

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

GILMAN

MIDDLE SCHOOL



2021-2022

Student/Parent Handbook

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.

PHILOSOPHY

Gilman School's educational philosophy is summarized in its commitment to the development of mind, body, and spirit. This approach emphasizes the central importance of educating the whole boy in every facet of his personality. Gilman's rigorous academic program is founded on a core curriculum designed to emphasize the value of a strong work ethic, critical thinking skills, effective oral and written communication, active engagement in the arts, and lifelong enjoyment of intellectual pursuits. Our required athletic program is based on the belief that through the cultivation of physical vigor and wellness, boys learn the value and meaning of teamwork, resilience, competitive spirit, humility, tolerance, and sportsmanship. The school also nourishes and affirms the fundamental importance of spirituality, not merely in an abstract, academic sense, but also in observance and practice, for the formation of an integrated personality. Above all else, Gilman School seeks to help boys grow into men of character. We believe that the qualities of honor, leadership, dedication, and service to others must be emphasized and reinforced through all aspects of the school community. To that end, Gilman adheres to a comprehensive honor code, a service learning program, and a commitment to diversity in all of its forms.

GILMAN MIDDLE 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

Now more than ever we have an increased appreciation for the immeasurable value of relationships and the sense of community created in a school setting. As we endeavor to listen to, learn from, and respect all the members of the Middle School community, it is important to have guidelines to support our efforts. The pages in this handbook were composed with that purpose in mind.

Please review and revisit the contents of the handbook, keeping in mind that we all play an important role in creating a safe, respectful, and fun environment in the Middle School. This will be accomplished as we work to apply Honor, Integrity, Humility, Respect, and Excellence (The Gilman Five) to our behavior and our interactions with each other.



Armond Lawson
Head of Middle School

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

Redmond C.S. Finney

COVID-19 HANDBOOK ADDENDUM

In accordance with the recommendation put forth by the CDC and AAP, as well as in alignment with the mandate announced by Mayor Brandon Scott, all employees and students, regardless of vaccination status, will be required to wear a mask while indoors on Gilman's campus.

ABOUT THIS ADDENDUM

COVID-19 has been declared a worldwide pandemic by the World Health Organization. While the country has made progress in combatting COVID-19, the pandemic is not behind us. Breakthrough infections and the emergence of new variants remind us that we must remain vigilant and take precautions to keep our community safe. All members of the Gilman community have a shared responsibility to support and comply with policies and protocols to protect the health and safety of our community.

Accordingly, this COVID-19 Handbook Addendum sets forth policies that are specifically applicable for attendance at Gilman during the 2021-2022 school year. The policies set forth in this addendum are intended to either supplement or supersede the School's existing policies as listed in the Gilman Parent/Student Handbook. If a policy in the Parent/Student Handbook conflicts with a policy in this addendum, the policies in this addendum shall govern.

The purpose of this Addendum is to outline the preventative measures to which students and their families must adhere. In addition to this COVID-19 Handbook Addendum, Gilman has also developed and implemented COVID-19 Safety Protocols and Procedures (the "Safety Protocols"), [which can be accessed here](#). The Safety Protocols more fully detail the measures that Gilman is putting in place to mitigate the risk of the spread of COVID-19 during the 2021-2022 school year, with guidance from the Centers for Disease Control and Prevention, Occupational Safety and Health Administration, and the state and local departments of health and education.

Both this COVID-19 Handbook Addendum and the Safety Protocols may be revised or updated from time to time, as necessary or appropriate. This COVID-19 Handbook Addendum and the Safety Protocols supersede the policies and protocols previously issued by the School. They will be in effect, as revised from time to time, from August 1, 2021 until otherwise rescinded or modified by the School.

Parents and students are expected to read, understand, and adhere to the policies contained in this COVID-19 Handbook Addendum. Parents or students who have questions about this COVID-19 Handbook Addendum or the Safety Protocols should contact their son's Division Head or the School Nurse.

MODIFICATIONS TO THE SCHOOL'S PROGRAMS, CURRICULUM, AND ACTIVITIES

Due to COVID-19, circumstances will require that the policies, practices, and procedures described in the Handbook may change from time to time. The School reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice. The School will make every attempt to give timely notice of substantive changes in policy. Should events which are beyond the School's reasonable control and which occur without its fault or negligence necessitate a closure, delay, or modification of its educational programs and activities, the family's obligations as outlined in this Handbook, as set forth in the Enrollment Agreement, and/or as otherwise established by the School shall continue. The School shall not be liable for any failure, delay, or modification of its programs or activities. The School reserves the right to make modifications to the school year as necessary to account for any time lost due to any closure or delay, including without limitation the following: extending the school year for a period of time equal to the time lost due to any delay; conducting classes via distance-learning; and/or scheduling weekend classes. Possible events which could necessitate closure, delay, or modification as described above include, but are not limited to, acts of nature, fire, pandemic, U.S. Government restrictions, wars, and insurrections.

MODIFICATIONS TO THE SCHOOL'S PROGRAMS, CURRICULUM, AND ACTIVITIES

Due to the COVID-19 pandemic, the School may make modifications as necessary to promote health and safety, including bus and carpool, arrival and dismissal times, lunch and snacks, after-school care and activities, interscholastic sports, clubs, and tutoring. On-campus volunteer opportunities, as well as classroom parties, assemblies, large gatherings, and other in-school events may also be limited or canceled at the School's discretion to help prevent the spread of COVID-19 on campus. The School will provide as much advance notice of such changes to parents as possible. In enrolling their child at the School, parents represent that their decision is not contingent upon any particular program, curriculum, employee, or enrollment level, and understand that the School retains the right to change the School's programs, curriculum, or workforce at its discretion.

STUDENT ATTENDANCE

Unless otherwise directed by the Division Head or the Headmaster, the School's normal attendance requirements and absence notification procedures shall continue to apply at all times during the 2021-2022 school year, including during any periods of distance learning.

DINING HALL, LUNCH, AND SNACKS

Hot and cold meals will be prepared and served by Flik, the School's food service partner. All food will be served and/or prepackaged. There will be no self-serve options (ex. salads and soups, if offered, will be prepackaged).

If a student brings his own lunch to School, be sure that the food containers provided are easily opened by your child. Students should bring their own utensils to school and should not share food with others. Microwaves and refrigerators are not available.

The School is encouraging students and employees to eat outside and at least three (3) feet of distance whenever possible. Tented areas will be available for inclement weather days.

VISITORS

During the 2021-2022 school year, the School will permit limited visitors on campus. In order to maintain appropriate social distance, employees or students who wish to bring a visitor to campus must obtain prior approval from their respective Supervisor or the Headmaster. This would only be in the case(s) where the visitor would be in close contact with students (ex. reading to a class or setting up for a classroom event). Permission does not need to be obtained in cases where there is no direct student contact (ex: Parents Association meetings, parent dropping off a forgotten item at the front desk).

Spectators at athletic events will be allowed.

All approved visitors must comply with the School's protocols when on campus, regardless of their vaccination status. This includes wearing a protective mask, maintaining social distance, disinfecting their hands prior to entering the building and confirming a lack of symptoms, fever, and exposure to COVID-19.

HEALTH AND SAFETY STANDARDS

All members of the School community are expected to help in reducing and preventing the spread of COVID-19 and all communicable diseases at the School by complying with the guidance listed in this policy below as well as the Safety Protocols in order to protect themselves, their fellow students, and the School's employees. The School may, in its sole discretion, issue additional guidance to address specific circumstances or for other reasons. The School may, in its sole discretion, issue additional health and safety standards to address specific circumstances, which may supersede this guidance.

- **COVID-19 Vaccination: The School strongly encourages all students who are eligible to receive the COVID-19 vaccine.**
Vaccination will enable the School to significantly mitigate the risk of spreading COVID-19 on campus. Students who have been vaccinated should provide proof of vaccination to the School Nurse. The School reserves the right to require all eligible students to be fully vaccinated against COVID-19. Please note that, if and when a COVID-19 vaccine receives standard FDA authorization, there is a greater likelihood that the School will require eligible students to receive the COVID-19 vaccine.
- **Before Coming to School:** Prior to arriving on campus every day, parents will be required to take their child's temperature and answer questions about symptoms and exposure. Parents must submit temperature and screening information through Ruvna (a link to fill out the screener will be sent to parents daily). Students who do not successfully pass the Ruvna screening, have a temperature of 100.0°F or more, or who show other symptoms may not come to campus and must follow the normal absence reporting procedures.
- **Students who Show Symptoms While on Campus:** The School may periodically check the temperature of students on campus. If a student presents with a temperature or other symptoms of COVID-19 while on campus, the student will be isolated, the contact on record will be notified, and the student must be picked up within 60 minutes of being notified.
- **WHILE ON CAMPUS**
 - *Wearing Masks:* Regardless of vaccination status, all students must wear a face mask while indoors on campus. Students may only remove their masks if they are outside and socially distanced, or are eating. Students should provide their own masks and may choose to use either cloth or surgical masks. Security personnel and/or the School Nurse will have a supply of surgical masks for students who forget theirs. Families who need a medical accommodation regarding this requirement should contact the School Nurse.
 - *Practice Proper Hygiene:* Students must wash hands frequently throughout the day, for at least twenty seconds, including before and after meals and after using the restroom. In addition, the School will ensure that there is hand sanitizer, paper towels, tissues, and other supplies available throughout the buildings. Students are expected to cover their mouth and nose with a tissue when coughing or sneezing, or cough or sneeze into their elbow. Students are expected to avoid touching their eyes, nose, or mouth.
 - *Social Distance:* While on campus, maintain a social distance of three (3) feet or more from other students and employees, whenever possible, indoors and outdoors.
 - *Flu Shots:* All students attending on-campus classes during the 2021-2022 school year are strongly encouraged to receive a flu shot.
 - *Legally-Mandated Vaccines:* All students must receive all vaccinations required under state law, unless they have documentation of a medical exemption signed by their health care provider.
 - *Students' Personal Items:* Students are expected to limit the number of items brought onto campus each day and follow the policies around the sharing of food, supplies, and other items with fellow students.
 - *Medical Forms and Emergency Contacts:* Parents must complete and submit all required student medical forms prior to the first day of school. Parents must provide at least two (2) emergency contacts who are able to pick up their child(ren) from the School within one (1) hour of receiving a call from the School.
 - *Comply With Posted Signage:* Employees, students, and visitors should adhere to all posted signage, including those with regard to social distancing, use of elevators, and common spaces.

- **Stay Home If Ill or Exposed:** Students are expected to follow the guidance of their healthcare provider and/or federal, state, and local health agencies if they are ill or have been exposed to COVID-19. Students who have symptoms of COVID-19, have tested positive for COVID-19, or have had close contact with someone with COVID-19 must follow the guidance as outlined below, or as otherwise directed by the School, the local health department, and/or their health care provider.

Students who are required to stay home under this policy must notify the School Nurse and consult a health care provider.

- **Tested Positive for COVID-19 and Showing Symptoms:** Students who have tested positive for COVID-19 and are showing symptoms must stay home for a period of ten (10) days since symptoms first appeared and 24 hours have passed with no fever without the use of fever-reducing medications and other symptoms of COVID-19 are improving.
- **Tested Positive for COVID-19 Without Symptoms:** Students who have tested positive for COVID-19, but do not develop symptoms, must stay home for a period of ten (10) days following their positive viral test for COVID-19.
- **Close Contact with Someone Who Has COVID-19**

§ For unvaccinated students exposed in school: The [CDC has issued an exemption from quarantine](#) for unvaccinated students who are exposed to COVID 19 in the classroom **if** the students were wearing masks consistently and maintaining social distancing of at least three feet. In such cases, the School Nurse will consult with the local health authority to determine whether the exemption can be applied. This exemption does not apply to non-classroom settings.

§ For unvaccinated students exposed outside of school: Upon learning of the exposure, the School Nurse should be contacted so that necessary contact tracing can commence, if necessary. If an unvaccinated student is exposed to COVID-19 outside of school, he should quarantine for 14 days. Based on guidance from the CDC, the following options to shorten quarantine may be an acceptable alternative depending upon local circumstances:

- Quarantine can end after day 10 if no symptoms have been reported during daily monitoring; or
- Quarantine can end after day 7 if a diagnostic specimen (collected on day 5 or later) tests negative and if NO symptoms have been reported during daily monitoring. The specimen may be collected and tested within 48 hours before the time of planned quarantine discontinuation, but quarantine cannot be discontinued earlier than after day 7.

When students meet these criteria and quarantine is ended early, all of the following must be implemented:

- Daily symptom monitoring continues through day 14;
- Students are counseled regarding the need to adhere strictly to all recommended mitigation strategies including correct and consistent face mask use, physical distancing, and self-monitoring for symptoms of COVID-19 through day 14;
- Students are advised that if any symptoms develop, they should immediately self-isolate and contact their health care provider to determine if they need to be tested and how long they should be excluded from school.

§ For Fully Vaccinated Students: Students who have been fully vaccinated do not need to quarantine after they have had close contact with someone with COVID-19 unless they develop symptoms. Similarly, students who have had COVID-19 in the previous three months and (1) have recovered and (2) remain without COVID-19 symptoms do not need to quarantine after they have had close contact with someone with COVID-19. Vaccinated students who have been in close contact with a positive COVID-19 case must take a PCR test on or after Day three (3) and wear a mask until negative results are received. Exposure should be reported to the School Nurse so that she can monitor for symptoms when the person is on campus.

- **Weekly Surveillance Testing:** The School has partnered with Capital Diagnostics to provide weekly testing for unvaccinated employees and students. The School reserves the right to expand this testing to vaccinated individuals on campus should it be deemed necessary (ex: continued breakthrough cases, groups who have a higher likelihood of close contact like athletic teams, return from holiday breaks, etc.). Parents will need to sign a waiver at the start of the school year to provide consent for their son(s) to be tested.

- **Conduct While Not At School or On Campus:** While not on campus, students and their families are further expected to adhere to any restrictions issued by the Governor, the Department of Health, or other restrictions or recommendations issued by the CDC and state and local agencies. Students and their families should limit their attendance at mass gatherings where social distance cannot be maintained and should wear masks in public settings, regardless of their vaccination status. Students and their families who are seeking to travel, either domestically or internationally, should ensure that they adhere to any and all travel guidance for the destination and for returning from their destination, including but not limited to any vaccination, quarantine, or COVID-19 testing requirements.
- **Right of the School to Require Additional Testing/Home Isolation:** If the School is concerned about the health of a student, including possible exposure to COVID-19 or if the School is concerned that other elements of this policy or the Safety Protocol have not been followed, the School reserves the right to require the student to either (1) be tested for COVID-19 and provide proof of a negative test before returning to campus or (2) remain off campus for 14 days.

PRIVACY

The School respects the right to privacy of any student who has a communicable disease, including COVID-19. All student records or information regarding communicable diseases will be confidentially maintained by the School Nurse. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, employees, and the greater School community.

ASSUMPTION OF RISK

COVID-19 is extremely contagious and is believed to spread by person-to-person contact; and, as a result, federal and state health agencies recommend social distancing and various other measures to mitigate the risk of contracting the virus. The School has implemented reasonable preventative protocols, policies and procedures designed to reduce the spread of COVID-19. Students and their families are expected to adhere to these protocols in order to reduce the risks of contracting or spreading the virus at the School.

Despite the Safety Policies and other measures in place to mitigate the risk of transmission of COVID-19 on campus, there are inherent risks that students and/or their families may become infected with COVID-19 due to the student's participation in in-person classes at the School. These risks include, but are not limited to, the following: exposure to COVID-19, becoming infected with COVID-19, or becoming a symptomatic or asymptomatic carrier of the virus. It is possible that a student is already an asymptomatic carrier of the virus before and that the student may infect other students, employees, or other individuals at the School as a result of their attendance. Any person who receives a positive diagnosis of COVID-19, including a student or their family member, may encounter extended quarantine/self-isolation, additional tests, medical care, hospitalization, other potential complications, and the risk of death. By allowing their child(ren) to come to campus for any reason, parents understand, acknowledge, and voluntarily assume these risks on behalf of themselves and the student(s).

GILMAN SCHOOL STUDENT PARTICIPATION IN DISTANCE LEARNING POLICY

The School is endeavoring to hold all classes on campus during 2021-2022 school year. However, from time to time, the School may be required to hold classes remotely via distance learning. During periods of distance learning, Gilman School will be utilizing several platforms, including Zoom, Seesaw, the Google Suite, and the learning management system Canvas to conduct lessons remotely. Students will participate virtually in their classes, communicate with classmates, teachers, and other School employees, and receive other support services they ordinarily receive from the School, including individual and group meetings with teachers and advisors, as well as other forms of academic support. Most students will have access to these platforms by using their school-issued email addresses. Younger students may have access through a parent's or guardian's email address. We anticipate that the majority of distance learning will take place during the school day, though acknowledge that there may be exceptions to this timeframe.

The education provided by the School through Distance Learning is considered a continuation of the School's educational program. The rules and responsibilities of the student are the same as if the student was participating in learning on-campus. Students are expected to attend scheduled online meetings in a timely manner, prepare in advance for the lesson and participate in a meaningful and respectful manner. Tests, assignments, and other assessments that may be performed will count towards a student's grade in the same manner as if it had occurred when distance learning was not in effect. As applies at all times, students are expected to do their own work in compliance with the School's rules related to cheating, plagiarism or other violations of the School's Honor Code.

The School's Student and Parent Handbooks, including but not limited to the acceptable use policy, privacy policy, and other policies and procedures related to electronic communications, shall apply to your child's participation in distance-learning classes. You understand and acknowledge that all of the School's policies and procedures apply to students while participating in distance learning, you will communicate these responsibilities to your child(ren), and you will ensure that your child(ren) complies with all School policies while participating in distance learning.

Distance learning will be conducted both asynchronously and synchronously (through live instruction). Interactions through online platforms may be recorded by your child's teacher for educational purposes and may be shared with other students or employees of the School. As a result, your child's image, likeness, or voice may be recorded while he (or she, in the case of our Upper School coordination program) is participating in distance learning via Zoom.

Recording of the class or other online interactions with a student or students may not be recorded in any manner by anyone other than a representative of the School without permission in writing from a Division Head or Headmaster. Failure to comply with this restriction may result in disciplinary action of the student regardless of who made the recording, including but not limited to removal from the School.

Parents understand that distance learning classrooms are designed to mimic the in-person classroom environment in a virtual setting to the extent possible. While we understand students may be in shared spaces while engaging in distance learning, parents and other students or adults in the household should refrain from joining or auditing classes unless invited or with prior approval by the teacher.

In limited circumstances, one-on-one video communication may take place when a group meeting or email is not sufficient. All video communications must take place during regular school hours using the online platforms provided by the School and should be scheduled in advance whenever possible. These meetings will not be recorded and will take place with prior email notification to the student's parent(s)/guardian(s).

In summary,

- Policies and procedures in the Handbooks continue to be in effect, including but not limited to:
 - Expectations for academic honesty, including the Honor Code as stated in each division's student handbook,
 - Acceptable use and privacy policies, and
 - Bullying and harassment policy.
- Group and one-on-one consultations will continue to occur between students and teachers, advisors, learning specialists, counselors, deans, and administrators during regular school hours.
- Teachers/Administrators may record classes (not advisory sessions or 1:1 meetings) to facilitate the review of direct instruction for students who are absent or who need reinforcement.
- Students should not record classes or meetings.

While minimal, there may be risks related to the use of online platforms. You may review the Privacy Policy and Terms of Use for Zoom. The School's privacy policy can be found [here](#). It is important that parents/guardians recognize and accept those risks as we continue with distance learning. Your child's participation in school starting on the first day of the 2021-2022 academic year, Wednesday, September 1, 2021 (with orientation days starting on Monday, August 30, 2021), serves as your acknowledgment and understanding of the distance learning program and agreement to the terms and conditions of the program and the obligation to comply with the policies as described in this policy.

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THE FOUNDATIONS

GILMAN HISTORY

Gilman 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 envisioned a school having a full day program of classes, study, activities, and sports, with the added advantage of allowing the boys to live at home. 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 saw that it would not be practical to continue in rented facilities. They set about searching for a site that could be bought, and in 1910 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 The 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 “Gilman School.”

In 1947, on the occasion of the School’s fiftieth year, Bradford McE. Jacobs, of the Class of 1938, a distinguished correspondent for *The Baltimore Sun*, wrote a history of the School, entitled *Gilman Walls Will Echo*, which is available in the Fenimore Library.

The Long-Range Planning Committee of 1969-70 recommended that a Middle School be formed separating the sixth grade from the Lower School and the seventh and eighth grades from the Upper School. The Dr. John M. T. Finney Middle School building, named for a prominent Baltimore physician who served on the Board of Trustees from 1912 to 1942, was finished in the summer of 1971.

Under the leadership of Mr. Reginald Tickner, the Middle School opened its program as a separate unit for the school year 1972-1973. The building was designed as an open-space school, with a faculty of prior Lower and Upper School members.

From its inception, the Middle School has been directed towards providing for the specific needs of emerging adolescents. In 1993, The Board of Trustees approved the construction of a new building, and the doors to the new John M. T. Finney Hall opened for the 1994-95 school year. Whether one focuses on the Talk program, Mathematics, or Super Gras, the Middle School is an integral part of the Gilman community and a special place for learning and living.

In 1997-98, Gilman School celebrated its Centennial. On the occasion of the one-hundredth birthday, *Gilman Voices*, a collection of essays and biographies edited by Patrick Smithwick, of the class of 1969, chronicled the successes and struggles of the Gilman School. In 2007, the rededication of Carey Hall was a tangible symbol that after 100 years, Mrs. Carey’s experiment continues to flourish and be a model for other independent schools. The three founding principles of the philosophy—mind, body, and spirit, are today’s cornerstones of the Gilman School.

BUILDINGS AND GROUNDS

Gilman is situated on 68 acres at the corner of Roland Avenue and Northern Parkway. There are eight major buildings on campus.

The Middle School building or Dr. John M.T. Finney Hall is on the south end of the driveway. Nearly all of the Middle School meeting spaces are here, including the following: traditional classrooms, science laboratories, the art room, the music room, the Lord Library, the Innovation Lab, and all Middle School offices. (A floor plan of the Middle School is included in the Appendix.) Additionally, Middle School students use the Design and Woodworking Center located in the Academic Center below the Lumen Center and the Band classes meet in the Band Room located in the rear of the Auditorium.

The Henry C. Gallard Lower School, erected during the 1997-98 school year, stands as a monument to Mr. Callard, a former headmaster, and represents Gilman's commitment to provide excellent facilities while maintaining a low teacher-student ratio. Completed in 1999 were new additions to the Upper School Science building and Alumni Auditorium. The Auditorium houses the instrumental band practice room, with locker space and individual practice rooms. A set design and construction space was created adjacent to the stage. A small "black box" theater space, dressing rooms, costume storage, radio station, and recording studio are also there. In December of 2007, Carey Hall was rededicated and the Upper School resumed its position in the renovated building. Adjacent to Carey Hall, the Lumen Center includes the Development Office and Upper School language classrooms. Middle School students use the Lumen Center daily for it includes the Dining Hall, the Design and Woodworking Center, the Health Center, and the School Store.

In February 1990, the Redmond C. S. Finney Athletic Center opened. The Athletic Exhibition Center houses a 1000-seat arena, a reception area, classrooms, and administrative offices for our athletics program. Renovated portions of the Finney Center include Middle School locker rooms, a swimming pool, various gyms, the intramural gym, the wrestling room, the weight-training room, and a training facility.

The fields on the Upper Terrace include the track, Oval (the sports turf infield of the track), varsity football field, varsity soccer/lacrosse field, varsity baseball diamond and several practice areas. Beyond the lower parking lot are more fields, commonly referred to as the "lower fields." The farthest area houses the tennis courts and the nearest the Alpine Tower and shot put area. Two of the lower practice fields are used by both Middle and Upper School teams.

We are so fortunate to have all of these indoor and outdoor facilities. Enjoy them, being certain to treat them gently and wisely.

HONOR

Honor is both about being trustworthy and trusting others. In a world where all too often we see others taking shortcuts and compromising their standards, it becomes even more important that we teach, model, and champion honesty in our community. Living by The Honor Code means to keep present in one's minds and actions the following commitment:

I will neither lie, cheat, nor steal, nor will I tolerate it in others.

In order to reinforce the honor code and to remind students of their responsibilities, we ask them to write The Honor Pledge on some assignments to signify that the work is their own. The Honor Pledge is as follows:

On my honor, I pledge that I have neither given nor received aid on this assignment.

The student must then *sign* the pledge, making his words official.

Please note that offering or receiving aid on an assignment could apply to a time when that assignment is not right in front of the student(s). Students who take a test before other students in the same course should not discuss the test with peers. No student should ask another, "How was the test? Was it hard?" Any test for which a student is ill-prepared will seem "hard." Any test for which one is well prepared will either seem appropriately challenging or perhaps downright easy. If you are worried about a test, please seek help from a teacher.

Honor in school is often first thought of in connection with students' conduct in carrying out their academic responsibilities, which is indeed important. However, honor involves more than just doing one's own schoolwork.

It includes respecting others' property, which means that we should ask for permission before we borrow someone's belongings. If we find something out on the Oval or left behind in a classroom, we should take it to the front office rather than taking it and using it as if it were our own. This includes athletic equipment, clothing, calculators, etc. If someone allows us to borrow something, we should be responsible for returning it promptly.

Honor also relates to respecting others and resisting temptations to take advantage of them. It means avoiding misleading others, and it means telling the whole truth, even when it is difficult.

Honor is related to human decency and fair play. It means being able to have fun on the Oval at recess because you acknowledge it when you break a game rule. We ask that each community member help make the Gilman Middle School a place that is strongly characterized by trust and mutual respect. All community members have an important role in upholding the Honor Code of our School.

While The Gilman Honor Code specifically addresses one's conduct in carrying out school work and school responsibilities, being a person of honor and integrity is a way of life, one that extends beyond the School's walls. We ask each student to remember that he represents all of us in the community when he goes out into the world.

The final phrase of The Honor Code indicates that it is essential that faculty, staff, and students take action when they witness dishonorable conduct. To ignore infractions of the Honor Code is to condone them and is in itself an honor infraction.

We recognize that reporting honor violations is serious and difficult. In recognition of this, we suggest that students who observe honor infractions select from the following actions:

1. Approach the individual involved and communicate clearly your witnessing of the violation. Ask the person to turn himself in, or inform him of your intention of doing so.
2. Report the individual to one of the following:
 - the Dean of Faculty and Student Life.
 - the Head of Middle School.
 - a member of the faculty.

Any staff or faculty member who becomes aware of an Honor Code infraction should report the matter to the Dean of Faculty and Student Life.

Please remember that while it may seem like breaking The Honor Code will make your life easier in the short term, earning back trust once you have broken it takes time and is difficult. Your integrity is your most valuable possession. We encourage you to guard it wisely.

VIOLATIONS OF THE HONOR CODE

The list that follows serves as a guide for honorable conduct and behavior. Here are some examples of honor violations:

1. Lying or misrepresenting the truth to another person.
1. Taking or borrowing another person's property without his or her permission. Please avoid using another student's locker for any purpose.
2. Giving or receiving assistance or any advanced information about tests, quizzes, or other pledged assignments. Permitting another student to cheat is an act of cheating itself.
3. Taking any notes or unauthorized aids into an exam, test, quiz/drill.
4. Cheating on an exam, test, or quiz/drill by looking at another student's paper, or by passing or exchanging information in any way.
5. Asking a teacher for an answer to a question on an exam, test, quiz, or drill while taking that assessment.
6. Copying or taking credit for another person's work/ Plagiarizing either directly from a paper source or from a flash drive, computer, iPad, the internet or any electronic source.

7. Please note the following from The Language Department: Placing more than one word or term at a time into an online translator, such as Google Translate, is an honor violation. Instead of Google Translate or anything similar, students should use an online *dictionary* such as Word Reference. It is best to limit one's use of the dictionary and instead use the language and structures studied in class when writing compositions for language classes. Students should place an asterisk* next to any word(s) found with the aid of the online dictionary. (If a student is stuck and cannot get started on an assignment, he should make an appointment for extra help immediately.)

Sometimes when students seek help, they get too much help and wind up submitting work that is not their own. Please avoid this situation by checking with your classroom teacher to verify that it is indeed acceptable to seek help from a peer with an assignment or problem.

Some math teachers may allow student collaboration for certain assignments. Some language teachers may *only* allow student collaboration while working together in class at the teacher's express direction. If in doubt about how much help from a peer, sibling, parent, etc. is acceptable, students should seek clarification from the teacher.

All violations of The Honor Code are subject to disciplinary action.

DISCIPLINARY RESPONSES TO HONOR VIOLATIONS

Each student at Gilman must commit to following The Honor Code. Unfortunately and hopefully rarely, temptation may cause a student to break it. Each case of an Honor Code infraction is handled on an individual basis, but generally three things happen:

1. The student has a conference with the Dean or Division Head.
2. Parents are notified.
3. A consequence is assigned with the goal of beginning to mend relationships and reinstall trust.

Suspension is a possible punishment for an honor offense and expulsion is possible for repeated infractions. The name of the individual involved will not be made public to the student body, but the faculty may be notified.

HONOR COUNCIL

The Gilman Middle School Honor Council is an organization designed to give students a forum to discuss the concept of honor and build a community of trust within the Middle School. The organization is comprised of eighth graders who are elected by the student body through homeroom elections. Students serve as liaisons between the students and faculty to educate their peers, represent students' thoughts and opinions, and to discuss issues of ethics and honor in the community.

THE GILMAN EXPERIENCE

Gilman School is committed to maintaining a diverse community of students, faculty, and staff. The experience of each member of the community is enriched by associations, interactions, and friendships with people of different backgrounds, races, religions, creeds, and talents. We hope to get to know one another well so that we can learn from and celebrate one another.

We want the School to be a place where all community members are included and enjoy a sense of belonging. We are open to conversations about community members' experiences and strive to be a place where the dreams are indeed the reality.

The School was founded on Christian principles and is committed to the Judeo-Christian tradition but respects and welcomes all religions. Sometimes, assemblies focus on religious themes.

THE SCHOOL DAY

SCHOOL HOURS

The school day starts at 8:00 a.m. and ends at 4:00 p.m., Monday through Friday. The John M.T. Finney Hall (The Middle School building) will be open at 7:15 a.m. for students who arrive early. While awaiting the start of the school day, students will be able to access their lockers, work and or socialize in select areas, receive extra help from teachers, or play out on the fields.

Since the first period begins promptly at 8:00 AM, students are urged to arrive at school by 7:45 a.m.. This allows important time for daily organizing and for getting any extra help that might be needed.

At the end of the day, a 3:45 p.m. bell will ring. After that, students might need to have a brief chat with a teacher or coach, and they might have homeroom cleanup responsibilities. Students also need time to thoughtfully pack their backpacks for the evening. Middle School students are generally expected to be picked up by 4:15 p.m. Students who wait for late pick-up or later carpools must sign into EDSP, the Extended Day Supervision Program. The program runs until 6:00 p.m. on a fee schedule. After 6:00 p.m., a late charge will be assessed for students still awaiting pick-up.

DAILY SCHEDULE

The Middle School daily schedule consists of the following: six 40-minute teaching periods; a morning meeting time consisting of either homeroom, advisory, or assembly; a short morning recess; a lunch period followed by a short recess; an afternoon study hall; and an athletic period.

The Middle School operates on a six-day cycle. Days are numbered from 1 to 6, for the purposes of the course schedule. Meanwhile, morning meetings, councils, and musical ensembles that meet during afternoon study halls follow a day-of-the-week schedule. See the Appendix for a bell schedule.

BEFORE SCHOOL

The morning is a great time to prepare for the day, greet friends, and check in with teachers. If a student needs to use his iPad for academic purposes in the morning, the only place he may do so is the computer room, rooms 102 and 124, any table/chair combination found in front of faculty offices, or while working directly with a teacher. If your student needs a quiet area to complete work in the morning, the Lord Library is open at 7:30 a.m.

ABSENCES / LATENESS

If a student is going to be absent from school, parents are asked to call or email the Middle School office by 8:00 a.m. (410-323-7093 or ppollard@gilman.edu) to inform Ms. Pollard, the Middle School's Administrative Assistant, as to the reason for the absence. Please notify her and your student's advisor *via email* in advance of a *planned* absence.

If your student will be absent for a religious holiday, the absence will not count against his attendance record. Students are expected to notify their classroom teachers about *all* planned absences in advance and to make arrangements for make-up work.

Students are asked to be at school by 7:45 a.m. in order to have enough time to get themselves organized for the academic day. First period begins promptly at 8:00 a.m. Students not in their seats by 8:00 a.m. will be considered late for school. Students who are late to school **MUST** report to the front office to sign in or will be marked absent for that day.

Lateness to school is excused only for medical reasons or due to mechanical problems with cars. In the case of extreme weather conditions that cause treacherous driving, allowances will be made.

ENCOURAGING PERSONAL RESPONSIBILITY

Parents, if your son calls you from school to bring a forgotten item, such as athletic shoes, homework, or his iPad, please try to refrain from bringing it to school for him. However, as we know that parenting is always a delicate balancing act, there is a procedure in place to get the delivered item to your son. When you arrive at school, please complete the *Dropped-off Item Form* at the security desk. The item will then be placed on a table in the lobby for your son to retrieve during the day. It will be your son's responsibility to retrieve it. If there are extenuating circumstances that require a more timely retrieval of the item, please see Ms. Pollard in the Middle School Office. We appreciate your attention to these procedures. They are an attempt to encourage our students to take responsibility for their personal belongings while recognizing that they are still growing.

EARLY DISMISSAL PROCEDURES

If students need to be dismissed from school early due to a medical or dental appointment or a special family event, please follow the procedures listed below:

1. Prior to the first period, a parent or guardian should submit a signed written request to the front office or call Ms. Pollard with it.
2. Students must sign out in the office before leaving the school building and sign in upon returning to the building.

ATHLETIC STUDY HALL

A student who is unable to participate in athletics due to illness or injury will instead attend an extra, supervised study hall during his athletic period. Parents are asked to provide a signed note statement describing the nature of the problem and the period of time the student needs to refrain from athletic activity. This note of excuse should be submitted to the front office before the first period. If a student is going to miss an extended period of time from athletics, parents should provide a written statement from the student's doctor describing the problem as well as the length of time the boy needs to be excused from physical activity. After an extended absence from athletics, we ask that parents provide a second signed statement indicating that the student can resume athletic activity.

AFTER-SCHOOL GUIDELINES FOR STUDENTS

1. Students will have from their 8th-period dismissal until 4:15 p.m. to pack up books, do homeroom clean-up and speak to friends and faculty.
2. After dismissal from their last activity, students are to change back into school dress code and pack their backpacks with all needed supplies for homework and study. If they have homeroom cleanup responsibilities, they should fulfill them before leaving the building.
3. Students being picked up immediately are to proceed to the dismissal area and be alert for their carpool. They are not to play ball during dismissal time.
4. Students being picked up from Roland Avenue are to wait in front of the Middle School for their car's arrival and then signal their need to cross by waiting patiently in the crosswalk area until the dismissal duty teacher assists them.
5. Students walking home, riding a bike, or taking public transportation may proceed directly to head home. Please note that once a student leaves campus, he may not return to campus that afternoon without adult supervision.

6. Students in a carpool with a Lower Schooler should proceed to the After-School Program in the Lower School to be picked up.
7. Unless students are part of an ongoing production at Roland Park Country School or Bryn Mawr School, they are not allowed on the campuses of any of our neighboring schools. Any exception to this must have the prior approval of the administration.
8. Students may visit the school store after school. This must be done after their eighth-period teacher dismisses them and prior to 4:15 p.m. Students who are not returning to EDSP are not allowed to bring snacks or beverages into the Middle School. Students with an after-school obligation such as a club, extra help, tutoring, music lesson, or detention, should be at the proper location **by 4:00 p.m.**
9. Students still on campus (but not at a Middle School activity) at 4:15 p.m must sign in to the Extended Day Supervision Program (EDSP) at the front security desk. Even if they expect to be picked up shortly, they must sign in to the program. Signing in allows us to know where the students are on campus. When their car arrives, they must sign out so that their family is charged correctly.
10. Students returning from a late activity or Middle School athletic contest must sign in to EDSP at the time of return. Thank you in advance for following these guidelines.
11. On occasions when there are athletic events at the school, any student who wishes to attend an event must have written permission in advance. Before 2:00 p.m. on the day of the event, students must submit a signed note of permission to the front office. The note should specify the name of the event, the date of the event, and if possible, the precise location.
12. Students attending an after-school help session, athletic event, or a supervised gathering should put their name and location on the AFTER-SCHOOL EVENTS sheet on the front security desk. That way, boys, if your parent or sibling comes to pick you up earlier than you expected and is wondering where you are, we will have a way of knowing. Thank you for helping us with this!

Please do not hesitate to ask any questions concerning after-school hours.

DISMISSAL PICK-UP GUIDELINES FOR DRIVERS

Thanks to all former carpool pick-up drivers for helping us maintain a perfect safety record at Middle School dismissal. In an effort to continue this, we offer the following set of guidelines for review prior to the new pick-up season in September:

1. The official dismissal time for students is at 4:00 p.m.. Although it is true that students are excused from their last class, activities, or athletics at 3:45 p.m., expect that students will need to change back into school clothes, pack supplies and books into backpacks, and help with homeroom cleanup. Some sixth graders are ready prior to 4:00 p.m., but few seventh or eighth grade students are out at the dismissal zone before 4:00 p.m. To come ahead of this time will only mean a longer wait in line. The best practice is to arrive after 4:10 p.m.
2. Vehicles are to turn into the driveway, fill the curb lane to its end, and then fill the secondary lane. Vehicles should move forward up to the south end of the Upper School building leaving no gaps. Under no circumstances is a vehicle to be left unattended. Cell phones should not be used while driving, especially in the pick-up lanes.
3. Follow the instructions given by the teachers on dismissal duty. The teachers will help fill the two curb lanes and will help drivers that are ready to leave find their way out of the waiting lanes and into an exit lane.
4. **Vehicles may not stop in the through-lane to pick up a student.** To do so increases the potential safety risks significantly.
5. When a carpool is complete and ready to leave, a driver's turn signal will alert the dismissal duty teacher who will assist the driver with pulling into the through-lane safely.
6. As other vehicles leave, please continue to move forward. A teacher will often remind a driver to: "Please move up!" As vehicles move forward closing gaps, other vehicles will have room to exit.

7. If the driveway is filled, vehicles should wait patiently until space is cleared. Although some vehicles may wish only to pass through the through-lane, it is not helpful to crowd the entrance and leave vehicles in the path of oncoming northbound Roland Avenue. Please do not use the horn to signal or to show impatience.
8. It is helpful to watch for anyone who may be attempting to leave the faculty, staff, and faculty housing parking area. It is also helpful to watch for pedestrians who may be attempting to cross all three lanes of traffic in front of the Middle School.
9. Parents may wish to pick up their son by finding a spot along the northbound curb lane of Roland Avenue. **Do not double-park** on Roland Avenue under any circumstances. Drivers picking up students from Roland Avenue should alert them to keep a close eye out for the vehicle. As soon as it is safe, the dismissal duty teacher will direct the student(s) to cross the driveway at the crosswalk. Traffic will be thick at times, and our top priority is safety. We will cross students as soon as traffic is clear.
10. Please be patient. Between 3:40 – 4:10 p.m., the lanes are crowded and there can be delays in moving up or exiting. The role of the dismissal teachers is to ensure the safety of your sons, all drivers, and your property. Please be cooperative, considerate, and respectful of them for what is surely a thankless assignment. Also, please reserve any extended conversations with teachers for another time.

Thank you in advance for following these guidelines. We appreciate your cooperation.

EXTENDED DAY SUPERVISION PROGRAM (EDSP)

We are pleased to be able to offer the Gilman Middle School Extended Day Supervision Program. This program will operate from 4:15 p.m. to 6:00 p.m. each school day. EDSP will provide students with a teacher monitored environment for quiet study, homework completion, or relaxation with friends. Similarly, the program will provide parents who cannot pick-up their sons by 4:15 p.m. the assurance that comes from a safe, supervised setting.

Here is an overview of the program:

- 4:00 p.m. - 4:15 p.m.: The boys have time to pack-up books, do homeroom clean-up, and speak to friends.
- 4:15 p.m. All boys who are staying for EDSP must sign in.
- 4:15 p.m. - 6:00 p.m. Quiet study, homework completion, relaxation with friends (indoor or outdoor).
When the boys are picked up, they must be signed out by a parent or an older sibling.

Please note the following important policies:

- Any Middle School student on campus after 4:15 p.m. and *not* involved in a supervised activity such as academic help sessions, clubs, rehearsals or interscholastic games must be signed in to the EDSP program.
- Students who are not picked up at the end of a supervised after-school activity need to sign into EDSP as well. Students need to pack up and bring all of their belongings with them when they sign in as they will not be able to lockers or other locations that are not used for EDSP.
- EDSP will operate on all days that school is in session except on days that the Middle School closes at noon and on early dismissal days due to inclement weather. EDSP will not operate on those days.
- **Students must be picked up by 6:00 p.m.**
- Charges for EDSP will start at 4:45 p.m. with a fee of \$15 per afternoon.
- Students not picked up by 6:00 p.m. will be assessed a **late charge of \$30.00 per quarter hour.**
- Billing for EDSP will be mailed separately from the tuition billing.
- Financial assistance for the program is available and allocated in proportion to tuition assistance received.

This is a “drop-in” program and your son may attend on any given day without informing us ahead of time, **but you must register in advance if you plan on having your son attend at any time.** In order to register your son for EDSP, the enrollment form, MSDE Emergency Form, and MSDE Health Assessment must be completed and submitted. These forms can be emailed to Claire Haggarty at chaggarty@gilman.edu. The emergency form and health assessment are a requirement of the Maryland State Department of Education for after school programs and are separate from your son’s Magnus Health forms.

- The Extended Day Supervision Program will use as its operational base the security desk in the front lobby of the Middle School building. **The EDSP phone extension at the security desk is 139.**
- We hope EDSP provides your son with an enjoyable, safe, and productive environment on the days that he stays after school. Please call the School if you have any questions. Thank you in advance for your support of this program.

SNOW DAY POLICY

On occasion, heavy snow or ice may cause a cancellation of school or a delayed start for school. Students and parents should check the Gilman school website (www.gilman.edu), listen to a radio station (WBAL or other snow-day report station), or tune into a local TV station for a specific announcement concerning Gilman. Parents should also check the school’s website or listen for radio announcements for an early dismissal due to inclement weather. 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 the Ruvna alert system. Parents, if the weather seems iffy, please check your cell phone (or the device registered for Ruvna alerts) to ascertain Gilman’s plan for that day and to pick up children promptly in the event of an early closing. The School’s website is a reliable source of information in these situations.

THE CLASSROOM

CURRICULUM SUMMARY

The digit after each course indicates the number of class meetings per 6-day cycle.

SIXTH GRADE

Language Arts 5
Mathematics 5
Science 5
Geography 5
French / Spanish 5
Music / Band 2
Talk I 1
Technology 1
Trimester Courses 5
 Art
 Design & Woodworking
 Drama
Athletics 6

SEVENTH GRADE

Language Arts 5
Pre-Algebra 5
Life Science
Geography 5
French / Spanish 5
Music / Band 2
Talk II 1
Technology 1
Trimester Courses 5
 Art
 Design & Woodworking
 Leadership
Athletics 6

EIGHTH GRADE

Language Arts 5
Algebra 5
Physical Science 5
Ancient History 5
French / Spanish 5
Latin 5
Talk III 2
Elective (*one of the courses listed below*) 2
 Art
 Music
 Design & Woodworking
 Journalism
 Music
 Technology (Laser Cutting, 3-D
 Printing, Green Screen)
 Journalism
Athletics 6

CLASSROOM PROCEDURES AND CONDUCT

Classroom procedures may vary from teacher to teacher. If, after a teacher has explained the procedures, the student still has questions, he should make an effort to clarify information. Never be afraid to ask questions! Listed below are points of conduct and procedure that all students should observe in all classes:

1. For each class, arrive on time, and wait outside the classroom until your teacher arrives or a bit longer, if you see that students in the room are finishing a test or cleaning up after a lab.
2. There are five-minute transition periods between classes. Unexcused lateness will result in disciplinary consequences.
3. Book bags and backpacks are ideal for transporting books and schoolwork between home and school. Backpacks, however, are not to be used for carrying books between classes during the school day. Students have a break in between every pair of classes, so there should almost never be too many materials to carry at once. We recommend that the student take the necessary books and supplies for two classroom periods at a time. Backpacks should be left in school lockers during the day.
4. Cell phones (turned off) and Apple (or Samsung or similar) watches should be left in school lockers during the day. If a parent or guardian needs to reach you, he or she needs to call the front office, and Ms. Pollard will communicate any urgent information to you.

5. iPads should be placed on the top shelf of student lockers during both morning recess and lunch recess.
6. Be sure any work that will be submitted on paper is headed up properly and ready to submit before the class begins. Much valuable instruction time can be lost if this procedure is not followed.
7. Treat the school building and furniture with respect. Damage to desks, tables, chairs or other equipment will be charged to the responsible person and appropriate disciplinary action will be taken.
8. Keep paper, tissues, and trash or other debris from snacks off the floor and out of lockers. Waste and recycling containers are provided in all areas. Please recycle all recyclable materials.
9. Polite and courteous manners should be used with teachers, staff, and last but not least, fellow students.
10. Wait for the teacher/coach to dismiss the class/team before leaving the classroom or field.
11. When a class is dismissed, check the area for trash and debris. Make sure all tables and chairs are straightened, and the room is ready for the next class.

HOMWORK ACCOUNTABILITY

The primary purpose of homework is to reinforce concepts presented in class. The effort put forth on assignments will provide the student with valuable practice opportunities. It will also provide the teacher with a more accurate profile of what the student is able to do. To the extent that one relies on another person's thinking to complete homework, he is hampering his own understanding. Therefore, it is to the student's advantage to do homework with as little assistance as possible. If, after conscientious effort, the student feels greatly in need of help, he should seek it. Remember that a small amount of help from an experienced teacher will frequently be enough, whereas help from another student or a family member could lead to trouble. Please review the section about HONOR for more details.

For certain assignments, a teacher may indicate that the students should receive no assistance from outside sources. This is usually referred to as a "Pledged Assignment." Other assignments may be intended as group projects or activities, but again these will be clearly indicated by the teacher. If you are in doubt about whether or not you are permitted to work with a peer on any given assignment, ask your teacher immediately.

Use the Student Planner to record your homework assignments, and consult Canvas pages to fill in missing details. If you have questions about the material or due dates, please ask your teacher in person or via email in a timely fashion.

Some teachers may require students to correct homework that could be improved. In general, homework is a factor in determining a student's achievement and effort grades alike. The quality, thoroughness, and promptness of homework may be considered.

If a student is absent, he is responsible for keeping up with assignments. Canvas Pages are available for each teacher in the Middle School and should be a primary resource for students when they are absent. Those websites are accessible through www.gilman.edu. If he is able to work at home during the absence, a student should do his best to complete assignments. If a student is unable to complete homework because of sickness, he will be given adequate time to do so after his return to school. Once a boy returns to school after an absence, he is responsible to see his teachers as soon as possible to help him catch up with missed work. In general, a student is allotted twice the number of days he misses school for an excused absence to get up-to-date. However, each student should make a plan with teachers to achieve the goal.

MANUSCRIPT/PRESENTATION FORM

In preparing handwritten or printed work to be submitted for evaluation, follow the accepted standards as stated below:

1. Use standard size lined composition paper or loose-leaf paper, or if typed, standard white paper, 21.6 cm by 28 cm (8-1/2"x11") in size. Be sure the paper is clean and undamaged; paper torn from a notebook is unacceptable.
2. Use on only one side of a sheet of paper, leaving the back clear for corrections if necessary.
3. If writing in ink or computer printing, use only blue, black, or blue-black ink; all other colors are unacceptable.
NOTE: Teachers vary in their requirements regarding pencil and ink. In Language Arts, for example, all teachers require ink for final drafts of project papers or long compositions done outside of class; pencil is acceptable in all other situations. In other courses, the individual teacher will set his/her standard for the use of pencil or ink.
4. In handwritten work, write from the red margin line at the left and leave a margin of about 2.5 cm (1") at the right.
5. In computer printed work, always double space the text and leave a margin of about 5 cm (2") at the top of the page and margins of about 2.5 cm (1") at the sides and bottom. The left-hand margin must be straight; the right-hand margin should be as even as possible.
6. Indent the first word of each paragraph about 1.3 cm (1/2") from the left-hand margin.
7. If your paper has a title, it should be centered on the top line of the first page. Skip a line between the title and the first line of the composition. (Double space twice if typing.)
8. For homework assignments from a text, write the title of the assigned text, page numbers, and exercise numbers across the top line of the paper.
9. If the paper is more than one page in length, number the pages after the first, beginning the numbering with "2" and centering the number about 1.3 (1/2") from the top of the page.
10. Write your name in the upper right-hand corner of each page.
11. Write legibly and neatly. If erasures are made, they must be neat; not simply crossed out. Messy work is unacceptable and will be returned ungraded to be redone.

A written assignment should ordinarily be presented to the teacher folded lengthwise with the fold to the left and headed with your name, the course, the teacher's name and block period, and the due date, and the type of assignment. When required, the Honor Pledge should be written and signed below the outside heading.

Richard Shock

Mr. Tully – Block A

September 17, 2021

Reading Check

On my honor, I pledge that I have neither given nor received aid on this assignment.

Richard Shock

STUDENT PLANNER

In order to assist students with academic success, each student has a Student Planner. For each course, the student records the homework and study information for the day. Students should use the column on the right where days of the week are listed to make notes about Music/Band, Technology (grade 6), Electives, or Talk homework. This will help students and parents to identify nightly assignments quickly and easily. It will also help students plan a step-by-step approach for long-term projects. Students should carry their planner with them throughout the day along with their master binder, a place to keep a little loose-leaf paper, and a zipper pouch containing pens, pencils, a calculator, a straight-edge, and perhaps some paper clips and index cards. The master binder is a great place to store permission slips and other handouts from homeroom teachers or grade chairs.

ACADEMIC REPORTING

At any time during a marking period, a teacher may wish to communicate with home about a student's work. Frequently, this information will be offered via email using the address supplied to the School in the Veracross database. It is important that parents and guardians regularly check the account they provided the School for communications. Alternatively, parents and teachers may prefer to communicate via phone calls.

Mid-way through the first and third trimesters, there will be brief, formal progress reports available on the Parent Portal for all students. Near the end of the first trimester, families will have the opportunity to meet their students' teachers face-to-face for parent-teacher conferences. Mid-way through the second trimester, progress reports will be sent home as needed; students who may be headed for a quarter grade below 80 percent or a C will receive reports from their teachers. At the end of the second trimester and exam period, teachers will send home formal comments with the report card for all students. At the end of the year, parents and guardians can expect to receive a note from their student's advisor, in which the teacher will reflect upon the student's challenges and accomplishments over the year or his career in the Middle School.

Our hope is to put all students on the path to a higher achievement level, and working together with families is an important part of that process. Parents with questions about their student's overall academic progress are encouraged to contact their son's advisor.

EXTRA HELP OPPORTUNITIES

When your son arrives at school in the morning, teachers will often be available to answer questions about coursework or to discuss a process for make-up work after an absence. Some teachers may offer a morning practice session for a class the day of or the day before a test or quiz. A teacher can most likely be found in his/her office or classroom.

Students can make appointments to meet with a teacher or drop by to get extra help. If a student's teacher is not available, he should seek assistance from another teacher in the same department. Another option is to arrange to meet the classroom teacher during a shared study hall or after school.

Teachers are available for academic help every morning prior to 8:00 a.m. (with prior arrangements made), during mutually free periods throughout the day, and after school between 4:00 and 5:00 p.m. by arrangement with the teacher. Teachers are sometimes available for academic help during the seventh or eighth period study hall, although some may have conflicting obligations.

In order to provide additional help for students, special extra help sessions will be made available as needed. We encourage students to request extra help when needed. Although all teachers are willing and eager to be of help to their students, they are not available for formal, long-term tutoring during the school day. If this type of tutoring is needed, the services of a professional tutor may be recommended. Our learning specialist in The Middle School can provide some assistance in making these arrangements.

TESTS AND QUIZZES

Tests are frequently used to evaluate student mastery of a concept or a unit's work. Tests are always announced ahead of time and can generally be anticipated at the end of a unit. Test conditions can vary greatly by course. On some occasions students may use their notes during a test, or they may be given a take-home test. However, most tests are given in class with a time limit and without the use of any materials. (See HONOR.) Teachers will clarify the specific procedures for each test.

It is the desire of the faculty that students should not be burdened with more than two tests on one day. Inevitably conflicts will occur. It is helpful if students try to avoid such conflicts by communicating with the appropriate teachers as soon as they become aware of a conflict. Quizzes and drills are shorter evaluations which may be given with or without prior notice. Quizzes will generally take between 5-20 minutes. At the conclusion of every test and quiz, students are asked to write the Honor Pledge (see HONOR and MANUSCRIPT FORM).

EXAMS

Exams will be given to all Middle School students at the end of the second trimester in February and to eighth-grade students only at the end of the school year. The sixth and seventh grade exams are 60 minutes in length, while the eighth grade exams are 90 minutes in length. The exam time frame is intended to provide the students with time to take the exam and to proofread it too.

The exams given at the end of Trimester 2 will count 15 percent of the second trimester grade, and exams given at the end of Trimester 3 will count 15 percent of the third trimester grade. (In lieu of final exams in the spring, sixth and seventh graders participate in special grade-level excursions.) For all three grades, the Trimester 1, Trimester 2, and Trimester 3 grades will be averaged to produce a grade for the year.

Exams are administered to provide students the chance to review, study, and synthesize what they have learned. Students who struggled with a concept earlier in the year will have a second chance at the material. Teachers will guide students through the review process and offer study tips.

Exams and the guidelines for them vary by department. For example, some teachers may allow students to bring an outline or a note card for an essay. For others, no outside materials may be used. Modern Language Exams may include a listening section or an oral component that could be administered outside of the time frame for the written exam. On each of their exam days, students are required to be at school only when they are scheduled for an exam. A snack and short recess will be provided in between exams, and dismissal on these days is at noon. A make-up day is provided at each semester term for students who are absent during the exam period.

Here is an example of a typical exam day schedule for an eighth grader:

8:00 - 8:25 a.m.	Morning Assembly
8:30 - 10:00 a.m.	First Exam Period
10:05 - 10:25 a.m.	Snack and Recess
10:30 a.m. - Noon	Second Exam Period
Noon	Dismissal

Sixth and seventh graders often have an athletic period before dismissal.

REPORT CARDS

Report cards will be available to parents electronically roughly one week after the end of the marking period. This mailing will include the grades given to date in the school year. The first and third trimester report cards will include a description of the curricula covered during those time frames, while the second trimester report card will include individualized student comments for each course. Additionally, a letter for each advisee will accompany the fourth quarter report card. For additional information about communication from teachers, see ACADEMIC REPORTING.

GRADES

There are three marking periods of approximately eleven weeks in length. For core classes, two types of grades are reported:

1. Academic Achievement will be measured on a numerical percentage scale (0-100) with 70 or above as passing.
2. Effort/Attitude will be measured and assigned a letter grade based on the following equivalencies.
 - A - Excellent
 - B - Very Good to Good
 - C - Needs Improvement - One area urgently needs improvement, or a couple need some improvement.
 - D - Unsatisfactory - Multiple areas require significant improvement.

Please note that for elective and trimester classes, the letter grade reflects both *achievement in terms of skills development and effort.*

The criteria used for the effort/attitude grade for core classes are as follows:

- Promptness - being on time to class with all materials in hand
- Preparedness - daily homework preparation and bring needed supplies to class
- Participation - student is engaged, listens attentively, and makes quality contributions
- Behavior - student consistently shows a respectful, helpful attitude toward others
- Pride in Work - student takes learning seriously and displays care shown by doing his best work and following directions
- Motivation - student takes initiative by asking questions and seeking extra help as needed

Final achievement grades that are below passing generally require summer school or summer tutoring if the student is to be promoted to the successive grade level and the failure removed from his record.

PROMOTION AND COURSE FAILURES

The Middle School program is designed to provide appropriate levels of challenge for each student. Unfortunately, there may occasionally be a few students who do not successfully complete each course. Any student who has a failing grade for the year in a course must complete a summer school program. If a course is not available in that discipline, then an acceptable program of tutoring followed by a passing re-examination will satisfy the condition. Once a failure has been made up, the student's record will be amended, and the student will be promoted to the next grade.

The administration will review the status of all students with failing or incomplete grades at the end of the year. The School may decide to place additional conditions on a student's advancement. The School reserves the right to deny renewal of the contract for the following school year if the

conditions are not met or if, in the opinion of the faculty, the challenge ahead is too great for a student. A Gilman student who fails two or more courses for the year will not have his contract renewed for the next school year at Gilman.

END-OF-YEAR HONORS AND ACTIVITIES

RECOGNITION ASSEMBLY

In the week leading up to the end of the year, a Recognition Assembly is held for students at which time selected groups of Middle Schoolers receive tribute for outstanding accomplishments. The honors which students may receive are described below.

William S. Thomas Award

Eighth graders who fulfill to a great degree the wording of the William S. Thomas Award receive a certificate recognizing their academic accomplishments. The boys receiving this award have earned a significant number of grades of 95 and above and effort grades of A. The certificate of recognition for this award reads as follows: *The Middle School faculty extends to you sincere congratulations for your outstanding academic accomplishments. You have gained the deepest respect of teachers and students for your excellent attitude, consistent effort, and superior performance during the year.*

Colonel William Miller Memorial Teammate Award

Eighth graders who consistently exemplify the qualities of teamwork described below while members of athletic teams are eligible to receive the Colonel Miller Memorial Teammate Award. The certificate of recognition for this award reads as follows: *The Middle School Faculty congratulates you for your spirited participation, genuine cooperation, and consistent effort in athletics. You have encouraged others by placing team success above individual accomplishment. We admire your grace in victory and defeat. You have exemplified and inspired in your teammates sportsmanship, teamwork, selflessness, and joy in sport.*

Daniel C. Ammidon Award

Students from all three grades who are particularly helpful, contribute to the community, or serve the School in some capacity - all while maintaining an exemplary attitude - are eligible to the Daniel C. Ammidon Award. Because this award is at the heart of the community we wish to create here at Gilman, the faculty is especially indebted to these boys. The certificate of recognition for this award reads as follows: *The Middle School Faculty extends to you sincere appreciation for your helpfulness, service, and contributions to the School. You have exhibited an exemplary attitude that has added greatly to the success and happiness of the year.*

THE EIGHTH-GRADE TIE CEREMONY

The Eighth Grade Tie Ceremony, which was started in 2015, is a celebration of the passage of Middle School boys entering into high school. The event usually occurs in the second or third week of May and involves a guest speaker and a formal welcome to the Upper School by Mr. Rob Heubeck, Head of Upper School. Each eighth grader receives a necktie, a gift from the Gilman School Parent Association.

GRADE DAY

On Grade Day the students will report to school for a half-day to attend all of their core classes (in block order A, B, C, D, E, F) and sum up the year. Eighth graders will receive their marked exams, and all students have a mini-schedule of classes to wrap up the year and then an opportunity to prepare for the Closing Exercises. Dismissal on Grade Day is at 12:30 p.m.

The Middle School program is brought to its conclusion with Closing Exercises. On the first Thursday of June, the Middle School students and faculty gather in the Arena to celebrate the Eighth Graders' completion of the Middle School program.

BEYOND THE CLASSROOM

ADVISORY SYSTEM

The advisor can help his or her student with any aspect of life at Gilman. Advisors will keep track of their advisees' academic life, extracurricular interests, and social-emotional well-being. When a student wants to discuss a question or concern that does not seem to fit a specific course or seems too complex for quick answers, the advisor is the one to ask. Examples would be questions regarding friends, schedule, family situations that might impact school life, or course registrations.

Each student has the same advisor for the duration of his time in the Middle School, and the advisory group consists of students from all three grades. The advisor will meet with his or her advisees during the mid-morning period twice each week.

Advisory and homeroom meetings are an opportunity for informal discussions, counseling, and group problem-solving. Twice a week, the boys also eat lunch with their advisors. The advisor will check in regularly with the student to see how school life is going. Aside from the formal opportunities scheduled, there are opportunities for private conversations with the advisor: before or after school, at recess, or during study halls. Parents may arrange meetings with the advisor whenever there is a need.

HOMEROOM

The homeroom serves many purposes. It is a place for belonging, for sharing advice, for work, and for play. Our hope is that the boys will learn to take pride in this Homeroom group and in its classroom space as if it were their home.

All students are part of a homeroom which consists of two or three advisory groups. The homeroom serves as a base of action for those students. Each homeroom will elect a representative to serve on The Honor Council, The Student Council, and The Diversity Council. Each student is assigned a locker near his advisor's office where all coats, backpacks, and other personal belongings should be kept. Advisors will occasionally supervise locker clean-outs.

The homeroom also serves as a unit for extra-curricular activities such as SuperGras, the supplementary reading program, and service. Homeroom members have the responsibility for daily clean-up of their homeroom and the surrounding hall areas. Homerooms are inspected each afternoon and an inspection report is made each morning.

ASSEMBLY

Numerous assemblies will be held throughout the year. Assemblies are community events designed to educate, strengthen community bonds, and sometimes to entertain. Assemblies meet about twice a week with some exceptions to allow time for Grade Meetings or All-School Late Openings.

Occasionally, we will have a special assembly that lasts 35-40 minutes, and consequently, it will be held in the afternoon in lieu of the study hall or athletics period. The following rules and procedures should be observed for all assembly periods:

1. All talking should stop as a student enters the front lobby of the auditorium.
2. Students should quietly proceed to their assigned seats.
3. Once seated, students should remain attentive and silent.
4. When the assembly is over, students must wait to be dismissed by their advisors or homeroom teachers.
5. At the assembly's conclusion, the community will applaud to show appreciation for the speaker. (Please avoid any

extended, non-communal clapping that draws attention to an individual in the audience and away from the speaker being thanked.)

6. Latecomers should sit quietly in the back rows and check in with their homeroom teachers after the assembly. (Repeated lateness to assembly will result in disciplinary action.)

LIBRARY

The Walter Lord Library is a quiet place where students can work, study, or read for pleasure. To maintain an atmosphere conducive for reading and research, library visitors must be considerate of the needs of others. To ensure that the library can function properly, visitors must follow these rules:

1. Respect others who are using the library and who may need the space to be very quiet in order to concentrate.
2. Demonstrate proper care and gentle handling of books.
3. Use the computers as outlined in the Acceptable Use Policy signed by students and parents.
4. Observe due dates and procedures for circulating books and other materials.

IPADS

Please read the Gilman iPad User Agreement - 2021-2022.

Students must adhere to the following guidelines regarding the iPad program in the Middle School:

1. Students are allowed to use their iPads for academic purposes in the morning - prior to the warning bell at 7:55 a.m. - in classrooms 102 and 124. Once the warning bell rings, students should move to their first period classroom and ready themselves for the start of class.
2. While in the hallways, students may only use their iPads at the desks outside of faculty offices.
3. Students are permitted to have their iPads during study halls and may use them for academic purposes only. With the proctor's permission, students may use email during study hall only in order to communicate with teachers. Any other communication via technology is prohibited.
4. We ask that parents refrain from contacting students via email during the school day; all communication with your student needs to go through the main office.
5. No gaming, texting, or social networking is permitted at any time during the school day.
6. Students may *not* use their iPads in the Lumen Center, the Redmond C.S. Finney Athletic Center, or the locker rooms.
7. Students may not use their iPads outdoors on campus, except to show a Ruvna health pass or for the rare occasion of *urgently* needing to communicate with a carpool driver at dismissal time. Pickup routines should be in place to minimize the need for iPad or cell messaging on campus.
8. In some situations, student technology use during personal, non-school times may impact other Gilman students or students from other schools. If this occurs and leads to social conflict at school, students may face disciplinary action. Please avoid any inappropriate online communications.
9. Students must adhere to the Acceptable Use Policy. Breaches of the contract that come to the School's attention will result in disciplinary action.

TECHNOLOGY

Computers, tablets and electronic devices have become a valuable tool for personal and academic productivity. The Middle School curriculum includes a sixth-grade course and an elective in the eighth grade. In the former, students will be introduced to basic keyboarding skills and develop fluency using a variety of school-related applications. Technology is integrated throughout the curriculum requiring frequent iPad use for classwork and homework. The Walter Lord Library also provides extensive electronic resources for conducting research.

At the start of the year, each student will be asked to sign an agreement of appropriate and ethical behavior related to their iPad and school computers, ensuring proper use of our rich technology resources. Students will not be allowed to use the School's computers without the following completed agreement:

GILMAN SCHOOL ACCEPTABLE USE POLICY FOR TECHNOLOGY

Use of the Gilman School's electronic resources is to support School business and its mission of education and service. It is a privilege, not a right. The School expects that your behavior in the electronic world will reflect the same standards of honesty, respect, and consideration that you use in face-to-face communications with others and that you accept the responsibility for maintaining the integrity of all aspects of the School's electronic resources.

- Each user is responsible for all uses and contents of his computer. Giving out personal passwords, access codes or log-in procedures as well as misrepresenting one's identity in electronic communications is not permitted. Computer and email account passwords are confidential; providing your user name and password to anyone, and allowing them to access the School's network or databases in your name, is prohibited.
- The school does not monitor the use of the network or the contents of email as a routine matter. However, such monitoring may occur when required to protect the integrity of the system or to comply with legal obligations. The school reserves the right to access a user's mailbox and files stored on or processed through the School's network in order to help maintain the system's functionality, for compliance with legal requirements and as otherwise required for the wellbeing of the school.
- Unauthorized copying, removing or distributing software violates copyright laws and software license agreements and is prohibited. Installing, modifying, manipulating or otherwise tampering with applications, files and data on the network, or any attempt thereof, is not permitted.
- Since the Internet and other accessible networks are open systems, the School cannot guarantee privacy or security of any information or data on the network, therefore users should not put anything on the network that they would not want others to see or read. Users are reminded that all electronic interactions leave a permanent footprint that reflects the nature of one's activities and character.
- Students should not share personal information online, including pictures, names, addresses, cell or phone numbers, and many other less obvious items, such as school or sports team information, ethnic background, or even their favorite shopping locations. Students should not take or modify photographs or videos of teachers or students without express permission from a teacher for a project. Photographs and videos are of particular concern, as they can inadvertently reveal a great deal of personal information: street signs, license plates, school name on uniforms, and other items all provide clues to the physical location of the student. No one may use the School's electronic resources to post images of or information about another individual without that person's knowledge and consent.
- No one may use the School's electronic resources for obscene, annoying, threatening or abusive purposes. Users should not access and may not transmit materials containing pornography, gender bias, racial bias, intimidation, or other inappropriate information. They may not post false or defamatory information about a person or organization. Users will not repost or forward a message that was sent to them privately without the permission of the sender.
- Beyond the Gilman network, students are expected to exercise responsible behavior online. When a student presents himself publicly (such as on a social networking website), he must know that any inappropriate behavior, references or photographs (including but not limited to alcohol or drug use and sexual behavior) and/or inappropriate use of language (including but not limited to foul, profane, and/or derogatory) is in violation of School rules. In keeping with

the school’s policies regarding off-campus behavior, student activity on the internet and on social networking websites should not reflect negatively on fellow students, teachers, or on Gilman School.

For Parent or Guardian to complete:

I have read and discussed the Gilman School Acceptable Use Policy with my son. I understand that violations of the policy may result in revocation of network privileges and in disciplinary action up to and including expulsion. Acknowledging that some materials on the Internet may be objectionable, I accept the policy in both letter and spirit and grant permission for my son to have independent, unmonitored access to networked Gilman School computer services. I exonerate and hold Gilman School harmless of any liability should my son encounter any material that he or I may find objectionable.

Parent/Guardian Signature: _____ Date: _____

For Student to complete:

I have read the Gilman School Acceptable Use Policy and by signing below agree to abide by it and accept the consequences that will result should I violate these rules.

Student Signature: _____ Date: _____

Although the Acceptable Use Policy specifically addresses the Gilman School network, it is the School’s expectation that these principles will serve as guidelines for technology use at home. In recent years, inappropriate email, “instant messaging,” internet social sites, and personal webpage content (which did not reflect the ethical principles outlined above) have resulted in disciplinary action by the School.

STUDY HALL

During the course of the school day and seventh period, students will have study hall periods. These provide an opportunity for quiet study, homework preparation, and supplementary reading. Students should come prepared for study halls with plenty of work to do to stay busy throughout the period. If in doubt about having enough work to complete, students should bring a supplementary reading book. Students need to be quiet during study halls, avoiding talking or engaging in group work.

Students should go to the bathroom and get drinks before study hall begins. All students should straighten their desks, push in their chairs, and clean up their areas prior to leaving the study hall room.

If a student needs to see a teacher or go to the library during study hall, a note must be secured from the teacher or student’s advisory before the study hall’s start. If the student finishes his work with a teacher or in the library before the study hall ends, he must return to his study hall.

If a student is excused from athletics, he must report to the front office to see Ms. Pollard who will assign him an “Athletic Study Hall” location. The student will report to the room and check-in with the teacher on duty.

BAND

The Instrumental Music program is open to all members of the student body and is under the direction of Mrs. Cheryl Nkeba. Band members have sectional practice and instruction during their music periods. The bands practice during afternoon study hall periods one time per cycle in the rehearsal room located in the lower area of the Auditorium Annex. The bands perform for many special events such as Commencement, the Holiday Concert in December, the Festival of Arts, instrumental concerts in the spring, and Closing Exercises.

COMMUNITY SERVICE LEARNING

As part of the School's mission to help boys grow into "men of character," they are involved in Community Service Learning. All students are expected to complete 20 hours of community service during their years in the Middle School. (One exception is that new eighth-graders must complete only 10 hours.) Eighth-grade students must complete their service requirements and submit all required forms by May 5, 2022. There are a number of opportunities at school, including the annual Hoops for Habitat fundraiser, "Service Saturday" trips, and grade-level service projects. In addition, students are encouraged to set up their own service projects within their communities. The Director of Service Learning, Mr. Donell Thompson Jr., can help with contacts and ideas. Students should keep their advisors informed about their service projects. Through the service projects, boys have an opportunity to develop their own special talents, while being a help to others.

STUDENT COUNCIL

The Student Council is a volunteer service organization and is open to any student who wishes to improve life at the school through leadership, participation, and example.

The Middle School will hold elections for Student Council representatives by homeroom. In addition, once the Council membership is established, the members themselves will elect a Leadership Committee. The purpose of the committee will be to plan and organize future Student Council events in addition to running regular Student Council meetings. There is the possibility of other leadership roles within the Student Council, such as a special project chair, secretary, or treasurer position.

Additionally, the Student Council welcomes and needs participants who are not elected homeroom representatives. Anyone may join the Student Council simply by attending the introductory meeting and agreeing to come to future meetings. Sixth graders who are not eligible for election should be particularly encouraged by homeroom teachers and Student Council advisors to join. This will help prepare them for potential leadership in the Council in later years.

COMMUNITY, INCLUSION, AND EQUITY COUNCIL

The Community, Inclusion, and Equity Council, or CIE Council, provides a forum for students to think about, ponder, and discuss diversity and equity-related issues as they affect our world, from the School's campus to the international spectrum. Current events are frequently the subject matter of conversation, and the Council strives to create discussion facilitators through activities such as role-playing, brainstorming, and modeling. Council representatives will be called upon to facilitate homeroom discussions with the goal of empowering students to discuss difficult topics with honesty, courage, and sensitivity towards others. Ultimately, the Council's goal is to ensure that every person at Gilman feels an equal, valued part of our community, so that he or she can affect positive change in human relations in the world beyond Gilman. The CIE Council meets once per cycle and is comprised of one or two representatives from each homeroom.

EXPEDITION

In most school years* all eighth graders participate in a weeklong outdoor education adventure, Expedition Eight. Small groups of students, led by professional outdoor educators from Experience Learning and Middle School teachers, explore the region surrounding Spruce Knob, West Virginia. The students camp in tents, prepare meals, hike, cave, participate in ecological study, and practice orienteering. The boys return to school in need of a good shower but with a different perspective on each other and a shared set of experiences to strengthen their bonds of brotherhood.

**Due to the pandemic, Experience Learning is unable to host student groups this year. We will be planning some special activities for the eighth grade to promote class spirit.*

At the end of the school year, sixth and seventh graders participate in Expeditions. The students go on three trips including service trips for both grades, rafting for the seventh grade, and an amusement park visit for the sixth grade. These fun-filled adventures are a terrific way to celebrate the accomplishments of the school year and to set the tone for years to come.

ATHLETICS

Athletic participation is required of all Gilman boys. As an essential part of the Middle School curriculum, athletic participation is accomplished through a wide variety of athletic choices offered during three seasons. By its philosophy, Gilman seeks to develop a student's mind, body, and spirit with equal vigor.

Careful attention is also given to the development of sportsmanship, team cooperation, and self-confidence. The Athletic Director and varsity coaches provide assistance and instruction to the Middle School faculty in all sports to ensure safe and proper techniques for the full enjoyment of each activity.

An Athletic Progress Report will be completed by the coach and made available through the Parent Portal after each athletic season.

Swimming proficiency is required of all Middle School students. At the start of each year, all new Gilman boys are given a swimming proficiency test and those who do not satisfactorily complete this are given swimming instruction at the beginning of the spring season. We recommend that students bring a bathing suit to school to keep in their locker for swim testing and for rainy day athletics that might use the pool.

Each student is issued Gilman gym gear - shorts and a reversible shirt. Protective gear for football, wrestling, baseball, and lacrosse is also provided. Students are expected to provide their own athletic footwear (which should ideally not be worn during the academic day) and gloves, lacrosse sticks, or rackets if needed for their elected sport. During cold climate times, students need to have blue, gray, or white sweatshirts and sweatpants. Students who neglect to have required athletic gear at school on a given day should report to their coach for direction.

The sixth-grade program is a physical education program similar to the Lower School's program. The emphasis is on skills development through a series of sports and activities. In the fall, students have experiences in soccer, flag football, tennis, volleyball, and wrestling. In the winter, activities include basketball, All-American ball, yoga, street hockey, fitness, and aerobics. In the spring, students participate in softball, track, STX-ball lacrosse, Alpine Tower, and swimming/water polo.

For the seventh and eighth graders, the following athletic choices are available during the three seasons:

FALL: Tackle Football, Flag Football, Soccer, Cross Country, Water Polo, and Tennis

WINTER: Basketball, Swimming, Wrestling, and Polar Bear activities.

SPRING: Baseball, Lacrosse, Tennis, and Track

The foundation of seventh and eighth-grade athletics is a robust interscholastic and intramural program. The students choose a sport in which to participate during each of the three seasons. In most sports, seventh and eighth graders not participating on interscholastic teams are organized into intramural leagues to participate in the sport of their choice. For the precocious seventh-grader and eighth-graders interested in competing against area schools, there is the option of playing on the interscholastic team offered in their sport. Interscholastic teams compete with nearby middle schools under the supervision and direction of the MIAA.

As a result of the responses to the Gilman School Parent Survey (2018) regarding sixth and seventh graders being able to participate at the interscholastic level, the following guidelines have been implemented:

- If logistics and staffing support three levels, seventh and eighth-grade students will have the opportunity to try out for an interscholastic sport, which will have in most cases an A, B, and intramural teams. The A level team is for the most competitive athletes, the B level for the next level of competitiveness, and then intramurals, which will have no interscholastic competitions.
- Soccer, basketball, and lacrosse will have an A, B, and intramural teams.
- Football and baseball will have an A and intramural teams.
- Squash and Water Polo will have an A team with no intramural option.
- Tennis will have an A team with an intramural option for eighth grade only in the spring.
- Cross Country, Swimming, Wrestling, and Track usually have an interscholastic team available to all.

- Fall Intramural Tennis, Winter Polar Bears (Intramural Outdoor Games), and Spring Intramural Volleyball will also be offered.

A procedure is in place to allow the most precocious and able-bodied sixth-grader to try out for an interscholastic sport. The goal is to allow student-athletes to receive the appropriate coaching level and participate on competitive teams that are consistent with their abilities.

The athlete's parents must contact Mr. Bryn Holmes, Assistant Athletic Director, via email (bholmes@gilman.edu). In that email, the parent(s) should explain the reasoning for wanting their son to play at the interscholastic level. This request will be followed by a meeting with the head coach of that interscholastic sport, the parents of the athlete, and Mr. Holmes. It will then be decided if moving forward with the tryout is in the best interest of this student-athlete.

Throughout a student's Gilman career, he must participate in athletics as part of Gilman's curriculum. In the Middle School, each student must participate in either interscholastic or intramural athletics each season. Under some very unusual circumstances, special permission may be granted for arrangements outside of the School's on-campus curriculum. The Head of Middle School and The Director of Athletics must approve all special requests. Most importantly, boys and parents are reminded that their school athletic requirement, during the appointed school time, supersedes any non-school obligation. Schedules should be adjusted accordingly.

There is an athletic study hall provision for students who cannot do athletics because of injury or illness. (See more below and in ATHLETIC STUDY HALL.)

If your son is injured and you feel that he is unable to participate in athletics, submit a written note or email to the Middle School Office with an explanation of the injury. If his injury requires him to be excused from athletics for an extended period of time, then he will need a physician's note or to be seen by the Gilman Training Room staff. These steps are in place so that we can facilitate his recovery. The injured athlete may be asked to attend practice but limit his involvement in activities as directed by his doctor or the trainer.

Your son may be recovering from an illness and have lingering symptoms, which enable him to come to school but not participate in athletics. In this case, submit a written note or email to the Middle School Office with an explanation of the illness. If your son's illness requires him to be excused from athletics for an extended period of time, then he will need a physician's note or to be seen by the school nurse. After an extended absence from athletics, illness or injury, a note from the physician is required to allow him to return to normal athletics.

APPLICATION PROCESS FOR ALTERNATIVE ATHLETIC ACTIVITY IN THE MIDDLE SCHOOL

Your son's involvement in activities outside of school that prevent him from participating in Gilman Middle School athletics must be cleared beforehand by the Gilman Middle School administration. We understand that you and your son may have interests outside of school. The School's philosophy and the educational program at Gilman are incomplete without your son's involvement in athletics with Gilman teachers and other Gilman students. Therefore, his regular participation is expected. In instances where a student displays a high level of precociousness in one sport or activity, parents may petition the School for a one-day per week exemption as stated below.

Parents may petition in writing to the Head of the Middle School to request a one day a week, one-for-one exchange of a regular middle school athletic period for another form of athletic activity off-campus.

This petition should describe the why, what, when, and where of the alternative athletic activity the boy will be practicing off-campus. Any pertinent supporting information that would help evaluate this request should also be submitted with the petition.

After the petition is received, a committee consisting of Administrators from the Middle School and the Athletic Department will meet to review the petition and other relevant information. A conference with the petitioning parents may also be requested. Once the review process is completed, the Head of Middle School will contact the parents in a timely fashion to inform them of the School's decision regarding the petition.

SPORTSMANSHIP

The following lines by Kipling express the essential quality of good sportsmanship for which we strive at Gilman:

*“If you can meet with triumph and disaster
And treat those two impostors just the same...”*

Sportsmanship extends to spectators as well as players and to many aspects of school life that are not related to games.

A player should never take unfair advantage of an opponent or deliberately violate the rules of the game. A spectator or a player should never question decisions except in an approved manner and show proper respect for opponents. There will also be many opportunities to display good sportsmanship outside of athletics. A good sport is a boy who does not make excuses for failure.

EXTRA-CURRICULAR ACTIVITIES

In order to broaden their experiences and make use of their abilities, students are urged to join clubs and participate in extra-curricular activities. These activities vary from year to year upon the interest of the students and faculty. The clubs can be elected on a semester basis and usually meet during lunch period, study hall or after school. The following groups are examples of the club offering: Art, Dramatics, Middlemen choir, String Ensemble, Jazz Ensemble, Key, Quiz Bowl, Skateboard, Earth Science, Student Council, Honor Committee, Chess, and The Blue and The Gray.

SUPPLEMENTARY READING

In Middle School, we strongly believe that reading is an essential skill. Reading helps you with your academic work, increases your social-emotional learning, connects you to the world, and can reduce stress.

During the school year, all Middle School students are expected to read eight books in addition to those studied in various courses for the Supplementary Reading Program. Students have freedom in choosing outside reading, and should select books that are challenging and varied by author, subject matter, and type of literature. Books should also generally be 200 pages in length.

To help in selecting new books, boys will have frequent opportunities in homeroom to share impressions of books they have read and to learn about books others have read. The Library team can always assist with ideas and suggestions for new books. Through regular Books and Bagels homeroom meetings and Advisory checkout sessions in The Lord Library, students will also have an opportunity to select and check out books for Supplementary Reading.

SUPPLEMENTARY READING - PROCEDURES

There are eight total supplementary reading periods throughout the year and are approximately 3-4 weeks long. Through regular reminders from the Library team in announcements and through email communication, students will be made aware of the start and end of each period. Students should routinely visit the Library to make sure they have selected a book for the current reading period. During and after each supplementary reading period, students will be able to log the book they read using a Google form. Students who responsibly fill out the form will receive one merit for successfully completing their reading at the end of each reading period. Students who do not complete their reading should meet with the Library team to get a selection of books that are of interest to them and will ensure that they are ready to meet the requirements of the program.

SUPPLEMENTARY READING - SPECIFIC REQUIREMENTS

For all grades, students must read eight books for the year. Four of those books are free choice and four are from required genres. All Middle School students must read one book from the following genres:

Biography | Poetry | Historical Fiction | Non-fiction

SUPPLEMENTARY READING PERIODS FOR 2021-2022

Period 1	September 15 – October 12
Period 2	October 13 – November 9
Period 3	November 10 – December 7
Period 4	December 8 – January 11
Period 5	January 12 – February 8
Period 6	February 9 – March 8
Period 7	March 9 – April 5
Period 8	April 6 – May 4

SOCIAL EVENTS

The Middle School works closely with several other independent middle schools to organize a calendar of jointly sponsored social activities for students to enjoy. At any of these events, students are a representative of the Gilman Middle School, and their conduct reflects on the School and on their classmates. The Parents Association sponsors several activity nights. These evenings are held in the Arena, and they provide a wide variety of activities for students in a particular grade. The following guidelines for Middle School Social Events have been agreed upon by all Baltimore Area Middle Schools:

1. Middle School social events designed to be fun for everyone. Regular school expectations as to conduct, honor, and general behavior are in effect for all who attend.
2. Students should be dropped off by parents at 7:30 p.m. and picked up by parents at the conclusion of the activity at 9:30 p.m. One half hour after the beginning of the activity, no new arrivals will be admitted. Parents must observe the start and end times of activities and pick up their students promptly.
3. Admission is only by ticket purchased in advance. No tickets will be sold at the door for any reason. Lost tickets must be replaced at the student's home school by the purchase of a new ticket. Students should not be dropped off without a ticket.
4. After a student or guest enters the building, he or she will not be allowed to leave and reenter the building. A student who wishes to leave must call his or her parents and be picked up by them. If a student is asked to leave, parents will be notified and asked to pick up the student.
5. Only students at the host school may invite guests, and there is a limit of one per student. The host school will make a list of invited guests and have the list at the door to check off guests.
6. Clothing should be comfortable, casual, and respectful. The proper attire for each activity will be announced. Guests are expected to conform to these standards. Ripped or torn clothing and clothing with inappropriate images or writing are not acceptable. Rubber-soled shoes are required and must be worn throughout the event. Girls may not wear tube tops or low-cut tops. Midriffs must be covered and underwear must not be visible. The chaperones reserve the right to determine what constitutes inappropriate attire. Students may be asked to change or to leave the event.

7. Students' belongings, including backpacks and sleepover bags, must be kept in the designated location, inaccessible to students during the activity, and may be picked up there when the students leave. All bags are eligible for inspection by an administrator. No student or guest of a student is allowed to change clothes in the bathrooms.
8. Smoking of any kind, drinking, drug use, or possession of drugs or alcohol are NOT permitted at Middle School activities. Lighters and matches are not permitted and will be confiscated and not returned.
9. Parents should make sure that their child knows where and how to contact them by telephone at any time during the event.
10. All activities are chaperoned by faculty and parents. The chaperones reserve the right to determine inappropriate behavior. Students may be asked to leave the event.

RULES AND REGULATIONS

CODE OF CONDUCT

The Gilman community is enriched through student interactions with teachers, assemblies, Talk classes, and one another. When boys invite others to sit with them at lunch or to play pill ball, they open themselves up to new friendships and strengthen community bonds. Our goal is to build a community where everyone feels safe and where everyone feels a sense of belonging. Therefore, we ask that the students extend themselves to others and act in tandem with their teachers to meet the School's goal.

To that end, we ask students to be courteous and use good manners. We expect Gilman students to treat others with respect and courtesy, regardless of their age, sex, race, station in life, or point-of-view.

Be prompt in attendance to classes and in meeting all other school appointments. If you will miss an obligation or appointment, please communicate with the teacher or coach as promptly as possible. We also ask that you protect and respect property - both yours and others'.

APPEARANCE AND DRESS CODE

The Middle School Dress Code is based on the notion that students who dress neatly and with attention to detail will bring a level of professionalism and care to their schoolwork. Our dress code has evolved with input from parents, students, and faculty. The emphasis is on maintaining neatness, and professionalism, without sacrificing comfort or a boy's ability to run and play outdoors during recess.

Here are the rules for dress and appearance:

1. Shirts with collars are required. Common examples are dress shirts, polo-style shirts, or turtlenecks. Shirts are to have no objectionable art, symbols, or slogans. Athletic jerseys with a collar are not allowed. Shirrtails are to be tucked in at all times. Long-sleeved shirts worn under polo or dress shirts when the weather turns cool may not have writing on the sleeves that is visible.
2. Long pants with belt loops are required after Thanksgiving and up until spring break. Corduroys or khakis are acceptable. Blue jeans, denim pants, cargo pants (pants with large additional pockets), pants with elastic waistbands or elastic around the ankles, oversized or parachute pants are not allowed.
3. Shorts with belt loops may be worn between the start of the school year and after spring break. The shorts must be khaki-style shorts - like the long pants you would wear to school, but shorter! Jean shorts, athletic shorts, cargo-style shorts, or shorts made of sweatpant material are not allowed.
4. Belts are required. Students who tend to forget their belts should stock their lockers with a spare belt, just in case.
5. Socks and shoes are required. Shoes may be of the leather dress style, or they may be athletic shoes. All footwear should be in good repair, clean, and tied.
6. Students must have their shoes completely on their feet at all times. 6. Cleated shoes should not be worn in the building because of the damage they cause. Boys should make sure they have appropriate shoes for both classes and athletics. We recommend separate pairs to reduce wear and tear.
7. Students should wear jackets, overcoats, windbreakers, raincoats, hats, hooded sweatshirts, etc. outside when needed and as the seasons dictate, but not once inside the classroom. Outerwear should be removed when the student enters the building. As weather dictates, sweaters, quarter-zip fleeces, and plain, hoodless sweatshirts (either a Gilman sweatshirt or one in shades of navy, gray, or white without lettering or images) may be worn in the building.

8. Hair is to be groomed and trimmed above the collar. Hair fads and other hair fashions that create a distraction in school are not acceptable.
9. Earrings and other body piercings are not permitted.
10. All clothes must fit. Intentionally oversized articles can look sloppy and are therefore not permitted.
11. If students or parents have a question or concern about the dress code, they should speak to the administration. The administration has the final word about what constitutes appropriate attire.

NOTE: We strongly suggest that families label all of their students' clothing, supplies, and athletic equipment with the first and last name. Every year we find many unlabeled articles of clothing in and around the buildings. Most of these remain unclaimed when school closes in June. Unclaimed articles left in the Lost and Found for weeks on end will be donated. Avoid losing belongings by labeling your gear.

The dress code applies from when a boy arrives on campus in the morning, until he leaves in the afternoon. Teachers give frequent reminders about the dress code; occasionally, they deduct merits or assign A.M. detention for flagrant or repeated lapses in adherence to the dress code.

Occasionally, we will have a dress-down day for a particular cause or just for fun. On those days we will still require closed-toe shoes for safety reasons, socks, and clothing that is in good repair.

The Code of Conduct is important to each person's standing in the community. Students, please avoid the following:

1. Using epithets that refer to a person's gender, race, ethnicity, age, physical ability/disability, sexual orientation, religion, socioeconomic status and health.
2. Using or possessing drugs, alcohol, and tobacco products or any products associated with Juuling or vaping.
3. Using or possessing firearms, knives, mace, explosives, or other incendiary devices.
4. Leaving school grounds during school hours.
5. Failing to appear for class, athletics, or other school-related obligations.
6. Fighting, engaging in rough horseplay, shoving, and tripping.
7. Misusing technology (See the Acceptable Use Policy.)
8. Vandalizing or destroying the School's or anyone else's property.
9. Intentionally wasting materials or supplies.
10. Gambling.

If a teacher becomes aware that a student has engaged in the behaviors described above, he/she will immediately bring the matter to the attention of the Dean of Faculty and Student Life. When possible, the offender will be sent to the office. Such offenses may result in immediate parent notification. Disciplinary action will be enacted by the Dean in consultation with the Head of Middle School. Infractions of these rules will result in after-school detention(s) and are possible grounds for suspension or expulsion. The faculty may be made aware of the situation and its ramifications.

To further take care of one in the Gilman Middle School community, we ask that students also avoid the following:

1. Placing feet on furniture, tilting back in chairs, leaning against collapsible walls, sitting on the pole vault mats, and leaning against goal netting.
2. Using hard lacrosse or baseballs on the Gilman campus - except during athletics.
3. Using vulgar language, displaying arrogance, or bragging.
4. Visiting restricted areas.
5. Eating or chewing gum on campus other than prescribed by specific situations.
6. Throwing or launching projectiles.
7. Students are prohibited from throwing snowballs on campus, unless specifically granted permission to do so by a coach.

Although the School is responsible for and concerned with conduct while Gilman students are under the School's direct supervision and jurisdiction, students must understand that off-campus behavior not only reflects upon them as individuals but also upon the School. The School reserves the right to take disciplinary measures in the event that any inappropriate off-campus behavior by one of its students is brought to the School's attention. If the students treat others with kindness and respect and conduct themselves with honor, all will be well.

It is also important to understand that adolescents will occasionally make poor decisions – most of the time without any malice intended. Our goal is to help them through this process so that they make better decisions in any future, similar situations. Teachers, advisors, coaches, counselors, the dean, and parents all play a role in facilitating this growth.

Some missteps are handled on the spot and require little more than a gentle reminder. Repetitious minor behavioral issues usually result in a morning spent in reflection in a classroom with a teacher (AM Detention) while the other boys are at recess. Other mistakes require follow-up conversations with the dean, the counselor, the advisor, and/or parents.

More serious or repetitive infractions may require a consequence, such as staying after school to spend some time writing about the situation or providing service to the School (PM Detention). In such instances, parents will certainly be notified.

The most serious infractions usually result in a conference with parents, the teacher(s) who first discovered the error, and the student's advisor. Further, some consequence that helps the student fully understand the mistake and restore his relationship with the community may be implemented. Serious infractions can lead to suspension. Throughout the process of responding to a mistake, our goal is to have the boy take ownership of his actions and build the skills necessary for him to make better judgments in the future.

INCENTIVE SYSTEM

We stress the positive aspects of a student's behavior, and acknowledge this via the merit system. A student earns merits for outstanding achievements, behavior, and service to the school. Students can earn merits each quarter for each 'A' received. In addition, merits can be earned for outstanding class contribution and cooperation, service project work, leadership, or citizenship demonstrated outside the classroom.

Students will be periodically updated about their merit totals by their advisors. At the end of the first and second trimester, a raffle will be held with merits as tender. In addition, at the end of the year, there is a Faculty Auction for which each teacher contributes an item or activity that is bid upon and won by a student or students. Merits that have been earned throughout the year will serve as the currency for bidding on items and activities at the Faculty Auction in May. There will be a final raffle at the end of the year for all unused merits.

A STUDENT'S GUIDE TO EARNING AND RECEIVING MERITS

Merits can serve as incentives for students to act in ways that will make them and others proud.

In most situations generous, kind, and diligent behavior earn no tangible reward. However, at Gilman Middle School, a good deed will often earn a student a merit or two of thanks. The merit system exists so that teachers can encourage students not only thanks and praise, but also a little something extra. As students approach the school year, our hope is that they will see merits as a token of our appreciation for the actions that make our school not just a set of classrooms but a community of people of good character.

Students, we hope that you will always act in ways that you know would make your teachers, parents, extended families, and close friends proud of you and grateful for you.

Teachers will frequently tell you when you have earned a merit. A proper response is, "Thank you."

Do not ask for merits, either before or after a specific thing

you do. Most teachers like to give merits to the boys who seem to be doing good things out of the kindness of their hearts as opposed to doing them for the reward.

If an action is rewarding in and of itself, it probably will not result in a merit.

Some examples are as follows:

1. Winning a game (Winning is fun and satisfying.)
2. Bringing in food for a class
3. Performing onstage (Applause and congratulations are rewards.)

Furthermore, if an action is part of Gilman's expectations for all boys, it probably will not result in a merit. Some examples:

1. Being on time or prepared for class
2. Being cooperative and productive in class
3. Doing one's own work

Try not to look at merits as money or as payment for good deeds. You are not an employee being paid with merits, and you must remember that many of your meritorious deeds will not be seen by a teacher and will not result in merits. How you react to this will tell you something about yourself, and tell others something about you.

Teachers will generally not give more than one merit at a time. It is the frequency of meritorious actions that will earn numerous merits, not the actions' intensity.

At the end of each trimester, you will receive one merit for every 'A' on your report card. This applies to effort letters in the academic subjects and to courses that are graded only with letters, like art or music. The Middle School wants you to share the belief that effort grades are very important. No merits are awarded for numerical grades. You will also receive one merit at the end of each supplementary reading period if you have completed your book and submitted the feedback form to Ms. Ward.

Finally, please understand that teachers want to give merits because meritorious actions make Gilman Middle School a better place for all. However, no merit count or total should ever be viewed as an accurate report card on your character. Many students who do not end up with high merit counts are treasured by the faculty because of their humility, integrity, quiet responsibility, and kindness. Boys, everything will not come out exactly even; some things will be haphazard, lucky, or unlucky. Nonetheless, we hope you enjoy the journey and try to let merits take care of themselves.

Independent Study Hall, an incentive opportunity that exists in the Middle School for eighth graders, can be earned by students who have earned superlative report cards in the previous trimester. For the 2021-22 school year, we will stay in traditional study halls for the first trimester. If eighth graders show the faculty that they can be responsible for keeping their masks on and in place (over their noses), we will carefully consider implementing Independent Study Halls in the second trimester. By contrast, if we need to constantly remind students to keep their masks in place, we will remain in traditional study hall locations.

The exact qualifications will be discussed with the students prior to the Independent Study Hall's start. Boys in Independent Study Hall are assigned an approved study location at the start of the trimester. Approved locations are unused classrooms in the Middle School, meeting rooms, or the library. In the Independent Study Halls, group work and quiet talking are permitted. Students who do not follow the guidelines will be sent back to regular study hall.

POLICY REGARDING DRUG AND ALCOHOL USE

Note to Readers

The following handbook entry is a copy of the letter written on behalf of heads of a dozen Baltimore independent schools in May, 2004. It reflects our unanimity on issues related to drug and alcohol use by teenagers and it reflects our unanimous desire to work for the safety and health of youngsters. The group of heads, supported by the Baltimore Community Foundation, will continue to meet to discuss these issues and to develop appropriate strategies and policies.

Baltimore Independent Schools Covenant for Safety and Health
Spring 2004

We will collaborate in the continuing development of programmatic practices regarding alcohol and other drugs, including the creation and support of early intervention and peer and parent support activities. We will work with families to help them create evening and weekend environments that are safe and positively complement our school activities.

We recognize and draw the distinction between disciplinary response to the violation of school rules and non-punitive response to general concerns raised about students who may be struggling with the abuse of alcohol and other drugs. We agree that violation of school rules on alcohol and other drugs will lead to nothing less than suspension; return to school will usually include family and student commitment to evaluation, counseling and/or treatment. We will support recovery, even as we confront activity. We recognize that the safety and well-being of our students is of paramount importance and is best promoted by a strong partnership between school and home. We encourage the active participation of parents in preventing the use of alcohol and other illegal drugs by adolescents. We will not tolerate a parent providing or condoning the use of alcohol or other illegal substances to other students. Gilman views any use of alcohol and other illegal drugs

(hereafter “drugs”) as detrimental to the physical, mental, emotional, and spiritual health of its students. The School’s rules regarding these illegal substances fall under the framework of the disciplinary system described previously in this Handbook. Students must be aware that illegal substance use compromises a person’s integrity and his moral and ethical well-being just as much as it endangers his physical, mental, and emotional health. Violations of the rules below carry severe disciplinary penalties; at the same time, the School will help students with problems of substance abuse and chemical dependency which Gilman recognizes as a medical disease.

1. Parents and students may approach the School through the faculty advisor, counselor, or administrators to seek help for a problem with drugs with the understanding that such conversations will be held in confidence and without risk of disciplinary action. The School will support any student who comes forward on his own and will assist him in the way which is thought to be the most beneficial to the well-being of both the student and School.
2. Any student who sells or distributes drugs on school property, at a Gilman activity off-campus (such as dances, school sanctioned trips, athletic events, and the like), or at the campus of another school will be expelled. Prohibited substances include alcohol, misused prescription drugs, all illegal drugs, so-called designer drugs, and inhalants such as nitrates, nitrous oxide, and solvents.
3. Any student who possesses or uses drugs on school property, at a Gilman activity off-campus or on the campus of another school will be suspended and may be expelled. A second offense may result in expulsion.
4. If the School has sufficient reason to believe that a student is under the influence of drugs while on school property or at a Gilman activity off-campus or on the campus of another school, a parent/guardian will be contacted. The student may be suspended and a second offense may result in expulsion. The School reserves the right to ask a student be removed from school until a physician’s report of the student’s condition is received by the School. This report may include drug-testing results.
5. While these rules apply to conduct on the school premises, at Gilman activities, or at other schools, it should be understood that the School is also concerned with the behavior at non-Gilman sponsored events and social activities that have a Gilman affiliation as the primary basis for attendance. Drug use at such occasions as team, cast, or class parties can result in the same sanctions as if it were at an official Gilman activity.

6. Gilman School is not interested in intruding upon private family matters and does not presume to instruct the community about personal habits and practices within the family. But Gilman reserves the right to take disciplinary measures in the event that inappropriate off-campus behavior is brought to the School's attention.
7. Parents are reminded that providing illegal student use of drugs and alcohol can result in criminal penalties and civil suits. It is a violation of the enrollment contract for parents to provide drugs and alcohol to student guests in their homes.
8. Whenever a student is disciplined for the above violations, a member of the faculty or staff will meet the student and assist the student and parent/ guardian in understanding the opportunities for education, counseling, and medical treatment resources at Gilman and in the community.

TRI-SCHOOL BRIDGE POLICY

The traffic, especially in the mornings and afternoons, on Roland Avenue and Northern Parkway make for dangerous pedestrian traffic. In 2000, Roland Park Country, Bryn Mawr, and Gilman School erected two walking bridges to connect the three campuses. To ensure safety, the schools insist that students always use the bridges when crossing either street.

BRIDGE RULES

1. The bridges are extensions of our three campuses. All School rules apply when using the bridges. All students must have a heightened awareness of the importance of safe behavior and high standards of personal conduct when using the bridges.
2. In order to move from one campus to another, all pedestrians must use the bridges.
3. Anytime a student leaves campus during the school day, the bridges must be used to cross Northern Parkway and Roland Avenue.
4. By Baltimore City ordinance, no signs, banners, or advertisements are to be placed on or hung from the bridges.
5. No object shall be kicked, thrown, dropped, or dangled from the bridges.

The standard rules of good conduct apply to all aspects of using the bridges.

The penalty for a student violating any of the Bridge Rules is:

1. First Offense: Two-day Suspension
2. Second Offense: One-week Suspension
3. Third Offense: Expulsion

ROUTINES

MORNING RECESS

There is a 18-minute morning recess each day after the Morning Meeting. After the second period, students should place their books, binders, and iPad in their lockers and proceed to the Morning Meeting. As a reminder, the iPad should be stored on the top shelf of the locker. Students may want to bring outerwear, a Frisbee, or a pill ball, which is a small ball for a game similar to 4-square, with them. Following this, students should proceed out to the Oval or blacktop area for recess. Students are not to play or gather on the sides of the building. Excessive roughhousing and climbing over the fences are prohibited. Use of hard balls and lacrosse balls is also prohibited. When the bell rings, proceed to your third period class without delay. In severe inclement weather, students have recess in the Middle School, with proper standards of indoor behavior enforced. Students may read, study, play boardgames, or talk quietly in the halls or classrooms.

LUNCH

Lunch and a short recess occur between 11:50 a.m. and 12:28 p.m. daily. Middle School students and faculty eat together in the Lumen Center's dining hall. After the fourth period, students should place their books, binders, and iPad in their lockers and walk to the dining hall.

Students will form a line outside of the servery and will promptly be invited to enter the servery to choose their food. Pushing or cutting the line is strictly prohibited, and any behavior of this sort may result in a detention. Once you enter the servery, please remember to say "Please" and "Thank you," and to treat everyone around you with courtesy. Students will then move to the dining area. Utensils and napkins are available at various stations around the dining area. We ask that everyone take only what they need. For the first few days of the school year, we will eat with our advisory groups. By mid-month, we will eat with our advisory groups twice a week and have open seating on the other days, as long as students do a good job of cleaning up after themselves. Students may only eat in the dining hall in the designated area. Students are responsible for cleaning up their plates, cups, and debris as well as the area around their table. They will also be responsible for cleaning up the entire lunch room when that duty is assigned to their homeroom. Students will have a recess after lunch and the stated rules for morning recess also apply for lunch recess.

LOCKERS

Each student is assigned a locker in the Middle School building and a locker in the athletic complex. The building locker has its own built-in combination lock. It is large enough to store all books and outside gear. It is the responsibility of the student to care for and label all books, supplies, and personal property. The School assumes no responsibility for losses. Students are strongly advised to keep supplies and books, not being used, in their locker. Backpacks may be used to carry books and supplies to and from school. However, students may not use backpacks between 8:00 a.m. -3:45 p.m.. Students should store backpacks in lockers during school hours. Too often, backpacks and notebooks are left outside, in hallways, or in classrooms creating a temptation to others. Students are to keep lockers locked and belongings in them. We ask that boys avoid bringing cash to school unless specifically directed to bring a small amount for a special event, such as the Thanksgiving Food Drive or the Hoops for Habitat Bake Sale. It is considered an Honor violation to tamper with another person's locker in any way. (See HONOR.)

The locker in the gym complex is for all athletic gear and equipment and for school clothes, during the athletic period. Do not use anyone else's athletic gear. Keep your gear clearly labeled, and take care of it. Each full-length gym locker needs a Master combination lock which will be given to each student at the start of the year and returned to the School at its end. The lock contains a master key inclusion, so it must be acquired through the Athletic Department. The above regulations apply to the gym locker as well.

BOOKS AND THE GILMAN SCHOOL STORE

After July 15, books students will need during the year will be available for purchase online at MBSDirect. Please visit the MBS website for all information. All books should be clearly marked with the owner's name written in permanent marker on the edges of each book. Students may purchase all necessary school supplies including additional athletic attire and special Gilman items at the Gilman School Store. The staff of the Gilman School Store will be more than happy to help you with your needs.

The Gilman School Store is located on the ground level of the

Lumen Center. Hours are as follows: Monday - Friday 7:45 a.m. - 4:30 p.m.

Students may only visit the Gilman School Store before or after school and should be cognizant of their pick-up time and check-in times for after-school activities.

BULLETIN BOARDS AND DIGITAL DISPLAYS

Various bulletin boards can be found in the hallways of the Middle School. Please enjoy them and avoid leaning up against them, brushing them with your backpack, or making any marks with a pen or pencil on them. (See Code of Conduct.) Also, there are digital display monitors on both floors of the Middle School which should be checked regularly for announcements, special events, and changes to the schedule. Special schedules are often found on the doors and the pillars as well.

HEALTH CENTER

The School's Health Center is located in the Lumen Center. The Center is staffed with two full time registered nurses. The Center is open from 7:30 a.m. to 4:00 p.m. on school days. The nurses, with the guidance of the school physician, provide care for students who need first aid or those who experience illness during the school day. If a student needs to visit the nurse, they must first check with Ms. Pollard. A student going to the nurse must sign out at the office area and then must sign in upon his return to the building. If in the opinion of the nurse, a student is unable to participate in all of the activities of the school day, including athletics, his parents will be notified.

MEDICATION POLICY

The Health Center is stocked with basic over-the-counter medications that 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 medication, whether over-the-counter, prescription (with the exception of inhalers and Epi-pens) 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 keep medication at school in case of emergency, written permission must be obtained from his health care provider. Doctors may give written permission to students with life-threatening allergies or asthma to carry an Epi-pen or an inhaler with them during the day or keep the medication in a backpack or locker. If the student opts to carry an Epi-pen or inhaler, written permission must be on file with the Health Center via Magnus. It is the responsibility of students and parents to ensure that any essential medications have not expired and are available in case of emergency.

CELLULAR PHONES AND SMARTWATCHES

If a family decides to send their son to school with a phone or watch with the same capabilities as a phone, it **must be kept in his backpack in his locker throughout the day, and it must be turned off**. Students will not be allowed to use their phones from the time they are dropped off at school in the morning until 3:45 p.m.

Boys are only allowed to use their phones to contact their parents/ carpool drivers between 4:00-4:15 p.m., and they may only use their phones in the Middle School Lobby. Boys may only use their personal phones and watches; borrowing a friend's phone is not permitted. Additionally, cell phone and iPad use outside of the building between 3:45-4:15 is prohibited. This will help the dismissal/carpool time to run smoothly and help keep everyone safe.

Phones today, with their ability to send and receive text messages, digital photos and even short digital videos, have posed problems in classrooms and outside of school hours. Messaging between classes, social media posts that target others, and inappropriate photos shared on the internet are just a few of the many problems schools have faced related to cell phone use. Our aim is to avoid all of that. Students are not permitted to use their cell phones during any off-campus Gilman-related events, including but not limited to sporting events, field trips, and expeditions, unless they are explicitly given permission by a supervising faculty member, such as a chaperone or a coach.

Any violation of this policy will result in the immediate confiscation of the phone. The phone will only be returned to a boy's parent or guardian. The boy will meet with the Dean of Faculty and Student Life, and appropriate disciplinary steps will be taken. Further infractions will result in a revoking of the privilege to have the phone at school for a period of time that may include the remainder of the year.

The School has a phone for students to use while on campus, located in the front office. Parents can call throughout the day (410) 323-7093 until 4:15 p.m. After 4:15, parents should call 410.323.3800, ext. 139 to speak with whoever is on duty with the EDSP program. Messages can and should be delivered through these numbers.

TELEPHONE

The Gilman School telephone number is 410-323-3800. Ms. Pollard may be reached by asking the switchboard operator for the Middle School or dialing extension 393 or by dialing the direct line to the Middle School, which is 410-323-7093. If the lines are busy, please leave a message and Ms. Pollard will return your call as soon as possible. It is extremely difficult to reach students or teachers by phone during the day, but messages can be left with Ms. Pollard. Ms. Pollard can also be reached by email at ppollard@gilman.edu. If you wish to send information by fax, a dedicated fax line is also available in the Middle School. The fax number is: 410-864-2819. Students also have access to the school phone during the school day and to the EDSP phone from 4:00 p.m. until 6:00 p.m.

SCHOOL SUPPLIES

In order to help the boys stay organized, we ask that families provide their students with the supplies listed below. Please note that these items can be purchased at the Gilman School Store.

ONE SET FOR EACH STUDENT

- 7 Vinyl Gilman 1" binders: 7 different colors*
- 7 Sets of 5 subject dividers
- 1 3-Hole binder pencil case
- 2 Packs of 10 Bic ballpoint pens (1 pack blue, 1 pack black)
- 2 Dixon Pencil Packs
- 2 Red ballpoint pens
- 1 Box of 12 Crayola colored pencils
- 300 White, 3 x 5" index cards with holes
- 1 Pack of 5 highlighters
- 1 Calculator
- 12" Ruler
- 1 3-Ring hole punch
- 1 Binder ring clip for index cards
- 2 Packs of college-ruled paper (200 sheets)

BICYCLES

Bicycles should not be ridden on campus during the school day or on the fields or track at any time. They should be placed in the racks located in the rear of Carey Hall. Students are responsible for their bicycles; they should be locked while in the rack. Students should observe the laws for bicycles on public streets. Cyclists should cross Northern Parkway and Roland Avenue at the traffic light under the direction of the police officer on duty there. Cyclists are advised to wear safety helmets when riding, in accordance with the Maryland Bicycle Helmet Law.

SKATEBOARDS AND SCOOTERS

Skateboards and scooters may be carried to and from school. They must be stored in lockers at ALL TIMES and may not be used on campus at any time.

SCHOOL EMERGENCY PROCEDURES

FIRE – CODE RED

Signal – A series of short loud tones or bell signals with strobe lights.

In the event of a fire, the following evacuation procedures will be followed:

1. Close windows and doors and follow the exit procedures posted in each classroom and the hallways.
2. Maintain silence at all times.
3. Stay with your class/team.
4. Everyone is to remain quiet and orderly until the ALL CLEAR (a series of short rings) is given.

Faculty will bring a class roster and take attendance outside.

SCHOOL INSPECTION – CODE RED

Signal – A series of short loud tones with strobe lights (the fire alarm) ALONG WITH a repeated ringing beep or tone accompanied by a written message on the Alertus screens.

In the event of a BOMB threat, the following evacuation procedures will be followed:

1. Do not close windows or doors. Teachers should visually search their classrooms checking for any objects that are not familiar. If such objects are noted, DO NOT ATTEMPT TO REMOVE THEM, BUT DO REPORT THEM TO THE AUTHORITIES.
2. Follow the exit procedures posted in the classrooms and hallways. Students and teachers should bring with them all personal effects and not leave bookbags, coats etc. in the classroom. Maintain silence at all times.
3. Assemble on the Oval. Students should line up in grade order lines and remain quiet in those lines as faculty take attendance. The Middle School Administrative Assistant will
4. bring the daily attendance list and other appropriate sign-out books, absence lists and schedules of students and faculty to the assembly area.
5. Everyone is to remain quiet, orderly, and in their places until the ALL CLEAR (a series of short rings) is given.

SCHOOL LOCKDOWN

Signal – Whoever identifies the emergency calls 911 and contacts Security (330).

Emergency Notification Indoors: Alertus (laptops/Ipads) & PA

- o Security coordinates the activation of Alertus
- o PA announcement will come from a Command Center

Emergency Notification Outdoors: Human & PA

- o Security & Maintenance posted outside to notify people of lockdown. Alertus beeps will sound over the PA, as well.
- Ongoing Communication:

- o To come from a Command Center over the PA system and/or Ruvna

Lockdown Protocol: Students, Faculty, & Staff

1. Listen & Locate
All students, faculty, and staff should remain in rooms or go to the nearest classroom, office, or safe space.
2. Check & Secure
Adults should check hallways for roaming students before securing classrooms and offices.
All windows and doors should be locked and blinds closed.
Everyone should stay away from windows and doors, as out of sight as possible.
Once the room is secure, do not answer the door until the ALL CLEAR sign has been given.
3. Maintain Silence
All electronic devices - cell phones, iPads, and computers) - should be silenced and used for email/text communication only.
Students should not be using phones for any reason, unless instructed by an adult to do so.
4. Wait
Wait for further instructions or for the ALL CLEAR sign to be given from the Command Center.

Notes: For all of the following, the Four Steps remain the guiding principles.

- Bathrooms
 - o All students should return to their classrooms as quickly as possible.
 - o Teachers whose classrooms are across or next to bathrooms should check bathrooms before securing classroom.
- Evacuations during a Lockdown
 - o If the fire alarm sounds during a lockdown, await instructions over the PA as to how to proceed with an evacuation. You should also follow any instructions given by a law enforcement official or emergency responder.
- Roaming / Sweeping
 - o When possible, Security, Maintenance, and administrators will check hallways.
- Transitions & Outside (Recess, Athletics)
 - o Anyone who is outside should EITHER enter the nearest classroom or office OR find outside cover (tree, car).
 - o Adults should help guide students to the nearest safe space.

APPENDIX

SCHOOL SONG

Gilman, Oh Gilman

Words and music by Cathleen J.E. Miles

Oh Gilman, oh Gilman to you we will be true
Our Loyalty and Honor are to the Gray and Blue.
You build up our minds, our hearts and spirits, too.
Forever our Gilman, we pledge ourselves to you.

We're forging ahead and reaching far beyond,
With Gilman our strength, and brotherhood our bond.
When we leave these walls, with memories we hold dear,
It's Gilman's proud echoes that in our hearts we'll hear.

ADMINISTRATION AND STAFF

HEADMASTER	Henry P.A. Smyth
ASSISTANT HEAD OF SCHOOL	Peter O. Kwiterovich, III
HEAD OF MIDDLE SCHOOL	Armond T. Lawson
DEAN OF FACULTY AND STUDENT LIFE	Nicole K. Mitchell
COUNSELOR	Amy C. Summers
LEARNING SPECIALIST	Kim L. Eddinger
ADMINISTRATIVE ASSISTANT	Phyllis Pollard
ATHLETIC DIRECTORS	Lori Bistow & Russell Wrenn
ASSISTANT DIR. OF ATHLETICS	Bryn T. Holmes
HEALTH CENTER NURSE	Edie Meacham & Cyndi Ross
EIGHTH-GRADE CHAIRS	Christopher P. Downs & Mark Wachtmeister
SEVENTH-GRADE CHAIRS	Richard Shock & Mark Lemon
SIXTH-GRADE CHAIRS	Isaiah Buchanan & Adam Herb

DEPARTMENT COORDINATORS/ DIRECTORS:

ADMISSIONS & FINANCIAL AID	Amy Furlong
FINANCIAL AID	Kip Digges
MIDDLE SCHOOL ADMISSIONS	Kelly Van Zile
LIBRARIAN	Faith Ward
SERVICE LEARNING	Donell Thompson Jr.
INNOVATION LAB	Katie Schmidt
LANGUAGE ARTS	Matthew Tully
MATHEMATICS	Hannah Kolkin
SCIENCE	Michael Wallace
SOCIAL STUDIES	Christopher P. Downs
LANGUAGES	Gretchen Martin
ARTS	David Anderson
TALK PROGRAM	Amy C. Summers

2021-2022 BELL SCHEDULE

REGULAR BELL SCHEDULE	Odd Days	Even Days
8:00 - 8:40	Class A	Class E
8:45 - 9:25	Class B	Class F
9:30 - 9:50	Morning Meeting	Morning Meeting
9:55 - 10:13	Recess	Recess
10:20 - 11:00	Class C	Class C
11:05 - 11:45	Class D	Class D
11:50 - 12:28	Lunch	Lunch
12:35 - 1:15	Class E	Class A
1:20 - 2:00	Class F	Class B
2:05 - 2:45	Athletics (Grade 6) / Study Hall (Grade 7 & 8)	Athletics (Grade 6) / Study Hall (Grade 7 & 8)
2:55 - 3:45	Study Hall (Grade 6) / Athletics (Grades 7 & 8)	Study Hall (Grade 6) / Athletics (Grades 7 & 8)

ONE-HOUR LATE SCHEDULE

9:00 - 9:20	Advisory
9:25 - 10:05	Period 1
10:10 - 10:50	Period 2
10:50 - 11:10	Recess
11:15 - 11:55	Period 3
11:55 - 12:30	Lunch
12:35 - 1:15	Period 4
1:20 - 2:00	Period 5
2:05 - 2:45	Period 6
2:50 - 3:45	Study hall (6th grade) Athletics (7th/8th grade)

TWO-HOUR LATE SCHEDULE

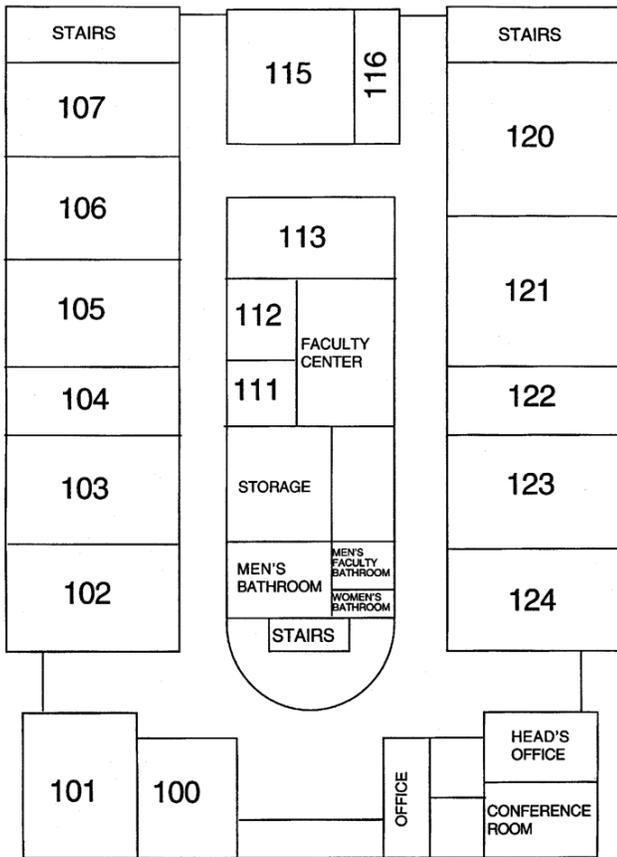
10:00 - 10:35	Period 1
10:40 - 11:15	Period 2
11:20 - 11:55	Period 3
11:55 - 12:35	Lunch
12:40 - 1:15	Period 4
1:20 - 1:55	Period 5
2:00 - 2:35	Period 6
2:40 - 3:00	Recess (7th & 8th graders)
3:05 - 3:45	Study Hall (7th & 8th graders)
2:40 - 3:45	Athletics (6th graders)

SAMPLE STUDENT SCHEDULE

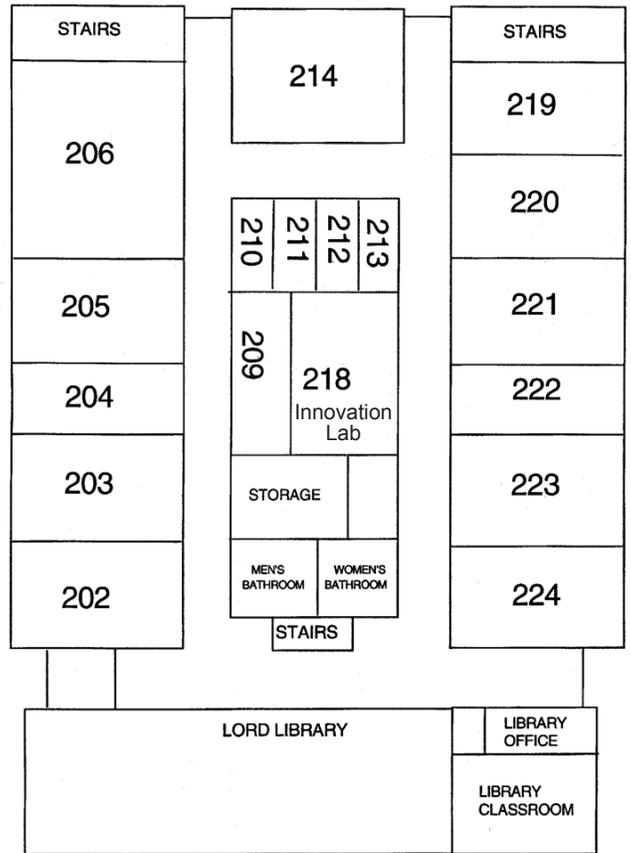
REGULAR BELL SCHEDULE		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Grade 8							
8:00 - 8:40	1	Art	IPS = Introduction to Physical Science	Latin	Talk III	Latin	IPS = Introduction to Physical Science
8:45 - 9:25	2	Band	Spanish C	Ancient History	Band	Ancient History	Spanish C
9:30 - 9:50	Morning Meeting	MM	MM	MM	MM	MM	MM
9:55 - 10:13		Recess	Recess	Recess	Recess	Recess	Recess
10:20 - 11:00	3	L.A.	L.A.	Art	L.A.	L.A.	L.A.
11:05 - 11:45	4	Algebra I*	Algebra I*	Algebra I*	Algebra I*	Algebra I*	Study Hall
11:50 - 12:28		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:35 - 1:15	5	IPS = Introduction to Physical Science	Latin	IPS = Introduction to Physical Science	Latin	IPS = Introduction to Physical Science	Latin
1:20 - 2:00	6	Spanish C	Ancient History	Spanish C	Ancient History	Spanish C	Ancient History
2:05 - 2:45	7	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall
2:55 - 3:45	8	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

MIDDLE SCHOOL MAP

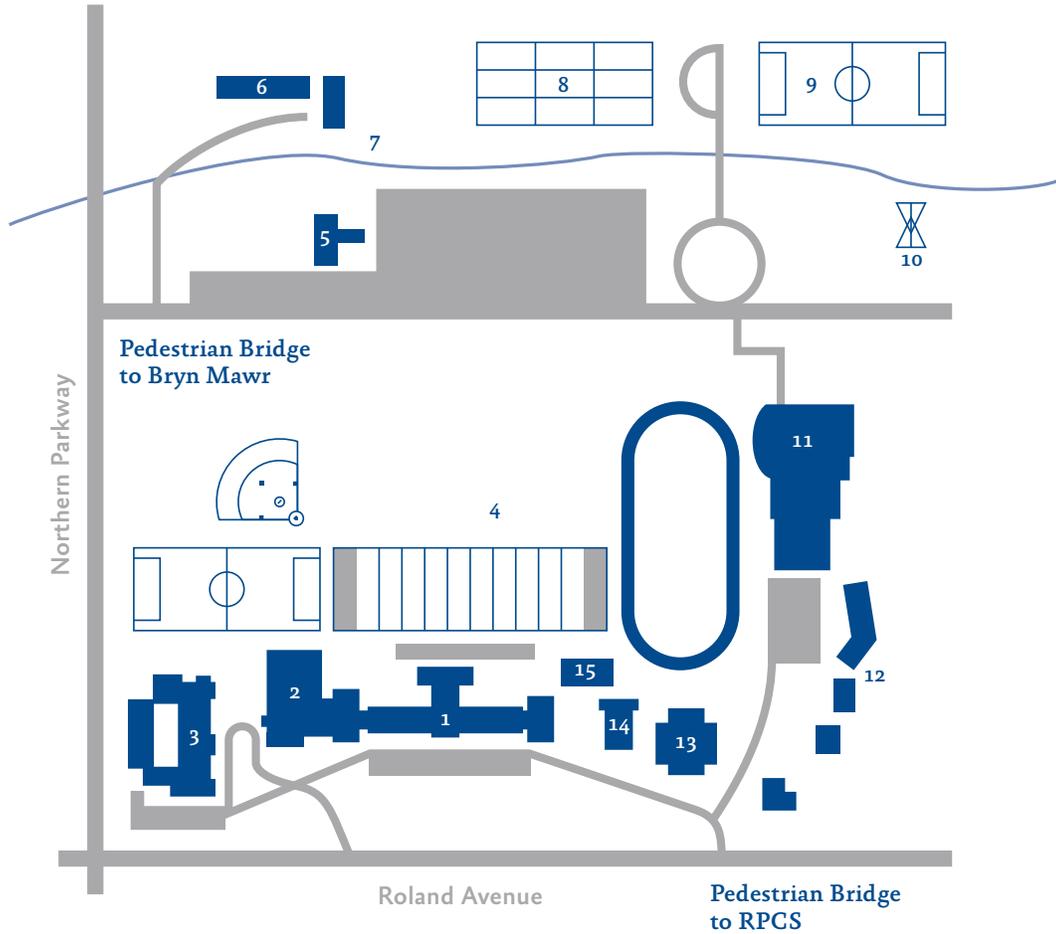
LOWER LEVEL



UPPER LEVEL



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 | |

