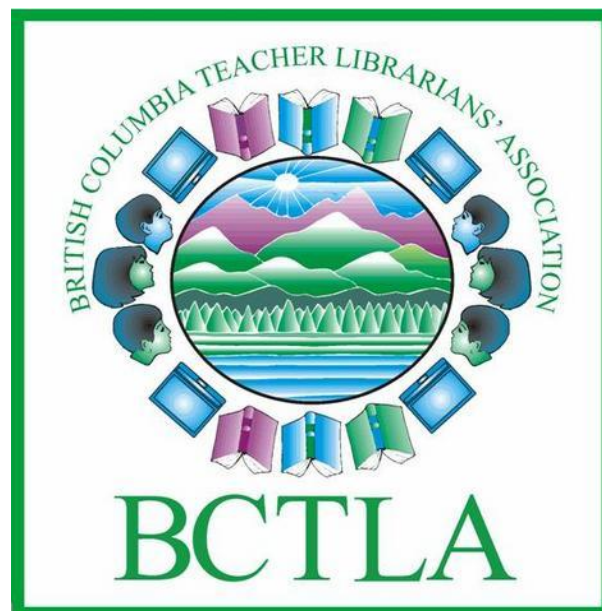


The Bookmark's 29th annual survey of

WORKING AND LEARNING CONDITIONS

of public school libraries in British Columbia

Report of the findings
2009–10



A Provincial Specialist Association of the BC Teachers' Federation



<http://www.bctf.ca/BCTLA>

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Note to Reader: This edition of The Bookmark's Working and Learning Conditions Report includes data from the 2009–10 Working and Learning Conditions survey.

Summary of the findings

29th Annual BC Teacher-Librarians' Association Working and Learning Conditions Survey

Relevance

The purpose of the BC Teacher-Librarians' Association (BCTLA) annual survey is to document the working and learning conditions of school libraries in British Columbia. Recent research provides compelling evidence to do so. A 2006 study conducted in Ontario by Dr. Donald Klinger¹ and colleagues found that the presence of a professional teacher-librarian was strongly linked to greater reading enjoyment, which in turn resulted in higher reading achievement. Dr. Haycock² (2003) cited US evidence in his report on the crisis in Canadian school libraries that found student achievement is higher in schools where the library is open all day and a professional teacher-librarian is on duty full-time. Even greater improvements were found when teacher-librarians engage in collaboration with classroom colleagues, teach information literacy skills, and participate in technology management within the school. Higher spending on books and other materials were also associated with increased reading scores. These findings point to the central role teacher-librarians play in the educational development of students, and thus the importance of surveying teacher-librarians about changes in the working and learning conditions in school libraries.

Background

Each year, for the past 29 years, the BCTLA has conducted an annual survey about the working and learning conditions in school libraries in British Columbia. In 2009–10, teacher-librarians completed an online survey, which was open to all standard schools with school-aged students in the province. This report includes the 2009–10 results for library budget allocation, teacher-librarian FTE, prep time provided by teacher-librarians to other teachers, school-based fundraising, clerical/library technicians, technology resources in the library, qualifications of teacher-librarians, and ranking of strategies to improve conditions in school libraries. The 2009–10 survey also included questions to assess to what extent school libraries have access to centralized district library services, and the type of services utilized.

Response to the survey

Eligible schools received a study announcement in February 2010, requesting that the teacher-librarian (or designate) complete the 2009–10 online survey, which was posted on the BCTLA website. Of the 1,403 standard Grade K–12 public schools in British Columbia eligible for the survey, 692 responded, for a response rate of 49.3%. Compared to provincial data, elementary, middle, and secondary schools are well-represented in the survey responses. Multi-level schools are under-represented with only 18 of a possible 146 schools responding. It is important to consider the effect of non-response bias as there are no survey responses from 11 school districts, all of which are located outside of the major metropolitan areas.

¹ Ontario Library Association. (2006). *School libraries and student achievement in Ontario*.

² Haycock, K. (2003). *The crisis in Canada's school libraries: The case for reform and re-investment*. Toronto: Association of Canadian Publishers.

Quantitative results—Changes in budget allocation and library resources

Almost all (98.8%) of the schools represented in the survey results have an operational school library, with 95.4% of responding schools having a teacher-librarian assigned to the library. Of the 28 schools with no teacher-librarian assigned to the library, over half (60.7%) said a library technician is in charge of the library and 21.4% said a school principal/vice-principal is in charge of the library. This means the library technician is attempting to run the library without a teacher-librarian or the school principal/vice-principal has to add this responsibility to his or her administrative workload.

FTE teacher-librarian and library support staff

The average FTE TL assignment in 2009–10 for the 649 schools who provided data on the teacher-librarian assignment is 0.6409 FTE. The survey also included a question to measure the amount of prep time per week that teacher-librarians provided to other teachers (as part of their FTE teacher-librarian assignment). One-third of respondents provided data on the number of minutes' prep time provided each week for other teachers, with the average prep time per week being 373.34 minutes. Most teacher-librarians who provide prep time for other teachers are in elementary schools, although teacher-librarians do provide prep time in some multi-level, middle, and secondary schools in a few districts.

About half (44.7%) of responding schools reported having clerical staff assigned to the library and 14.7% of schools have a library technician. Library technicians are more prevalent in secondary schools (27.9%) than in middle (10.6%) or elementary schools (11.2%).

Library budget allocation

The average school library budget allocation for the 613 responding schools was \$5,645.08 in 2009–10. There was considerable variation in the size of library budgets, ranging from as little as \$11.00 to as much as \$69,241.00. Taking the twenty schools with no budget (\$0) into account in the calculation, the average library budget allocation in 2009–10 was \$5,466.73.

The Ministry of Education stopped publishing FTE student statistics on a school and district basis in 2009–10. Thus the year-to-year comparisons and calculations of the student/teacher-librarian ratio are not included in this report.

Fundraising efforts

Schools increasingly rely on fundraising efforts to supplement their library budget. Of the 692 respondents, 516 (74.6%) reported having fundraised some library funds in the previous school year (2008–09) from other sources such as Parent Advisory Committees or community donations. The average amount of funds raised for the school library in 2008–09 was \$2,368.58. Most schools did not raise a significant amount of funds from other sources, with 78.1% raising less than \$3,000. Only 4.9% (25 schools) reported raising more than \$5,000 from other sources.

Electronic resources in the library

The survey data indicate that libraries are increasingly utilizing electronic resources. Most schools reported having internet access and a computerized catalogue. Most secondary schools (82.1%) have an electronic security system. The percentage of schools with library information on their school website increased for all types of schools between 2008–09 and 2009–10. The 2009–10 survey also asked about access to online databases. Secondary schools reported the greatest access to online databases (92.1%), followed by middle schools (83.0%), and elementary schools (81.1%). Almost three-quarters (72.2%) of multi-grade schools reported having access to online databases.

Centralized district library services

The 2009–10 survey also asked about the use of centralized district library services. About three-quarters of responding schools said their district has centralized library and media services. The most often-used services are central cataloguing services (55.6%), library automation services (54.5%), and distribution of additional professional and educational resources (53.5%). Six in ten respondents said their school has a district consultant or helping teacher. The resources most commonly covered by district purchases for the library are electronic resources (36.4%) and online resources (61.4%).

Qualitative results—Teacher-librarians voice their concerns about the conditions of school libraries

The 2009–10 survey provided space for teacher-librarians to comment on their working and learning conditions in school libraries. Descriptive qualitative analysis was conducted, using ATLAS.ti qualitative software, to identify themes related to the concerns of teacher-librarians about working and learning conditions in school libraries.

The qualitative findings of the 2009–10 BCTLA survey are consistent with the key concerns expressed by teacher-librarians in the [2008–09 survey](#) about the impact of chronic underfunding on school library services. Much emphasized in 2009–10 are teacher-librarians' concerns about the future of school libraries in the face of ongoing cutbacks and the diminishing student access to library services and literacy support. Also of great concern is what several teacher-librarians reported as a growing inequity in library services among schools. The comments suggest this is due to a significant loss of provincial funding for libraries and an increased reliance on PAC and other fund-raising sources to cover the basic needs of the library. Some school libraries flourish in the context of affluent communities and districts placing a high priority on libraries during a funding crisis. Others are left to languish, struggling to keep the library open for limited hours with outdated technology and library collections.

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Report of the findings

29th Annual BC Teacher-Librarians' Association Working and Learning Conditions Survey

Introduction

Each year for the past 29 years, the British Columbia Teacher-Librarians' Association (BCTLA) has conducted an annual survey about the working and learning conditions in school libraries in British Columbia. In 2009–10, teacher-librarians completed an online survey, which was open to all standard schools with school-aged students in the province. This report presents the results of the *29th Annual BCTLA Survey of Working and Learning Conditions*. This report was prepared with research support from the BC Teachers' Federation Research Department.

A special thank you is extended to all those who participated this year.

Response to the survey

Eligible schools received a study announcement in February 2010, requesting that the teacher-librarian (or designate) complete the 2009–10 online survey, which was posted on the BCTLA website. Of the 1,403 standard Grade K–12 public schools in British Columbia eligible for the survey, 692 responded, for a response rate of 49.3%.

Since 2004–05, the annual report has presented the survey results by school type (multi-level³, elementary, middle, and secondary). Table 1⁴ compares the response rate for each school type to the proportion of schools in the province. Compared to provincial data, elementary, middle, and secondary schools are well-represented in the survey responses. Schools with multi-level grades are under-represented, with 18 responses in 2009–10.

Table 1: Percentage of schools responding vs. all BC schools, by type of school

	Multi-level	Elementary	Middle	Secondary
British Columbia	9.0% (146)	63.8% (1,040)	4.5% (73)	22.8% (372)
Survey n/a = 0.7% (5)	2.6% (18)	69.7% (482)	6.8% (47)	20.2% (140)

Source: Calculated from Ministry of Education (2010). *2009/10 Summary of Key Information*, p. 34.

While the response was good in many school districts, some districts are barely represented or not represented at all. This should be taken into account when interpreting the results, as should year-to-year changes in the responding schools. No schools responded to the survey in 11 districts: Revelstoke (SD 19), Powell River (SD 47), Central Coast (SD 49), Haida Gwaii/Queen Charlotte (SD 50), Boundary (SD 51), Okanagan Similkameen (SD 53), Comox Valley (SD 71), Gold Trail (SD 74), Fort Nelson (SD 81), Vancouver Island West (SD 84), and Nisga'a (SD 92). Table A in the appendices lists the response rate for each district.

³ Multi-level schools include elementary/secondary (K to 12) and elementary/junior secondary schools.

⁴ The survey sample excludes some programs included in the provincial data, such as Continuing Education, Alternate Programs, Distance Learning Centres, and other Specialized Learning Centres.

Part I: Quantitative results

Professional staffing

Almost all respondents (98.8%) have a library at their school, with 95.4% having a teacher-librarian in charge. In the 28 schools where no teacher-librarian is assigned, 21.4% of libraries are staffed by a principal or vice principal, 10.7% are staffed by a clerical assistant, and 60.7% by a library technician. About 60% of respondents reported their school library having access to a district library consultant, the same as in 2008–09 and 2007–08.

About the same percentage of respondents indicated the school district (55.6%) is formally involved in determining the amount of the FTE teacher-librarian assignment for the school as compared to school principals (56.1%).

FTE teacher-librarian assignment

Table 2 shows the average and total FTE teacher-librarian assignment for the 649 schools that provided figures. The average FTE TL position for responding schools is 0.6409, which is equivalent to just over three days per week. Secondary schools have the highest average FTE assignment (0.9755, which is equivalent to just under 5 days per week), followed by middle (0.6502), and elementary schools (0.5428, which is equivalent to just over two and a half days per week).

The total number of FTE teacher-librarians for the survey (based on 649 schools) is 415.93, considerably lower than the province (685.81 FTE in 2009–10⁵). Thus, the survey results represent about 60% of the FTE teacher-librarians in the province.

Table 2: Teacher-librarian FTE assignment

Type of school	Number of schools	Average FTE	Total FTE
Elementary	448	0.5428	243.17
Middle	47	0.6502	30.56
Secondary	138	0.9755	134.62
Multi-level	16	0.4741	7.59
All schools	649	0.6409	415.93

(Based on 649 responding schools with a teacher-librarian)

Prep time provided by teacher-librarians to other teachers

One objective of this survey is to try to measure how much of the teacher-librarian's FTE assignment is spent providing prep time to other teachers rather than teacher-librarian service. The BCTLA does not consider this to be a good use of teacher-librarian staffing, as it takes away from the teacher-librarian's ability to provide actual teacher-librarian service. This affects mostly elementary schools, although a few multi-level (5), middle (2), and secondary (4) schools allocate some of the teacher-librarian assignment to prep time for other teachers.

Teacher-librarians provide 373.34 minutes prep time per week, on average, for other teachers (see Appendices, Table C-2). Table 3 on the next page shows that on average, elementary teachers provide 377.87 minutes per week of prep time, out of a possible 1,425 minutes. Converted to FTE this

⁵ Ministry of Education, *Staff by Year and Program Code* (Form 1530 data) for 2001–02 to 2009–10.

comprises a 0.265 FTE assignment. Considering the average FTE assignment at elementary schools for teacher-librarians in this survey is 0.5428, this means that about half of the teacher-librarian assignment is allocated to prep time for other teachers rather than teacher-librarian service.

Table 3: Average minutes of prep time provided by the teacher-librarian by school type

Type of school	Number of schools	Minutes of prep time provided by TL to classroom teachers		
		Average	Minimum	Maximum
Elementary	216	377.87	10	1,211
Middle	2	406.75	226	588
Secondary	4	316.25	40	600
Multi-level	5	234.20	90	420

Clerical and technical library staff to support the teacher-librarian

Almost half (44.7%) of all responding schools reported having clerical staff assigned to the library, similar to 2008–09. The percentage of responding schools with a library technician increased slightly, from 13.1% in 2008–09 to 14.7% in 2009–10. The 11.1% increase in clerical staff for middle schools between 2008–09 and 2009–10 appears to be offset by about the same percentage decrease (-11.6%) in library technicians in middle schools.

Table 4a: Percentage of schools by grade with clerical staff or library technician, 2008–09 and 2009–10

	Multi-level	Elementary	Middle	Secondary
Clerical Staff				
Clerical staff: 2008–09	30.4%	40.0%	55.6%	59.2%
Clerical staff: 2009–10	43.8%	41.2%	66.7%	60.9%
Library technician				
Library technician: 2008–09	17.3%	8.0%	22.2%	26.8%
Library technician: 2009–10	31.3%	11.2%	10.6%	27.9%

Changes in library staffing compared to 2008–09

The survey asked teacher-librarians if a teacher-librarian, library technician, or clerical staff person is assigned to the library and, if so, how staffing levels have changed compared to 2008–09.

Most schools report having a teacher-librarian assigned to the library (95.4%). One-third of these schools reported a change in the FTE teacher-librarian assignment at the school since 2008–09. Of the 233 schools where staffing levels had changed, 70% reported a decrease in the TL assignment. More schools were affected by a loss of FTE teacher-librarian assignment than by a loss of other types of library staff.

A minority of schools (14.7%) reported having a library technician at the school. Of the 102 schools with a library technician, 21.6% reported a change compared to 2008–09. Of these 22 schools, 72.7% reported a decrease in the library technician assignment.

Just under half of responding schools (44.7%) reported having clerical staff assigned to the library. Of these schools, 18.8% (58 schools) reported a staffing change since 2008–09. Similar to the change in teacher-librarians and library technicians, 72.1% of these schools reported a decrease in clerical staffing since 2008–09.

Table 5: Staff assigned to the library

Position	Staff assigned to the library	
	Percentage (of responding schools)	Number of schools
Teacher-librarian	95.4%	660
Support staff for teacher-librarian		
Library technician	14.7%	102
Clerical support	44.7%	309

Table 6: Schools reporting a change in library staffing levels

Position	Staffing level changed since 2008-09		Increased	Decreased
	Percentage	Number of schools	Percentage of schools reporting a change in staffing levels	
Teacher-librarian	33.5%	232	30.0%	70.0%
Support staff for teacher-librarian				
Library technician	21.6%	22	27.3%	72.7%
Clerical support	18.8%	58	27.9%	72.1%

Comparison of teacher-librarian staffing levels to provincial data

The table below, based on Ministry of Education data, shows a significant decrease in teacher-librarian positions since 2001–02. Between 2001–02 and 2009–10, teacher-librarian positions decreased by 235.98 FTE positions with a further reduction of 27.014 FTE positions in 2010–11 (based on estimated figures as of June 30, 2010). In total, teacher-librarian positions decreased by 262.994 FTE between 2001-02 and 2010-11.

Table 7: Change in FTE teacher-librarian positions: 2001–02 to 2010–11 (Province of BC)

Specialty program	2001–02	2009–10	2010–11 est.*	Difference, 2009–10 to 2010–11 est.	Total est. difference, 2001–02 to 2010–11.
Library Services	921.79	685.81	658.796	-27.014	-262.994 (-28.5%)

BCTF Research table with data from Ministry of Education, *Staff by Year and Program Code* (Form 1530 data): 2001–02 to 2009–10. 2010–11 estimates from Ministry of Education, Table 10. *2010/11 Annual Budgeted Provincial Summary of FTE Employees by Type of Employee and Program*.

Education and training

The survey also asked respondents to “indicate the level of formal training of the teacher-librarian at the school (select all that apply).” Table 8 shows that 21.2% of teacher-librarians have some courses in librarianship but no formal credentials. One in ten teacher-librarians obtained a certificate (15 credits) in teacher-librarianship and one-third obtained 30 credits of formal training in teacher-librarianship, earning a diploma. In terms of graduate training, 8.7% have a master’s degree with a concentration in teacher-librarianship and 4.0% have master’s training in Library Science.

Table 8: Number and percentage of teacher-librarians for each level of training

Level of formal training	Number of responses	Percentage
TL courses but no certificate	147	21.2%
Certificate in teacher-librarianship (about 15 credits)	70	10.1%
Diploma in teacher-librarianship (about 30 credits)	223	32.2%
Bachelor of Education with focus on TL	72	10.4%
Bachelor of Library Science	5	0.7%
Master’s of Library Science	28	4.0%
Master’s degree with focus in TL	60	8.7%
Other type of training	86	12.4%

Centralized district services

The 2009–10 survey also asked about the use of centralized district library services. About three-quarters (78.6%) of responding schools said their district has centralized library and media services. The most often-used services are central cataloguing services (55.6%), library automation services (54.5%), and distribution of additional professional and educational resources (53.5%). Six in ten responding schools have access to a district consultant or helping teacher.

Table 9: Percentage of responding schools with access to each type of service provided by district

Type of centralized library and media service	Percentage of respondents with access to district service (n=692)
Central cataloguing services	55.6%
Library automation services	54.5%
Distribution of additional professional and educational resources	53.5%
Centralization of professional resources	46.1%
Professional development	44.1%
Centralization of electronic resources	40.6%
Centralization of print collections	34.1%
Acquisition of additional resources to schools	31.8%
Centralization of all school library purchases	8.1%
Other type of centralized services (e.g. accounting, lamination, textbook support, databases, processing, mentorship)	7.9%

Budget allocation

Of the 692 responding schools, 89% said their library has a budget, 2.9% said the library has a zero budget, and 8.1% either did not know or did not respond.

There is considerable variation in the size of library budgets per school, ranging from as little as \$11 to as much as \$69,241. The budget allocation for the school libraries reporting figures in the 2009–10 survey (613 responses) averaged \$5,645.08, about the same as in 2008–09. Twenty schools actually reported having no budget (\$0) for the library. Including schools with a zero budget, the average budget allocation for responding schools in 2009–10 is \$5,466.73.

The average library budget for responding schools decreased for elementary and secondary schools between 2008–09 and 2009–10. Middle schools responding to the survey show an increase in the average amount of library funding in 2009–10. Caution should be used in interpreting year-to-year variations as these may be influenced by differences in responding schools from one year to the next. There are too few responses to make valid comparisons for schools with multi-level grades.

Table 10: Average amount of school library budget* (excluding zero budgets) by school type (n=610)

Type of school	Average	n	Minimum	Maximum
Elementary	\$3,460.57	418	\$11	\$20,500
Middle	\$6,873.80	44	\$200	\$22,000
Secondary	\$11,585.71	134	\$21	\$69,241
Multi-level	\$10,256.14	14	\$300	\$50,000

Missing cases=3

Table 11: Average amount of school library budget* (including zero budgets) by school type (n=630)

Type of school	Average	n	Minimum	Maximum
Elementary	\$3,317.70	436	\$0	\$20,500
Middle	\$6,873.80	44	\$200	\$22,000
Secondary	\$11,499.89	135	\$0	\$69,241
Multi-level	\$9,572.40	15	\$0	\$50,000

Missing cases=3

Table 12: Average amount of school library budget* (excluding zero budgets) by school type

	Multi-level	Elementary	Middle	Secondary
2004–05	\$1,110	\$2,880	\$5,918	\$11,892
2005–06	\$3,545	\$3,719	\$7,272	\$12,160
2006–07	\$3,044	\$3,673	\$7,369	\$12,440
2007–08	\$4,240	\$3,609	\$7,289	\$12,815
2008–09	\$4,589	\$3,583	\$6,583	\$12,295
2009–10	\$10,256	\$3,461	\$6,874	\$11,586

Table 13: Average amount of school library budget* (including zero budgets) by school type

	Multi-level	Elementary	Middle	Secondary
2007–08	\$4,025	\$3,532	\$7,284	\$12,743
2008–09	\$4,106	\$3,445	\$6,463	\$12,212
2009–10	\$9,572	\$3,318	\$6,874	\$11,500

*Figures for average amount of school library budget are based on responses to annual BCTLA surveys.

District resources and school library budget

Another factor that needs to be taken into consideration when assessing library budgets is the type and amount of purchases for the library that occur at the district level versus the school level. Table 14 shows that, on average, over 80% of the school budget is spent on print resources, and less than 15% is spent on electronic resources (13.3%) and on online resources (9.9%). Table 15 shows the resources most commonly covered by district purchases for the library are electronic resources (36.4%) and online resources (61.4%).

Table 15 also shows that school libraries purchase most print resources (92.3% vs. 10.0% for the district) while a higher proportion of schools report district purchases covering electronic resources (29.3% compared to 36.4% for the district) and online resources (23.0% vs. 61.4% for the district).

Table 14: Average proportion of library budget allocated to each type of library resource

(Based on 632 valid responses)

Proportion of budget spent on library resource	n	Average proportion of library budget allocated to each resource
Print resources	630	84.8%
Electronic resources	246	13.3%
Online resources	168	9.9%
Furniture	125	5.3%
Other resource	335	12.5%

Table 15: Resources covered by the school library budget or by district purchases

Library resource	Covered by library budget	Covered by district purchases
	Percentage of sample (n=692)	
Print resources	92.3%	10.0%
Electronic resources	29.3%	36.4%
Online resources	23.0%	61.4%
Furniture	21.0%	13.9%
Other resource	36.8%	8.4%

Funds raised from other sources

In the face of ongoing cutbacks to school library budgets, many schools have turned to fundraising to meet the most basic needs of the library. Over time, this can create inequities between schools, as communities vary widely in their wealth and organizational capabilities. It is also important to note that funds raised from other sources may vary considerably from year to year, and therefore cannot be relied upon as an ongoing source of funding.

Of the 692 respondents, 516 (74.6%) reported having raised funds for the library in 2008–09 from other sources such as Parent Advisory Committees or community donations. The average amount of funds raised for the school library in 2008–09 was \$2,368.58, ranging from \$70 to \$50,000. Most schools did not raise a significant amount of funds. Table 16 shows that 78.1% of these schools raised less than \$3,000. Only 4.9% (25 schools) reported raising more than \$5,000 from other sources.

Table 16: Amount of funds raised

Amount raised	Number of schools	Percentage	Total amount raised
\$1 to \$1,001	153	29.7%	\$102,092
\$1,001 to \$2,000	144	27.9%	\$239,666
\$2,001 to \$3,000	106	20.5%	\$287,150
\$3,000-\$4,000	54	10.5%	\$205,519
\$4,001 to \$5,000	34	6.6%	\$162,380
\$5,001 to \$10,000	24	4.7%	\$175,378
\$10,000 and over	1	0.2%	\$50,000
Total	516	100.0%	\$1,222,185

Electronic library services

Table 17 shows the type of technology resources at school libraries by the grade levels taught at the school. The survey data indicates that libraries are increasingly utilizing electronic resources. Most schools reported having internet access and a computerized catalogue. Most secondary schools (82.1%) have an electronic security system. All school types showed an increased percentage of schools with library information on their school website compared to 2008–09. About one in five (18.5%) elementary schools has access to computerized reading programs in 2009–10, increasing by about 5% since 2008–09⁶.

The 2009–10 survey also asked about access to online databases. Secondary schools report the greatest access to online databases (92.1%), followed by middle schools (83.0%), and elementary schools (81.1%). Almost three-quarters (72.2%) of multi-grade schools reported having access to online databases.

⁶ BCTLA does not necessarily approve of all computerized reading programs available to students.

Table 17: Percentage of schools with the following electronic services (2009–10)

	Multi-level	Elementary	Middle	Secondary
Computerized catalogue				
2004–05	81.3	91.4	98.3	92.1
2005–06	90.9	91.7	96.5	90.7
2006–07	81.3	87.4	96.5	97.4
2007–08	69.2	92.2	98.4	94.7
2008–09	82.6	94.0	98.4	97.5
2009-10	88.9	97.1	100.0	97.1
Internet access				
2004–05	81.3	91.4	100.0	95.8
2005–06	81.8	93.2	98.2	95.6
2006–07	68.8	91.4	96.5	100.0
2007–08	84.6	96.0	100.0	98.4
2008–09	95.7	94.7	100.0	100.0
2009-10	88.9	96.1	100.0	98.6
Electronic library security system				
2004–05	12.5	10.2	28.8	78.9
2005–06	18.2	8.2	24.6	81.4
2006–07	6.3	9.6	29.8	82.1
2007–08	34.6	8.8	26.2	81.4
2008–09	39.1	9.8	25.4	83.4
2009-10	22.2	10.8	27.7	82.1
Computerized reading program				
2004–05	6.3	12.7	16.9	5.8
2005–06	9.1	14.6	19.3	7.7
2006–07	6.3	13.2	26.3	7.4
2007–08	11.5	12.9	14.8	8.0
2008–09	8.7	13.6	15.9	6.4
2009-10	16.7	18.5	25.5	10.0
Card catalogue				
2004–05	31.3	7.1	3.4	5.8
2005–06	18.2	6.2	1.8	6.0
2006–07	12.5	7.4	1.8	4.2
2007–08	7.7	4.6	0	3.2
2008–09	4.3	2.4	0	1.3
2009-10	0	0.4	2.1	0
Library information on web page				
2004–05	25.0	33.8	62.7	75.3
2005–06	27.3	35.3	71.9	74.3
2006–07	31.3	41.9	66.7	82.6
2007–08	15.4	49.6	72.1	84.6
2008–09	39.1	54.5	65.1	87.9
2009-10	55.6	66.2	76.6	90.0
Access to online databases				
2009-10	72.2	81.1	83.0	92.1

Part II: Qualitative results

The 2009–10 survey provided space for teacher-librarians to comment on their working and learning conditions in school libraries. The comments were analyzed using ATLAS.ti qualitative software to identify themes related to concerns voiced by teacher-librarians about working and learning conditions in school libraries. The major themes are summarized below with illustrative quotes.

Ongoing cuts to library budgets erode conditions in public school libraries

Many teacher-librarians stated that their school library budget was cut in 2009–10, some by as much as 30%. Some of the ways libraries were affected by funding cuts, as described by teacher-librarians, include reduced FTE assignments for teacher-librarians and library support staff, less time to collaborate with classroom teachers, less time to support student literacy, and a lack of resources and time to maintain the library collection.

Libraries continue to be cut and are anticipated to be cut again this year. The library program has been seriously impacted already, particularly by the erosion of TL time.

My budget continues to decrease each year to the point that we now only receive \$5 per student to purchase library books. Our school PAC decided they did not have any money to support the library this year—that was a huge loss!

Sadly, there was no improvement on working and learning conditions in our school library. Our budget was cut drastically from last year.

Staffing and budget restraints have a negative impact on the library. It is very frustrating that the library cannot reach its full potential due to lack of funds and teacher-librarian time.

I have no time for collaboration with teachers, [it's] not included in my FTE.

Our district pays for some web subscriptions, e.g., World Book online, so that is a great help. We would not be able to order it otherwise. Had to cut out most of our school web subscriptions this year.

Some schools reduced library hours due to reduced or inadequate FTE assignments for teacher-librarians, resulting in the school library being closed for one or more days per week.

The severe budget cutbacks have really hampered the library collection. I can't buy the books students want and teachers need to support curriculum this year... It's really unfortunate that our school's library, like so many, is closed two days a week. It interferes with student research and reading.

...When I work at two schools, trying to run two good, fully functional library programs is very difficult. In addition, since the libraries are closed when I'm not there (as they should be when no TL is present) students have no library service for a significant portion of the week. That's two days a week closed at one school, and three days closed at the other. Our budgets for this year just got clawed back by 10%, and we're worried about more cuts for next year—not just to budgets, but also to staffing.

Some teacher-librarians reported having to spend a greater portion of their FTE assignment providing preparation time for classroom teachers, instead of providing teacher-librarian services.

It's grim—my time has steadily decreased since obtaining my contract in 2007. My time gets "reallocated" to cover prep. I don't have enough time to run a program that I'm proud of... everything is compromised including extra-curricular programs, weeding, displays, etc., etc.

Teachers are unhappy that the library is no longer open on a full-time basis. Teachers would prefer to have a library tech full time, rather than a teacher-librarian covering preps.

Teacher-librarians also expressed concerns about library support staff, mostly regarding reduced assignments for library assistants and clerical support.

It is essential that the teacher-librarian work full time and the library clerk should work at least 35 hour per week in order to provide the necessary services for a school which has 850–900 students. It is unacceptable that the teacher-librarian's and the clerk's time has been decreased—the teacher-librarian teaches one block of English every other day for one full year and the clerk's time has been decreased due to added supervision during lunch time.

Concerns were also expressed about the use of non-qualified staff to maintain the school library, whether that is teaching, administrative, or support staff.

In contrast to when I was hired as a full-time teacher-librarian in 1974, library services are now provided in our ... secondary schools by teaching staff, hired with neither a major in school library services nor with any previous teacher-librarian background, and [they are] assigned less than one hour per day in which to provide limited library services! Furthermore, the half-time library clerical support at both secondary schools has been reduced to six or seven hours per week!

I am one of a dying period of trained librarians who can catalogue books—they are hiring administrators who have no idea of what to order to match grade subject level to books and student interests at that particular school. Sad. Our library assistants are being asked to do jobs they are not trained to do.

A few teacher-librarians noted that volunteers staffed the school library, staffing that the library was dependent on to function.

One thing you've really not asked about is volunteer time. My last school had approximately four hours per day volunteer time for a school of 450 students; this school, in a different part of town, receives approximately two hours per week if I'm lucky.

I have a mom helper. Without her, it would be a nightmare. She keeps coming back even though her children are now at the high school.

Parent volunteers contribute to the running of the library. If there were no parent volunteers, I would be unable to run the level of services that I do given the assigned FTE.

Some long-term teacher-librarians noted the steady erosion of services provided by school libraries due to underfunding.

Every year—eroding funds, services, and personnel. I started in library work in the 1980s when I had more FTE, [and] dollars to purchase resources at double [what] I get now.

Having served in both teaching and non-teaching capacities in this school district for over 25 years, I have observed first-hand what has happened to our school library services since the “cuts” started happening in the 1990s.

A few teacher-librarians indicated that library funding is sometimes diverted to other purposes at the school. One teacher-librarian noted that library funding is vulnerable because it is too easily shifted into other areas.

I really wish that library funding from districts [was] not able to be accessed by administration to cover shortfalls in the other operating budgets. The money available for libraries from districts should only be used for library book/purchases. It frustrates me that each year, 10% of the earmarked money for library spending is withheld by administration. We should receive the full FTE funding for libraries.

I have a fair library budget to work with, but a lot ends up going to pay for replacement AV equipment (we have 50 teachers and library budget covers all the AV equipment for the school) and this year ... I had to take \$4,000 from the library budget to pay for Science texts.

The following thoughts expressed by a teacher-librarian draw our attention to the inequities that arise between schools, in part due to some schools taking resources away from the school library for other purposes:

Much of the collection chaos is attributable to lack of staffing. In many schools, the library contact/staffer was down as the principal. This in most cases means the scant portion of budget allocated to library staffing is, in reality, being funnelled into other areas. There were huge discrepancies in the size and content of the various collections, staffing, and the library services available. This raises profound questions about fundamental educational issues, such as equity of access to resources, information, tech, and services. The bottom line is most schools need both more staff and more funding to meet minimum standards of collection development and library service. Problematically, no one in my district seems willing to actually articulate what those minimum standards ought to be.

Some teacher-librarians also noted that library budgets have not kept pace with inflation, noting that the cost of books has increased significantly over the years while library budgets have shrunk. Over time, this can result in outdated technology and library collections.

Our library budget has been based on \$17 per student for the last 20 or so years. It has not gone up and yet the books have significantly gone up. When you consider that fees for databases and computerized catalogues also come out of this now, ... our budget has actually decreased over the years.

Currently we receive about \$6 per student per year. That is not even the price of one book per child! The computers that we are working with are old and run down and the technology we use cannot support our students in becoming lifelong learners within the use of technology.

Several concerns were expressed about library resources, including having outdated computers, too much of library funds going to AV equipment and technology, loss of funds for web subscriptions, outdated library collections, and insufficient funds to maintain print and other collections to meet student needs.

We are not able to spend [our] budget on computers, printers, projectors, etc., so must apply to the PAC for funds. Computers are varied in age and efficiency. Library computers are not on the list

of cyclical tech updates, so I can't foresee replacing them as they become too old unless it is through the PAC.

I have NO computers for student use in my school library, even though I ask for them every year. Next year our [prep time] assignment will double, and our district librarian and library technician positions will be eliminated. Wonder how they think we will be able to maintain our new automation system??!!

Precarious nature of relying on fund-raising to support the school library

The comments by teacher-librarians suggest that school libraries are increasingly dependent on fund-raising efforts to maintain their library collection. This creates inequities between schools as those in more affluent areas receive considerably more money from this source to spend on school libraries.

Majority of funding now comes from donations and fund-raising, therefore there are terrible inequities in budgets and resources among the school libraries in this district.

We are a high-needs school in a low-income area. As a result, it is difficult to raise funds for the library at our school. \$6,000 is not enough money to fund the library adequately.

Some teacher-librarians said their school was well supported by the Parent Advisory Committee (PAC) and school community, and their library would not survive without their ample financial support.

I feel so lucky that this school has wealthy clientele, and parents who can and do assist with book fairs, as well as total teacher support. This makes it possible to purchase many more resources than I would otherwise be able to.

If it weren't for the thousands of dollars raised by parents this library would be full of outdated, worn-out, unappealing books.

My library is well supported by the school community. We are always given a healthy budget and the PAC targeted the library for all of their fund-raising money for this year. The library is well used by students, staff, and community.

Our school district supplies less than one-third of our total yearly library budget. Without PAC and book fair financial resources, our library would have far fewer books, no student research terminals (we recently purchased our first two), and much fewer professional resources for teachers to borrow and utilize in their classrooms.

The comments reveal how precarious dependency on this type of funding is, as several teacher-librarians reported their PAC was unable to provide funds for the library in 2009–10 as they had in previous years.

Because PAC is focusing on renovation costs, contribution to the library has been cut substantially.

We have no money for books. Zero. We have a PAC that is already stretched to its limits trying to replace our unsafe playground. I didn't learn how to write grant proposals as part of my... training, but have figured it out and that's the only money our school has.

Our school PAC decided they did not have any money to support the Library this year—that was a huge loss!

We have no money from the PAC parents and we received \$500 less money from a grant we usually get. Parents also spent less money at fund-raisers.

Some teacher-librarians attributed the loss of PAC library contributions to the reduction in the amount of provincial gaming grants received by PACs in 2009–10.

The PAC usually made a sizable donation to our budget but this was lost this year due to the gaming grant cutbacks by the provincial government. I've spent so much time lobbying with administration trying to get funding restored as our entire book budget was slashed—I've been running the library on my supplies budget. I've been writing grants and trying to obtain extra money this route—no luck yet. We have just introduced the use of databases to our students thanks to the district-wide purchase of these resources—otherwise we couldn't have acquired them.

All the money (\$3,500) that was raised in 2008–09 was spent in 2008–09. PACs have had their grants cut this year and I am getting \$1,000 less from PAC this year, which I will spend this year. I will get nothing this year that was raised last year.

Teacher-librarians express concern about the future of school libraries

Many teacher-librarians expressed fears and concerns about the future of school libraries.

Our library is severely understaffed and programs have suffered as a result. Book exchanges and collaborative planning and teaching are very difficult, and library use is down a lot as a result. I haven't heard about next year, yet, but I fear that there will be more cuts and the budget for resources will also be cut.

One teacher-librarian described the condition of school libraries as “bleeding to death”.

The library program is bleeding to death; we are slowly being placed in a position where nothing will work at a satisfactory level. It took years to recover from the 1980 to 1988 era when the library budget was \$1 a year per student. Here we go again!

Some noted the steady decline in the library budget over the past several years with some comments expressing a pessimistic sense that the situation for school libraries is destined to get worse in the coming years. One teacher-librarian described the loss of funding, library support staff, and threats to reduce teacher-librarian positions, even though student enrolment is slightly below the ten-year peak for the district.

The future does not bode well for our district libraries. The library budget at my school has been in a downward spiral for the last seven years: from \$16,000 to \$12,000 to \$9,000 to \$7,000 this year... The clerical assistant's job was cut by 50% ...in 2005. My TL assignment has never been cut. Our school board moved to cut the TL jobs in our district last year, but eventually made the cuts elsewhere due to public pressure. With the cuts made by the province this year, it is a given that the libraries will be on the board's budget chopping block again. I don't know if we can save them this time...

Thirty years ago, there was a feeling of confidence that one's job wouldn't be abruptly cut. Nowadays, one doesn't know from year to year whether the library will remain open. That is dispiriting.

Some teacher-librarians expressed frustration and concern about the impact of future funding cuts to the survival of school libraries.

Our school district's number one priority is supposed to be LITERACY, yet school-library services have become "crippled" by drastic staffing cuts. Having lost "an arm and a leg," how could they be "dismembered" any further?? More cuts would be a "death blow" and would return us to a time when schools did not have library service—a time that few, if any, of us would remember.

So frustrating. So sad. Fiscal reality is severe up here. Isolation! No Library [LSA] or support. Very few teacher-librarians left.

Last year our district decreased TL time and budget by about 25% and there are concerns a similar cut will occur again this year. If this happens, it will seriously undermine the integrity of our libraries and the teaching programs we administer. We will move from "teaching libraries" to functional, administrative centres.

Contained within these comments is the sense that school libraries are the heart of the school, provide many valuable services, have a critical role to play in literacy, yet seem undervalued within the public education system.

I think all TL's do such a great job with what we have for time. My library is wonderfully stocked and is a joy to browse in. I run great programs and clubs. The children love to be in our library and they love to help. It is a joy to work here. I am really scared to think of the budget cuts this year and what that will do to us and our libraries. We are so valuable!

The library in my school serves many purposes. The children have increased their usage and circulation has increased each year I am here. The library contributes to the student's personal growth as well as their academic growth. They are here for library clubs, reading clubs, and monitor clubs. I have over 50 library monitors in a school with a population of 300. They feel ownership of the library. As much access as possible is essential for them. The library is also a community gathering place for parents, preschool parents and tots, and for children outside of school hours when I am here. It is a busy and welcoming place for the entire school community. What a shame to think about cutting back.

Libraries feed democracy and give students a safe place to figure out who they are and who they will be. Libraries have always been for me a place of solace and I fear that we are losing ourselves as we continue to cut funds and staffing to libraries in the province.

Some school libraries are well supported while others struggle

Some teacher-librarians expressed their gratitude at working in a school where they felt the library was well supported by the administration, staff, parents, and community. While this represented a minority of comments made by teacher-librarians, it does reveal that some schools are well supported while others are really struggling to maintain their school libraries. The comments reveal that some school administrators and some school districts have placed a high value on school libraries during the current funding crisis in public education.

Our library has always been, and continues to be, very well supported by the administration, staff, and students in this school. As well, the library is often used for meetings involving the school district, community, etc., and people involved in these meetings are always careful to check with me first. Our library is used well, and enjoyed by many people!

Our library program is in great shape due to the support of our school principal, the staff, and the parents. We all recognize the importance of having a functional school library and it is worth the investment!

The success of our school program continues to be due to parent, principal, and staff commitment to raise funds to [augment] district budget and allow for flexible scheduling that meets the needs of all learners ... the result is a program that benefits all when they need it most and a space that is used in many different ways at many different times a day... the ... school district continues to be a catalyst for library change and support...they consistently revisit their TL staffing formulas, they have made our district TL full time, and they provide professional development opportunities both through networking and district meetings.

But the comments indicate that while some school libraries flourish, others are struggling. The following quote by a teacher-librarian comments on an apparent “value shift” away from equity as a principle of public education, as the wealth of the local community increasingly becomes a determinant of the level of support schools libraries receive:

...Our libraries are shrinking year by year. I do not believe there is suddenly no money in 2010, but rather there is some kind of a weird values shift, and I'm not sure how to right our rudder, and make our libraries front and centre in the acquisition of information literacy skills for our students. Because budgets are so small, we have become like vultures around a single corpse. We petition our PACs. I am lucky to a point being at an affluent school, but I quickly note the insane social problem of allowing this to be a [factor deciding] whether or not a school gets this or that—the potential great divide between the have and have nots. ...

Another teacher-librarian suggests that the lack of recognition by policy-makers of the link between fully functioning school libraries and literacy, as well as the increasing reliance on fund-raising to pay for library resources are creating major inequities in the learning conditions of students within her school district:

Local LSA executive is working hard on advocacy programs and presentations, with the goal of retaining what we have in place. Feeling discouraged as the "powers that be" fail to recognize the missing link between improving literacy levels and professionally staffed, well-funded school libraries and library programs. Majority of funding now comes from donations and fund-raising; therefore there are terrible inequities in budgets and resources among the school libraries in this district.

Conclusion

The qualitative findings of the 2009–10 BCTLA survey are consistent with the key concerns expressed by teacher-librarians in the [2008–09 survey](#) about the impact of chronic underfunding on school library services. Much emphasized in 2009–10 are teacher-librarians’ concerns about the future of school libraries in the face of ongoing cutbacks and the diminishing student access to library services and literacy support. Also of great concern is what several teacher-librarians reported as a growing inequity in library services among schools. The comments suggest this is due to a significant loss of provincial funding for libraries and an increased reliance on PAC and other fund-raising sources to cover the basic needs of the library. Some school libraries flourish in the context of affluent communities and in districts placing a high priority on libraries during a funding crisis. Other teacher-librarians are struggling to keep the library open for limited hours with outdated technology and library collections.

APPENDICES

District tables for the 2009–10 and 2008–09 school years

Table A: Survey response by district compared to eligible standard schools in BC, 2009–10 and 2008–09

Table B: Number of schools responding to the BCTLA survey, 2009–10 and 2008–09, by school type

Table C-1: FTE teacher-librarian assignment at the school, 2009–10

Table C-2: Prep time provided by TL for other teachers, 2009–10 (number of minutes)

Table D-1: Total reported school library budget for each district, 2008–09

Table D-2: Average and total reported school library budget for each district, and number of schools providing budget figures, 2009–10, including zero budgets

Table E: Average amount of library funds raised from other sources (PAC, fund-raisers, etc.), based on responding schools, by type of school, in 2008–09 (*data collected in 2009–10 survey*) and 2007–08 (*data collected in 2008–09 survey*)

Table F-1: Number of responding schools with paid library technician, 2009–10

Table F-2: Number of responding schools with clerical staff assigned to the library, 2009–10

NOTES: Districts highlighted did not have any schools complete the survey.

Slight discrepancies in total and average figures cited in the report and the district tables in the appendices are due to missing data on school type, for a few cases. These cases are dropped from the analysis only when analyzing differences by school type.

Table A: Survey response by district compared to eligible standard schools in BC, 2009–10

SD #	District Name	Eligible schools	# Survey Responses	Response Rate
5	Southeast Kootenay	18	7	39%
6	Rocky Mountain	15	2	13%
8	Kootenay Lake	21	9	43%
10	Arrow Lake	5	2	40%
19	Revelstoke	1	0	0%
20	Kootenay-Columbia	11	11	100%
22	Vernon	20	12	60%
23	Central Okanagan	41	30	73%
27	Cariboo-Chilcotin	27	6	21%
28	Quesnel	15	2	13%
33	Chilliwack	27	20	74%
34	Abbotsford	38	3	8%
35	Langley	36	35	97%
36	Surrey	107	46	43%
37	Delta	30	19	63%
38	Richmond	49	30	61%
39	Vancouver	108	76	70%
40	New Westminster	11	6	55%
41	Burnaby	46	49	107%*
42	Maple Ridge-Pitt Meadows	26	15	58%
43	Coquitlam	63	30	48%
44	North Vancouver	36	10	28%
45	West Vancouver	16	12	75%
46	Sunshine Coast	13	1	8%
47	Powell River	8	0	0%
48	Howe Sound	14	7	50%
49	Central Coast	5	0	0%
50	Haida Gwai'i/Queen Charlotte	6	0	0%
51	Boundary	10	0	0%
52	Prince Rupert	11	2	18%
53	Okanagan Similkameen	8	0	0%
54	Bulkley Valley	8	8	100%
57	Prince George	46	33	72%
58	Nicola Similkameen	10	2	20%
59	Peace River South	18	2	11%
60	Peace River North	19	13	68%
61	Greater Victoria	48	32	67%
62	Sooke	23	14	61%
63	Saanich	14	14	100%
64	Gulf Islands	10	5	50%
67	Okanagan Skaha	18	4	22%
68	Nanaimo-Ladysmith	39	24	62%
69	Qualicum	14	7	50%
70	Alberni	15	6	40%
71	Comox Valley	21	0	0%
72	Campbell River	21	3	14%
73	Kamloops-Thompson	46	26	57%
74	Gold Trail	12	0	0%
75	Mission	17	10	59%
78	Fraser-Cascade	8	1	13%
79	Cowichan Valley	26	15	58%
81	Fort Nelson	5	0	0%
82	Coast Mountains	21	9	43%
83	North Okanagan-Shuswap	25	14	56%
84	Vancouver Island West	5	0	0%
85	Vancouver Island North	12	2	17%
87	Stikine	4	1	25%
91	Nechako Lakes	20	3	15%
92	Nisga'a	4	0	0%
93	Conseil Scolaire Francophone	33	2	6%
Total		1,403	692	49%

Standard schools are regular schools with school-aged students, and do not include programs such as Distance Education, Continuing Education, Alternate Programs. *Three surveys completed by non-standard schools with a school library(SD41).

Table A: Survey response by district compared to eligible standard schools in BC, 2008–09

SD #	District Name	Eligible Schools	# Survey Responses	Response Rate
5	Southeast Kootenay	18	9	50%
6	Rocky Mountain	17	4	24%
8	Kootenay Lake	21	10	48%
10	Arrow Lake	5	2	40%
19	Revelstoke	3	1	33%
20	Kootenay-Columbia	11	11	100%
22	Vernon	21	9	43%
23	Central Okanagan	41	30	73%
27	Cariboo-Chilcotin	28	6	21%
28	Quesnel	15		0%
33	Chilliwack	28	18	64%
34	Abbotsford	40	8	20%
35	Langley	41	22	54%
36	Surrey	107	31	29%
37	Delta	32	30	94%
38	Richmond	48	32	67%
39	Vancouver	108	78	72%
40	New Westminster	11	9	82%
41	Burnaby	48	45	94%
42	Maple Ridge-Pitt Meadows	27	11	41%
43	Coquitlam	65	55	85%
44	North Vancouver	37	26	70%
45	West Vancouver	16	12	75%
46	Sunshine Coast	14	4	29%
47	Powell River	9	4	44%
48	Howe Sound	14	6	43%
49	Central Coast	5	1	20%
50	Haida Gwaii/Queen Charlotte	6		0%
51	Boundary	10		0%
52	Prince Rupert	11	3	27%
53	Okanagan Similkameen	8	1	13%
54	Bulkley Valley	8	8	100%
57	Prince George	46	30	65%
58	Nicola Similkameen	11	5	45%
59	Peace River South	21	8	38%
60	Peace River North	19	15	79%
61	Greater Victoria	49	36	73%
62	Sooke	23	15	65%
63	Saanich	14	14	100%
64	Gulf Islands	10	3	30%
67	Okanagan Skaha	17	11	65%
68	Nanaimo-Ladysmith	40	33	83%
69	Qualicum	15	12	80%
70	Alberni	13	7	54%
71	Comox Valley	21	17	81%
72	Campbell River	19	13	68%
73	Kamloops-Thompson	46	22	48%
74	Gold Trail	13	2	15%
75	Mission	16	11	69%
78	Fraser-Cascade	8	1	13%
79	Cowichan Valley	25	19	76%
81	Fort Nelson	5		0%
82	Coast Mountains	19	10	53%
83	North Okanagan-Shuswap	24	17	71%
84	Vancouver Island West	5		0%
85	Vancouver Island North	12	2	17%
87	Stikine	4		0%
91	Nechako Lakes	20	6	30%
92	Nisga'a	4		0%
93	Conseil Scolaire Francophone	39	1	3%
Total		1,431	796	56%

Standard schools are regular schools with school-aged students, and do not include programs such as Distance Education, Continuing Education, Alternate Programs.

Table B: Number of schools responding to the BCTLA survey, 2009–10, by school type

SD #	District Name	Type of school				District total
		Elementary	Middle	Secondary	Multi-level	
5	Southeast Kootenay	5	0	1	1	7
6	Rocky Mountain	2	0	0	0	2
8	Kootenay Lake	4	0	3	2	9
10	Arrow Lake	2	0	0	0	2
19	Revelstoke					
20	Kootenay-Columbia	8	0	3	0	11
22	Vernon	9	0	3	0	12
23	Central Okanagan	22	6	2	0	30
27	Cariboo-Chilcotin	4	0	2	0	6
28	Quesnel	2	0	0	0	2
33	Chilliwack	14	4	1	1	20
34	Abbotsford	1	1	1	0	3
35	Langley	24	2	8	0	34
36	Surrey	36	0	10	0	46
37	Delta	13	0	6	0	19
38	Richmond	23	0	6	0	29
39	Vancouver	58	0	17	1	76
40	New Westminster	5	0	1	0	6
41	Burnaby	41	0	7	1	49
42	Maple Ridge-Pitt Meadows	9	0	5	0	14
43	Coquitlam	17	8	4	0	29
44	North Vancouver	8	0	2	0	10
45	West Vancouver	9	0	3	0	12
46	Sunshine Coast	1	0	0	0	1
47	Powell River					
48	Howe Sound	5	0	2	0	7
49	Central Coast					
50	Haida Gwaii/Queen Charlotte					
51	Boundary					
52	Prince Rupert	2	0	0	0	2
53	Okanagan Similkameen					
54	Bulkley Valley	6	0	2	0	8
57	Prince George	22	1	9	1	33
58	Nicola Similkameen	0	0	2	0	2
59	Peace River South	1	0	1	0	2
60	Peace River North	7	0	2	4	13
61	Greater Victoria	21	6	4	1	32
62	Sooke	9	3	2	0	14
63	Saanich	8	3	3	0	14
64	Gulf Islands	1	1	1	1	4
67	Okanagan Skaha	0	3	1	0	4
68	Nanaimo-Ladysmith	18	1	5	0	24
69	Qualicum	4	2	1	0	7
70	Alberni	3	1	2	0	6
71	Comox Valley					
72	Campbell River	2	0	1	0	3
73	Kamloops-Thompson	21	0	3	2	26
74	Gold Trail					
75	Mission	9	0	1	0	10
78	Fraser-Cascade	0	0	1	0	1
79	Cowichan Valley	9	3	2	1	15
81	Fort Nelson					
82	Coast Mountains	5	2	2	0	9
83	North Okanagan-Shuswap	9	0	5	0	14
84	Vancouver Island West					
85	Vancouver Island North	1	0	1	0	2
87	Stikine	0	0	0	1	1
91	Nechako Lakes	1	0	2	0	3
92	Nisga'a					
93	Conseil Scolaire Francophone	1	0	0	1	2
Total		482	47	140	18	687

Missing values=5 cases.

Table B: Number of schools responding to the BCTLA survey, 2008–09, by school type

SD#	School District	Multi-level	Elementary	Middle	Secondary	District total
5	Southeast Kootenay		5	2	2	9
6	Rocky Mountain		2	1	1	4
8	Kootenay Lake	2	6		2	10
10	Arrow Lakes		2			2
19	Revelstoke		1			1
20	Kootenay-Columbia		8		3	11
22	Vernon		7		2	9
23	Central Okanagan		22	3	5	30
27	Cariboo-Chilcotin	1	3	1	1	6
28	Quesnel					0
33	Chilliwack	1	13	4		18
34	Abbotsford		6		2	8
35	Langley	1	13	1	7	22
36	Surrey		24		7	31
37	Delta		23		7	30
38	Richmond		23		8	31
39	Vancouver		62		16	78
40	New Westminster		5	2	1	8
41	Burnaby	1	36		8	45
42	Maple-Ridge-Pitt Meadows		9		2	11
43	Coquitlam		35	13	7	55
44	North Vancouver	1	18		7	26
45	West Vancouver		9		3	12
46	Sunshine Coast		3		1	4
47	Powell River		2	1	1	4
48	Howe Sound		4		2	6
49	Central Coast		1			1
50	Haida Gwai'i/Queen Charlotte					0
51	Boundary					0
52	Prince Rupert		1		2	3
53	Okanagan-Similkameen	1				1
54	Bulkley Valley		6		2	8
57	Prince George		21	1	8	30
58	Nicola Similkameen		4		1	5
59	Peace River South		5	1	1	7
60	Peace River North	4	8	1	2	15
61	Greater Victoria	1	20	8	7	36
62	Sooke		9	4	2	15
63	Saanich		8	3	3	14
64	Gulf Islands		2	1		3
67	Okanagan Skaha		6	4	1	11
68	Nanaimo-Ladysmith	1	25	1	6	33
69	Qualicum	1	6	3	2	12
70	Alberni	1	4	1	1	7
71	Comox Valley		15		2	17
72	Campbell River	2	8	1	2	13
73	Kamloops-Thompson		16		6	22
74	Gold Trail	1	1			2
75	Mission		8		3	11
78	Fraser-Cascade				1	1
79	Cowichan Valley	1	13	3	2	19
81	Fort Nelson					0
82	Coast Mountains		6	1	3	10
83	North Okanagan-Shuswap		12	2	3	17
84	Vancouver Island West					0
85	Vancouver Island North	1	1			2
87	Stikine					0
91	Nechako Lakes	1	3		2	6
92	Nisga'a					0
93	Conseil scolaire francophone	1				1
	Total	23	550	63	157	793

Note: 3 cases are excluded as no district was provided. In seven districts, there were no responses to the survey.

Table C-1: FTE teacher-librarian assignment at the school, 2009–10

For schools with a librarian assigned to the library (n=660)

SD	School District	2009-10 BCTLA survey data			Ministry of Education data*	difference between BCTLA and MOE FTE totals
		Average TL FTE	Number of schools	-Total TL FTE	Total TL FTE	
5	Southeast Kootenay	0.4429	7	3.10	7.24	-4.14
6	Rocky Mountain	0.2000	2	0.40	4.16	-3.76
8	Kootenay Lake	0.3949	9	3.55	-	-
10	Arrow Lake				0.24	-0.24
19	Revelstoke				2.50	-2.50
20	Kootenay-Columbia	0.5835	11	6.42	6.89	-0.47
22	Vernon	0.5841	11	6.43	7.99	-1.56
23	Central Okanagan	0.6130	30	18.39	23.35	-4.96
27	Cariboo-Chilcotin	0.5042	6	3.03	9.83	-6.80
28	Quesnel	0.7000	2	1.40	5.99	-4.59
33	Chilliwack	0.6855	20	13.71	18.52	-4.81
34	Abbotsford	0.9000	2	1.80	8.60	-6.80
35	Langley	0.6973	15	10.46	12.10	-1.64
36	Surrey	0.7507	46	34.53	91.80	-57.27
37	Delta	0.7142	19	13.57	23.24	-9.67
38	Richmond	0.6215	29	18.02	29.81	-11.79
39	Vancouver	0.9103	73	66.45	85.33	-18.88
40	New Westminster	0.6833	6	4.10	2.80	1.30
41	Burnaby	0.7114	49	34.86	36.20	-1.34
42	Maple Ridge-Pitt Meadows	0.6451	14	9.03	14.11	-5.08
43	Coquitlam	0.6428	30	19.29	37.96	-18.67
44	North Vancouver	0.7011	9	6.31	21.79	-15.48
45	West Vancouver	0.5917	12	7.10	8.15	-1.05
46	Sunshine Coast	0.0500	1	0.05	5.25	-5.20
47	Powell River				1.80	-1.80
48	Howe Sound	0.4029	7	2.82	4.57	-1.75
49	Central Coast				2.00	-2.00
50	Haida Gwaii/Queen Charlotte				0.10	-0.10
51	Boundary				1.52	-1.52
52	Prince Rupert	0.2000	1	0.20	1.71	-1.51
53	Okanagan Similkameen				1.91	-1.91
54	Bulkley Valley	0.5656	8	4.53	4.98	-0.45
57	Prince George	0.6590	31	20.43	22.01	-1.58
58	Nicola Similkameen	0.8750	2	1.75	4.17	-2.42
59	Peace River South	0.5710	1	0.57	3.17	-2.60
60	Peace River North	0.5135	13	6.67	6.50	0.17
61	Greater Victoria	0.4853	32	15.53	21.10	-5.57
62	Sooke	0.4536	14	6.35	8.75	-2.40
63	Saanich	0.6614	14	9.26	8.89	0.37
64	Gulf Islands	0.2188	4	0.88	1.44	-0.56
67	Okanagan Skaha	0.4733	3	1.42	10.18	-8.76
68	Nanaimo-Ladysmith	0.5974	24	14.34	15.84	-1.50
69	Qualicum	0.5533	6	3.32	5.79	-2.47
70	Alberni	0.4667	6	2.80	3.41	-0.61
71	Comox Valley				6.00	-6.00
72	Campbell River	0.3333	3	1.00	9.04	-8.04
73	Kamloops-Thompson	0.4452	25	11.13	19.43	-8.30
74	Gold Trail				1.42	-1.42
75	Mission	0.8580	10	8.58	11.73	-3.15
78	Fraser-Cascade	0.8000	1	0.80	2.51	-1.71
79	Cowichan Valley	0.4107	15	6.16	8.68	-2.52
81	Fort Nelson				1.82	-1.82
82	Coast Mountains	0.6058	9	5.45	5.31	0.14
83	North Okanagan-Shuswap	0.6018	14	8.42	12.55	-4.13
84	Vancouver Island West				1.00	-1.00
85	Vancouver Island North	0.6050	2	1.21	2.51	-1.30
87	Stikine				0.50	-0.50
91	Nechako Lakes	0.4150	3	1.24	3.63	-2.39
92	Nisga'a				-	-
93	Conseil Scolaire Francophone	0.6500	2	1.30	5.99	-4.69
Total		0.6404	653	418.16	685.81	-267.65

* Ministry of Education, *Staff by Year and Program Code* (Form 1530 data) for 2001–02 to 2009–10.

Table C- 2: Prep time provided by TL for other teachers, 2009–10 (number of minutes)

n=231 schools who provided data on prep time for other teachers (valid responses)

SD	School District	Average prep time (min.)	n	Minimum	Maximum	Total prep time (min.)
5	Southeast Kootenay	232.50	2	45	420	465
6	Rocky Mountain	30.00	1	30	30	30
8	Kootenay Lake	120.00	2	40	200	240
10	Arrow Lake					
19	Revelstoke					
20	Kootenay-Columbia					
22	Vernon	285.71	7	90	600	2,000
23	Central Okanagan	359.00	10	45	855	3,590
27	Cariboo-Chilcotin	365.31	4	345	385	1,461
28	Quesnel	205.00	2	170	240	410
33	Chilliwack	388.88	4	131	588	1,556
34	Abbotsford					
35	Langley	463.03	9	226	1,211	4,167
36	Surrey	414.44	36	120	740	14,920
37	Delta	625.70	13	470	855	8,134
38	Richmond	283.33	3	40	540	850
39	Vancouver	295.57	26	30	585	7,685
40	New Westminster	455.00	5	100	805	2,275
41	Burnaby					
42	Maple Ridge-Pitt Meadows	419.90	5	10	675	2,100
43	Coquitlam	545.33	15	225	900	8,180
44	North Vancouver	242.50	8	90	320	1,940
45	West Vancouver	80.00	2	80	80	160
46	Sunshine Coast					
47	Powell River					
48	Howe Sound	170.00	3	60	360	510
49	Central Coast					
50	Haida Gwaii/Queen Charlotte					
51	Boundary					
52	Prince Rupert	132.00	2	90	174	264
53	Okanagan Similkameen					
54	Bulkley Valley	321.00	5	45	810	1,605
57	Prince George	346.28	16	35	675	5,540
58	Nicola Similkameen					
59	Peace River South	480.00	1	480	480	480
60	Peace River North	217.50	2	180	255	435
61	Greater Victoria	272.00	5	30	684	1,360
62	Sooke	855.00	1	855	855	855
63	Saanich	286.67	6	80	515	1,720
64	Gulf Islands	71.67	3	50	90	215
67	Okanagan Skaha					
68	Nanaimo-Ladysmith	374.95	10	80	586	3,749
69	Qualicum	282.50	2	90	475	565
70	Alberni					
71	Comox Valley					
72	Campbell River					
73	Kamloops-Thompson	427.50	2	45	810	855
74	Gold Trail					
75	Mission	642.56	9	342	810	5,783
78	Fraser-Cascade					
79	Cowichan Valley					
81	Fort Nelson					
82	Coast Mountains	292.69	3	40	478	878
83	North Okanagan-Shuswap	24.25	2	20	29	49
84	Vancouver Island West					
85	Vancouver Island North	270.00	1	270	270	270
87	Stikine					
91	Nechako Lakes	150.00	1	150	150	150
92	Nisga'a					
93	Conseil Scolaire Francophone	50.00	1	50	50	50
Total		373.34	229	10	1,211	85,496

Table D-1: Total reported school library budget for each district, 2008–09

SD#	District name	Total library budget
5	Southeast Kootenay	\$24,800.00
6	Rocky Mountain	\$14,500.00
8	Kootenay Lake	\$16,600.00
10	Arrow Lakes	\$8,519.00
19	Revelstoke	\$3,000.00
20	Kootenay-Columbia	\$40,297.00
22	Vernon	\$29,100.00
23	Central Okanagan	\$375,305.00
27	Cariboo-Chilcotin	\$21,689.00
28	Quesnel	
33	Chilliwack	\$101,549.71
34	Abbotsford	\$30,250.00
35	Langley	\$135,691.00
36	Surrey	\$228,035.00
37	Delta	\$123,859.82
38	Richmond	\$197,346.00
39	Vancouver	\$396,279.87
40	New Westminster	\$12,853.00
41	Burnaby	\$329,063.45
42	Maple-Ridge-Pitt Meadows	\$61,560.32
43	Coquitlam	\$230,174.60
44	North Vancouver	\$101,312.00
45	West Vancouver	\$56,374.10
46	Sunshine Coast	\$13,500.00
47	Powell River	\$6,000.00
48	Howe Sound	\$28,300.00
49	Central Coast	\$1,600.00
50	Haida Gwaii/Queen Charlotte	
51	Boundary	
52	Prince Rupert	\$12,607.00
53	Okanagan-Similkameen	\$7,000.00
54	Bulkley Valley	\$36,941.00
57	Prince George	\$176,900.00
58	Nicola Similkameen	\$19,659.00
59	Peace River South	\$41,380.00
60	Peace River North	\$103,400.00
61	Greater Victoria	\$127,536.13
62	Sooke	\$57,020.00
63	Saanich	\$70,661.06
64	Gulf Islands	\$4,930.00
67	Okanagan Skaha	\$63,131.00
68	Nanaimo-Ladysmith	\$62,049.00
69	Qualicum	\$27,502.18
70	Alberni	\$19,000.00
71	Comox Valley	\$113,370.00
72	Campbell River	\$34,055.00
73	Kamloops-Thompson	\$137,932.33
74	Gold Trail	\$3,000.00
75	Mission	\$15,200.00
78	Fraser-Cascade	\$9,000.00
79	Cowichan Valley	\$72,972.00
81	Fort Nelson	
82	Coast Mountains	\$42,100.00
83	North Okanagan-Shuswap	\$90,287.26
84	Vancouver Island West	
85	Vancouver Island North	\$1,492.00
87	Stikine	
91	Nechako Lakes	\$25,200.00
92	Nisga'a	
93	Conseil scolaire francophone	\$5,000.00
	All districts	\$3,966,883.83

Highlighted rows indicate districts with no schools responding to the survey.

Table D-2: Average and total reported school library budget for each district, and number of schools providing budget figures, 2009–10, including zero budgets

FTE students and \$ per student figures are no longer available, so not comparable to previous per student data.

#	District Name	Average Budget	Total Budget	Number of responses
5	Southeast Kootenay	\$2,535.57	\$17,749	7
6	Rocky Mountain	\$3,750.00	\$7,500	2
8	Kootenay Lake	\$4,775.56	\$42,980	9
10	Arrow Lakes	\$4,173.00	\$8,346	2
19	Revelstoke			0
20	Kootenay-Columbia	\$3,710.91	\$40,820	11
22	Vernon	\$3,400.00	\$30,400	11
23	Central Okanagan	\$12,268.03	\$368,041	30
27	Cariboo-Chilcotin	\$7,115.60	\$35,578	5
28	Quesnel	\$3,328.50	\$6,657	2
33	Chilliwack	\$5,355.00	\$101,745	19
34	Abbotsford	\$5,500.00	\$16,500	3
35	Langley	\$5,193.53	\$88,290	17
36	Surrey	\$7,017.42	\$315,784	45
37	Delta	\$2,898.03	\$52,164	18
38	Richmond	\$6,214.68	\$161,582	26
39	Vancouver	\$5,289.96	\$386,167	73
40	New Westminster	\$3,716.67	\$22,300	6
41	Burnaby	\$6,706.48	\$315,205	47
42	Maple Ridge-Pitt Meadows	\$6,412.64	\$89,777	14
43	Coquitlam	\$4,993.92	\$119,854	24
44	North Vancouver	\$2,092.89	\$18,836	9
45	West Vancouver	\$4,410.06	\$52,921	12
46	Sunshine Coast	\$2,500.00	\$2,500	1
47	Powell River			0
48	Howe Sound	\$4,500.00	\$31,500	7
49	Central Coast			0
50	Queen Charlotte			0
51	Boundary			0
52	Prince Rupert	\$939.50	\$1,879	2
53	Okanagan Similkameen			0
54	Bulkley Valley	\$4,658.73	\$37,270	8
57	Prince George	\$7,222.22	\$195,000	27
58	Nicola-Similkameen	\$7,828.00	\$15,656	2
59	Peace River South	\$4,500.00	\$4,500	1
60	Peace River North	\$7,408.33	\$88,900	12
61	Greater Victoria	\$4,158.29	\$128,907	31
62	Sooke	\$3,873.43	\$54,228	14
63	Saanich	\$4,375.54	\$56,882	13
64	Gulf Islands	\$5,075.00	\$20,300	4
67	Okanagan Skaha	\$11,932.00	\$47,728	4
68	Nanaimo	\$2,926.09	\$67,300	23
69	Qualicum	\$900.00	\$5,400	6
70	Alberni	\$3,060.00	\$15,300	5
71	Comox Valley			0
72	Campbell River	\$4,262.83	\$12,789	3
73	Kamloops Thompson	\$6,246.42	\$149,914	24
74	Gold Trail			0
75	Mission	\$1,375.00	\$13,750	10
78	Fraser-Cascade	\$9,000.00	\$9,000	1
79	Cowichan Valley	\$3,696.73	\$55,451	15
81	Fort Nelson			0
82	Coast Mountains	\$4,769.67	\$42,927	9
83	North Okanagan-Shuswap	\$5,375.77	\$75,261	14
84	Vancouver Island West			0
85	Vancouver Island North	\$3,750.00	\$7,500	2
87	Stikine			0
91	Nechako Lakes	\$7,200.00	\$14,400	2
92	Nisga'a			0
93	Conseil scolaire francophone	\$3,500.00	\$7,000	2
	Total	\$5,466.73	\$3,460,437	633

Table E: Average amount of library funds raised from other sources (PAC, fund-raisers, etc.), based on responding schools, by type of school, in 2008–09 (data collected in 2009–10 survey)

#	District Name	Average amount of funds from other sources				
		Elementary	Middle	Secondary	Multi-level	District
93	Conseil scolaire francophone	.	.	.	\$5,000	\$5,000
63	Saanich	\$4,493	\$4,167	\$4,000	.	\$4,317
42	Maple Ridge-Pitt Meadows	\$4,594	.	\$1,667	.	\$3,795
44	North Vancouver	\$3,613	.	.	.	\$3,613
35	Langley	\$3,606	\$2,500	\$3,333	.	\$3,404
61	Greater Victoria	\$3,736	\$3,158	\$2,650	\$1,400	\$3,386
40	New Westminster	\$2,000	.	\$6,000	.	\$3,333
33	Chilliwack	\$3,196	\$2,167	.	\$5,000	\$3,125
36	Surrey	\$3,085	.	\$2,950	.	\$3,068
45	West Vancouver	\$3,313	.	\$500	.	\$3,000
70	Alberni	\$3,500	\$2,000	.	.	\$3,000
62	Sooke	\$2,644	\$3,167	\$2,500	.	\$2,754
38	Richmond	\$2,725	.	\$1,250	.	\$2,591
39	Vancouver	\$2,518	.	\$2,307	\$3,000	\$2,489
79	Cowichan Valley	\$2,400	\$2,350	\$1,550	\$1,000	\$2,229
22	Vernon	\$2,222	.	\$2,000	.	\$2,200
68	Nanaimo	\$2,311	.	\$1,640	.	\$2,165
37	Delta	\$2,379	.	\$917	.	\$2,086
43	Coquitlam	\$2,300	\$1,467	\$1,950	.	\$2,022
83	North Okanagan-Shuswap	\$1,777	.	\$2,750	.	\$1,972
54	Bulkley Valley	\$2,076	.	\$1,600	.	\$1,957
41	Burnaby	\$1,914	.	\$1,567	.	\$1,882
5	Southeast Kootenay	\$1,975	.	.	\$1,200	\$1,820
60	Peace River North	\$2,313	.	.	\$813	\$1,813
57	Prince George	\$1,659	\$3,000	\$2,450	.	\$1,784
67	Okanagan Skaha	.	\$2,267	\$300	.	\$1,775
75	Mission	\$1,761	.	.	.	\$1,761
69	Qualicum	\$2,250	\$650	.	.	\$1,717
48	Howe Sound	\$1,900	.	\$600	.	\$1,683
23	Central Okanagan	\$1,725	\$1,424	.	.	\$1,665
8	Kootenay Lake	\$2,300	.	\$600	\$1,250	\$1,613
73	Kamloops Thompson	\$1,529	.	\$1,333	\$3,250	\$1,583
6	Rocky Mountain	\$1,400	.	.	.	\$1,400
20	Kootenay-Columbia	\$1,398	.	.	.	\$1,398
82	Coast Mountains	\$1,820	\$1,000	\$350	.	\$1,350
72	Campbell River	\$1,250	.	.	.	\$1,250
85	Vancouver Island North	\$2,000	.	\$400	.	\$1,200
27	Cariboo-Chilcotin	\$1,083	.	.	.	\$1,083
46	Sunshine Coast	\$1,000	.	.	.	\$1,000
64	Gulf Islands	\$300	\$2,200	.	\$300	\$933
34	Abbotsford	\$1,200	\$500	.	.	\$850
52	Prince Rupert	\$850	.	.	.	\$850
91	Nechako Lakes	\$1,500	.	\$200	.	\$850
28	Quesnel	\$700	.	.	.	\$700
59	Peace River South	\$700	.	\$350	.	\$525
10	Arrow Lakes					
19	Revelstoke	No data				
47	Powell River	No data				
49	Central Coast	No data				
50	Queen Charlotte	No data				
51	Boundary	No data				
53	Okanagan Similkameen	No data				
58	Nicola-Similkameen					
71	Comox Valley	No data				
74	Gold Trail	No data				
78	Fraser-Cascade					
81	Fort Nelson	No data				
84	Vancouver Island West	No data				
87	Stikine					
92	Nisga'a	No data				
	All Districts	\$2,466	\$2,249	\$1,968	\$2,023	\$2,374

Table E: Average amount of library funds raised from other sources (PAC, fund-raisers, etc.), based on responding schools, by type of school, in 2007–08 (data collected in 2008–09 survey)

SD#	School District	Average amount of funds from other sources				
		Elementary	Middle	Secondary	Multi-level	District
35	Langley	5,508.33	.	3,600.00	500.00	4,920.00
61	Greater Victoria	4,666.67	5,387.50	2,987.29	3,000.00	4,441.50
63	Saanich	4,451.43	3,000.00	5,166.67	.	4,388.33
46	Sunshine Coast	4,250.00	.	.	.	4,250.00
39	Vancouver	4,104.22	.	3,706.25	.	4,052.02
33	Chilliwack	3,983.33	2,050.00	.	8,000.00	3,764.71
22	Vernon	3,333.33	.	4,000.00	.	3,428.57
44	North Vancouver	3,622.22	.	2,166.67	.	3,258.33
59	Peace River South	1,867.28	.	10,000.00	.	3,222.73
60	Peace River North	3,142.86	3,500.00	.	1,196.67	2,644.55
62	Sooke	2,931.50	1,975.00	3,000.00	.	2,642.46
79	Cowichan Valley	2,891.67	2,233.33	.	800.00	2,637.50
68	Nanaimo-Ladysmith	2,715.45	1,450.00	2,150.00	3,000.00	2,584.14
19	Revelstoke	2,500.00	.	.	.	2,500.00
40	New Westminster	2,456.00	2,364.44	.	.	2,440.74
82	Coast Mountains	2,360.00	5,000.00	200.00	.	2,428.57
69	Qualicum	2,870.00	1,500.00	3,000.00	2,000.00	2,385.00
38	Richmond	2,294.95	.	2,800.00	.	2,355.56
45	West Vancouver	2,555.56	.	350.00	.	2,335.00
42	Maple-Ridge-Pitt Meadows	2,325.00	.	.	.	2,325.00
54	Bulkley Valley	2,494.57	.	1,650.00	.	2,283.43
75	Mission	2,166.67	.	.	.	2,166.67
41	Burnaby	2,076.67	.	2,000.00	.	2,062.16
37	Delta	2,017.89	.	1,990.50	.	2,012.19
47	Powell River	2,900.00	.	200.00	.	2,000.00
48	Howe Sound	2,000.00	.	2,000.00	.	2,000.00
5	Southeast Kootenay	2,040.00	700.00	2,000.00	.	1,842.86
67	Okanagan Skaha	2,025.00	1,650.00	.	.	1,837.50
23	Central Okanagan	1,917.50	1,700.00	1,000.00	.	1,814.32
6	Rocky Mountain	1,750.00	.	.	.	1,750.00
58	Nicola Similkameen	1,696.50	.	.	.	1,696.50
36	Surrey	1,566.40	.	1,500.00	.	1,560.07
71	Comox Valley	1,558.33	.	.	.	1,558.33
52	Prince Rupert	600.00	.	2,500.00	.	1,550.00
20	Kootenay-Columbia	1,521.31	.	.	.	1,521.31
73	Kamloops-Thompson	1,254.67	.	4,000.00	.	1,426.25
72	Campbell River	1,158.33	.	3,000.00	.	1,421.43
43	Coquitlam	1,512.07	1,276.50	962.50	.	1,410.87
83	North Okanagan-Shuswap	1,590.00	500.00	750.00	.	1,376.92
64	Gulf Islands	1,727.50	392.00	.	.	1,282.33
8	Kootenay Lake	1,400.00	.	200.00	1,000.00	1,200.00
34	Abbotsford	1,225.00	.	1,150.00	.	1,200.00
57	Prince George	988.84	3,000.00	1,500.00	.	1,140.51
49	Central Coast	1,100.00	.	.	.	1,100.00
53	Okanagan-Similkameen	.	.	.	1,000.00	1,000.00
91	Nechako Lakes	833.33	.	500.00	1,000.00	800.00
27	Cariboo-Chilcotin	777.48	500.00	.	790.00	724.49
70	Alberni	200.00	2,000.00	200.00	.	650.00
10	Arrow Lakes	.	.	.	.	.
74	Gold Trail	.	.	.	.	.
78	Fraser-Cascade	.	.	.	.	.
85	Vancouver Island North	.	.	.	.	.
93	Conseil scolaire francophone	.	.	.	.	.
28	Quesnel	-----	-----	-----	-----	-----
50	Haida Gwaii/Queen Charlotte	-----	-----	-----	-----	-----
51	Boundary	-----	-----	-----	-----	-----
81	Fort Nelson	-----	-----	-----	-----	-----
84	Vancouver Island West	-----	-----	-----	-----	-----
87	Stikine	-----	-----	-----	-----	-----
92	Nisga'a	-----	-----	-----	-----	-----
Average for each grade category		\$2,557.20	\$2,371.43	\$2,382.64	\$2,120.00	\$2,510.37

Notes: No data on school-type was provided for Conseil scolaire francophone district. Highlighted rows indicate districts with no schools responding to the survey.

Table F-1: Number of responding schools with paid library technician, 2009–10

SD #	District Name	Elementary	Middle	Secondary	Multi-level	2009-10 total
5	Southeast Kootenay					
6	Rocky Mountain					
8	Kootenay Lake	1	0	1	1	3
10	Arrow Lake					
19	Revelstoke					
20	Kootenay-Columbia					
22	Vernon					
23	Central Okanagan	3	0	1	0	4
27	Cariboo-Chilcotin	0	0	1	0	1
28	Quesnel					
33	Chilliwack	0	0	1	0	1
34	Abbotsford	1	0	1	0	2
35	Langley	21	1	5	0	27
36	Surrey					
37	Delta	0	0	3	0	3
38	Richmond	0	0	6	0	6
39	Vancouver	1	0	0	0	1
40	New Westminster	0	0	1	0	1
41	Burnaby	1	0	1	0	2
42	Maple Ridge-Pitt Meadows					
43	Coquitlam	0	0	4	0	4
44	North Vancouver	1	0	0	0	1
45	West Vancouver					
46	Sunshine Coast					
47	Powell River					
48	Howe Sound					
49	Central Coast					
50	Haida Gwaii/Queen Charlotte					
51	Boundary					
52	Prince Rupert					
53	Okanagan Similkameen					
54	Bulkley Valley	0	0	1	0	1
57	Prince George	2	0	0	1	3
58	Nicola Similkameen					
59	Peace River South					
60	Peace River North	0	0	0	2	2
61	Greater Victoria	2	0	1	0	3
62	Sooke	1	1	1	0	3
63	Saanich	4	3	3	0	10
64	Gulf Islands	0	0	1	0	1
67	Okanagan Skaha	0	0	1	0	1
68	Nanaimo-Ladysmith	1	0	1	0	2
69	Qualicum	1	0	1	0	2
70	Alberni	0	0	1	0	1
71	Comox Valley					
72	Campbell River					
73	Kamloops-Thompson	9	0	1	1	11
74	Gold Trail					
75	Mission					
78	Fraser-Cascade					
79	Cowichan Valley					
81	Fort Nelson					
82	Coast Mountains	1	0	0	0	1
83	North Okanagan-Shuswap	2	0	1	0	3
84	Vancouver Island West					
85	Vancouver Island North					
87	Stikine					
91	Nechako Lakes					
92	Nisga'a					
93	Conseil Scolaire Francophone					
	Total	52	5	38	5	100

YES responses (Number of schools with a library technician assigned to the library) Missing values = 2 cases.

Note: 2009–10 survey asked about clerical and library tech in separate questions, so the tables are generated separately.

Table F-2: Number of responding schools with clerical staff assigned to the library, 2009–10

SD #	District Name	Elementary	Middle	Secondary	Multi-level	2009-10 Total
5	Southeast Kootenay	5	0	1	1	7
6	Rocky Mountain	2	0	0	0	2
8	Kootenay Lake	3	0	3	1	7
10	Arrow Lake	2	0	0	0	2
19	Revelstoke					
20	Kootenay-Columbia	8	0	3	0	11
22	Vernon	9	0	3	0	12
23	Central Okanagan	18	6	1	0	25
27	Cariboo-Chilcotin	4	0	1	0	5
28	Quesnel					
33	Chilliwack	0	0	0	1	1
34	Abbotsford					
35	Langley	1	0	1	0	2
36	Surrey	11	0	10	0	21
37	Delta	0	0	3	0	3
38	Richmond					
39	Vancouver	2	0	0	0	2
40	New Westminster	5	0	0	0	5
41	Burnaby	5	0	6	0	11
42	Maple Ridge-Pitt Meadows	1	0	5	0	6
43	Coquitlam	0	6	1	0	7
44	North Vancouver	1	0	2	0	3
45	West Vancouver	6	0	3	0	9
46	Sunshine Coast	1	0	0	0	1
47	Powell River					
48	Howe Sound	5	0	1	0	6
49	Central Coast					
50	Haida Gwaii/Queen Charlotte					
51	Boundary					
52	Prince Rupert	2	0	0	0	2
53	Okanagan Similkameen					
54	Bulkley Valley	6	0	2	0	8
57	Prince George	17	1	8	1	27
58	Nicola Similkameen	0	0	2	0	2
59	Peace River South	1	0	1	0	2
60	Peace River North	0	0	0	1	1
61	Greater Victoria	14	6	3	1	24
62	Sooke	8	2	2	0	12
63	Saanich	3	0	0	0	3
64	Gulf Islands	1	1	0	0	2
67	Okanagan Skaha	0	3	1	0	4
68	Nanaimo-Ladysmith	17	1	4	0	22
69	Qualicum	3	2	0	0	5
70	Alberni	0	0	2	0	2
71	Comox Valley					
72	Campbell River	2	0	0	0	2
73	Kamloops-Thompson	13	0	2	1	16
74	Gold Trail					
75	Mission	1	0	1	0	2
78	Fraser-Cascade					
79	Cowichan Valley	0	0	1	0	1
81	Fort Nelson					
82	Coast Mountains	4	2	2	0	8
83	North Okanagan-Shuswap	9	0	3	0	12
84	Vancouver Island West					
85	Vancouver Island North	1	0	1	0	2
87	Stikine					
91	Nechako Lakes	0	0	2	0	2
92	Nisga'a					
93	Conseil Scolaire Francophone					
	Total	191	30	81	7	309

Is there a clerical employee assigned to the library? YES responses (Number of schools with a clerical employee assigned to the library)

