

Anything Grows Community School  
Application – for 2006-07  
DEADLINE FOR SUBMISSION: June 15, 2006

1) We are requesting:

\_\_\_\_\_ Full-Time

\_\_\_\_\_ Part-Time

If part-time, pls. specify # days: \_\_\_\_\_

2) About the student

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone #s

3) Family & contact information

1<sup>st</sup> Household:

1) Parents'/Guardians' Names

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

2) Address

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

3) E-mail addresses      Telephone #s

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

Please indicate postal or e-mail  
preference for mailings, notifications,  
etc.

2<sup>nd</sup> Household, if applicable:

1) Name/s (+ relation to child)

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

2) Address

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

3) E-mail address      Telephone #s

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

Please indicate postal or e-mail  
preference for mailings, notifications,  
etc.

#### 4) Background Information

- a) Please describe briefly the student's past educational experience (e.g. home schooled, public school [where?], private schooled [which one?]):
  
- b) Why are you seeking a change in your student's school?

Thank you!

#### Please return

- 1) This application
- 2) Child/Parent Surveys
- 3) Signed Community Rights & Responsibilities Agreement
- 4) \$25.00 non-refundable application fee (made payable to OTF or Anything Grows School)

to: Anything Grows Community School, 100 E. Maple,  
Bellingham, WA 98225

If you have questions about the application process, please contact  
Penny Chambers (360-527-2884)

**Originating the Future (OTF – parent organization)** does not discriminate on the basis of race, color, national or ethnic origin, religious beliefs, gender or sexual orientation in admission, in administration of its educational policies, scholarship programs, or in athletic and other programs.

# Anything Grows Community School

## Pre-Interview Surveys

**STUDENTS:** The first part of this application is for you to fill out. Feel free to use a creative approach such as colored pencils, drawings, or anything else that appeals to you. Remember, this is one of the ways that we are using to get to know you.

**PARENTS:** Your participation is requested at the end.

**STUDENTS:**

Full name \_\_\_\_\_ Date \_\_\_\_\_

Name that you would like to be called \_\_\_\_\_

My Parents' names \_\_\_\_\_

My family is composed of:

\_\_\_\_\_, age \_\_\_\_\_, age \_\_\_\_\_  
\_\_\_\_\_, age \_\_\_\_\_, age \_\_\_\_\_

I've been home schooled for \_\_\_\_\_ years (if applicable)

I am now completing grade \_\_\_\_\_ at \_\_\_\_\_ School.

I like to (circle one or more):

read	research	invent	draw
talk	hike	bike	skateboard
study	build things	dance	paint
garden	solve mysteries	work puzzles	create things
sew	cook	swim	knit
watch TV	explore	learn	play chess or board games

play this sport: \_\_\_\_\_

play this musical instrument: \_\_\_\_\_

be in this club: \_\_\_\_\_

others: \_\_\_\_\_

(Please check all that apply)

[illegible]

I learn best by: ☐ listening ☐ seeing/observing ☐ using my hands or body.

I would like to learn MORE about:

The thing(s) I like most about school outside of free choice time:

The thing(s) I dislike most about school:

If I could teach one subject or idea or project, it would be:

I would like to attend Anything Grows School because:

OK, YOU'RE FINISHED WITH YOUR PART!

The next part of getting to know you is the interview. After we review your application we'll give you and your parents a call to set a time to come in to talk with us. **At that time we would like you to bring something with you to the interview that's important to you.** It may be something you've made, a collection of special things, it can be something that you've drawn or a tape that you've made of yourself singing or playing. These are just a few suggestions. Don't be limited by them.

## PARENTS

Contact numbers for all significant adults involved with the student:

<u>Name</u>	<u>Home #</u>	<u>Work #</u>	<u>Pager #</u>
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Is your child being seen by an MD or therapist for any reason which might affect participation in this program? If so, please explain, including medications.

What are your child's key needs?

In what ways do you see these needs being met by Anything Grows School?

Has your child been in any Special Education or Highly Capable Learner programs? Pls. explain.

**Thanks!!**

The next step is to send your application to:

**Anything Grows Community School  
100 E. Maple St.  
Bellingham, WA 98225**

**We'll contact you for an interview.**

# COMMUNITY AGREEMENT

## Rights and Responsibilities

May 1, 2006

Our Covenant states that “a declaration of learner rights and responsibilities will be established” and that “all participants, adults and children. . . are considered to be learners.” (See Items #4 and #1 in the attached Covenant). As we make plans for the beginning of each new program year, we therefore begin the work of establishing these participant rights and responsibilities. For the coming 2003/4 program year, the Imagine staff recommends for your consideration the following community-wide agreement.

We hope that these rights and responsibilities can be adopted now “in principle” by our community individually and that, starting in September, we can further discuss and clarify their meaning as a group,

Please read all three pages. Then add your initials to the last page to indicate that

1) you (parents/guardians) have read the entire document, 2) you have discussed 1-7 on page 1 with your child/ren and 3) that you agree in principle with this declaration of learners’ rights & responsibilities.

### I. DISCUSS AS A FAMILY:

These first seven statements were generated and adopted by our classrooms (children and adults) over the last two years. We recommend that they be presented to the 2003/4 classes for their consideration and possible use.

1. We have the right to be respected and the responsibility to respect others.
2. We have the right to feel safe and the responsibility to make sure others feel safe.
3. We have the right to be heard and the responsibility to listen so others can be heard.
4. We have the right to learn and the responsibility of making sure our classroom is a place where others can learn.
5. We have the right to use materials and the responsibility to put things we use away and treat others respectfully if they also want to use these materials.
6. We have the right to have our personal spaces (desks and cubbies) be kept private and the responsibility to respect the privacy of others.
7. We have the right to have fun and the responsibility to help others have fun.

**2. FOR ADULT LEARNERS/COMMUNITY MEMBERS:** As adult learners we choose to honor the classroom agreements and to also offer the community an additional and universal agreement. We do so because we wish to make our Covenant as practical as possible and because we take

seriously our role of supporting and facilitating an everyday environment and culture which is clear and purposeful. The following agreement is based on the Covenant and our belief that relationships based on equality provide the opportunity for trust and respect and are essential to a learning process which is ultimately characterized by self-design and happiness.

Adult participants will begin exploring the following statements through workshops, at monthly meetings, etc. in the fall. Likewise, we intend to incorporate them in ongoing discussions with the children through the school year – perhaps 1 or 2 per week.

## **Section 1 – Relationships**

- I agree to create positive and respectful relationships with others in our community. And I agree to be open and honest in my relations and communications with others. I agree to be non-judgmental, practice active listening, and seek to first understand. When communication is difficult for me, I will seek help from others.
- I agree to provide honest and constructive criticism to the best of my ability in a spirit of friendly support, and to accept the same from others.
- I agree to share responsibility for my education. I agree to accept responsibility for my part of making the learning environment a challenging and rewarding one for everyone.
- I agree to share responsibility for the making of decisions, to take part in planning for the resolution of challenges and problems. I agree to participate in a process of consensus and to co-create decisions that involve and concern me.
- I agree to consider and respect the ideas and beliefs of others, whether or not I accept those ideas or share those beliefs. I will try to understand and accept differences in others, and will try to work out conflicts when they arise.
- I will seek positive ways to discourage and change behaviors that are disruptive to a good learning environment. I agree to seek help when I need guidance in this process.
- I will not participate in or tolerate hurtful behavior towards others.
- I agree that fair play and a sense of humor are sources of strength.
- I agree to encourage all members of the community to be independent, self-managing learners.

## **Section 2 – Programs**

- I agree that it is my responsibility to take advantage of the opportunity to shape my learning experience. And I agree to take responsibility for the results of my decisions.
- I agree to seek a wide range of ideas, experiences, environments, and possibilities.
- I agree to work to develop the skills to be an aware, self-confident and resourceful individual. I will look for and take advantage of opportunities to develop my sense of personal and social responsibility.
- I agree to develop teamwork skills using cooperative problem-solving (solution-creating) strategies.
- I agree to evaluate my learning according to my own sensibilities. I have the right to request and the responsibility to include the evaluation of others.

- I agree to participate in creating detailed learning portfolios to document work, and to use these portfolios for learning assessment purposes.
- I agree to support individual and group learning programs. I agree not to undermine the interests of others or to discourage them by making negative comments.
- I agree to attend class, community, project and individual meetings and workshops on time. I agree to take part in community activities and projects and to come prepared with appropriate supplies and materials. I accept responsibility for maintaining my work space and materials.
- I agree to put effort into learning.
- I agree to work with others to establish personal and community learning goals, and to work towards those goals to the best of my ability. I agree to be honest with myself and others when the goals I set for myself are unrealistic, not challenging enough, or need to be rethought.
- I agree to complete my work and other responsibilities in a timely fashion.

### Section 3 – Facilities

- I agree to use our equipment carefully, to return all equipment cleanly and promptly, and to take responsibility for repairing any damaged items.
- I agree to take responsibility for regularly cleaning our facility and to share responsibility for helping to fulfill other chores that may arise and need attention.

### Section 4 – Safety

- I agree to abide by our community safety rules and procedures.
- I agree to take an active role in the process of staying safe in all situations.
- I agree to act in ways which are not hazardous to myself or others.
- I agree to behave in ways which do not threaten others, physically or emotionally.

Finally, I agree to participate in reviewing and improving these rights and responsibilities at the beginning of each year of my involvement with the Imagine program.

Please initial: \_\_\_\_\_ (Date: \_\_\_\_\_)

Your initials indicate that:

- 1) you (parents/guardians) have read the entire document
- 2) you have discussed 1-7 on page 1 with your child/ren and
- 3) that you agree in principle with this declaration of learners' rights & responsibilities.