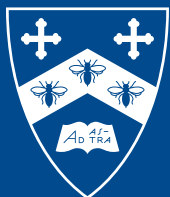


"In thy face I see the map of honour, truth and loyalty."

GILMAN

LOWER SCHOOL



2019-2020

Student/Parent Handbook

GILMAN LOWER SCHOOL

STUDENT-PARENT HANDBOOK

Dear Students and Parents,

The ability of any community to survive and thrive depends on its members' willingness to adhere to a collection of guiding principles and behaviors. The best, strongest communities balance the celebration of individuality with a deep respect for the common good, and Gilman is such a place. This Student Handbook represents an effort to explain our traditions and expectations for all areas of school life. We ask that you read it carefully and that you take to heart the guidelines set forth in its pages. We hope that, by living up to these expectations, everyone's year will be that much more enjoyable and worthwhile.

It should come as no surprise that our guiding principles are firmly rooted in the Gilman Five—Honor, Integrity, Respect, Humility, and Excellence. They also draw on a healthy dose of common sense. More than anything, abiding by the specific rules and general spirit of this handbook demands from each of us a few basic traits: an appreciation for the fact that any strong community is built on honor and trust, an awareness of one's surroundings, and the ability to do the right thing at all times. (Note that the last of these traits results from the first two.) True, these basic expectations are also lofty, and I have all confidence that you will rise to that challenge.

It is my pleasure to welcome everyone to the new school year, and I extend a special welcome to our new students and families. I am looking forward to a truly wonderful year.

Sincerely,



Henry P. A. Smyth
Headmaster

Dear Gilman Families,

Welcome to the 2019-2020 school year. This handbook contains a wealth of information about the Lower School. Please read it over carefully before school begins and keep it as a reference throughout the year.

While this handbook covers many of the routines, activities, and traditions of Gilman's Lower School, words alone cannot convey the heart and soul of the division. The true spirit of Lower School lies within the relationship between teachers and students and is evident in our classrooms, halls, and outdoors every day. Teachers get to know each boy as an individual and care deeply about him as a person. Here's to another wonderful year of learning.

Sincerely,



Armistead Webster
Head of Lower School

"The true measure of any school is the quality of character of its members."

Redmond C. S. Finney

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GILMAN SCHOOL

GILMAN SCHOOL MISSION

Gilman School is a diverse community dedicated to educating boys in mind, body, and spirit through particular emphasis upon academic excellence, athletic participation, and aesthetic appreciation. Gilman seeks to produce men of character and integrity who have the skills and ability to make a positive contribution to the communities in which they live and work.

SCHOOL HISTORY

The School was established in 1897 and is said to be the first country day school in the United States. It grew from the idea of a Baltimore mother, Mrs. Francis King Carey, who gained the support and advice of many distinguished citizens of Maryland.

Mrs. Carey believed that there was need in the city for a school which would be as strong academically as any of the famous boarding schools and which would also provide every boy with opportunities for healthful participation in sports in a country atmosphere. By such a program the boys would have all the advantage of living at home. From its founding to the present, the School has followed this full-day program of classes, study activities, and sports for every boy during the afternoon period.

At first the School was known as "The Country Day School for Boys." It was located at Homewood in the historic Carroll mansion on land that is now part of the Johns Hopkins University campus. After the University acquired the property, the trustees foresaw that it would not be practical to continue in rented facilities. They set about searching for a site that could be bought, and in 1909 moved the school to its present spacious location on the corner of

Northern Parkway and Roland Avenue. In December of that year the name of the School became "The Gilman Country School for Boys" in honor of Dr. Daniel Coit Gilman, the first president of Johns Hopkins University. Dr. Gilman was neither a founder nor a trustee, but he was greatly interested in the School and gave invaluable advice to Mrs. Carey and the Founders. In 1951 the name was shortened to simply "Gilman School." In 1947, Bradford Jacobs, of the class of 1938, a distinguished editor for the Baltimore Sun, wrote a history of the School entitled *Gilman Walls Will Echo* which is available in the library.

A centennial history of Gilman School, *Gilman Voices* edited by Patrick Smithwick, class of 1969, is also available in the library.

Under the direction of the Department of Libraries, the Gilman Archives provides the School with an interesting and informative link to its rich past. The Archives was established permanently in September, 1974, and is located in Carey Hall. The goal of the Archives is to organize all memorabilia in such a way that present and future Gilman generations may find what they want easily and quickly. Included in the Archives are photographs, both academic and athletic, newspaper clippings concerning the School and its alumni, documentary and historical material, and past and present copies of school publications including the School's newspaper, literary magazine, and yearbook.

If anyone has an item that has any connection with Gilman's past or present, no matter how trivial it may seem, please donate it to the Archives. The item may be an important artifact of great significance to the School. The Archives is open during school hours and invites any member of the Gilman community to stop by and enjoy a glimpse into Gilman's past.

THE LOWER SCHOOL

LOWER SCHOOL PHILOSOPHY

The Lower School philosophy tailors Gilman's mission of educating students in mind, body, and spirit to fit boys in pre-kindergarten through grade five. Our program recognizes the unique needs of young boys, channeling their natural energy, curiosity, and exuberance into learning activities. The Lower School is challenging, warm, friendly, and supportive.

I. MIND

The academic program in the Lower School equips students with strong fundamental skills across the curriculum. We also encourage recognition of the arts as important in and of themselves as well as being inherent in all aspects of the curriculum. The program stimulates creativity, initiative, and independent thought. It rewards hard work and encourages an appreciation of the value of learning.

II. BODY

Our goal in the Lower School is to teach and promote fitness and habits of good health and sportsmanship. To this end, each child regularly participates in physical education, including swimming. The program teaches coordination, balance, speed, and other individual skills. It exposes boys to team sports through non-contact activities such as flag football, softball, and soccer.

III. SPIRIT

We believe that a person's character forms his worth. Thus, character development is at the heart of the Lower School program. As each boy enters school each morning, a handshake with an adult sets a tone of civility and respect that is echoed throughout the day in classes and in interaction with teachers and other students. In addition, values and character are the focus of the Weekly Meeting.

The Lower School encourages in each student a sense of responsibility for himself and commitment to serve his community. The school promotes respect for the dignity and rights of others, recognizing that much is learned from the diverse cultural and ethnic backgrounds of the school community.

LOWER SCHOOL PROFILE

The Lower School faculty is a highly qualified and passionate team of teachers and educational specialists. All faculty members who teach academic subjects hold a Bachelor's Degree or its equivalent from an accredited college or university. Over 70% also hold advanced degrees.

The Lower School includes grades pre-kindergarten through five and enrolls approximately 300 boys. The ratio of students to teachers is approximately 7:1 overall with typical instructional class sizes of 12-15 students for Reading and Math and 15-19 boys for other classes.

THE SCHOOL DAY

LOWER SCHOOL HOURS

Monday – Friday 8:00 a.m. to 3:15 p.m.

After-School Program (ASP) 3:15 – 6:00 p.m.

Sibling Study Hall (SSH) 3:15 – 4:00 p.m.

ARRIVAL

Lower School students should arrive at school by 7:55 a.m. For your son’s safety, parents must not bring children to Gilman prior to 7:20 a.m.

Supervision begins when the doors are unlocked at 7:20 a.m. Boys are normally sent out to the playground at 7:30 a.m., and need to be dressed for morning temperatures. (In inclement weather, students will be supervised inside.) At 7:55 a.m., the students line up and enter the school, where Dr. Webster or Mr. Lawson greets each of them with a handshake. Homeroom period begins promptly at 8:00 a.m.

This school year, our Tri-School Community -- Bryn Mawr, Gilman, and Roland Park Country -- has collectively decided on three Wednesday dates that school will begin at 10:00 a.m.:

- Wednesday, October 2, 2019
- Wednesday, February 26, 2020
- Wednesday, April 1, 2020

These late-start dates are an initiative intended to provide your son’s teachers dedicated time for collaboration and professional development.

We ask that you please mark your calendars accordingly. If your schedule allows, we hope you will be able to use late-start dates to arrange any doctor or dentist appointments, or to simply spend some extra time with your son. Should you need it, childcare will be made available on late-start dates. Additional information about childcare will be forthcoming.

LATENESS

Any student who arrives after 8:00 a.m. will be marked “absent” and must report directly to the office to sign in and obtain a late pass before going to his classroom. We urge boys to arrive before 7:55 a.m. so they can organize books and belongings before classes begin. Habitual lateness may be cause for disciplinary action.

ABSENCE

Please contact Tammy Testerman, the Lower School Administrative Assistant, at ext. 381 **before 8:00 a.m.** on the first day of any absence.

Consistent attendance is essential; however, when children are ill they should stay home. Please see the Lower School illness policy on page 23.

Every effort will be made by teachers to help each boy catch up with his classmates after he has been absent due to illness or other excused absence. We encourage parents to call in and request work for any extended absence. Homework/class work, if requested, may be picked up in the Lower School Office after 3:00 p.m.

Teachers are not responsible for catching up boys with unexcused absences. For your son’s progress and the quality of our teaching we request that parents do not extend any vacation period or long weekend; extensions are considered unexcused absences.

Please make every effort to schedule dental and medical appointments outside of school hours.

Excused Absences: illness or injury, religious observance, inclement weather, family emergency, school visits.

Excused Late Arrival or Early Dismissal: tutoring, emergency medical appointment, inclement weather.

Any absence, late arrival, or early dismissal not listed as excused above will be noted as unexcused.

DISMISSAL

Normally, we place Lower School students into cars for afternoon dismissal from 3:15-3:45 p.m. *Children who walk or ride a bike home or to a nearby school need to report to the Lower School office to sign out before they leave.* Students who leave school, then return the same day, must sign back in with Tammy Testerman when they return. Boys who ride bikes to and from school must wear helmets and be able to secure their bikes.

Students who are not picked up by 3:45 p.m. (2:30 on 2:00 dismissal days) will be sent to the After School Program (ASP). Parents will be billed for that time according to the ASP drop-in rate of \$15.00 per hour or any part thereof. (Higher drop-in rates apply on 2:00 p.m. dismissal days.)

Lower School boys are not allowed to roam the campus unsupervised after school. If a child is going to an on-campus event, an adult or responsible high school sibling must meet him at the Lower School and let a teacher on duty know they are leaving. If children are to play on the playground, parents must watch them and ensure that they present no problems to the ASP students or supervisors.

On certain days noted in the Lower School Parent Calendar, we will dismiss all students at 2:00 p.m. to provide extra time for faculty professional development. Parents may sign their children up for ASP on those days, either with a full-semester contract or on an as-needed basis. **Parents who have not scheduled their children for ASP and have not picked them up by 2:30 p.m. on these days will be charged ASP late rates.**

Your Lower School calendar also indicates certain days when school dismisses at 12:00 noon for a holiday period or a faculty professional afternoon. **Please note that neither ASP nor SSH operates on 12:00 dismissal days.**

Click here to view the Early Dismissal Schedule.

EMERGENCY SCHOOL CLOSINGS

In inclement weather or any other extraordinary circumstance, Gilman may alter its regular arrival/dismissal times (close for the day, open late, or dismiss early). In such events:

- **Notifications will be pushed out through our e2Campus alert system. You will automatically be registered for text and email alerts.**
- Information will be posted on the Gilman website (www.gilman.edu) as well as on Gilman's social networks, including Facebook and Twitter.
- A recorded message will be added to Gilman's main phone number (410-323-3800).
- Announcements will be made on TV stations WMAR, WBAL, and WJZ.

Sometimes, emergency weather conditions mandate that we dismiss school early. *Outside of sending a message with our e2Campus alert system (information above), there is no practical way for Gilman to reach every family to advise of such a change.* If there is any reason to suspect an early closing due to weather, and a parent has chosen not to participate in the e2Campus system, it is the responsibility of that parent to find out Gilman's plan for that day and to pick up their children accordingly. The school's website is a reliable source of information in these situations. Be sure to check periodically throughout the day, as announcements of early closings could happen at any hour.

The safety of our students and families is our chief consideration when making these decisions. Of course, we cannot know specific weather conditions in all parts of the Baltimore area. If you feel at any time that your son cannot travel safely to school, or that he should not stay for the full school day, we will understand and support your decision. We only ask that you inform the Lower School Administrative Assistant. The After-School Program, After-School Music Program, Sibling Study Hall, and all other after-school programs will not operate if school closes early due to inclement weather.

We urge you to pick up your son as soon as possible so our faculty and staff can get home safely.

THE CLASSROOM

CLASS GROUPING / HOMEROOMS

Students are grouped in a variety of ways in order to provide for both class and individual needs. Grouping promotes social/emotional maturity as well as cognitive development and growth.

There are three homerooms in each of grades one through five. Placement in homerooms is determined after discussion and reflection by faculty and the Lower School Head and Assistant Head. These groups are heterogeneous, providing an opportunity for well-balanced peer interaction. While we welcome parent input about their child's personality or learning style, we do not accept requests for a specific teacher or classmates, and once made, *all decisions are final*.

In general, students remain in homeroom groups for resource subjects such as science, music, design and woodworking, studio arts, foreign language, and library. The Prep-One students are divided into two heterogeneous groups for resource subjects. A variety of subgroups within the homeroom may occur throughout the year in order to address the specific developmental needs of the Prep-One class. There are two kindergarten homerooms, which are mixed heterogeneously as well. As in Prep-One, a variety of subgroups may occur throughout the year in order to address the specific developmental needs of the kindergarten class. Pre-K students are all in the same homeroom and participate in all classes together

SCHEDULE: 10-DAY CYCLE

The Lower, Middle, and Upper School schedules are all based upon a rotating 10-day cycle with the cycle days coordinated across divisions. Learning any form of "cycle" schedule requires a brief adjustment period, but students adapt to it quickly and are typically great tutors for parents whose lives revolve around days of the week instead of a cycle.

The day of the week is of no consequence in a cycle schedule. Instead, the first full day of classes is Day 1, the

second day is Day 2, and so forth all the way to Day 10. After Day 10, the cycle repeats again at Day 1. Holidays and weekends are not numbered as cycle days. For example, if the last day of classes before a holiday is Day 7, the day classes resume will be Day 8, regardless of their days of the week or length of the holiday period. This way, there is an even distribution of classes across the year rather than having Monday or Friday classes penalized because those days appear most frequently as holidays.

The Lower School Parent Calendar shows the date, day of the week, and cycle day for each school day throughout the year. We post the cycle day in the lobby and classrooms each day advising students and teachers of the cycle day.

HOMEWORK

The primary purposes of homework are:

- To develop responsibility, good study habits, and independent learning.
- To learn effective time management
- To apply learned concepts
- To reinforce rote material to assist the student in arriving at conceptual understanding more easily
- To reduce the time we must spend in class on drill
- To offer opportunity for individual and/or group research and projects

Homework is assigned in grades one through five on a daily basis. Homework for Prep-One is at the discretion of the homeroom teacher. Individual teachers explain guidelines for homework and homework procedures at the beginning of the year.

The numbers below represent guidelines for an average student on an average night. If a student varies significantly from these norms on a regular basis, his teachers and parents should assess why and determine what, if any, adjustments should be made to his homework load.

There will be occasional nights when the amount of homework may be significantly more or less than these

norms. Teachers will help boys to identify those times well in advance and help them organize to avoid long nights. If, in your judgment, your son has spent far too long on an assignment, please tell him to stop, and attach a note from the parent to the teacher explaining the circumstances.

TYPICAL NIGHTLY HOMEWORK LOAD

Grade 1	15-30 minutes
Grade 2	30-45 minutes
Grade 3	45-60 minutes
Grade 4	about 1 hour
Grade 5	about 1 1/4 hours

PLUS:

1. Outside reading (pleasure reading) can vary between 5-20 minutes per night, as appropriate for grade and child.
2. Long-term projects (term papers, debates, projects, etc.). Teachers will assign projects well in advance and indicate interim dates when each stage is due.

Homework may be assigned over weekends but not over holidays except for work on long-term projects. One point of homework is for the boys to become more independent workers. Thus, it is best if parents limit their involvement to checking that the work is completed and discussing books and other reading at mealtime. From time to time, you may need to give your son a bit of extra help, but if this happens frequently, please let us know. Parents are asked to provide a quiet, well-lit place for the student to work. Parents and students are encouraged to ask questions and seek additional clarification about assignments, as needed.

PARENT CONFERENCES

Parents are invited to meet with their son's teachers twice a year for discussion of his effort and progress. We encourage all parents and guardians to attend these conferences. We ask that non-custodial parents please meet at the same time as the custodial parent.

The 2019-20 Parent-Teacher Conference Days are:

Friday, October 4 - Pre-K - 5th grade conferences
(school closed for all students)

Friday, January 24 - Pre-K - 5th grade conferences
(school closed for all students)

Conferences are held in the student's homeroom. Other teachers may join the conference there. Parents also have the option of meeting with other teachers before or after their scheduled conference time. Parents are welcome to schedule an appointment with any faculty member and/or the Head of Lower School or Assistant Head of Lower School at any time to discuss their son's progress.

REPORT CARDS

The Lower School academic year is divided into trimesters, with a Grades & Comments Report provided shortly after the end of each trimester. Via the Parent Portal, parents will have access to the 1st, 2nd, and 3rd Trimester reports.

In most subjects in grades one through five, teachers assess students according to effort, conduct, and skills. For children this age, it is important to stress effort over achievement. We encourage each boy to always do his best. Skills grades are a means of identifying a child's current position on a developmental continuum. They are neither a measure of his worth nor a prize for intelligence or effort.

For that reason, report cards are intended for parents' eyes. Most children are not mature enough to understand the nature of skills grades, and many equate them with "smartness" or "dumbness." We encourage parents to summarize effort and conduct grades with their children -- but to reserve skills marks for their own information.

Children already know how their skills are progressing, as their teachers share this information with them daily. We recommend that parents review work that comes home with their sons and discuss both effort and skills as reflected in that work.

To assist parents in interpreting effort, conduct, and skills grades a key for both K-2 and 3-5 is shown below.

Report Card Key for Pre-K, Kindergarten and Prep-One

The Kindergarten and Prep-One report cards are narrative-based, and the students do not receive a number or letter grade.

Report Card Key for Grades 1-3**Effort:**

I Independent: This student is cooperative, engaged, and attentive in independent and group activities. He consistently and independently offers his best effort when completing tasks.

P Progressing: This student is making steady progress in meeting grade level expectations of listening attentively in class and offering his best effort when completing tasks. He may need occasional reminders to exhibit more effort in staying engaged and productive during structured and unstructured activities. There is room for growth in the consistency of his effort.

E Emerging: This student needs to be more consistent in meeting grade level expectations of listening attentively in class and when completing tasks. He requires regular support to help motivate him to stay focused and listen attentively during group activities as well as when completing individual tasks.

Conduct:

I Independent: This student consistently conducts himself in a respectful and considerate manner in both structured and unstructured situations.

P Progressing: This student generally follows the school rules and meets behavioral expectations. He needs occasional reminders to conduct himself respectfully and cooperatively in both structured and unstructured situations.

E Emerging: This student needs consistent reminders to conduct himself respectfully and cooperatively in both structured and unstructured situations.

Achievement:

I Independent: This student consistently completes teacher directed tasks independently. Tasks are completed accurately, punctually, and with minimal additional support. Teacher assessments indicate a strong command of the required content.

P Progressing: This student is progressing toward completing classroom tasks independently. His work generally meets grade level expectations and, while he may require periodic guidance and reinforcement, his completed tasks are

commendable. Teacher assessments indicate a satisfactory grasp of the required content.

E Emerging: This student consistently requires adult support and guidance to complete tasks satisfactorily.

Report Card Key for Grades 4 - 5**Effort:**

A Excellent: routinely exceeds expectations
This student consistently gets the job done without reminders. He is attentive in class, and his written work is punctual, thorough, and appropriately neat.

B Good: meets expectations
This student usually meets expectations and sometimes exceeds them. His effort is solid. With an extra measure of determination, consistency, and thoroughness, it could be excellent.

C Satisfactory: inconsistently meets expectations
This student usually does what is required but sometimes needs prodding. Greater attention to instructions, detail, and/or punctuality could improve his performance measurably.

D Marginal: improvement needed
This student needs frequent coaxing to meet expectations. His work is incomplete, late, or missing more than is excusable, and he may need regular reminders from his teacher to make it up. He is uncomfortably close to the edge and needs to ask more of himself.

E Poor: below expectations
Unacceptable effort. This student has many incomplete, late, or missing assignments, despite teacher reminders. His effort has not met Gilman standards, even marginally.

Conduct:

A Excellent: routinely exceeds expectations
This student consistently conducts himself in a respectful and considerate manner on his own accord in both highly structured and loosely structured situations.

B Good: meets expectations
This student generally follows school rules and expectations without many reminders. He is at his best when the situation is more structured.

- C Satisfactory: inconsistently meets expectations**
This student needs periodic reminders about school rules and expectations, especially during more loosely structured moments. Infractions are minor in nature. He should be more conscious of boundaries.
- D Marginal: improvement needed**
This student has been close to the edge in his behavior. He needs frequent reminders to conduct himself respectfully and cooperatively.
- E Poor: below expectations**
This student frequently has not met school standards for acceptable conduct. His behavior is repeatedly inappropriate and sometimes causes serious problems.

Skills:

- 1 Excellent: routinely exceeds expectations**
This student's achievement is consistently above Gilman grade level. He completes assignments accurately, punctually, and with minimal additional support. Teacher assessments have indicated strong command of the required content.
- 2 Good: consistently meets expectations**
This student's achievement meets Gilman grade level expectations and periodically exceeds them. He sometimes needs reinforcement before he can complete assignments, but his final outcome has been commendable. Teacher assessments have indicated solid proficiency with required content.
- 3 Satisfactory: inconsistently meets expectations**
This student's achievement is generally at or near Gilman grade level. Teacher assessments have indicated a satisfactory grasp of required content. The student is moving toward greater independence in his work.
- 4 Passable: marginally meets expectations**
Passing or near passing. This student's achievement is either just at, or somewhat below, Gilman grade level. Teacher assessments have indicated a tenuous grasp of required content. Remedial work or reinforcement is recommended.
- 5 Poor: below expectations**
This student's overall achievement falls below Gilman grade level expectations. He is often dependent upon adult involvement to complete

work satisfactorily. Parents and teachers should discuss remedial steps to help this student.

STANDARDIZED TESTING/ INDIVIDUAL STUDENT ASSESSMENTS

Once a year, students in grades two through five take standardized achievement tests created by the Educational Records Bureau. These are sometimes referred to as ERB's but are more properly called the Comprehensive Testing Program (CTP). CTP test scores have no bearing on report card grades. We share the results with parents and are happy to meet personally, if they request, to interpret scores. The CTP test is a norm-referenced assessment that compares students nationally to other independent and suburban schools in the area. There is no test prep and all students take the CTP on the iPad. Report cards and assessments on curriculum-based assignments paint a far more accurate picture. Nevertheless, the patterns in a child's standardized test scores over a period of years can provide useful insights into areas of strength and support.

We will also administer individual reading level assessments to students several times a year. These evaluations provide valuable information about each boy's reading level, enabling teachers to select books accordingly and provide assistance as appropriate.

At any time of the school year, teachers will ask the Lower School Learning Specialist or Reading Specialist to administer other individual student assessments to certain boys to help shed light on how to teach them most effectively. Testing results, paired with classroom observations help the learning specialist and teachers develop a plan to implement accommodations and teaching strategies to best meet the needs of the boys. The learning specialist will share an overview of student support with parents and will advise parents if a comprehensive psycho-educational evaluation is recommended for further information.

A psycho-educational evaluation is a series of achievement, cognitive, and social emotional tests and surveys given by a qualified psychologist to measure a child's strengths and weaknesses, beyond what the teacher can readily assess. An evaluation typically includes information on verbal and non-verbal reasoning, academic skills, visual-motor integration, and behavioral observations. The results provide us with a comprehensive view of a child's learning style, cognitive abilities, achievement skills, and possibly a formal diagnosis. The learning specialist develops formal

accommodations plan for all boys that receive educational testing and/or a diagnosis from a pediatrician. When Gilman recommends such an evaluation, we can provide a list of psychologists who have worked successfully with Gilman families in the past.

It is extremely important for the school to be informed anytime a child is taken for an evaluation and to receive a copy of the evaluator's subsequent report. Psychologists need teachers' input to provide a context for meaningful interpretation of test results. Moreover, open communication with the evaluator enables teachers to use the evaluator's report to determine effective teaching strategies afterward.

END-OF-YEAR PROMOTION REQUIREMENTS

Under normal circumstances, a student will be promoted to the next grade for the following school year if he has earned grades consistently in the 3 and C ranges or higher throughout the school year and if he and his parents have adhered to school policies and financial expectations.

While occasional grades in the 4 and D ranges would not prevent a child from advancing, repeated instances of these marks could put his promotion at risk. As 4 and D are borderline grades, frequent appearance of these marks on a child's report are a clear sign improvement is needed and remediation may be required. Moreover, an abundance of these marks raises concerns about a boy's readiness to advance to the next grade.

Grades in the 5 and E ranges are unacceptable. At the discretion of the Head of Lower School, such marks could render a student ineligible for promotion at year's end. Remediation may be acceptable in some cases. Excessive absences will also lead to a discussion of whether a student is eligible for promotion at the end of the year.

ROUTINES

ASSEMBLIES

Lower School assemblies are an important time to gather as a school community. This year, we will meet on Fridays from 2:00 to 3:00 p.m.; special assemblies may occasionally occur on other days. Assemblies include class plays and professional performances in the arts. Boys are requested to wear special assembly attire every Friday. (See section marked **Special Dress Code** on page 21.)

WEEKLY MEETING

Once each week, we have Weekly Meeting in the Music Room for boys in grades K-2 from 2:30 to 2:55 p.m. On a separate day each week, we have Weekly Meeting for boys in grades 3-5. The focus of these meetings is character development and promoting values. It is an opportunity for students and teachers to come together in a community setting. The meeting includes music and songs and the Pledge of Allegiance. The heart of Weekly Meeting is a story or message presented by the Head of Lower School or another member of the faculty and staff.

SNACKS

Each homeroom has time in their schedule for a snack. Parents should provide nutritional snacks that can be consumed in about ten minutes. Please do not pack candy, soda, or sugary foods, as we try to teach about proper nutrition. Many classes have children with food allergies, and oil or residue from peanuts or other nut products especially, can cause severe reactions. Because of this, please do not send snacks that contain nuts. We ask that all parents teach their sons to be sensitive and respectful to classmates in choosing snack foods.

LUNCH

Starting in pre-k, each boy's tuition includes a healthful, nourishing lunch during each school day. In pre-k through grade 1 boys will receive a healthy lunch, served by our dining service FLIK, in the Stevens Room. Boys in grades 2 - 5 will eat in the school dining hall. The FLIK menu offers choices to suit various tastes. The food service does not use any nut products or shellfish, and there is a special serving line where one can get food that is free of other ingredients that might trigger allergic reactions.

If your son has a food allergy it is important to provide details to the school nurse and his homeroom teacher before the school year begins.

Parents who choose to send lunch from home instead will not qualify for any form of refund. Lunch is not provided on noon dismissal days.

It should be noted that gum-chewing is strictly prohibited at Gilman School.

PHYSICAL EDUCATION

Physical education is integral to Gilman's mission and program. We expect school to be a higher priority for students than outside leagues and activities. Gilman will not adjust a boy's school requirements to accommodate his outside youth league activities. Parents should not request that their sons miss PE in order to do homework in anticipation of after-school commitments. Any request for temporary exclusion from athletics for health reasons must be accompanied by a note to the office from the parent or doctor. Instructions from the child alone are not sufficient to excuse him from PE.

Starting in Prep 1, swimming is a required part of the physical education program. Our goal is for every Lower School boy to learn to swim. Thus, we assign each student to swim class as part of the physical education rotation. If a boy needs to be excused for health reasons, he must present a note signed by a parent. Instructions from the child alone are not sufficient to excuse him from swimming.

RECESS & PLAYGROUND

The Lower School play area includes the paved spaces and climbing equipment adjacent to our building as well as the hill and field directly below if they are sufficiently dry and mud-free.

Students should be attired in appropriate gear for the weather: sweaters and coats when it's cool, boots and mittens for cold/snowy weather, and snow pants and boots for sledding. We often go outside when the weather is damp, but in a steady rain, recesses are indoors.

Any activity that places oneself or others in harm's way is prohibited at recess, including but not limited to:

- Swinging or hanging upside-down on playground equipment - a child's head must always be higher than his feet
- Games involving pushing, tackling, hanging on, or physical contact other than tagging
- Ganging up against other boys or "locking" others out of activities
- Throwing mulch, sticks, stones, sand, snow, or ice
- Tree climbing
- Standing on or jumping off swings, slides, or railings
- Climbing up the slide, blocking the slide, or coming down in groups
- Lacrosse balls (use tennis or pinky balls instead)
- Baseballs and bats (Wiffle balls and bats are OK)
- Scooters, skateboards, and bikes.
- Standing, stunts, or piling on while sledding, or sleds with metal runners

TOYS, CELL PHONES, AND ELECTRONICS IN SCHOOL

Generally speaking, toys from home are a distraction in the classroom. With his teacher's permission, it is fine for a child to bring in a special toy for Show and Tell, but otherwise, we ask parents to ensure that toys stay at home. This includes computers, interactive watches, and other electronic devices. There is no reason a Lower School boy would need a cell phone during the school day. Teachers can arrange for a student to use a school phone if an emergency call is necessary.

It is fine for a student to bring sports equipment for athletics or recess as long as it is clearly marked with his name and complies with recess rules.

BACK PACKS

Book bags must be compact enough to fit in student lockers, which are rather small. Most rolling backpacks are too large; please consider this before investing in a model with wheels.

THE GILMAN SCHOOL STORE

The Gilman School Store is on the lower level of the Lumen Center. It is open during the school year from 7:45 a.m. to 4:15 p.m., Monday through Friday. Summer hours vary, so please call or visit the website before stopping by during the summer.

The store carries polo shirts, sweaters, and sweatshirts suitable for the dress code. It also carries various other items of clothing, school supplies, stationery, and gift items.

Lower School students may only visit the store if accompanied by an adult or an Upper School sibling.

LOST AND FOUND

Lost items will be placed inside the two window seats in the front lobby of the Lower School. As an “ounce of prevention” we ask you to clearly mark all clothing, especially outerwear, sweaters, backpacks, lunch boxes, and sports equipment with your son’s name. It is easy to return clearly marked items to the child who lost them.

On Parent Conference dates, we place all lost and found items on tables in the lobby for parents to claim. Remaining items will be donated to the Gilman Exchange and/or a local charity.

THE GILMAN EXCHANGE

Gilman’s Parents Association volunteers coordinate and manage the Gilman Exchange, which sells gently used boys’ blazers, khakis and other clothing items.

The Gilman Exchange is located on the second floor of the Old Gym and is open from 7:45 - 10:00 a.m. on the following dates during the 2019-20 school year:

Wednesday, September 4

Friday, September 13

Wednesday, October 2

Friday, October 11

Wednesday, November 6

Friday, November 15

Wednesday, December 4

Friday, December 13

Wednesday, February 5

Wednesday, March 4

Wednesday, April 1

Wednesday, May 6

Drop-Offs are accepted anytime at bins located in the Lower School Lobby, the Middle School Lobby and on the first floor of the Old Gym by the steps to The Gilman Exchange.

BEYOND THE CLASSROOM

AFTER SCHOOL PROGRAM (ASP)

The After School Program (ASP) is the Lower School's extended day program. The service is available on a contractual basis from 3:15 to 6 p.m., Monday through Friday. We request that all parents adhere to the 6 p.m. pick-up time. After 6 p.m., a late fee is charged of \$30 per quarter-hour.

Cheri McElroy is the director of ASP. She can be reached by calling 410-323-3800, extension 470.

ASP will not operate on 12:00 noon dismissal days or any day when school closes early due to inclement weather or emergency.

The ASP program includes a snack and structured study hall for students with homework. Weather permitting, boys enjoy outdoor play afterward, and there are numerous indoor games and activities as well.

There are many options for scheduling a boy's days and/or hours of participation in ASP. A contract and information about this service is made available to parents in early-June through the Parent Portal. Parents who wish their sons to participate in ASP are encouraged to return their contracts as quickly as possible so that the ASP directors can anticipate and prepare for program needs before school begins.

Pre-K, Kindergarten, Prep-One, and 1st Grade students who ride the 4 p.m. Kangaroo Coach home from school must attend ASP until their bus arrives, but they will not be charged for the time while they wait for their bus. An ASP contract, however, is still required for staffing purposes. Those families **will be charged normal rates for any days when their child attends ASP, but does not ride the 4 p.m. Kangaroo Coach.**

ASP may also be used on a "drop-in" basis on regular school days if a parent reserves a child's space with an email or phone call to the Lower School office (ttesterman@gilman.edu or extension 381). Boys whose parents have not notified the school in advance will sit with their class until 3:45 and

be sent to ASP afterward. Regular drop-in fees for ASP are \$15 per hour or any part thereof. If a student needs to "drop-in" to ASP on a 2:00 dismissal Friday and is not contracted with ASP for those days, his parent must notify the ASP or Lower School office at least 24 hours in advance to avoid being charged an accelerated drop-in fee.

If a child is signed out of ASP to attend an on-campus athletic event, the child is no longer the responsibility of the After-School Program and must remain in the company of the adult who signed him out.

We expect children to abide by school rules during ASP. Boys whose behavior repeatedly falls outside acceptable boundaries will be suspended from the program or asked to leave entirely. In such a case, it will be his parent's responsibility to arrange for alternative child care outside of Gilman.

SIBLING STUDY HALL

Gilman provides a Sibling Study Hall (SSH) from 3:15 to 4 p.m., Monday through Friday. Sibling Study Hall is open ONLY to boys who carpool with Gilman, Bryn Mawr, or RPCS Middle School students and for boys in grades second through fifth who ride the **4 p.m. Kangaroo Coach**. Other students looking for a structured after-school time must enroll in ASP instead. The carpool driver is expected to pick up the entire carpool no later than 4 p.m. at the Lower School entrance. After 4:10, Lower School boys who remain will be sent to ASP and charged at the normal drop-in rate. **Sibling Study Hall will not operate on early dismissal days.**

Boys in Kindergarten, Prep-one, and First Grade who have a sibling in middle school or who ride the Kangaroo Coach may attend ASP free of charge until 4:00 p.m. If they remain in ASP after 4:10 they will be charged the normal drop-in rate.

Sibling Study Hall is neither a playtime nor a substitute for ASP. Students in Sibling Study Hall are expected to do homework or read a book quietly. Lower School boys waiting for Middle School carpools **MUST** attend either

Sibling Study Hall or ASP. They may not roam the campus unsupervised. Sibling Study Hall boys will be dismissed to the care of a parent, designated adult, or high school sibling. They will not be dismissed to a middle school student.

AFTER-SCHOOL ACTIVITIES

After-school activities are entirely optional for both students and teachers. Some of them are only open to children in a specific grade or grades, and group sizes may be limited. Last year's activities included:

- Greenhounds (environmental awareness)
- Student Council
- Robotics (additional cost)
- Drone Club (additional cost)
- Eco-Explorers (additional cost)
- Gazette (student newspaper)
- Chess Club (at additional cost)
- Makerspace Clubs
- Mindfulness/Yoga Club

The teachers who organize each activity will advise eligible students about where and when the activity will meet.

AFTER-SCHOOL MUSIC LESSONS

Students may remain after school for private music instruction on piano, violin, or guitar. This After School Music Program (ASMP) is offered at an additional charge. The instructors, while generally not members of the Gilman faculty, are masters of their instruments. Lessons typically occur once a week. Boys waiting for a music lesson must attend ASP or wait with a parent. For further information, please visit our website or contact the ASMP director, Ariel Dechosa at adechosa@gilman.edu.

FIELD TRIPS

We normally take field trips at each grade level to enrich the classroom curriculum. For liability reasons, the Lower School uses buses rather than parent drivers on field trips. Sometimes parent volunteers are needed to assist with supervision. Because our students need the full attention of chaperones, younger siblings are not allowed on field trips. For each trip, parents will be required to complete an online permission for via the Parent Portal.

COMMUNITY-OUTREACH PROJECTS

Gilman's philosophy emphasizes a commitment to the community and service to others. Part of the Lower School character development curriculum is community outreach. At each grade level there are specific age appropriate activities and school-wide projects.

The Lower School continues to support the Bentley Food Pantry, which is a living memorial to Donald Bentley, a 1988 graduate of Gilman who was tragically killed. Conceived and operated by students, the Bentley Food Pantry has been supported by contributions and fundraisers from Gilman and other area schools. The Lower School continues to be a large contributor. Once a month the boys are asked to bring cans or boxes of nonperishable food to school to be donated to the project.

In addition, the Lower School participates in Lunches for the Homeless. Once each month, a certain grade will be assigned to supply food and prepare lunches. This will be a classroom activity. The lunches will be donated to the Mid-Town Church Community Association.

A tradition in the Lower School for many years has been the Thanksgiving Food Drive. Boys in each homeroom will be asked to bring in a certain type of food which is donated to a food pantry. A special assembly is held as part of this project.

Each year the Lower School faculty selects an organization that supports children with illnesses or disabilities. We hold a Read-a-thon for several weeks and encourage every student to participate. We emphasize the reading process, community service, and learning about the organization and those it supports. The students solicit sponsors for the amount of time they read or are read to. In the past the read-a-thons have benefited the March of Dimes, Autism Research, Cystic Fibrosis, Juvenile Diabetes, the Juvenile Asthma Association, the Johns Hopkins Hospital Children's Center, the Children's Hospital at Sinai, the Baltimore Regional Burn Center Foundation, Maryland Special Olympics, and American Heart Association. In 2014, Lower School boys raised enough money to have a University of Maryland Children's Hospital NICU room named in their honor.

COUNSELING SERVICES AT GILMAN

Gilman hosts a comprehensive kindergarten through grade twelve counseling program. The Lower, Middle, and Upper Schools each have a dedicated school counselor to shepherd students' social and emotional wellbeing.

The counselors offer a variety of developmentally appropriate programs, including division-wide activities focused on character as well as regular social-emotional learning lessons in each pre-k through five homeroom.

The counselors also provide individual and small group counseling, helping boys to manage emotions, stress, anger, anxiety, social issues or conflicts, or family and home issues.

They also serve as a resource for faculty, staff, and parents.

Counselors sponsor various programs to support parents such as guest speakers, book discussions, skills training, parent-child dialogue nights, and informal discussion and networking.

Laura Jordan is the Lower School counselor and can be reached at ljordan@gilman.edu or extension 484 at any time.

RULES AND REGULATIONS

APPEARANCE AND DRESS CODE

The intent of the Lower School Dress Code is for students to look neat and reasonably formal yet comfortable, as appropriate for our educational setting. Clothing should fit well and be worn in a customary manner. **All clothing and athletic equipment should be clearly marked with the student's name.**

Dress code standards:

1. Shirts with collars are required. Common examples are polo-style shirts, dress shirts, or turtlenecks. Shirt-tails must be tucked in. Please be sure this happens before your son arrives at school in the morning.
2. Pants may include khakis or corduroys. Denim jeans, warm-ups, and sweat pants are **not** acceptable. Pants with belt loops require a belt.
3. Shorts are acceptable during warmer weather, such as camp shorts and walking shorts. Athletic shorts are **not** permitted.
4. Students should wear sturdy shoes, properly fastened, with socks. Shoes with wheels are not permitted at school, nor are sandals. Sneakers are permitted, even on Assembly Dress Code days.
5. Sweatshirts may be worn in lieu of sweaters if they are either a solid color or display a Gilman emblem. Zip-ups or hood-style sweatshirts are permitted; however, headwear, including hoods, must be removed indoors.
6. Clothing should fit properly and be free of rips, tears or excessive patching.

Hair

Hair is expected to be a natural color and neatly trimmed and combed. A student's haircut is in compliance with the dress code if his eyebrows, ear lobes, and complete shirt collar are visible. Hair fads and outlandish haircuts are not acceptable. If parents have a question or concern about the haircut policy, they should contact Dr. Webster or Mr. Lawson.

Special dress code for Fridays, Special Assemblies, and Field Trips

For assemblies and field trips, students should wear a white or navy blue knit, collared shirt (long or short-sleeved) or turtleneck (depending on the weather) and khaki pants. During cooler weather, boys may also wear a navy blue sweater or sweatshirt. Knit shirts are available at the Gilman School Store, though it is not mandatory to purchase them there. **Boys should have a spare assembly dress code shirt and pants in their locker at all times.**

Please make sure to mark special dress code days on your calendar. The dates for special dress code days are sent home in the weekly newsletter, are in the Lower School calendar on the website, are in the 'Assembly/Special Dress Code Schedule,' and are in the calendar list you received over the summer.

Photo Day Attire

For individual yearbook photos and class pictures, each boy should wear a white, collared knit shirt, a navy blue sweater, and khaki slacks.

Lower School Closing Exercises Attire

Third and Fourth grade students are expected to wear a white shirt, tie, khaki pants, and shoes other than sneakers. Fifth grade students wear gray trousers, a white shirt, tie, navy blue blazer, and dress shoes. Students in grades pre-k through second do not attend Closing Exercises unless they have a sibling in the Fifth grade, in which case they may attend with a parent.

CARPOOL / PARKING

Safety

IMPORTANT: Drivers are not permitted to use cell phones in a moving car anywhere on campus. For emergency calls or texts, please pull out of the carpool line to a spot where your car will not impede the flow of campus traffic.

For safety reasons, all Lower School students must be dropped off and picked up in the carpool lane adjacent to

the Lower School's brick walkway. Students should not exit or enter cars on Roland Avenue or along the Carey Hall driveway.

Gilman uses a windshield tag system for the security of the students. Regardless of whether or not you are in a carpool, you will receive tags for two cars and may request more if needed. By displaying the tag in your front windshield, you are showing the teachers on duty that your car is authorized to pick up students. If you do not display your tag and the teachers do not know you, you may be asked to come to the office for clearance before we can load children into your car. There will never be a problem if you keep the tag in your car and display it each day. In addition to ensuring safety, use of the tags speeds up the dismissal process by providing quickly identifiable names and grade numbers for the teachers with walkie-talkies. If your tag gets lost or destroyed, request a replacement right away. Please do not assume that the teachers on duty know you without one.

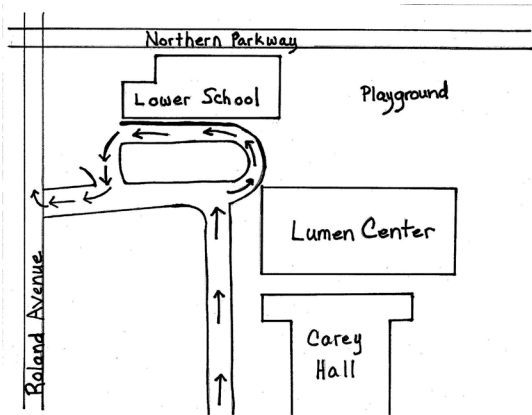
Be sure to give your tag to substitute drivers to spare them the hassle of reporting to the office. If a grandparent or other caregiver picks up your son regularly, please ask us for an extra tag.

The tag system also includes a card for your rear window so that drivers behind you know that you are waiting in the Lower School carpool line. The system works well, but only if everyone uses it.

Please continue to display your car tag until your son/sons are placed in your car.

Drop-off & Pick-up Procedure

1. Enter Gilman from the Roland Avenue entrance just beyond the Middle School.



2. Stay on the left side of driveway until you pass the Upper School. Bear right toward the Lower School circle, staying in a single line.
3. Maintain a single line *around the outer lane of the circle.*
4. Load and unload students only in front of the Lower School at the designated stations.

Parent Parking - Please read carefully!

Parents and visitors may park only in spaces specifically labeled "VISITOR." These spots are found along the driveway island and at the left end of the Carey Hall lot (main Upper School building). If no spaces are available in these areas, you should either park off campus along Roland Avenue or in the lower lot accessible from Northern Parkway. **All numbered and lettered spaces are reserved for faculty and staff only.** Other cars parked in these spots or in no-parking zones between 7 a.m. and 4 p.m. may be ticketed or towed at owner's expense.

Changes in Transportation

You should email or call Tammy Testerman to advise us of any change in your child's pick-up arrangements. Any parent making a change should also notify the other carpool drivers involved, and the student himself. Each child should understand clearly who is picking him up in order to avoid undue stress and minimize confusion at dismissal time.

CAMPUS SECURITY: PARENT & VISITOR BADGES

Gilman is committed to the safety of every child. Because teachers cannot recognize all parents, we must have a system to distinguish parents and legitimate visitors from strangers. **Our children's security depends upon each parent's complete cooperation with the guidelines below.**

The Lower School doors are locked during the school day. When you arrive, please ring the bell to be buzzed inside and immediately sign in with our security guard. You will be given a name badge to wear while you are in the building. Please understand that your name badge is essential, even if you plan to be in the school for only a moment. Please do not be offended if you are stopped and escorted to the security desk if you have forgotten to get a badge – we are acting in the interest of the children's safety.

SCHOOL NURSE & HEALTH CENTER

The Gilman Health Center, located in the Lumen Center, is open from 7:30 a.m. to 4:00 p.m. on school days. The Center is staffed with two Registered Nurses, one full-time and one part-time. The nurses, with the guidance of the school physician, provide care for students who need first aid or those who experience illness during the day.

Medications

The Health Center is stocked with basic over-the-counter medications which are dispensed using protocols developed by the school physician and in accordance with the parental permission given on the annual health forms. To ensure the safety of the students, all medications, whether over-the-counter, prescription, or homeopathic, must be dispensed through the Health Center.

If possible, prescription medications should be given at home. In the event that a student needs to take a daily medication at school or store medication at school in case of emergency, written permission must be obtained from his health care provider and the medication must be kept in the Health Center.

Lower School Illness Policy

The following conditions warrant keeping a child out of school: a fresh cold, diarrhea, fever (100.4 or higher), persistent severe cough, pink eye, and a diagnosed contagious condition. If your son is sick when he awakens, please do not underestimate the health threat to himself and other students should he come to school. We need to avoid spreading contagious illnesses. **Your son should be fever free (below 100.4 without medication) before returning to school.**

Communicable diseases should be reported to the Lower School (extension 381) or to the school nurse (extension 274) as soon as possible. Please consult your family doctor for follow up and care.

Head Lice Policy

Head lice are a perennial problem of childhood and it is a rare family that gets through their children's school years without a visit from the little critters. In general, Gilman follows the recommendations of the American Academy of Pediatrics Clinical Report on Head Lice published in 2010.

Please see the Gilman website for our detailed policy on dealing with head lice: <http://www.gilman.edu/community/health-center>. Or, read our FAQ.

STUDENT CONDUCT AND BEHAVIOR

Gilman expects students to conduct themselves in a manner appropriate to their maturity and age. It is important for all boys to show respect for each other, the faculty and staff, the buildings, and the materials. While the school climate promotes respect and trust, and our boys almost always adhere to acceptable boundaries, there are times when all children make poor decisions. This is a natural part of growing up. Our goal is to support their growth at these times.

At the beginning of each school year, the teachers and students discuss and design rules of acceptable behavior in the Lower School in general and in specific areas such as the Stevens Room, playground, lunchroom, and individual classrooms. Lower School teachers have been trained in the Responsive Classroom approach to build a positive learning community that promotes responsibility and autonomy. The Responsive Classroom approach provides consistent language throughout the Lower School. We teach and reinforce social-emotional skills systematically so teachers and students can focus on learning.

Serious discipline problems are few at Gilman. The school climate is one of respect and trust, and our boys almost always live within acceptable boundaries. While they are wonderful kids, they are not angels all of the time. Children sometimes behave differently in school groups than they do at home. We have our share of thoughtless acts, playground disputes, hurt feelings, and occasional tears. These are a natural part of growing up, and we try to turn them into learning experiences.

We deal with discipline problems on an individual basis. Initially each teacher handles situations that occur in his/her own classroom. For continued cases of inappropriate behavior or any instance of unusual or extreme misbehavior, students may be sent to the Lower School Head, Assistant Head, or Lower School Counselor for reinforcement or counseling. Reasonable and firm expectations on the part of the faculty provide secure parameters for each child, which allow him to explore and understand the consequences of his actions.

In order to foster greater student independence, we typically do not report small infractions to parents. We want boys to accept responsibility for their decisions and actions and understand the consequences of the things they do. Most problems are minor, and a simple word of heed is sufficient to bring a boy back on track. When students stray farther over the line, however, the consequences become

correspondingly heavier. In extreme cases of rules violations or continued misbehavior, a student may be given detention or suspended for one or more days or asked to leave the school.

Students must understand that “He started it” will NEVER be an acceptable excuse for inappropriate behavior. Regardless of who initiates a conflict, anyone guilty of breaking the rules may be held accountable for his decision. This is especially important to remember when disagreements turn physical. When someone else “starts it,” a boy is always better off going to a teacher rather than responding aggressively. We expect parents to support this policy and to coach their sons accordingly.

HONOR

Honor is the most important quality of a person’s character. It is a fundamental attitude of being trustworthy and of trusting others. There is no area of human existence which honor does not permeate. Honor violations such as cheating, stealing or borrowing without permission, and lying or misrepresenting the truth are subject to stiffer consequences than more minor misbehavior, as appropriate to a boy’s age and grade. We hope that all such instances will be learning experiences; however, repeated honor violations may justify more rigid consequences, including suspension or expulsion.

THE GILMAN FIVE

Character education at Gilman revolves around the “Gilman Five:” *honor, integrity, respect, humility, and excellence*. Every classroom is adorned with a poster displaying these essential words, and throughout the year, teachers discuss their meaning with students – sometimes in character development discussions and other times as these attributes apply to literature, history, or other aspects of the curriculum. We ask parents to have similar conversations with their children at home. Every Lower School boy should be able to name and describe the Gilman Five by heart.

Honor

Never lie, steal or cheat and do not tolerate those who do. Set a good example and encourage others to follow you. Do your part to make Gilman a community of honor despite the messages of the world outside the campus.

Integrity

Be the same person at all times and adhere to your values

regardless of the situation. Always be someone of whom you are proud.

Respect

Always be a gentleman and treat others with kindness and civility. Remember that words can be uplifting and healing or very hurtful. Act with empathy.

Humility

Never brag about or call attention to your successes; rather, make an effort to point out the success of others.

Excellence

Strive for excellence in all that you do – academics, arts, athletics, and character. Do not settle for less than your best effort.

ANTI-BULLYING POLICY

Student Council boys from grades four and five revised the following policy in 2016.

We believe that it is the right of every student to attend school in a safe environment, free from the fear of bullying. We have the right to be treated fairly and respectfully by our peers and teachers.

Bullying at school can cause fear, unhappiness, and stress that hurt our concentration and make us feel helpless and sad. Bullying can also cause lasting emotional and physical distress which can damage our school performance and self-esteem.

Therefore, we, the students at Gilman Lower School, do declare bullying to be mean, wrong, and unacceptable. Accordingly, we have revised and approved this Anti-Bullying Policy, May 2016. We accept that bullying at school could result in disciplinary action, as described in the student conduct sections of the Lower School Student and Parent Guide. We also understand that a student with a pattern of bullying behaviors risks his privilege to belong to the Gilman community.

Definition of Bullying:

We identify bullying as **repeatedly** intimidating or being hostile through words, looks, or actions. Bullying can be based on a person’s race, religion, gender, color, physical appearance, sexual orientation or expression, disability, skill level, behavior, preferences, family, friends, or other factors. There is often an actual or perceived power difference between the bully and target. Bullying can include repeated and consistent teasing or taunting, intentional exclusion from groups or activities, or targeting other people in ways

that might threaten their physical or psychological well-being, performance, opportunities, or education.

Responsibilities of Community Members:

Students and members of Gilman Lower School community bear the responsibility to support this Policy through the following actions.

- Students are responsible for learning and understanding this Policy.
- Students should report all forms of bullying to a teacher, counselor, or administrator immediately. While the definition of bullying includes behavior that is repeated or part of a pattern, there are times that a single incident is severe enough to need immediate attention of a teacher or nearby adult.
- When bullied, the student should make his feelings clearly known to the bully or bullies in a respectful manner.
- Bystanders who witness bullying are expected to take any of the following actions as appropriate:
 - Report the incident to a responsible adult immediately.
 - Tell the bully that he is breaking a school policy.
 - Support the victim physically and/or emotionally without become aggressive.
- Students who are victims of bullying should never retaliate or “get even”.
- Parents should instruct their children to adhere to this policy.
- Parents should teach their children to listen and take responsibility for their own behaviors.
- Parents should model appropriate behaviors at home.
- Parents should recognize the signs of their own children’s inappropriate behaviors.
- If a parent feels their child has been the target of bullying, they should report this to a teacher, counselor, or administrator as soon as possible.
- Teachers should assign fair, consistent, and appropriate consequences for misbehavior.
- Teachers should be watchful for bullying particularly during less-structured times of the day.
- Teachers should model appropriate behaviors in their classrooms and with their peers.
- Parents and teachers should teach their children to

distinguish between bullying and other forms of conflicts such as disagreements, simply not getting one’s way, and immature or clumsy responses to being frustrated.

- Parents, teachers, and students should listen to the positions of others before accusing them of wrongdoing.

ONLINE BULLYING

Any form of cyber-bullying is also included in Gilman’s Bullying Policy, regardless of whether the messages originated in or out of school. It is essential for parents to monitor and supervise their children’s internet and cell phone use very closely.

When parents sign their son’s enrollment contract, they and he agree to Gilman’s technology AUP (acceptable use policy), which is included online for both parent and student to sign. Parents and students are asked to review this document before the school year begins.

LOWER SCHOOL EVENTS, ACTIVITIES, AND TRADITIONS

STUDENT COUNCIL

Gilman Lower School sponsors a Student Council for boys in grades four and five. The goals of Student Council are to foster leadership skills and to use project based learning to increase awareness of the needs of our school and surrounding community. Boys who wish to serve may present their names for consideration at the start of the school year. All boys who fulfill the requirements, and maintain Gilman academic and behavioral standards, are welcome to join. Student Council members will work to represent the student body by attending regular meetings, as well as reporting back to homerooms about sponsored events and activities. The focus for these activities will be to address student issues, build school spirit and morale, and increase communication and tolerance in the school environment.

BIG BUDDY/LITTLE BUDDY PROGRAM

The Big Buddy/Little Buddy program is a long-standing Lower School tradition. The goal of the program is to help younger students feel at ease and to foster nurturing in the older boys. Each boy in a younger grade is matched with a “big buddy” in an older grade in the Lower School. They develop a relationship that often continues beyond their Lower School years.

UPPER SCHOOL/LOWER SCHOOL MENTORING PROGRAM

Organized by the Office of Community, Inclusion, and Equity, the mentoring program began in 1994 to enhance the sense of Gilman brotherhood and community. Throughout the year, Upper School mentors and their Lower School mentees bond during individual activities as well as group outings, which often include family members. The program addresses issues including peer pressure, conflict resolution, growing up as a young man,

and character development. For more information, please contact Gilman’s Office of Community, Inclusion, and Equity.

BIRTHDAYS

Birthdays are important events to children. Announcements of birthdays are a regular feature of the Weekly Meeting. Homeroom teachers welcome cupcakes or other simple refreshments sent from home to celebrate a boy’s birthday. Parents should check with the homeroom teacher beforehand to make arrangements for birthday celebrations, and should honor teacher requests concerning food allergies.

Because the development of a caring attitude is an important Lower School goal, we ask that families be sensitive to the feelings of the other students when planning parties. To prevent any boy from feeling excluded, we encourage parents to invite either a small number of boys or the entire homeroom. Please remind your son that parties should not be discussed at school.

FIFTH GRADE MUSIC

All fifth grade students study both chorus and instrumental music.

In the Exploratory Band Program, students will choose on of the following: flute, clarinet, alto-sax, oboe, trumpet, trombone, French horn, or baritone. Parents have the option to rent an instrument from Menchey Music or a vendor of their choice. They may also use a family-owned instrument. The boys are offered group lessons with one of two band instructors. Students should consider their instrument choice carefully, as they are not permitted to drop or switch classes after they have made their initial selection. Students will store their instruments in the lockers outside the music room, and are required to register their padlock combination with their band instructor. Regular practice at home is essential.

SAFETY PATROL (GRADE 5)

One special responsibility for fifth graders is to help greet Lower School students as they arrive each morning. The boys take turns serving on Safety Patrol for two week periods. Safety Patrol boys should be at school by 7:30 a.m. so that they may help arriving students get out of their cars. The Safety Patrol is the most important community service project in the fifth grade. It is essential that each boy take his responsibilities seriously. We ask parents for their support in ensuring that their son arrives on time. The Safety Patrol schedule is emailed to parents in early August, and is also posted in each fifth grade homeroom.

COSTUME PARADE

All Lower School students and faculty are invited to arrive in costume, or to bring a costume to wear in the Lower School Costume Parade at the beginning of the school day on or near October 31. Parents are welcome to watch the parade, which winds its way across campus through the Middle and Upper Schools and back again to the Lower School. After the parade, students change into dress down attire and the normal school day resumes. We ask parents to guide their children away from costumes based upon blood and gore or other inappropriate themes.

FACULTY/FIFTH GRADE BASKETBALL

On the day we depart for spring break, very special groups of "good sports" hit the courts! Multiple teams of fifth graders compete against the Lower School faculty in basketball. Parents are invited to join the other Lower School spectators to cheer and support both teams.

GRANDFRIENDS' DAY

(Grades Prep-One, 2, and 4 only)

Grandparents or special friends of boys in Prep 1, second, and fourth grade are invited to spend a morning in the Lower School on Monday, Nov. 25, from 9:00 - 11:15 a.m.. The boys enjoy having guests see their classrooms and share in their activities.

BOOK SWAP AND BOOK FAIR

The annual book swap and book fair give the boys a chance to build their home library as well as an opportunity to contribute to community organizations in Baltimore and the Lower School Library author fund. The Book Swap is typically held in the spring and the All-School Book Fair is held in November.

SPIRIT DAY

The annual Lower School Spirit Day occurs on a day during the last week of school. At this much-loved event, Lower School students, faculty, and staff enjoy games, activities, teamwork, and fun on school fields, weather permitting. The Student Council plans and coordinates the Spirit Day activities.

LOWER SCHOOL CLOSING EXERCISES

On Thursday, June 4, at 8:30 a.m., students in grades three, four, and five will attend Closing Exercises in the Alumni Auditorium to honor the fifth grade's completion of the Lower School. There will be a reception afterward for fifth graders, families, and friends. Arrival at school is at the usual time, with dismissal between 10:00 and 10:15 a.m. Students in pre-k through grade 2 do not attend the Closing Exercises unless they have a sibling in the fifth grade, in which case they may attend with a parent.

Third and fourth grade students will wear a white shirt, tie, khaki pants, and shoes other than sneakers to Closing Exercises. Fifth graders wear gray trousers, a white shirt, tie, navy blue blazer, and dress shoes.

PARENT INVOLVEMENT

COMMUNICATIONS WITH NON-CUSTODIAL PARENTS

Gilman's first obligation is to its students. Regardless of the relationship of parents to each other, we believe that a healthy partnership among the school and both parents is in the boy's best interest. In cases of separation or divorce, we continue to communicate with both parents unless we are presented with a court order barring one parent from associating with his or her child. This means that both parents will receive email communications and general mailings, regardless of who is paying the bills. It is the responsibility of each parent to make sure the school has his or her current address, phone numbers, and e-mail addresses.

When an important issue necessitates short notice, we will attempt to reach both parents. The school wishes to stay out of marital conflicts and settlements; we ask parents not to pull teachers or administrators into the middle of such disputes. Some situations warrant calling or writing the custodial parent only. They include – but are not limited to – calls that a boy is feeling sick, routine classroom matters (field trips, homework assignments, special dress requirements, etc.), and special requests. We will use our judgment about which kinds of issues both parents want and need to know.

PARENTS AT SCHOOL

Parent volunteers provide a welcome and important service at Gilman, whether organizing Parents' Association events, shelving books in the library, or helping teachers with lessons or class events. We encourage parents to volunteer in ways that are meaningful to them and are continually grateful for the ways that volunteers expand and enrich our school programs.

Parents will have the opportunity to sign up for classroom-specific volunteer slots at the beginning of each year, as well as *many* opportunities offered by the Parents' Association throughout the year. Additionally, there are several occasions when parents are encouraged to come see their sons in action: class plays, music concerts, art show,

and special activities such as the First Grade Pioneer Day, Second Grade Immigration Day, or Third Grade Day of Discovery.

When volunteering in the Lower School:

- Please remember that parents have an important responsibility to honor the confidentiality of information regarding students and teachers and to respect teachers' private time and space.
- We ask our volunteers to use the Stevens Room kitchen instead of the Faculty Room. They are also welcome to take breaks in the first floor Conference Room if it is not in use.
- Volunteers are reminded to get an ID tag from the security guard when they enter the Lower School.
- Please park only in spaces marked "visitor," in the lower lot off Northern Parkway, or along Roland Avenue.

A parent may also wish to observe his or her child's class. We are proud of our school and happy to show the great things our boys and teachers do. Nevertheless, visitors must appreciate that unannounced, repeated, or extended visits or drop-in conferences with teachers distract students, and impede instruction. We can typically schedule a visit under limited conditions. The parent should ask Dr. Webster or Mr. Lawson directly at least one day in advance, the visit should be less than an hour, the visitor should remain as inconspicuous as possible, and the visitor must respect the confidentiality of information regarding teachers and children.

PARENTS' ASSOCIATION

Established in 1972, the Parents' Association provides enrichment and volunteer support for school activities. Its goal is to promote good will, cooperation, and communication within the school community. The Association sponsors special programs and lectures as well as regular meetings several times a year.

Communication is another important function of the Parents' Association. There are usually two parent representatives for each grade who are responsible for organizing special class activities and for keeping the lines of communication open between other parents, the faculty, and administration.

APPENDIX

2019-20 PARENTS ASSOCIATION BOARD OF GOVERNORS

GILMAN SCHOOL PUBLICATIONS

CAMPUS MAP

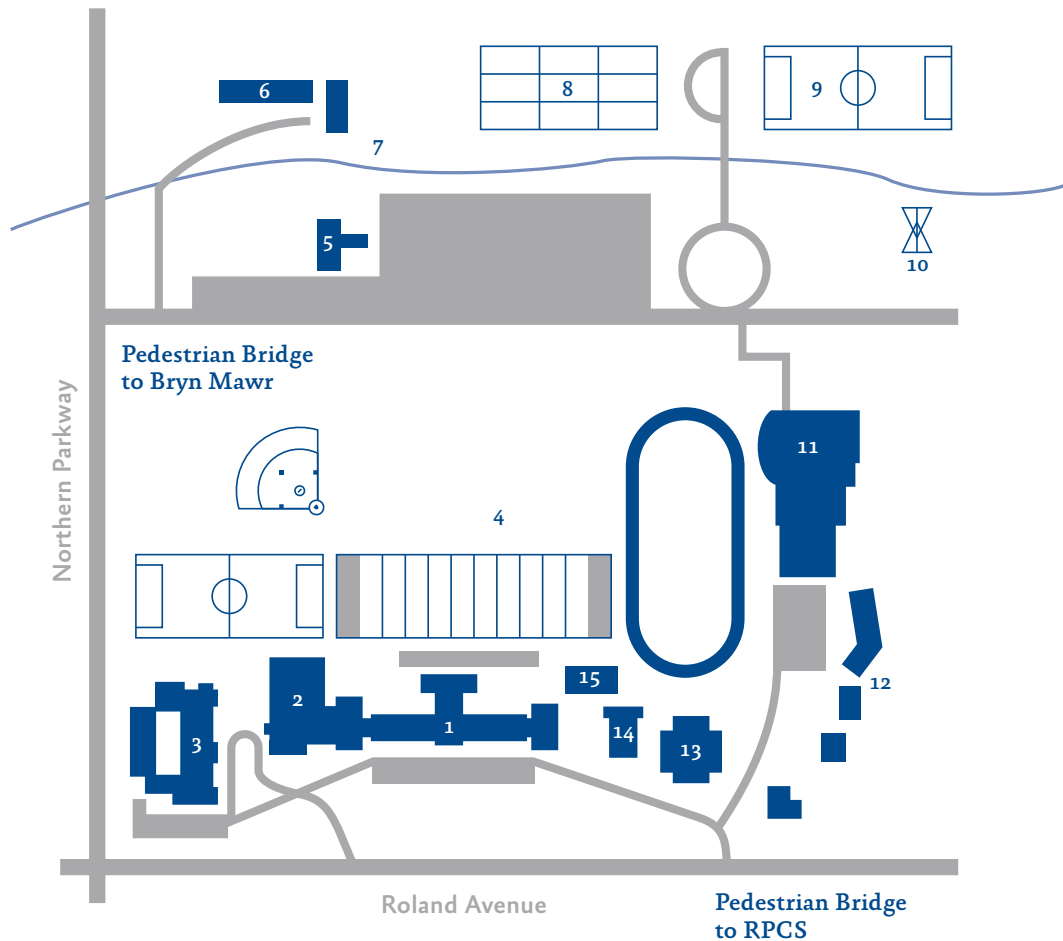
2019-20 PARENTS ASSOCIATION BOARD OF GOVERNORS

Co-Presidents	Erika Slater, Meisha Dockett
Vice-President	Emily Fearey
2nd Vice-President	Kirsty Dickson
Treasurer	Lucy Liddell
Recording Secretary	Heather Vogel
Corresponding Secretary	Ali Pitruzella
Immediate Past President	Cindy Scheiner

GILMAN SCHOOL PUBLICATIONS

<i>The Gilman Gazette:</i>	Lower School student newspaper. Published electronically and in print version 5-6 times per year.
<i>Parent Directory:</i>	Directory of Parents of Gilman Students, published electronically and in print.
<i>The Gilman Bulletin:</i>	The alumni magazine, printed twice per year.
<i>The Annual Report:</i>	Report of annual and capital giving, published annually.
<i>The Gilman News:</i>	Upper School student-run school newspaper.
<i>The Blue and Gray:</i>	Middle School student-run school newspaper
<i>The Paragon:</i>	Upper School student-run literary magazine.
<i>The Cynosure:</i>	Gilman school-wide student yearbook available for purchase.

CAMPUS MAP



- | | |
|-----------------------------|---------------------------------------------|
| 1. Carey Hall | 9. Practice Fields |
| 2. Lumen Center | 10. Alpine Tower |
| 3. Callard Hall | 11. Redmond C. S. Finney
Athletic Center |
| 4. Athletic Fields | 12. Faculty Housing |
| 5. The Maintenance Building | 13. John M. T. Finney Hall |
| 6. Faculty Housing | 14. Alumni Memorial Chapel |
| 7. Stony Run Stream | 15. Science Building |
| 8. Tennis Courts | |

