors who enter MWA and fail to adhere to the visitor policy or who defy the school policy and administration's authority may be reported to the appropriate police agency and may be subject to criminal charges.

Parent/Guardian Rights

- Parents have the right to observe classrooms in which their child is enrolled after making a request in advance, within a reasonable timeframe.
- Parents have the right to request a meeting with a classroom teacher, the school Director or their designee after observing their student.

Removal of Visitors

- MWA administration may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption, physical injury to staff members or students, and/or threat of destruction of property.
- MWA administration may withdraw consent to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MWA's orderly operation. If consent is withdrawn by someone other than the Assistant Principal, they may reinstate consent for the visitor if he/she believes that the person's presence will not constitute a disruption or substantial and material threat to MWA's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
- MWA Administration may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, MWA administration shall inform the visitor that if he/she reenters MWA without following the posted requirements he/she will be guilty of a misdemeanor and will be referred to law enforcement.
- Any visitor that is denied registration or has their registration revoked may request a conference with the Assistant Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Assistant Principal within 14 days of the denial or revocation of consent. The Assistant Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with them shall be held within seven days after they receive the request. If no resolution can be agreed upon, the Assistant Principal shall forward notice of the complaint to the MWA Board of Directors. The MWA Board of Directors shall address the complaint at the next regular board meeting and make a final determination.
- At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this Policy.
- MWA administration will seek the assistance of the police in managing or reporting any visitor in violation of this policy.

Leadership Directory

CENTRAL OFFICE

Alton B. Nelson Jr, Interim Principal & Chief Executive Officer
anelson@mwacademy.org

Elizabeth Martinez, Chief Operating Officer
emartinez@mwacademy.org

Wallace Wei, Chief Financial Officer
wwei@mwacademy.org

Damon Edwards, Chief Technology Officer
dedwards@mwacademy.org

Lisa Dodson, Managing Director of Talent
ldodson@mwacademy.org

Fe Campbell, Director of Human Resources
fcampbell@mwacademy.org

SCHOOL

Alton B. Nelson Jr, Interim Principal & Chief Executive Officer
anelson@mwacademy.org

Eric Becker, Assistant Principal (Grades 10-12)
ebecker@mwacademy.org

Brian Jimenez, Assistant Principal (Grades 5 & 6)
bjimenez@mwacademy.org

Katherine Mason, Director of School Operations
kmason@mwacademy.org

Esau Molina, Director of College and Career Counseling
emolina@mwacademy.org

Jeff Hazel, Athletics Director
jhazel@mwacademy.org

Don't see the person you are trying to reach? Call our main line to get connected at 510-262-1511 or email mwainfo@mwacademy.org.

For media inquiries, please contact Bonnie Shea at bshea@making-waves.org or 510-406-3224.

Appendices

Communication Templates

ALL CLEAR

Text/Email/Voice Message: The _____ (specify the type of emergency) emergency has ended. Please standby for further instructions. Go to _____ or other local sources for more information.

ACTIVE SHOOTER

Text Message to Faculty/Staff: Emergency! An armed person on campus. Go to the nearest room and lock down. Remain hidden and quiet. If off campus, do not enter the campus. Follow instructions from authorities.

Email Message to Faculty/Staff: EMERGENCY! An armed person is at large on the campus. If you are on campus, go into the nearest available room and lockdown. Remain hidden and quiet. If you are not on campus, stay away. Follow instructions from school officials or local authorities. More information on campus emergencies may be found at WEB ADDRESS.

Text Message to Families: Emergency! An armed person on campus. School is currently in a Lockdown. Do not come to campus at this time, it is unsafe to do so. Further information will be provided as soon as possible.

Voice Message to Families: This is [name and title] with an EMERGENCY alert from YOUR SCHOOL. There is an armed individual at large on campus. [Shots have been fired.] The school is currently in Lockdown. Please do not come to campus at this time. This threat is real and imminent! Follow instructions from school officials or local authorities. More information will be provided as soon as possible.

HOSTILE INTRUDER

Text Message to Faculty/Staff: Hostile intruder on campus. Find shelter now and lockdown. Be alert and wait for further instructions.

Email/Voice Message to Faculty/Staff: A hostile intruder with unknown intentions may be on campus. Be aware of your surroundings, secure yourself behind locked doors immediately. Follow instructions from emergency or school personnel. Please limit phone use so phone lines are available for emergency messaging. Standby for additional messages regarding this incident. Go to WEB ADDRESS or other local sources for more information as soon as possible.

AREA EVACUATION

Text Message to Families: An immediate evacuation of campus is required. Our school is evacuating to _____(location & address). Please proceed here to pick up your student when possible. Additional information is available at the School *website*.

Email/Voice Message to Families: An immediate evacuation of _____(areas that need to be evacuated) is required due to _(reason for evacuation). Our school is evacuating to _____(location) and will remain there for reunification purposes. Our students and staff are safe and we urge you to please stay calm and drive safely on your way to pick up your child(ren). Our staff will meet you when you arrive at _____ (location address) and assist you in the reunification process.

BOMB/BOMB THREAT

Text Message: Emergency! A bomb has been found on campus. Prepare to evacuate. Follow instructions from authorities.

Text Message: Emergency! SCHOOL has received a bomb threat. Prepare to evacuate. Follow instructions from authorities.

Email Message: EMERGENCY! A bomb has been found on the SCHOOL campus in the [building]. If you are in the vicinity of the [building], prepare immediately for evacuation. If you are not in the area, stay away. Listen for instructions from school officials or local authorities and follow them quickly and carefully. Repeat, a bomb has been found in the [building].

Email Message: EMERGENCY! A bomb threat has been received by SCHOOL. If you are in the vicinity of campus, prepare immediately for possible evacuation. Listen for instructions from school officials or local authorities and follow them quickly and carefully. More information on campus emergencies may be found at WEB ADDRESS.

Voice Message: This is [name and title] with an EMERGENCY alert from SCHOOL. A bomb has been found on the SCHOOL campus in the [building]. SCHOOL will be evacuating off campus to ____ (location). Please stay away from campus if you are heading in this direction. Further instructions will be sent out as soon as possible.

Voice Message: This is [name and title] with an EMERGENCY alert from SCHOOL. We have received a bomb threat that we deem credible. We are preparing for an evacuation. Please stay away from campus at this time and await further instructions.

CAMPUS CLOSED (WEATHER)

Text Message: SCHOOL Campus will be closed 00:00 PM 00/00/00 due to inclement weather. Go to WEB ADDRESS for further information.

Email Message: ATTENTION! The SCHOOL campus will be closed as of 00:00 AM/ PM (optional) [day, month date, year] due to inclement weather. For additional information and updates, visit WEB ADDRESS, call xxx-xxx-xxxx, or stay tuned to local area media.

Voice Message: This is [name and title] with a weather alert from SCHOOL. The campus will be closed [as of 00:00 AM/PM (optional)] [day, month date, year] due to inclement weather. For additional information and updates, visit WEB ADDRESS, call xxx-xxx-xxxx, or stay tuned to local area media.

Text Message to Faculty/Staff: Operation suspended today at _except for essential personnel. Go to WEB ADDRESS or call xxx-xxx-xxxx for info

Email/Voice Message to Faculty/Staff: Due to _____(reason for closure), all but essential operations are suspended beginning at _____(time closure begins), continuing until further notice. All classes are canceled. Check with your supervisor regarding whether your position is essential during this situation. Please limit phone use so phone lines are available for emergency messaging. Standby for additional messages and go to SCHOOL WEB ADDRESS or call the SCHOOL at xxx-xxx-xxxx for more information.

CIVIL DISTURBANCE

WEB TEXT/EMAIL/VOICE: A civil disturbance is occurring at _____. An official public warning to disperse has been given. Law enforcement officers are on the scene and arrests are being made. All persons are directed to stay away from this area until further notice. Anyone who remains in the area is subject to arrest and/or disciplinary action. Check this source for additional information as it becomes available.

SMS TEXT: Unsafe conditions at _____. Emergency response underway. Stay away from this area. For info, WEB ADDRESS or call xxx-xxx-xxxx.

EXPLOSION

Text Message to Faculty/Staff: Emergency! There has been an explosion on campus. Prepare to evacuate and follow instructions from Incident Command.

Email Message to Faculty/Staff: EMERGENCY! There has been an explosion on the SCHOOL campus in the (building). If you are in the immediate vicinity, you should evacuate as instructed by school officials or local authorities. If you are not in the area, you must keep at a safe distance so that emergency units can work unimpeded. Follow instructions from school officials or local authorities. End of message.

Email/Voice Message to Families: This is [name and title] with an EMERGENCY alert from SCHOOL. There has been an explosion in the (building). Faculty, staff, and students are evacuating off campus to _____ (location). Do not head toward the area at this time as roadways need to remain open so that emergency units can work unimpeded. Please await further instruction from school officials.

FACILITY EMERGENCY

Sewer Emergency: _____pm/am on _____ at the _____. The water lines have been contaminated with sewage. Do not use water from the taps for eating, drinking, washing, experiments or other purposes. Toilets in the _____complex will be unavailable until _pm/am. YOUR SCHOOL Facilities.

Occupational Health and Safety, Public Health personnel and other responders are on scene. Go to the YOUR SCHOOL Emergency homepage for more information and updates on this incident.

FIRE

Text Message to Faculty/Staff: Emergency! Fire alarm activated in (building). Please evacuate immediately.

Text Message to Families: Alert! A fire alarm has been activated in (building). The school has evacuated and emergency responders are on the way. Please await further instruction.

Email/Voice Message to Families: This is [name and title] with an EMERGENCY alert from SCHOOL. A fire has been reported in the [building]. Faculty, staff, and students have evacuated. Please await further instruction and do not head to the school at this time so that emergency units and firefighters can work unimpeded.

GAS LEAK

Text Message to Faculty/Staff: EMERGENCY! There is a gas leak and threat of fire on campus. Put out any flames. Follow alarms and instructions for evacuation.

Email/ Voice Message to Families: Alert! This is [name, title] from SCHOOL. There is a gas leak on the SCHOOL campus in (building), posing a threat of fire from accidental ignition. We are preparing for an evacuation of the school. All students, faculty, and staff are safe. Please do not come to campus at this time and await further communication.

HAZARDOUS MATERIAL SPILL ON CAMPUS

Text Message to Faculty/Staff: EMERGENCY! There has been a hazardous material spill on campus. Prepare to evacuate. Follow alarms and instructions.

Email/Voice Message to Families: Alert! There has been a [spill/release] of hazardous material on the SCHOOL campus in the [building]. SCHOOL is preparing for a possible evacuation. Please keep at a safe distance so that emergency units and hazmat teams can work unimpeded. Follow instructions from school officials or local authorities. Additional communication will be sent out as soon as possible.

POWER FAILURE

Text Message: Emergency! There has been a power failure on campus. Stay calm. Follow instructions from school authorities.

Email/Voice Message to Families: Alert! The SCHOOL campus is experiencing a major power failure. All buildings and facilities are affected. There is NO immediate need for an evacuation. School authorities are working through the situation and will send out additional communication as soon as possible.