



Distance Learning Guidebook

2020 -2021

Table Of Contents

Senior Leadership Team	3
A Letter from the CEO and Board President	4
A Letter from the Senior School Director	5
Help Directory/Ayuda Directorio	7
Quick Guide Directory	8
Meal Update/Cambios A Comida	10
2020-21 Monday-Thursday Distance Learning Schedule	11
2020-21 Friday Distance Learning Schedule	12
Distance Learning Attendance Procedures	13
Behaviorial Management	14
Health & Safety Policy for COVID-19 Overview	16
Student Safety Protocols	20

Please note that this **Campus Life Guidebook** is a condensed version of our handbook meant to provide easy access to *portions* of key policies. To see full versions



Mission

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.

Misión

Making Waves se compromete a preparar de manera rigurosa y holística a los estudiantes para que sean aceptados y se gradúen de la universidad y, en última instancia, se conviertan en valiosos contribuyentes para la fuerza laboral y su comunidades.



Dr. Evangelia Ward-Jackson
Senior School Director
ewardjackson@mwacademy.org



Ms. Shelburne
Senior Dir. of Academic Instruction
cshelburne@mwacademy.org



Mr. Greene
Director of Holistic Support
bgreene@mwacademy.org



Mr. Mingo
Senior Dean of Students
emingo@mwacademy.org



Ms. Crews-Gamez
School Culture & Family Engagement
rcrews@mwacademy.org



Mr. Siapno
Dir. of College & Career Counseling
jsiapno@mwacademy.org



Mr. Hazel
Athletics Director
jhazel@mwacademy.org



Ms. Arechiga
Acting Director of Operations
marechiga@mwacademy.org

Letter from the CEO and Board President

August 2020

Dear MWA Parents/Guardians, and Students,



This year's student and parent/guardian Guidebook has a slightly different focus. In the first year we launched the Guidebook (2019-20), our aim was to provide a resource for families to warmly welcome and orient you all to the MWA community. The size of our campus had more than doubled and our student enrollment was expanding. We thought the Guidebook would welcome back current families and new families with a more engaging set of resources than just the student and parent/guardian handbook and "illustrate the rich opportunities, supports, and expectations of MWA in a way that is visually appealing and easy to access". The Guidebook does not replace the student and parent/guardian handbook but is a supplement to it.

Given that we are starting the school year in a 100% distance learning approach (as mandated by the state), we thought it was important to revise our approach to the guidebook for 2020-21. In this year's guidebook, we highlight our overall approach to the school year as well as some key items to keep everyone safe.

Our three areas of focus this year, in response to the COVID-19 pandemic are: 1) the safety of our students and staff, 2) the quality of our teaching and learning under these challenging conditions, and 3) the social-emotional development and support of our students throughout our various phased approaches to learning – distance, hybrid, and fully back on campus.

It is in this spirit that we offer this Guidebook to provide a visually engaging and clear set of expectations that will contribute to helping keep the community safe, while also supporting the best teaching and learning environment while being as responsive as we can to the conditions that operating school represents under COVID-19.

We hope the Guidebook is informative and helpful to you and your family. A special thank you goes out to Ms. Martinez, Ms. Yarbrough, Ms. Arechiga, Dr. Ward-Jackson and key MWA leadership and staff for all of the work they did to produce and develop the content for the Guidebook.

Sincerely,

Alton B. Nelson, Jr.
Chief Executive Officer

Dear Students and Parents/Guardians of Making Waves Academy,

It is clear from what we've already experienced during this pandemic that the school year ahead will be unusual, marked by challenges both expected and unexpected, but our commitment to strong communication and transparency remains unchanged. Our hope is that this special version of the guidebook conveys, in an engaging and easily digestible way, the unique information you need to know during COVID as well as certain annual items important to maintain the strength of our community and our core values—together with our expectations and the opportunities we provide, these underpin the success of our Wave-Makers.



This book is also a reflection of the partnership between the board of directors and the leadership team. Its creation was spearheaded by Chief of Staff and Acting Director of Human Resources, Elizabeth Martinez and Office Manager/Marketing Assistant Ashley Yarbrough in direct response to board member feedback, and the project was a proactive one to improve communication with students and families.

We on the governance and leadership teams aim to be accessible and responsive to all our stakeholders. In her new role as director of school culture and family engagement, Ms. Crews-Gamez will spearhead efforts in this area. Mr. Nelson, Dr. Ward-Jackson, and I are all committed to continuing to make ourselves available for the type discussions with families we began last year, in spite of being confined to virtual interactions for the time being. And the culture and climate committee of the board, headed by Margaret Watson and Layla Naranjo, will engage with students and faculty/staff this year to enhance and further build relationships across all groups at the Academy. The point of all this: we are prioritizing community and culture.

Perseverance and patience will be required in equal measure as we all strive to learn and grow during this unusual time; the ability to flex and adapt has become even more critical. Please reach out to leadership with any questions and also know that board members are always available to listen. Remember, we are all new to this new reality and we will learn how to navigate it together as a community!

Warm regards,

Alicia Malet Klein

MWA Board President

Letter from the Senior School Director

Dear Wave-Makers & Families,

We are so excited to welcome each of you back for the 2020-21 School Year! Our leaders, teachers and staff have been working very hard in preparation for your return, and we are expectant of an incredible year ahead! Unlike previous school years, because of the Covid-19 pandemic, we will start this year with distance learning. In putting what is best for each of you first, our school has prioritized for your safety, your access to rigorous instruction, as well as your social-emotional well-being.



The Guidebook that you are holding in your hands was originally intended to supplement our student-parent handbook by providing a visually pleasing, easy to read, snap shot into our expectations, as well as our supports and opportunities. This year, the guidebook has expanded to include guidelines for expectations and supports that are specifically related to distance learning.

Whether on campus or remote, we are committed to our mission, and will do our absolute best to provide an excellent rigorous and holistic education experience, for all of our Wave-Makers. Please take your time and review this important document. Keep it in a safe and accessible place, so that you can reference it when needed.

The 2020-21 school year promises to be an unforgettable one. I anticipate all of the reimagined and innovative moves and strides that we will make as a school community, and I anticipate all of the achievement and progress that our Wave-Makers will experience! With this guide as a reference, please remember to follow the routines, expectations and procedures (REPS)...after all, "REPS are the roots!"

Go Marlins!

Respectfully,

Dr. E. Ward-Jackson
Senior School Director

My Wave-Maker will be absent.

Mi estudiante estará ausente.

Email the registrar, Ms. Sanchez, at

jsanchez@mwacademy.org.

I have a question about my child's class.

Tengo una pregunta sobre la clase de mi hijo.

Contact your child's teacher; emails can be found in the syllabus for the class.

Comuníquese con el maestro de su hijo; los correos electrónicos se pueden encontrar en el plan de estudios de la clase.

I spoke with my child's teacher, and I still have a concern.

Hablé con la maestra de mi hijo y todavía tengo una preocupación.

Email the dean for your child's grade level. Envíe un correo electrónico al decano del nivel de grado de su hijo.

5/6 Mr. Ortega eortega1@mwacademy.org

7-9 Ms. Pilloton mpilloton@mwacademy.org

I am worried about my child's emotional well-being.

Estoy preocupada por el bienestar emocional de mi hijo.

Email the dean for your child's grade level. Envíe un correo electrónico al decano del nivel de grado de su hijo.

5/6 Mr. Ortega eortega1@mwacademy.org

7-9 Ms. Pilloton mpilloton@mwacademy.org

Our family is in a crisis.

Nuestra familia está en crisis.

Email the social worker for your child's grade level.

Envíe un correo electrónico al trabajador social para el nivel de grado de su hijo.

5-8 Mr. D. Garcia dgarcia1@mwacademy.org

9-12 Ms. R. Navarro rnavarro@mwacademy.org

Quick Guide Directory

If you have a question about your student's grades, or anything related to class, please contact the instructor for the course.

Si tiene alguna pregunta sobre las calificaciones de su estudiante o cualquier tema relacionado con la clase, comuníquese con el instructor del curso..



ATTENDANCE

Ms. J. Sanchez

jsanchez@mwacademy.org

Ms. Nelly Hernandez

nhernandez4@mwacademy.org

Mark Aduviso

maduviso@mwacademy.org



CHROMEBOOK HELP

IT

ithelpdesk@mwacademy.org



LEARNING APPS

Mr. Williams

appliedtech@mwacademy.org



HUMANITIES

Ms. Harper Cotton

kharpercotton@mwacademy.org



MATH, SCIENCE, & ART

Ms. Mendez

pmendez@mwacademy.org



**ENGLISH LANGUAGE
DEV.**

Mr. A. Garcia



SPECIAL EDUCATION

Ms. Snider

ksnider@mwacademy.org



COLLEGE & CAREER

Mr. Siapno

jsiapno@mwacademy.org



DEAN 5-6

Mr. Ortega

eortega1@mwacademy.org



DEAN 7-9

Ms. Pilloton

mpilloton@mwacademy.org



SOCIAL WORKER 5-8

Mr. D. Garcia

dgarcia1@mwacademy.org



SOCIAL WORKER 9-12

Ms. R. Navarro

rnavarro@mwacademy.org

MAKINGWAVESACADEMY.ORG

Meal Update/ Cambios A Comidas



We are serving meals to all children, including those who do not attend Making Waves. We will continue with our regular schedule of serving meals on Mondays and Wednesdays from 11 AM to 1 PM.

Servimos comidas a todos los niños, incluidos los que no asisten a Making Waves. Continuaremos con nuestro horario regular de servir comidas los lunes y miércoles de 11 AM a 1 PM.

[Mr. D. Garcia](#)

dgarcia1@mwacademy.org

[Ms. R. Navarro](#)

rnavarrol@mwacademy.org

2020-21 Monday-Thurs. Distance Learning Schedule

TIME	CLASS	LEARNING ACTIVITY
7:30-8:30am	PREPARE FOR A SUCCESSFUL DAY!	Wake up, get dressed, and nourish yourself for a strong start to the day!
8:30-8:45	GET READY TO LEARN!	Gather your Chromebook, writing utensil and books to get ready for your day of learning
8:45-9:30	1st Class Live Instruction via ZOOM	<p>Live Instruction Time is designed to interact with your teacher & classmates in real time.</p> <p>Your teachers are excited to see you present for their live instruction via ZOOM.</p> <p>Check PowerSchool for your last class.</p> <p>Log into CLEVER and click on the Zoom link in CANVAS for your first class of the day!</p> <p>Be on time, attendance will be taken!</p>
9:30-10:15	1st Class Work Time	<p>Work Time is designed for you to stay on top of your classwork</p> <p>Finish work from your first class, work with a partner on a group project, complete assignments, receive tutoring or extra help; submit your Exit Ticket.</p>
10:15-10:30	BREAK TIME!	Take a break, exercise or nourish yourself.
10:30-11:15	2nd Class Live Instruction via ZOOM	<p>Live Instruction Time is designed to interact with your teacher & classmates in real time.</p> <p>Your teachers are excited to see you present for their live instruction via ZOOM.</p> <p>Check PowerSchool for your last class.</p> <p>Log into CLEVER and click on the Zoom link in CANVAS for your first class of the day!</p> <p>Be on time, attendance will be taken!</p>
11:15-12:00	2nd Class Work Time	<p>Work Time is designed for you to stay on top of your classwork</p> <p>Finish work from your first class, work with a partner on a group project, complete assignments, receive tutoring or extra help; submit your Exit Ticket.</p>
12:00-1:00pm	LUNCH TIME!	Nourish yourself to finish your day strong! Be sure to drink some water, too!
12:45-1:15	Advisory Class: SEL & Holistic Development via ZOOM/ OFFICE HOURS	<p>Live Interaction time is designed for social emotional development & community building time filled with discussion and fun activities.</p> <p>Check CANVAS for your SEL Zoom link.</p>
1:30-2:15	3rd Class Live Instruction via ZOOM	<p>Live Instruction Time is designed to interact with your teacher & classmates in real time.</p> <p>Your teachers are excited to see you present for their live instruction via ZOOM.</p> <p>Check PowerSchool for your last class.</p> <p>Log into CLEVER and click on the Zoom link in CANVAS for your first class of the day!</p> <p>Be on time, attendance will be taken!</p>
2:15-3:00pm	3rd Class Work Time	<p>Work Time is designed for you to stay on top of your classwork</p> <p>Finish work from your first class, work with a partner on a group project, complete assignments, receive tutoring or extra help; submit your Exit Ticket.</p>

2020-21 Friday Distance Learning Schedule

TIME	CLASS	LEARNING ACTIVITY
7:30-8:30am	PREPARE FOR A SUCCESSFUL DAY!	Wake up, get dressed, and nourish yourself for a strong start to the day!
8:30-8:45	GET READY TO LEARN!	Gather your Chromebook, writing utensil and books to get ready for your day of learning
8:45-9:30	1st Class Live Instruction via ZOOM	<p>Live Instruction Time is designed to interact with your teacher & classmates in real time.</p> <p>Your teachers are excited to see you present for their live instruction via ZOOM.</p> <p>Check PowerSchool for your last class.</p> <p>Log into CLEVER and click on the Zoom link in CANVAS for your first class of the day!</p> <p>Be on time, attendance will be taken!</p>
9:30-10:15	1st Class Work Time	<p>Work Time is designed for you to stay on top of your classwork</p> <p>Finish work from your first class, work with a partner on a group project, complete assignments, receive tutoring or extra help; submit your Exit Ticket.</p>
10:15-10:30	BREAK TIME!	Take a break, exercise or nourish yourself.
10:30-11:15	2nd Class Live Instruction via ZOOM	<p>Live Instruction Time is designed to interact with your teacher & classmates in real time.</p> <p>Your teachers are excited to see you present for their live instruction via ZOOM.</p> <p>Check PowerSchool for your last class.</p> <p>Log into CLEVER and click on the Zoom link in CANVAS for your first class of the day!</p> <p>Be on time, attendance will be taken!</p>
11:15-12:00	2nd Class Work Time	<p>Work Time is designed for you to stay on top of your classwork</p> <p>Finish work from your first class, work with a partner on a group project, complete assignments, receive tutoring or extra help; submit your Exit Ticket.</p>
12:00-1:00pm	LUNCH TIME!	Nourish yourself to finish your day strong! Be sure to drink some water, too!
12:45-1:15	Advisory Class: SEL & Holistic Development via ZOOM/ OFFICE HOURS	<p>Live Interaction time is designed for social emotional development & community building time filled with discussion and fun activities.</p> <p>Check CANVAS for your SEL Zoom link.</p>
1:30-2:15	3rd Class Live Instruction via ZOOM	<p>Live Instruction Time is designed to interact with your teacher & classmates in real time.</p> <p>Your teachers are excited to see you present for their live instruction via ZOOM.</p> <p>Check PowerSchool for your last class.</p> <p>Log into CLEVER and click on the Zoom link in CANVAS for your first class of the day!</p> <p>Be on time, attendance will be taken!</p>

Attendance:

Due to the current COVID-19 pandemic, student attendance will be tracked and managed in a different way this year. Your student's attendance will be gathered in several different ways: Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in Canvas.

In order to ensure that your student is marked present for live synchronous instruction, it is very important that your student follow Zoom class expectations and procedures.

These include:

- Display name in Zoom should be **Last Name, First Name** (as listed in your PowerSchool public portal/app)
- Student should log-in to class five minutes before class begins
- Student should be accessing Zoom via their Making Waves Academy email that ends with "@stu.mwacademy.org" only

The Registrar Team contacts parents via phone calls for each day a student is marked absent. The Registrar Team also generates a weekly report of students who were absent for **3 or more** days in a week. This report is sent to the Deans of Students for review. The Holistic Support Services Team initiates direct outreach to guardians to collaboratively identify and overcome obstacles to attendance. Attendance re-engagement effort strategies include identifying wifi and Chromebook needs, connecting students and families to school-based tools and resources for IT support, identifying and addressing the nutritional and mental health needs of students and families, and connecting students and families to the most relevant school or community-based holistic support resources. Our Dean of Students Department will consult with our SARB County Coordinator and Public Health guidelines to identify when formal SARB interventions are appropriate.

Please note: For excused or pre-arranged absences, please complete the **Student Early Release and Absence Request Form** ([English version](#), [Spanish version](#)) and email to the Grade-Level Dean for review and approval.

To report student illnesses or medical appointments, please contact the attendance office at 510-854-3009, to assist you in Spanish please call 510-854-3005 or 510-854-3007.

Participation and Engagement:

Instructional staff will evaluate and assess student work, completion of assignments and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress.

Time Value of Pupil Work:

The time-value will be provided through lesson plans and student assignments from each teacher's content area & grade level.

Student Absences

Students that missed an entire zoom class will be received an absent code for that particular class. Students that missed all assigned classes during a single school day will be marked as absent for the entire school day. Students' absences will remained unverified until attendance office receives verification from parent, guardian or school personnel administrator.

Students connecting to a Zoom class for less than 10 minutes will be marked absent for the Zoom class.

Behavioral Management Student Interventions During Remote Learning

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.

During distance learning, our approach to behavioral management remains the same, but has been slightly modified to meet student and teacher support needs. The below behavioral modification guide, streamlines the behavioral management approach to a distance learning environment by identifying ZOOM specific trends that can interrupt the process of learning. Ranges of interventions to support student learning include, but are not limited to:

- Have student complete a restorative reflection form
- Call Parent/Guardian
- 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
- **Repeat behaviors:** Refer to Dean of Students

If a student is removed from 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 make sure that the student has 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.



Behavior Infraction Categories	Teacher and Administrative Support Interventions
<p>Level 1: Procedural behaviors that affect only the student exhibiting the behavior</p> <p>Examples: Being off task, not following Technology/ Zoom etiquette policies</p>	<p>Reminder of expectation</p> <ul style="list-style-type: none"> • Provide warning and redirect behavior • Student to complete a restorative reflection form • Restorative conversation • Parent/Guardian will be contacted <p><i>*All Interventions should be entered into EdClick</i></p>
<p>Level 2: Self-Management behaviors in the classroom or extended learning space that interfere with the learning of others</p> <p>Examples: Cheating/academic dishonesty, inappropriate screen names, etc.</p>	<p>Student to complete a restorative reflection form</p> <ul style="list-style-type: none"> • 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><i>* All Interventions should be entered into EdClick</i></p>
<p>Level 3: Disruptive behaviors that negatively affect an orderly environment</p> <p>Examples: Profanity and/or abusive language, loud background music</p>	<p>Call Parent/Guardian</p> <ul style="list-style-type: none"> • Repeat behavior: Mute, turn off video, place in waiting room. • Repeat behaviors: Parent/guardian shadow of student will be requested • Severe disruptive behaviors will be referred to Dean of Students <p><i>*All Interventions should be entered into EdClick</i></p>
<p>Level 4: Aggressive behaviors that impact the physical and/or mental safety of others and/or are illegal</p> <p>Examples: Threats, harassment, display of illegal weapons/objects, drugs, etc.</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

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.

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 & Contact

Making Waves Academy 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. Making Waves Academy 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.

Making Waves Academy will minimize close contact between students, staff, families, and the broader community at arrival and departure a number of methods. To learn about the methods used please reference the *MWA Health & Safety Policy for COVID-19 Guide*.

Wellness Checks and Temperature Screenings

Making Waves will implement and require the following in person and at home wellness checks and temperature screenings for students and visitors:

Student Screening

- **Home Screening:** 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.
- **Bus Screening:** 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.
- **Campus Screening:** MWA 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.

Visitors (including parents/guardians) to MWA:

Campus Screening: 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.

COVID-19 Testing and Reporting

- **Surveillance Testing:** Consistent with CDPH Guidance, Making Waves Academy 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.
- **In the event of a positive test result:** MWA 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.
- **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.

Response to Suspected or Confirmed Cases and Close Contacts

- **If the event of a suspected COVID-19 case(s):** MWA will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
- **In the event of one or more confirmed COVID-19 case(s) The School will follow the California Department Public Health CDPH Framework for Reopening K-12 Schools.**
- **Close contacts to confirmed COVID-19 case(s):** 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.

Returning to school after home isolation:

- Symptomatic individuals (experiencing COVID-19 symptoms)
 - who test **negative** for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.
 - who test **positive** for COVID-19 can return 10 days after symptom onset or test date.
 - Asymptomatic individuals (not experiencing COVID-19 symptoms)
- who test positive for COVID-19 may return to work after completing their isolation/quarantine period.
 - Close contacts to confirmed COVID-19 cases
 - 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.
 - 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

Note: 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

Sanitizing/Hygiene Materials and Physical Distancing Practices

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.

- **Facility Measures:** The School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:
- **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:
- **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:
- **Physical distancing (buses):** The School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).
- **Use of gloves and PPE:** The School requires employees to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.
- 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.
- 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 individuals who refuse to wear a face mask.
- **Note:** 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.



Frequently Asked Questions:

Will my student be required to wear masks to school everyday?

Yes, all students will be required to wear a cloth face clothing while on campus.

What are the expectations related to the face coverings?

Face coverings should fit appropriately, and not have any messages or pictures that are disruptive to the school learning environment.

Will my student miss out on learning if they have to remain at home due to COVID-19 related symptoms?

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.



Mandated Reporting Procedures and Expectations for Faculty

Students not being in school creates barriers to reporting abuse in times of crisis and economic instability, child abuse and neglect rates increase. However, reports of child abuse and neglect have declined since shelter in place guidelines took effect. The ability to speak up for kids' safety is crucial at this time.

To report effectively, explain how the suspected abuse has impacted the child. ***Please note that absence from virtual distance learning alone is not considered child abuse or neglect.*** There must be other suspicion or knowledge present for truancy to be reported to Children and Family Services. Lack of attendance can be a red flag for child abuse but in combination with other signs.

Signs of concerns:

- If you have had no contact at all with a family after many repeated phone calls/messages.
- If a child communicates they feel unsafe
- If you see a child in a dangerous environment
- If you notice a significant change in a child's mood/behavior

Make an extra effort with children who:

- Have a history of emotional,sexual, physical abuse or neglect, drug use, or discussed/attempted suicide
- Are responsible for the care of other children or live in a highly stressful family situation with limited support systems
- Require assistance due to physical, mental, behavioral, or medical disabilities or delays

Steps to follow for suspected child abuse:

1. Complete a Suspected Child Abuse Report form using the Sample Suspected Child Abuse Report form & Instructions document to guide you. This is recommended as:
 - a. Details of the incident are still fresh in your memory
 - b. You will have information on hand for the Children and Family Services to process
 - c. When filling out the form, use MWA's physical address: 4123 Lakeside Dr. Richmond, CA 94806
 - d. Consider using a phone number where you can be accessed
2. Call Contra Costa County Children and Family Services at 1-877-881-1116 or local Law Enforcement to make a report
 - a. You must submit the aforementioned written report within 36 hours of your call
3. During distance learning, we continue to be mandated reporters, however if you do not have access to a fax machine, mail to:
 - a. Contra Costa County Children & Family Services
2530 Arnold Dr. Suite 360, Martinez, CA 94553
4. Although you are not legally required to notify your employer of a mandated report, we encourage you to reach out to your Division Social Worker and/or Dean of Students to coordinate additional supports.

Imminent Danger

Call emergency services (911) if:

- You witness a student engaging in an activity that can cause great bodily harm or can lead to death, for example: brandishing a weapon (e.g. firearm or knife), cutting themselves with an object, consuming pills, using a cord/rope or bag over their heads in order to restrict breathing.

Then, proceed to:

- Access PowerSchool for student contact information, and attempt to notify parent/guardian, or emergency contact of the concern for student
- Notify your division Dean of Students and/or Social Worker
- If possible, remove the student into a separate breakout room via Zoom, and advise the student of call, and steps to be taken.

If a student explicitly *communicates* to you (i.e. chats, emails, texts, calls) that they intend to kill themselves or cause great bodily harm:

During live (i.e. synchronous) instruction

- Consider allowing your class to continue working independently
- Turn your camera/mic off and attempt to notify student's parent/guardian
- Invite student into a separate meeting room (breakout room) to keep engaged and supervised
- Notify your Division Dean of Students and/or Social Worker
- If you are unable to contact a parent/guardian, call crisis services at 1-800-843-5200 or 911

Student/Staff Communication during asynchronous (or non-live) instruction hours

- If a student is not in imminent danger and notifies you via email, text, or phone call that they are experiencing:
 - thoughts of self-harm
 - suicidal ideation
 - extreme sadness/loneliness
 - overwhelming anxiety
- Send a Notice.Talk.Act. (NTA) to your division Dean of Students and/or Social Worker

Legal Responsibilities and Protections:

- Mandated Reporters with reasonable suspicion of child abuse or neglect must report it immediately or as soon as possible to the reporting hotline: 1-877-881-1116 or 911 followed in writing within 36 hours on the Suspected Child Abuse Report form BCIA 8572
- No administrator or supervisor may impede or inhibit any report.
- When you make a report in good faith you are protected against civil/criminal penalty or adverse employment action.

