

Equity Resourcing

Schools – Populations and Communities

Core Services

- ◆ Administrator(s)
- ◆ Guidance
- ◆ Resource
- ◆ Secretarial Time
- ◆ Current PTR
- ◆ Library Support
- ◆ EA Time

Characteristics of Populations and Communities

- ◆ Stability
- ◆ Mobility
- ◆ Number of Leveled Students (1, 2, & 3)
- ◆ CFS or ACFS
- ◆ Foster
- ◆ EAL
- ◆ Aboriginal Identity
- ◆ Levels of Behaviour
- ◆ Absenteeism Rates
- ◆ Students living outside of catchment area
- ◆ Literacy and numeracy levels

Characteristics of Populations and Communities - Defined

Data Sources – Number(s) of Students

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| 1. Stability (transient) – Schools – The number of students starting and ending a school year in the same school | 1. Student records (schools) |
| 2. Mobility- the number of transfers in and out as a percentage of total school enrollment | 2. Student records (schools) |
| 3. Number of Leveled Students (Level 1, 2 & 3) – as per divisional and provincial guidelines (Level 1 - any student who requires extra support other than that of their regular classroom teacher, not already a level 2 or level 3 supported student. For equity resourcing they are only counted once even if they receive multiple types of support.) | 3. School student services records (schools) |
| 4. CFS or Foster/Alternate living – children in care or families receiving support | 4. EIS or school data (schools) |
| 5. EAL – English as an additional language – as per provincial guidelines | 5. EIS (schools) |
| 6. Aboriginal Identity – self declared as per provincial guidelines | 6. EIS – self declared (schools) |
| 7. Levels of Behaviour - * see attached pyramid | 7. School data – behaviour incidents (schools) |
| 8. Absenteeism rates – number of days missed on a monthly basis | 8. School data - (schools) |
| 9. Students living outside of catchment area – non resident and schools of choice students | 9. EIS or school data (schools) |
| 10. Literacy Levels – the % of student’s school wide above, at or below grade level. | 10. Fountas and Pinnell, SRI, and/or report cards. Triangulate and use professional judgment. |
| 11. Numeracy Levels - the % of student’s school wide above, at or below grade level. | 11. Teacher, school and /or report cards. Triangulate and use professional judgment. |

* Behaviour Pyramid

