



INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

TO: Indiana State Board of Education
FROM: Brian Murphy, Chief of Staff
RE: Freeway Accreditation – Apogee School for the Gifted
DATE: August 1, 2018

Recommendation: Approve Apogee School for the Gifted (“ASG”) petition for freeway accreditation, effective August 1, 2018 for a five-year freeway contract beginning with the 2018-19 school year.

Request for Freeway Accreditation

ASG petitions the SBOE for freeway accreditation starting in its *second* full year of operation - the 2018-19 school year. IC 20-26-15-13(d) and (e) state that:

- (d) The state board shall accredit a nonpublic school that:
 - (1) becomes a freeway school under this chapter; and
 - (2) complies with the terms of the contract.
- (e) The state board may accredit a nonpublic school under this section at the time the nonpublic school enters into the contract...

Overview

ASG operates at 4550 Central Ave, Indianapolis, IN. The space is leased from Northwood Church and ASG operated in that space for two years. The school began by offering tutoring services during the 2016-17 school year and in 2017-18 the school was in full operation, serving 12 students in grades 3-8. Additional students participated in after school clubs and other events such as ASG’s robotics team. In 2018-19, ASG projects to serve approximately 12 or more students.

ASG serves a targeted student population of gifted students. According to ASG, gifted students are a very special group that require and deserve programming that offers challenging and meaningful learning experiences designed specifically for them. ASG was founded on the premise that gifted students deserve a school that systematically prepares them to integrate into society as gifted adults who are comfortable with themselves, understand their strengths and differences, work well with others, and are fully prepared to thrive.

School Leader, Faculty, and Board

ASG’s Head of School and High Ability Teacher is David Bonner. Mr. Bonner has ten years of professional experience teaching plus several private school placements teaching MS/HS math, HS science, and special needs - mostly autism, ADHD, behavior, and dyslexia. Most



INDIANA STATE BOARD OF EDUCATION

recently, Mr. Bonner taught at The Orchard School. Further, he is a member of MENSA and several other professional organizations. Mr. Bonner also holds several Indiana licenses, including in the area of Gifted and Talented Education (more information can be found [here](#)).

Last year ASG had a licensed social studies/history teacher and a licensed ELA/Administrator who taught their respective subjects part time. In addition, Dr. Mary Glen Rinne, a retired administrator, provided support as ASG navigated its first full-time year as a school. ASG also employs several highly qualified hourly employees, under the direct supervision of licensed teachers, to teach music, Spanish, art, karate, and life skills.

For the coming year ASG is making a few changes to better align with their budget and student needs. Mr. Bonner will continue teaching full time and all of the hourly teachers are returning. The goal is to have a licensed ELA/social studies teacher lined up as well. In addition, the school plans to shift toward hiring a teacher assistant or two to better align to ASG's mission of individualized support for its students.

ASG has a Board of Directors consisting of the following:

- Mr. Bonner
- Julie Tennell - co-founder. Teacher. Early College Coordinator at Franklin Community School Corp.
- Tiffany Fritz, director of preschool, Assistant Director of Apogee.
- India Williams - former Director of Diversity at the Orchard School.
- Paige Murrel - marketing and culture.
- Tina Marsh - parent liaison, fundraising, financials.
- Dr. Robert Pyatt - Director, Sanford Medical Genetics Laboratory. Independent science educator/speaker, Speakezee.
- Allen McMillan - Senior Industrial Engineer, Chrysler.
- Kristine Barnett - Founder of Jacob's Place, Author of The Spark: A Mother's Story of Nurturing, Genius, and Autism.

Academics

ASG follows Indiana Standards and accelerates by subject, with math being the most individualized. ASG will administer ILEARN and IREAD-3, and will give the full battery of NWEA MAP assessments three times per year.

Attachments

Attached to this memo you will find the following: 1) information and resources, including a budget, 2) a student handbook, and 3) Mr. Bonner's resume.

Indiana State Board of Education Apogee School for the Gifted

Why start a new private gifted school?

There are many ways to answer this question. From a business perspective of supply and demand, is there a demand? Chicago, with a population of 2.7M has ten gifted schools. Indianapolis has Sycamore, Sidner, and now Apogee. Indianapolis has a population of 865K. If we use the same ratio of gifted schools to population, Indianapolis should have around 2.9 gifted schools if we compared ourselves to Chicago. Although we aren't exactly comparing apples to apples, the ballpark numbers look good. I ran numbers with more detailed demographics, and the results are the same. Indianapolis should have 3 gifted schools, and now we do. It's worth noting that the population of Indianapolis is growing, and Chicago is decreasing. As Indy grows, it will need to have more resources to serve gifted children.

Second, schools that build a strong foundation for our brightest minds are essential if we want to remain competitive in the world market. We're doing well, ethically speaking, serving the other side of the bell curve with programs like No Child Left Behind, and that's a good and appropriate thing since all humans deserve a decent and respectable life. There should be an equal emphasis on our side of the bell curve. Historically our country has produced many of the world's innovators, and we're enjoying the fruits of their success today by living in one of the most affluent countries and times the world has ever known. The rest of the world wants a piece of the pie, and they are poised to surpass us in the next generation or two. If we remain complacent in our success, the tortoise will take the lead as we nap. We have to innovate to keep our position in the world. We simply must prepare strong leaders in every arena if we want to maintain what we enjoy today. Our brightest minds will lead us there if we prepare them well. Another answer is that with all of its current offerings both in Indy and the metro area, there are some gifted students who aren't being served well. They have tried several options, and home schooling is a last resort. We can provide a better solution than a last resort, and so much more!

The bottom line is that Apogee is the school I wish I could have attended as a child.

The Name Apogee

Why did we choose the name Apogee for our school (other than being listed first in the phone book)? The dictionary definition of "apogee" is the *highest point in an orbit* or the *highest point in the development of something*. That creates a really positive message for our students who are accustomed to underachievement because they haven't been in the right environment to have been pushed to reach their full potential.

Another reason for the name is that it's a unique word that gifted kids may already be familiar with, and one that they would be proud to know and be able to pronounce.

How is Apogee different?

This is one of the most basic questions that needs to be answered when starting a new business. We need to have a 30 second, 2 minute, and one hour answers. Here are a few of my quick answers:

- Apogee is a school that serves the unique social/emotional/academic needs of gifted outliers.
- Apogee is a school where “Big Bang Theory” kids can find a home.
- Apogee is a school that fans the spark of each child into a flame for gifted students.
- Apogee helps make your child into the best “them” that they can be, not another cookie cutter graduate.
- Apogee is a gifted school that supports the entire child.
- Apogee is a school where students can work at their own pace.
- Apogee brings the opportunities of the [Schilling School](#) to Indianapolis.

Both [Sidner](#) and [Sycamore](#) are fantastic schools and have a lot to offer, but one size doesn't fit all. Some of our strong points are:

- We are (as far as I know) the most affordable option in the Midwest and possibly the country.
- We are intentionally small for a better student to teacher ratio.
- We have a strong emphasis on social, emotional, and academics.
- We are the only PK-12 gifted school in the state, and only one of three in the country as far as I know.

Our unique approach: We designed Apogee from the ground up to be exactly what gifted kids need. Although it will take time to fully develop our program, here is what we aim to be:

- We teach the whole child. Our program gives equal emphasis to Social, Emotional, and Academic growth.
- We accelerate by subject. Students work at their optimal pace.
- The student is under one roof for the duration of their PK-12 years.
- We offer unique classes and enrichment on top of core Indiana standards.
- We offer enrichment to parents.
- Our classrooms are sensory friendly.

What did our first year look like?

The 2017-18 school year was an exciting time for us. Starting in January 2017 we began getting “soft commitments” from families. After a series of open houses, we had enough signed contracts to launch an upper elementary cohort as well as a middle school cohort. We had one full time teacher (David), two part time teachers (Tom and Jake) to cover English/LA and History/Econ. We had multiple specials teachers for art, music, karate, and Spanish. In total we had 12 students participating as students. This was truly a joyful place. Students would spontaneously sing as they worked, resolve their differences, and want to be at school more than anywhere else. Parents reported that there were no more struggles and tears to get their child to school. They also reported that “behavior issues” at home almost completely disappeared. We were doing something right.

What are some areas of improvement?

- We didn't start with a solid business model and tried to offer too much without setting boundaries.
- We weren't able to meet the more severe social, emotional, or academic needs of some of our students.
- Parent communication was weak.
- David lacked experience in school administration, and that led to hiring staff that didn't carry their weight, admitting students that disrupted our culture, admitting students with more social/emotional needs than we were staffed for, letting parents take control, not knowing how to provide a solid curriculum.
- We struggled to find qualified teachers.

Our board of directors has addressed each of these items at length and we have working solutions for the coming school year.

Our Mission and Definition of Success

In the March 15th, 2018 board meeting we were challenged with the question of, "What is our final product"?

The long term goals are "To prepare gifted students to become well rounded, confident, socially engaged, citizens."

The short term goals are to provide gifted students a safe and nurturing environment where they can be understood, appreciated, and celebrated for who they are, in which they can find their highest potential socially, emotionally, and academically.

What are parents looking for?

The answer will vary from parent to parent, but here are a few suggestions parents shared with us:

- A place where their child can be challenged, not held back by classmates.
- A place where their gifted child won't feel anxious or stressed out and shut down.
- A place where their child is understood. We need gifted teachers.
- A place that doesn't restrict their child to sit at a desk all day.
- A place where their child can find their true potential.
- A place where teachers are willing to go the extra mile to find the answer.
- A place that cares enough about the child that the adults will spend quality time with students.
- A place that offers flexibility, but still meets goals.
- A place that can patiently deal with the energy of their child.
- A place that meets students where they are at so they can be successful.
- A place that can offer balance and support.
- A place where teachers are encouragers.

Annual Budget

[Spreadsheet of 2018-19 budget.](#)

Ideal bottom line to break even with a well running school:

- 1 administrator making \$50K

- 2 teachers making \$35K each
- 1 full time floating TA making \$14/hr
- 4 specials teachers making \$40/hr
- All overhead covered (rent, taxes, insurance, bookkeeping, curriculum, budget, etc.)

We need 12 students paying an average of \$13,000 each

We can have a really solid K-8 or 3-12 program with 16 students. We can have a full K-12 with 19 students.

For each additional full time teacher (to add a new cohort) we need 3.2 more students.

Anything above and beyond that can go into savings, scholarships, marketing, loan repayment, etc.

We need a catalyst to get us to the point where we have 12 students enrolled. That's \$156K in cash flow annually.

- One strategy is to get as much as we can in tuition and use grants, seed money, and investments to get us the rest of the way.
- Another strategy is to find early adopters willing to get in on the ground floor for an opportunity to work at a school that won't have many job openings in the future because nobody will want to leave.

Our Program

Our big picture program is divided into cohorts. Since students learn at different rates for different subjects, membership in a particular cohort is fluid.

Preschool: This will be ages 4+. Tiffany Fritz will direct this as a separate business, but we will be under the same roof so we can share resources and have her students feed into our school. The preschool is called [Untapped Learners](#). Both schools share a very similar vision.

Lower Elementary: Grades K-2. The core classes will be taught by a full time teacher.

Upper Elementary: Grades 3-5. Students will take science and math with one teacher then swap for social studies and English/LA with another teacher.

Middle School: Grades 6-8. Students will take science and math with one teacher then swap for social studies and English/LA with another teacher.

High School: Grades 9-12. We'll cover classes with well qualified teachers where we can and use either an online or correspondence curriculum for the rest. We'll offer Core-40 and Core-40 Honors tracks. Once students max out on a subject, we'll enroll them at the [IUPUI SPAN](#) program. Students will be taking actual college courses and earning IU or Purdue credits that can be transferred.

Post-High School: Our commitment to our students doesn't stop the moment they receive their diploma. We offer two main post-high school tracks that begins while they are still in high school.

- Traditional college track. We make sure our students have the study skills they need to be successful in college. Our years partnering with them through SPAN will give them a great head start.
- Entrepreneur track. College may not be for everyone, or students may want to try their hand at launching a small business while attending college part time. We are partnering with [Apprentice University](#) to give our students that option.

Curriculum

We will use the Indiana Standards as the foundation of our core academics. Subjects will be broken down into quarters. We will use the NWEA-MAP test and prior records to establish which level each student is ready for by subject. Students will be graded by mastery rather than traditional letter grades. Additional curriculum such as a Makerspace class, Life Skills class, and others will enrich the curriculum.

Philosophies

Our program is built on the notion that gifted students need equal parts of social, emotional, and academic support to be successful as a student and into their future careers.



We are built on a culture of mutual respect between everyone in the building.

The [Responsive Classroom](#) model is a model we began to use in 2017-18 with great success. Another similar program is [TRIBES](#). Both have good qualities. I'd like to start with Responsive since I'm more familiar with it.



Our Culture

“Respect” is the cornerstone of our culture. Everyone comes from a different place in life, and we all fight our own battles. When we lift the shroud of the public image we project for ourselves, we’re all just vulnerable people searching for love and acceptance. If it’s a given in our school culture that we automatically get both, then we can get on with the more important things in life like learning and finding our highest potential.

Teachers

An Apogee teacher needs to be more than just a teacher because our students need to learn more than just the academics to be successful. Teachers also need to be skilled in basic lay counseling techniques. I haven’t fully explored the idea of what to call this, so I’m open to suggestions. Instead of being called teachers, I was thinking of something along the lines of “coach” or “mentor”. I’ve seen tributes to athletic coaches who have retired that focus on the “above and beyond” things the coaches did for their athletes other than teaching how to play the sport. I think it’s important for our teachers to be that way for our students.

Marketing

Word of mouth is the best way to market. We also have social media channels as well as an online mailing list.

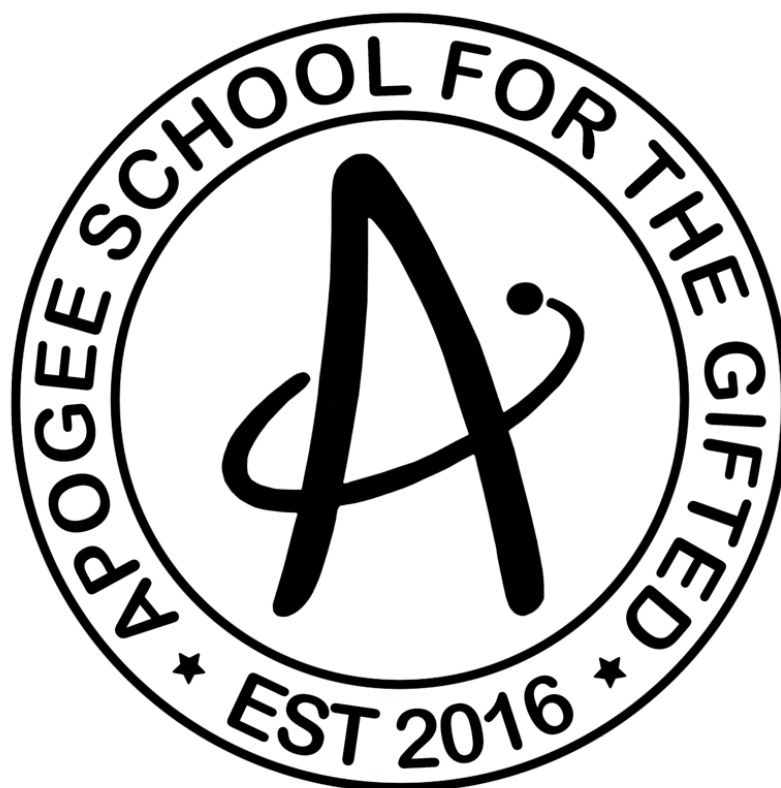
Open houses bring people in and give them confidence in our community.

Free and open to the public speaker events bring in people and get our school noticed.

I’d like to have a few Mensa youth events at our school to bring in gifted families.

Family nights encourage our families to invite friends and potential students.

Our VEX Robotics team is open to any gifted child regardless of enrollment.



Student Handbook

4550 N. Central Avenue
Indianapolis, Indiana, 46205

ApogeeSchool.com

2017-2018

Revised 1/3/2018

	Page
Table of Contents	2
Letter to Families	4
Our Mission and Vision	4
Board, Advisors, and Faculty	5
The Student Handbook is Our Agreement with You	6
Disclaimer	6
School Calendar	6,7
Daily Schedule	7
Arrival Procedures	8
Dismissal Procedures	8
Mid-day Pick-Up for Appointments	8
Car Pooling	8
Punctuality	8
Morning Unpacking Routine	9
Absences	9
Calendar and Announcements	9
Communication between Home and School	9
Student Calls and Cell Phone Policies, Including Policies on Music Devices	9
Staff Contact with Families	9
Fees and Tuition	10
Scholarships	10
Dress Code	10
Casual Dress Fridays	10
Public Displays of Affection	10
High School Program	11

Elementary and Middle School Academics	12
Core Courses	12
Afternoon Schedule	12
Social and Life Skills Curricula	12
Electives and Clubs	12
Community Service	13
Grading and Standardized Testing	13
Student Discipline	13
Positive Incentives	13
Student Code of Conduct	14,15
Steps to Ensure Student Discipline	15,16
Extreme Behaviors	16
Incident Reports: Student Misconduct	16
Corrective Action for Misconduct and Infractions of School Policies	16,17, 18
Drug Use	18
Bullying or Harassment	18
Anti-Harassment Policy	18
Policies on Personal Contact Between Faculty and Students	18
Emergency Procedures	19
Snow Days or other Hazardous Weather Days	19
Make-Up Days	20
Field Trips	19
Background Checks	19
Injuries or Illnesses	20
Regular Medicine Administration	20
Staff Continuing Education and Meetings	20
Student Evaluations	21
Assessment Tests and Student Promotion	21
Volunteering	21
Parent Group	21
Lunch	21
Birthdays	22
Holiday Parties	22
Student Belongings and Trading	22, 23

Fundraising	22
Our Relationship with Northwood Christian Church	23
Pesticide Use Around School	23
Non-Discrimination Policy	23
Our Commitment to Teamwork and Your Student	24
Your Commitment to Teamwork	24
Director Approval	24

Letter to Families

Dear Families,

We are honored you have chosen to send your child to the Apogee School for the Gifted. As educators, we recognize the trust you place in us and the impact we can have on the life of every student. Our primary objective is to discover, nurture, and celebrate the strengths inherent in everyone who attends our school. Such support leads to confidence and empowers students to be their best every day and love learning.

We value our partnership with you in building a circle of support for each student. We also value and welcome the sense of community that can develop among our families and look forward to sharing in that community with you.

Welcome to the Apogee School! We are a community where everyone is valued as an individual. We offer curriculum that challenges each student, and a program that is designed to nurture the entire child. We look forward to working with you to make that happen.

All the Best,

David Bonner
Head of School
Founding Director

Our Mission

We inspire and enable students to achieve their highest level of social, emotional, and academic success.

Our Vision

The Apogee School, Inc. is a premier school in the Midwest serving the unique needs of gifted, highly/profoundly gifted, and twice-exceptional gifted learners. Talented and dedicated educators use best practices to teach academics, life, and social skills to help students transition successfully to a productive and meaningful life after graduation.

Board of Directors

David Bonner

India Williams

Paige Murrell

Faculty & Staff

David Bonner Head of School, Math, Science, Engineering, L.A., Robotics

Dr. Rinne Administration

Josh McKinney Math, Theater, Mild Intervention

Jake Wolf Social Studies

Tricia Bonner Music, Violin/Viola

Jeanie Gensheimer Karate

Giselle Trujillo Spanish, Art

This Student Handbook is Our Agreement with You

The policies and procedures of this handbook have been developed by the Head of School, Board of Directors, and advisors of the Apogee School.

Parents are required to read the handbook and discuss with their student that they have read and understand the policies and procedures, and agree to abide by them.

Disclaimer

This handbook has been designed to give an overview of The Apogee School's philosophy, policies, and procedures. It is not possible to cover every situation that may arise. The Head of School and staff reserve the right to use their discretion in maintaining appropriate student conduct and will do so with respect for students and families. Throughout this handbook, any reference to parents, by extension, also includes legal guardians.

The Apogee School Calendar 2017 – 2018

APOGEE SCHOOL 2017-2018 CALENDAR (revision A 🍎)

<p>16 1st Day of School 25 Back to School Night</p>	<p>AUGUST '17</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>FEBRUARY '18</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				<p>14 Friendship Party 19 Presidents' Day (no school)</p>							
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This calendar may not be the most current information. See calendar on ApogeeSchool.com for updates.

Daily Schedule

<i>Daily Schedule</i>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 - 9:00	Journal Prompt				
9:00 - 9:15	Morning Meeting				
9:15 - 10:10	Social Studies - E Math - MS	Reading and Writing Lab	Social Studies - E Math - MS	Reading and Writing Lab	Social Studies - E Math - MS
10:10 - 10:30	Brain Break				
10:30 - 11:25	Social Studies - MS Math - E	Spanish Art	Social Studies - MS Math - E	Math Lab	Social Studies - MS Math - E
11:25 - 12:10	Lunch				
12:10 - 1:05	Science - MS English - E	Flex	Science - MS English - E	Flex	Science - MS English - E
1:05 - 1:25	Brain Break				
1:25 - 2:20	Science - E English - MS	Flex	Science - E English - MS	Flex	Science - E English - MS
2:25 - 3:15	Karate	Music	Math Lab	Spanish	Fun Friday
3:15 - 3:25	Jobs				

Arrival Procedures

At the beginning of the school day parents or designated drivers should enter the parking lot off of 46th Street. Students may be dropped off between 8:45 and 8:55 a.m. Parents are responsible for supervising students until they enter the building each morning. Parents may park in the west parking lot if they need to come into the school. If students are being dropped off, please drive counter clockwise and drop off your student by the chapel.

Dismissal Procedures

At the end of the school day parents or designated drivers should enter the parking lot off of 46th Street. At 3:25 students will be dismissed from the regular school day. Parents needing to make alternate pickup arrangements must email or send a signed note to school if they or a regular carpool driver will not be picking up the student. If circumstances require a parent to notify the school after the start of the day, that parent or guardian must call and speak to a staff person, giving permission for their student to leave with another adult. We urge parents to call and make those changes before 2:30 p.m. To protect students, staff will not release them to another adult without parental permission as described above.

Mid-day Pick-Up for Appointments

We ask parents to make every effort to schedule appointments outside school hours. When that is not possible, send an email or note, preferably no later than the day before an appointment, stating the date, time of pick-up, and whether the student will return to school. Advance notice will allow teachers to assist any student leaving early and minimize lost instructional time.

Carpooling

Transportation to and from school is the responsibility of parents. We will maintain a list of families who are able to provide car pooling and those who need a ride. The Apogee School, Inc. cannot be held responsible for students until they arrive on our property.

Punctuality

Students should report for school on time. Students who arrive late often struggle with transitioning to a class that has already begun and disrupt the class, which takes away from instructional time. Delays due to unexpected circumstances such as family emergencies, traffic, or weather are excusable if they are the exception, not the rule. If you know you will be late, please call the school to let us know you are on the way. If there is no answer, please leave a voicemail.

Morning Unpacking Routine

Students will be instructed on morning arrival procedures to help them start the day calmly and efficiently. They will have designated places to hang their coats, and store their backpacks and lunches. There will be a journal prompt or activity upon arrival.

Absences

If a student is absent due to an illness, etc., we ask parents to email or call as soon as they can.

Calendar and Announcements

We follow a traditional calendar (as opposed to balanced or year-round) because our high school students will be taking some university classes through the IUPUI SPAN program. All families have been provided with a calendar, which is also available on our website. We will have a few hard copies of this and other important handouts in our office. We will send out a newsletter of any special events by email. We encourage parents to check their email daily and alert the administration of any email changes.

Communication between Home and School

We ask that most parent communication with staff be conducted via email. Emails allow staff to better attend to and refer to parent communication. Home Folders also provide a convenient way for parents and teachers to communicate on a daily basis. Should you need to call the school rather than send an email, a staff member will respond to a non-emergency call after the end of the school day or as soon as reasonably possible.

Student Calls

Students who carry cell phones cannot use them during the school day to make calls, send texts, play games, or other non-academic uses. Parents needing to get a message to their child by phone should call the school number during school hours or leave a message on their student's phone. Students bringing cell phones with them will be allowed to listen to cell phone messages only after dismissal. The school assumes no responsibility for a student's cell phone in the event that the phone is lost or broken.

Staff Contact with Families

Students will bring home a daily or weekly folder containing any assigned homework, school-wide handouts, or news, etc. We encourage families to encourage students to have the habit of unpacking their backpacks when they get home and showing their folders to their parents at a regular time on a nightly or weekly basis.

Fees and Tuition

Please refer to your enrollment agreement for the specific terms regarding tuition and fee payments. The Apogee School cannot operate without receiving all tuition on time. Checks may be hand delivered to the school office or mailed to the school's address: 4550 Central Avenue, Indianapolis, IN 46205.

Scholarships

The Apogee School is affordable compared to similar schools across the nation, many of which do not offer the low student-teacher ratio critical to our students' success. We have made every effort to keep costs down to make our school as accessible as possible, yet our costs are out of reach for many area families. Our Board of Directors will establish a Scholarship Fund. Anyone wishing to make a tax-deductible donation to The Scholarship Fund is welcome to do so and note the purpose of the contribution on the check memo.

Dress Code

The Apogee School dress code has been adopted to encourage students to take their studies seriously, take pride in their appearance, and be comfortable. The general guideline is for clothing to not be a distraction to the wearer or observer. Many gifted students have sensory issues related to uncomfortable clothing, so we are flexible to accommodate this. Because we have many ages in our building, we ask that students be sensitive to not make others uncomfortable with their attire. The Head of School will make a final decision if there is a question.

Public Displays of Affection (PDA)

Students are expected to refrain from PDA's, while on school premises, field trips, or other school activities. Romantic displays of affection, although a natural part of a relationship, can be distracting and are discouraged at school.

Our High School Programs

<i>General Diploma</i>	<i>Core 40 Diploma</i>
8 credits in English <ul style="list-style-type: none"> · Credits include literature, composition and speech 	8 Credits in English <ul style="list-style-type: none"> · Credits include literature, composition and speech
4 credits in Social Studies <ul style="list-style-type: none"> · 2 credits: U.S. History · 1 credit: U.S. Government · 1 credit: any social studies course 	6 credits in Social Studies <ul style="list-style-type: none"> · 2 credits: U.S. History · 1 credit: U.S. Government · 1 credit: Economics · 2 credits: World History/Civilization
4 credits in Math <ul style="list-style-type: none"> · 2 credits: Algebra I · 2 credits: any math course (2 of these math credits are required during junior or senior year)	6 credits in Math <ul style="list-style-type: none"> · 2 credits: Algebra I · 2 credits: Geometry · 2 credits: Algebra II
4 credits in Science <ul style="list-style-type: none"> · 2 credits: Biology I · 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course.	6 credits in Science <ul style="list-style-type: none"> · 2 credits: Biology I · 2 credits: Physics I or Integrated Chemistry-Physics · 2 credits: Any Core 40 science course
2 credits in PE	2 credits in PE
1 credit in Health & Wellness	1 credit in Health & Wellness
6 credits in College & Career Pathway	5 Elective credits
6 Elective credits	
5 Flex credits Additional credits in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts	6 credits in Directed Electives World Languages, Fine Arts, Career & Technical Education
40 Total Credits	40 Total Credits

Elementary and Middle School Academics

Students are grouped according to their academic ability by subject. Our curriculum is carefully selected and designed to meet the needs of our students. We recognize that many students may not have mastered all the material presented in earlier grades; so in order to ensure success, we may find it necessary to review skills typically presented at lower grade levels. Teachers develop lesson plans with clear goals and objectives.

Electives

At The Apogee School we strive to offer a variety of electives to our students. Elective classes change based upon teacher availability and student interest.

Clubs

With faculty and family support, students are encouraged to form and participate in school clubs that adhere to the mission of The Apogee School. **All students who participate in any clubs should maintain good academic standing, attend all meetings and tournaments, and abide by the club's rules. Failure to maintain a good academic standing, excessive absences, or disruptive behavior will result in a student being prohibited from participating in club activities.**

Grading

The Apogee School uses the mastery approach to grading rather than the traditional letter grade system for grades K-8. Students will be given a list of requirements to complete an assignment, then a variety of assessments will be used to document mastery.

Standardized Tests

The Apogee School uses the NWEA MAP test to assess learning level, track growth, and find gaps in knowledge. The NWEA MAP test is given at the beginning of the school year, in January, and at the end of the school year.

Student Discipline

Staff members are committed to teaching students to conduct themselves with respect for themselves and others. Staff members teach respect by modeling it and by directly teaching social skills.

Staff will strive to pair direct social skills instruction with activities that increase student

discovery and understanding of the importance of those skills. Students learn effective problem-solving techniques and replacement behaviors by being guided to consider and weigh the consequences of various choices they may make.

Because The Apogee School respects the individual rights and unique needs of each student, we strive to create positive behavioral plans and incentives that work with each student. The Apogee School does not use punishment simply for the sake of punishment. We believe in the use of natural and logical consequences that emphasize teaching students, not simply penalizing them. To that end, The Apogee School does not believe in using writing or time-outs as tools for punishment. However, we may ask a student to write an apology letter or assignment to increase understanding, for example, which reinforces a positive behavior. Or, we may ask a student to take some time in our serenity room to regain self-control.

Positive Incentives

Students earn classroom currency for effort and a positive attitude on a daily basis. They may spend this currency on special privileges. Staff are encouraged to look for and praise all positive behaviors and use redirection or extinction (active ignoring of a nonthreatening attention-seeking behavior) when necessary. Teachers encourage students to praise one another and make time each week for students to recognize one another's achievements, no matter how great or small.

Student Code of Conduct

The code of conduct is not intended to address every inappropriate behavior that may occur at school. It applies to actions of students during school hours, before and after school while on school property, and while at school-sponsored events.

Modeling, actively teaching and reinforcing socially appropriate behavior will help students learn and maintain appropriate conduct.

Consistent and clear expectations will also help students achieve individual and collective goals for socially appropriate behavior.

Students at The Apogee School are expected to show they are making an effort to respect the rights of others, demonstrate self-discipline, and communicate with honesty and compassion.

1. Students will be expected to either demonstrate or learn to demonstrate respectful and courteous communication with faculty and other students.
2. Students are expected to attend school regularly and to be punctual.

3. Students will not engage in obstructive or disruptive behavior that interferes with a safe, calm, educational environment. Students will walk inside the building, work on maintaining appropriate voice volume, use appropriate language, and maintain appropriate physical contact with others, respecting others' needs for personal space.
4. Students will not be alone or leave the school without permission or adult supervision.
5. Students will not intentionally initiate or participate in any actions that could result in harm to others or disrupt the educational process in school or on school grounds.
6. Students will not bring objects or materials to school that could be dangerous or used as weapons, drugs, alcohol or tobacco products, inappropriate reading materials, videos, or objects. Any such items will be confiscated. The incident will be documented. Parents will be notified and corrective action will be determined.
7. At given times, students are allowed to bring portable video games, which they may spend classroom currency to use. Only video games that are appropriate for all audiences will be allowed at school. Students who bring video games containing adult themes, inappropriate language, or graphic violence may be required to give the item to a staff member who will return it to parents at the end of the day. Depending on the circumstances, the student may lose the opportunity to bring electronic items, videos to school for a reasonably determined period of time, which may include the rest of the school year.
8. Students are prohibited from using screens for personal or inappropriate entertainment. A basic content filter helps protect students from inappropriate content, but it's the responsibility of each student to make good choices with technology.

Steps to Ensure Student Discipline

Discipline practices will be mindful of the inherent dignity in every student. Though corporal punishment is legal in Indiana, we consider it a completely unacceptable practice. It will never be used at The Apogee School. Our goal is to maintain a climate of emotional and physical safety for our students. Discipline practices will be based on positive reinforcement to help students maintain appropriate behavior. Positive reinforcement includes, but is not limited to, specific praise, favorable natural consequences, and awarded points to spend on special privileges.

If a student is behaving inappropriately, staff will use the following procedures:

- Assess if the student's inappropriate behavior appears intentional or unintentional.
- If the student's behavior appears unintentional, staff may take the student aside and help him/her understand the effects of the inappropriate behavior on others, and teach a proper replacement behavior.
- If the student's behavior is intentional, staff members are advised to redirect the student to appropriate behavior with kindness and firmness.
- Continuing inappropriate behavior may warrant a student being directed to take time away at a designated spot. Depending on circumstances, staff may direct a student to regain self-control in the serenity room or in another location. Interventions that may be used as incentives to help students make better choices include, but are not limited to, moving classroom seating, removing special privileges, completing a directed reading and or writing exercise designed to increase insight, and assigning homework to make up missed class work. In some instances, teachers may complete a Functional Behavior Assessment.
- If the inappropriate behavior continues or escalates despite reasonable measures, parents will be notified and a formal parent-teacher conference scheduled to determine appropriate resolution.

Members of the faculty have full responsibility and authority in the classrooms and at all school functions. Parents are to assume responsibility for their students at school social gatherings.

Extreme Behaviors

The Apogee School is neither staffed nor structured to serve students struggling with severe emotional or physically aggressive outbursts toward others or school or church property. We have carefully chosen students who do not exhibit aggressive behavioral challenges. The Apogee School recognizes the need for all students to feel secure and respected at school. Therefore, if an existing student displays behavior that could possibly threaten the safety or well-being of peers or staff, we may convene an emergency meeting with parents to determine a more appropriate placement for that student. In the unlikely event of an emergency, if a student is at great risk for seriously harming himself or another, The Apogee School will take immediate action by contacting the proper authorities and parents of the student at risk. By signing their agreement with the policies and procedures described in this handbook, parents agree that in the event of extraordinary circumstances, staff may be required to use physical contact with a student or students to ensure the safety of the student, other students, or staff. The school's staff members are directed to use such physical contact only in unusual circumstances where immediate physical safety is at issue and to use only physical contact that is reasonably necessary under the circumstances. As a condition of continued enrollment, parents' consent to such physical contact

and release the school and staff from any and all claims related to the physical contact as described above.

Incident Reports: Student Misconduct

The Apogee School Staff are directed to record all significant instances of misconduct on an incident form, which may require parent signatures. Students who continue to display misconduct on a regular basis will be required to complete a behavior contract with the school and a family conference will be convened. In cases of chronic or gross misconduct, which includes a pattern of bullying, harassment, or consistent refusal to follow school rules, The Apogee School may suspend or expel a student.

Corrective Action for Misconduct and Infractions of School Policies

The Apogee School will be proactive in managing inappropriate behaviors. Communication with parents and parent teacher meetings should be prompt to implement early interventions. In addition to mitigating circumstances, the student's age and developmental /maturity level will be considered when determining appropriate interventions. Interventions will be based on positive reinforcement for behavior improvements, and appropriate consequences. Corrective action for incidents of student misconduct shall take into consideration the following factors:

- Age of student engaging in misconduct;
- Extent to which the student acted intentionally or recklessly;
- Whether the student received prior warnings; and
- Whether the student's misconduct is specifically intended to cause others physical harm or endanger the health, safety or welfare of others.

In general, corrective action will be implemented in a sequential manner, (least serious to most serious consequence.) The school reserves the right to implement a corrective action out of sequence depending on the nature of the misconduct and the impact on the school.

Depending on circumstance and severity of the incident, the disciplinary process may include the following interventions and consequences:

Step I - First Incident

- Teacher- student conference, parent notification
- Teacher- student- parent and -director of school conference

Step II - Repeated Incidents

Probation:

Student's behavior is monitored for a specific period of time, determined by the nature and severity of the violation. Probationary status is implemented for repeated infractions of a serious nature that are in conflict with the mission and philosophy of the school. Probationary status is documented in a student's file. Weekly progress reports are given to parents. Parent meetings with faculty are scheduled as needed, depending on student progress. Probation may lead to dismissal from school (expulsion) if student behavior cannot be corrected. The director of the school in consultation with faculty will determine if probation is an appropriate consequence.

Step III – Serious Infractions of School Policies

Suspension:

Student is either placed in in-school suspension or temporarily removed from school for a specific number of days. Meetings will be held with parents during the probationary period to determine appropriate interventions to assist student in returning to school. Students are suspended for serious violations of the student conduct policy. The director of the school in consultation with faculty will determine if suspension is an appropriate consequence.

Step IV

Dismissal from School (Expulsion):

Student is permanently removed from the school. The director of the school or designee has the authority to expel a student. Expulsion will occur for serious misconduct that impacts the safety of students and staff or interferes with school operations.

Drug Use

The Apogee School does not tolerate illegal drug use or prescription or over-the-counter student drug misuse. If a student is suspected of carrying or using drugs, the school will immediately notify parents, who may be required to follow up with a doctor or other medical professional, complete drug testing and/or counseling. Illegal drug use may result in expulsion.

Bullying or Harassment

The Apogee School does not tolerate bullying or harassment of students or ongoing intentional disrespect of staff. All instances of such disrespect will be firmly addressed with all involved parties. Continued bullying may result in a student being suspended or expelled.

Anti-Harassment Policy

The Apogee School will not permit harassment of any type. The school is committed to preventing harassment, and to vigorous enforcement of the anti-harassment policy. Retaliation against individuals who report harassment or take part in related proceedings is also prohibited.

Harassment can be defined as any unwelcome verbal or physical conduct or communication based on race, gender, color, religion, national origin, age, disability, or sexual orientation that has the purpose or effect of creating or contributing to an intimidating, threatening, hostile, or offensive educational environment or that unreasonably interferes with the recipient's educational performance.

All faculty members are required to report instances of harassment and shall report such behaviors immediately to the school director.

Students or parents are advised to report the harassment immediately to the school director, who will advise the parents/guardians of the allegations and actions to be taken until an investigation can be completed.

An investigation will take place as soon as reasonably possible after the report has been received. The school will take reasonable and appropriate action to end the harassment and prevent recurrence.

Personal Contact between Students and Staff via Telephone, Email and Social Media

Students are not to call or text staff members on the staff members' personal phones. If a staff member provides their home or cell number to a parent, it should not be shared with the student. Email communications should be between parents and staff members. Students may use social media on their own time and on their own computers, not at school unless they are permitted to go on a social media site for a supervised lesson. Communication with staff members via social media is discouraged while the student is enrolled at The Apogee School.

Emergency Procedures

The Apogee School holds monthly fire drills and two tornado drills per year along with lock down drills . In the event of a local threat to student safety, faculty members are trained to put the school into lock-down mode and maintain contact with authorities who will advise us when it is safe to resume regular activities.

Should a student become seriously injured, key staff are certified in CPR and trained in basic first aid methods to make a student comfortable until emergency help arrives. To ensure rapid and appropriate response to any and all student emergencies, The Apogee School requests that families maintain up-to-date Health and Emergency Contact records on file in the office, noting any changes in medicines, allergies, medical conditions, and work and emergency contacts.

Snow Days or other Hazardous Weather Days

We follow the lead of Indianapolis Public Schools (IPS) regarding delays and snow days. Since Apogee School students and staff commute from all over the greater Indianapolis area, we urge

families to use their own good judgment about the safety of traveling to school. If a family ever finds it necessary to delay travel or keep their student home for the day, we respect that decision and ask that you contact the school to let us know of your student's absence. In the event of a city-wide weather hazard, we will post a 2-hour delay or cancel school and email families as well as notify the local news station Channel 13 (WTHR), FOX 59, WISHTV8, WRTV6.

If students are at school when blizzard conditions strike and it is necessary to close school early, staff will post our closing and begin contacting parents or emergency contacts to come pick up students.

Make-Up Days

The Apogee School will hold make-up days for those missed due to any hazardous weather. Like area schools, we will add extra days to the end of the school year if necessary.

Field Trips

The Apogee School schedules educational field trips regularly. Families will be notified in advance of trips and are asked to sign a field trip permission slip at the beginning of each year. The Apogee School will usually ask for a few parents to volunteer to drive and chaperone students on field trips. Those parents will be asked to furnish a copy of their driver's license and insurance cards.

Background Checks

All Apogee School staff are required to have complete background checks on file with the school before working with any students. Likewise, all parents are asked to complete a background check to have on file as well, making it easier to volunteer and participate in school activities (please see Background Check Requirement Form).

Injuries or Illnesses

When a child is sick or injured at school, attending staff will complete a medical log and an Injury/Illness report in the event of a serious injury, describing the circumstances surrounding the injury or illness and what first aid was administered. A copy of that report will be maintained in the student's file and a copy sent home with the student. Parents will also be notified by phone. Students who complain of an illness will be handled on a case-by-case basis. If they have a headache or stomach ache staff will usually advise them to lie down in a quiet room to see if a short rest will help. Students who have parental permission on file may be administered Tylenol as approved. If a student develops a potentially contagious illness while at school, staff will contact parents to come and pick up the student. To maintain the wellbeing of that student as well as the rest of the student body and staff, we request that parents wait 24 hours after a fever,

diarrhea, or other contagious symptoms subside before bringing their student to school. We also require that parents of students who receive medical treatment for contagious illnesses, such as strep throat, staph infection, head lice, etc., notify the school as soon as possible so that staff and other parents can be made aware of the potential for such illnesses spreading. The identity of anyone reporting an illness to the school will be kept confidential in all communication with other families.

Regular Medicine Administration

Families may not send medicines to school with any student. The Apogee School follows a strict protocol for administering medicines so that all students and medicines are kept safe. Please refer to our separate medical policy and procedures forms, which need to be completed and updated when necessary and kept on file in our school office.

Student Evaluations

The Apogee School sends quarterly progress reports. Staff or parents may request a parent-teacher conference if there are concerns.

Volunteering

Though our tuition requires a major financial commitment on the part of all of us, it is important to remember that given our very low student-teacher ratio, tuition barely covers our school's basic operating costs. We are committed to keeping those costs as affordable as possible. Maintaining our school and educating our students requires a team effort among not only staff but families as well. The Apogee School expects all families to volunteer during the school year. We understand that work schedules and other commitments may prevent some parents from volunteering in school, but there are numerous ways in which parents can donate their time and talent to help. We encourage parents to volunteer with the same spirit we possess as founding families, who have worked extremely hard to create and maintain the school for the benefit of all our students. Just a few hours a year can make all the difference and can continue to keep costs down.

Parent Group

The focus of the Parent Group is to create a sense of community and belonging among families; support the faculty in planning organized events, organize volunteers, and support the school in its mission. Parent committee leaders volunteer at the beginning of each school year, and every family is expected to help serve on a committee and sign up at Back-to-School Night.

Lunch

The Apogee School does not offer a school lunch. Instead, students are expected to bring a nutritious lunch from home. Students may microwave lunches with staff supervision, but we ask that students not bring soda, caffeinated energy drinks, or candy to school. A balanced and healthy diet is encouraged. Please make sure to use cold packs in your students' lunch. Also, students are encouraged to bring a snack to eat in the morning to give them an energy boost. Again, no sodas or caffeinated drinks are allowed. We suggest snacks such as trail mix, fruit, a breakfast bar, or anything that does not need cooling or heating. Because some of our students have food intolerances and are on special diets, students are discouraged from trading or sharing food.

Birthdays

Birthdays are special to many students, so inclusive celebrations are encouraged. Parents may organize a birthday party at the end of the day, but please make arrangements several days in advance. If possible, please try to schedule birthday parties on Friday afternoons.

Holiday Parties

The Apogee School schedules several holiday parties each year. More information will come home during the school year about these events.

Student Belongings and Trading

The school is not responsible for loss or damage to items students bring to school. Electronics, such as iPods, laptops or handheld game systems, etc. may be used when a teacher determines that listening to appropriate music on headphones will help a student self-calm or focus on work, when students have been given the opportunity to spend classroom currency on the privilege, or on designated Fun Fridays.. To prevent misunderstanding, students are not allowed to trade, sell, or give away any personal belongings on school grounds. All electronics need to be turned off and out of sight when not in use.

Fundraising

The Apogee School operates on an extremely tight budget. All money made from fundraisers is spent on educational materials, continuing education, or the scholarship fund, all of which directly benefit our students. All families are expected to support fundraisers. No amount of support is too small or unappreciated.

Our Relationship with Northwood Christian Church

We are fortunate to share space with Northwood Christian Church. Our success as a school depends in part on our relationship with NWCC. It is important that we remember their

generosity in allowing us to make a school here and as families, students, and staff treat all NWCC members and visitors with the utmost respect. One way of showing our appreciation is through our care of the building and grounds we use. We participate in 1 or 2 NWCC property work days to benefit not only the school, but the church as well.

Pesticide Use in and Around the School

Indiana law requires that the administration of pesticides in and around the school building be administered by a certified applicator. NWCC is aware of this and will take steps accordingly. If you would like to be notified 48 hours before the application of any pesticide, please make the request in writing and submit it to the school office.

Non-Discrimination Policy

The Apogee School is not affiliated with NWCC or any other religious organization. The Apogee School, Inc. admits students of any race, color, religion, sexual orientation, and national or ethnic origin to all the rights and privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, color, national origin and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administrative programs.

Our Commitment to Your Student and Teamwork

The entire staff at The Apogee School is committed to making a difference in the lives of gifted students. We recognize that our success depends on our ability to partner with parents and other professionals involved in our students' care. That teamwork can't happen without regular communication between school and home. We value parent perspectives and insights and seek to create an educational environment reflective of that joint commitment. Please do not hesitate to contact our teachers or director with any questions or concerns you may have about your student or any issue that arises.

Your Commitment to Teamwork

The Apogee School requests that all parents review the Student Handbook with their student, and both parents and student sign and return the form that you received in the summer mailing, documenting that you understand and agree to abide by the policies and procedures contained herein.

Head of School Approval

The Head of School has approved the policies in the Student Handbook for the 2017-2018 school year.

David Bonner

Head of School

Apogee School for the Gifted

www.ApogeeSchool.com

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(317)506-1392 - DJBONNER@GMAIL.COM

DAVID BONNER

OBJECTIVE

To encourage and develop the unique strengths of each student in an equitable, safe, caring, and stimulating classroom community. All students will take ownership of intrinsic motivation to exceed expectations in academics, character development, and community involvement. The teacher will lead by example with an authentic joy of learning, treating everyone with dignity, and by demonstrating impeccable character.

EXTRA-CURRICULAR INTERESTS

Science, Technology, Engineering, Robotics, Music, High Ability, Chess, Mentoring

EDUCATION

Purdue University School of Education, West Lafayette, IN
*Educational Psychology: Endorsement in Gifted & Talented Education
Focus on Highly & Profoundly Gifted, Twice Exceptional Gifted
Learners*
July 2007, 3.8/4.0 GPA

Indiana University School of Education, Indianapolis, IN
Elementary/Intermediate (K-6) License
December 2007, 3.3/4.0 GPA
Middle School (5-9) Science License
July 2008, 3.3/4.0 GPA

Indiana State University School of Technology, Terre Haute, IN
B.S. Electronics Engineering Technology
May 2001
B.S. Computer Hardware Engineering Technology
May 2001

PROFESSIONAL EXPERIENCE WITH CHILDREN

Founding Director, Head of School, & High Ability Teacher– 2015
to Present
*Apogee School for the Gifted & Apogee Center for the Gifted,
Indianapolis IN*
Develop & launch private school for gifted students in grades PK-12
Develop & launch center as a hub for all things gifted in the Indianapolis area
Serve on nonprofit board of directors
Develop and implement marketing strategy

Coach teachers on best practices for adapting curriculum to gifted learners

Teach high ability classes designed around the needs of PG and 2e students

Design and manage website ApogeeSchool.com

Coordinate special events such as summer camps and guest speakers

Elementary & Middle School Teacher – 2014 to 2016

The Orchard School, Indianapolis IN

High ability, special needs, & S.T.E.M. consulting

Substitute teaching for grades PK-8

Lead Bus driver for enrichment classes & sporting events

Professional photography for social media, yearbook, and promotional material

Elementary Director, High Ability Teacher, & S.T.E.M. Coordinator – 2012-2014

Todd Academy, Indianapolis IN

Create, direct, and assess new elementary program for highly and profoundly

gifted /twice exceptional students in grades 1 through 5

Coach staff regarding twice-exceptional and highly/profoundly gifted students

Teach elementary (all subjects), middle school science, high school algebra, calculus

Chess team coach, Lead VEX Robotics coach

Technology Director: Design/build/manage network, servers, security, and video on demand

system. Procure grants & donations. Integrate technology into curriculum.

Present at 2013 GenCon Indy: Games in the Classroom (gamification of curriculum)

Special Education Teacher – 2009- 2012, 2016-2017

The Independence Academy, Indianapolis IN

Teach 5th – 12th grade science, global studies, music, photography, technology,

and life skills to students with moderate to high functioning autism

Science & Math Teacher – 2008-2009

Traders Point Christian Academy, Whitestown IN

Teach 6th/8th Science and high school Geometry

Technology Coordinator

Establish and direct Science Club, Science Olympiad team, Team America

Rocketry Challenge, and Chess Club

Develop High Ability program

Professional photography for school events

Computer & Technology Teacher – 2009 to 2010

Wisdom Builders, Carmel IN

Teach online technology classes to students in grades 6-12 using

Moodle

*Computer Applications
Computer Programming*

Substitute Teacher - 2004 to 2008

*Carmel, Lebanon, Sycamore School, Wayne, Zionsville
Classroom guest teacher for grades K-12 in all subjects*

Counselor – 2009, 2010

*Camp R.O.C.K.S., Noblesville IN
Counselor for children ages 10-17 on the autism spectrum*

Mentoring & Therapy –2006 – present

*Work with children with High Functioning Autism or Aspergers
Syndrome*

*Work with highly/profoundly gifted students and twice-exceptional
gifted students*

*Address all areas of need including social, sensory, and
affective needs*

Encourage growth and development of unique gifts

Student Teaching – 2007

John Marshall Middle School, Indianapolis IN

Develop and teach standards-based lessons in 7th grade science

Mary Castle Elementary School, Indianapolis IN

*Develop and teach standards-based lessons for a 3rd grade G/T
classroom*

English Teacher - 2007

Word of Life Camp, Toalmás, Hungary

Teach full immersion English to Hungarian teenagers

Science Teacher - 2006 –2007

Mad Science of Indianapolis

*Present hands-on science to children in grades PK-6 for school
programs*

Private Music Instructor - 1992 to Present

Private lesson teacher for all grades

Direct band & choir for church youth group

Jr/Sr High Youth Leader - 1998 to Present

College Park Church, Eagle Church - Indianapolis, IN

Facilitate small group discussions and other lessons

Lead both student and adult music teams

Design, maintain, and operate media and online technology

Administrator & Lead Programmer - 2002 to 2009

Online youth ministry www.3-6teen.org

*Develop and launch social media web site that received over 3
million visits*

High Ability Teacher & Counselor - Summer 2004 to Summer 2007

*Purdue University GERI Camp
Design and teach advanced G/T curriculum*

Camp Counselor – 1998 to 2004
*Zion Lake Camp, North Vernon, IN
Camp counselor for children in grades 4 through 12
Develop and maintain web site*

Tutoring – 1994 to present
Assist students (elementary through college) in math, reading, science, history, and music.

PROFESSIONAL ORGANIZATIONS

MENSA

Active Member 2007 – present

Gifted Youth Coordinator for Central Indiana Mensa

Developed an internationally recognized Gifted Family Program as an outreach to high ability children and their families. This program has served over 500 gifted families since 2009.

Received the National Gifted Children Program (Teacher of the Year) Award in 2010

National Gifted Children's Coordinator Coach 2010 – Present

Serving on the Mensa National Gifted Youth Committee 2010 - Present

Created web sites: www.indymensa.org and kids.indymensa.org

Presented four workshops at National Mensa Annual Gatherings–2010, 2011

Presented at Region 3 Leadership Development Workshop, St Louis RG, and Central Indiana

KDP – Kappa Delta Pi National Honor Society in Education

Member 2006 - 2008

Presented Workshop: Social Software as a Teaching Tool in the Classroom –Fall 2006

Officer: Historian / webmaster – 2007/2008 term

Attended 2007 national conference & applied to present

NSTA – National Science Teachers Association

Member 2006, 2007

Sciencetech Educational Foundation

Member 2007

Judged 2007 regional science fair

Chaperone/teacher: Annual research trip – Grand Rapids, MI – 2007

IAG Indiana Association for the Gifted

Member 2007 - Present
Attended 2006, 2007, 2010 state conferences

CERTIFICATIONS

ACSI – Association of Christian Schools International

Certified 2008 - 2009

AED, CPR, First Aid – American Heart Association

Certified 2007 – Present

REFERENCES

India Williams	Diversity Director	iwilliams@orchard.org	(317) 654-3694
Leslee Walker	Parent of Student	s.tea@comcast.net	(360) 606-9480
Melody Reveal	Parent of Student	melodyi@hotmail.com	(317) 966-6698
Donna Romack	Principal	dromack@orchard.org	(317) 251-9253