

Trustees and PAC Chair & Vice Chair Meeting February 24, 2026

Questions, Comments & Responses

After-School Supervision and Childcare

- Is it possible to have a stable room for kids to stay after school because lots of working parents are not able to pick up kids at 2:45/3:00pm. Some kids are old enough to stay in a room at school by themselves but are not old enough to travel back home especially in bad weather.
- Vancouver VSB has a policy: PAC organized after-school private programs on campus. Can we have the similar one in SD38?
- Community Partnerships: For parents that are busy, do we have after-school programs or partners with other business to provide after school programs because parents can't pick them up before 6pm

Response:

We recognize that end-of-day schedules can be challenging for working families. However, schools are unable to provide unsupervised space for students after dismissal, as supervision must be in place for any students who remain on site. Families requiring after-school care are encouraged to explore licensed programs located at or near school sites, as well as other community-based options. We understand the growing need for flexible solutions and will keep this in mind as we continue to review after-school programming options.

Rentals of district facilities are governed by Board Policy 804.1. School PACs have not typically acted as renters to organize private after-school programs on school sites; however, we appreciate the interest in exploring this approach. Staff will take this suggestion forward for further review and consideration.

Community Engagement and Decision-Making

- Could we get together quarterly or at least once a year.
- When big decision needs to be made that will impact children and parents, I suggest that the district could hear from parents through surveys. This will make decisions to be better supported by all parties.
- Dear Trustees and Superintendent Usih, can the SD38 Trustee Board have more of these discussion/Q&A events to bring together the stakeholders in the School District and provide the opportunity to give feedback and ask questions in real time? Having everyone present is important for both accountability and transparency.

- For decisions like changes to PLT time, is it possible to allow for parent feedback on those issues?

Response:

Thank you for your suggestion regarding the frequency of meetings with Trustees. The Board values opportunities for dialogue and will review scheduling future meetings with PAC chairs and vice chairs. Once plans are confirmed, the Board will communicate future meeting dates and details to ensure all participants are informed in advance.

Recently, the District conducted a survey to collect input from staff, students, and parents/caregivers about Personal Learning Time (PLT) in secondary schools. The feedback received is currently under review, and once the analysis is complete, any adjustments to PLT will be communicated to families.

Diversity, Equity, and Inclusion

What has prompted the shift in how holidays are recognized? I've really noted a shift the last 2-3 years where Christmas traditions/elements are removed. I understand the district's effort to be inclusive and respectful, but rather than removing wouldn't it be nice to broaden celebrations to include other holidays too (Christmas is just an example, even Halloween seems to be disappearing as well). Families keep saying the "fun things/fun activities" are being cancelled or taken away. Most families want to learn and celebrate other traditions and holidays.

Response:

Holidays and celebrations in schools should be recognized in ways that recognize the diversity of the school community and how schools choose how to do so. Their shared intentions might include building a sense of community or creating understanding across cultures.

Learning about holidays can support students' development of positive personal and cultural identities and help them feel a sense of belonging. It can also support students in developing an awareness and joyful appreciation of a culturally diverse world.

If you have questions about how your child's school recognizes holidays and celebrations of significance to the school community, please speak with your school's principal.

Enrolment, Catchment and School Planning

- Re-shrinking outer schools due to a lack of registration. Likely due to less affordable housing (bigger, older homes/no apartments/townhouses). Looking at changing catchments? Offering to bus students from full areas. Our school (Gilmore) lost a division last year. At risk to lose another this year. Is there a plan? We are a physically large school with now only 11 divisions. The French out of catchment school keeps us at operating numbers. (celebrate the accomplishment of consultants)
- Do grade 7 students have to go to the Odlin school? Is this a hard boundary change? Can

exceptions be made?

- Cambie Secondary school has currently some classrooms unused and some schools are still at full capacity. Is there a possibility to rethink the boundaries of Cambie and elementary schools that feed Cambie?

Response:

The district is continuously monitoring enrolment patterns across all schools, recognizing that demographic shifts are influencing where families with school-age children live. Those factors include housing affordability and development patterns. As a result, some schools are experiencing declining enrolment while others remain at or above capacity.

The district undertakes long-range facilities planning work as part of a system-wide approach, including enrolment projections and scenario analysis to evaluate school catchment boundaries, program placements, and impact on transportation.

The goal of this work is to ensure stable and sustainable educational programs in schools while making better use of available spaces across the district. Any changes will be carefully considered to minimize disruption to educational programs and families.

Land Acquisition

- City centre land assessment \$42 million. Why did we pay \$60 million when we are in shortfall?
- Has the board considered working with the developers to secure a school site?

Response:

The assessment value reflects a point-in-time estimate and does not always align with market conditions, particularly in high-demand areas like Richmond City Centre. The purchase price reflects prevailing market conditions, site availability, and the strategic importance of securing scarce land to address current and future enrolment pressure in the high-growth area. Prior to approval, the board undertook appropriate due diligence. The total purchase cost includes a \$6 million contribution from the provincial government, with the remaining funded by the district. The board's contribution came from proceeds for a former school site sale that were specifically designated for capital acquisition (e.g. land and buildings) and therefore cannot be used to offset operating shortfalls.

The district has been working with the City of Richmond and the development community to explore opportunities for school sites in growth areas. However, outcomes are dependent on market conditions which can limit certainty.

Programs and Scheduling

- Is there a plan to stop the incentive plan at RC Palmer?
- Is the school district discontinuing special school programs due to budget constraints?
- Future Gr. 7 Outdoor Ed Grad trips are in jeopardy. Principal says it's a district decision. Is this

true and why prevent children from having this awesome experience?

Response:

The district recently posted a document providing information about [Secondary Program Options](#). School programs are developed and reviewed at the school level in alignment with Ministry standards and courses. These programs, along with district program options, are regularly reviewed to ensure they are sustainable and meeting the needs of our learners.

Outdoor Education field trips are proposed and organized at the individual school level, with all overnight field trip proposals also requiring the approval of the Assistant Superintendent. Staff are always reviewing the facilities, contracts, costs, and risk mitigation strategies associated with these field trip opportunities. Due to rising costs for families and changing interest levels from staff and students, many schools are making shifts in the structure of Outdoor Education field trips by adjusting the length, venue, or frequency.

Student Support and Classroom Organization

- How does school admin consider and allocate support to children at school? Based on diagnosis or needs even without diagnosis.

Response:

School districts receive basic allocation funding for all students from the Ministry of Education and Child Care. In addition, school districts also receive supplemental funding for students with diverse abilities and disabilities who have been assigned a Ministry Category A-H (see below), who are English language learners (ELL), and who have self-identified as having Indigenous ancestry. These funds are not targeted to specific students; however, are provided to boards of education to support the needs of students within their district in accordance with the provincial funding model legislation. This model gives districts the flexibility to prioritize supports and allocate them where they are needed most.

At the school level, it is the responsibility of the school principal to determine how supports are assigned and allocated at their site. As a result, the individual needs of each specific learner and what is needed to help them meet with success is centred.

Inclusive Education Categories (A-H)

- Physically Dependent (A)
- Deafblind (B)
- Moderate to Profound Intellectual Disability (C)
- Physical Disability or Chronic Health Impairment (D)
- Visual Impairment (E)
- Deaf or Hard of Hearing (F)

- Autism Spectrum Disorder (G)
- Intensive Behaviour Interventions or Serious Mental Illness (H)

Is it possible to have junior high school students such as grade 8, 9, 10 stay in same classroom with same classmates? I found some young children are not mature enough to organize their school work.

Response:

It is possible to make this request with your school principal, however, due to individual course requests of students and course scheduling constraints, these requests may or may not be accommodated.

Traffic and Student Safety

- Where are we sharing the results of our traffic safety? Can we send the info to PACs?
- For traffic: can we install speed bumps or cross lights (Blair Elementary). We have a lot of people speeding. How do we get assistance or who do we reach out to?
- For traffic safety, would there be a consideration to hire staff for traffic safety? In Ontario, there are paid positions at crosswalks.
- I would love David Yang to visit Henry Anderson at 8:30-8:45am and 2:30-3:00pm to just monitor the parking lot. I would say at least twice for each session. Most parents would be speaking to admin before and after school. We can't always ask admin to be everywhere. I also believe teacher engagement is low. Lots of double parking, leaving the cars unattended and irate parents.

Response:

The district works with school administrators to identify traffic safety concerns and shares relevant information with PACs where appropriate, supporting schools in keeping families informed. Crossguards are not funded positions under the provincial legislation and K-12 education funding framework.

Traffic calming measures such as speed bumps and crosswalk signals are typically on city roadways and fall under municipal responsibility. The district will relay feedback and concerns to the city's transportation department and continues to support schools in promoting safe driving practices.

Student safety is a priority, and school zone traffic safety concerns are acknowledged and largely related to driver behaviour during peak hours. While school administrators provide oversight, there are limits during peak hours. A balanced approach is encouraged among all members of the school community, including clear expectations, driver education, and where necessary involvement of bylaw enforcement or RCMP. The district works with schools and share identified traffic concerns with the city and law enforcement through the Traffic Advisory Committee.