



Board Report

Chief of Staff and Acting Director of Human Resources

Elizabeth Martinez

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Data and Administration Team Overview

Over the summer, Making Waves Academy (MWA) made significant progress in its reorganization efforts towards a one-school model and right-sizing the Central Office. To better support the school, we reorganized key positions in the Central Office under my leadership. For my initial report, I will provide an overview of the team with a focus on the Human Resources department. Over the course of the year, I will highlight different areas of the team's work and provide you with a steady data stream.

Human Resources -- Assistant Director of Human Resources, Fe Campbell

Supports the employee cycle from onboarding to offboarding including benefits administration, employee relations, training and development for supervisors, credentialing support, and employee policies.

Central Office Management and Marketing -- Office Manager & Marketing Assistant, Ashley Yarbrough

Manages Central Office operations and culture-building activities such as monthly All-Hands and weekly Strawberry Talks including modification of these activities from in-person to virtual. New this year is MWA-based marketing support such as uniform templates for signage, documents, and newsletters along with digital displays and website refreshers.

Data and Assessment -- Director of Data and Assessment, Kara Alhadeff

As a result of the pandemic, state testing did not take place last academic year. Therefore, the Director of Data and Assessment is working closely with the Senior Director of Academic Instruction and Directors of Academic Instruction Humanities & Math/Science) to administer math and reading diagnostics in addition to identifying tools to assess learning loss related to distance learning.

Compliance and Data -- Compliance and Data Systems Administrator, Carmen Velarde

Supports state reporting and system maintenance for PowerSchool, student enrollment, grades, schedules and other student data. Played a pivotal role in the integration of multiple systems to launch the school year virtually.

Registrar & Attendance -- Registrar, Josefina Sanchez

Supports with the tracking and monitoring of students attendance including state reporting and compliance. During distance learning, the team is supporting participation tracking for students and partnering with the dean of students office to identify students who are not participating regularly in distance learning.

Focus Area: Human Resources During a Pandemic

For the first time in many years, the nature of Human Resource (HR) policies are changing at an astronomical rate. Historically, policies are created or amended to draw clear boundaries between personal affairs and professional obligations but those boundaries are harder to draw when the personal and professional aspects live in the same environment. The pandemic has shuttered offices across the globe creating an almost exclusive work-from-home environment for most employees. It is estimated that at the height of the shut down, nearly 50% of employees were working from home. With this change, a myriad of policies had to be enacted particularly for sectors like ours who don't traditionally offer work-from-home options on a regular basis. New policies created to address the current working conditions include telework agreements, essential personnel identification and notification, and most recently a Health and Safety Plan. The policies work together to define remote work expectations, identify which employees are required on site, and to reduce the spread of COVID-19 respectively.

Given where we are in our reopening plans, I will place special emphasis on our Health and Safety Plan which was shared with all MWA employees on August 14th (Appendix A). Over the course of the last six months, one thing has remained consistent; our employees' number one concern is their own safety and the safety of our students. We continue to be asked, how will we keep employees safe? Our response remains the same, we cannot guarantee safety due to the unpredictable nature of this virus. However, we do have a responsibility to enact all reasonable measures to reduce the spread of COVID-19 amongst our employees.

The Health and Safety Plan was authored through a combination of sources including but not limited to state guidelines and requirements, local county health guidance, Centers for Disease Control guidance, and Cal-OSHA requirements. It covers four primary areas: visitor access to campus, health screenings, testing/reporting, and hygiene/sanitation practices. The plan is extensive and a great example of the amount of regulations that schools are required to follow if they return for in-person instruction.

The expectation for schools is that we operationalize the requirements of the plan but we must also train all of our employees, students, and families before we return to in-person instruction. To date - all employees have signed an acknowledgement of receipt for the policy and 97% of employees have completed the training, our goal is 100%. I am working closely with the Dean of Students Office and the Director of School Culture and Family Engagement to ensure that they provide the training to students and families respectively. Prior to sharing the policy and training with employees, I asked them to rate their level of confidence in our ability to execute a Health and Safety Plan and I polled them again following the training (Appendix B). I am happy to report that following the training, employees held a stronger understanding of our role in reducing the spread of the virus on our campus. I would anticipate similar data with our students and families.

Overall, our employees have been very receptive and flexible during this time. There is a steady increase in communication from employees directly to HR which is critical in the absence of face-to-face interactions. Employees are asking clarifying questions as a way to understand our policies better and they are sharing their concerns more openly. This increase in communication has been instrumental in the creation of new policies and I am confident that this will continue as we head further into the fall semester.



Health and Safety Plan & Policy for COVID-19 *2020-2021*

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Introduction

It is the policy of Making Waves Academy (“The School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, The School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when The School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control, the California Department of Education, the California Department of Public Health, and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Chief of Staff & Acting Director of Human Resources (or their designee) shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from the California Department of Public Health (“CDPH”) and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at the School:

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The School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

Limited Campus Access

- The School will allow only necessary visitors and volunteers on The School campus and limit the number of students and staff with whom they come into contact.
- The School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
 - Exclusions from campus will be documented in the student's attendance record.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and The School will work with them to ensure that CDC-recommended precautions are followed.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- The School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The School will prioritize minimizing contact between adults at all times.
 - Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - Designate routes for entry and exit, using as many entrances as feasible.
 - Implement health screenings of students and staff upon arrival at school.

Wellness Checks and Temperature Screenings

- **COVID-19 Symptoms.** Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- **In-person wellness checks** administered under this policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus?
 - **Close contact means being within six feet of someone, unmasked, for more than 15 minutes at one time.**
 - Have you traveled outside of the country in the past 14 days?
 - Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- In-person wellness checks do not need to be performed by a nurse or other health professional.

- **Home Screening (Students).** Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms.
 - Any student who has a fever or other COVID-19 symptoms must stay home from school for at least 10 days after the onset of symptoms, or such period as required by local health order or directive.
- **Home Screening (Staff).** All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Active symptom screening shall be conducted at the worksite if required by local order.
 - Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
 - If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- **Campus Screening (Staff)**
 - All staff members are required to complete a self-assessment prior to leaving their home. Proof of a clear self-assessment will be required upon arrival.
 - Staff's temperature will be taken before they are allowed to proceed onto campus.
 - If the staff member's temperature is 100.4 or above or they have confirmed symptoms, have them don a surgical facemask and ask them to leave campus to follow the steps for suspected cases.
- **Campus Screening (Students).** Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - Complete an in-person wellness check for signs and symptoms of COVID-19.
 - If a student answers "no" to all questions and appears well, student's temperature will be taken before they are allowed to proceed onto campus.
 - If the student answers "yes" to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student's temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student's temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
- **Campus Screening (Visitors).** Each visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:
 - If the visitor answers "no" to all questions, he or she may enter the school.
 - If the visitor answers "yes" to any of the questions, he or she may not enter the school.
- **Bus Screening (Students).** A staff member shall conduct a wellness check of each student

prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.

- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.
 - Thermometers must be properly cleaned and disinfected after each use.
- The School will not penalize students and families for missing in-person instruction due to COVID-19.

COVID-19 Testing and Reporting

- **Surveillance Testing:** Consistent with CDPH Guidance, The School will implement surveillance testing based on local disease trends periodically, as testing capacity permits and as practicable, and if directed by the local public health order. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.
 - ***Staff can return to campus while they are awaiting results if they are being tested for the sole purpose of routine testing and they are not experiencing symptoms and/or had recent exposure to COVID-19.***
- Provided that doing so is supported by a local public health order, The School expects students and staff to get tested as soon as possible after developing one or more COVID-19 symptoms or if one or more household members or close contacts tested positive for COVID-19.
- **In the event of a positive test result:**
 - The School requires that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, The School will take actions as required in the section below.
- Follow the process set forth in the following section upon receipt of test results.

Response to Suspected or Confirmed Cases and Close Contacts

- **If the event of a suspected COVID-19 case(s):**
 - The School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.

- **In the event of one or more confirmed COVID-19 case(s) The School will follow the CDPH Framework for Reopening K-12 Schools, including implementation of the following practices:**
 - Notify the county public health department immediately by visiting <https://www.coronavirus.cchealth.org/> and calling (844) 729-8410.
 - Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
 - Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures outlined in this plan.
 - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
 - Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
 - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
 - Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
 - Maintain regular communications with the local public health department.
 - Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
 - Where stable classroom cohorts have not been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.
 - A “close contact” is someone who has been within six feet of the person who tested positive for a prolonged period of time (at least 15 minutes) regardless of face covering use, or someone who had direct physical contact or shared eating or drinking utensils

with that person, or if that person sneezed, coughed, or somehow got respiratory droplets on you.

- A close contact also includes a situation in which a person provided care at home to someone who is sick with COVID-19.
- o Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days.
- o For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
- o In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.

- **Close contacts to confirmed COVID-19 case(s):**

- o Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing immediately and ten (10) days after their last day of exposure to the case. Even if they test negative, they should remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
- o No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
- o Those who test positive should not return until they have met county health department criteria to discontinue home isolation.

- **Returning to school after home isolation:**

- o Symptomatic individuals who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators before returning to campus.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanations for symptoms and reasons for not ordering COVID-19 testing.
- o Asymptomatic individuals who test positive for COVID-19 may return to work after completing their isolation/quarantine period.
- o Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset or test date.
- o **Documentation of a negative test result and/or a medical certification of health should be provided to school administrators before returning to campus.**
- o Close contacts to confirmed COVID-19 cases at school can return 14 days from the last date that the case was present at school while infectious.
- o Close contacts to confirmed COVID-19 cases at home or outside school can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.

Sanitizing/Hygiene Materials and Practices

- The School will develop routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If soap and water are not readily available, The School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers.)
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- The School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

Routine cleaning and disinfecting: The School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.
- The School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, bathroom surfaces and door handles, will be routinely disinfected.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned and disinfected between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in

accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.

- When choosing disinfecting products, The School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions.
 - To reduce the risk of asthma and other health effects related to disinfecting, The School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The School will avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- To the extent feasible, site resources that necessitate sharing or touching items (e.g., drinking fountains) will not be used and replacement items (e.g., reusable water bottles) will be used to the extent practicable.
- Each student’s belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

Facility Measures: The School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary hand washing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

Physical distancing (staff): The School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

- The School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The School will arrange desks and workspaces to create a minimum of six (6) feet between individuals.
- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces.
- Where possible, training and other meetings will be conducted virtually or in a manner that accommodates physical distancing.

Physical distancing (students): The School will incorporate CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students.
- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch.
 - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
 - Prioritize the use and maximization of outdoor space for activities where practicable.
 - Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
 - In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
 - Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
 - Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- The School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations.
 - Hallways: Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
 - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.

- o Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms.
- o Libraries: Stagger group use of libraries.
- o Outdoors: Consider holding recess activities in separated areas designated by class.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted indoors.
 - o Activities that involve singing must only take place outdoors.
- The School will implement procedures for turning in assignments to minimize contact.
- The School will implement a plan to maintain physical distancing during meals (serving meals in the classroom or outdoors, staggering cafeteria use, etc.). Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
- The School will implement appropriate physical distancing measures during physical activities.
 - o Playgrounds and Recess: The School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day, and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - o Physical Education: The School will consider conducting physical education classes outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups to the extent practicable.

Physical distancing (buses): The School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.

Use of face coverings: The School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all adults must wear a cloth face covering at all times while on campus, except while eating or drinking.
 - o Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.

- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The School will post signs regarding the proper use, removal, and washing of face coverings.
- The School will post signs to remind employees that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All students who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.
 - While waiting for or riding on a school bus.
- Elementary school students in grades TK-2 are strongly encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort. A face shield is an acceptable alternative for children in this cohort who cannot wear a face mask properly.
- Students in grades 3 and above are required to use cloth face coverings when in the classroom even if they are in a stable classroom cohort.
- Proper use of cloth face coverings by students will be strictly enforced. The School will exclude from campus who refuses to wear a face mask. Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.
- The School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

Use of gloves and PPE: The School requires employees to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.

- The School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.

- o For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
- o All cleaning and disinfecting products must be kept out of children’s reach and stored in a space with restricted access.
- As required by Cal/OSHA, The School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness

- The Chief of Staff & Acting Director of Human Resources or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
 - o **Designee for Health Plans: Luz Becerra, School Nurse**
- The Chief of Staff & Acting Director of Human Resources or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
 - o **Designee for Family Communication: Raynell Crews-Gamez, Director of School Culture and Family Engagement**
- The School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - o Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - o Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - o Individuals who may not be able to communicate symptoms of illness.

Maintaining Healthy Operations: The School will follow CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.

- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

Protection of Higher Risk Employees

- The School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.¹
- Consistent with operational needs, The School shall support options to telework, if available and reasonable.
- The School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.
- The School may require medical certification that designates them as high-risk for contraction of COVID-19.

¹ This includes employees with any one or more of the following high risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

Communications to the School Community

- The School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Prior to the start of the school year, The School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Enhanced sanitation practices
 - Physical distancing requirements and recommendations
 - Proper use, removal and washing of face coverings.
 - Screening practices.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
- The School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Communications will be targeted to the most vulnerable members of The School community.
- The School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The Chief of Staff and Acting Director of Human Resources is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with The School’s charter petition. The Chief of Staff and Acting Director of Human Resources shall provide the Board with regular updates as to actions taken pursuant to this section.

Acknowledgement of Receipt of Health and Safety Policy

Employee Name: _____

I ACKNOWLEDGE that I have received a copy of the Health and Safety Policy for COVID-19 at Making Waves Academy (“the School”). I have read and understood the contents of the policy, and I agree to abide by its directions and procedures. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in this policy. I also understand that if I am ever unclear on any language, or policies and procedures included in this policy, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the policy are not intended to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

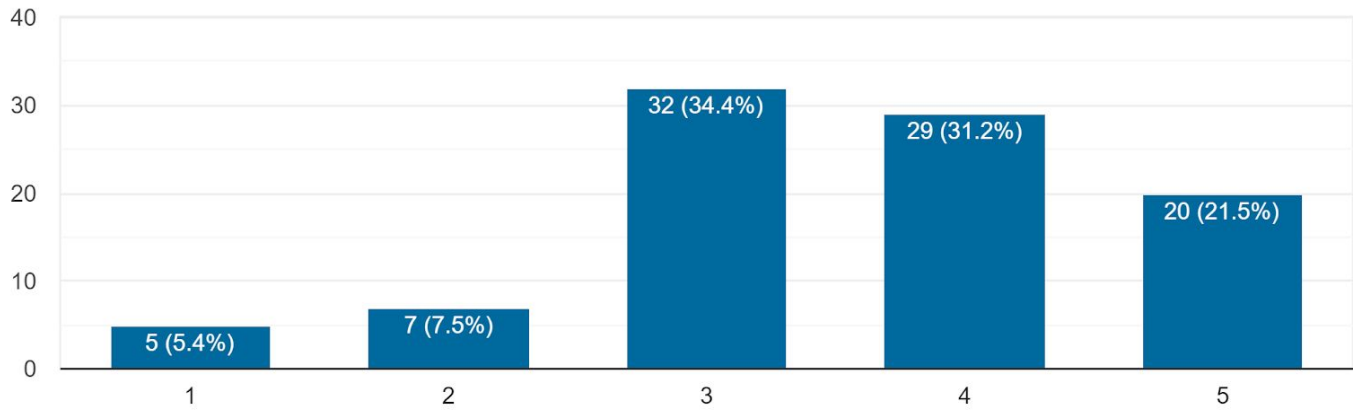
Employee Signature

Date

Appendix B

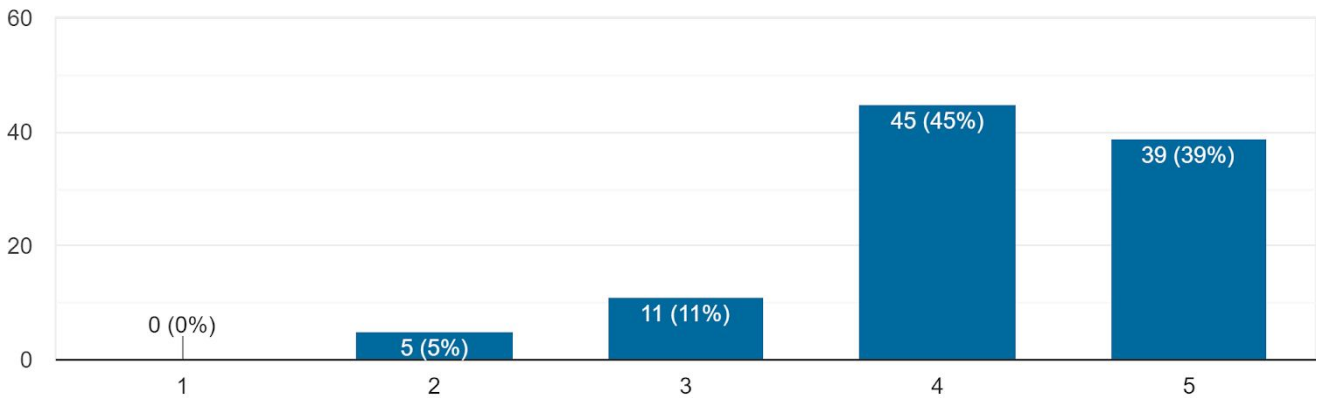
Prior to attending the training, rate your level of confidence in MWA's ability to implement a Health and Safety Plan for COVID-19.

93 responses







After attending the training, rate your level of confidence in MWA's ability to implement a Health and Safety Plan for COVID-19.


100 responses



Appendix C



MWA Employee Announcements - Last Updated 8/28/2020					
Name	Photo	Position	Affiliation	Hire Type	Bio
Gregory Marshall		Facilities Manager	Operations - School-wide	New	<p>Gregory Marshall, Jr. is a proud Richmond native that comes to us from Redwood Day school. Previous to working at Redwood Day in the Facilities department Greg worked for the Marine Fireman's Union as an Engineer aboard container ships and USNS ships all over the world. Greg is excited about becoming a member of the Making Waves Academy community and our Operations team.</p> <p>In his spare time Greg enjoys coaching and mentoring youth in the Bay Area. This past fall Greg led the Kennedy High School football team to its first NCS championship appearance in 31 years.</p>
Monica Delgado		Campus Supervisor	Operations - School-wide	New - Rehire	<p>Monica Delgado first joined Making Waves Academy in 2018. As a Bay Area native, born and raised in Richmond/San Francisco, Monica considers this to be her second career. Monica is very passionate about this work and the community that is served. In addition, Monica enjoys a healthy life style and her personal contributions to cultivate a supporting environment for staff, students and parents.</p>



<p>Priscilla Arcila</p>		<p>Campus Supervisor</p>	<p>Operations - School-wide</p>	<p>New - Rehire</p>	<p>Priscilla Arcila was born and raised in Richmond, California. Priscilla, a proud mommy of two Wave Makers, first joined MWA in 2014. She is excited to return on this new journey as a Campus Supervisor, continuing in her dedication of service to Making Waves Academy and the surrounding community.</p>
<p>Ashanti Smith</p>		<p>Human Resources Generalist</p>	<p>Central Office</p>	<p>New</p>	<p>Ashanti Smith (she/hers/her) is a bay area native. She comes to Making Waves Academy as an alumna of California State University, East Bay, where she obtained her Bachelor's Degree in Psychology. Ashanti comes with several years of experience in Human Resources, with a background in recruitment, onboarding/off-boarding, employment law, and more. Ashanti's passion is to streamline processes and procedures while creating an environment where employees can thrive and use their skills and talent to offer the best education.</p>



<p>Jordan Richardson</p>		<p>Teacher Resident</p>	<p>Middle School</p>	<p>New</p>	<p>Jordan Richardson was born and raised in Stockton, CA but now proudly calls the Bay Area her home. She comes to Making Waves Academy with a Bachelor of Arts in Ethnic Studies, from California State University, East Bay. Prior to Making Waves Academy, she has worked in many educational settings with organizations like, Girls Inc., Oakland Leaf, Galileo Camps and in Residence Life at California State University, East Bay.</p> <p>Jordan is most passionate about social justice and guiding youth to see the everyday importance in social justice.</p>
<p>Ben Norton</p>	<p>N/A</p>	<p>English Teacher</p>	<p>Upper School</p>	<p>Promotion</p>	<p>Benjamin Norton (he/him) is a Bay Area native. After graduating from Berkeley High, he majored in Literature at UC Santa Cruz, and worked in a handful of tutoring and teaching jobs. Becoming a substitute teacher led to his connection with Making Waves Academy, which quickly became a favorite school in which to cover classes. After participating in MWA's amazing Residency program last year, Ben is excited to return to the Upper School as the 10th grade ELA teacher this fall. When not grading papers, Ben can be found reading books, hiking in Tilden, or being attacked by his newly rescued kitten.</p>


Joshua Amey	N/A	Math Teacher	Middle School	Promotion	Joshua Amey has been with Making Waves Academy since 2018! As we enter the 2020-21 academic year, Joshua will be teaching Math in the middle school.
Alexis Cruz	N/A	English Teacher	Middle School	Promotion	Alexis Cruz has been with Making Waves Academy since 2016! As we enter the 2020-21 academic year, Alexis will be teaching Math in the middle school.



<p>Karen Reyes</p>		<p>Special Education Instructional Aide</p>	<p>Upper School</p>	<p>New</p>	<p>Karen Reyes is a Bay Area native, raised here in Richmond. She attended the College of Marin where she obtain her AAT, and is now attending CSU East Bay to earn her Bachelor's in Sociology. Prior to Making Waves Academy, she worked as an After School Program Teacher for over 3 years, and is passionate about equal education and the safety of her community.</p>
<p>LaWanda Muhammad</p>		<p>Math Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>LaWanda Muhammad is a Bay Area native committed to the academic and social development of youth. She earned her Bachelor's in Mathematics from San Francisco State University and her Master's of Education from Mills. She has been an educator for twenty years and brings compassion, enthusiasm, and an emphasis of strong work ethic to the classroom.</p>



<p>Cherrie Morales</p>		<p>Special Education Resource Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Cherrie Morales is a Southern California Native with strong community ties to the Bay Area. She is a UC Berkeley Alumni specializing in Sociology and Education. Prior to coming to MWA she worked at Helms Middle School in San Pablo for 9 years in a Special Education classroom, and is also a Recreational Specialist for the City of Richmond providing cost free summer camp for children ages 6-12.</p>
<p>Claudine Magsino</p>		<p>Special Education Resource Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Claudine Magsino is so excited to be part of the MWA Family! Coming originally from Los Angeles Area, Claudine has learned to love the East Bay/Richmond Area after living here for over 4 years. Claudine received her Master's Degree in Urban Education - Digital Learning from Loyola Marymount University, and her undergraduate degree in Criminology, Law and Society from University of California Irvine. Prior to MWA, she worked as a Special Education for West Contra Costa Unified School District.</p> <p>Claudine is most passionate about being part of the MWA community and making genuine connections with her colleagues, families and students. She also loves coffee and sharing it</p>

<p>Peter Le</p>		<p>Career Services Coordinator</p>	<p>Upper School</p>	<p>New</p>	<p>Peter Lê is a proud East Oakland native. He possesses over a decade of experience in K-12 and higher education classrooms. Prior to this, he worked at the California School-Based Health Alliance, where he provided technical assistance to school-based health centers in West Contra Costa County. Peter Lê holds his Master of Public Health from San José State University and Bachelor's degree in Integrative Biology from the University of California, Berkeley.</p> <p>Peter is passionate about educational equity and policy reform to ensure that our most underserved students are able to reach the pinnacle of their potential.</p>
<p>Ken Kusactay</p>		<p>English Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Ken Kusactay is born and raised New Yorker who moved to the Bay area 5 years ago and loving every moment of it. He has taught both middle and high school across various contexts to a wide variety of student demographics. Ken is passionate about teaching often pursuing opportunities beyond the classroom to improve his practice to best serve his students.</p>


<p>Armineh Koshakaryan</p>		<p>Science Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Armineh Koshkakaryan is a Southern California native. She comes to Making Waves Academy as an alumna of UCLA with a B.S. in Atmospheric and Oceanic Sciences and will be receiving a Master's in Education from UC Davis. She has worked with students both individually as a tutor and student teaching. She is a creative, open minded person who spends her spare time reading, drawing and playing video games.</p>
<p>Lawren Keaton</p>		<p>English Teacher</p>	<p>Middle School</p>	<p>New</p>	<p>Lawren Keaton is a proud Bay Area Native, born and raised in Vallejo. She comes to Making Waves Academy as an alumna of California State University, Chico, where she obtained her Bachelor's in Communication Studies and a minor in Psychology. Lawren just graduated with her Master's in Education with a focus on Equity, Diversity, and Inclusive Education at Touro University, California. She has a love for learning and has hopes of sharing that passion with her students so they can to enjoy learning so they may become lifelong learners.</p>

<p>Jose Figueroa</p>	<p>N/A</p>	<p>Art Teacher</p>	<p>Upper School</p>	<p>Promotion</p>	<p>Jose Figueroa has been with Making Waves Academy since 2016! As we enter the 2020-21 academic year, Jose will be teaching Art in the upper school.</p>
<p>Natalie Crespo</p>		<p>History Teacher</p>	<p>Middle School</p>	<p>New</p>	<p>Natalie Crespo is a Los Angeles native. She graduated from UC Santa Barbara as a History major in 2018 and is a Teach for America Bay Area 2020 Corps Member. Fun fact: Natalie has previously worked as a celebrity event designer in Los Angeles! She is extremely excited to refocus on her true passions, history and education!</p> <p>Natalie is most passionate about providing a quality education to all students, regardless of their circumstances and ensuring every student feels confident in their abilities and supported throughout their educational journey!</p>

<p>Francisco Contreras</p>		<p>History Teacher</p>	<p>Middle School</p>	<p>New</p>	<p>Francisco Buenrostro Contreras was born in Ciudad Guzman, Mexico but grew up in San Francisco and Richmond. He has a Bachelor's degree in History from San Francisco State University and is currently set to start his Master's in secondary Education also at SFSU. Francisco has worked in several educational settings from summer camps, substitute teacher to summer school teacher, and is very passionate about history and giving back to my community.</p>
<p>Shelbie Christensen</p>		<p>Science Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Shelbie Christensen was born and raised near Placerville, California- close to Lake Tahoe and the Sierra Nevada mountains! Her degree in Chemistry is from Humboldt State University and her credential comes from California Polytechnic State University. During her degrees she participated in outreach and research, but also enjoyed surfing, rock climbing, and running in the redwoods.</p> <p>As an outdoor enthusiast- Shelbie is most passionate about applying the sciences to the world surrounding our communities and supporting the goals of others. She aims to build a community with her colleagues, students, and parents to create authentic learning experiences that allow us to connect</p>

<p>Maribel Cervantes</p>		<p>Teacher Resident</p>	<p>Middle School</p>	<p>Promotion</p>	<p>Maribel Cervantes is a Wave Maker from Wave 11. She is an alumni from Making Waves Educational Program. She obtained a Bachelor of Arts degree in Child and Adolescent Development with a concentration in School Age Child and Family. She has worked at Making Waves Academy for five years as an after school Rnrichment Instructor where she developed a passion for teaching. She is excited to work alongside great educators and become a credentialed teacher.</p> <p>Maribel is most passionate about environmental and life science and aims to help students understand and enjoy science.</p>
<p>Phoebe Bugey</p>		<p>Science Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Phoebe Bugey is a first-generation college graduate, so she appreciates the transformative nature of a great education and seeks to imbue her students with a similar perspective. She is an alumna of Colorado College and San Jose State University, where she obtained a Master's in Information Science. Ms. Bugey has been in education for over 12 years, and prior to teaching she worked as a professional research biologist. When outside the classroom Ms. Bugey enjoys raising foster puppies for adoption and creating science art as home decor.</p>

<p>Josie Beyer</p>		<p>Math Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Josie Beyer is proud of her Bay Area roots. She is a recent graduate of UCLA, where she got her B.S. in Applied Mathematics and was a four year Division I rower. Prior to joining the Making Waves team, she worked at UCLA as a Peer Learning Facilitator with the Athletic Department and as a Reader for the Mathematics Department.</p> <p>In addition to education, Josie is passionate about social justice and applying math to public policy issues; for instance, using optimization techniques for congressional redistricting.</p>
<p>Luz Becerra</p>		<p>School Nurse</p>	<p>School-wide</p>	<p>New - Returning</p>	<p>Luz Becerra RN, BSN graduated with her Bachelor of Science in Nursing from CSU-East Bay and immediately found her passion in school nursing. Luz strongly supports the idea that early health education and proper management of chronic health problems at school can have a positive impact in our entire community.</p> <p>In her spare time, Luz finds joy spending time with her two children and husband, hiking, and volunteering at her local church.</p> <p>Luz is excited to be part of the amazing Making Waves team.</p>

<p>Raghda Abouelnaga</p>		<p>Math Teacher</p>	<p>Upper School</p>	<p>New</p>	<p>Raghda Abouelnaga grew up in Cairo, Egypt and moved to the United States after high school. Raghda believes that Math is a universal language and a way to connect people from around different places in the world! Raghda studied Mathematics and French at UC Berkeley and earned a Master's in Teaching from University of Southern California. Currently, Raghda is earning my Master's in Data Science from University of Southern California. Raghda loves sharing her passion of Mathematics with youth, and also enjoys watching their growth and development to see different points from their angles. Teaching keeps life exciting!</p>
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MWA Senior School Director – Direct Reports

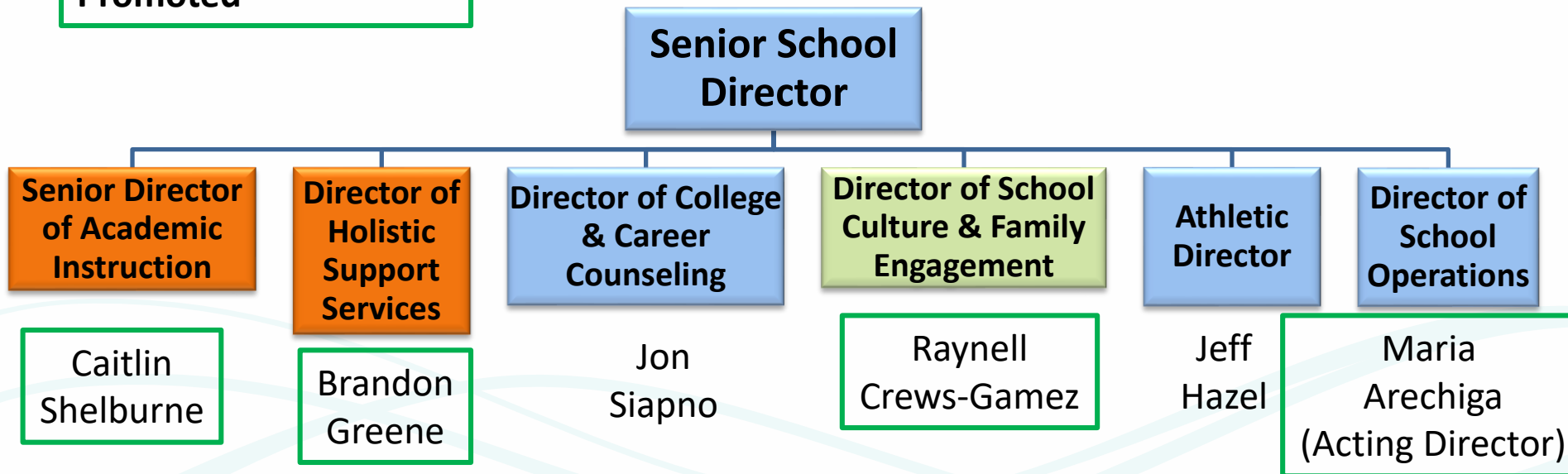
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Existing Positions – 2019-20

Existing Modified Positions – 2019-20

New Positions – 2020-21

Promoted





MWA Holistic Support

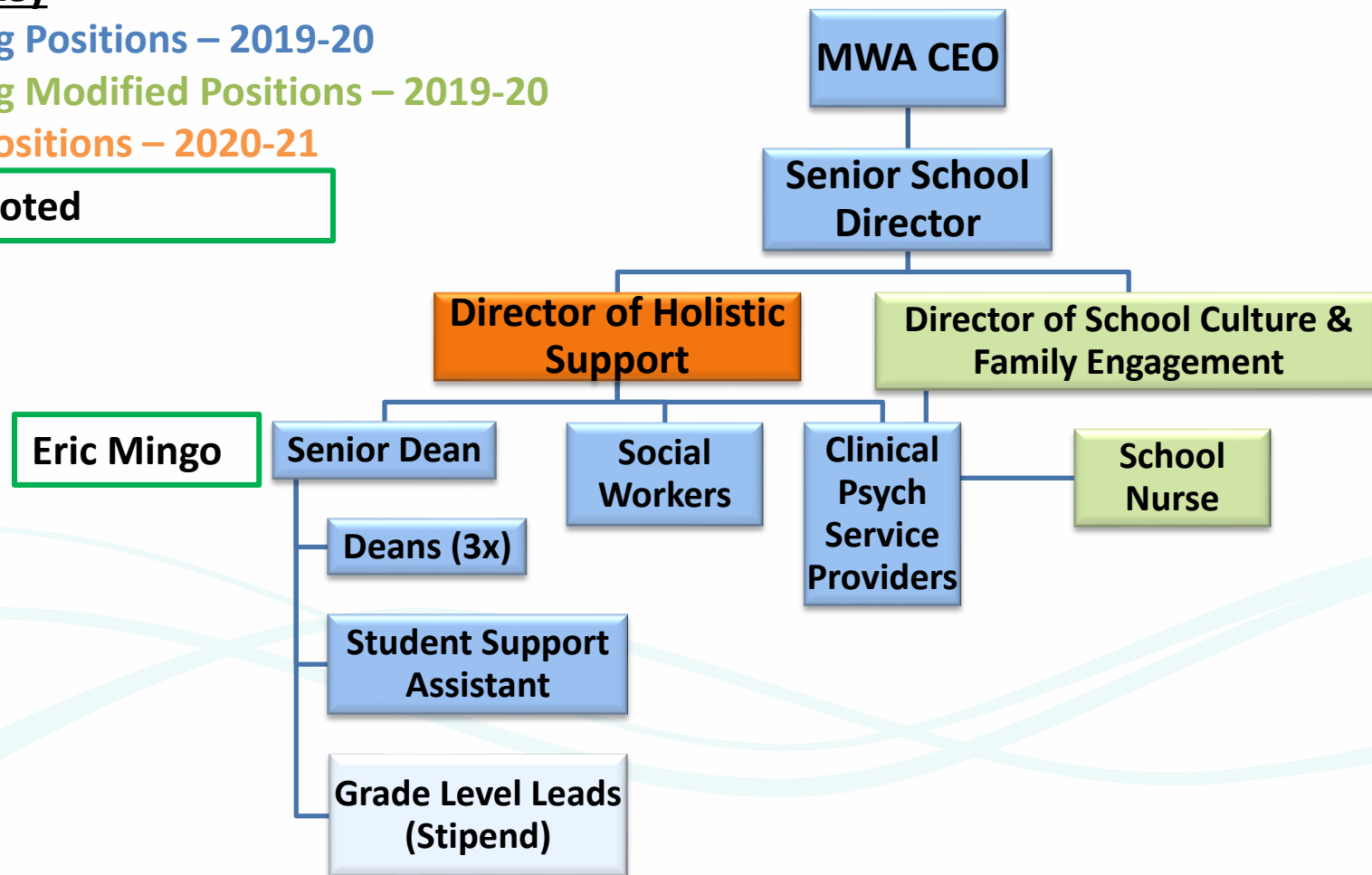
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Existing Positions – 2019-20

Existing Modified Positions – 2019-20

New Positions – 2020-21

Promoted





MWA Academic Instruction & Support

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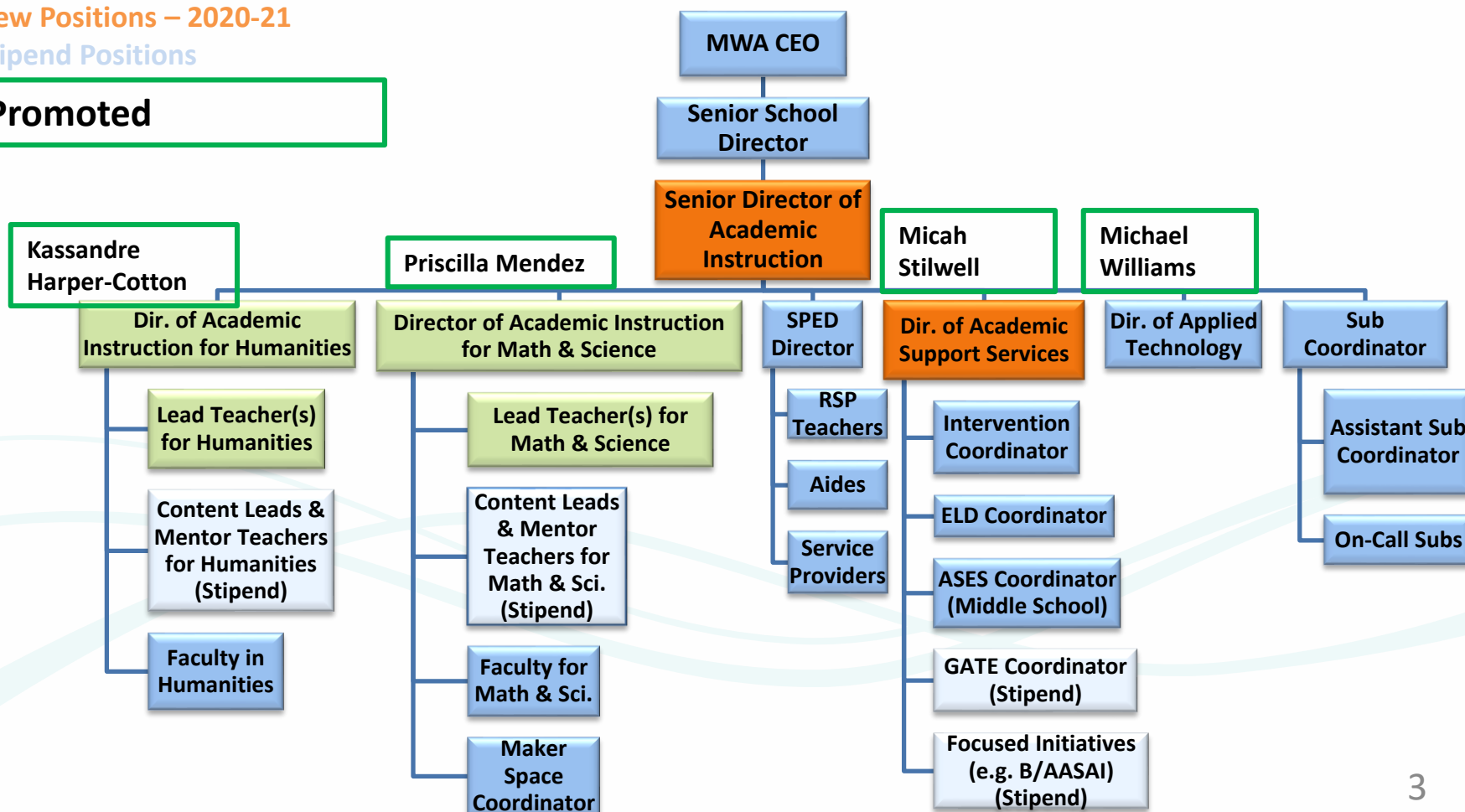
Existing Positions – 2019-20

Existing Modified Positions – 2019-20

New Positions – 2020-21

Stipend Positions

Promoted



MWA College Access

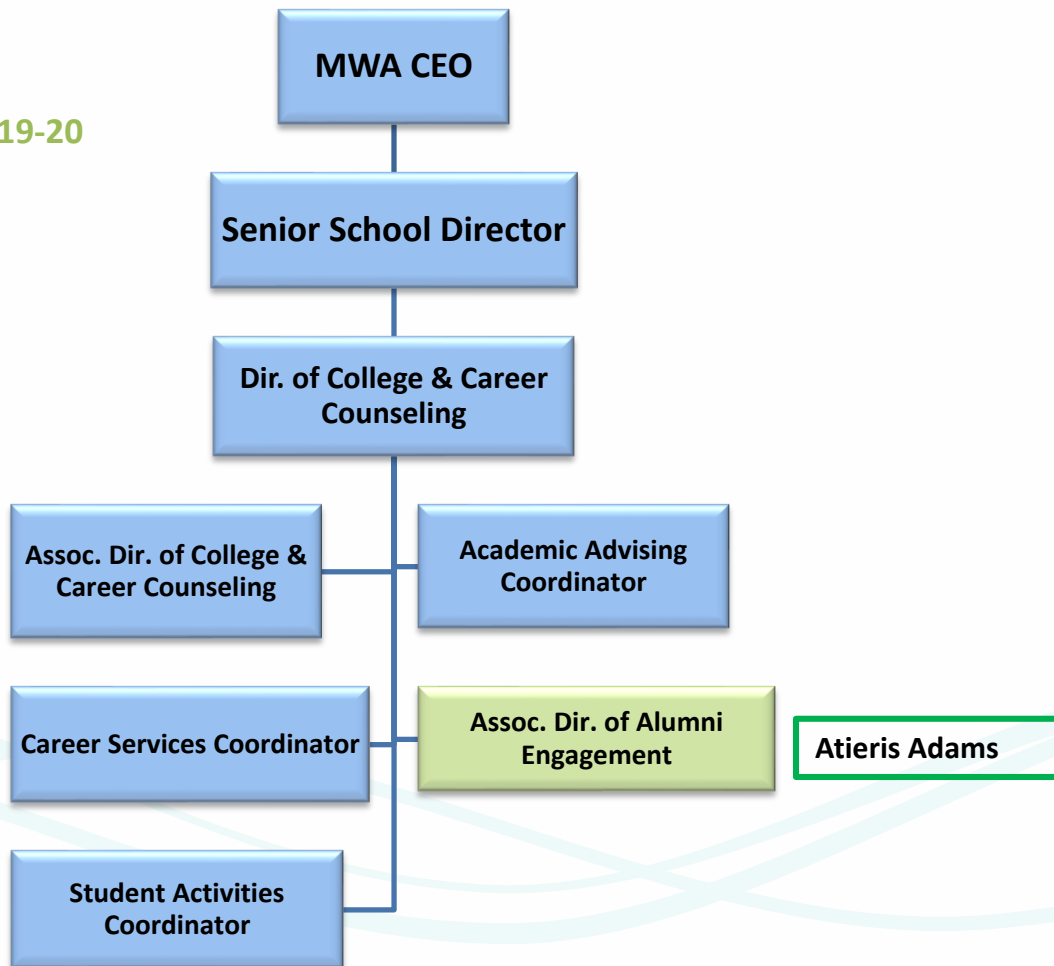


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Existing Positions – 2019-20

Existing Modified Positions – 2019-20

Promoted



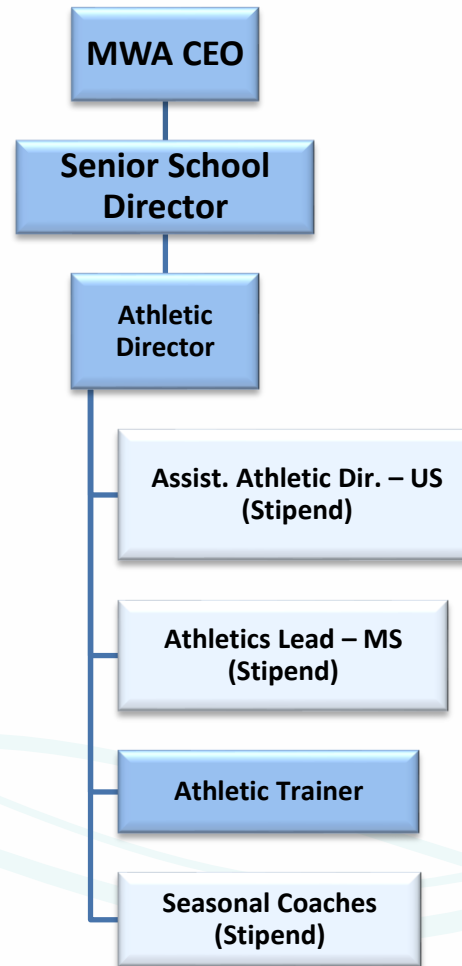
MWA Interscholastic Athletics



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Existing Positions – 2019-20

Stipend Positions



MWA Operations



Color Key

Existing Positions – 2019-20

New Positions – 2020-21

