



**School District 64 - Educational Programs Annual Review
Phase 3, Inaugural Process, 2024-25 and 2025-26**

School District No.64 (Gulf Islands)

Educational Program Review Description

The Gulf Islands School District offers a variety of programs for students across the district. To ensure these programs are meeting the evolving needs of students and aligning with the Board's strategic priorities—both educational and financial—the district will conduct an inaugural review process in phases. This will be followed by an annual review and reporting process for each program in the future. The programs identified for this initial review are: Gulf Island International Program (GIIP), Saturna Ecological Education Program (SEEC), Late French Immersion, Gulf Island School for the Performing Arts (GISPA), and Trades Awareness, Skills & Knowledge (TASK).

The inaugural review will provide a comprehensive evaluation, focusing on the program's original purpose, a summary of its evolution, its current state, its alignment with the district's strategic goals, and whether it should continue in its current form and any suggestions for changes that could improve its delivery. Each year thereafter, a program supervisor will submit an annual assessment report to senior management, offering valuable insights for decision-making and communications.

The 2024-2026 inaugural review is being conducted in phases. Program supervisors will collect data and respond to the attached report, which will be presented at a Board Standing Committee and subsequently to the Board at the next Public Meeting. Phase 1, which occurred in the fall 2024, and reviewed SEEC and GIIP. Phase 2 occurred in the spring of 2025 and reviewed French Immersion and TASK. Phase 3 will occur through the fall of 2025 and will cover the Gulf Islands School of Performing Arts (GISPA).

Educational Program Review | Phase 3 Timeline

Gulf Islands School of Performing Arts (GISPA).

October 2025

- **October 8:** School District 64 - Educational Programs Phase 3 report and plan provided to Board
- **October 9-24:** Distribute the review templates to program principal and hold sessions to explain the review process and provide guidance on completing the forms.
- **October 9- November 15:** email submission period for feedback to be received and considered for report
- **October 25:** First reminder sent to principal to start gathering evidence and begin filling out the review forms.

November 2025

- **November 8, 2025:** Mid-point check-in with principals to address any questions or concerns.
- **November 22, 2025:** Completion date for principals to submit draft report and feedback summary.
- **December 2, 2025:** Follow-up with any programs needing additional information or clarification.
- Review draft reports with principal and school district leadership.
- Distribute final reports to relevant users, including school board members, program coordinators, and principals.
- **December 10, 2025:** Education Committee, information presented.

January 2026

- **January 14:** Draft report brought to the Public Meeting for review through Education Committee report, decision making and any motions that could be required.

Program Name: **Gulf Islands School of Performing Arts (GISPA)**

1. Program Overview

- (a) What is the purpose and primary goal of the program?
- (b) Why was this program initially started by the district and is that need still relevant?
- (c) How has the program delivery changed since its inception?
- (d) How is the program aligned with the district's strategic priorities?
- (e) What are the specific outcomes the program aims to achieve?
- (f) Where is the program located?

2. Demographics

- (a) How many students does the program serve?
- (b) What are the class sizes and how does that compare to the host school and district average class sizes?
- (c) What is the greatest number of students the program can responsibly enroll?
- (d) What grades/age does the program serve?
- (e) What student populations does the program serve?

3. Program Implementation

- (a) How is the program currently being implemented across the district?
- (b) What resources (staff, materials, technology) are allocated to the program?
- (c) What professional development and training are provided to staff involved in the program?
- (d) Are there clear roles and responsibilities for staff within the program?

4. Student Impact and Outcomes

- (a) How are students selected or referred to the program?
- (b) What metrics are used to assess student progress and success within the program?
- (c) Are there notable improvements in student performance, behavior, or engagement as a result of the program?
- (d) How does the program address the diverse needs of students (e.g., inclusive education, English language learners)?

5. Program Effectiveness

- (a) What evidence exists to demonstrate the effectiveness of the program?
- (b) Are there any gaps or areas of improvement identified in the program's outcomes?
- (c) How does the program compare to similar programs in other districts?
- (d) What feedback have students, parents, and staff provided about the program?

6. Equity and Inclusion

- (a) How does the program promote equity and inclusion among all students?
- (b) Are there any barriers that prevent certain student groups from accessing the program?

- (c) How is cultural competence integrated into the program's design and implementation?

7. Resource Allocation

- (a) Is the program fiscally self-supporting for direct costs and district shared costs?
(b) Are there alternative resources or methods that could achieve the same or better results?
(c) How is funding for the program sourced, and is it sustainable?
(d) What are the main expenses of the program?

8. Program Sustainability and Improvement

- (a) What are the long-term plans for the program's growth or expansion?
(b) What challenges or obstacles does the program currently face?
(c) What opportunities exist to improve the program in the next school year?
(d) What are alternative delivery methods of the program?
(e) How is the program's effectiveness monitored and evaluated over time?

9. Engagement

- (a) How are parents and the community involved in the program?
(b) How are program results communicated?
(c) What partnerships or collaborations support the program?

10. GISPA Program Specific Questions

- (a) How has GISPA enhanced students' knowledge of diversity and anti-oppression work?
(b) What culturally relevant practices or resources have been incorporated to support students' learning about Indigenous local rights holders and their language, culture and history of the Straights and Coast Salish People in GISPA?

If there is any additional information you would like to highlight in your report that hasn't been addressed in the questions, or that you believe warrants further discussion? Please include it here.