



NYCDOE

Quality Review: Final Report

The New York City Department of Education

Office of Charter Schools



Quality Review Report

Community Roots Charter School

84K536

**51 Saint Edwards Street
Brooklyn, NY 11205**

Board Chairs: Ellen Cogut & Katherine Darrow

Dates of review: March 19, 2008

**Lead Reviewer: Martyn Groucutt, Jeannemarie
Hendershot, Aamir Raza**

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Progress made since the last review

Overall evaluation

How well the school meets Office of Charter School's (OCS) evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Community Roots Charter School (CRCS) is an elementary school with 149 students from kindergarten through grade 2 and is currently expanding by a grade each year until it reaches grade 5. The school population comprises 47% Black, 6% Hispanic, 27% White, 17% of multi-racial backgrounds and 3% from other origins. The student body includes 1% English language learners and 18% special education students. Boys and girls are equally represented. The average attendance rate for the school year 2006-2007 was 93.5%. The school is in receipt of Title 1 funding.

The school is situated on the third floor of a building it shares with an existing public school. Accommodation is limited and will become a bigger issue as the school continues to expand.

The Quality Review Team also reviewed adherence to the charter goals as part of the Review

Part 2: Overview

What the school does well

- The very effective leadership of the co-principals is establishing a dynamic and thriving school.
- Teachers show strong commitment, creating a positive, safe and very inclusive community where students are able to learn.
- The school generates and uses a range of data to help maximize the progress of every individual student.
- The very strong partnership with parents allows all to share the consistently high expectations of excellence.
- There is a commitment to creating a fully inclusive school that supports those in greatest need.
- The close cooperation between the school and professionals who provide related services is ensuring excellent provision for special education students.
- Excellent use of the extended day supports a broad and stimulating curriculum that promotes learning during and outside the school day.
- There is a mutual trust and respect between everyone in the school.
- Very effective partnerships with outside bodies support the wider academic and personal growth of the students.
- The very committed Board ensures that effective outreach has created a student body representative of the school's Community School District.

What the school needs to improve

- Address the differences in the level of achievement between some groups of students that have recently been identified.
- Complete the development of the enhanced system for measuring achievement in math by the end of this school year.
- Refine procedures for the induction of new teachers in order to maximize the effectiveness of the summer professional development program.
- Increase the current rate of student attendance to maximize overall achievement.

Part 3: Main findings

Progress made since the last review.

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

Community Roots' highly successful inclusion model has earned the school a recent mention in a well know guidebook for parents of students with special needs called *The Comprehensive Directory*. This recognition captures the demonstrated progress the school has made in less than two years of operation at creating a highly effective environment of challenge and inclusion for all types of young learners. Through a collaborative team teaching model and an integrated studies approach, students are taught to research the world around them starting in kindergarten, while building a strong foundation in literacy, mathematics, and science. The school has effectively leveraged its collaborative team teaching model to ensure that student progress is monitored with a watchful eye. Data drives this process and informs thoughtful interventions to help every student succeed. This is truly a school where every child counts and all staff are on board to make sure that every learner is provided with the instruction and support that he or she needs to be successful.

A wide range of assessments, including a mathematics interim assessment program that is under development by a group of teachers, gives teachers and co-directors frequent feedback on the progress of their students across all areas so that plans, grouping, and intervention strategies can be revised to maximize student learning. The school analyzes a wide variety of student progress and performance data, and is just now beginning to look at differences in the performance of *groups* of students.

Teachers have found the feedback provided by co-directors and the support for professional development to be integral to their growth in the profession and most demonstrate a clear commitment to the school's mission. Families have also bought into the vision of the co-directors as demonstrated by frequent visits to classrooms to read with students and high attendance at school-wide events.

CRCS board has provided meaningful oversight to the school leadership and is improving the oversight structure further. The board demonstrates a proper mix of skill sets to deliver effective results for the school community. The school has established good internal controls and policies to guide its day-to-day operation. Overall, the school displays a strong financial outlook.

Strong parent engagement through a number of school-sponsored efforts has resulted in a high rate of parent satisfaction and families that are very committed to the future success of the school.

How well the school meets Office of Charter School's (OCS) evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is well developed.

The school makes very effective use of data so that all teachers work from a position of understanding what every student knows and can do. In October, kindergarten students are assessed using the Early Childhood Literacy Assessment System (ECLAS) to establish a baseline from which future progress is measured. Subsequent testing each Spring and Fall is supplemented by assessment using the Developmental Reading Assessment (DRA) every other month. Students who are performing below grade level are assessed monthly using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Although currently using commercially produced materials, the school's math assessment team is developing its own system that, when fully implemented, will provide valuable information on the acquisition of competency in all the required aspects of the math curriculum. A team of teachers has designed and implemented two of what will be three interim mathematics assessments. Informal weekly data gathering takes place through conferencing and spelling tests with information carefully recorded. As a consequence, the school has a very clear picture of the current achievement of every student from the outset and is able to maximize progress over time. The one area where there is room for improvement is in the use of data to analyze and address differences in the performances of different *groups* of students, such as boys and girls. The school is gathering the data, but is not yet implementing strategies to address their findings. This wealth of information about every individual enables teachers to get a detailed picture of every student. Teachers use the information to address individual need and to challenge every student, including special education students and those who are gifted and talented. A very structured assessment diary shows everyone the pattern over the year. Outcomes are very positive – there is clear evidence that students make rapid progress. However, the school is not complacent and compares itself with more established centers of excellence, giving opportunities to observe best practice elsewhere. This is supplemented by detailed and collaborative professional development within the school and excellent support from leadership. This gives teachers a confidence in using the data to inspire their instruction and maximize learning.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is well developed.

The wealth of data collected across the school is used to very good effect and is at the heart of collaborative planning. Clear systems are in place for long-, medium- and short-term planning to be developed. Effective use of data enables guided reading groups to be created to match individual and group needs. All teachers have math folders that address skill deficits to target specific individual need, so individual progress can be maximized. Since the school is not yet as adept at using data to address the needs of

different *groups*, most notably the weaker performance of boys in reading, practice here is not quite so well developed. As a consequence, girls currently outperform boys in the vital area that impacts on students' wider ability to learn. There are other areas, however, where practice is outstanding, for example, support for those in greatest need of improvement. This is because of the close relationships between the teachers and the providers of related services, who come together as a team to ensure that the needs of students are understood in detail and provided for in the most effective ways.

Parents play a vital part in the collaborative nature of the school. They are widely involved in the school, being encouraged to start the day with 20 minutes of classroom reading with their child. A weekly letter from class teachers goes to every home outlining the work undertaken during the week and suggesting ways in which parents can reinforce learning. Close personal contact also enables parents to pass on information to the school. Progress reports, in addition to the usual report cards, outline progress against a range of specific Community Roots exit criteria three times a year. Parent conferences are exceptionally well attended and provide a useful opportunity for detailed discussion on individual progress. The school's high expectations are shared in real collaboration that supports the acceleration of every student's learning.

Students with IEPs receive exceptional service within this very skillfully executed collaborative team teaching school, and related service providers work within classes to practically reinforce skills being developed in speech or occupational therapy. The school maintains impeccable records for these students and provides families with frequent updates on their children's progress toward meeting IEP goals through progress reports and detailed discussions before annual reviews.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is well developed.

The data collected by teachers is used effectively to support teaching and learning, decision-making and resource acquisition. Since this creates such a clear picture of each individual's level of achievement, differentiated instruction effectively meets individual need in an atmosphere that creates a positive, safe, and very inclusive learning environment. Students are actively involved in all elements of school planning and growth through the creation of a collaborative model of education in which all are valued and respected. This outstanding approach supports dynamic personal and academic development and, as a result, students rise effectively to the challenge of accepting responsibility for their own behavior and learning, despite their tender ages. There is a focus on maximizing achievement and encouraging full involvement in the broad and engaging curriculum. Conversation is at the heart of many of the interactions and as a result, students use vocabulary confidently showing maturity for their age. This was well illustrated in the kindergarten class when interviewing of the parents of one of their classmates about their home life. Similarly, since research methodology is taught during integrated studies lessons, students from a very early age learn skills of objectivity and analysis. The curriculum has a breadth not often found elsewhere and, because of the extended time available, creates outstanding provision. For example, students are able to learn a modern foreign language, music, dance or drama.

Teachers are held firmly accountable by the co-directors not only for the quality of their instruction, but also for implementing the collaborative model that lies at the heart of the clear philosophy displayed by the school. Staffing and scheduling decisions reinforce this philosophy, so that there is paired teaching in every grade, together with specialist teachers for art and science who have their own dedicated, well resourced rooms.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The co-directors frequently observe teaching and provide oral feedback during weekly class meetings. However, the amount of written lesson observation feedback has increased in recent times and the outcomes are sent to teachers by email and then logged on a spreadsheet. Two hours of professional development occurs every week, with a further two weeks during the summer. In addition, teachers benefited from opportunities to attend courses at Teacher's College and Schools Attuned and so increased specific areas of their skills. This enabled them to become more effective in their instruction.

An effective induction was organized for new teachers. However, since this was undertaken within the regular professional development time during the summer, returning teachers found themselves underused during this period. Effective professional support enables teachers to implement the vision of the school. It is reflected in the policy around discipline, in which students are encouraged to accept responsibility for their own behavior. In cases where there has been conflict to resolve, this is organized in discussion between the students themselves, with a letter of apology written if appropriate. This was observed in practice on more than one occasion during the day of the Review and certainly supports the smooth running of the school.

The outstanding partnerships with outside bodies are fully appreciated by the students. They have opportunities to work with a range of organizations such as the Brooklyn Academy of Music, Capoeira Brooklyn who organize dance and martial arts, and the city park's service, which promotes practical environmental studies in nearby Fort Greene Park. Such close relationships with support services and organizations add an enormous vitality to the curriculum and to the academic and personal development of the students.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is well developed.

Student progress and the achievement of goals are monitored effectively because of the range of data gathered by each teacher throughout the year. In math, this is now being refined through the creation of the school's own assessment system, which is starting to highlight skills deficits and individual skill acquisition. This will continue as implementation extends over the whole year. The meeting of interim goals can therefore

be mapped over time. Teachers are set professional development plans early in the school year, with goals to be achieved. However, as there are no steps towards interim goals as the year progresses they are not easy to monitor. Curriculum mapping, which includes performance indicators, assessment methods, and exit outcomes provide clear expectations for performance and progress. The effectiveness of plans and interventions can be easily measured for individual students. However, the process is not yet fully developed in the respect of provision for different groups of students. Individual student conferencing enhances the outcomes of assessments, giving teachers a clear picture of what individuals are achieving. From this, they are able to show flexibility in ensuring that provision best meets needs. In responding to individual need, the child study team and the class team collaborate effectively to maximize support. Detailed tracking folders cover the core areas of the curriculum, highlighting students with individual education plans, those just below and those far below grade expectation. This supports strategic decision-making, enabling changes in provision to be instituted. Each plan's outcome is analyzed and used to determine next steps to maximize student's potential. Behind much of this good practice is the clear vision of the co-directors that will continue to support the development of the school and enable the introduction of further systems to effect change.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in undertaking its administrative responsibilities.

This area of the school's work is well developed.

The Board is responsible for the overall direction and fiscal well-being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal /senior administrators, and board appointed officers should then be held accountable for performance.

The CRCS board is providing effective oversight to the school. The school's board of trustees consists of educators, financial, health, development, real estate and legal expertise. CRCS board typically meets ten times a year but has expressed concerns regarding the number of board meetings and its correlation to attracting committed board members that often have busy work and personal lives. The board may choose to meet for at least six times a year in order to attract the most qualified board members that will share the school's vision and assist the school achieve the goals outlined in the charter. The boards' goal for the upcoming school year is to systemize reporting structures and continue attracting new skills and expertise on the board. The board has tightened its oversight on the academic reporting by developing a set of indicators. The board has and will continue to evaluate school leaders' performance each year.

Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

This area of the school's work is well developed.

A charter school should be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tends to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title funding, etc.) funding, a continued and growing negative net balance poses a threat to school's stability and the ability to fulfill its short and long-term financial obligations. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition.

CRCS board has been proactive in contracting an audit firm and produced the school's financial statements in reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of February '08 casts a solid financial position of the school with liquid assets over \$886,000. The school has little current liabilities and is in a strong position to meet its short-term financial obligations. The profit and loss statement (or income statement) as of February '08, does not pose any particular concerns. However, it will be useful to have a variance column added to the profit and loss statement to analyze favorable and unfavorable variances. The school provided our office with a cash flow analysis projecting out until June '09. The school has a small deficit projected for June '09 and a non-material deficit projected for June '08. According to the cash flow projection, the school is expected to finish the school year with a small surplus.

During the visit, the school officials were interviewed on the procurement process, check signing, inspection of three randomly selected paid invoices, random human resource files (three teachers, two non-teaching staff) and fingerprinting (all staff hired since the previous year's school visit). The school is following its adopted financial policies. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. One invoice was found to have a non-material (approx. \$2) overpayment amount. CRCS is advised to perform bank reconciliation on a monthly basis. The teacher and staff files were kept in proper conditions with fingerprint clearance, W-4, I-9, formal classroom observations, and proper identification. Please note that although the school has implemented good internal controls, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget) that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.

This area of the school's work is well developed.

Parent engagement is one of the cornerstones in measuring parent satisfaction, initial and ongoing expectations, student academic improvement, and true parental inputs in choices made by the school. Parent engagement in charter schools tends to come in all forms: Parent Teacher Association (PTA), Parent Advisory Committee/Councils (PAC), Parent Associations, parental involvement at board level, etc. While none of these vehicles represents the perfect solution for increasing parental involvement, all schools are expected to make good faith efforts to stimulate parental participation in creating a

community that shares, and more importantly believes, in the school's vision and ongoing strategic direction.

CRCS has done exceptional work in engaging the school community. The school encourages parental input and involvement in several community events (community coffee council, community workshops) that are organized by the school and in some cases, by parents themselves. The school has a Community Council that communicates with school leadership on an ongoing basis. Parents praised the school for being caring and able to meet not only the academic needs, but also the emotional needs of their children. Communications, the after-school program, academic and non-academic balance, and a nurturing school environment were all considered strengths of the school. Parents have been engaged in the activities of the board and were aware of the time and location of the board meetings. However, the school needs to continue communicating the appeals procedure to all parents.

Part 4: School Quality Criteria Summary

CHARTER SCHOOL NAME: Community Roots Charter School (K536)



Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and can do, and to monitor the student’s progress over time.

To what extent do school leaders and faculty gather, generate, and utilize data to provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress that demonstrates that the charter school is at least meeting the State’s student performance standards for all other schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

To what extent do school leaders and faculty. . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and time frames for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?			X		
2.3 identify and improve the performance and progress of those students in greatest need of improvement?					X
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?					X
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student’s progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?					X
2.8 implement a comprehensive special education program that complies with applicable governing laws?				X	
2.9 implement a comprehensive program for English Language Learners that complies with federal law?					N/A
Overall score for Quality Statement 2				X	

Δ	Underdeveloped
➤	Underdeveloped with Proficient Features
✓	Proficient
+	Well Developed
◇	Outstanding

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students, around its plans and goals for accelerating student learning.					
To what extent do the school leaders. . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?					X
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive, safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?					X
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?			X		
3.8 ensure that their charter high school meets the defined graduation standards as determined by NYCDOE (where applicable)?					
3.9 ensure that the time given over for instruction is at least equivalent to that required in other public schools?					X
3.10 ensure that discipline policies, including those for suspension and expulsion, are documented and filed with the CSO?			X		
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.					
To what extent do the school leaders. . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X		
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?					X
Overall score for Quality Statement 4				X	

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to make strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?					X
Overall score for Quality Statement 5					X

Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.					
To what extent does the Board . . .	Δ	▶	✓	+	◇
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?					X
6.2 manage any conflict of interest within the governing body and throughout the school?				X	
6.3 publish a schedule of regular board meetings that is easily accessible to the general public?					X
6.4 ensure that accurate minutes from Board meetings are maintained and published?					X
6.5 ensure that proposed contracts with EMOs and CMOs are submitted punctually to the CSO for review?	Not applicable				
6.6 hold EMOs, CMOs and school leadership accountable in their positions?	Not applicable				
6.7 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?				X	
6.8 respond to parent, staff and student concerns/complaints?				X	
6.9 provide ongoing training for board members so that they are able to fulfill the duties of their positions?			X		
Overall score for Quality Statement 6					
				X	

Quality Statement 7– Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.					
To what extent does the school and its Board . . .	Δ	▶	✓	+	◇
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the CSO along with any other relevant documentation?				X	
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the CSO for review?				X	
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?				X	
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?			X		
7.5 satisfy the requirement to maintain adequate liability insurance filed with the CSO?				X	
Overall score for Quality Statement 7					
				X	

Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.					
To what extent does the school . . .	Δ	▶	✓	+	◇
8.1 maintain a functioning parent organization?				X	
8.2 provide special events for parents to meet, to discuss school-related issues and to socialize?					X
8.3 ensure that parents are informed of the time and location of Board meetings that are open to the public?				X	
8.4 ensure that newsletters are sent home in all predominant languages to encourage parent participation and eliminate language barriers?			X		
8.5 ensure parents are aware of appeals procedures should a conflict arise with any aspect of the school?			X		
8.6 understand each student's progress during their time in the school?					X
Overall score for Quality Statement 8					
				X	