



# GILMAN

## Community, Inclusion, and Equity Call-to-Action Statement

### Gilman School

#### Mission

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

#### Statement of Philosophy

Gilman School's educational philosophy is summarized in its commitment to the individual's development of mind, body, and spirit. This approach emphasizes the critical importance of educating the whole boy in every facet of his personality. Each Gilman boy should have the experience of challenging academics, a rigorous athletic program, a cultivated appreciation of the arts, and significant attention to the issues of character and spirit so that he may realize his full potential and become a contributing member of society.

Above all else, Gilman School seeks to help its boys to become men of character. The qualities of integrity, honor, leadership, humility, and service to others cannot be taught separately by specific programs alone but must be fostered through all aspects of the school community. To that end, Gilman emphasizes a strong and comprehensive honor code, provides significant leadership opportunities, encourages community service through service learning and projects, and integrates an assembly program that stresses the importance of core character values.

#### Community, Inclusion, and Equity (CIE)

This comprehensive plan for Community, Inclusion, and Equity (CIE) will serve as a guide for Gilman School as it nurtures the multicultural aspects of its community. It will set the direction for its students, parents, faculty, trustees, staff, alumni and friends of the School, as we move toward a more inclusive and equitable environment.

#### Statement of Community, Inclusion, and Equity (CIE)

Gilman School's commitment to inclusion and equity is founded on the belief that our community is strengthened by the vibrant exchange that occurs when individuals with different backgrounds, abilities, and heritages share their various perspectives and experiences with one another. Through the recognition and celebration of our many differences, we learn to appreciate, respect, and value the complexity of the world in which we live, and we develop essential skills that help us forge authentic relationships with others. Gilman's mission to educate the whole boy in mind, body, and spirit depends upon our



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commitment to appreciating those qualities that distinguish us from one another and to finding the common ground that binds us.

We are proud of our history as a school that has, for several generations, taken the lead on matters of inclusion and equity. We continue to build on that legacy through our steadfast commitment to inclusion programs and initiatives on local, state, and national levels. Gilman does not exist in a vacuum but rather is integrally connected to the Baltimore metropolitan area. Through our vigorous efforts to serve the greater community, we seek to break down barriers and to equip our students and teachers with tools to understand and dismantle injustice.

At Gilman, we uphold a standard of inclusiveness that accepts all people, regardless of race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, disability status, genetic information or testing, family and medical leave, protected veteran status, or socioeconomic status. This commitment guides our formal decisions and policies as well as our informal interactions with one another on campus. A tolerant and respectful community engenders a culture that encourages the free and open exchange of ideas, and it cultivates personal independence as well as intellectual growth. Inclusion and equity in all their forms among students, faculty, staff, and parents are the cornerstones of a healthy, functional school.

## National Association of Independent Schools (NAIS) Principles of Good Practice

- [Equity and Justice](#)



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### Recruitment and Retention of a Diverse Faculty

Gilman is committed to attracting and retaining a diverse and inclusive faculty. To this end, the School must be intentional about hiring practices, mentorship, and new-faculty training, and also ensure that racial, ethnic, and cultural demographics of the student body are reflected in the School's faculty.

#### Objectives

##### Recruitment of Faculty

1. Promote and provide a collaborative and family-friendly work environment that reflects the School's commitment to CIE and appeals to candidates of various backgrounds.
2. Prioritize the development and maintenance of a diverse faculty that is reflective of our student body.
3. Intentionally create and develop connections and engage with off-campus educational organizations, including public schools.
4. Work with diverse search committees in proactive outreach for applicants in underrepresented groups.
5. Make productive use of recruitment agencies and outlets, such as Nemnet, Carney Sandoe & Associates, and AIMS job fairs, to proactively seek out diverse candidates.
6. Provide training in unconscious bias for new hires as part of Gilman's New Teacher Institute.
7. Explicitly refer to the School's CIE culture and efforts in all job descriptions.
8. Ensure that marketing materials for the School recognize the achievements of diverse members of the community.

##### Retention of Faculty

1. Design and develop a meaningful mentoring system and provide ongoing support for new teachers via mentors, departmental meetings/workshops, the New Teacher Institute in the fall, and affinity group spaces.
2. Communicate clearly and early the policies and expectations for new teachers beyond the parameters of the faculty handbook.
3. Prioritize administrators and department chairs meeting with new faculty regularly to exchange feedback, recognize good work, monitor workload, and help faculty feel heard and supported.



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4. Provide ongoing training in cultural sensitivity and responsiveness for all faculty. Develop common language among faculty and staff for matters relating to community, inclusion, and equity.
5. Create opportunities for growth, leadership, and innovation.
6. Foster meaningful relationships within the community, including those amongst students and faculty, students and staff, and faculty and staff. Facilitate networking opportunities for underrepresented faculty.
7. Grow as a community through work, play, and open discourse by creating professional development interdivisional events, showcasing talent, and celebrating accomplishments.
8. Regularly evaluate all efforts concerning CIE by analyzing qualitative and quantitative longitudinal retention data. Evaluations can be done through climate surveys, such as AIM, as well as through exit interviews.

## NAIS Principles of Good Practice

- [Teachers and Supervisors of Teachers](#)
- [Hiring Process](#)

### **Parties responsible for faculty recruitment and retention:**

*Director of CIE, Head of School, Assistant Head of School, Division Heads*



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### Recruitment and Retention of a Diverse Student Body

The racial, ethnic, and cultural demographics of the student body should reflect Gilman's mission. The School must set up a support system to assist our students of color in every aspect of their education while at Gilman. In recruiting students of color, the School must maintain a working relationship with the community and public schools to create an environment of cooperation among all parties.

#### Objectives

1. Establish a relationship with communities and schools where prospective students are located. The Office of CIE will assist the Admissions Office in its recruitment through outreach and other efforts.
2. Expand the socioeconomic population of the student body in partnership with the Admissions Office and the Office of Tuition Assistance. Collaborate with the Development Office and the Board of Trustees on this effort.
3. Utilize and cultivate contacts with civic organizations, educational consultants, and current families to assist in the recruitment process.
4. Cultivate an awareness of the cultural differences of all families by celebrating our diverse community and by fostering meaningful relationships among its members.
5. Establish and maintain a support system to assist students in meeting success in all facets of their Gilman experience. Use data to track progress throughout their time at Gilman.

#### NAIS Principle of Good Practice

- [Admissions](#)

**Parties responsible for student recruitment and retention:** *Director of CIE, Director of Enrollment*



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### Professional Development

Professional development should promote inclusive and culturally responsive curricula to facilitate a multicultural education. The Office of CIE will provide annual and ongoing professional development opportunities both on and off campus. These will include the best practices for teaching and counseling in a diverse and equitable community. Some of these developmental programs include:

#### Objectives

1. Sponsor faculty and staff to attend NAIS programs such as the Community, Inclusion, and Equity (CIE) Leadership Institute, and the Community, Inclusion, and Equity (CIE) Practitioners Workshop.
2. Sponsor faculty and students to attend The Student Community, Inclusion, and Equity (CIE) Conference, and the Student Community, Inclusion, and Equity (CIE) Leadership Conference.
3. Educate faculty and staff about sexual orientation and gender identity-related issues and bias.
4. Provide anti-racist, anti-bias training to include professional development focused on but not limited to racism, antisemitism, misogyny, Islamophobia, and LGBTQIA+ bias.
5. Invest in workshops that focus on multiple-intelligence, brain-based teaching and learning.
6. Support programs co-sponsored with the School's various student affinity groups.
7. Create workshops and homegroup sessions during professional days to encourage faculty members to discuss CIE issues and initiatives.
8. Coordinate meetings with the CIE committee and student CIE groups that enable faculty to learn about and discuss students' efforts. This can include student-led presentations similar to those conducted at POCC/SDLC and the local Student Community, Inclusion, and Equity (CIE) Conference.
9. Encourage registration for workshops or conferences offered through summer grants related to faculty members' subjects of teaching.

***Parties responsible for professional development:***

*Director of CIE, Division Heads, Assistant Head, and Head of School*



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### Curriculum Development

Multicultural and inclusive content must be incorporated into the core curriculum at Gilman. Achieving this academic equity requires a focus on cultivating positive identity formation for students while providing opportunities to confront racial, ethnic, gender, and social injustice. Along with the academic focus of each class, administrators and teachers should weave social justice topics into their content and practice culturally responsive teaching to motivate students to learn. This motivational framework incorporates a safe, inclusive environment with a respect for CIE, which promotes equitable learning.

The pillars of the School's curriculum must include recognizing differences as assets and creating a caring community where all individuals are valued. Challenging stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression must be an expected practice in our Gilman community. Strengthening the collective cultural consciousness and intercultural awareness will encourage students to thoughtfully question society in the interest of social justice. Our goal is to develop in our students the necessary skills to function in a pluralistic, democratic society and to successfully communicate in a complex world.

#### Objectives:

1. Offer a diverse reading list that demonstrates the universal human experience across cultures throughout each division of the School.
2. Encourage cross-divisional and cross-curricular collaboration to deliver CIE-related content in Gilman's academic and extracurricular activities.
3. Encourage faculty to supplement curriculum with current events and news stories and to draw parallels between experiences of the past and the world today.
4. Utilize content that incorporates history, texts, values, beliefs, and the perspectives of people of different cultures and experiences. Include diverse experiences and backgrounds in classroom materials.
5. Create multicultural projects that inspire students to choose a background outside of their own.
6. Foster educational opportunities that allow students of different backgrounds to learn from each other in the context of equal status, common goals, and mutual respect.
7. Include topics throughout the academic curriculum that encourage students to explore the concepts of power, privilege, and microaggressions in our society.
8. Continue and enhance Gilman's partnership programs, both locally with various schools in Baltimore and also nationally and internationally, to widen students' understanding and interaction cross-culturally and globally.
9. Teach about sexuality, gender identity, and gender expression at age-appropriate levels.



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10. Encourage classroom discussions to help students critically engage with issues that affect them.
11. Evolve social justice learning into community service action in Baltimore.
12. Evaluate continuously CIE and flexibility in teaching methods and assess course offerings, programs, and extracurricular activities.
13. Expand global education:
  - a. Partner with Passport Schools that are infused with global content, themes, and experiences and are dedicated to building global aptitude.
  - b. Improve international education to develop global competence in students by exploring their own culture, making comparisons with other cultures, and investigating global issues and challenges.
  - c. Think critically and problem solve on issues that demand perspective-taking and research skills.

## Principles of Good Practice

- [Early Childhood Education](#)
- [Elementary School Educators](#)
- [Middle School Educators](#)
- [Secondary School Educators](#)

### **Parties responsible for curriculum development:**

*Director of CIE, Academic Council, Assistant Heads of School*



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### Parents

Parents must feel invested in the School and its mission. A variety of activities will be offered throughout the year to encourage their involvement with the Gilman community. The School will also utilize a parent representative, who is part of the Parents Association Executive Committee, through whom parents can voice their concerns.

### Objectives

1. Offer town hall meetings to acquaint parents and students with various aspects of the School and CIE-related topics.
2. Encourage parents to organize, lead, and participate in the Parent Association, CIE Parent Reception, and the Cultural Arts Festival.
3. Establish and support a variety of parent affinity groups.
4. Create ongoing opportunities for the PA CIE parent representative to speak with parents so that they may voice their concerns and offer comments about their family's experiences at Gilman.
5. Foster an environment where parents feel like a valued part of the community even when they cannot consistently participate in program offerings.
6. Create forums for parents to become educated on the inclusive and equitable community that Gilman promotes.
7. Establish regular communication to parents about Gilman's commitment to CIE as early as the admission process.
8. Verify that the Parent Association is reflective of the parent body.
9. Strive to have all School leaders and personnel participate in CIE training so that they may better serve our diverse parent community.

### NAIS Principles of Good Practice

- [Parents and School Relationship](#)

**Parties responsible:**

*Director of CIE, President of Parents Association, Director of Parent Relations*