



The New York City Department of Education

Office of Charter Schools



Quality Review Report

Bronx Lighthouse Charter School

84X185

**1001 Intervale Avenue
Bronx, NY 10459**

Board Chair: Reed Talada

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Part 1: The school context

Information about the school

Bronx Lighthouse Charter School (BLCS) has 327 enrolled students from kindergarten through grade 5. The school population comprises 42% Black and 58% Hispanic students. The student body includes 8.6% English language learners and 8.3% special education students. Boys account for 46% and girls for 54%. The average attendance rate for the school year 2006-2007 was 92.4%. The school is in receipt of Title 1 funding with a school wide program.

The Quality Review also constituted the Department of Education's fourth annual review of the school and the Review team looked at progress towards the Charter's goals.

Part 2: Overview

What the school does well

- The principal and leadership are focused on implementing the Lighthouse Academies' vision of a successful school.
- The school has recently undertaken excellent work to ensure that the Lighthouse Academies' curriculum aligns with the New York State standards.
- The school has maintained stability in its teaching staff so that teachers can loop with their classes and gain a detailed knowledge of their students.
- The leadership and teachers collect and utilize an effective range of data to inform instruction and monitor learning outcomes throughout the year.
- The school has established effective external partnerships that enhance the curriculum, especially in the arts.
- The curriculum is enhanced through the provision of specialist facilities for science and the arts.
- The school gives strong support to parents so that they can support their children's learning at home.
- The school and Lighthouse Academies provide effective professional support, which enables teachers to improve and develop their practice.
- The lowest achieving students are given additional time after school to support them in reaching grade level expectations.
- The school operates in a safe, calm, and ordered environment in which all students are able to learn.

What the school needs to improve

- Ensure that all teachers are equally consistent in their use of data to maximize the effectiveness of their instruction and to show the progress of their students.
- Develop a consistency of practice in implementing Lighthouse expectations for classroom and behavior management.
- Review the issue of the direct employment of a speech teacher to better address the language difficulties of a significant number of students and increase provision.
- Implement the use of data to analyze differences in achievement between different groups and cohorts of students throughout the school.

Part 3: Main findings

Overall Evaluation

The Bronx Lighthouse Charter School has made significant progress since the last visit by the Office of Charter Schools in the 2005-06 school year, particularly in creating a more stable environment for teaching and learning. Several important projects undertaken by staff and school leadership have helped the school to better align curriculum to New York State standards, plan ahead for future grades, and improve communication of expectations for behavior and academics to the entire school community.

The school operates in partnership with a national charter management organization, Lighthouse Academies. This partnership has been effective in enhancing many aspects of the school's educational program, particularly the use of data to inform instruction. In addition, Lighthouse Academies has helped to provide meaningful whole school professional development opportunities to the teaching staff at the school. This work, coupled with a teaching staff that is more stable and experienced, and an effective leadership team comprised of a Principal and Director of Instruction, is helping to move the school forward. The school is now in a much better position to address the poor academic performance of some of its older students who have been underperforming on State tests in recent years.

Teaching and classroom management are variable at the school, but in classrooms where lesson delivery is more engaging and activities more differentiated, students are clearly more focused on learning and distracting behaviors are minimized. In addition, some teachers are more effective at implementing the Responsive Classroom model and ensuring that students "BEAM" (*Be quiet, Engage in learning, Ask and answer questions, Move your eyes with the speaker*) when listening to their teachers and classmates. An improved consistency in these areas would help the school more effectively address student learning needs without distractions.

An arts-infusion curriculum engages students and creates a positive learning environment for all members of the school community. This is enhanced with a variety of strong partnerships that allow the school to supplement the curriculum with field trips and frequent visits from artists-in-residence.

Families are growing more accustomed to the high expectations for behavior, uniform, and academics, and are provided opportunities to ask the principal about these school policies at monthly parent meetings and other school-wide events.

BLCS board has provided meaningful oversight to the school leadership. The board demonstrates a good mix of skill sets to deliver effective results for the school community. The school needs to improve its fiscal internal controls to guide its day-to-day operation. With minor reservations on internal controls, the school displays a good financial outlook.

Good parent engagement efforts have helped create an above average rate of parent satisfaction among families that are very committed to the future success of the school. However, this is a continuing process and the school is working on refining this standard.

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 proficient.

The school and the central Lighthouse Academies office produce a wide range of statistical information that enables teachers to gain clear evidence on the performance of their students. As a result, the school is able to look at the progress of individuals, cohorts and classes, as well as compare its performance with that of others within the Lighthouse family of schools. An initial baseline assessment is gained from Northwest Evaluation Association (NWEA) data, which is followed up at two points during the year. Teachers add their own quantitative data gathered from regular curricular assessments. These are an integral element of the schemes used for teaching the core curriculum – Open Court Reading for literacy and Saxon for math. The special education and at-risk populations are identified quickly and effectively so that their needs can be addressed. Monthly running records of progress are maintained and the academic intervention services give very good support to teachers and students as the school moves towards a more inclusive model. Since literacy has been shown to be far weaker than math, this has become a focus. The weakest readers are effectively supported by the Waterford Early Reading Program, which also includes computer software. English language learners' progress is regularly assessed to ensure that their needs are met. Care is taken to ensure that Open Court is aligned with the ELL program. However, this work is not as visible around the school as the provision for the at-risk students, despite them constituting a sizeable group. Currently the school does not use data to compare the progress of different groups or cohorts. As a result, they are not able to identify if there are any differences in achievement between, for example, boys and girls, students from different ethnic backgrounds, or students who have been enrolled at the school for significantly longer.

As the use of data is a strong feature of Lighthouse schools, teachers get very good support in developing their ability to maximize its use. However, at present, the commitment of teachers to the use of data is variable and this means that its effectiveness is stronger in some classes than in others.

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 proficient.

Good collaboration is evident throughout the school. Teachers meet weekly in grade level teams to plan their instruction and to look at student progress. This is supported regularly by effective professional development. The very strong support of the leadership helps teachers maximize their use of the data and so they are becoming adept at translating information into practice, though there is less enthusiasm for this amongst a minority of teachers. The goal of the school is to get every student to grade level, despite the fact that many enter the school performing well below expected levels. There is provision of an additional college prep class for two hours at the end of the school day for the lowest

achievers. The progress of this group is monitored closely, so that its membership can be flexible to meet the greatest need. This illustrates the effective use of data to accelerate the progress of students. Analysis of their language skills also highlights the language and speech deficits of many students when they enter the school. Currently the school is contracting out to a specialist speech teacher, although if she were in school for longer greater use of her time could address general speech needs, particularly of the youngest students. There is less emphasis on promoting the achievement of the highest achievers.

The school's high expectations are shared with parents. The year starts with a mandatory parents meeting, followed by monthly parents' nights. A large number attend these sessions in order to find out how they might best support their children. As a result, parents can be better informed on how to support their children in reading, in math or in preparation for State tests. There are also strong links between teachers and parents. They pass out their cell phone numbers, and call home on a regular basis. What is not so strongly developed is the expectation that parents will provide teachers with information about their children's needs on a regular basis.

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 core curriculum contains frequent opportunities to gather interim curriculum data. This allows teachers to supplement the data gathered from the NWEA and other tests. However, these separate sources of data are not directly compatible and so one set of information does not fully complement the other. The school has undertaken a very good analysis of its core curriculum in order to align it with State and City standards so that teachers cover all elements of the tests that students will take. This also allows teachers to accept responsibility for the progress of their students. The core texts that are used tend to be 'scripted' for teachers and differentiation is more difficult, although opportunities are well used during workshop time. Not all teachers show an equal commitment to maximizing the use of data to provide better opportunities to introduce more individualization within the core.

The school is providing a broad and balanced curriculum and has specialist facilities for art, music, and science. Arts infusion is a feature of Lighthouse Academies and this is a strong feature of this school. Teachers show commitment to the school and accept accountability for maximizing the progress of their students. As a result of teacher stability the school was able to loop several teachers at the end of last year and teachers are gaining a detailed understanding of their students. There is not yet full consistency in implementing the Lighthouse Academies model for classroom and behavior management. The 'Responsive Classroom' strategy is implemented more fully by some teachers than others and this is reflected in the expectations within classrooms. However, the school is providing a safe, calm, and ordered environment in which effective instruction and learning can take place. This also promotes an environment where mutual trust can flourish. Good attendance is the result of the effective work undertaken by the parent coordinator who has established an excellent rapport with students and their parents.

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 proficient.

The school leadership has only recently begun to implement observational walk-throughs of classrooms. However, frequent informal visits give them a clear picture of practice through the school. Lighthouse Academies provides very effective central professional development, including excellent induction for new teachers. This means that when they start at the school, teachers are well prepared and are aware of specific Lighthouse expectations. Professional development is supported through a further five full days during the year. This means that priorities emerging from data, or other sources of information, are addressed on a whole school level. The directors of instruction and of school culture provide targeted professional development at weekly grade meetings to address individual teacher needs effectively. Collaborative planning time each week provides teachers with opportunities for implementing ideas and strategies worked on in professional development. Teachers feel their practice would be enhanced if more time could be made available for this. While grade meetings allow teachers to support each other to very good effect this has not translated into regular opportunities to visit each other's classrooms, though this has happened in a planned way on two occasions this year. The commitment of all the staff to the students is creating an atmosphere of open and reflective discussion in which the leadership and teachers show real commitment to helping students to be successful.

The decision to increase the accountability for what is acceptable in both academic and wider expectations, such as a strict uniform and a 'zero tolerance' behavior policy, led to a period of difficulty in relations with some parents and a high number of suspensions. However, in the longer term, this has strengthened the school and so it is running smoothly with the available evidence pointing to higher achievement by students by the end of this year. An effective counselor provides advice and support services so that there is an adult other than their class teacher in whom students can confide. A very good range of external partnerships supports the development of the arts, though initiatives in the local community are not so prominent.

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.

The well-promoted goal of the school is for every student to achieve at grade level by year's end. It uses the NWEA, curricular and school based assessment data to track progress towards achieving this goal. Students are aware of the goals they are set and their progress towards meeting them. The school uses data effectively to highlight students causing concern and to discuss strategies to address their needs. Teachers also have an annual individual professional development plan, although the effectiveness of this is limited by the lack of interim goals by which progress towards reaching the goals might be measured during the year.

The school is effective in using periodic assessments throughout the year. This is one way in which gaps in student knowledge of areas covered in State tests is identified, so strengthening outcomes. Teachers are flexible in adapting instruction to meet identified need during the year. It also allows the leadership to look at data for the school as a whole. As a result, practice and strategies are amended in order to improve student

outcomes. There is a confidence that this will result in a noticeable increase in the overall achievement of students at the end of this year.

The leadership works closely and in partnership with teachers to look carefully at interim and final outcomes and to use lessons learned to drive future improvement and goal setting. There is a clear vision for the future in a school that is committed to enabling its students to be successful within a framework in which all are working to enable students to maximize their potential and to gain success, both now and in their future lives.

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 BLCS board is providing effective oversight to the school and holding the school leader accountable through annual reviews and ongoing discussions focusing on student outcomes. The school's board of trustees consists of educators, financial, strategy, development, real estate and legal expertise. The board is composed of executive, development, education, community relations, and finance sub-committees. The board chair attends training to help improve the effectiveness of the entire board and implements strategies to ensure that all board members can speak thoughtfully about academics and financials so that accountability is shared collectively by the board. In working with Lighthouse Academies, the board conducts an annual evaluation of its Charter Management organization (CMO) to ensure that services provided are meeting the needs of the school and are in accordance with the contractual agreements.

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 proficient.

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 tend 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.

BLCS 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 March '08 casts a good financial position of the school with liquid assets of over \$1.5 million. The school has current liabilities of \$995,560 and is in a fair position to meet its short-term financial obligations. The statement of activities as of March '08, does not pose

any particular concerns. The school provided our office with a cash flow analysis projecting out until December '08. The school has a material surplus projected for December '08. According to the cash flow projection, the school is expected to finish the school year with a sizable 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 previous year 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. During the examination and discussion, it was observed that the school's principal approves purchase orders as well as the invoices for payment. The school may consider revisiting that practice. In addition, individuals placing order of goods should not be the ones receiving goods on arrival. BLCS may think of avoiding check signers having access to physical checks of the school. In general, it is considered a weak practice.

The teacher and staff files were kept in proper condition 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 Association, 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.

BLCS has done good work in engaging the school community. The school encourages parental input and involvement but may need to do more on parent-focused events. The school does not have a parent teacher association or a body that collectively represents all parents. However, two parent representatives sit on the board of trustees and raise parent concerns (if any, and as appropriate) and communicate with school leadership and the board on an ongoing basis. Parents praised the school for being proactive with homework notifications and regular feedback from school. Communications, math, and reading were mentioned as strengths of the school. The board publishes a calendar of its meetings on a bulletin board inside the main entrance, and also communicates these dates through parent newsletters. Parents have been engaged in the activities of the board and were aware of the time and location of the board meetings. Although interviewed parents had not felt the need to appeal, the school may continue communicating the appeals procedure to all parents.

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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
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?			X		
Overall score for Quality Statement 2			X		

△	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)?					N/A
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					

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					

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?				X	
6.6 hold EMOs, CMOs and school leadership accountable in their positions?				X	
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? <p style="text-align: right;">N/A</p>					
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