



**WESTMOUNT CHARTER SCHOOL APPLICATION  
FOR KINDERGARTEN ADMISSION Registration**  
Desk, 728 – 32 St NW  
Calgary, AB T2N 2V9  
(403) 217-0426  
Email: registrar-elementary@westmountcharter.com

Principal  
*Mr. Hal Curties*  
Assistant Principal  
*Mrs. Colleen Thomas Groot*

**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**

<b>LEGAL LAST NAME:</b>	<b>LEGAL FIRST NAME:</b>	<b>LEGAL MIDDLE NAME:</b>

<b>LAST NAME (IF DIFFERENT FROM ABOVE)</b>	<b>FIRST: (IF DIFFERENT FROM ABOVE)</b>	<b>GENDER:</b> FEMALE <input type="radio"/> MALE <input type="radio"/>

<b>BIRTHDATE:</b> DAY MONTH YEAR	<b>SIBLINGS ATTENDING WESTMOUNT : NAME</b>	Current Grade

<b>Grade Applying To:</b>	

**CITIZENSHIP:** CANADIAN  LANDED IMMIGRANT  COUNTRY OF BIRTH \_\_\_\_\_ OTHER   
**A copy of the student's Birth Certificate and (if applicable) immigration documentation must be attached in order for this application to be processed. A copy of immunization records, if available, should also be attached. 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  YES   
 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  Calgary Catholic  Other  (please specify)

**PREVIOUS SCHOOL OR CARE AGENCY ATTENDED**

<b>NAME OF SCHOOL OR CARE AGENCY:</b>	<b>ADDRESS:</b>
<b>PHONE:</b>	<b>FAX:</b>
<b>CITY:</b>	<b>PROV: POSTAL CODE:</b>

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: \_\_\_\_\_)

**CONTACT #1 INFORMATION**

**CONTACT #2 INFORMATION**

<b>CONTACT #1 LAST NAME:</b>	<b>CONTACT #1 FIRST NAME:</b>	<b>CONTACT #2 LAST NAME:</b>	<b>CONTACT #2 FIRST NAME:</b>
<b>CONTACT #1 INFORMATION:</b> HOME: WORK: CELL: *E-MAIL: _____ (*Primary email – checked daily for correspondence) RELATIONSHIP TO STUDENT:		<b>CONTACT #2 INFORMATION:</b> HOME: WORK: CELL: E-MAIL: _____ RELATIONSHIP TO STUDENT:	
<b>CONTACT #1 ADDRESS:</b>		<b>CONTACT #2 ADDRESS (if different from Contact #1)</b>	
CITY: POSTAL CODE:		CITY: POSTAL CODE:	

**CLASS PREFERENCE.** We cannot guarantee your first choice.

Full days - Monday/Wednesday/Friday\*

Full days - Tuesday/Thursday/Friday\*

No preference

*\*a schedule will be provided indicating your designated Fridays*

**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

## Demographic Overview



Applicant's Full Name: \_\_\_\_\_

Grade Applying to: \_\_\_\_\_

Have you attended WCS in previous school years?

Yes

No

Languages Spoken in the Home:

\_\_\_\_\_

Citizenship/Expiry Date on Temporary Resident Card:

\_\_\_\_\_

Diagnosis Other Than Giftedness:

\_\_\_\_\_

Sibling is Also Applying: Name and Grade

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Twin is Also Applying: Name and Grade:

\_\_\_\_\_

WESTMOUNT CHARTER SCHOOL  
PRELIMINARY MEDICAL FORM

If your child does not have any medical issues requiring medication, treatment or accommodation, you *do not need* to fill out this form

Student Information

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Does your student have any major allergies or medical conditions Westmount Charter School should be made aware of? Please include with your application.

Severe Allergy Alert Information

This portion of the form should be completed **only** if the student has a severe allergy. A severe allergy is defined as a severe allergic reaction or anaphylactic response which, if left untreated, can lead to sudden death.

Allergen(s): \_\_\_\_\_

Symptoms of a reaction: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Charter Board policy requires that, except in emergencies, the student shall self-administer under adult supervision.*

Medical Condition Information

This portion of the form should be completed **only** if the student has a medical condition Westmount Charter School should be made aware of.

Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Upon your student's enrollment in Westmount Charter School, a full medical treatment form will need to be completed and signed by your physician for our records.*

## 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.*

<b>Behaviour or Characteristic:</b>	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.**

<b>Behaviour or Characteristic:</b>	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				