



Board Report
School-Wide

Board Report - September 2020

From the Senior School Director's Desk

Dr. E. Ward-Jackson

We have officially launched the 2020-21 school year remotely! I am very proud of what we have accomplished as a school community over the past several months. Strategically planning to leverage the summer weeks by working to implement learnings from our spring semester distance learning experience, simultaneously planning for all areas of school relaunch, and participating in key professional development has proven to be the right course as we have launched an outstanding start to the school year. I think it is important to distinguish the difference between launching the school year remotely, and starting the school year with distance learning. When I say we launched the school year remotely, I am referring to the elements entailed in starting a successful school year, such as registering and enrolling students, onboarding and inducting new teachers and staff, hosting professional development, collaboration and teaming, planning for orientations, systems, schedules, and hosting retreats and community building among the adult community--this year, 100% of these efforts occurred virtually. Additionally, we were able to support the successful implementation of the technology plan, instructional materials plan, and meals distribution plan. We transitioned to utilizing new technologies, new applied technology programs, new schedules, and new programmatic compliance requirements that will allow for a smooth transition to our refined approach to distance learning that optimizes for safety, rigorous instruction, and social-emotional well-being. The two activities (launch of the school year and distance learning) go hand in hand. From the perspective of being a success indicator of our school's response to operating during a global pandemic, we were able to prioritize the strategy for each in such a way that has prepared our school community for a very strong opening of the 2020-21 school year.

On August 17, 2020, we welcomed 168 5th Grade students (the 25th Wave) to Making Waves Academy, and on the following day we welcomed all of our returning Wave-Makers. For over a decade, Making Waves Academy has been a safe harbor for our students and for the broader community, a pillar of hope and security amid the uncertainty of life outside of the school's walls. Our community has supported one another through inclement weather, bereavement, and the impacts of social injustices, illnesses, and all matters of obstacles. Our community has also united through our traditions, hosting acclaimed college and career fairs, celebrating literacy during My Very Own Library, awkwardly swaying to the music during the 8th grade dance, and cheering together in the stands with Bob Marlin during athletic events, to name a few. The culture of Making Waves Academy is not fully dependent upon a building, nor upon being together in the same physical place. We have learned and experienced that the culture of Making Waves Academy lives within the spirit of our mission, in our students and families, in the hearts of our educators, and in the unwavering commitment of our leaders and supporters. Although we are not able to be together within the same walls, the strength of our community continues to envelop our students and staff in the familiar safety and comradery that defines what it truly means to be a Wave-Maker. Because this is true, despite how different having a remote start with distance learning is, many elements of our program are experienced by our Wave-Makers as "business as usual". We remain committed to the 4R's: Rigor, Relevance, Results, and Relationships, and accordingly, we have experienced high engagement and a strong sense of

Board Report - September 2020

community from our newest Wave-Makers, as well as a strong sense of voice and agency from our returning Wave-Makers.

We have shared previously that while launching the school year, we are simultaneously introducing a new organizational chart, and our new one-school model, as well as the implementation of the first year of our new WASC cycle and development of the brand new Local Continuity and Attendance Plan (LCP). Today, I would like to introduce that we have additionally started the first year of implementation for our new Making Waves Strategic plan. The Strategic Plan for Making Waves, which outlines our three-phase expansion strategy, is well underway. Following a presentation from Jon Siapno, our Director of College and Career Counseling, to faculty and staff during August Professional Development (PD), community members expressed enthusiasm for the plan, particularly for how Making Waves is aiming to position itself as a direct resource to neighborhood schools. Christine Dougan, our Associate Director of College and Career Counseling, and Ateris Adams, our Associate Director of Alumni Engagement, have been working closely with our partners at CAP, our college success program, to align our efforts around alumni engagement and a new metric we will be tracking, organization-wide: Estimated College Completion (ECC) rates. Michelle Chan, our Academic Advising Coordinator, has arranged our master schedule to ensure a guaranteed and viable offering where all upper school students can fulfill their a-g requirements upon graduation, in addition to optimizing our rosters for seamless transitions between all phases of our pandemic school relaunch plan. Melissa Macho, our Student Activities Coordinator, is now housed within College and Career Counseling and has committed to bringing a vibrancy to our community at the place where student engagement overlaps with student dreams and aspirations. Lastly, we are thrilled to have our Career Services Coordinator position filled by Peter Le, who has previously served as the Program Manager for the California School-Based Health Alliance, where he supported 17 school-based health centers across West Contra Costa County.

In the following pages of this report we will delve deeper into some of the programming that braids together the start of the school year, our school climate, and a programmatic element of our strategic plan. In our Holistic Support Services overview and Deans of Students spotlight, you will explore and understand some of the challenges, problem-solving, and bright spots associated with social-emotional learning, our new advisory program, and our response to student support and discipline needs.

Board Report - September 2020

Holistic Support Services Overview

Brandon Greene, Director of Holistic Support Services

Holistic Support Services Overview

The Center for Holistic Support Services has had a successful lift-off on our 2020-21 relaunch plans during the first two weeks of the school year. Our Deans and Social Workers are serving as critical primary points of contact for students and families needing clarity and support on how to access essential school-based services such as meal pick-up days and times, how to obtain IT support, how to initiate school-based mental health services, and are serving as linchpin referral sources for all inquiries related to navigating interdepartmental support requests.

Our team is proud of the intensive work being done to create and implement daily, synchronous social-emotional learning (SEL) and holistic development offerings for all Wave-Makers via the Advisory period. We strive to create a predictable daily routine and ritual for students where relationship building and forming social connections with peers and teachers is the focus. We prioritize creating fun, experiential, inquiry and reflection based interactive sessions intended to alleviate our community's sense of social isolation during this COVID-19, systemic racial injustice, and wildfire crisis impacted time. Core elements of each daily Advisory period offering include the following:

- a. **Opening activity** to transition students mindfully into the period (e.g. highlight a motivational quote or practice a mindful minute)
- b. **Daily check-in** to elevate all student voices (e.g. emotional "weather report", reflection on accomplishments or goals for the week, discuss what you are looking forward to or are most excited about for the day, etc.)
- c. **Content or lesson for the day** to teach, model and reinforce skills and competencies for student holistic development (e.g. practicing coping strategies, identifying school-based social support networks, practicing outreach for support, developing organization and time management skills, etc.)
 - i. Content examples include: Focus on the domains of *Preparing the Mind for Success and Competition (PMSC)* and the *Collaborative for Academic and Social-Emotional Learning* (Self-Awareness, Relationship Skills, Cognitive Construction, Life Dream & Self-Management, Responsible Decision Making, & Social Awareness)
- d. **Brief activity** (e.g. "minute-to-win it", guess the celebrity baby picture, & announcements and shoutouts)
- e. **Closing** (e.g. "mindful minute", breathing exercise, or thoughtful transition to the next period)

Board Report - September 2020

Our first week of Advisory content focused on personal introductions, highlighting our revamped Advisory period format, relationship building and establishing connection points between peers and teachers. Our second week of Advisory focused on the theme of “We are Here for You” and provided explicit orientations for all students to our comprehensive holistic support infrastructure. Students were introduced and oriented to the roles of all departmental leaders, and reviewed critical contact information in order for students to conveniently access services from each department as needed or as desired. Students were also taught *Notice. Talk. Act.* protocol in order to provide them with the most efficient and effective methods of seeking and receiving help and support for themselves and others.

Our revamped Advisory format embodies the scope of what a robust universal Holistic support infrastructure looks like in meeting the academic, behavioral, and social-emotional needs of all students. Advisory serves as an essential touch point and platform for delivering interdepartmental support to all students. After months of collaboration, we have finalized our Year-at-a-Glance scope and sequence for Advisory, and have aligned Advisory themes and topics with Holistic Support Service Professional Development (PD) offerings to develop the social-emotional competencies of teachers so that we are learning and growing together as a community. In the weeks ahead, we look forward to convening representative leaders from all departments to further build out our weekly Advisory calendar offerings to ensure that our approach is systematic, incremental, developmental, and collaborative, in alignment with standards and best practices of the school counseling profession.

We are pleased to share that after our first two weeks of Social-Emotional Learning and holistic development via the Advisory period, over 90% of all Wave-Makers report enjoying their daily Advisory experience.

Beyond Advisory, our Dean of Students Department is prioritizing focusing on attendance monitoring and re-engagement efforts in accordance with requirements of our Learning Continuity and Attendance Plan (LCP). By working closely with our Registrar, Senior Director of Academic Instruction, and Data and Assessment teams, we have curated the following approach to attendance during distance learning:

Our Deans of Students have also created an addendum to the Campus Life Guidebook that reflects necessary modifications to our behavior management system for distance learning environments as follows:

Board Report - September 2020

Behavior Infraction Categories	Teacher & Administrative Support Interventions
<p>Level 1: Procedural behaviors that affect <i>only the student</i> exhibiting the behavior</p> <p>Examples: <i>Being off task, not following Technology/Zoom etiquette policies</i></p>	<ul style="list-style-type: none"> ● Reminder of expectation ● Provide warning and redirect behavior ● Student to complete a restorative reflection form ● Restorative conversation ● Parent/Guardian will be contacted <p style="text-align: center;"><u><i>*All Interventions are entered into EdClick</i></u></p>
<p>Level 2: Self-Management behaviors in the classroom or extended learning space that interfere with the learning of others</p> <p>Examples: <i>cheating/academic dishonesty, inappropriate screen names, etc.</i></p>	<ul style="list-style-type: none"> ● Student to complete a restorative reflection form ● Parent/Guardian will be contacted ● Zero credit for all incidents related to academic dishonesty ● Repeat behavior: Mute, turn off video, place in waiting room. ● Repeat behavior: Parent/guardian shadow students will be requested ● Repeat behaviors: Request Parent/Guardian shadow student while on ZOOM ● Repeat behaviors: will be referred to Dean of Students <p style="text-align: center;"><u><i>* All Interventions should be entered into EdClick</i></u></p>
<p>Level 3: Disruptive behaviors that negatively affect an orderly environment</p> <p>Examples: <i>Profanity and/or abusive language, loud background music</i></p>	<ul style="list-style-type: none"> ● Call Parent/Guardian ● Repeat behavior: Mute, turn off video, place in the Zoom waiting room. ● Repeat behaviors: Parent/guardian shadow of student will be requested ● Severe disruptive behaviors will be referred to Dean of Students <p style="text-align: center;"><u><i>*All Interventions should be entered into EdClick</i></u></p>
<p>Level 4: Aggressive behaviors that impact the <i>physical and/or mental safety</i> of others and/or are illegal</p> <p>Examples: <i>Threats, harassment, display of illegal weapons/objects, drugs, etc.</i></p>	<ul style="list-style-type: none"> ● Behavioral Plan Meeting ● Loss of privileges ● Restorative Projects/Assignments ● Parent Meetings/Conferences ● Formal conference with Senior School Director ● Suspension ● Possible expulsion

Board Report - September 2020

Our social workers and clinicians have engaged intensive collaborations to align their approach to obtaining and documenting consent for clinical and therapeutic services. They are partnering closely to engage an extensive guardian outreach campaign to well over 100 families to establish critical connections and lines of communication between guardians and their childrens' school-based mental health providers. As part of this outreach, social workers and clinicians are reviewing goals of therapy and services, training families on how guardians can support the therapeutic process from home, and confirming and documenting consent for services. Documentation practices for students receiving clinical services are being streamlined and consolidated for collaboration purposes and ease of reference for the Center for Holistic Support Services team. A central focus of our approach to clinical services this year will be to align and integrate services between the clinicians and Social Workers to ensure that all students needing services are receiving them in a timely manner.

Our deans and social workers are working harder than ever to provide a continuum of care for our students and families in distance learning/COVID-19 modified environments that is congruent with their experience with MWA's rich tradition of delivering high quality proactive and responsive wrap-around student support services for in-person environments. Additionally, our team is working relentlessly to address the unique challenges associated with the global crises of this season. All of our work will continue to be guided by our larger WASC goals to develop and refine vertically aligned programs to support all learners, to refine holistic support that builds all students' capacity for graduation and success beyond high school, and to create safe, inclusive, and high performing environments for all students and adults.

Board Report - September 2020

Dean of Students Office Spotlight

Eric Mingo, Senior Dean of Students

What?

During remote learning the Deans of Students (DOS) has provided behavioral interventions and supports to address misaligned behavior, ranging from low level infractions (not keeping computer camera on) to the more severe infractions (ZOOM bombing). Thus far, ¹ZOOM bombing has been the major disruptor that has impacted the process of learning and student engagement. As a result of this behavior, students and teachers have felt vulnerable and, at times, unsafe depending on the nature of the ZOOM bombing. The DOS Department has provided support and interventions for approximately 12-15 ZOOM bombing incidents between grades 8th-12th. With each incident investigated we've learned that some MWA students have given out their login and password information via social media to students that attend different schools. As a result non-MWA students are logging into ZOOM accounts under different aliases and using vulgar language during class, while in some cases simultaneously playing loud profanity laden music in the background. Another layer to this behavior is that as we continue to triage and identify supports there may be reason to conclude that some of the ZOOM bombers may not be connected to MWA. The behaviors associated with these untraceable *ghost accounts* have further prompted collaboration between the Holistic Services Support Team, Senior Director of Academic Instruction, and the IT and Applied Tech (AT) Teams in an effort to help problem solve in support of our Wave-Makers and faculty.

So What?

In response to these behaviors and to support our teaching staff, the Deans have pushed into teacher classrooms to observe student behaviors, have sent out automatic telephone messages (ATM's) and delivered parent letters to inform the community of these behaviors and to solicit support. Also, Mr. Nelson sent out communications to faculty, families, and to students regarding how ZOOM bombing will not be tolerated and the associated consequence of the behavior and Dr. Ward Jackson addressed expectations in a video to students. To effectively respond to the remote learning environment, our approach to behavioral management remains the same, but has been slightly modified to meet student and teacher support needs. Ranges of interventions to support remote learning include, but are not limited to:

- Have student complete a restorative reflection form
- Call Parent/Guardian
- Restorative conversation

¹ ZOOM bombing- An unwanted, disruptive intrusion of a video conference call.

Board Report - September 2020

- Zero credit for all incidents related to academic dishonesty (e.g., plagiarism)
- **Repeat behavior:** Mute, turn off video, place in waiting room.
- **Repeat behavior:** check in with grade level team regarding strategies to support student
- **Repeat behaviors:** Request Parent/Guardian shadow student while on ZOOM
- **Severe or Repeat behaviors:** Refer to Dean of Students
- Potential expulsion from Making Waves Academy

If a student is removed from a ZOOM class due to ongoing disruptive and/or egregious behavior, the student is provided with work to ensure that the students' educational needs are continuing to be met. In addition, teachers will check in with students during office hours and asynchronous instruction to ensure that students have the support they need. If there are any concerns related to student safety, abuse, or neglect there is ongoing support administered by the Holistic Support Services team via our *Notice. Talk. Act.* protocol.

Now What?

Given the community impact of ZOOM bombing the Deans will continue to push into and observe classrooms to offer proactive classroom management support and will continue to meet with teachers and grade level teams to hear concerns, to flag emerging student behavioral issues, and to offer responsive interventions accordingly. The DOS are engaging ongoing collaborations with the IT Department to provide clarity on the Zoom security needs and experiences of teachers and students, and to identify preventative applications that can stop unauthorized and unidentifiable users from accessing and disrupting Zoom class sessions. As a result of these collaborations, the IT team will soon be piloting a more secure Zoom access platform via Clever that requires traceable mwa student email accounts to gain access. With these proactive and responsive measures and consistent ongoing messaging around ZOOM expectations and behavioral interventions we are certain that we will create a more safe and accountable teaching and learning environment for our students and faculty.