



WESTMOUNT CHARTER SCHOOL
APPLICATION FOR MID-HIGH ADMISSION
 Registration Desk, 2215 Uxbridge Dr NW
 Calgary, AB T2N 4Y3
 (403) 217-9427
 Email: registrar-midhigh@westmountcharter.com

Principal
 Dr. Janneke Frank
 Assistant Principals
 Chris Hooper
 Dani Sever

SCHOOL INFORMATION DISCLOSURE

The information requested on this form is collected under the *School Act* (Student Record Regulation), Alberta's *Freedom of Information and Protection of Privacy (FOIP) Act*, and the *Canadian Charter of Rights and Freedoms*, Section 23. Information acquired through this form is kept secure and access is restricted. (If you have any questions regarding the collection, use or disclosure of this information, please contact the school administration.)

STUDENT INFORMATION

LEGAL LAST NAME:										LEGAL FIRST NAME:										LEGAL MIDDLE NAME:																			
LAST NAME (IF DIFFERENT FROM ABOVE)										FIRST: (IF DIFFERENT FROM ABOVE)										GENDER: FEMALE <input type="radio"/> MALE <input type="radio"/>																			
BIRTHDATE:										SIBLINGS ATTENDING WESTMOUNT : NAME										GRADE (SEPT 2017)																			
DAY			MONTH			YEAR																																	
GRADE (Sept 2017):																																							
CITIZENSHIP: COUNTRY OF BIRTH _____										CANADIAN <input type="radio"/>										LANDED IMMIGRANT <input type="radio"/>										OTHER <input type="radio"/>									
A copy of the student's Birth Certificate and (if applicable) immigration documentation must be attached in order for this application to be processed. Passports are <u>not</u> considered valid ID. If Landed Immigrant, a copy of your Visa/ Immigration Documentation must also be attached.																																							
If you wish to declare that you are an Aboriginal person, please contact the office for further details and clarification.																																							
FRANCOPHONE ELIGIBILITY: Does your child have Francophone eligibility? NO <input type="radio"/> YES <input type="radio"/> If yes and you wish to exercise your right to have your child educated in a Francophone School, please contact the Conscils Scolaires Catholique et Francophones de sud e l'Alberta phone (403) 685- 9881.																																							
SCHOOL BOARD TAX ALLOCATION – please Indicate School Board to which taxes are allocated: Calgary Public <input type="radio"/> Calgary Catholic <input type="radio"/> Other <input type="radio"/> (please specify)																																							

PREVIOUS SCHOOL OR CARE AGENCY ATTENDED

NAME OF SCHOOL OR CARE AGENCY:										ADDRESS:																													
PHONE:					FAX:					CITY:					PROV:					POSTAL CODE:																			
I hereby give permission to Westmount Charter School to contact the above named school or care agency for the purpose of requesting student records and making inquiries of previous teachers and administrators regarding information that may be pertinent to student programming.																																							
_____																				_____																			
PARENT / GUARDIAN SIGNATURE																				DATE																			

PARENT/GUARDIAN INFORMATION

STUDENT LIVES WITH: (INFORMATION COLLECTED TO ENABLE SCHOOL TO DIRECT COMMUNICATIONS TO APPROPRIATE ADDRESS (ES)
 MOTHER & FATHER 100% MOTHER ____% FATHER ____% LEGAL GUARDIAN
 OTHER (PLEASE SPECIFY: _____)

PARENT/GUARDIAN #1 INFORMATION

PARENT/GUARDIAN #2 INFORMATION

CONTACT #1 LAST NAME:					CONTACT #1 FIRST NAME:					CONTACT #2 LAST NAME:					CONTACT #2 FIRST NAME:				
CONTACT #1 INFORMATION:										CONTACT #2 INFORMATION:									
HOME:					WORK:					HOME:					WORK:				
CELL:										CELL:									
*E-MAIL: _____										E-MAIL: _____									
															(Secondary email – correspondence is sent to primary email)				
RELATIONSHIP TO STUDENT:										RELATIONSHIP TO STUDENT:									
CONTACT #1 ADDRESS:										CONTACT #2 ADDRESS (if different from Contact #1)									
CITY:					POSTAL CODE:					CITY:					POSTAL CODE:				

Parent Inventory for Finding Potential (PIP)

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Child's Name: _____.

Please indicate how often you observe the following behaviours in your child. Check the box that indicates your response.

Behaviour or Characteristic:	Seldom or Never	Sometimes	Regularly	Almost Always
1. <i>Reflective</i> –when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <i>Connective</i> –makes connections with what is already known or tries to apply new information to other contexts.				
3. <i>Focused</i> –stays attentive and alert when new or complex information is being given: long attention span.				
4. <i>Retentive</i> –remembers information in vast quantities easily				
5. <i>Enjoys School</i> –loves attending school and even “plays” school at home.				
6. <i>Enthusiastic</i> –enters into most activities with eagerness				
7. <i>Sensitive to Problems</i> –ready to question or change situations, see inconsistencies, suggest improvements				
8. <i>Abstract Thinker</i> –makes generalizations and draws conclusions that summarize complex information easily				
9. <i>Persistent in Own Interests</i> –tries to follow through on self-initiated work				
10. <i>Curious</i> –pursues interests to satisfy own curiosity; wants to know why and how				
11. <i>Perceptive</i> –is alert, observant beyond years				
12. <i>Aesthetically Responsive</i> –responds to beauty in arts and nature				
13. <i>Independent Thinker</i> –follows own ideas, rather than others’				
14. <i>Sensitive to Others</i> –easily understands how others feel or think: easily hurt by others’ negative actions				
15. <i>Independence</i> –uses own set of values to dictate behavior; concerned with free expression of own ideas				
16. <i>Sensitive to Ideas, Stories</i> –upset with sad, negative, hurtful events related through some form of communication				
17. <i>Independent in Action</i> –plans, organizes activities; evaluates results				
18. <i>Processing Speed</i> –learns new information easily; recalls rote information rapidly				
19. <i>Verbal</i> –learned to speak and read considerably earlier than age mates; uses extensive vocabulary				
20. <i>Fair</i> –looks out for welfare of others; compassionate; concerned with justice and fairness				
21. <i>Sense of Humour</i> –can laugh at self; enjoys lighter moments, sensitive to hidden meanings, puns				
22. <i>Self-Accepting</i> –understands, accepts own feelings, thoughts, and how best to learn; views self realistically				
23. <i>Intense</i> –highly motivated and skilled in a specific subject area or domain				
24. <i>Self-Critical</i> –mistrusts own ability; lower self-concept than age mates; hard on self in self-evaluation				
25. <i>Achievement Need</i> –strong drive to be “the best,” be recognized as expert, master domain of knowledge or set of skills				

Parent Inventory for Finding Potential (PIP) Cont.

Behaviour or Characteristic:	Seldom or Never	Sometimes	Regularly	Almost Always
26. <i>Persistent in Assigned Tasks</i> –concerned with completion and follow through when given a task to do				
27. <i>Elaborative</i> –concerned with detail, complexity; involved with implications of situation				
28. <i>Dominant</i> –asserts self with influence in group situations				
29. <i>Uneven</i> –is not balanced in skills and abilities; very good in some things but not everything				
30. <i>Flexible</i> –approaches ideas from a number of perspectives; is adaptable				
31. <i>Structurer</i> –shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
32. <i>Risk-taker</i> –takes mental, emotional, and physical risks easily				
33. <i>Tolerant of Ambiguity</i> –comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve				
34. <i>Confident</i> –feels can produce at will; positive about on abilities				
35. <i>Inner Locus of Control</i> –attributes success and failure to own efforts and ability				
36. <i>Fluent</i> –produces large number of ideas easily				
37. <i>Original</i> –uses original methods; creates unusual, unique products				
38. <i>Imaginative</i> –freely responds to ideas, producing mental images, fanciful insights				
39. <i>Physically Expressive</i> –enjoys physical activities as means for self-expression				
40. <i>Energy level</i> –has available pep and vigor for carrying on most activities				
41. <i>Task Analytic</i> –breaks down tasks into sequential steps through backwards planning				
42. <i>Global Scanner</i> –scans complex information quickly to pick out important items				
43. <i>Perceptual Perspective Taker</i> –can orient self and figures in space easily				
44. <i>Popular</i> –others enjoy and want to be with this person				
45. <i>Accepting of Others</i> –relates to others with genuine interest, concern; seeks out others, is warm				
46. <i>Physically Able</i> –is coordinated, agile; participates well in organized games				
47. <i>Socially Mature</i> –able to work with others; can give and take; sensitive to others’ wants				
48. <i>Happy</i> –cheerful; has satisfied look on face most of the time				
49. <i>Emotionally Controlled</i> – expresses and displays emotions appropriately				
50. <i>Stable</i> – can cope with normal frustrations of living; adjusts easily to change				
51. <i>Associative</i> –finds similarities, differences between cognitive, verbal, and visual pairs easily				

GUARDIAN INFORMATION (complete only if Legal Guardianship is applicable)

(IF GUARDIAN IS THE LEGAL CAREGIVER, PLEASE COMPLETE THE FOLLOWING INFORMATION AND ATTACH COPIES OF SUPPORTING DOCUMENTS)

GUARDIAN'S LAST NAME:

GUARDIAN'S FIRST NAME:

GUARDIAN'S CONTACT NUMBERS:

E-MAIL:

HOME:

WORK:

CELL:

FAX:

GUARDIAN'S MAILING ADDRESS:

CITY:

POSTAL CODE:

STUDENT PROGRAMMING INFORMATION AND DISCLOSURE

This information is required to assist in determining a student's eligibility for admission to Westmount Charter School as well as to identify specific pre-existing educational program requirements that may affect the student's academic, social, and/or emotional development. Non-disclosure diminishes the school's ability to provide the necessary supports, and can potentially jeopardize the student's application for admission.

If the space provided is insufficient, please feel free to attach additional sheets.

Has your child ever received additional learning support inside or outside the classroom?

NO YES

If yes, explain the nature and duration of the support.

Has your child ever received diagnostic testing for reading, writing, or mathematics?

NO YES

If yes, specify the type of testing conducted, the purpose, and the results, if known.

Has your child ever received a Psycho-Educational assessment?

NO YES

If yes, a copy of the summative report must be included.

REPORT ATTACHED

Has your child ever received an assessment to address social, emotional, or behavioural concerns?

NO YES

If yes, explain the presenting concerns and the results of the assessment. All copies of summative reports must be included.

REPORT ATTACHED

Has your child ever received specialized/adaptive programming to address behavioural concerns?

NO YES

If yes, provide details of program, including entry and exit dates, program type, and contact person.

Has your child ever received intensive behavioural intervention funding, primary unit funding, or severe disabilities funding?

NO YES

If yes, explain the presenting condition and provide a copy of the most recent individualized program plan

IPP ATTACHED **PARENT / GUARDIAN COMMITMENT STATEMENT TO WESTMOUNT CHARTER SCHOOL**

Parents who register or re-register their child at the school must acknowledge their understanding, agreement and support of the school's philosophy and instructional methodology. The Charter Board reserves the right to refuse to register or re-register a student if the school does not have sufficient resources to provide an educational program or learning environment that is appropriate to the needs of that student. Parents are required to annually sign this agreement to acknowledge their understanding and acceptance of this policy and their willingness to abide by its provisions.

PARENT/GUARDIAN SIGNATURE

DATE

DECLARATION

I declare the information that I have provided on this form is complete and accurate. I will notify the school of any changes to the information contained in this document.

PARENT/GUARDIAN SIGNATURE

DATE

Teacher Inventory of Learning Strengths (TILS)

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Child: _____, Grade: _____, Date: _____.

Name of Person Completing Form: _____, School: _____.

Please check the box that describes how often you observe the following behaviours in your student.

Behaviour or Characteristic:	Seldom or Never	Sometimes	Regularly	Almost Always
1. Reflective				
2. Makes connections readily				
3. Concentrates well				
4. Memorizes easily				
5. Abstract thinker				
6. Persistent in own interests				
7. Independent thinker				
8. Spatial thinker				
9. Independent in action				
10. Quick processing speed				
11. Highly verbal				
12. Persistent in assigned tasks				
13. Elaborates with details				
14. Uneven set of abilities				
15. Structures tasks and environment				
16. Fluent				
17. Original				
18. Task analytic				
19. Sees differences easily				
20. Independent				
21. Sensitive to problems				
22. Curious				
23. Intense				
24. Self-critical				
25. Strong need to achieve				
26. Imaginative				
27. Inner locus of control				
28. Perceptive				
29. Sensitive to ideas, stories				
30. Flexible				
31. Aesthetically responsive				
32. Takes risks				
33. Tolerant of ambiguity				
34. Sense of humour				
35. Self-accepting				
36. Self-assertive				
37. Confident				
38. Concerned about fairness				
39. Physically expressive				
40. High energy level				
41. Sensitive to others				
42. Scans information holistically				
43. Enthusiastic				
44. Popular				
45. Accepting of others				
46. Physically able				
47. Socially mature				
48. Happy				
49. Emotionally controlled				
50. Stable				
51. Enjoys school				

Please fax this form directly to the mid-high campus of Westmount Charter School: 403-217-0252, or place in a sealed envelope, sign the flap and return to the student to submit with his/her application. Thank you for your assistance.

How Do You Like to Learn?

Name: _____

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To the student: please check the box that best describes your feelings about the statements below.

Way of Learning	Really Dislike (1)	Dislike (2)	Neutral (3)	Like (4)	Really Like (5)
1. Someone explaining to me what I am supposed to do					
2. Discussing things with others so we can understand them					
3. Studying with a friend to master difficult material					
4. Giving answers out loud when the teacher asks questions					
5. Being asked to make connections between what I am learning now and earlier					
6. Making something that applies what I have learned					
7. Going to the library on my own to look up information on a topic of my choice					
8. Being given some materials or a task to learn on my own time					
9. Having a contest in class to see who has learned the most					
10. Teaching something to someone else in my class					
11. Having to learn new materials very quickly so that I must stay alert					
12. Discussing class materials with a group of students in my class					
13. Finishing assignments where I find out right away if I am right					
14. Acting out a situation or event I have learned about					
15. Teacher explaining a concept or idea to the class					
16. Working on practice problems to be sure I have understood what I was learning					
17. Working on a task where the questions are ordered from easiest to most difficult					
18. Sharing my own ideas with others in the class					
19. Helping another student get ready for a test					
20. Learning new facts, ideas and concepts every day at school					
21. Putting the finishing touches on a project or idea					
22. Being allowed to work for a long period on something that interests me					
23. Learning how to do something by role playing					
24. Other students presenting to class on topics they researched					
25. Reading a book to learn about a new topic					
26. Working on assignments that ask me questions on work I was assigned to study					

27. Becoming an expert on a topic so I can teach it to someone else					
28. Working through applications of what I have learned on my own					
29. Working to finish leaning about a topic with other students					
30. Going off on my own to study a subject I like					
31. Having a competition to see if my team can answer more questions than other teams					
32. Discussing an issue on which several students disagree					
33. Being given time to review and practice for a test					
34. Listening to the teacher lecture on a topic					
35. Finding out the big idea behind what I am learning					
36. Learning how to solve a problem from another student in my class					
37. Teacher calling on students to recite information such as math facts or capitals					
38. Planning a project I will work on myself					
39. Taking a course by myself by correspondence or on-line					
40. Working on a project with other students who have the same interests or abilities					
41. Teacher asking questions about materials that were assigned					
42. Being able to skip parts of a subject when I already know them					
43. Listening to a guest speaker					
44. Having a classmate teach me something s/he is good at					
45. Playing a game using flashcards to practice what I have already learned					
46. Teacher leading a discussion on a new topic					
47. Working with others on a project with little help from the teacher					
48. Working by myself to learn something new					
49. Being allowed to move through new material as quickly as I can learn it					
50. Learning a concept by playing a game					
51. Reviewing regularly what I have learned before					
52. Preparing on my own to make a class presentation					
53. Hearing other students talk about ideas presented in class					
54. Taking notes while the teacher talks					