

Holy Cross Elementary  
School Development Report for 2009 - 2010



**Vision**

The vision of Holy Cross Elementary is the staff, working with the parents and the community, is dedicated to promoting the academic, social, emotional and physical success of each child within our school. We will strive to create a positive leaning environment that will prepare our students to become independent, life-long learners with the skills necessary to be contributing members of society.

**Mission**

Holy Cross Elementary School is committed to developing literate, life-long learners by providing a quality learning environment that fosters a positive, home/school partnership.

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## **Message from the Director of Education**

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

**FORD RICE, B.A., B.Ed., M.Ed.**  
**C.E.O./DIRECTOR OF EDUCATION**

*Message from School Administration*

**Bonita Power, Principal**  
**Lorna Walters, Assistant Principal**

Holy Cross Elementary School has developed this School Report which attempts to reflect and report on the various activities and endeavors that were carried out during the 2009 - 2010 school year. It will also provide to you information regarding special projects, school development initiatives as well as highlight the results of the Primary and Elementary assessments written by our grade three and six population in June, 2009.

Holy Cross Elementary School continues to strive to become a child-entered school with a strong focus on addressing the individual needs of each of our students, not only as this relates to the teaching-learning environment but also as this relates to our students, recognizing that each one is valued as an individual with gifts and talents to share with his/her classmates, peers and staff. On behalf of the students and staff of Holy Cross Elementary the Administration of the school would like to thank all of our parents and guardians for your support on so very many levels during the past school year. The success of any school community is so very dependent upon the support and involvement of all stakeholders. The involvement and cooperation of our parents/guardians and our various partners is very much appreciated. It is only by working together that we are able to promote and foster the potential of every child in our school.

During the next school year, 2010 – 2011, Holy Cross will begin a new School Development Plan given that our current plan was devised some six years ago. During the past six years we have had changes in students, families, and staff and our new School Development Plan will reflect that reality. Holy Cross will continue to focus on improving student achievement in their new plan and may indeed incorporate aspects of our current goals and objectives in the new School Development Plan if the Internal School Review shows that need. The details of our new Plan will be conveyed to you in our School Development Report which will be released in the Fall of 2011.

**Message from the School Council**

Clayton Long – Chairperson

Holy Cross Elementary School has had a productive and rewarding year. Through a variety of projects as well as the many curricular and co-curricular programs the school has continued to foster the development of the whole child. Holy Cross continues to develop and maintain strong partnerships among home, school and community which have a lasting and positive impact on students. It has been my privilege to work with Holy Cross School Council as Chair for 2009 - 2010.

## Our School Community

Holy Cross Elementary School is located at 145 St. Clare Avenue in St. John's, NL. It has a population of 167 students and offers K- 6. Below is a table showing our school enrollment for the last five years.

Year	Population
September 2010	164
September 2009	167
September 2008	189
September 2007	207
September 2006	209
September 2005	214

For the 2009 – 2010 school year, Holy Cross had the following staffing allocation:

Administration – 1.25 Teachers  
Classroom Teachers – 9 Teachers  
Non-categorical Special Education – 1 ¼ Teachers  
Criteria Teacher – ½ Teacher  
Physical Education – ½ Teacher  
Music – ½ Teacher  
Band – ¼ Teacher  
Learning Resources – ¼ Teacher  
Literacy/Numeracy – 1 Teacher  
Guidance – 1 Teacher  
Student Assistants – 4 full time positions

In addition to staff based at the school, we have access to District Office staff including Speech Language Pathologist, Educational Psychologist, Program Specialists and School District Administration staff including our Senior Education Officer. Holy Cross Elementary has a school-based social worker as well as the services of a public health nurse through Eastern Health. We also have the services of secretarial and maintenance personnel.

## ***Key Highlights/Special Projects***

### **Taking the Courthouse to the Schoolroom**

Taking the Courthouse to the Schoolroom is a program that targets students from grades 6 to 9 and aims to cultivate a public that is properly informed about the justice system. This program assists teachers in their efforts to address school issues that can potentially involve the justice system, such as bullying, drug and alcohol abuse, physical assaults, and the like.

The components of the Taking the Courthouse to the Schoolroom program include: the importance of avoiding a criminal record and the future implications of drug and alcohol abuse. This program allows groups of four children (one group per month) an opportunity to visit the Provincial Court during the lunch hour to eat their lunch with a judge, to meet judicial workers and to tour the court facilities.

Holy Cross Elementary School has been involved in this program for the past three years. The interest and enthusiasm displayed by the students and teachers in previous years indicate that this program has been a very positive and successful experience for them.

### **Big Brothers Big Sisters In-School Mentoring Program**

This program matches students in grades one through six with carefully screened adult mentors from the community. During the school year, mentors spend one hour a week with an assigned child, on school property, participating in social activities. The purpose of the mentor/mentee relationship is to have good adult role models helping to improve the confidence, self-esteem and school interest of the *children involved*.

### **Tutoring for Tuition Program**

High School students of good academic standing participate in a tutoring program funded through the Department of Education. The high school students receive post-secondary school tuition chits for tutoring students who require assistance to maintain passing grades. This year we were assigned two tutors who each provided two hours of tutoring a week to our students.

### **Roots of Empathy**

Roots of Empathy is an innovative program with a specialized curriculum for students aged 3 to 14, promoting safe and caring classrooms. At the heart of the program is a neighborhood family with an infant who visits a classroom once a month for a full school year. With a certified Roots of Empathy instructor, students are coached weekly to observe the baby's development, celebrate milestones, interact with the baby, and learn about an infant's needs. Students learn about parenting, about themselves and about how others feel.

This rich, vital, and highly rewarding, classroom parenting experience teaches human development and nurtures the growth of empathy. Roots of Empathy help educate children for their future role as parents. In addition, Roots of Empathy fosters the development of empathy, helps to reduce aggression both inside and outside the classroom, and provides a tangible experience within which to teach the fundamentals of human development.

During the 2009 - 2010 school year, the Roots of Empathy program was offered in our grade 5 classroom. The students learned a lot about being empathetic by having Baby Ben and his mom, our grade 4 teacher Ms. Piercey visit the classroom each month. We extend many thanks to Joan Hartery who was the instructor for this program.

### **Leadership Club**

Our leadership group consists of a wonderful group of Grade 6 students who participate in many activities around the school. These mature individuals act as Buddy Readers to our Kindergarten, Grade One and Grade Two students. They are lunchtime helpers in the lunchroom by serving the food and cleaning up after lunch has been served. They assist primary students in the classroom at recess and on the playground at lunchtime. This leadership group also helps in the Learning Resource Centre and Computer Lab. They also help decorate bulletin boards throughout the school for various occasions. In addition to all of this, they also help with the recycling around the school. They are always willing to give a hand or two with assemblies or concerts in the school when needed. This group of students is well on their way to becoming stewards for their school communities.

### **Animal Rights**

Our animal rights group consists of a group of dedicated students who meet every second week with their mentor, Ms. AuCoin. The purpose of this group is to generate awareness of animal concerns in the community. Topics include pet over-population, proper care of pets, the role of animal shelters and the like. Guest speakers from various rescue organizations are frequently invited and the group holds at least one food and blanket drive per year for the purpose of donating to homeless animals in shelters.

### **Recycling**

Holy Cross Elementary has been actively participating in a recycling program for several years. Each week our students bring in recyclables from home and are given a small prize from the treasure chest. Each week we also hold a recycling blitz. Each child who brings in recyclables will have their name entered to win a prize. Prizes are given out for the primary and elementary division. We also have recyclable containers in our cafeteria, the upstairs corridors and the staff room. The monies collected are used to provide needed resources for our school.

### **Active Schools Program**

Holy Cross Elementary was pleased to be part of the initial Active Schools Program for St. John's, a program designed and provided to three local area schools by the City of St. John's Recreation Department and the Eastern School District. This program offers a non-competitive, simple, fun and appealing program where all children could enjoy the full benefits of physical activity. Classroom teachers were trained and conducted this program in their classrooms to help promote active, healthy living practices. Students and teachers of Holy Cross Elementary were committed to doing 20 minutes of physical activity a day. Activities varied from classroom to classroom and involved activities that

used a variety of equipment and some with no equipment at all. Some activities were done as a whole school such as PA Exercise Bingo, the Cha-Cha-Slide, Agadoo, Hokey Pokey and other music activities. We also had a huge Healthy Active Commotion Day and held other activities throughout the school year such as Healthy Food Fear Factor, Jump Rope for Heart, Terry Fox Walk and Nutrition Month Poster Contest. We also incorporated an active school activity into each of our Monthly Self-Esteem Awards Assemblies. It was a great success and much fun was had by students, teachers and parents alike throughout the school year.

## ***Partnerships***

### **Holy Cross /Brighter Futures Family Resource Center**

This year the Holy Cross/Brighter Futures Family Resource Center has been a busy one. Our success this year has been many and varied. The number of parents and children attending Play Group has been higher than last year, with more than 300 parents and children attending the program during some months.

We also look to the positive achievements of many former Play group children who started Kindergarten in 2004. It has been shown that children who attend quality children's programs with Brighter Futures, such as Play Group, are better prepared for school, and are able to make the transition to school more easily. The partnership between the Kindergarten teacher, Guidance Counselor and Brighter Futures staff to offer the Kinder-start program to parents and children, has been very positive. We have also seen many Play group parents and volunteers to the Family Resource Center going back to school themselves.

The Brighter Futures/Holy Cross Family resource Center has been part of Holy Cross Elementary since 1999. We have dedicated space in the school in which to offer the programs and activities that families from the school and community require. The space is used for programs, meetings, gatherings, and individual or group support.

### **Eastern Health**

Holy Cross Elementary School is very fortunate to have a school-based social worker and the services of a public health nurse. These individuals work with many families and students within our school community. This service has increased communication between Eastern Health, staff and families.

### **Mother Goose**

Parent Child Mother Goose is a literacy and language enhancement/enrichment program for parents with children from birth to age five. The program at Holy Cross runs in ten-week blocks (seasonally). The Parent/Child Mother Goose program has been running at Holy Cross Elementary School for a number of years. The program has become a vital part of community programming for many families: parents look for the start up of the

program each season. Parent/Child Mother Goose is one program that often has to have a waiting list of families wanting to be part of the program. The parents and children who have been part of this program have strengthened and enhanced their relationships. Parents have developed skills that enable them to relate to their babies and young children positively, and with enriched language.

### **Froude Avenue Community Center**

Holy Cross Elementary is extremely pleased to have a positive partnership with Froude Avenue Community Center. We work together to ensure the educational and social needs of all our students are enhanced and positively addressed. Froude Avenue compliments the school development goals and objectives of Holy Cross School. The mandate of Froude Avenue Community Center is: To encourage the involvement and meet the needs of all community residents through the provision of recreational, educational, social, vocational and health programs/activities.

### **Eric/McKay Street Community Center**

The Eric/McKay Street Tenants Association offers after school programs for many of the students from HCE who live in the Community Center area. Volunteers from the school community as well as retired teachers and MUN student interns ensured the academic programs were supported and successful. We look forward to another rewarding year with Eric/McKay Community Center.

### **Breakfast Club**

A group of volunteers with Remax prepare and serve breakfast to our students on Monday, Wednesday and Friday mornings. This group also supports financially a number of initiatives we have ongoing at the school.

### **D.A.R.E. Program**

Once again this past year we were very fortunate to be able to offer the Drug Awareness and Resistance Education (D.A.R.E.) program to our grade 6 students. This program runs for 10 weeks and teaches students how to resist the pressure to become involved with drugs. It is an excellent program and offers our students various skills and techniques they can employ for many years to come in saying 'No' to drugs and violence.

## PRIMARY LANGUAGE ARTS ASSESSMENT

### Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
46.4%	63.5%	74.1%	65.0%	53.3%	62.1%

### Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
73.7%	68.9%	88.9%	72.4%	76.0%	71.3%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	90.4%	89.7%	87.8%	88.5%	92.0%	88.3%	88.0%	92.1%
<b>Listening</b>	93.3%	93.3%	80.0%	85.0%	97.1%	95.4%	78.3%	80.9%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	50.0%	74.5%	57.7%	72.6%	58.8%	74.9%	45.8%	73.9%
<b>Poetic</b>	44.1%	65.8%	30.4%	56.1%	46.7%	68.8%	36.4%	71.5%
<b>Informational</b>	76.5%	74.4%	56.6%	70.8%	73.3%	55.1%	18.2%	63.6%
<b>Listening</b>	55.9%	64.1%	32.3%	70.2%	60.0%	70.5%	26.1%	59.9%

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Operations</b>	63.0%	77.0%	60.0%	76.0%	84.1%	85.0%	61.5%	76.0%
<b>Number Concepts</b>	65.0%	71.3%	66.3%	76.3%	72.1%	73.5%	65.8%	77.3%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	20.6%	43.6%	25.0%	65.7%	64.7%	54.3%	33.3%	62.1%
<b>Communication</b>	17.7%	37.5%	15.6%	59.8%	52.9%	54.2%	33.3%	61.6%
<b>Connections &amp; Representations</b>	14.7%	36.3%	21.9%	61.3%	58.8%	69.0%	41.7%	68.2%
<b>Problem Solving</b>	29.4%	51.9%	53.1%	76.2%	82.4%	68.8%	45.8%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	77.4%	78.0%	82.3%	84.8%	85.5%	87.1%	80.6%	81.0%
<b>Listening</b>	93.3%	93.3%	82.0%	92.0%	90.0%	87.7%	86.3%	86.7%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	81.8%	76.1%	85.7%	85.1%	68.4%	78.7%	74.1%	81.4%
<b>Poetic</b>	72.7%	73.3%	75.0%	81.2%	57.9%	69.6%	59.3%	69.9%
<b>Informational</b>	42.4%	58.8%	64.2%	78.9%	55.3%	68.0%	63.0%	68.4%
<b>Listening</b>	56.3%	58.4%	67.9%	62.6%	35.1%	47.4%	66.7%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Operations</b>	56.4%	68.2%	65.0%	78.0%	68.4%	77.1%	75.6%	72.3%
<b>Number Concepts</b>	56.4%	62.7%	61.4%	70.0%	65.0%	67.1%	76.8%	76.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	18.1%	33.2%	17.4%	48.4%	15.8%	36.5%	48.1%	54.9%
<b>Communication</b>	18.1%	30.7%	17.4%	42.0%	13.2%	30.6%	44.4%	46.5%
<b>Connections &amp; Representations</b>	27.2%	40.2%	17.4%	41.3%	18.4%	36.1%	44.4%	44.0%
<b>Problem Solving</b>	30.3%	50.6%	21.9%	55.4%	18.4%	42.5%	51.9%	55.8%

- Our grade 1 L.A. assessment scores indicate that 53.3% of our students are performing at or above the provincial benchmark compared to 62.1% for the province. Our grade 2 L.A. assessment scores show that 76% of our students are at or above the provincial benchmark compared to 71.3% for the province. In the two years previous to 2009 – 2010, our grade 2 students scored above the province with respect to the provincial benchmark.
- In the grade 3 Language Arts assessment, our students are on par with the province in Reading and Listening with Multiple Choice items. However, we are below the province in all sections where Constructed Responses were scored (Demand Writing, Poetry, Informational Text and Listening).
- In the grade 3 Math assessment, we were below the province in all strands of Mathematics (whether it was Multiple Choice items or Constructed Response answers).
- In the grade 6 L.A. assessment, our students were on par with the province in Reading and Listening with Multiple Choice items and on par with the province in Constructed Response questions in the areas of Informational Text and Listening. However, our grade 6 scores were down in Constructed Response in the areas of Demand Writing and Poetry.
- In the grade 6 Math assessment, our students were on par with the province with Multiple Choice items in Number Operations and Number Concepts as well as in the Constructed Response items in Communication, Connections and Representations, and Problem Solving. We were slightly down in Constructed Responses in Reasoning.

Clearly there is a continued need to focus on improving the teaching and learning of writing constructed responses in Language Arts and Mathematics. Much time, energy and resources will have to be deployed in the 2010 – 2011 school year to address this deficiency. Given that many of our students arrive at Kindergarten lacking the prerequisite skills necessary for formal schooling, we have many gaps to fill before students are to successfully meet the prescribed outcomes in the first several grades of primary school. Our teachers are committed to helping improve student achievement and recognize the intensive work that needs to be done in literacy and numeracy if our students are to be successful. We are committed to student achievement and success and will continue to work diligently to make this a reality.

## Report on School Development Plan for Previous Year (2009 – 2010)

<b>Goal 1.</b> : To improve the literacy levels of students in all subject areas.		
<b>Objective 1.1</b> Increase students’ reading levels.	<b>Objective 1.2</b> Increase students’ ability to write critically and personally.	<b>Objective 1.3</b>
<b>Evaluation 1.1</b> Partial achievement. Objective will continue.	<b>Evaluation 1.2</b> Partial achievement. Objective will continue.	<b>Evaluation 1.3</b>
<b>Commendations 1.1</b> <ul style="list-style-type: none"> <li>- Substantial gains made in all students’ reading levels.</li> <li>- Pre and post data obtained in Fall and Spring of the year to track students’ progress in reading levels.</li> <li>- Guided reading groups established in elementary grades as well as primary grades.</li> <li>- Provided instruction in specific reading strategies at all grade levels.</li> <li>- Implemented Literature Circles at the elementary grades.</li> <li>- All take home reading materials for baggy books leveled, collated and centrally located.</li> <li>- DEAR time daily in each class.</li> <li>- Well developed buddy reading program with assigned activities to be completed.</li> </ul>	<b>Commendations 1.2</b> <ul style="list-style-type: none"> <li>- Excellent school-wide writing two days per week; great gains made in students’ ability to write critically and personally. A variety of genres of writing explored – narrative, persuasive, informational, poetry, etc.</li> <li>- Classroom based journal writing.</li> <li>- Excellent collaboration between homeroom teachers and literacy teachers to teach and model writing critically and personally.</li> <li>- Students share on PA their writing samples so whole school can hear various writing pieces.</li> <li>- Some classroom teachers share with their students ‘exemplars in L.A. compiled by the Department of Education.</li> <li>- Section meetings devoted to scoring students’ writing samples using the holistic rubric.</li> </ul>	<b>Commendations 1.3</b>
<b>Recommendations 1.1</b> Continue with guided reading across all grades – this initiative has helped improve students’ reading levels. Purchase more Smartboards for individual classrooms so that they can be used daily in instruction and assessment.	<b>Recommendations 1.2</b> Continue school wide guided writing as well as classroom based instruction in writing critically and personally. Provide teachers with professional development focused on increasing students’ writing abilities.	<b>Recommendations 1.3</b>

## Report on School Development Plan for Previous Year (2009 - 2010)

<b>Goal 2.</b> To improve student performance in mathematics.		
<b>Objective 2.1</b> Students will improve their ability to explain their mathematical reasoning both orally and in written form.	<b>Objective 2.2</b> Use a variety of assessments to inform instruction and to monitor student achievement.	<b>Objective 2.3</b> Increase students' number sense.
<b>Evaluation: 2.1</b> Partial achievement. Objective will continue.	<b>Evaluation: 2.2</b> Partial achievement – continue with objective.	<b>Evaluation: 2.3</b> Partial achievement. Objective will continue.
<b>Commendations 2.1</b> Excellent collaboration between the literacy and numeracy teachers with classroom teachers in helping students improve their ability to explain their mathematical reasoning both orally and in writing. Several PD days devoted to teaching students how to explain their mathematical reasoning. Widespread use of manipulatives at all grade levels. Math Word Wall in all most classrooms.	<b>Commendations 2.2</b> Wide variety of assessments being completed with all students to assess their strengths and needs in mathematics – conferencing, portfolios, writing constructed responses and the like. Set up a Math Room with many and varied Math supplies. Materials used extensively by all teachers. CAMET used with students struggling with concepts and skills in primary grades. New teachers guided with their mentor in the use of various math assessments. Teachers well versed in this area share their expertise with their colleagues at staff and section meetings.	<b>Commendations 2.3</b> Wide use of manipulatives in the teaching of math at the primary and elementary grades. Excellent selection of math resources in our newly establish Math Room and in our LRC. Math made meaningful by relating to students' everyday experiences. Place value charts used in all classes. 100 charts posted in all primary classrooms. Number line activities used in all primary and elementary classes.
<b>Recommendations 2.1</b> Continue with this objective.	<b>Recommendations 2.2</b> Continue to focus on using a 'wide' variety of assessments to determine students' strengths and needs in mathematics.	<b>Recommendations 2.3</b> Continue to focus on students' acquisition of number sense, a foundational math strand at all grade levels.

## Report on School Development Plan for Previous Year (2009 - 2010)

<b>Goal 3.</b> To create active, healthy and safe lifestyles among our school population.		
<b>Objective 3.1</b> Whole school participation in active living activities.	<b>Objective 3.2</b> To continue the positive partnerships that the school has.	<b>Objective 3.3</b> To continue school-wide positive behavioral supports.
<b>Evaluation 3.1</b> Achieved but given its importance, should continue.	<b>Evaluation 3.2</b> Achieved with tremendous success and should continue.	<b>Evaluation 3.3</b> Tremendous gains made but given its importance should continue.
<b>Commendations 3.1</b> Excellent school wide participation in a huge variety of active and healthy living activities ie. Terry Fox Walk, International Walk to School, outdoor recreation, school-wide exercise Bingo, and the like. Various teams at school – boys and girls basketball, tap dancing, intramurals, and the like.	<b>Commendations 3.2</b> Holy Cross has formed many positive partnerships that support and promote the schools’ academic and non-academic programs. Our partners are very vocal about the very positive school culture and climate at the school, that they always feel welcome and that they enjoy and look forward to visiting our school.	<b>Commendations 3.3</b> Well-developed code of Conduct, Behavior Matrix, School-wide Consequence Guide, monthly Awards assemblies, school mascot, and the like.
<b>Recommendations 3.1</b> Continue to encourage school-wide participation in active and healthy living activities.	<b>Recommendations 3.2</b> Continue to network and build bridges with all stakeholders who support the school so generously.	<b>Recommendations 3.3</b> Continue to implement the school-side positive behavioral supports. Continue to work with those students and families (minor in number) who struggle with following and adhering to the schools’ rules and expectations and seek assistance with outside agencies if appropriate.

### *Operational Issues Report 2009 - 2010*

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009 - 2010	<i>Building Envelope</i>	<i>Parking Lot – Resurfacing and Paving</i>	<i>Playground pea gravel.</i>
<b>Report</b>	New windows, siding and roof completed.	Still not completed to date.	Pea gravel installed on our playgrounds.