

BACKGROUND

Alberta Education's mandate is to ensure that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

The specific mandate of Westmount Charter School for is to provide qualitatively differentiated educational programming for students who are gifted or for those who wish to challenge a program designed for gifted students.

GUIDELINES

The Superintendent is committed to providing an educational program designed to meet the needs of gifted students and accordingly recognizes that its accelerated, enriched and personalized program is not appropriate to the needs of the majority of students.

The Superintendent acknowledges that the demands of the School's educational program may have a significant negative impact on a student who is struggling. Classmates may be similarly impacted by the demands of that student's educational requirements. As part of honouring the Charter Board's commitment to hold the needs of all students as paramount, the Superintendent reserves the right to refuse to re-register a student if the School does not have sufficient resources to provide an education program that is appropriate to the needs of that student.

PROCEDURES

1. All parents will be required to annually sign an agreement to acknowledge their understanding and acceptance of this administrative procedure and their willingness to abide by its provisions.
2. All actions taken or contemplated under this administrative procedure will be applied in a reasonable, fair and objective manner.
3. The School will establish a committee to deal with matters relating to students who are experiencing difficulty with the School's program or in achieving the objectives for students outlined in the Charter and in Policy 1.2.
4. The committee shall consist of the Principal and/or Vice-Principal and two or three teachers including the School Counselor, if any.
5. Teachers are responsible for identifying students whom they perceive to be experiencing difficulty meeting the demands of the School's program and to refer those students to the committee.
6. A student referred to the committee would, under most circumstances, demonstrate more than one of the following performance indicators on a consistent basis:
 - 6.1.1 curriculum placement below grade level in one or more core academic areas on a compacted curriculum when not associated with normal developmental expectations and/or a diagnosed learning disability.
 - 6.1.2 difficulty with or inability to keep pace with the accelerated curriculum.
 - 6.1.3 difficulty with or failure to complete work during class time and/or as homework.
 - 6.1.4 difficulty with or failure to achieve one or more of the stated objectives for students as described in Charter Board Policy 1.2.
7. These indicators should be observed and documented by more than one teacher and in more than one curricular area.

8. The committee shall consider the “whole” student including grade level, academic performance, social maturity, emotional status, behavioral indicators, home support, etc...
9. The committee shall take the following steps when a student is referred to it:
 - 9.1.1 document a summary of all meetings and/or discussions, including those meetings with the parent of the student;
 - 9.1.2 interview the student’s teachers and review pertinent information including the student’s file, PEP plan, current and past performance indicators and examples of student work;
 - 9.1.3 communicate the concerns with student performance to the parent of the student and the student, where appropriate; and
 - 9.1.4 develop a Student Performance Contract to address the specific problems or issues in conjunction with the involved teachers, the parent and the student, where appropriate.
10. The Student Performance Contract shall include specific and measurable objectives, deadlines for meeting those objectives and time lines for review. The Student Performance Contract will be signed by the student, the parent, the homeroom teacher and an administrator.
11. Following the expiry of the term of a Student Performance Contract, the committee shall meet with the teacher(s), the parent and the student, where applicable, to determine whether or not there have been improvements in the student’s performance.
12. Depending on whether the student has surpassed, met or failed to meet the expectations of the Student Performance Contract, and after considering any other pertinent information, the committee shall make one (1) of the following recommendations:
 - 12.1.1 close monitoring of student performance is all that is required;
 - 12.1.2 the student will be placed on an additional Student Performance Contract; or
 - 12.1.3 the School does not have sufficient resources to provide an education program that is appropriate to the needs of the student and therefore recommends withdrawal from the School.
13. Under most circumstances, a recommendation that the student withdraw from the School shall be made only after the student has been enrolled at the School for at least one year.
14. Should the parent choose to re-register a student who has received a withdrawal recommendation, the Principal may refuse the student’s registration for the next school year.
15. A decision to recommend withdrawal or to refuse re-registration is a serious matter and all parties involved in such a decision must balance the needs and rights of the particular student with those of the total School population.
16. A decision to refuse the re-registration of a student shall be communicated, in writing, to the parent by no later than the end of April of the current school year.
17. The parent shall be advised of his or her right of appeal to the Charter Board pursuant to its policy on appeals of student matters.

Legal Reference:

Cross Reference: Foundations for Alberta’s Education System - Alberta Learning
Mandate, 1997
Charter Agreement, Clauses 2(3), (4) and (7)
Charter Board Policy 1.1, Philosophy and Beliefs
Charter Board Policy 1.2, Goals, Outcomes and Strategies
Charter Board Policy 12, Appeals of Student Matters

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