



APPLICATION FOR ADMISSION

Welcome.

Aspen Academy enrolls students in pre-K through eighth grade, offering a close-knit learning community where students are valued, supported and inspired to excel. We offer a broad-based, challenging curriculum enhanced by a wide variety of co-curricular activities in athletics, the arts, and community service.

Aspen Academy seeks students who are passionate about learning and will find success beginning with our stimulating junior kindergarten curriculum and continuing through our dynamic middle school program.

You will quickly realize the uniqueness of Aspen Academy. Dedicated and innovative teachers in small classes nurture our students with individual attention and encouragement. Through our emphasis on the whole child and our high standards of achievement, we strive to help children to become thoughtful, independent, and confident learners. We foster the natural curiosity of our students and seek to develop a love of learning that will last throughout their lifetime.

Our curriculum combines the traditional core subject areas of language arts, mathematics, science, and social studies with a rich program of foreign language, music, visual and performing arts appreciation designed to inspire our students and spark their creativity. Through our physical education and athletic programs, we promote health and fitness, good sportsmanship, and teamwork. Immersive foreign language classes are part of every student's education at Aspen Academy. Teachers progressively integrate technology into the curriculum where appropriate.

We value diversity and look to enhance our school with different perspectives and experiences. The school unequivocally supports the premise that diversity has a positive, long-term impact upon the social, emotional, moral, and intellectual development of all its students. To a large extent, the purpose of the school's scholarship program is to support this diversity. Financial aid is granted to qualified candidates based upon the family's financial need.

Building a close-knit, caring school community is an important priority at Aspen Academy. Special programs and school traditions foster close relationships and connect students, teachers, and parents. Aspen Academy is a community built on a solid foundation of shared core values. In all areas of school life, we model and reinforce the principles of respect, responsibility, fairness, and service to others. From the earliest years, students are given roles of responsibility and reminded of the importance of helping others. Through a variety of community service activities, both within the school community and beyond, our students learn that they can make a positive difference in the world around them.

A number of factors are considered in applicant priority and admissions decisions. Some of these include: appropriate academic fit for Aspen Academy; association or recommendation of children of founding families; applicants of diversity; gender balance in each class. We welcome children with learning differences into Aspen Academy as long as we feel we can provide a successful environment for a child's needs and the rest of the students in the class. We will not be able to accept a child if we determine we cannot adequately accommodate the child's needs.

Thank you for your interest in Aspen Academy. We look forward to meeting with you soon.

Most Sincerely,

The Aspen Academy Community

STUDENT INFORMATION

Name: _____
Address: _____

Phone: _____
Date of Birth: _____
Grade/Year Applying For: _____
Allergies/Medical Conditions: _____
Treatment for Exposure: _____

Please **glue** a picture of the student here.
Shoulders up only please.

*This Student Information Sheet will be used
for quick reference contact and safety
purposes.*

Emergency Medical Treatment:

I give permission for Aspen Academy to authorize emergency medical treatment and transportation for the above named student at the nearest hospital.

Parent's Signature/Date: _____

Parent/Guardian One:

Name: _____
Address: _____
Home/Cell/Work Phone: _____ / _____ / _____
E-Mail Address: _____
Occupation/Employed By: _____ / _____
Address: _____
Personal Interests and Hobbies: _____

Parent/Guardian Two:

Name: _____
Address: _____
Home/Cell/Work Phone: _____ / _____ / _____
E-Mail Address: _____
Occupation/Employed By: _____ / _____
Address: _____
Personal Interests and Hobbies: _____

Emergency Contacts (*Individuals to be called if we cannot reach parents*):

Name / Relationship: _____ / _____
Address: _____
Home/Cell/Work Phone: _____ / _____ / _____

Name: _____
Address: _____
Home/Work/Mobile Phone: _____ / _____ / _____

Non-Parent Individuals Authorized to Pick Up Child:

Name / Relationship: _____ / _____
Address: _____
Home/Work/Mobile Phone: _____ / _____ / _____

Name / Relationship: _____ / _____
Address: _____
Home/Work/Mobile Phone: _____ / _____ / _____

ACADEMIC INFORMATION

PARENT PERSPECTIVE

Student Name: _____ Date: _____

ACADEMIC RECORDS AND COGNITIVE EVALUATIONS

While formalized testing for admissions is not required, results can be very helpful for administrators and teachers when evaluating an applicant or developing a Personalized Instruction Program for an accepted student. If the candidate student has taken a national or state standardized test or has been academically or cognitively assessed by an educational evaluator, please include a copy of the results of those assessments with this application. For students entering first grade and above, please include transcripts and/or report cards from last year as well as this year.

PREVIOUS EDUCATIONAL ENVIRONMENTS

Grades Attended	School Attended	Likes/Dislikes	Reason for Leaving

What adjectives or phrases come to mind in describing your child?

Please describe what you perceive to be your child's greatest strengths academically and socially.

Please note any particular academic/social needs of which we should be aware. Please state how these needs were met in the past.

How does your child demonstrate self-motivation to learn?

A child's personal interests, affinities and passions can tell us a great deal about their unique neurological, physical, social and emotional strengths and tendencies. Please describe the applicant's affinities or interests for us:

Has your child ever been diagnosed or tested for a learning disability? If yes, please explain.

Has your child ever been placed on an IEP, 504 Plan or any other special kind of learning plan? If yes, please explain.

(A copy of the plan MUST be provided with this application. Incomplete files will not be forwarded to the admissions committee for review and will result in a delayed admissions decision.)

What athletic, artistic or other endeavors is your child involved in outside of school?

Realizing that Aspen Academy places emphasis on academic achievement at the advanced level of proficiency and responsible personal involvement in the school, what do you feel your child will gain by attending Aspen Academy?

Dr. Howard Gardner of Harvard University pioneered the notion that we all possess different styles of learning. We only need to look at the differences between our own children to intuitively know this theory to be true. While Dr. Gardner generally refers to these components as “intelligences,” we prefer to view them as “learning styles.” If a teacher is able to identify the way in which a particular child learns best, then their instructional delivery as well as the student’s project outcomes can be tailored to honor the child’s natural strengths as well as help them to move to a more “whole brain” in terms of practical use and response. Assessing a child’s learning styles is one of the tools we utilize in designing a Personal Instruction Program.

Please rank order the following indicators (1 through 8) using (1) for the statement that best reflects your child’s learning style through (8) for the statement that least reflects your child’s learning style (8).

<p>Verbal/Linguistic Learner Student likes to read; write; tell stories; is good at memorizing names, places, dates; learns best by saying; hearing and seeing words.</p> <p>Ranking:</p>	<p>Logical/Mathematical Learner Student likes to do experiments; figure things out; is good at math; reasoning logic; learns best by categorizing; classifying; working with abstract patterns and relationships.</p> <p>Ranking:</p>	<p>Visual/Spatial Learner Student likes to draw; build; design; create things; daydream; watch movies; good at imagining things; sensing changes; mazes; puzzles; learns best by visualizing; using the mind’s eye.</p> <p>Ranking:</p>	<p>Bodily/Kinesthetic Learner Student likes to move around; is tough and uses body language; is good at physical activities and crafts; learns best by touching; moving; interacting with space and processing knowledge through bodily sensations.</p> <p>Ranking:</p>
<p>Musical/Rhythmic Intelligence Student likes to sing; hum tunes; listen and/or responds to music; is good at picking up sounds; remembering melodies; noticing pitches and rhythms; learns best by rhythm; melody and music.</p> <p>Ranking:</p>	<p>Interpersonal Learner Student likes to have lots of friends; talks to people and join groups; is good at understanding people; leading others; organizing; communicating; learns best by sharing; comparing; relating; cooperating; and interviewing.</p> <p>Ranking:</p>	<p>Intrapersonal Learner Student likes to work alone; pursues own interest; good at understanding self; focuses on feelings; follows instincts; pursues interests and goals; learns best by working alone; individualized projects; self-paced instruction.</p> <p>Ranking:</p>	<p>The Naturalist Student has the ability to identify and classify patterns in nature. Relates to the natural world of plants; animals; and the natural environment. “The nature lover.”</p> <p>Ranking:</p>

CHARACTER AND LEADERSHIP INFORMATION

PARENT PERSPECTIVE

Parent's Perspective:

From your perspective, please provide us with your assessment of your child's character strengths. Your child's age and appropriate developmental stages should be kept in mind.

	Exceeds Age Expectations	Age Appropriate	Needs Development
<p style="text-align: center;">Kindness</p> <p>Grasps the meaning of kindness and compassion, comprehends the effect of unkindness on those around us, and expresses sympathy and empathy when appropriate.</p>			
<p style="text-align: center;">Responsibility</p> <p>Knows why people need to be responsible for their actions, is ready and willing to do their share, understands obligations to others, demonstrates personal responsibility for schoolwork and homework, demonstrates clear sense of safety.</p>			
<p style="text-align: center;">Courage</p> <p>Understands the need of courage in human life, practices small acts of courage on a regular basis, takes initiative and shows independence; accepts challenges and takes appropriate risks.</p>			
<p style="text-align: center;">Respect for Self and Others</p> <p>Knows the difference between self-respect and false pride, understands and appreciates the need for respect among people, values diversity, appreciates the feelings and perspectives of others, demonstrates courtesy for peers and adults, shows respect for property and materials, accepts and observes community guidelines.</p>			
<p style="text-align: center;">Good Judgment</p> <p>Knows the value of sound decision making in various life situations, resists the impulse to act rashly, thinks carefully before acting, and knows how to look at a situation from different perspectives.</p>			
<p style="text-align: center;">Perseverance</p> <p>Understands the need to see tasks and responsibilities to completion, embraces difficult tasks with commitment, can stay with a difficult task to completion, knows how to get help when progress is blocked, completes each task with a high level of personal excellence.</p>			
<p style="text-align: center;">Fairness</p> <p>Appreciates need for fairness and dangers of unfairness, understands why justice is required between individuals and groups, knows how to maintain fairness in dealings with others, and works to extend fairness to ever-widening groups.</p>			
<p style="text-align: center;">Honesty and Integrity</p> <p>Understands and values the quality of personal wholeness, strives to bring this quality to completeness in his/her own life, is recognized by others for sincerity and uprightness.</p>			
<p style="text-align: center;">Emotional Intelligence</p> <p>Self awareness, self discipline and empathy.</p>			

COMMUNITY PARENT PERSPECTIVE

An important aspect of Aspen Academy's philosophy is to create a unique school community that is dedicated to the school's ever growing reflection of the community's highest ideals with regard to our academic environment; character and leadership development programs and our effectiveness as a vibrant and unified community.

SERVICE AGREEMENT

In order to accomplish this goal, a partnership between Aspen Academy and its families must be established. We believe this partnership is essential for students to reach their full potential academically, emotionally and socially. The purpose of the Service Agreement is to facilitate that partnership. Parents will be able to support their students and the school in meaningful ways while being valued as an integral part of the educational process.

Each family will contribute a minimum of 40 hours per year. This averages out to about 1 hour per week. Hours can be accrued beginning the first day of school and ending the last day of school. Each family will be required to sign a Family Service Agreement. Families retain the option of giving Aspen Academy a set dollar value per the agreement in lieu of services. Each family is responsible for tracking their hours and donations in RenWeb.

The first 20 hours of service for each year must be completed by the end of the first semester. Should a family not complete the 20 hours that family will pay the remaining balance by the first school day in January. If 20 hours of service are not completed during the second semester, the family will be obliged to pay for the remaining balance by the last day of school.

CONFIDENTIALITY AGREEMENT

I understand that while volunteering at the school, I may be exposed to confidential information (i.e., student's grades, etc.). I will treat such information as personal and confidential and not share them with other individuals inside or outside the school.

Signed:

Parent/Guardian One: _____

Parent/Guardian Two: _____

SUPPORT AND ADHERENCE TO POLICIES AND PROCEDURES

We agree to follow all the policies and procedures of Aspen Academy to ensure a successful school year.

We pledge that the information provided in this application is accurate and true. We understand that incomplete information will delay the admissions process.

Signed:

Parent/Guardian One: _____

Parent/Guardian Two: _____

ACADEMIC INFORMATION

STUDENT PERSPECTIVE

(TO BE COMPLETED BY STUDENTS ENTERING 2ND – 8TH GRADE)

Student Name: _____ Date: _____

What do you like about school?

If you could design a school, what kinds of learning experiences would you offer?

What special interest, hobbies or talents do you have? Don't be modest!

When you have time to do just as you please, what do you do?

List the titles of books and magazines you have read during your free time within the last three months.

What do you consider your greatest personal strength?

Why do you want to attend Aspen Academy?

What is your favorite subject? Why?

What is your least favorite subject? Why?

If you could tell us one thing about yourself, what would it be?

Students entering 2nd through 8th grade, place an “x” next to each statement you feel accurately describes you. If you do not identify with a statement leave the space blank.

<p>Verbal/Linguistic Learner</p> <ul style="list-style-type: none"> <input type="checkbox"/> I enjoy telling stories and jokes. <input type="checkbox"/> I have a good memory for trivia. <input type="checkbox"/> I enjoy word games (Scrabble, Word Puzzles). <input type="checkbox"/> I read books just for fun. <input type="checkbox"/> I am a good speller (most of the time). <input type="checkbox"/> In an argument, I tend to use put-downs or sarcasm. <input type="checkbox"/> I like talking or writing about my ideas. <input type="checkbox"/> If I have to memorize something I create a rhyme or saying to help me remember. 	<p>Logical/ Mathematical Intelligence Learning Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> I really enjoy math class. <input type="checkbox"/> I like logical math puzzles or brain teasers. <input type="checkbox"/> I find solving math problems to be fun. <input type="checkbox"/> If I have to memorize something, I tend to place events in a logical order. <input type="checkbox"/> I like to find out how things work. <input type="checkbox"/> I enjoy computer and any math games. <input type="checkbox"/> I love playing chess, checkers or Monopoly. <input type="checkbox"/> In an argument, I try to find a fair and logical solution.
<p>Visual/Spatial Intelligence Learning Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> I prefer a map to written directions. <input type="checkbox"/> I daydream a lot. <input type="checkbox"/> I like to draw and create. <input type="checkbox"/> If I have to memorize something, I draw a diagram to help me remember. <input type="checkbox"/> I like to doodle on paper whenever I can. <input type="checkbox"/> In a magazine, I prefer looking at the pictures rather than reading the text. <input type="checkbox"/> In an argument, I try to keep my distance, keep silent or visualize some solution. 	<p>Bodily/Kinesthetic Intelligence Learning Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> My favorite class is PE since I like sports. <input type="checkbox"/> I enjoy activities such as woodworking, sewing and building models. <input type="checkbox"/> When looking at things, I like touching them. <input type="checkbox"/> I have trouble sitting still for any length of time. <input type="checkbox"/> I use a lot of body movements when talking. <input type="checkbox"/> If I have to memorize something, I write it out a number of times until I know it. <input type="checkbox"/> I tend to tap my fingers or play with my pencil during class. <input type="checkbox"/> In an argument, I tend to strike out and hit or run away.
<p>Musical/Rhythmic Intelligence</p> <ul style="list-style-type: none"> <input type="checkbox"/> I enjoy listening to CD's and the radio. <input type="checkbox"/> I tend to hum to myself when working. <input type="checkbox"/> I like to sing. <input type="checkbox"/> I play a musical instrument. <input type="checkbox"/> I like to have music playing when doing homework or studying. <input type="checkbox"/> If I have to memorize something I try to create a rhyme about the event. <input type="checkbox"/> In an argument, I tend to shout or punch or move in some sort of rhythm. <input type="checkbox"/> I can remember the melodies of many songs. 	<p>Interpersonal Intelligence</p> <ul style="list-style-type: none"> <input type="checkbox"/> I get along well with others. <input type="checkbox"/> I like to belong to clubs and organizations. <input type="checkbox"/> I have several very close friends. <input type="checkbox"/> I like helping to teach other students. <input type="checkbox"/> I like working with others in groups. <input type="checkbox"/> Friends ask my advice because I seem to be a natural leader. <input type="checkbox"/> If I have to memorize something, I ask someone to quiz me to see if I know it. <input type="checkbox"/> In an argument, I tend to ask a friend or some person in authority for help.
<p>Intrapersonal Intelligence and Learning Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> I like to work alone without anyone bothering me. <input type="checkbox"/> I like to keep a diary. <input type="checkbox"/> I like myself (most of the time). <input type="checkbox"/> I don't like crowds. <input type="checkbox"/> I know what I'm good at and what I am weak at. <input type="checkbox"/> I find that I am strong-willed, independent and don't follow the crowd. <input type="checkbox"/> If I have to memorize something, I tend to close my eyes and feel the situation. <input type="checkbox"/> In an argument I will usually walk away until I calm down. 	<p>Naturalist Intelligence and Learning Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am aware of my surroundings and of what goes on around me. <input type="checkbox"/> I love to go walking and look at the trees and flowers. <input type="checkbox"/> I enjoy gardening. <input type="checkbox"/> I like to collect things (e.g., rocks, sports cards, stamps). <input type="checkbox"/> When I am an adult, I think I would like to get away from the city and enjoy nature. <input type="checkbox"/> If I have to memorize something, I tend to organize it into categories. <input type="checkbox"/> I enjoy learning the names of living things such as flowers and trees. <input type="checkbox"/> In an argument, I tend to compare my opponent to someone or something I have read or heard about and react accordingly.

CHARACTER AND LEADERSHIP INFORMATION STUDENT PERSPECTIVE

(TO BE COMPLETED BY STUDENTS ENTERING 2ND – 8TH GRADE)

Student's Perspective:

Please check off the statement that best describes you.

- | | | | | |
|---------------------------------------|---|--|-------------------------------------|--|
| I am kind to others: | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I am responsible | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I show courage | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I show respect for my self and others | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I use good judgment | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I show perseverance and don't give up | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I am fair | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |
| I am honest | <input type="checkbox"/> almost always. | <input type="checkbox"/> most of the time. | <input type="checkbox"/> sometimes. | <input type="checkbox"/> not that often. |

ADDITIONAL INFORMATION

Sibling Information				
Last	First	Grade	Is sibling applying this year?	Gender

Relatives, friends, or acquaintances currently attending or have attended Aspen Academy			
Last	First	Grade / Grad Year	Relationship
			<input type="radio"/> Sibling <input type="radio"/> Neighbor/Friend <input type="radio"/> Relative <input type="radio"/> Acquaintance
			<input type="radio"/> Sibling <input type="radio"/> Neighbor/Friend <input type="radio"/> Relative <input type="radio"/> Acquaintance
			<input type="radio"/> Sibling <input type="radio"/> Neighbor/Friend <input type="radio"/> Relative <input type="radio"/> Acquaintance

OPTIONAL – Ethnicity		
<i>The Aspen Academy community values and supports the diverse cultural backgrounds of its members. If you wish to be identified with a particular racial or ethnic group, please check one of the following. We recognize that this list is not all-inclusive, so feel free to use "other" when appropriate.</i>		
<input type="radio"/> Asian	<input type="radio"/> Multiracial	<input type="radio"/> Other
<input type="radio"/> Black or African American, not of Hispanic origin	<input type="radio"/> Native American Indian	<input type="radio"/> International
<input type="radio"/> Hispanic or Latino	<input type="radio"/> White or Caucasian	

NON-DISCRIMINATION STATEMENT

Aspen Academy does not discriminate on the basis of race, color, national origin, sex, age, ancestry, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. Aspen Academy takes action to increase ethnic, cultural, and gender diversity, and to provide equal opportunity to all students and employees.