

budget 2022-2023

From: Esther Moreno (United Way)
Sent: Wednesday, February 16, 2022 6:24 PM
To: budget 2022-2023
Cc: Hope Sterling; Sara DiMarino
Subject: Delegate presentation request
Attachments: Oppenheimer Delegate Nov 22 PPT.pdf; 5Summary of Learnings to present to Feb PAC Mtg.pdf; Oppenheimer LCD Projector Replacement Project PAC Copy (1).pdf

Hello,

I am requesting to attend as a delegate one of the budget forums that VSB has booked, and to do so on behalf of David Oppenheimer PAC.

I am the PAC co-chair and at our February PAC meeting, the parents of Oppenheimer all agreed to have our questions and wonderings presented to VSB for further consideration as the budget decisions at the District level we feel do not have sightlines on a large expense that schools – all schools – are or will be incurring in this and the next five years. We have the consent of our principal to share the document she put together for us. We are working collaboratively with admin and the staff at this school. They and parents are aware of the questions we are posing. We have been transparent and clear in all our communications with the school and parents and do so in the hopes of having needs of students, parents, teachers, and the school as a whole met through budgetary considerations.

We presented to VSB Trustees in November, and now based on the VSB's response received in January, feel this would be the forum to have our issues addressed.

I could make the March 8th date. I am meeting with our local MLA Friday, March 4th and have sent him in advance these same documents. We are a school in southeast Vancouver that we work hard to keep in the sightlines of politicians and the district. We have worked with MLA George Chow on our transit/sidewalk needs and are grateful to him for the attention and time he has always afforded us.

Please find attached the information we would base our presentation on. I look forward to hearing back from you.

Kindly,

Esther Moreno



United Way
British Columbia

Working with communities in BC's
Interior, Lower Mainland, Central
& Northern Vancouver Island

United Way British Columbia acknowledges the homelands of the Indigenous Peoples of this place we now call British Columbia, and honours the many territorial keepers of the Lands on which we work.

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The need for an upstream solution - it's a matter of equity

Presentation on behalf of the
2021 – 2022 David Oppenheimer
PAC Executive



South East Vancouver School

Esther Moreno

current PAC Co-Chair

- Mother of two
- PAC executive member for seven years
- Community advocate and leader
- Passionate about community needs remaining at the center of decision making
- Works for United Way





VSB GOAL 4:

Provide effective leadership, governance and stewardship

- Develop and implement a long-term financial planning model.

Did you know?

- David Oppenheimer PAC paid for purchase and installation of seventeen Smartboards and projectors in the past two decades
- Three years ago VSB informed us Smartboard technology is no longer supported
- **Two more projectors stopped working this year**
- Cost to replace and install new projectors this year: **\$3400/each**



OPPENHEIMER
ELEMENTARY

South East Vancouver School

Records of our downstream problem solving:

<u>2018-2019</u>	
LCD Projector & Smart Board Software	-4,091.84
Ipads for Resource (2)	-1,936.35
Division 3 Projector	-1,385.56
<u>2017-2018</u>	
Resource laptops and other technology	-1,065.05
<u>2016-2017</u>	
Smart Board projector	-2,700.00
Shredder for Office	-799.99
New Curriculum Applied Design and Technology (Ozobots)	-2,608.83
<u>2015-2016</u>	
Ipad purchase (15 iPad Mini to complete set + 4 iPad Air for Resource)	-5,649.30
Computer headphones (30)	-805.77
4 years of IT purchases made by David Oppenheimer fundraised dollars	-\$21,042.69
Maintenance costs in this same time frame	-\$ 8,177.40



OPPENHEIMER
ELEMENTARY

South East Vancouver School

Ownership of an asset, assumes a budget for maintenance

VSB Goal: Provide effective leadership, governance and stewardship

Develop and implement a long-term financial planning model

Our wonderings...

- Does VSB keep an inventory of what each school has?
- Is there a maintenance schedule for existing technology?
- Are schools provided with a lined item in their individual budgets for maintenance? If not, then who is expected to pay?



South East Vancouver School

We are torn between wanting to:

- Support Oppenheimer families struggling with food security
- Support staff in educating students using technology







MINISTRY – curriculum + budget for districts

DISTRICT – budget for schools

SCHOOL – budget to run their school

Once funding from Ministry given to District, Ministry is not accountable for how it is spent.

Once funding from District given to school, District is not accountable for how it is spent.

Description of Hardware and Intended User	Who does the initial purchase?	Who maintains the operating system?	Who upgrades/replaces the hardware when it no longer supports the current operating system? Or who replaces when obsolete?
Teacher laptops 	District (VSB)	District (VSB)	VSB on a two-year cycle “Old” computers wiped of memory, recycled into the student use stream
Student use devices laptops  iPads 	PACs, District (VSB), Schools NOTE: In 2019, an inventory was done of all student devices in the district. Outcome of inventory: District goal to have 1 device for every 4 students. VSB letter states, This goal has been achieved through purchasing and reallocating devices. In another part of the email VSB states: schools do have VSB budgets which they can use towards equipment purchases for students as the responsibility for the provision of student devices is placed at the school level.	District (VSB)	VSB letter states: If a PAC purchases technology equipment as part of the school plan, they should plan forward for the maintenance (replacement) as part of the decision-making process. Items purchased by VSB – UNCLEAR who pays. Recently many devices for students were purchased by the District: In 2019 the Vancouver School Board allocated 2.1 million dollars to replace obsolete computer equipment (laptops, desktops, apple TVs, and iPad inventory from multiple sources) and to distribute technology more equitably throughout the district. Items purchased by schools: the responsibility for the provision of student devices is placed at the school level.
Classroom devices used by teachers for instruction Projectors 	PACs, Schools No district money allotted for this at the elementary level. Where can money be found for this: <ul style="list-style-type: none"> - School budgets - Administration applying for grants - PACs can be asked to fund this 	District (VSB)	VSB letter states: If a PAC purchases technology equipment as part of the school plan, they should plan forward for the maintenance (replacement) as part of the decision-making process. Purchases made by schools then means that the school is responsible for replacement/upgrades using the school's budget.

Shelley Werboweski to briefly explain why classrooms needs projectors these days. Hope Sterling to briefly provide insight on what the school would need to do to fund what the VSB is saying is a school's responsibility to fund. Then parent input will be taken and recorded. (20 minutes allotted to this overview, these comments, and discussion and decision on next steps)

Oppenheimer LCD Projector Replacement Project

Principal: Hope Sterling

Date: Feb 2022

A. Current Inventory

*We have 18 divisions plus the library and gym/resource share a projector. **Total of 20.**

The yellow highlighted projectors will be aging out over the next "few" years.

	Model	Amount	Approximate Purchase dates
1	Epson Powerlite 450	10	2008 - 2013
2	Epson Powerlite 575	4	2014 - 2017
3	Epson Powerlite 675	2	2018 - 2020
4	BenQ	4	2021 - 2022
	Total	20	

B. Approximate Replacement Costs

* Maintenance for cleaning is taken care of by VSB IT .

*Replacement Bulbs (≅ \$300) are paid for at the school level or with the help of PAC.

	Job	Cost
1	Removal of Smart Boards & Old Projectors and Install of White Board and Interactive Projector	1,300.00
2	Purchase of 4X8 White Board	392.00
3	Purchase of BenQ Interactive Projector	1,535.76
	Total Cost	\$3,227.76

Possible Additional Costs:

*Asbestos in walls

*Electrical – move power

*These costs will increase over time due to inflation and the current transportation difficulties

To replace projectors that are aging out,

***Where do we get this funding?**

- 1) School Budget
- 2) PAC Budget
- 3) Grants

budget 2022-2023

From: SANDRA BOUTILIER
Sent: Thursday, February 17, 2022 9:38 PM
To: budget 2022-2023
Subject: written submission from the pubic re: budget priorities 2022/23
Attachments: FOSL 2022-23.docx

Hello

I am writing on behalf of Friends of School Library (FOSL) with input regarding Budget 2022/23. Unfortunately, I cannot make the March 8th meeting where the public can make presentations on budget priorities, but I am hoping that this is the correct email to which I can send my written submission to the Board. I have attached the submission here, but please let me know if I should be sending it elsewhere.

Thanks very much and have a great day.

Sandra Boutilier (VSB parent)

February 17, 2022

To the Trustees of the Vancouver School Board

Thank you for the opportunity to present this written proposal in regards to the 2022/23 budget, and to advocate for school libraries and the crucial work they do within the school system. Apologies to the Board that I cannot deliver it in person, but thank you for taking the time to read and consider this proposal.

During the Covid pandemic, teacher librarians have been quick to pivot in response to public health restrictions, changing the way they work, and innovating in order to maximize access to library collections, both print and electronic. Many were doing this while also taking on Option 4 students. The focus of teacher librarians continues to be that most core of VSB values: literacy. The role of teacher librarian has been highlighted during the pandemic as their skills as information professionals are even more in demand, and they continue to do what they do best: evaluate and share resources, teach information literacy and partner with classroom teachers to deliver curriculum.

The pandemic has shone a spotlight on the inequities in society, and teacher librarians have witnessed this first hand as they saw many students struggle with a lack of technology during online learning. Teacher librarians led the charge to provide quality learning to students regardless of what type of learning was happening during the pandemic (in-person, online or hybrid) and were focused on meeting the informational needs of their students.

There are a few areas we would like to draw to Trustees attention:

1) School library budgets

Background:

A few years back, money was deducted from each school library's materials budget to pay for the new Follett Destiny circulation system. Now that the system has been paid for, teacher librarians were dismayed to find that their budgets would not be returning to previous levels.

Why it matters:

If materials budgets do not keep pace with the rising cost of quality educational materials, inequities between schools will continue to grow. Teacher librarians work hard to fundraise (often on their own time) by organizing events, such as book fairs, to make up for the shortfall between the budget they are given and what resources their library needs. It is easy to see how inequities between VSB schools grow, given the need for outside funding for library materials. I spoke to teacher librarians who could simply contact their school's well funded PAC and ask for money to purchase new materials for students. At other schools it is a very different story, and the gap between library resources widens.

As an example, at one local elementary school, when the curriculum was updated to better incorporate Indigenous knowledge and perspectives, the PAC worked hard to fundraise money for the library to purchase authentic and authoritative materials as selected by the teacher

librarian. Not all schools are able to achieve this kind of fundraising and teacher librarians are worried about the growing disparity between have and have-not libraries. If I can give one small example: a resource such as the *Indigenous Peoples Atlas of Canada*, which retails at almost \$100, would be out of reach for some schools, but not others.

Here is a comparison of the 2005 and 2021 formulae used to allocate library resource budgets:

2005

Elementary: \$8.65 per student (minimum per school of \$1,500)

Secondary: \$5,000 per school plus \$8.30 per student

16 years later in 2021

Elementary: \$5.04 per student (minimum of \$1,200)

Secondary: \$4,000 per school plus \$4.29 per student

Teacher librarians do their best to stretch their materials budget to try to meet the curricular, informational and recreational reading needs of staff and students, but it is increasingly difficult. FOSL is asking for an increase to library budgets so that all VSB students can have access to up-to-date, quality library resources

2) Library Flex Time/Staffing Levels/Students' access to libraries

Background: There are two types of "library time" in a teacher librarian's schedule: Flex time and Prep time. As a reminder, flex time is where teacher librarians and classroom teachers can work collaboratively to implement the curriculum and guide students through in-depth research projects and learn crucial information literacy skills. This type of library education is key to the stated goals of BC's curriculum. Prep time is where a class comes to the library without their classroom teacher while that teacher has time to "Prep" for lessons.

Why it matters:

There seems to be no set formula to determine how much Flex time a teacher librarian is allotted across the Vancouver school district. Some schools with larger student populations have less Flex Time allotment than smaller schools and teacher librarians are puzzled and frustrated by this discrepancy and the way it affects how they can support students. This crucial Flex time is where in-depth library instruction is delivered. This is where teacher librarians can give their students the keys to information literacy that are so critical when students engage with online resources, the Internet and other media in general. This is where students learn independent and critical thinking skills that will last throughout their lives.

Similarly, there continues to be inequities in general access to the library, and a lack VSB-wide standard or formula to determine how much access each student has to quality library time. For example, two VSB Secondary schools currently do not have full-time Teacher Librarians. One is Britannia, which is also the school with the highest Indigenous student population. Many large elementary schools only can access the library during prep times and miss out on the benefits of working with a TL in collaboration with their teachers.

The school library is the place where books come into children's lives and where a life-long love of reading is fostered. We all know the power that books have on young, inquiring minds. It is truly something special when a teacher librarian puts a book that will change a life into the hands of the student that needs it. FOSL is asking that VSB students have the same access to quality resources, and especially to the teacher librarians who help them navigate the vast array of information and reading choices they are faced with. The expansion of the e-book collection is a wonderful start but children need access to books and to a "school library experience" to develop the love of reading and learning that stays with them for life.

In conclusion, we would respectfully ask that the Board consider making school libraries a priority for funding this budget year. The school library is a vital resource for curriculum implementation and is used universally by staff and students. Standardizing "flex time" across VSB school libraries and increasing materials budgets to keep pace with the increasing costs of quality books will give teacher librarians the necessary tools to continue their important work. Their commitment to intellectual freedom, fostering critical thinking skills and creating lifelong learners needs your support.

Thank you for your time and consideration

Sandra Boutilier (VSB parent)

I am a member of Friends of the School Library, but the above comments are my own personal observations.

To find out more about the impact of school libraries

<https://researcharchive.canadianschoollibraries.ca/more-research/>

To find out more about how Canadian School Libraries have adapted during the pandemic:

<https://www.canadianschoollibraries.ca/leverage-your-llc/>