



IMAGINE TOGETHER

**Imagine Foundations Monthly Board Meeting
Wednesday, March 23, 2022
Zoom Meeting
5:00 p.m.**

Call meeting to order 5:05pm

Board Report - Anthony Pollard, Board Chair

Roll Call/Attendance

Pledge of Allegiance

Board approved Feb 2022 minutes by Mr Wiggins, Ms. Amelga

Reviewed the Imagine Schools Board Mission

Review Agenda Items and advised of changes to agenda

-As it relates to the charter, everyone should be aware that at the end of 2021, we received an extension on the charter renewal specifically for Imagine Morningside and that charter renewal has been pushed to the next academic school year 22-23.

-The team spent a great deal of time doing some deep evaluations of the operations, the schools and ensuring that we are positioned to really meet the goals and objectives and more specifically the requirements of the Prince George's County charter office as well as the Prince George's County School.

-there was a performance site review that was conducted by an independent auditor 10 square that provided us an in depth, full report with their findings and a host of action items that were delivered to us and the Morningside team for the work that they did during that process and the actions that they have taken and you'll learn about some of those as we move forward. But we certainly have a lot more work to do to continue to drive the growth and proficiencies academically.

-a lot of heavy lifting is also being done as we speak, such that we will be in a position to have the charters for both schools, you know, renewed so wanted to give you that high level overview and we're going to actually take a deep dive now and go through the reports

Values

-focus on daily is our rigorous instruction restorative environment as well as micro society

-this month our focused attention is on attendance (first), improved math instruction, being a second and then improved reading instruction, third

Attendance

-looking at December through February, what you see there in each column, December, January and February that is the percent of scholars who were not chronically absent and by



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chronically absent is referring to scholars who have missed 10% of a set period of time. So when we look at, again, the timeframe between December, January and February, if we had a student who was absent by .3 days or more throughout that three-month period, they were considered chronically absent for that particular period of time.

-some action steps that we have taken to address that is as an attendance team. We've looked at those particular students and we've had some professional learning that was provided for us by our PPW that explained to us the cycle of intervention and the things that we need to do when students are absent up to three times. We have to make sure that the teachers are making that initial parent contact

-They get referred to an administrator or an attendance team member and we contact parents and the PPW really wanted to stress to us that the idea behind the interventions is to provide support to see what it is that the families need in order to get the scholars to school. Because ultimately the goal is to have them there and ready. continuing to reach out to the parents really wanting to understand what is hindering the students from coming to school, again, being able to provide that resource. And then speaking to the students about setting goals about coming to school. It's ultimately the parent that gets them there. But we know that students can hold a lot of weight in terms of reminding parents that what's happening in school is really important. And so that's pretty much the overall view that we're taking

-we're also going to acknowledge scholars for their improved attendance and an effort to really build a culture that says we value you being here.

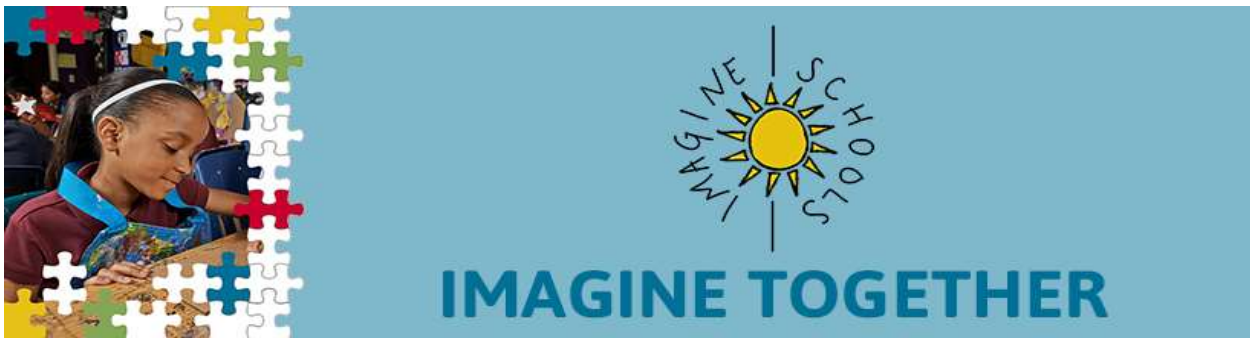
Reading

-the plan that we have laid out for imagine foundations at Morningside This is based on the feedback that was given to us as mentioned in the 10 square report

-those are the academic targets, really wanting to be able to unpack the close reading with our teachers and therefore with our students, and then also success time for reading being a really big important part of that. We have our progress monitoring there in the next column, followed by our performance plan and then our next steps. When you think about the progress monitoring, that's a big part of what we are really pushing for it morning

-there's a lot of great work going on, teachers are doing a lot of great things. Scholars are actually able to have found a lot of success. But what we felt that we weren't doing a great job of is monitoring that progress and capturing that progress in a way where we're able to communicate, this is what's going on. So in an effort to increase that progress monitoring or to improve it. We're in the process of adopting a close reading rubric, which will help us with when we're in the classroom.

-Continuing to look at student work during collaborative planning will be another part of that progress monitoring. So after teachers are implementing strategies in the classroom with the scholars, being able to have the scholars complete that work and then bring it for a group of



educators to take a look at to get some feedback and to also gather some trends about how things are going in terms of the reading and writing instruction at the school.

-The leader's axes that we are taking to ensure that we are monitoring systematically and consistently and providing feedback. We are going to adopt the idea of using a Google calendar where we're going to post all of the different ways that we're monitoring the walkthroughs will be shared on that Google Calendar, any planning, support and feedback sessions will all be on that calendar as a way to really help us to progress monitor.

-What's important for us to understand and improve on is how do we get to all of the teachers in order to provide them feedback, or their teachers that we're overlooking or the teachers that are not getting the support that they need? That'll just be a point of reflection for us as we make sure that we are monitoring the progress and then also looking at so also having weekly check ins to see where we are as a team.

-We come back at the end of the week to be able to see where we found successes to see if there's any course correction that needs to be made.

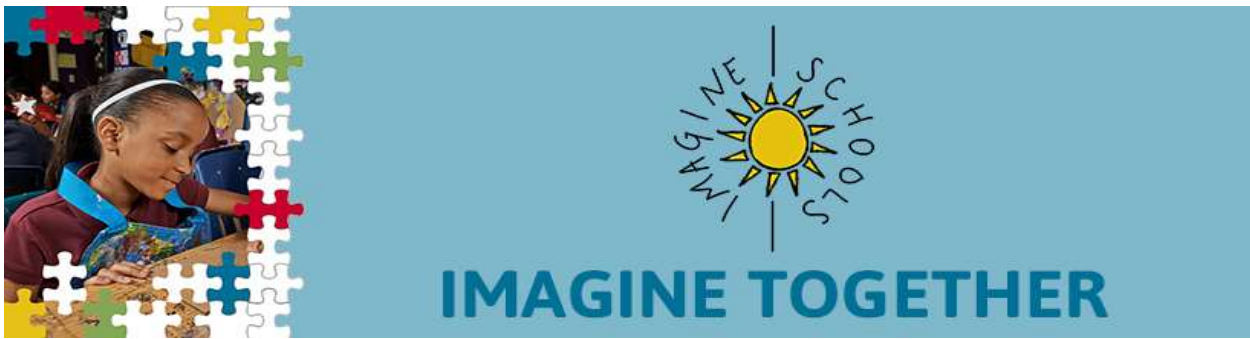
-We had our rise up meetings on March 7th, we were able to share a plan with the teachers with all of the teachers about the work that we're going to be doing. During the March 13th instructional leadership team meeting, we were able to begin to unpack success time, which is an important part of our image in schools in terms of really making sure that our scholars are getting that differentiated instruction we were able to unpack success time components, and we began to draft our implementation rubric for success time. And then we are continuing with collaborative planning with a focus on the areas that are identified at the first part of this particular spring.

Math

-Our math focus is to make sure that the teachers are utilizing math routines, making sure that the math instruction is predictable. Students know what to expect and that they're beginning to build strategies that they can use consistently through those routines that they are learning in a classroom.

-very similar to what we shared for the other progress monitoring for reading because it's going to be a lot of the same leadership moves or the same adult actions just based on the map. So you'll notice that we're going to use a map implementation observation tool. It's a rubric. It's again, going into the classrooms, are teachers using the curriculum as design is their primary resource? Are they following the routines that have been established? Are the students have an opportunity to lead part of the discussions or to lead a lot of what's happening based on them being able to make those connections with their mathematical thoughts and ideas

-March 14th, we had the opportunity to meet with the teachers and to talk about the Eureka, which is our math program, the curriculum assessments and looking at that tool to measure



their readiness for grade level content with teachers bringing the data to the collaborative planning

-we began to talk about what it looks like to determine what small group instruction needs to look like based on that data as well as what areas we need to focus on for whole group instruction.

Cultural High Expectations

-As part of being an Imagine school, we have goals in all different areas, not just the academic areas, but also for parent choice, building a culture of high expectations in terms of our shared values, and then school development.

-When you think about parent choice. It's really about our scholars and our families we are enrolling into the school. Our September enrollment was at 389. Currently our February enrollment is 368 which means that we've had a total of 21 scholars withdraw. could mean things like they were on our roster at the beginning of the year, but they didn't actually show up. And then there also have been withdrawals throughout the school year

-we're at about a 94% rate of students remaining enrolled. Some of the next steps that we're looking at for that particular measurement is we're going to develop a form for existing families so that they can give us feedback as to why they're making the choice to read it to enroll students in a different school.

-In terms of our school culture and climate, the Imagine schools share value surveys have begun. The Scout has actually completed that particular survey and looked at our particular goal, where we wanted to see an 80% agreement rate from all of our stakeholders being the staff, the students and the families. We wanted to see an 80% agreement rate for our school culture and climate. So our scow is based on the data we have. There's about a 75% agreement rate, which is a decrease for this year from last year (85%) and it's pretty much asking the students how they feel about being a part of our school and asking them about quite a few different aspects. We are awaiting the survey results from our staff members and then we will next roll out the surveys to our families will be able to get a bigger a better picture in terms of where all of our stakeholders are in terms of how we are how we are doing in terms of ours, school culture and climate and school development

Enrollment SY 22-23

-for our upcoming school year, we had been approved for enrollment of up to 389 scholars. This is a decrease from previous years. It's specifically a decrease of 46 scholars from last school year's projected enrollment. So it's going to have an impact on our budget and those are things that we are in conversations with our regional office as well as lift the members of the budgeting team through imagined schools as well as our staffing specialists with Prince George's County.

March Events



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-Mesa Testing

-March Madness is going on that's been sponsored by our parent choice committee.

-Spirit week this week, is a literacy spirit week to celebrate national reading month and then multicultural week

-Huge micro society launch that we'll be having at Imagine Morningside this week was a soft opening, and we're gonna have the actual full launch next week.

-block meetings are going to be returning school wide to imagine foundations at Morningside an opportunity for scholars to lead their peers and celebrate getting some information that's important to the great level bands and just having an opportunity to exercise again their leadership skills.

Imagine Leeland Report -Principal Williams

The focus is around our math reading, attendance and character.

Attendance

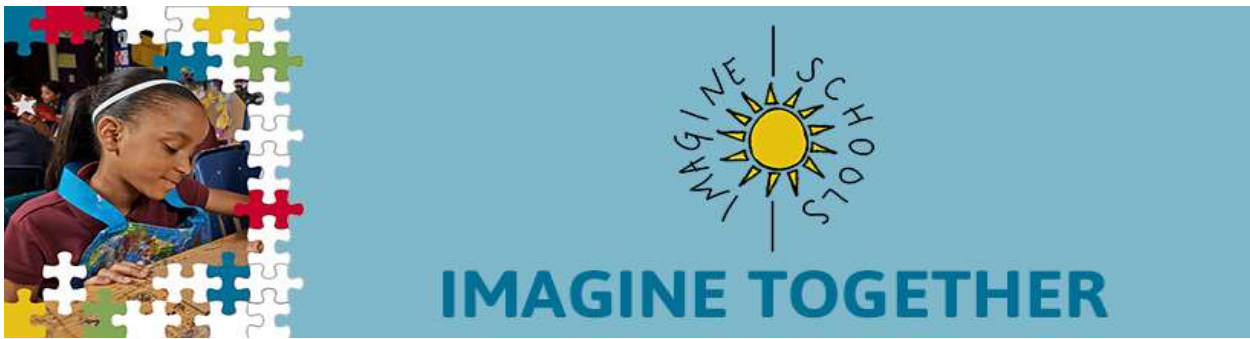
-we have had an increase as it relates to our attendance for the previous month of February. We close with the 97 point 26% as it relates to our students and just a quick attendance snapshot, that's about a two point a little bit more percentage of students who are chronically absent.

Math

-our overall performance from the winter assessment as we gear up for our spring and in the center are our indicators of success. Some things that we're looking at to monitor as it relates to our progress in the classroom. We've definitely put a lot of attention around our success time and began to reconfigure our SPP around small group instruction within success time. What we have included here is a checklist that we provide for our classroom teachers. It just provides them a list of what to be able to place their ads on as it relates to develop an independent practice and differentiated instruction for our scholars.

-Once students are engaged in success time task, you'll then see what we have our success time walkthrough, it's linked right there so you're able to see our instructional coach Ms Lawson as she's in the building during our Daily Success time, is able to capture daily data to support areas of success as well as areas of improvement.

-we just recently started to examine more closely during our regional check ins and they are you'll be able to receive or actually be able to see just a summary of what the look for is work. We were able to consolidate the questions from that daily walkthrough to six major focus areas for our teachers and then we have an overall percentage that we're able to share and explore more during our collaborative planning and examining our freckle data. We've specifically been looking a lot closer at teacher practice by having students engage in independent practice. And



those are all based on teacher led instruction, and then the opportunity for students to demonstrate understanding and mastery.

-data link where it really outlines what our next steps are for success time. It's a matrix where it provides each grade level, each classroom teacher that facilitates the success time and then on the column it states where they are exactly to the progress that's being made in class. But then that final column of the data matrix gives you a more differentiated idea of what each individual teacher is working for. And that's again with a focus on the adult behavior. What we need to see is what teachers do differently to continue to increase our students' performance on their individual focus skills as it relates to their freckle and success time.

School Surveys

-in our big areas of parental involvement in building a culture of high learning. In the center, you'll see our indicators of success. This information comes directly from our student survey that we just closed and we'll be going into our teacher survey. We're working on those this week and building to drive that feedback from our teachers and then we'll be transitioning to our parent survey, which will be for the month of April.

-At the next board meeting or the next board report, you'll be able to see specifically data as it relates to our parent interests. Upon returning to imagine next school year you'll be able to see the staff implementation of a survey which really generates questions around some of the areas that perform below the 70% as it relates to our student feedback

-we scored at about a little bit over that 74 mark as relates to that shared values, as well as our school development

Enrollment

-our projected student enrollment for next school year. This year, we're actually at 482. And our October Mark we're at right now about 467. Our goal is to return that to that 490 going into next school year, just putting some structures in place to ensure that we're able to accommodate and support parents. Last year, we transitioned into the new platform of having parents to enroll under scribes which created a level of difficulty. This year we're geared up and ready to be able to provide the support with the ultimate goal of reaching that 494 next year.

School Celebrations

-completed the winter MyON challenge at number one and shout outs to 2nd, 3rd, 4th and 6th graders. One 2nd grader was the top reader, so they decided to add one last challenge for the spring.

-Putting finishing touches on the Green school application with Mr. Brock. One day scholars did a drop everything and go green and all the classes engaged in creating Go Green posters for our field.



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Upcoming Events

- Closing out on mesa testing
- Leeland store is operating and running
- Virtual open house for lottery parents
- Parent University which is scheduled for tomorrow.

Ms. Amelga - Rise up meeting report

- we focused on improving and diversifying scholars' writing skills, which included looking at student samples and continuing with observations. Ensuring scholar success time is implemented with fidelity
- thank you to the schools for their thoughtfulness and dedication to all of the scholars and making sure that each student is always meeting their potential and pushing them to, you know, to grow and get and have those learning gains so big to both schools and their teams

Academic Regional Report

Travis Miller

- introducing regional academic coaches Ms. Lawson (Leeland) and Ms Crusor (Morningside), wanted the board and the families and the staff to hear from the coaches as well to just further align the work that we're doing that imagine with both campuses and pretty much demonstrate their consistency throughout both campuses

Leeland Ms Lawson

- working on some big initiatives including character essays were just recently completed. We have some beautiful essays from scholars in all grades, but particularly in our eighth grade scholars.
- very proud of the work that our scholars and teachers have done towards promising practice. We are applying for the promising practice this Friday actually, and we will be submitting our what I want my teacher to know about me practice. Something that was started a little bit last year during COVID but continued this year as a portion of each classroom where students have the space to write a post to note at any time, but also during the times where the teacher maybe makes a request to scholars to let them know a little bit something about them. It can be personal, it can be academic, but we've really seen a lot of improvements in relationships between scholars.
- We only have a few days for this one so part of our posts will include a spring family letter to let our families know about the work that we're doing. And then adding in some student goal settings specifically around MyON, and that will actually start next Monday in our reading classes and then scholars for setting a few things that we've been working on. Some of our teachers began Abba tutorials, scholars advocating for themselves. They have an opportunity to



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submit a question for any content, where they just need a little bit of additional support from a teacher. And every two weeks they have had time to have that question answered either from their content teacher or another teacher who is able to help them with that specific content. So that's one big piece towards our advocacy

-we've also been working towards pushing some goal setting during middle school success times in particular, trying to really keep scholars in charge of their own learning acquisition. And so far we have been able to see some gains with that so excited to have those programs can shoot forward and hopefully report back some great gains and those are cross campus collaboration has really focused very much on success time for this quarter

-success looks a little bit different for each teacher or each group of teachers but things that we have really been supporting our teachers with in terms of freckles for tracking differentiation cycle offers a wide variety of opportunities for success time.

-during our readings classes, just based off of our winter data we did additionally build in some push in times. Bringing a little bit of success time to the general classroom. Twice a week our reading teachers set aside some time to focus on the focus skills that each scholar needs to improve on.

-some of the things to highlight did have 75% of our teachers modeling during success time, which for us has been a big push as that's been one of our goals. Specifically, math to ensure that modeling is happening and spellers have a variety of different strategies presented to them to help them with their math acquisition overall. We do still see a need to improve the amount of small groups that are occurring during success time. So that is something that we will continue to support our staff

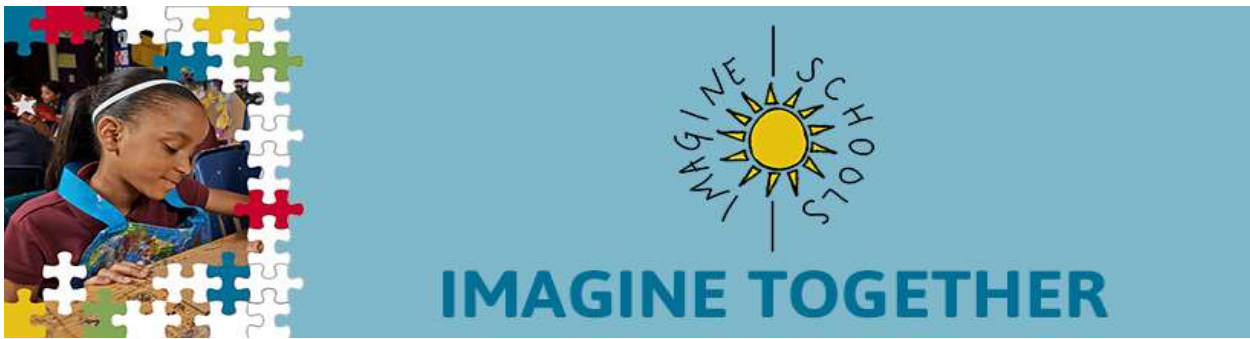
Morningside Ms Crusor

-Currently we're focusing on revising our success Time Protocol, and looking at how we can give instructional support to our teachers with the current resources that we have from our charter network, as well as the curriculum, also floating spacing on writing across contents. To do that, we've been working with professional development. So we're continuing our weekly collaborative planning sessions with our classroom bakes educators as well as meeting bi weekly with our ILT team to discuss instructional growth.

-In terms of cross campus collaboration, we recently met with all of the coaches at the Lincoln campus. We have bi weekly rise up calls with the Lincoln and Morningside lead teams and then we also just recently did a campus visit. And we're currently focusing on a lot of data analysis

-We finished up our PDSA cycle with our grade level teams and we've been taking a look at our winter star and benchmark data.

Mr. Miller



-we're emphasizing the cross campus visits that both Miss Cruz or miss Lawson mentioned, we're really taking a deeper look at middle school scholar success time, focusing both on those students in the bottom third and as well as those students at the top those students that are benchmarking in advance, you want to make sure that we are pushing them academically so they continue to be engaged.

-really focusing on using groupings, you know, on the Renaissance platform, and using freckle to prove SST. The use of the Imagine endorsed instructional platforms and then focusing on a cycle of support that the coaches participated in the first semester, definitely implementing that with a particular teacher using that teacher as the model and then scaling it out to all teachers who have a scout success time.

-the priority goal for March was taking a look at math. So we looked at the alignment of the rise Up Action Plan, which is the SPP action plan, as well as the Prince George's County Public Schools

-had a great discussion around math which is critical to students really engaging and understanding the concepts of math. being able to articulate not only the answer, but their process of getting to the answer because the writers of the state assessment are gonna want to assess how well you can articulate how you got to your answer, so discussions in the middle grades is critical for students on the state assessment. Then we took a real deep dive at scholar success time, making sure again, that the efficiencies are there, the groupings are there, and that teachers are really engaging students on all levels to ensure that every student gets exactly what they need during this 45 minutes of intervention time.

Lance Pace Regional Director report

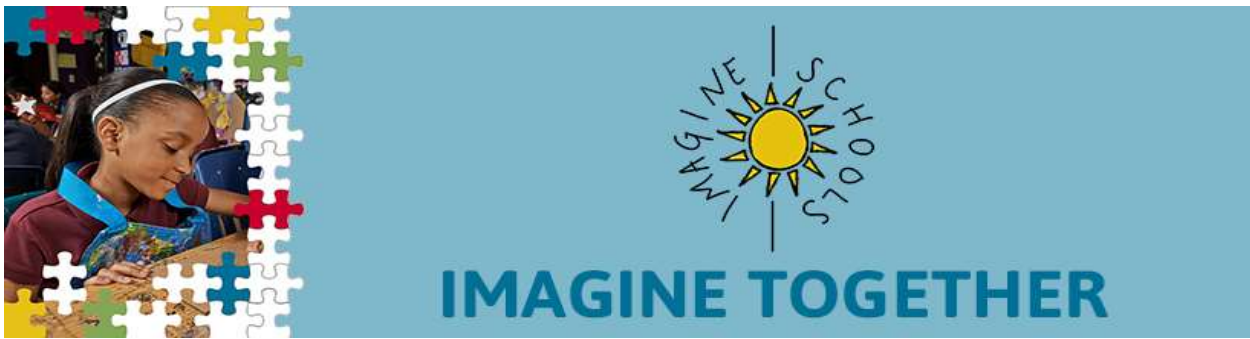
-scholar success time is focused, we are as a region taken or participating in an ELA curriculum audit, looking at the curriculum program, the ELA curriculum program at all four campuses and just you know, asking ourselves is there something that is more effective for our students

-taking a look at the professional development that comes along with the programs and there's not one program that does everything, but just what we would want a program that is going to meet the needs of all students not only at Morningside and Lincoln, but also at Leland and Andrews as well

-We as a region are participating, facilitating a professional development for school leadership teams, coaches, academic facilitators. Next week. taking a look at the tableau platform and really looking at some of the reports and the data that the National Assessment director recommends, and I think that's going to be a great session.

Questions

Ms Amelga - (to Ms Lawson) you mentioned the promising practices that it's an award is that a recognition and Who is it from? Who selects it? I just want a little more clarity about what that was?



Ms Lawson - it's through character.org and it's more of a recognition than anything. So if we are selected we'll get a little stamp of approval that will go on our website, just stating that we are a school committed to building in character education into our program.

Mr Miller - (to Ms Cypress) You mentioned the enrollment numbers for next year and the decrease just want to see if you can unpack that a bit for us in terms of why the numbers might have decreased if there was any appeals process or were you comfortable with what those numbers are projected for?

Ms Cypress - the numbers were determined as part of our renewal agreement is my understanding of that. And so that was a decision that was made by the regional office as well as again, our Prince George's county representatives. My understanding, again, is that it's

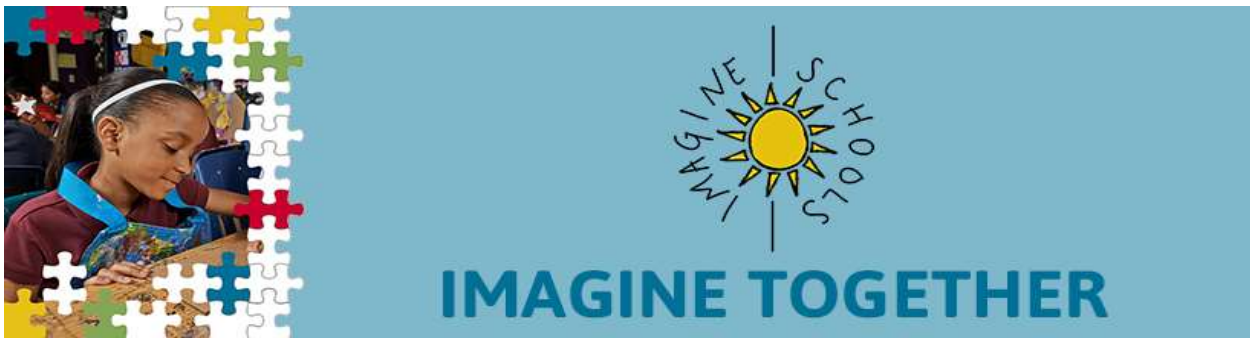
based on our historical enrollment in terms of how we may begin at a certain point with scholars but then you know, as the year goes on, because of a decrease, just maybe finding an average or identifying a number that was more representative of the enrollment that we usually have by the end of the year is my understanding as to why that determination was made.

Mr Wiggins (to Morningside team) that Microsoft launches on March 30th. Can you sell a bit more about what's going to be involved in the actual launch itself and what would be invited to join?

Mr Chiza - We have a little bit of a delay due to a supply issue but we are launching next week. You know if you can give us after spring break and it will send you an invite please join us. We are launching and the scholars are beginning to make their products and seeing the virtual shopping experience will be today. It was the first day for them to do kind of a soft opening. Each venture had a chance to complete a survey. To kind of give us feedback on how you went as far as the routine because you should be the person doing everything virtually, like we've done in the past. Next week, we'll be not doing it with the actual supplies, while other groups will still continue to try to create the product as well. So give us after spring break down that Wednesday.

Finance Report - Nate Evans

-Finance and the principals and school leaders were presented a new charter school budgeting to buy Prince George's county in which to enter and submit their salaries and benefits budget and to come up with their discretionary budget amount and then from there to enter the information for it to go through the approval of county officials. So this is an online to online tool.



-Morningside summary report for February 28th. total revenue recognized as of February 28th, is a little over \$3 million. And that includes ESSER grant revenue. That is the regular per pupil charter revenue and ESSER revenue.

-Morningside is expected to receive more charter payments throughout the year or more charter payments before the end of the year. total expenses, including s or expenses is about \$3.1 million. And so that leaves the school with a budget deficit of \$60,000 as of February 28th. The cash on hand from Morningside as of February 28, is \$1.2 million. And Morningside is expected or projected to have cash on hand of \$1.1 million as of June 30th.

-enrollment for Morningside as of March as you can see there at 368 scholars.

- As we move to Leeland, we see that the total revenue recognized as of February 28th, regular per pupil revenue and ESSER is 3.7 million of which almost 3.9 million has been spent and expenses. So as of February 28th Imagine Leeland is experiencing a budget deficit of \$169,000. But of course more revenue will be recognized as cash on hand as of February 28th is a little over 1 million.

-cash is projected to be on hand as of year-end for Leeland will be about at that same level 1 million Okay, and again total asset grants for the three years grant period, Leyland has been awarded of one point almost \$1.8 million. And again, most of that is budgeted to be spent this current school year so we're pushing and hoping to have 1.3 million spent by June 30th. Of course the school will be reimbursed the amount that it spins and of course this is not a hard deadline. If the school does not spin that amount by year in, it can just be transferred to the next school year and that school year although at the end of June 2024 which is the end of the three-year period.

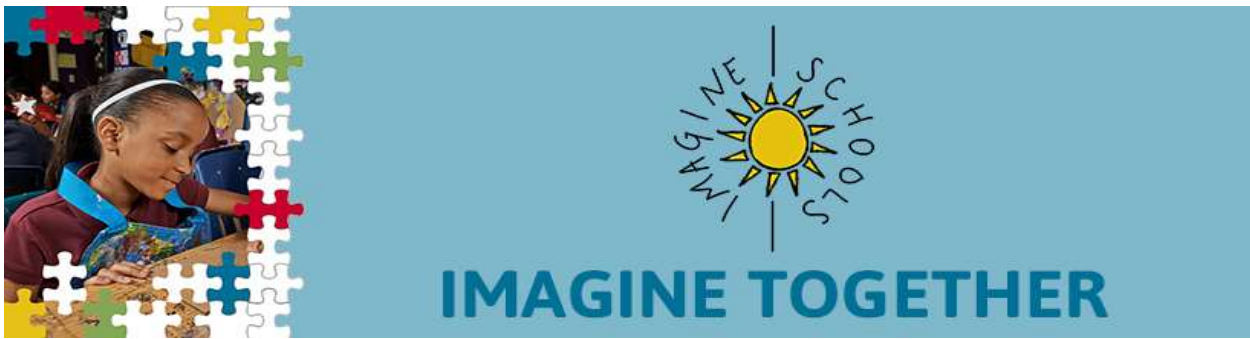
-the enrollment as of March is at 465 Total scholars

Questions

Ms Amelga

- What I heard is that both schools were not anticipating that we will continue to have deficits at the end of the year because more revenue will be recognized and is that also because we're not expecting any additional expenses between now and the end of the year? So when we're looking at those numbers, that's like all of the expenses, but not all of the revenue or is it that we're anticipating more expenses but we're anticipating enough revenue to cover everything the deficit and any additional expenses?

Mr. Evans-



The school is projected to have a slight deficit however, most of these schools and actually all of the schools are operating at or personnel spending them was budgeted. This is on track as or

this follows the trend as of every year for flooring. So as a year in, each school always gets a refund of cash. That was not spent for personnel. And that amount is usually enough to bring the school back into a surplus position. So even though you know we must use the Prince George's County amount that they have budgeted for us for personnel, but as in years past, that amount always ends up not being spent. Most of all of our schools have spent around 40-45% of their personnel budget even though we are 67% of the way through the school year, so they are trending lower and will receive a refund of the amount because the county takes the money for personnel expenses off the top.

Ms. Amelga

Is there like an average number basically like for each student on how much that impacts the budget, whether it's a loss of a student or, you know, or having additional students than we anticipated when the budget was created, or does that differ depending on the student?

Mr. Evans

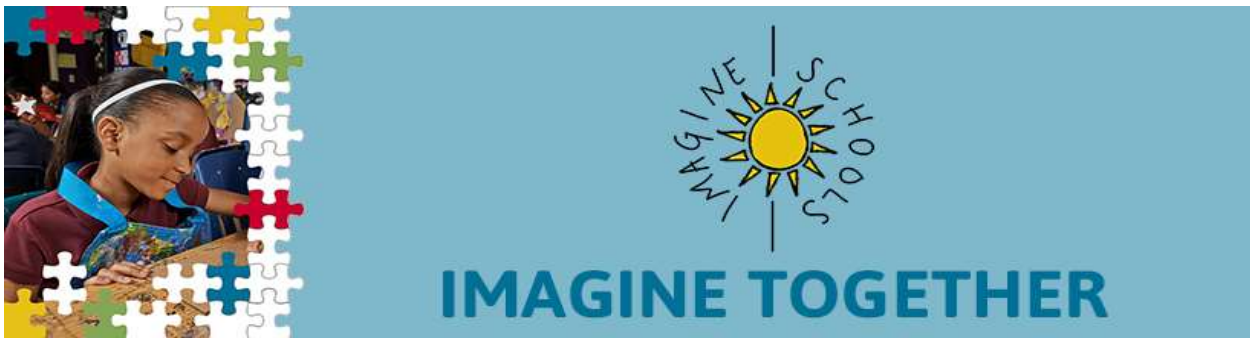
-Each student that the school receives the same amount of funding for each student at every level, every grade level and that is based upon the enrollment at September 3rd, October 1st. We confirmed enrollment at that time and the funding remains based upon that enrollment regardless of whether the student enrollment changes after that. If the more students come in after that date, the school doesn't get funding is based on what was confirmed as enrollment as of October 1st. Now, if the enrollment rocks, the school doesn't lose any funding, unless the drop is 20% of the confirmed enrollment or more. So as long as you remain within that 20% The school continues to get the same amount of funding determine at October 1st.

Ms. Amelga

-So is the per pupil expenditure amount the same from year to year? When we're looking at the budgets from year to year and we're looking at the projected number of students is there an easy way to estimate how much the budget would be impacted from year to year?

Mr. Evans

-The per pupil amount does change from year to year. I believe that previous year, the per pupil amount that the county provided was around \$11,300 in network range. This current year is around \$11,650 for each student at the school that the county provides to the school and it may go up next year but we usually don't get that information. If it does increase, we'll get that information later during the summer.



Ms. Amelga

-Is there a reason why it seems like we want to spend the majority of the SRO funds or it seems like we've budgeted to spend the majority of the SR funds this year. Is there a reason for that?

Mr. Evans

- The reason is for the impact of the pandemic and COVID on the school and the students. So Mr. Miller of facilities will go over later, and just sanitation and cleaning and everything that was expected to take place early during the ESSER period. That is why the budget for most of the three-year budget is predicted to be spent in the early part of the period.

Regional Facilities Report - Mr. David Miller

-will review ongoing facilities projects that we've had in the past month and some upcoming for the next few weeks and ESSER funds and the impact that is having on our facilities projects and what we are doing with those funds that we are receiving now.

Leeland

-we finally got our replacement cafeteria tables after several tries and a lot of go around with our vendor and some confusion that we did get them delivered. It has given us a whole new look to the cafeteria there and we're very excited about getting those in place

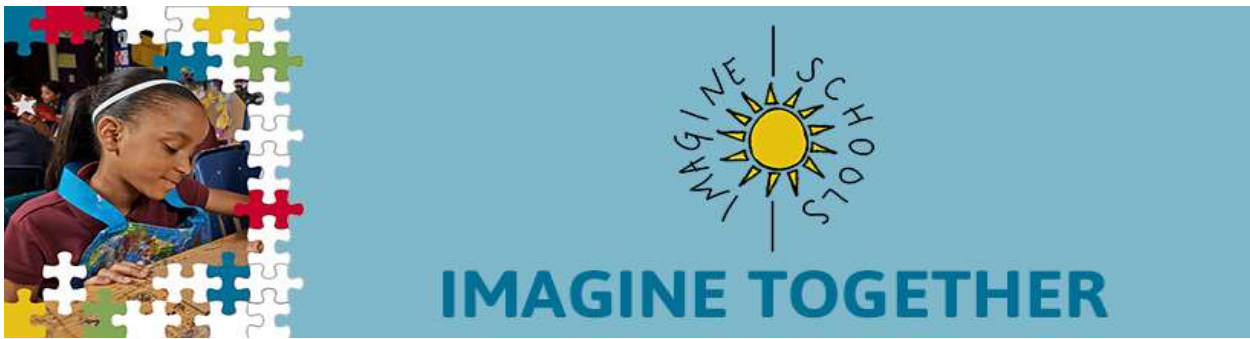
-We have a new floor machines that we are ordering and actually that is under the ESSER funding as well.

-We had a broken window in Seton Hall that was repaired a couple of weeks ago, the vestry has continued to work on some small roof repairs at Marlborough Hall. They've been chasing down some leaks there over the past few months. But we're hoping that that is resolved now at this time.

-we've had issues with traffic pushing on to Oak Grove Road during the scholar arrival and dismissal processes. And part of it is just because of all the construction that's been going on in that neighborhood road construction Church Road has been closed for the entire school year probably isn't going to open until this summer. There was also repaving of Oak Grove Road that slowed things down for a bit, but we did meet with Prince George's County Public School Safety Office staff and walked the campus and observed a dismissal; they observed a couple dismissals on their own as well. And we use this to reassess the traffic pattern changes have been made. And it has seemed to ease the traffic on Oak Grove Road right now.

-We are also in discussions with Prince George's County Police Department to have some off duty officers on hand as well to help with traffic at the Morningside campus.

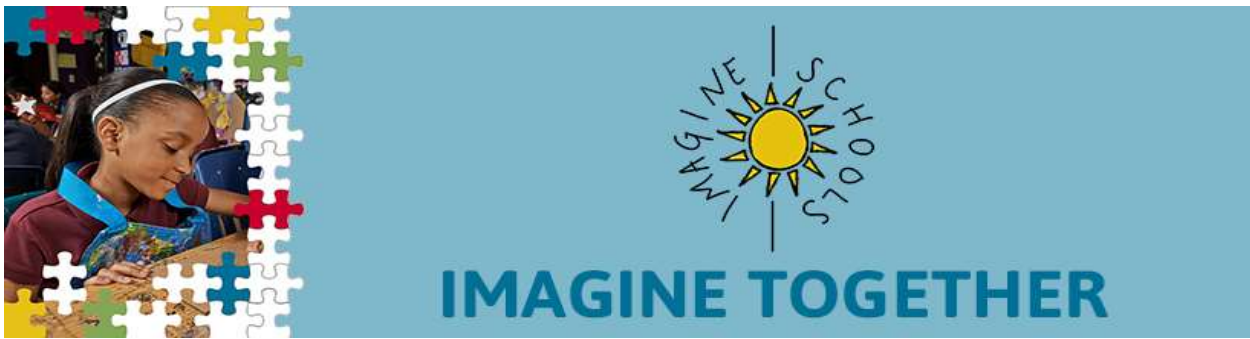
-Pepco did get out after a couple of weeks to make repairs to the light poles in a parking lot. So those are all fully operational now.



- ordered more cleaning supplies
- replaced batteries in clocks around the school
- we do have an ongoing WCC water and sewer tie in construction that the vestry our landlord is working on is nearing completion, the excavation and installation of the sewer has been completed now. The water line installation is complete and everything is tested and passed and they're working on tying those were lines to the buildings is the final tie in.
- will have landscaping and re-pavement of the driveway in early April
- We are also having an estimate and are working to reconstruct the housing for the marquee sign of when we moved here in the next few weeks. And then also as part of our escrow projects, having an HVAC system assessment by the mechanical engineer and quarterly indoor air quality testing that will happen in April and then also in June at the end of the school year.

Morningside

- In April, scheduled painting of the playground systems
- We did make equipment repairs last month as well there so they're fully functional and up and ready for the spring
- We've got a project ongoing of just to upgrade some of the security and buzzer a door access points throughout the building
- Prince George's County is working to repair some exterior lighting that is pending. But we've also talked to electrician about doing those repair ourselves just if they're not able to repair a time
- Prince George's County is going to be replacing the new HVAC rooftop units that provide air conditioning for the multipurpose room and the administrative offices area
- we'll have quarterly indoor air quality testing happening in that building as well
- his is just a complete overview of the facilities budget items that are scheduled for each school building for Leland and Morningside. Leland has a few more projects on here just because some of the projects that we will be doing at Morningside will be worked with George's County Public Schools
- We're working on getting installation of operable windows, new windows, essentially, for seat golf on Chelsea Hall to help with air quality their installation touches lavatory fixtures will help with cleanliness. Indoor air quality improvements so we are working with the vestry to make improvements and actually get air conditioning centralized air conditioning installed in Chelsea Hall and Arnold Hall. That's the gymnasium. Those are the two buildings on campus that still don't have central AC and then a school playground purchase which qualifies under Esser because allows better outdoor play space for scholars
- Marlborough Hall that will add some classroom space we've had some initial contractor
- The Morningside campus, again, the big the big pocket of money is the projected cleaning and sanitation supplies across all three years. We are also working on touches lavatory fixtures, and



then indoor air quality improvements. So that's another building that does not have centralized air conditioning for most of the buildings. So we are again going to be working with Prince

George's County schools to try to see if we can get central air or upgraded air units, and replacement windows

Parent Engagement Report - Youlanda Brown

-still underway for planning a parent town hall meeting

Community Development - Ivan Douglas

-no major updates on community fair, still working with school team and Mayor of Morningside to plan

Marketing Report - Tina/Will

-no updates at this time

Parent Questions/Comments

Mr Pollard

-We do have an email address where we ask that parents send questions in for the board, public comments and for the board. We have not received any at this time

Parent Question from the chat - to Leeland team

Q - Since the school year started, there's been a lot concerning a number of fights between students that have occurred at the Leeland campus. Wondering what is starting these fights, what's the root because of it? And what's being done to possibly prevent future outbreaks of fights on the campus?

A- What seems to be occurring is that students are making poor choices after hours on their phones, social media is not being monitored and these issues are trickling into the school hours. The school is having a parent university meeting regarding monitoring their child's use of the mobile devices and social media. The school is only able to monitor what happens on the school network during school hours and can shut down inappropriate access to websites for 108 min.

Principal Williams - responding to concern about parent/teacher conference hours shortened



3hour release day was for teachers/staff and because of that a full 8 hr. day was not available for parent teacher conferences, however anyone that did not get to meet with teachers please contact the school the schedule a time

Meeting Adjourned: