



WESTMOUNT

---

CHARTER SCHOOL

CHARTER AGREEMENT  
JANUARY 7, 1998

Revised February 13, 2006

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# 1. THE CHARTER SCHOOL

Westmount Charter School  
2519 Richmond Road S.W.  
Calgary, AB  
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## 2. MISSION AND VISION

### MISSION

To meet the learning needs of gifted students and promote their social-emotional development in a congregated setting.

### VISION

Westmount Charter School, as a partner in the best learning system in the world, will be recognized as the centre for excellence in gifted education.

## 3. PHILOSOPHY, PURPOSE AND GOALS

### PHILOSOPHY AND BELIEFS

- (1) Alberta Education, through legislation, policies and regulations:
  - (a) specifies that a special needs student is entitled to a program appropriate for the student's needs, age and level of educational achievement;
  - (b) recognizes that one category of special needs student is the gifted and talented;
  - (c) requires that students with special needs have access to the most enabling learning environment that meets their needs;
  - (d) requires that each special needs student has an Individualized Program Plan (IPP).
  
- (2) At Westmount Charter School, we define giftedness as:

*“Students are gifted when they perform, or show potential for performing, remarkably high levels of accomplishment in learning rate, depth of knowledge, and reasoning and problem-solving abilities when compared to others of their age, experience, and environment.”*
  
- (3) At Westmount Charter School, we believe:
  - (a) gifted students, by virtue of outstanding ability in one or more of the multiple intelligences, are capable of exceptional performance;
  - (b) gifted students display a broad spectrum of characteristics and needs which distinguish them from their less able peers as well as from one another;
  - (c) gifted students require comprehensive, specialized educational programming if they are to maximize their varied abilities and ultimately fully realize their contribution to self and society;
  - (d) teachers of gifted students require specialized training and/or experience in the education of the gifted if they are to effectively guide the development of gifted behaviors in those students;
  - (e) parents of gifted students are vital partners in their child's education; and

- (f) members of the community at large have an important part to play in the education of gifted students.

#### PURPOSE

- (4) The mandate of the Westmount Charter School is to provide qualitatively differentiated educational programming for Kindergarten through Grade 12 students who are gifted.
- (5) Westmount Charter School's kindergarten is a voluntary, pre-school educational program offered to eligible students. The purpose of kindergarten is to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children and promote a positive attitude toward learning.

#### CHARTER SCHOOL GOAL

- (6) Each gifted student is provided with opportunities to optimize his or her own unique potential.

#### OUTCOMES

- (7) Westmount Charter School students will:
  - (a) demonstrate maximum achievements of skills and concepts in the Alberta Education curriculum;
  - (b) evidence growth in identified multiple intelligences;
  - (c) improve their ability to think critically and creatively, solve problems and conduct research;
  - (d) display an understanding of the interrelatedness of knowledge within and across the disciplines;
  - (e) develop independence, self-direction and self-discipline in learning;
  - (f) develop self-awareness and acceptance of one's capabilities, interests and needs; and
  - (g) develop understanding, acceptance and appreciation for the capabilities, interests and needs of others.

#### STRATEGIES

- (8) In response to the needs of gifted students, Westmount Charter School will:
  - (a) establish and maintain a school culture that values, promotes and recognizes excellence;
  - (b) foster the development of each student's full complement of intelligences;
  - (c) stimulate students to pursue higher level goals and aspirations;
  - (d) provide a safe, supportive learning environment that acknowledges similarities and honours differences;
  - (e) provide learning activities at an appropriate level and pace;
  - (f) provide a variety of learning activities that supplement or extend requirements of the curriculum;
  - (g) promote the development of critical and creative thinking, problem solving and decision-making, and independent study/research skills and processes;

- (h) present content that is related to broad-based themes, issues or problems and serves to integrate knowledge within and across the various disciplines;
- (i) provide students with opportunities to conduct individual or small group projects (investigations, inventions, artistic productions) of genuine interest;
- (j) provide students with opportunities to demonstrate learning outcomes in individual and varied ways;
- (k) expose students to a wide variety of fields of study, modes of expression, professions and occupations;
- (l) provide students with access to many, varied and advanced human and material resources within and outside the school;
- (m) assess student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and standardized instruments; and
- (n) foster on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students.

## 4. EDUCATIONAL PLAN

### NEED

- (1) Westmount Charter School recognizes that gifted students have special educational needs and hence, require specialized educational programming that goes beyond that ordinarily provided by regular classroom/school programs.

### DIFFERENTIATED PROGRAMMING

- (2) Westmount Charter School provides qualitatively differentiated programming for gifted students.
- (3) Differentiation is a response to the characteristics and needs of a particular group of exceptional learners and/or an individual student's unique abilities, achievement levels, learning styles and sustained interests.
- (4) Programming encompasses administrative and organizational strategies, curriculum, instructional methodology and learning environment.

### ADMINISTRATIVE AND ORGANIZATIONAL STRATEGIES

- (5) Westmount Charter School employs a number of different administrative and organizational strategies in the delivery of its program. These strategies include but are not restricted to those listed below. See Appendix I for summaries of these strategies.
  - (a) Advanced Placement
  - (b) concurrent or dual enrollment
  - (c) cross-grade or multi-age grouping
  - (d) early entrance
  - (e) grade advancement
  - (f) independent study
  - (g) seminars and tutorials

### CURRICULUM

- (6) The curriculum of Westmount Charter School is:

- (a) accelerated in terms of the pace and level of instruction. When appropriate, Alberta Education's curriculum may be compressed up to a maximum of 60% of instructional time. When appropriate, students may be regrouped across the grades for instruction in core curriculum areas according to the on-going assessment of their achievement levels in these areas;
  - (b) enriched in terms of the breadth and depth of studies conducted by the students. Students engage in whole class, small group and/or individual integrated/interdisciplinary studies of broad-based themes, issues or problems.
  - (c) individualized in terms of the recognition of each student's unique profile, achievement levels, learning styles and sustained interests. Each student has a Personalized Educational Programming Plan.
- (7) The foregoing provisions do not apply to the Westmount Charter School kindergarten program, but rather:
- (a) the kindergarten program will emphasize an enriched, integrated, multi-disciplinary approach to the delivery of Alberta Education curriculum.
  - (b) under appropriate circumstances, and after consultation with the teacher and parents, the Principal may authorize the development of a Personalized Educational Programming Plan for selected kindergarten students.

#### INSTRUCTIONAL METHODOLOGY

- (8) Westmount Charter School utilizes a variety of instructional methods in concert to address the needs of individual or groups of gifted students. These instructional methods will be anchored in current research in the field of Gifted Education.

#### LEARNING ENVIRONMENT

- (9) Westmount Charter School provides a safe, supportive learning environment for gifted students. School staff are understanding, accepting and responsive to the distinct characteristics and needs of these students.
- (10) Westmount Charter School's congregated setting provides students with essential experiences in relating cognitively and affectively with other gifted students.
- (11) The average class size will be at or lower than the provincially mandated class size. The Charter Board will endeavour to keep class sizes as low as possible, while operating in a fiscally responsible manner.

#### STUDENT ASSESSMENT

- (12) Some or all of the following tools and techniques will be employed to gauge student progress toward achievement of the goals and objectives set out in the Philosophy, Purpose and Goals section of the Charter:
  - (a) student portfolios (process and product);
  - (b) interview and/or observational data (teachers, students, parents, mentors);
  - (c) teacher-made tests;
  - (d) basic competencies checklists;
  - (e) provincial achievement tests at Grade 3, 6, 9 and 12;
  - (f) Student Progress Reports;
  - (g) Personalized Educational Programming Plans; and
  - (h) contracts or independent study records

#### REVIEW OF THE EDUCATIONAL PLAN

- (13) The educational plan has received input from several individuals with expertise and experience in educating the gifted. These individuals are Mrs. Janneke Frank, retired CBE Principal and doctoral candidate and Dr. Sal Mendaglio with the University of Calgary, Centre for Gifted Education.

- (14) The educational plan received input from teachers, parents, students and administrators at Westmount Charter School

#### RESEARCH TO SUPPORT EDUCATIONAL PLAN

- (15) A revised bibliography of readings supporting the educational plan is included as Appendix II.

#### SHARING INNOVATION

- (16) Westmount Charter School will share its successful innovations to the educational community through various means including, but not limited to the following:
  - (a) establishing a partnership with the Center for Gifted Education, University of Calgary, which will involve sharing successful educational practices in the "CGE News" and inviting university students and personnel to visit and observe our innovations first-hand;
  - (b) welcoming university and college students for education, counseling and/or social work practicum experiences;
  - (c) attending and presenting at SAGE, Charter School and other educational conferences;
  - (d) networking with other Gifted Education programs both within and outside the province;
  - (e) participating in appropriate research studies and talent searches;
  - (f) presenting at and participating in Alberta Education sponsored forums; and
  - (g) encouraging staff to become actively involved in professional associations in their areas of interest.

## 5. DEMOGRAPHICS OF THE CHARTER SCHOOL

#### STUDENTS TO BE SERVED BY WESTMOUNT CHARTER SCHOOL

- (1) Westmount Charter School is intended to serve gifted students in grades 1 through 12.
- (2) Space permitting, Kindergarten may be offered in any given year.

#### STUDENT SELECTION CRITERIA

- (3) Students may be nominated by parents and/or teachers. Appropriate identification practices will be used to assess applicants. Parents will be advised, based on information obtained through the assessment process, whether or not their child meets criteria for acceptance.
- (4) Kindergarten students will not be formally assessed prior to application to the kindergarten program.
- (5) Policy has been developed for student selection which prescribes such matters as the assessment process, qualification of prospective students, selection criteria and management of wait lists as required.
- (6) Admission to the kindergarten program does not guarantee admission into Grade 1.

#### ATTENDANCE AREA

- (7) Westmount Charter School will draw students from the City of Calgary and surrounding areas.

#### ENROLLMENT AND SCHOOL BUILDING REQUIREMENTS

- (8) Westmount Charter School is expected to enroll a total of 1040 students by 2009/10 with projected grade distribution as shown in Appendix III.
- (9) Westmount Charter School is currently housed in a portion of Viscount Bennett Centre which it leases from and shares with the Calgary Board of Education. School building requirements are described in Appendix IV.

## 6. GOVERNANCE

### SOCIETY

- (1) Westmount Charter School Society is the sponsoring body for Westmount Charter School and holds ultimate authority and responsibility for the operation and management of the school.
- (2) The Society Bylaws, included as Appendix V, describe the authority, mandate and responsibilities of Westmount Charter Board and the Society. The original Objects of the Society are included as Appendix VI.

### CHARTER BOARD

- (3) Pursuant to provisions of the *School Act* and other relevant legislation, the Society will establish a charter board with a mandate to act on behalf of the Society in the operation and management of the school in accordance with the *School Act*, the Charter and the Society Bylaws.

### SCHOOL COUNCIL

- (4) A School Council has been established in accordance with the *School Act*.
- (5) The School Council Organizational Documents, included as Appendix VII, describe the philosophy and bylaws of the School Council.
- (6) Parents are recognized as vital partners in the education of their children. In addition to their roles as Society members, Charter Board policy will more fully describe the roles and responsibilities of parents in contributing towards the educational success of their child(ren).

### ROLE AND DUTIES OF THE SUPERINTENDENT

- (7) The Superintendent is the chief executive officer of the Charter Board and the chief education officer of the school.
- (8) The Superintendent shall carry out the duties assigned to the Superintendent by the Charter Board as required under the *School Act*.

### ROLE AND DUTIES OF THE SECRETARY-TREASURER

- (9) The Secretary-Treasurer shall carry out the duties assigned to the Secretary-Treasurer by the Superintendent and as prescribed by the *School Act*.

### APPEALS PROCESS

- (10) Appeal processes have been developed as part of Charter Board policy.

### EMPLOYMENT PROCEDURES

- (11) Procedures have been developed as part of Charter Board policy and in compliance with legislation to address employment contracts, salaries, benefits, termination, professional development, grievance and appeals.

### POLICY ON GOVERNANCE

- (12) The Society Bylaws outline the policies on governance and contain provisions for amendment.

### EVALUATION PROCESS

- (13) The effectiveness of the Charter Board shall be measured by the results of audited financial statements and by the degree to which it discharges its duties under the Charter, the Society Bylaws and pertinent legislation.
- (14) The Principal will be evaluated by the Superintendent pursuant to the *School Act* and in accordance with Charter Board policy.
- (15) Teachers will be evaluated by the Principal based on standards used to evaluate all teachers in Alberta.

- (16) Students will be evaluated by their teachers and a record will be kept on each student in accordance with legislation. Students will participate in any mandatory testing as prescribed by Alberta Education.
- (17) The effectiveness of the school and its programs will also be measured by students and parents. Parental input will be sought in all phases of the Personalized Educational Programming Plan, through the Student Progress Report document and in parent/student satisfaction surveys.

## 7. CONTRACTUAL ARRANGEMENTS

### CONTRACTS

- (1) The Charter Board will:
  - (a) hire its own academic and administrative staff;
  - (b) hire or contract for Superintendent and Secretary-Treasurer services;
  - (c) hire or contract for custodial, maintenance and repair services;
  - (d) enter into any form of agreement deemed suitable for the lease or provision of school facilities;
  - (e) enter into a contract to provide transportation services if transportation is to be provided, and;
  - (f) enter into any other form of agreement respecting the provision of educational, managerial or other services with respect to the operation of the school.
- (2) Employment contracts will comply with all necessary labour standards, the provisions of the *School Act* and other relevant legislation.
- (3) Contracts will be subject to legal review as established by Charter Board policy.

### INSURANCE

- (4) The Charter Board will carry all necessary insurance.

## 8. REVENUE

### FEES

- (1) Westmount Charter School may charge fees in accordance with the *School Act*. Parents may request a waiver of some or all of these fees. No child will ever be denied access to school programs because of financial constraints.

### WESTMOUNT CHARTER SCHOOL SOCIETY MEMBERSHIP

- (2) Parents become members of the Society as of the date their child is registered in the school. The Society is the legal entity established to operate the school in accordance with the provisions of the *School Act*. The Society also undertakes activities, including fundraising, to support the advancement of the educational objectives of the School. Membership fees, if any, are established by the Charter Board.

### DONATIONS

- (3) Sponsors and/or donations may be sought to fund the acquisition of additional furniture, supplies and equipment or to support enhancements to the school's programs or extra-curricular activities in accordance with Alberta Education guidelines. Donations will be recognized by the school in such manner as may be approved by the Charter Board. The Society will provide charitable donation receipts upon request

## SCHOOL COUNCIL FUNDRAISING

- (4) The School Council may engage in a variety of fundraising activities in compliance with all municipal and provincial laws. School Council and the Principal will mutually agree upon the use of funds generated through the efforts of the School Council.

## 9. TRANSPORTATION POLICY

- (1) Bus transportation may be provided on a cost recovery basis for eligible students as defined by the *School Act*.

## 10. AMENDING THE CHARTER

### BASIS AND PROCESS FOR AMENDMENT

- (1) Any member of the Charter Board or the Society may request that the Charter Board review a term or condition of the Charter.
- (2) The Charter Board shall meet within four to eight (4 to 8) weeks to consider the amendment request. The Charter Board's decision shall be communicated, in writing, within 48 hours to the requesting member. If the amendment proposal is rejected, it may be discussed again after one year.
- (3) If the amendment proposal is accepted, the Charter Board shall have between four to eight (4 to 8) weeks to provide Society members with a copy of the proposed amendment(s) and call a general meeting of the Society. At this meeting, the proposed amendment will either be approved or rejected by the Society members. Minor rewording of the amendment, which does not affect either the substance or intent of the amendment, may also be considered at this meeting.
- (4) The decision of the Society is final and the result of the vote will be conveyed in writing to the requesting member within 48 hours. If the amendment proposal is rejected, it may be discussed again after 1 year.
- (5) In the event the proposed amendment(s) are approved by the Society, the Charter Board shall seek to obtain the necessary approval from the Minister in accordance with the regulations.

### MINOR AMENDMENTS

- (6) The Charter Board may, on its own authority, initiate and approve minor amendments which do not affect the substance or intent of the charter. Following Charter Board approval, the amendment shall be forwarded to the Minister for final approval.

## 11. TERM OF CHARTER

### CHARTER RENEWAL

- (1) The renewed term of the Charter will be five (5) years commencing September 1, 2006 and continuing to August 31, 2011.

### ADDITIONAL RENEWALS

- (2) It is expected that the Charter Board will consult with and consider the opinions of all stakeholders regarding the renewal of the Charter. The Charter Board will consider recommendations made in evaluation reports and will comply with all required changes. The process to renew the Charter should begin a minimum of six months before the renewal application deadline set out in legislation and will follow the guidelines in place at that time.

## 12. DISSOLUTION PROCESS

### BASIS AND PROCESS FOR DISSOLUTION

- (1) If, at any time prior to the expiration of the Charter:
  - (a) a decision is made not to apply for renewal of the Charter;
  - (b) the student enrollment falls below the minimum limit prescribed by the regulations;
  - (c) the basic terms of the Charter cannot be fulfilled nor satisfactorily amended; or
  - (d) the Charter has been repealed pursuant to the regulations;then the Charter Board will call a special meeting (the “dissolution meeting”) of the Charter Board to determine the effective date of dissolution and to begin planning the dissolution process.
- (2) Ideally, the effective date of dissolution will coincide with the end of a school year.
- (3) The dissolution process shall begin immediately following the dissolution meeting and shall be carried out by the Charter Board with the assistance and guidance of the School Council, if necessary. The Charter Board shall use its best efforts to meet financial and other obligations of the school throughout the dissolution process.

### ADVICE TO STAKEHOLDERS

- (4) Within two (2) weeks of its decision, the Charter Board shall, in accordance with relevant legislation, give written notice to all stakeholders of the decision to dissolve the Charter. Stakeholders include the Minister, the Society members, the teachers and all other employees of the Charter Board, and the parents and students. Notice of dissolution shall provide the reasons for, the effective date of, and the proposed plan for dissolution.

### DISPOSITION OF PROPERTY AND FINANCES

- (5) After providing notice to stakeholders as provided above, the Charter Board shall proceed to:
  - (a) provide notice pursuant to any rental agreements for buildings, land, property or facilities;
  - (b) determine a value for any owned buildings, land, property, facilities or other assets;
  - (c) liquidate any owned assets either by public auction or private sale;
  - (d) discharge the liabilities of the school;
  - (e) provide the Society and the Minister with a full accounting of the finances of the school;
  - (f) return any surplus attributable to provincial funding to the Provincial Treasurer; and
  - (g) turn over to the Society any residual funds at which point the Society shall be dissolved in accordance with the Society Bylaws.

### TRANSFER OF STUDENT RECORDS

- (6) The Charter Board shall provide each registered student with a transfer of records form to be completed with information regarding the school to which records are to be transferred. Within seven (7) days of receipt of the completed transfer form, the Charter Board shall ensure that the student's records are forwarded according to instructions on the form.
- (7) The Charter Board shall remain responsible for the transfer of a student's records for a period of three (3) months from the date it provided the transfer form, thereafter, any remaining student records shall be forwarded to the Minister with a request that they be held on record until claimed by the student.
- (8) The responsibility for providing accurate and fully complete information on the transfer form shall remain at all times with the parent or independent student, as the case may be, and the Charter Board shall not be held liable for acting upon any inaccurate or incomplete information.

## **Administrative and Organizational Strategies**

### **Advanced Placement Program**

This program of college level studies and examinations enables students attending high school to receive credit and/or advanced placement at participating colleges and universities thereby reducing the time spent studying in post-secondary institutions and their associated costs. Advanced Placement studies can take the form of special AP courses, regular courses supplemented by special seminars or tutorials, or independent study.

### **Concurrent or Dual Enrollment**

This strategy enables students to be enrolled in two or more different levels of schooling at the same time (eg., elementary and middle school; high school and university) thereby addressing their need for accelerative or advanced learning experience in areas of strength while also providing grade/age appropriate learning experiences in other areas of the curriculum.

### **Cross-Grade or Multi-Age Grouping**

This approach allows students to be grouped for instruction in one or more curriculum area(s) based on assessed achievement level rather than grade placement level.

### **Early Entrance**

This provision enables highly precocious students to enter school or post secondary institutions at an earlier age. Decisions made as to if and when to employ this strategy should be based on a comprehensive assessment of the student's intellectual, academic, physical, social and emotional development.

### **Grade Advancement**

Some gifted students are so far advanced in their basic skills and knowledge in all core curriculum areas that advancement by one or more grade level(s) may be necessary. The decision as to if and when to employ this strategy should be based on a thorough assessment of the student (intellectually, academically, physically, socially and emotionally).

### **Independent Study**

This strategy involves the student intensively in planning and making decisions regarding their learning. Students typically plan, on a daily or weekly basis, their learning activities, the sequence in which they will complete the various activities, and the amount of time they will spend on each activity. The teacher monitors the student's self-direction and offers planning mechanisms and guidance to help the student develop appropriate self-regulating skills. This strategy may be applied to individual or small group projects and/or completion of prescribed curriculum.

### **Seminars and Tutorials**

A seminar or tutorial is an organized, regularly scheduled class focussed on a specific theme or concept, on the teaching of specific skills or on personal-social development. These classes typically provide time for discussion, small group work and student presentations. They may also address career exploration and/or art and cultural experiences, where appropriate.

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Appendix III to Charter Agreement dated January 7, 1998, revised February 13, 2006

Westmount Charter School  
**Enrolment Growth & Projections**  
 November 2006

Year		ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total	FTE
1996/97	actual	16	86		30										132	124
1997/98	actual	0	69	61	38										168	168
1998/99	actual	28	62	80	63	40	35								308	294
1999/00	actual	35	60	61	80	61	39	42							378	361
2000/01	actual	33	58	61	62	73	59	38	36						420	404
2001/02	actual	52	73	73	84	87	85	67	31	39					591	565
2002/03	actual	36	81	80	78	80	85	82	83	59	56			11	731	713
2003/04	actual	50	76	92	89	83	83	95	71	89	62	39	1	10	840	815
2004/05	actual	54	76	78	101	80	79	93	88	63	84	38	23		857	830
2005/06	actual	55	67	70	86	79	81	80	82	88	58	63	43	27	879	852
2006/07	est	54	85	72	72	86	80	81	84	82	88	63	63	43	953	926
2007/08	est	54	85	85	72	74	86	80	85	84	82	88	63	63	1001	974
2008/09	est	54	85	85	85	74	76	86	84	85	84	88	88	63	1037	1010
2009/10	est	54	85	85	85	85	76	76	88	84	85	88	88	88	1067	1040
2010/11	est	54	85	85	85	85	85	76	76	88	84	88	88	88	1067	1040

### **School Building Requirements for Future Program Needs**

The school building requirements will need to be comprised of 10,800 m<sup>2</sup> for a capacity of 1225 students in grades K-12. This may be a combination of permanent building space and portable classroom space. The facility is also to provide a playground and playing fields, school bus and family vehicle laybys, and off and on-street parking. Following is an approximate breakdown of program-related areas. Each should be assumed as a fully walled space separated from other spaces and circulation areas.

1. 42 Classrooms: 25 Elementary, 17 Junior and Senior High
2. 2 Elementary Science rooms
3. 3 Junior/Senior High Science Rooms, including 1 fully equipped as a Chemistry Lab, with an adjacent Staff Preparation room
4. 1 Band Room, physically and acoustically isolated from other spaces
5. 6 ancillary multipurpose instructional rooms (one Senior High Drama Room, one Junior High Drama/Dance Room, one Elementary Music Room, one Junior High Music Room, and two Fine Arts rooms)
6. 5 computer labs
7. Career and Technology Studies (CTS): 3 spaces for Home Economics, Electro-Technologies, and Communication Technology, totaling approx. 600 m<sup>2</sup>
8. Gymnasiums, totaling 1060 m<sup>2</sup>
9. Auxiliary Physical Education space of approx. 120 m<sup>2</sup>
10. Commons/Eating Room of approx. 350 m<sup>2</sup>
11. Physical Education Staff office/change/shower rooms of approx. 106 m<sup>2</sup>
12. Gymnasium Storage of approx. 106 m<sup>2</sup>
13. Physical Education changerooms/showers/washrooms of approx. 200 m<sup>2</sup>
14. Library of approx. 490 m<sup>2</sup>
15. Administration and staff space of approx. 584 m<sup>2</sup>
16. General storage of approx. 214 m<sup>2</sup> total
17. Student washrooms of approx. 147 m<sup>2</sup> total
18. Network Closets of approx. 30 m<sup>2</sup> total
19. The remainder is a combination of Circulation Space, Custodian Rooms, Mechanical/Electrical/Service spaces, and Wall Area.

**Original Society Objects**

We, the undersigned, hereby declare that we desire to form a society under the *Societies Act*, and that

The name of the society is ABC Charter Public School Society.

The objects of the society are:

- 1) To establish and operate a Charter School(s) in accordance with the provisions of the *School Act*, Statutes of Alberta 1988, Chapter S-3.1.
- 2) To accept a transfer of the Charter Application and Charter Agreement dated January 7, 1998 from Action for Bright Children (Calgary Society) when and if approved by the Minister of Learning.
- 3) To undertake activities, including fund raising, to support the advancement of the educational objectives of the School Partners.

Dated August 3, 2000

Original application made by:

Stephanie McAdam, Megan O'Hara, Paul Trotter, Rhonda Baker and Elliot Baker.

Application filed by Registrar of Corporations, Province of Alberta on August 9, 2000.