



## **PRAIRIE ROSE SCHOOL DIVISION #8**

### **SEVEN PERSONS SCHOOL SCHOOL REVIEW REPORT**

Presented to the Board of Trustees  
June 11, 2019

## **TERMS OF REFERENCE**

### **A. BACKGROUND**

A motion approved by the Board has directed the Central Office Administration to conduct extensive school reviews in a cyclical manner. Two or three schools will be reviewed each year.

### **B. REVIEW TEAM MANDATE**

The Review Team will provide information in the form of observations, commendations, and recommendations to the school Administration and staff, the School Councils, and the Board of Trustees with respect to the following areas:

- 1) Implementation of PRSD and Alberta Education Goals
  - Education plans
  - Timetabling and time allocations
  - Professional Growth Plans
  - Course Outlines
- 2) Core, Co-curricular and Extra-curricular Programs
  - Core program offerings
  - Extra-curricular program/Intramurals
  - Student Council (if applicable)
- 3) School Communications
  - Newsletters
  - Phone calls home
  - Email
- 4) Support Staff
  - Secretaries
  - Teacher Assistants
  - Support Staff evaluations
- 5) Parent/Community Involvement
  - School Council
  - Volunteers
- 6) School Leadership
  - Teacher supervision
  - Staff meetings
  - Decision-making process
  - Budget

- 7) School Climate
  - Student satisfaction
  - Parent satisfaction
  - Staff satisfaction
  
- 8) Student Achievement and Recognition
  - Achievement results
  - Achievement analysis
  - Recognition programs
  
- 9) The School as a Safe and Caring Environment
  - Student conduct
  - Bullying issues
  
- 10) Professional Development
  - Professional Learning Communities
  - Staff attendance at workshops and in-services
  - Available funds
  
- 11) Technology
  - Equipment and facilities
  - Future plans
  
- 12) Library
  - Resources available
  - Programs offered
  
- 13) Physical Facilities
  - Appropriateness
  - Custodial services
  - Central Office Maintenance
  
- 14) Student Support Services
  - Identification
  - IPPS, Inclusion & Programming
  - Central Office supports
  - FSLW
  
- 15) Transportation
  - Bus Drivers
  - Central Office Transportation Supervisors

NOTE: No individual evaluations of teachers or support staff will occur. If personnel evaluations are deemed necessary, these will be arranged at a different time.

### **C. REVIEW TEAM MEMBERSHIP**

- Roger Clarke - Superintendent
- Kal Koch - Deputy Superintendent
- Reagan Weeks - Assistant Superintendent

### **D. PROCESS FOR GATHERING INFORMATION**

- Staff, Parent and Bus Driver surveys
- Staff & Parent interviews
- School Council interview
- Review of school-based documents and materials

### **E. HOW THE REVIEW RESULTS WILL BE USED**

1. To affirm the positive features and practices which are taking place at the school and to provide positive feedback where appropriate.
2. To provide feedback to the school Principal/staff/School Council that will assist the school with planning for the future.
3. To develop a short-term and long-term action plan to address any deficiencies and any areas that needs strengthening.
4. To provide a Review Report to the Board of Trustees.
- 5. Determine three critical recommendations from the review to be included on school plan for 2019/2020.**

### **F. ACTION PLAN FOLLOW-UP**

1. The responsibility for follow-up monitoring of the implementation of the Action Plan will rest with the Superintendent or designate.
2. The principal shall be responsible for reporting progress on the Action Plan at a Board of Education meeting.
3. Principal responsible for implementing strategies for school education plan from the three critical recommendations.

## SCHOOL REVIEW

The findings in this school review are based on:

- Individual interviews with 14 teachers, 3 educational assistants, Principal, Vice-Principal, secretary, librarian, FSLW, 1 custodian and 7 members of School Council.
- Survey size:

<b>Survey</b>	<b># of Respondents</b>	<b>Total Possible</b>	<b>Return Rate %</b>
<b>Parents</b>	68	163	42%
<b>Teachers</b>	16	16	100%
<b>Support Staff</b>	11	12	92%
<b>Student Survey Gr 4 - 9</b>	148	163	91%
<b>Bus Drivers</b>	8	11	73%
<b>TOTAL*</b>	251	365	69%

- Other Documents: Seven Persons School Education Plan & Annual Results Report, Seven Persons October 2018 Accountability Pillar Summary and the school handbook. Data collected from each of these sources provided the review team with critical input into this report.

Please note:

Although this report does not mention every comment written on the surveys or made during our interviews, we have included trends and recurring themes identifying areas of strength and areas for growth.

## **Introduction:**

The hamlet of Seven Persons is located about 22 km southwest of Medicine Hat at the junction of Highway 3 and Secondary Road 887 (Orion Road). The Crowsnest Subdivision of the CPR also passes through the town.

The hamlet derives its name from Seven Persons Creek which is located on the south side of the railway tracks. In the early years of rail travel, this creek provided a source of water for steam-driven locomotives, and so became a town site with a wide range of commercial activities such as a large hotel, restaurants, stores, etc.

The Seven Persons community has had a public school since the early 1900's. Our present school was built in 1956, and was given renovations in 1974 and 1988. As the school population continued to increase, it became apparent that a larger facility was needed, and in 1993 our school was completely renovated with a large addition.

The hamlet of Seven Persons is surrounded by a variety of topography. In every direction, there is evidence of both dry land and irrigated farms and ranches. Our drawing area extends north to the South Saskatchewan River, east to the outskirts of Medicine Hat, south to the vicinity of Red Rock Park, and west to the boundary of the County of Forty Mile. Approximately 8% of our students live in the hamlet, while the remainder are bussed in from the surrounding farms and acreages. A small number of Medicine Hat students choose to attend here as well, but must meet the bus outside of Medicine Hat's corporate limits, or at one designated bus stop in the city.

## **1. IMPLEMENTATION OF PRSD AND ALBERTA EDUCATION GOALS**

### **Observations/Commendations:**

Seven Persons School is a Junior Kindergarten to a Grade 9 school. The enrollment for the 2018-19 school year is 283 students. There is a professional staff of 16.34 FTE (including the Principal and Vice-principal), 1 FTE library technician, 1 FTE secretary, 1 FTE classroom inclusion support teacher and 7 fulltime/part-time educational assistants and a 0.4 FTE (two days a week) Family School Liaison Worker.

*Seven Persons School Vision Statement:*

“Everyone Learning Together”

*Seven Persons School Mission Statement:*

Seven Persons School believes that the ultimate aim of education is threefold:

1. To encourage all of us to “Learn to Live,” that is to gain the skills we need for lifelong career choices, but that we also develop appreciation for interpersonal-relationships with friends and colleagues;
2. To encourage all of us in a learning community to “Live to Learn,” that is to be excited about the new opportunities we have for learning each day.
3. That these first two parts become a cycle of lifelong learning for all of us.

Seven Persons School will recognize the differences in individual abilities while striving to assist each student in reaching his or her full potential. We will strive to assist students to:

1. Acquire a desire for learning,
2. Understand the importance of respect towards themselves, others and the school,
3. Attain their maximum potential.

*Seven Persons School Guiding Principles:*

Seven Persons School will use the following guiding principles to achieve success:

- Communicate openly and honestly
- Foster innovation
- Support people
- Encourage diversity
- Work collaboratively
- Promote partnerships
- Celebrate successes

Seven Persons School is to be commended for their development and submission of a detailed School Plan with specific strategies that correlate with the goals of Prairie Rose School Division. The school has implemented strategies that align with the Division’s Literacy and Deeper Learning goals. The school plan is developed collaboratively with staff and the school community.

94% of the teachers know the key strategies in the school’s annual education plan. Teacher interviews gave strong evidence that teachers were implementing literacy and deeper learning strategies into the classroom learning environment.

Teacher course outlines and growth plans are collected at the end of September and the PGP’s are reviewed by administration.

Students in Junior Kindergarten attend school two mornings a week. Kindergarten students attend half-time and receive approximately 485 hours of instruction. Students in grades 1 – 9 are receiving 970 hours of instruction per year meeting the minimum requirements from Alberta Education (950 hours) and PRSD (970 hours).

### **Recommendations:**

- Continue to use the current collaborative process for school plan development.

## **2. CORE, CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS**

### **Observations/Commendations:**

The students at Seven Persons School receive the traditional core programming and co-curricular programming. The school offers 12 CTF options, a robust music program and off-campus shop and home economics program at Senator Gershaw and the Medicine Hat College.

Seven Persons School also offers a wide variety of extra-curricular programs for their students. Elementary students are engaged in school choir at all grades, student's union, Ukulele, mini-basketball, after-school soccer. Junior high students have student union, choir, drama, and a variety of athletics including cross-country running, track and field, golfing, curling, volleyball, basketball, cross-country, badminton, track and field and curling. Planning is occurring on whether an equestrian academy is viable at the school.

81% of teachers were satisfied with the school's timetable.

88% of the parents surveyed were satisfied with the option courses offered at the school.

75 % of the parents surveyed felt that students have a good choice of extra-curricular programs.

92% of the parents surveyed are satisfied with the quality of education their child is receiving and 90.5% would recommend Seven Persons School to a friend.

On the October 2018 accountability pillar report, the school was rated as "very high" in achievement in these areas of the accountability pillar report:

1. Safe and Caring School (95%)
2. Program of Studies (90%)
3. Education Quality (94%)
4. Drop Out Rate (0%)
5. PAT Acceptable (93%)

6. PAT Excellence (35%)
7. Work Preparation (87%)
8. Citizenship (92%)
9. School Improvement (89%)

Seven Persons School staff is commended for an excellent Accountability Pillar report card.

**Recommendations:**

- On the teacher survey, several comments were made about a desire to bring back a homeroom period at the end of the week. Administration should consult staff about this period being added to the timetable.

**3. SCHOOL COMMUNICATIONS**

**Observations/Commendations:**

The school has a variety of methods to communicate information to all stakeholders in the school community. These include the newsletter, email, the staffroom information whiteboard, staff meetings, PLC time, school messenger and social media.

The school has an active website with all newsletters posted and a current calendar of activities. The school runs a facebook and twitter account for school community followers.

Link to school website: <https://sevenpersons.com>

71% of the teaching staff and 82% of support staff feel there is good communication amongst school staff. 80% of parents are satisfied with the information they receive from school.

Seven Persons School conducts staff meetings once a month at the end of the school day. Each meeting lasts for approximately one hour and staff feel that the meetings are generally productive.

The school is commended for the comprehensive parent/student handbook. Extensive school information, student expectations and school procedures are outlined in the handbook.

**Recommendations:**

- Although the school has many strategies/tools in place to effectively communicate with staff, parents and community, this is an area that can

always be part of a continual improvement initiative: The following recommendations are:

- Continue to promote/advertise that the school has social media pages with the school community and town community. Note that the school Facebook account has more current content than the Twitter account.
- Facebook and/or twitter posts could be more frequent. Parents feel that weekly information (not in the newsletter) is not received or is not received prior to the activity.
- Staff feel that at times, information is disseminated to selective groups and or is received last minute. Make sure that information meant for the entire staff is communicated in a format that is accessible to the entire staff. When possible, distribute information in a timely manner.
- If support staff are not present at a staff meeting, develop a way to provide timely information from the staff meeting to all support staff.
- Teach all staff how to remove chain mails in individual email boxes.

#### **4. SUPPORT STAFF**

##### **Observations/Commendations:**

The school's support staff consists of 1 secretary, 1 librarian, 7 educational assistants, 1 full-time custodian and 2 full-time housekeepers.

100% of the teaching staff agree that the support staff provide effective support for students and teachers. The support staff are viewed as an experienced group that are very helpful in terms of maintaining an inclusive learning environment. This includes working with individual students and small groups of students.

The support staff feel that the work they do is important because they work with students inside and outside of the regular classroom to be successful.

The support staff receive yearly performance evaluations. The process involves a teacher and/or the Principal/Vice-Principal. A final evaluation document is compiled and the Principal/Vice-Principal meets individually with each staff member being evaluated.

89% of support staff feel their assigned work responsibilities are fair and reasonable, 80% agree that administration and teachers understand and support their role, 80% are satisfied with the equipment, materials and supplies provided to perform their duties and 100% agree that Seven Persons School is a good place to work.

92.5% of the parents feel that the support staff are helpful and friendly.

Seven Persons School support staff are commended for the work they do in supporting students, teachers and the overall educational environment.

**Recommendations:**

- 50% of the support staff attend staff meetings. Administration should meet with support staff to determine if it would be beneficial to have all support staff attend selected staff meetings throughout the year.
- 80% of the support staff felt that there were adequate opportunities for professional development. Communicate with support staff about the PD funds available to them and collaborate with the support staff on effective ways of communicating/finding professional development opportunities.

**5. PARENT/COMMUNITY INVOLVEMENT**

**Observations/Commendations:**

Parent council commits to meeting monthly with attendance ranging from six to eight parents. The council averages 8 meetings a year. The Principal, Vice-principal and one teacher attend the school council meetings. School administration provides a report at each meeting.

The parent council is effective for discussing school issues and fundraising ideas. The council feels that they have meaningful input into school decisions. The council supports the school through fundraising efforts. The council feels that their work is valued and supported by the staff of Seven Persons.

The school council feels that the school's greatest strengths are the staff at the school (dedicated and professional). The council feels that the school is the heart of the town and there is a feeling of a united community. The council also values that their students can attend a K-9 school where students get to know each other and the teachers throughout all grades.

In addition to the school council, parents are welcome in a variety of areas such as volunteers for maker space, helpers in the classroom, school wide events, and the Christmas market. School administration feels that parents are very willing to help at the school.

The school was rated as "high" in achievement for Parental Involvement (81%) on last year's accountability pillar report and 100% of the teachers felt that the parents are supportive of the school.

The school council is commended for supporting the school and working effectively with school administration and staff. The council's main goal is to foster positive relationships between the parent community, school staff and students. Ultimately,

the council would like to work with staff to address continual improvement of the learning environment.

### **Recommendations:**

- The school council appreciates that the teachers attend the school council meetings. They would also appreciate a brief presentation by the teachers in regards to the learning environment in their classroom. These presentations better inform the school council about the whole school environment.
- School administration should consider ways that school council can provide meaningful input on the overall learning environment.
- School council commented that although staff support council/community activities related to the school, they would value staff support at functions occurring outside of regular school hours.

## **6. SCHOOL LEADERSHIP**

### **Observations/Commendations:**

The staff feel that the administration cares about the school, is supportive of staff and is willing to listen to concerns.

The school plan is developed collaboratively at an SI day. The school budget is provided to the staff however, there is little staff input into the creation of the budget.

Staff stated that teacher supervision occurs through classroom walkthroughs, review of PGP's, review of year plans and PLC discussion in terms what learning strategies are being implemented.

93% of teachers stated that they receive appropriate supervision from administration and 100% of support staff receive an annual written performance review.

77% of the teachers stated that the staff meetings are productive.

86% of the teaching staff agreed that they have reasonable input into decisions made at the school while 73% of support staff felt they had meaningful input into the decision-making process.

92% of the teaching staff are satisfied with the budget expenditures.

73% of parents surveyed agreed that they have opportunity to provide input into decisions made at the school that impact their child's learning environment. 57% of the parents feel that their concerns are heard and taken seriously.

### **Recommendations:**

- 60% of parents felt they were heard and taken seriously when they brought concerns to the school. School administration and staff need to strategize how to improve parent perception in this area.
- Administration should seek staff input into ways to streamline staff meetings in order that the time is well used to discuss important educational issues that center on the entire school. Staff would also appreciate receiving the agenda prior to the meeting.
- School administration should develop protocols that collect parent feedback in a professional manner. Ex. A yearly digital survey sent to parents in May.

## **7. SCHOOL CLIMATE**

### **Observations/Commendations:**

94% of teachers feel that:

- their teaching assignment and working responsibilities are reasonable
- their class sizes are reasonable.

85% of teachers feel that:

- their contributions to the school are recognized and valued

90% of support staff feel they receive adequate recognition and appreciation for their performance.

94% of the teachers would recommend working in Prairie Rose School Division to a friend.

100% of the teachers and support staff feel that they work in a good school.

On the October 2018 accountability pillar report, the school was rated as “very high” in achievement in the area of student citizenship (92%).

### **Recommendations:**

- Staff interviews and surveys gave evidence that staff morale is not very high. Some comments pointed to a divide between staff and administration while others mentioned a divide between division levels. The staff needs to have an open and honest conversation about the apparent issues that are the source of these concerns and then work collaboratively to build strategies to improve morale.

## **8. STUDENT ACHIEVEMENT AND RECOGNITION**

### **Observations/Commendations:**

Teacher, support staff and administration interviews stated that SPS is a very high achieving school. This high academic success is attributed to the dedicated staff who support all students in their learning, a school focus on academics, engaging lessons and a supportive parent community.

87.5% of teaching staff feel there is an effective program for recognizing student achievement. Students are recognized through announcements, classroom recognition, the year-end recognition assembly and social media where appropriate.

The following data values are taken from the parent survey regarding academic achievement and the learning environment:

- 88% of parents feel that the academic program provided meets the needs of their child.
- 85% of parents are satisfied with the academic achievement of their child.
- 78.5% of parents agree that their child receives the help needed to succeed in school.
- 84% of the parents are satisfied with the instructional methods teachers are using at the school.
- 85% of the parents feel that class size is acceptable.
- 80% of parents feel that their child's report card provides clear and useful information.

On the October 2018 accountability pillar report, the school was rated as "very high" in:

- achievement on the dropout rate (0%).
- PAT Acceptable Results (93%) – students passing the PAT's
- PAT Excellence (35%) – students receiving 80% or higher

### **Recommendations:**

- None

## **9. THE SCHOOL AS A SAFE AND CARING ENVIRONMENT**

### **Observations/Commendations:**

Seven Persons is to be commended for their proactive efforts in developing and maintaining a safe and caring school environment. 100% of teachers and 94% of parents feel that the school is safe and orderly. 100% of teachers and 94% of parents agree that students are respectful and well behaved.

Teachers handle the majority of inappropriate behaviours while school administration will address the more severe infractions.

Programs used at the school that help foster a safe and caring environment are;

- Dare to Care
- White hatter material
- Law enforcement presentations
- DARE in grade six
- Infuse respect
- FSLW and DREAMS playgroups, therapy and Parent Connect Training for the community

94% of teachers say the school's discipline policy is effective. 83% of parents agree that the school handles discipline in a fair and reasonable manner.

94% of the parents feel welcome when they visit the school. 92% of parents feel that their child has positive friendships at Seven Persons while 87.5% feel that their child enjoys attending school.

The school leadership is commended for creating an environment where parents feel welcome.

On the October 2018 accountability pillar report, the school was rated as "very high" (95%) in providing a safe and caring environment.

### **Recommendations:**

- School staff should develop a communication protocol for when school administration is involved with student discipline. The protocol should address whether a follow-up communique needs to be provided and who needs to know.

## **10. PROFESSIONAL DEVELOPMENT**

### **Observations/Commendations:**

The teaching staff are part of a professional learning community that meets once per week. Also, the staff uses collaborative response model ever six weeks to discuss student progress at the division level.

Staff have access to funds in the school budget for personal professional development activities. Staff need to make application to the school principal to access the dollars.

81% of teaching staff say they are satisfied with opportunities to work in a PLC. 100% of teaching staff say that PD opportunities have enhanced their teaching skills and effectiveness.

Staff feel that the SI days have been productive however are full of content that does not allow for a deeper look into the details of the professional development.

**Recommendations:**

- None

## **11. TECHNOLOGY**

**Observations/Commendations:**

Seven Persons School is equipped with classroom Smartboards, a separate computer lab for student use, computer stations in the mezzanine of the library and three chromebook carts.

100% of the teachers are satisfied with the technology available at the school for instructional purposes. The technology is used in a variety of teaching environments. Most teachers are proficient with the Smartboard and commented that their skills using the chromebooks and google classroom is improving. Other notable programs seen in the classrooms are seesaw, flipgrid and cahoot.

77% of parents agree that their child is receiving instruction in technology that will allow them to be successful in the future. Parental comments made on the surveys indicate that integrating technology in the learning environment is important.

**Recommendations:**

- School council expressed concerns to school administration about the use of technology, mainly playing movies at lunch time while the students are eating. The council felt that students should be socializing during the lunch break. The school has already addressed this by creating a policy to minimize technology use during unstructured time. School administration should remind the council of this at the next meeting.

## **12. LEARNING COMMONS (Library)**

**Observations/Commendations:**

The school learning commons is organized and maintained by the school librarian.

Every student from kindergarten to grade 6 ??? has scheduled class time to borrow books on a weekly basis and participate in the program “reading counts”. The

librarian works with the teaching staff to organize learning commons themes, book studies, provide teacher assistance for projects (ie. book studies) and purchase appropriate resources for the school.

The school has a spacious learning commons with a second level upstairs that houses a work area with tables, chairs and desktop computers for smaller groups of students. The library is also used for the makerspace option every Wednesday.

94% of teachers and 86% of parents surveyed stated that the library effectively supports student learning and contributes to the quality of education at the school.

### **Recommendations:**

- The library is a beautiful facility with murals on the wall, a spacious area on the main level with book shelving and a working space (with computers) for student learning upstairs. However, it seems as though the library has not evolved into a true learning commons that presents an inviting atmosphere to students. It is recommended that the librarian, school staff and students discuss how to renovate the library (in spirit and physical design) into a 21<sup>st</sup> century learning commons.

## **13. PHYSICAL FACILITIES**

### **Observations/Commendations:**

100% of teachers stated that the school facility and its physical condition are adequate to accommodate the programs offered at the school and 100% of the school staff feel that the school is clean. 94% of the parents felt that the physical condition of the school facility provides a safe and comfortable environment for students while 100% feel that the school is clean.

Staff interviews revealed the obvious that the school is an excellent facility to educate children and there is anything that needs to be change to support learning.

The custodial staff feel supported by the school staff and are very satisfied by the working environment at Seven Persons School.

The custodial staff were complimented for their work throughout the school review and must be recognized for their dedication to the school.

### **Recommendations:**

- None

## **14. STUDENT SUPPORT SERVICES**

### **Observations/Commendations:**

The school does an excellent job of providing an inclusive environment for all students at Seven Persons School. The goal is for all children to feel like they belong and are safe.

The classroom support teacher works with the classroom teachers to develop student IPP's and specific learning strategies. The CST is an advocate for the students and works closely with the teachers and educational assistants to ensure recommended supports and strategies are implemented. The students are identified with classroom-based assessments, school wide assessments (Fountas & Pinnell, MAP, MIPI, PATs, EYE) and specialized academic assessments ( WIAT III, Key Math, Aimsweb, easyCBM).

It is the primary goal of the school to keep the students with their peer group as much as possible. Teachers use a guided reading programming which allows students to succeed at their tested level. The CST also uses small group pullouts from the regular classroom to work with students reading below grade level.

The classroom support teacher feels that the central office learning support team is very valuable to the learning needs of SPS students. The LST (Learning Support Team) team works with the CST and classroom teachers for students in all grades including JK and K. JK and K students that qualify for PUF funding receive additional speech language, behavior and occupational therapy support as required. The CST follows standard IPP protocols for identification, development, testing, meetings and reporting.

The school also works to meet the needs of high aptitude learners. Teachers often design challenges, tasks and assignments to raise the bar for these learners. An example of this is the use of a deeper learner strategy that starts with a challenge, research and application.

87% of teachers feel supported in their efforts regarding inclusion of all students in their classroom. Teachers also commented that support staff does an excellent job with supporting special need students.

77% of parents feel that the school teaches all students in a fair and equal manner while at the same time, taking individual learning styles into consideration.

The school is commended on maintaining an inclusive environment that supports all students.

The school's Family School Liaison Worker is appreciated for her weekly visits. 100% of teachers agree that the Family School Liaison program has a positive impact on student learning.

The FSLW spends two days a week at the school doing one-on-one counselling and two days a week facilitating universal programming within the DREAMS program.

The FSLW feels that her relationship with administration and the teachers is open and positive. The FSLW also commented that the same is true for the students and families she works with. The FSLW feels that she makes a positive impact at the school with her liaison work with school and home, universal programming that supports mental wellness and student counselling that focuses on individual needs.

### **Recommendations:**

- Continue to use the Collaborative Response Model as a means of supporting all students at SPS.
- The CST teacher should continue to work with Central Office staff on ways that the LST can continue to support the needs of the students and the classroom teachers supporting them.

## **15. TRANSPORTATION**

### **Observations/Commendations:**

There are currently 11 bus routes at Seven Persons School.

Bus driver surveys provided positive feedback on all of the survey questions including:

- Students on the routes are on time in the morning: 100%
- The bus loading and unloading zones at the school are safe: 100%
- Positive behaviors of the students on the bus: 87.5%
- Support from the school regarding student discipline concerns on the bus: 67%. Please note that the remaining 33% could not comment meaning that they have not had to take any concerns to administration.
- Good communication between school and the drivers: 100%
- Good communication with parents: 100%
- Seven Persons School is a good school to drive for: 100%

78% of the parents that have a child riding the bus feel that the time on the bus is reasonable considering the number of students on the route and the location of their residence. 66% of the parents felt that children on the bus behave appropriately.

**Recommendations:**

- Administration and the division transportation supervisor need to remind drivers that driving in reverse in a school zone is prohibited unless a spotter is present.
- Several bus drivers commented that there is always supervision of the loading zones in the pm however, it is rare to see a supervisor in the am. School administration has assigned one staff member to monitor bus unloading. It is recommended that at the fall bus drivers meeting, this inaccuracy is clarified.
- 62.5% of the drivers stated that they have not been informed of any medical conditions of students on their bus. It may be the case that there are no medical conditions on the routes. It is recommended that school administration speak to all bus drivers whether there are medical conditions or not on their routes.
- One bus driver commented that inviting the drivers in on school photo day and then being part of a yearbook would be a good thing. It is important that if the school implements the inclusion of bus drivers in the yearbook, that all bus drivers participate.
- Multiple parent comments were noted regarding poor student behaviours during transportation to and from school. It is recommended that administration and the central office transportation director review behavioural/safety expectations of students while in transport.
- School administration should encourage parents to contact the school if they have concerns about student behavior during transport.

**Summary of Student Surveys:**

<b>Question</b>	<b>Gr 4 – 9</b>
I am learning and doing well in my classes	95%
I like the option classes offered	61%
Good choice of extra-curricular programs	82%
Teachers tell me what needs to improve	91%
Support staff are helpful and friendly	84%
Teachers are helpful when I don't understand	92%
For the most part, I enjoy attending school	84%
Class size is okay	91%
I would tell a friend that Seven Persons School is a good place	91%
My school work is usually pretty interesting	79%

My school work is quite challenging	86%
My teachers expect me to do my best	100%
I like the activities and methods of my teachers	90%
I feel safe in school	91%
For the most part, students are well behaved	83%
My school encourages good attendance	84%
We use computers and technology in many of our classes	95%
Discipline is handled in a fair and reasonable manner	79%
Bullying is not a big problem	77%
There is a staff member I could talk to	89%
My teachers know about the subjects they teach	97%
The school library has helpful resources	67%
Our school building is comfortable and safe	94%
Overall, I think my school is a good school	92 %

### **Summary of Student interviews:**

Interviews were conducted with the following students:

- Grades 4 – 6 (4 students)
- Grades 7 – 9 (5 students)

We were very impressed with the discussions had with all groups. The students provided honest and thoughtful responses. The following points provide a summary of the interviews:

- The students appreciated the learning opportunities and how the teachers understand that students learn in unique ways and try to adapt their lessons to support all learners.
- The junior high students appreciated the expanded non-core options.
- Many students commented on the survey that they think Seven Persons School is a good place to learn.
- Both interview groups made positive comments about the teachers at the school. They stated that the teachers care and create a positive learning environment.
- The division 3 students also commented on how nice the custodial staff are but that they are unappreciated by the students. The student council should consider how to show their appreciation for the custodians.
- Students felt that dress code violations should be handled in a more consistent manner.
- Both groups said that bullying is not a big issue at the school.

### **School Review Summary**

Seven Persons School is to be commended for the high rates of satisfaction expressed during this school review process. A few highlights are:

- 100% of teachers and support staff agree that they work in a good school and 94% of the teachers would recommend working in Prairie Rose to a friend.
- 80% of parents are satisfied with the information they receive from school.
- 77% of parents surveyed agreed that they have opportunity to provide input into decisions made at the school that impact their child's learning environment.
- 100% of teachers and 94% of parents feel that the school is safe and orderly. 100% of teachers and 94% of parents agree that students are respectful and well behaved.
- 89% of support staff feel their assigned work responsibilities are fair and reasonable, 80% agree that administration and teachers understand and support their role.
- 92% of the parents surveyed are satisfied with the quality of education their child is receiving and 90.5% would recommend Seven Persons School to a friend.

Other notable comments include:

- The school's biggest strength is that the staff working at the school are dedicated and strive to provide an excellent learning environment for the students.
- The students are highly academic and are engaged in their own personal learning.
- The parents are very supportive of the school.
- The school provides a safe and caring learning environment for the students.
- Of the eleven teaching staff interviewed, six feel that the quality of education has improved over the last several years while four feel that it has stayed the same at a high level of achievement.

The school review process has highlighted that Seven Person School is a high functioning school with a focus on academics accompanied by a solid extra-curricular program. The school is supported by a cohesive community, parents and school council.

As with any comprehensive school review, areas of improvement are identified and recommendations are provided in most of the fifteen sub-titles of this document. PRSD senior administration in collaboration with Seven Persons School staff will identify three critical recommendations from this review. The task for school staff will be to identify and develop strategies for these recommendations and meld them into the 2019-2020 school plan.