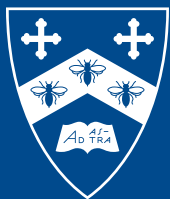


"In thy face I see the map of honour, truth and loyalty."

GILMAN

MIDDLE SCHOOL



2022-2023

Student/Parent Handbook

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
Head of School

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

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COVID-19 HANDBOOK ADDENDUM

ABOUT THIS ADDENDUM

COVID-19 has been declared a worldwide pandemic by the World Health Organization. While the country has made progress in combating 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 2022-2023 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.

This COVID-19 Handbook Addendum may be revised or updated from time to time, as necessary or appropriate. This COVID-19 Handbook Addendum supersedes the policies and protocols previously issued by the School. They will be in effect, as revised from time to time, from August 1, 2022, 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 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 may require that the policies, practices, and procedures described in the Handbook 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.

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 Head of School, the School’s normal attendance requirements and absence notification procedures shall continue to apply at all times during the 2022-2023 school year, including during any periods of distance learning.

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 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. Please visit gilman.edu for current procedures and protocols.

- **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.
- **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**
 - *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.

- *Flu Shots:* All students attending on-campus classes during the 2022-2023 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.
- *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.
- **Stay Home If Ill:** 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. The school nurse should also be notified.
- **Right of the School to Require Additional Testing:** If the School is concerned about the health of a student, or if the School is concerned that other elements of this policy have not been followed, the School reserves the right to require the student, at the school nurse’s discretion, to get either a COVID-19 PCR test or a rapid antigen test and provide proof of a negative result before returning to campus.

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

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 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 2022-2023 school year. Should the School be required to hold classes remotely via distance learning or should students need to participate in distance learning due to prolonged COVID-19 illness or exposure, 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 the Head of School. 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 Student and Parent 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. 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 2022-2023 academic year, Wednesday, August 31, 2022 (with orientation days starting on Monday, August 29, 2022), 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.

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.

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.

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 MIND

Academics at Gilman

In keeping with the mission of the School, we offer a rigorous, college-preparatory academic program.

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
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
 Computer Technology (Robotics,
 Coding, and Makerspace
 Technologies)
 Journalism
Athletics 6

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.

EXTRA HELP OPPORTUNITIES

We encourage students to request help or extra practice with a concept when needed. Many accomplished students frequent faculty offices to discuss course material. There is no need for a student to be embarrassed by the process of requesting help. When your student arrives at school in the morning, teachers can generally be found in their offices or classrooms, ready to answer questions about coursework or make-up work after an absence. The morning might be convenient for a student to drop in for a quick help session. Additionally, some teachers may offer morning practice sessions before tests. Students can also make appointments to meet with teachers during a shared study hall or after school.

Teachers are not available for formal, long-term tutoring during the school day. Our Director of Academic Support may recommend a professional tutor if a student needs a long-term solution.

QUIZZES AND TESTS

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.

We do not want to burden students with more than two tests on one day, and we use a Test Calendar to avoid this situation. However, we occasionally encounter a scheduling snafu. If students become aware that they have three tests scheduled on the same day, they should alert their teachers as soon as possible. The faculty will rectify the scheduling error. A student may have more than two *quizzes* on a given day. While not technically against our policy, if students feel unduly stressed, it would behoove them to alert their teachers about the situation and enlist help from their advisors.

ABSENCES AND ACADEMICS

If students are absent, they are responsible for keeping up with assignments to the extent possible. Canvas Pages are easily accessible for each course in the Middle School through www.gilman.edu and are students' primary resources. Many teachers post handouts, instructional videos, sample pieces of work, study guides, and detailed directions on their Canvas Pages. If a student can work remotely during the absence, he should do his best to complete assignments. If he cannot complete work due to illness, he will be given adequate time to do so after returning to school. Once a boy returns to campus, he is responsible for seeing his teachers as soon as possible to catch up with missed work. The general guideline following an excused absence is that a student is allotted twice the number of days he has missed to get up-to-date. However, each student should make a plan with his teachers to achieve the goal.

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.

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.

Grades

There are three marking periods or trimesters that correspond with the fall, winter, and spring athletic seasons. 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.

Report Cards

Report cards will be available to parents electronically about 10 days 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.

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.

THE BODY

Athletics at Gilman

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 other games. In the winter, activities include basketball, All-American ball, street hockey, wrestling, and futsal. In the spring, students participate in track, pickle ball, climbing, swimming/water polo, and yoga.

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

FALL: soccer, fall bears, football, flag football, cross county, water polo, intramural tennis (Grade 7)

WINTER: basketball, swimming, squash, polar bears, wrestling

SPRING: lacrosse, baseball, spring bears, tennis, volleyball (intramural only), track and field

The foundation of seventh and eighth-grade athletics is a robust interscholastic and intramural sports program. The students choose a sport in which to participate during each of the three seasons. 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. 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.

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.

The School reserves the right to withhold boys from School athletics based on School personnel's assessment of or concern about a medical or health issue. If deemed appropriate in particular circumstances, the School may, in its discretion, condition consideration to participate in School athletics on the signing of a HIPAA release to permit a student's medical provider(s) to consult with and/or to provide requested documentation to the School's consulting physician(s).

Injury/Illness

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.*

SPORTSMANSHIP

We ask students to show good sportsmanship whether playing an interscholastic or intramural sport, a game at recess or competing in a class or a club. We ask that students remember that they are representing not only themselves and their families but Gilman School. Let us all observe the Gilman Five. Sportsmanship means treating opponents with respect and having the humility to defer to coaches, officials, and referees, even in the face of disagreement. It also means playing honorably rather than deliberately violating a rule. Finally, we ask that athletes consistently give their best effort, keeping the whole team present in mind and heart.

THE SPIRIT

The Gilman Five and Beyond

The Gilman faculty has identified the following five principles as core values to instill in our students. These values, The Gilman Five, form the foundation of our Code of Conduct, and they embody the spirit of the School.

Honor - Being a person of honor means being truthful, doing one's own work, and giving credit to others where credit is due. Students, please ask permission before borrowing something, and return lost or borrowed items to their rightful owners promptly. Follow the rules when playing a game; if you step out of bounds, say so, and continue to enjoy the game. Your classmates will always want to include you in a game if they know you are honorable. Avoid misleading one another or deceit by omission. Use only your locker; do not tamper with another student's locker or possessions. Do not ask other students about a test you have yet to take, and do not ask for an answer to a quiz or test question during an assessment. Avoid plagiarism and the use of online translators. Avoid overhelping another student, and let friends and adults know when they give you too much help with your work. (If you need assistance, it is always safe to see the teacher who assigned it.) See the following sections about The Honor Code and The Honor Pledge.

Integrity - Having integrity means integrating all of The Gilman Five into your core being, your code of conduct. A person of integrity will do the right thing whether or not anyone else knows about it.

Respect - Show respect to everyone on campus and beyond. There are no exceptions. Showing respect takes various forms: acknowledging others, allowing someone else a turn, being patient, and listening. It means being willing to hear others whose ideas, beliefs, or cultures differ from your own. Respect the physical space around you as well. Keep lockers, classrooms, furniture, passageways, and school grounds tidy. Avoid writing on walls or furniture.

Humility - Humility is the opposite of arrogance. A humble person is modest, respectful, appreciative, and unpretentious. Humility is related to recognizing that we are all part of something bigger than ourselves. Other people help us every day, and no one of us is better or more worthy than another. Every person has unique gifts and talents to contribute to the community. Students, we ask that you avoid bragging about (or even subtly making sure others are aware of) your possessions or accomplishments. When you make a mistake, own up to it. Give someone a second chance, recognizing that no one is perfect. Remember that this School belongs to all of us, including every student, staff, and faculty member.

Excellence - Pursuing excellence takes hard work and dedication. It is okay to make mistakes along the way; it is how one responds after making mistakes that matters. Students, give your best to all you do, whether in your academic, athletic, extracurricular, or community life. You can do it, and we are here to help!

THE HONOR CODE

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

The final phrase means that all faculty, staff, and students must take action when they witness dishonorable conduct. Some ways to handle an honor violation are as follows:

1. Let the person know that you have witnessed the honor violation. Ask the person to self-report to a trusted faculty member.
2. Report the event directly to a faculty member.

We must all strive to uphold The Honor Code and provide environments that support the community's adherence to it. Any staff or faculty member who becomes aware of an honor infraction should report the matter directly to the Assistant Head or Head of Middle School.

THE HONOR PLEDGE

The School has an Honor Pledge too, and teachers will ask students to pledge quizzes, tests, and some assignments. The Honor Pledge is:

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

After writing The Honor Pledge, the student must sign below it. Your signature is your word of honor.\

ENRICHING OPPORTUNITIES

ENRICHING OPPORTUNITIES

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.

The Walter Lord 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.

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, and Non-fiction.

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. 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.

EXPEDITIONS

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.

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.

COUNCILS

The 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 Community, Inclusion, and Equity Council

The C.I.E. Council is comprised of homeroom representatives chosen in homeroom elections and other students who choose to attend meetings. The Council is designed to give students a forum to discuss matters related to its title concepts. Students will discuss current events, school matters, and how we respect, include, and celebrate the diversity within our community. Equity has to do with providing all people with *what they need* to attain a level playing field, which is not always the same as giving the same thing to all people.

Student Council

The Student Council is also comprised of homeroom representatives chosen in homeroom elections and other students who choose to attend meetings. The Council is a self-driven group that manages charitable events such as The Thanksgiving Food Drive and fundraising for the Spencer Grace Foundation and those whose sole purpose is fun and connection, such as the Eighth-Grade Dance and the Middle School Dodgeball Tournament. Joining the Student Council is a great way for students to work collaboratively to impact their community and to try out their leadership skills.

Clubs and Activities

We encourage students to participate in activities beyond the regular school curriculum. Students, you will get out of these years what you put into them. Do you like ping pong, soccer, or chess? There is a club for you! Do you enjoy choral singing or playing the horn? Middlemen and the Jazz Band are accepting new members. Some clubs are competitive such as First Lego League, Board Games, and Battle of the Books. Choose a few groups that are right for you, and attend regularly.

If you are interested in starting a club that is not offered, you need at least one other student who wants to make that club happen with you, a faculty sponsor, and some idea of how to make the logistics work. Once you have those ingredients together, see Mrs. Mitchell; she will do her best to make your plan a reality!

SOCIAL EVENTS

[*\(Click here to view.\)*](#)

MERITS

Students, merits are intangible points in your favor awarded for helpfulness, kindness, and generous acts that exceed expectations. For example, a teacher might see you helping someone collect dropped books, volunteering your time, making a new student feel at home, including someone in a game, etc. Additionally, students can earn merits for each “A” on their report cards, consistently completing Homeroom Clean-up and supplementary reading.

Teachers will frequently tell you when you have earned a merit, and a proper response is, “Thank you.” Avoid asking for merits - “If I do X, will I get a merit?” - because it is like asking for a present and will probably not have the desired outcome.

We hope you will always act in ways that make you proud of yourself and make your family, teachers, and friends proud of you. Sometimes teachers will notice your good deeds and reward you with a merit or two of thanks. Sometimes, they may be caught up in a moment and miss the opportunity. In the end, it is improbable that you will know the origin of all of your merits. Please do not look at your merit count as a direct report card on your character; sometimes, merit counts appear haphazard or luck-based. Avoid letting that get to you - things have a way of working out, and you will have more fun if you do not worry but instead enjoy the journey!

Merits are a kind of Middle School currency. Students may participate in a raffle at the end of the first and second trimesters. We encourage each student to put one to two merits in the raffle. Raffle prizes range from book fair items to tee-shirts to bags of candy. The articles are generally displayed in the week leading up to the raffle. In addition, in the spring, we offer a Faculty Auction. Teachers contribute items and activities for students upon which they can bid using their merits as tender. Items may include art supplies, sporting goods, an ice cream social for a student and three friends, or a laser-tag outing.

DAILY ROUTINES

THE SCHOOL DAY

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 should 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.

MORNING MEETINGS (ADVISORY, HOMEROOM, AND ASSEMBLY)

Advisory System

Each Middle School student will be assigned an advisor who will serve in that capacity for the duration of the student's time in the Middle School. Each advisory group is part of a Homeroom that combines two or three advisories. There are 5-9 students in each Advisory group, and generally, there are students from all three grades. Advisory meets during the morning meeting time on most Mondays and Wednesdays, and Advisory groups sit together during Assemblies and eat lunch together on Tuesdays and Thursdays. Students' lockers are near their advisors' offices to facilitate frequent check-ins and the occasional locker cleanout. When Homerooms meet on Fridays, there is an opportunity to meet in a larger group with another Advisory or two.

Advisors follow their advisees' academic progress, extracurricular interests, and social-emotional life. Students, your advisors can offer you support with managing friendships, schedules, family situations impacting school life, or course registration.

The advisor is also a useful touchpoint for parents and guardians. Families, please contact your student's advisor if you have a concern or a question about something happening at school or home. The advisor can be a helpful guide and teammate for you as your son navigates his middle years.

Homeroom

As explained above, each Homeroom combines two or three Advisories. The larger Homeroom group will meet on most Fridays, and it is your student's home away from home. It is a place of belonging, sharing advice, discussing ideas, making plans, and having fun. We hope the boys will take pride in their Homeroom teams and classrooms.

Each Homeroom will elect a representative to serve on The Honor Council, The Community, Inclusion and Equity Council, and the Student Council. The council representatives serve as liaisons between the councils and homeroom groups. Each Homeroom also serves as a team for extra-curricular activities such as SuperGras, supplementary reading, and service. Homeroom members straighten their meeting area and another nearby space each afternoon after dismissal from the eighth period.

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.

1. 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: Students, please leave books and iPads in lockers or, if you are coming from Design & Woodworking, in the lobby area.
2. **Make every effort to be prompt in arriving to Assembly. If you arrive after a presenter has begun speaking, sit quietly in an empty seat in one of the back rows, and then check in with your homeroom teacher after Assembly.**
3. Please stop conversations as soon as you enter the front lobby of the Alumni Auditorium and remove any outerwear.
4. Once seated, remain silent and attentive. This is a time to ready yourself for the presentation.
5. When you are dismissed, please check with your advisor or homeroom teacher before leaving for recess. At times, they may have a message for you.

STUDY HALL

Students will have study halls on some cycle day and seventh or eighth periods. These periods 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, permission 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.

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.

Please note that while absences from school for a medical appointment are excused, students should not miss class time to get their hair cut. Any absence for a haircut will be unexcused.

AFTER-SCHOOL GUIDELINES FOR STUDENTS

1. Students will have from 3:45-4:15 to pack books and supplies, do homeroom clean-up, and socialize.
2. **After dismissal from athletics, students must change back into the school dress code.** (Any students with 8th-period athletics may leave shirttails untucked after athletics.) This rule helps us ensure that students have the necessary athletic gear at school each day. The School provides a weekly laundry service for athletic uniforms.
3. Students who are being picked up at the regular dismissal time should wait for their ride in front of the Middle School and **actively scan the carpool line for their rides.** If they need to call a carpool driver, they may do so from the front office with Ms. Pollard's permission. If they need to check for or send a **quick text message about carpool, they may only do so in the front lobby area.**
IMPORTANT: Once students pass through the entryway and head to the brick area in front of the Middle School, they should put their phones and iPad away in their backpacks or pockets. **Students may not use their phones or iPads outside the Middle School during dismissal. Violation of this rule may result in the phone or iPad being confiscated.** A student whose phone has been confiscated will have to collect it from the teacher who took it or the front office along with his parent or guardian.
4. Students being picked up from Roland Avenue **must wait at the front-drive crosswalk and get the attention of the teacher on dismissal duty, who will act as a crossing guard.** Students should **not** cross the drive in another location or without having secured the attention of a teacher on duty.
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. 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. There is no charge for EDSP until after 4:30.
10. Students returning from a late activity or Middle School athletic contest must sign in to EDSP at the time of return.
11. When there are athletic events on campus after school, any student who wishes to attend must have written permission in advance. Before 2:00 p.m. on the event day, students must submit either a signed note of permission or have their parent or guardian email the front office. The message should specify the event, its date, and, if possible, its 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 in advance for following these guidelines.

THE SCHOOL STORE

The School Store is on the ground level of the Lumen Center, just around the corner from where you enter the serverly for lunch each day. The store is open from Monday - Friday, 7:45 a.m. - 4:30 p.m. Students may only visit the Store before or after school and should be aware of when their first class starts (be in your seat by 8:00 a.m.) and their pick-up time and check-in times for after-school activities.

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 student 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. 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.

BICYCLES, SKATEBOARDS, AND SCOOTERS

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 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. Skateboards and scooter riders are also advised to wear helmets.

DISMISSAL PICKUP GUIDELINES FOR DRIVERS

1. The official dismissal time for students is 4:00 p.m. However, most students will need time to change back into school dress after eighth-period athletics, pack supplies into backpacks, and help with homeroom cleanup. While some sixth graders are ready to head home by 4:00 p.m., very few seventh and eighth graders are out in front of the Middle School by that time. Most drivers arriving before 4:00 p.m. will have a long wait in line. **The best practice to avoid the wait and carpool traffic is to come after 4:10 p.m.**
2. The **first drivers** who pull into the driveway should **fill the lane alongside the curb, and pull forward**, past the Alumni Auditorium, **to the south end of the Upper School building (Carey Hall)**, the one with the dome. When the curb lane is full, rather than blocking the entry and exit to the faculty parking area, **fill the second lane, and pull all the way forward** as previously described. Moving forward is necessary to avoid a traffic jam on Roland Avenue. We also want to keep the drive to the faculty parking lot clear.

As carpool drivers collect all of their riders and exit, please continue to pull forward. Teachers on dismissal duty will often wave at drivers and say, **“Please move up!” so that other drivers have room to exit.**

3. **Under no circumstances may you leave your vehicle unattended in a carpool lane between 3:45-4:15.**
4. Drivers, please **avoid using cell phones at dismissal time.** Under no circumstances should a driver be holding a phone while operating a vehicle.
5. For safety reasons, **drivers may not pick up students from the through lane (the left lane).**
6. When your carpool is complete and ready to leave, **please use your turn signal** to let the dismissal duty teacher assist you with safely pulling into the through lane/exit lane.
7. **Watch for pedestrians!** Some will be students crossing one lane of carpool traffic to get to the middle or second lane of waiting cars. Some pedestrians will be trying to cross all three lanes of traffic in the driveway, and those pedestrians could be crossing the drive in either direction.

8. The **speed limit along the front drive is 10 miles per hour**. Please be ready to stop at any time.
9. Drivers may wish to pick up students by finding a spot along the northbound curb lane of Roland Avenue. **Do not double-park on Roland Avenue at any time**. Drivers picking up students from Roland Avenue should alert them to keep a close eye out for the vehicle. The dismissal duty teacher will direct the student(s) to cross the drive at the crosswalk as soon as it is safe.
10. **This time frame calls for patience**. While some drivers may be ready to exit, there could be a pedestrian crossing the drive, a car backing out of a parking spot, or someone asking for directions to an athletic event. Please do not sound your horn. The teachers on dismissal duty are doing their best to clear the area as safely and efficiently as possible. Please be cooperative, considerate, and respectful. Also, please reserve any extended conversations with teachers for another time. Thank you for following these guidelines. We appreciate your cooperation.

EXTENDED DAY SUPERVISION PROGRAM (EDSP)

[*\(Click here to view\)*](#)

PROCEDURES, RULES AND REGULATIONS

DRESS CODE

Shirts with collars are required.

For example, students may wear button-down oxford-style shirts, polo-style shirts, or turtlenecks. Shirts should not bear art, oversized logos, or slogans. No athletic jerseys are allowed (whether they have a collar or not). Shirrtails are to be tucked in at all times.

- As the weather dictates, students may wear sweaters and sweatshirts.
- A sweatshirt may have a hood but must be a Gilman sweatshirt or solid blue, white, or gray with no print.
- ¼ zip sweaters or fleeces that display a Gilman logo or are solid blue, white, or gray are also permitted.
- Long-sleeved shirts worn under polo or dress shirts when the temperatures cool may not have writing on the sleeves.

Long pants with a belt are required. Corduroys and khakis are acceptable. Jeans/denim pants, cargo pants (with outside pockets on the legs), sweatpants, and oversized pants are not allowed.

Khaki or dress shorts with a belt may be worn from August to Thanksgiving break and after spring break until the end of the school year. Jean/denim shorts, cargo shorts (with outside pockets on the legs), and shorts with drawstrings or elastic waistbands are not allowed.

Intentionally oversized clothing articles are not permitted.

Socks and closed-toe shoes are required. Shoes may be leather dress/casual style, or they may be athletic shoes. All footwear should be in good repair, clean, and with tied laces.

- Boys should make sure they have appropriate shoes for both classes and athletics. We suggest separate pairs to decrease wear.
- Cleated shoes may not be worn indoors.

Outerwear - We expect students to wear jackets, coats, hats, and gloves outside as needed, but they should remove all outerwear upon entering buildings.

Hair is to be groomed and kept above the collar. Hair fads and other hair fashions that create a distraction in school are not acceptable.

Earrings and other body piercings are not permitted.

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

CLASSROOM PROCEDURES

Classroom Procedures may vary from teacher to teacher. However, the following guidelines are applicable throughout the Middle School. Students, please do the following:

1. Arrive on time.
2. Get your books and supplies (including your Student Planner) for two periods at a time to facilitate your timely arrival.
3. Wait outside the classroom until your teacher arrives or a bit longer if you see that students in the classroom are finishing a test or cleaning up after a lab.
4. Use your Student Planner and come prepared.
5. Raise your hand and wait to be acknowledged before speaking in class.
6. Put your name on your work, and pledge it, if directed to do so.
7. Wait for your teacher or coach to dismiss you at the end of class or practice. In other words, if a teacher or coach is mid-sentence and a bell rings, wait for them to finish the thought and dismiss you.
8. Respect the space around you, and keep it tidy.
9. Follow the Gilman Five, always.

GUIDELINES & RULES

1. **Label** your belongings, including your books, and keep them in your lockers when you are not using them. You are responsible for your personal property. **Avoid bringing cash** to school unless specifically directed to bring a small amount for a special event such as the Thanksgiving Food Drive or a bake sale. (The School assumes no responsibility for losses.)
2. **Leave backpacks and most belongings in your lockers** during the day. (You only need to carry books for two periods at a time, and backpacks clutter the classrooms.)
3. Put **compost, trash, and recycling** in the appropriate receptacles, and avoid waste.
4. **Bring tennis, pill, or Nerf balls to recess.** Frisbees are also a fun option. **You may not use hard lacrosse or baseballs on campus, except during the athletic period.**
5. **Avoid roughhousing**, climbing the fences, leaning against goal nets, or touching the high-jump matt.
6. **Cell phones and smart watches must be turned off and left in school lockers** throughout the school day. If a parent or guardian wants to reach you, they should call the front office, and Ms. Pollard will communicate any urgent information. Conversely, if you need to call a parent or guardian, you may see Ms. Pollard in the front office to ask permission to place the call.
7. **Store iPads on the top shelf of your locker before morning recess and lunch.** Do not bring your iPads to recess. Avoid leaving your iPad unattended.
8. Follow the School's **Acceptable Use Policy** ([click here to read](#)), which you have read and signed. (could be linked here)
9. **Do not routinely bring school backpacks to the locker rooms.** The only time you may pass through the locker room with a school backpack is when you are headed to an away athletic contest and will be picked up directly from the other school. You may not turn on your phone, iPad, or smartwatch in the locker room.
10. All students with eighth-period athletics need to **change back into dress code and return to the Middle School at the end of the day.** There is no dismissal directly from the Middle School locker rooms.
11. **Avoid eating in the hallways, littering, and chewing gum.**

12. When we have indoor recess due to inclement weather, you may read, study, play board games, or socialize in the corridors or open classrooms. **Do not run or shout indoors.**
13. **Be courteous** and greet teachers, staff, guests, and last but not least, fellow students.
14. **Follow the Gilman Five, always.**

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

IPADS

Please read the Gilman iPad User Agreement - 2022-2023.

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

1. Students are allowed to use their iPads in the morning (prior to the 7:55 warning bell) **for academic purposes only in the following locations:** Classrooms 102 and 124 (with the screens consistently facing the hallway), the tables outside of the faculty offices, The Walter Lord Library, and The Novak Innovation Lab 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 completed agreement. [Click here to view the agreement.](#)

POLICY REGARDING DRUG AND ALCOHOL USE

[\(Click here to view\)](#)

RESPONSES TO BREACHES TO THE CODE OF CONDUCT

In the middle years, students often make mistakes. That is to be expected. What matters is how they respond to them.

Some missteps are **minor**, and a simple reminder or look from a teacher will help the student correct the matter. Sometimes, a student may fall into a pattern or make a mistake that necessitates a conversation with a teacher and some communication with home. For example, families will receive an **email** and often a **phone call** if their student repeatedly arrives late, talks out of turn in class, uses his iPad or phone in an unauthorized area, or experiences conflict with a peer.

Sometimes, we witness **serious** breaches of the Code of Conduct. Examples of such violations include the following: disrespectful speech or language about a person's gender, race, ethnicity, age, ability, disability, sexual orientation, religion, socioeconomic status, or health; unkind treatment of another community member; an honor violation; or a significant misuse of technology. Other potential offenses include vandalism or physical aggression with the intent to harm. In response to these situations, the student's advisor, a Grade Chair, or a Middle School administrator will call a parent or guardian to discuss the matter. We will assign a **45RAP** or an **ALERT** to provide ample time to work with the student and create a learning experience.

45RAP stands for 45 Minutes for Reflection and Planning. If assigned a 45RAP, a student will stay after school from **4:15-5:00**. The student will report to the front office and proceed to the Conference Room at Ms. Pollard's discretion. During the 45 minutes, we will have the student read an article, watch a video, answer some questions, or discuss **The Gilman Five and relevant decision-making**. We hope the student will grow from this process and make a plan to avoid repeating whatever action caused the need for the 45RAP.

ALERT stands for Alternative Learning Environment and Reflection Time. If assigned an ALERT, a student will not attend classes nor follow the same schedule of events around campus as he would on a regular school day. Instead, he will report to the front office upon arrival at school and proceed to the Conference Room at Ms. Pollard's discretion. We may have the student read an article, watch a video, answer some questions, or **discuss The Gilman Five and relevant decision-making**. We hope the student will grow from this process and make a plan to avoid repeating whatever action caused

the need for the ALERT. Teachers will check in with the student whenever possible to review a lesson, talk through the incident with the student, or just provide a compassionate ear. (The ALERT will be completed **at school** whenever possible. If more than one student needs an ALERT on the same day, we may need to have a student complete the ALERT **at home**. In such an instance, we will work together with a parent or guardian and provide a relevant, educational assignment.)

The following are uncommon breaches of conduct that we certainly do not expect but want to be clear that we will not tolerate:

1. Using, possessing, or distributing drugs, alcohol, or any product for smoking, including Juuling or vaping
2. Using, possessing, or distributing firearms, metal knives, mace, explosives, or other incendiary devices
3. Unexcused departure from school grounds during school hours
4. Visiting restricted areas
5. Failing to appear for class, athletics, or other school-related obligations
6. Gambling (beyond homeroom-sponsored Super Bowl predictions that do not involve money)

If we become aware of a grave breach of the Code of Conduct or if the student repeatedly misbehaves in significant ways, we may assign multiple ALERTs or have possible grounds for expulsion. In instances involving safety or grave concern, we may inform the faculty of the situation and its ramifications. We will always seek to act in the best interest of the school community.

Students, please remember that your off-campus actions not only reflect upon you as individuals but also upon the School. Therefore, the School reserves the right to respond to inappropriate off-campus behavior if it is brought to our attention.

SCHOOL EMERGENCY PROCEDURES

When a lockdown has been initiated and you have considered the aforementioned factors, the following procedures should be followed:

1. LISTEN & LOCATE

- All students, faculty, and staff should remain in rooms or go to the nearest classroom, office, or safe space, unless it is deemed safe to evacuate.

2. CHECK & SECURE

- Adults should quickly check hallways for roaming students before securing classrooms and offices.
- All windows and doors should be locked and blinds closed. Obscure door windows with black-out shades, paper, or anything available.
- Everyone should stay away from windows and doors, as out of sight as possible.
- Prepare a plan of action if an intruder gains entry (run, hide, fight, barricade responses).
- Remain quiet and turn off all cell phones and electronic ringers.
- Once the room is secure, do not answer the door until the ALL CLEAR sign has been given.

3. MAINTAIN SILENCE

- Cell phones should be silenced and used for email/text communication only.
- Students should not use 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.

FIRE, ARSON, OR EXPLOSION*

1. EVACUATE

- All students, faculty, and staff should evacuate the building, silently, according to the evacuation diagram posted in each space. If in hallways, proceed to the nearest exit.

***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.*

- Close all classroom doors and turn off lights upon evacuating as this signals police, fire, and rescue personnel that the room is clear.
- When possible, security, maintenance, and administrators will check the building (hallways, bathrooms, etc.).

2. CONVENE

- Once outside proceed to designated meeting locations and remain silent.
- Wait quietly while attendance is taken.
- Cell phones should be silenced and used for email/text communication only (students should not use phones for any reason).

3. WAIT

- Wait for further instructions or for the ALL CLEAR sign to be given from the command center.
- *For all of the following, the Four Steps remain the guiding principles.

Bathrooms

- All students should return to their classrooms as quickly as possible.
- Teachers whose classrooms are across or next to bathrooms should check bathrooms before securing the classroom.

Evacuations during a Lockdown

- 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

- When possible, Security, Maintenance, and administrators will check hallways.

Transitions & Outside (Recess, PE, Athletics)

- Anyone who is outside should either enter the nearest classroom or office OR find outside cover (tree, car)
- Adults should help guide students to the nearest safe space.

END-OF-YEAR HONORS AND ACTIVITIES

RECOGNITION ASSEMBLY

Shortly before the year's end, 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

The eighth-grade student with the highest grade-point average will receive the William S. Thomas Award, a certificate of honor recognizing his academic effort and accomplishments. The 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.

Pursuit of Excellence Awards

The teachers will select one eighth-grade student in each of the following areas for his outstanding pursuit of excellence and scholarship in that faculty: Language Arts, Mathematics, Social Studies, Science, Modern Languages, Latin, Visual Arts, and Music.

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 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.

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

HEAD OF SCHOOL	Henry P. A. Smyth
ASSISTANT HEAD OF SCHOOL	Peter O. Kwiterovich, III
ASSISTANT HEAD OF SCHOOL, PRE-K-8	Shonique Alexander
ATHLETICS DIRECTOR	Russell Wrenn
ASSOCIATE ATHLETICS DIRECTOR	Bryn Holmes
ASSISTANT ATHLETICS DIRECTOR	Ned Emala
HEALTH CENTER NURSES	Edie Meacham and Cyndi Ross
FINANCIAL AID	Kip Digges
MIDDLE SCHOOL ADMISSIONS	Kelly VanZile
HEAD OF MIDDLE SCHOOL	Armond T. Lawson
ASSISTANT HEAD OF MIDDLE SCHOOL	Nicole K. Mitchell
ADMINISTRATIVE ASSISTANT	Phyllis Pollard
COUNSELOR AND TALK COORDINATOR	Amy C. Summers
WALTER LORD LIBRARY	Mark Welch
EIGHTH-GRADE CHAIRS	Mark Wachtmeister and Katie Schmidt
SEVENTH-GRADE CHAIRS	Richard Shock and Mark Lemon
SIXTH-GRADE CHAIRS	Isaiah Buchanan and Adam Herb
DEPARTMENT COORDINATORS/ DIRECTORS:	
LEARNING SPECIALIST	Kim L. Eddinger
SERVICE LEARNING	Donell Thompson Jr.
NOVAK INNOVATION LAB	Katie Schmidt
LANGUAGE ARTS	Matthew Tully
MATHEMATICS	Hannah Kolkin
SCIENCE	Michael Wallace
SOCIAL STUDIES	Christopher P. Downs
MODERN AND CLASSICAL LANGUAGES	Jessica Nelson
ARTS	David Anderson

2022-2023 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)

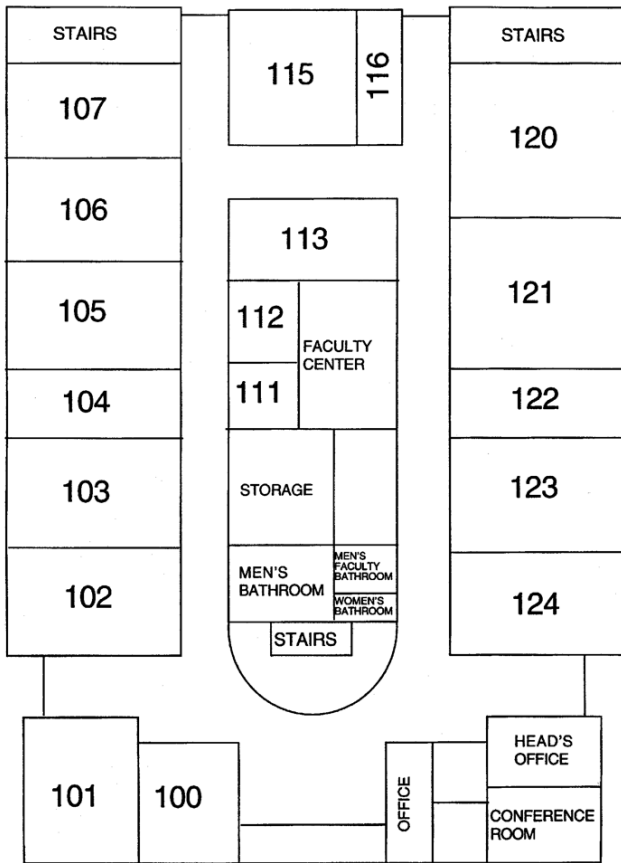
Students can find special schedules posted on the MS Greyhounds Canvas Page and around the building when they are in effect.

SAMPLE STUDENT SCHEDULE

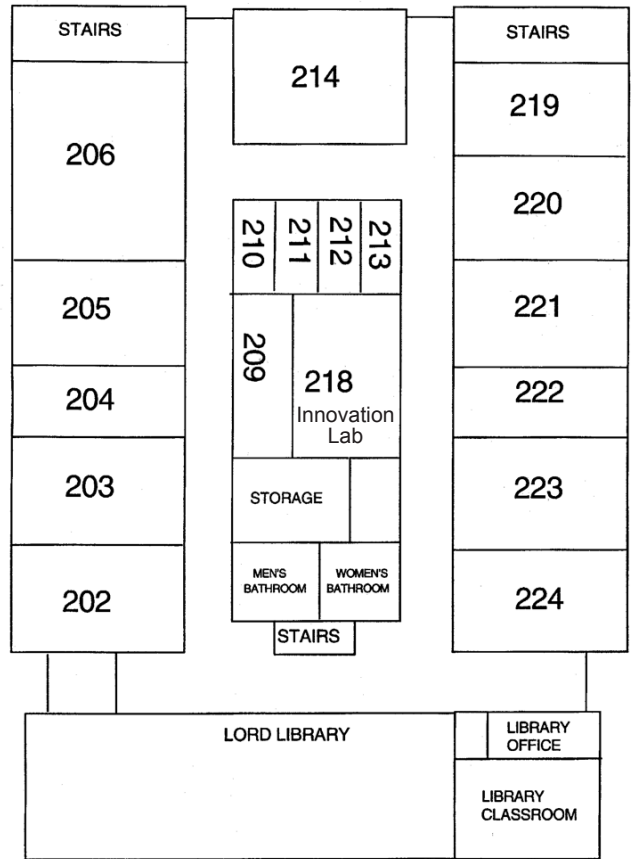
REGULAR BELL SCHEDULE		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Grade 8							
8:00 - 8:40	1	Art	IPS = Introduction to Physical Science	Latin	Talk III	Latin	IPS = Introduction to Physical Science
8:45 - 9:25	2	Band	Spanish C	Ancient History	Band	Ancient History	Spanish C
9:30 - 9:50	Morning Meeting	MM	MM	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

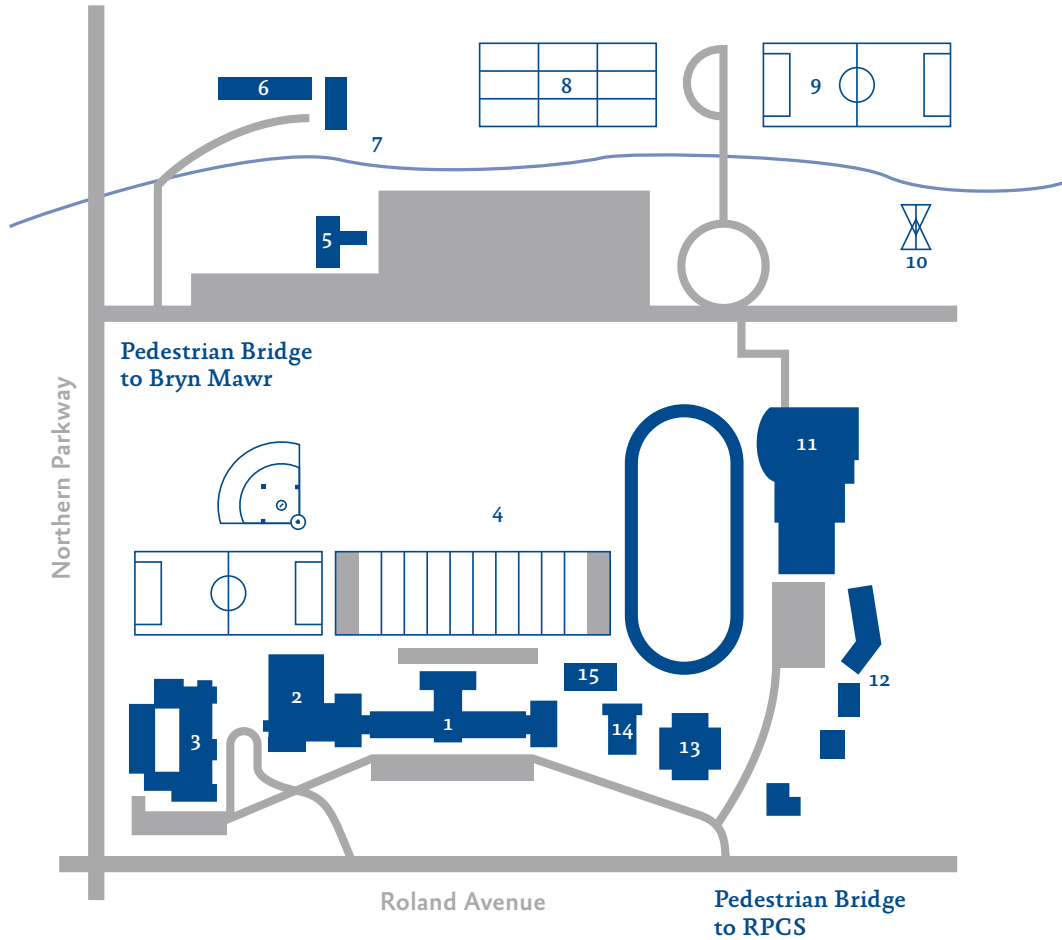
LOWER LEVEL



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 | |

