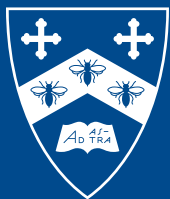


“In thy face I see the map of honour, truth and loyalty.”

GILMAN

LOWER SCHOOL



2022-2023

Student/Parent Handbook

GILMAN LOWER SCHOOL STUDENT-PARENT HANDBOOK

Dear Students and Parents,

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

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

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

Sincerely,



Henry P. A. Smyth
Head of School

Dear Gilman Families,

Welcome to the 2022-2023 school year. This handbook contains a wealth of information about the Lower School. Please read it over carefully and keep it as a reference throughout the year.

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

Sincerely,



Linda Fussell
Head of Lower School

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

–Redmond C. S. Finney

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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.

GILMAN SCHOOL

GILMAN SCHOOL MISSION

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

SCHOOL HISTORY

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

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

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

Northern Parkway and Roland Avenue. In December of that year the name of the School became "The Gilman Country School for Boys" in honor of Dr. Daniel Coit Gilman, the first president of Johns Hopkins University. Dr. Gilman

was neither a founder nor a trustee, but he was greatly interested in the School and gave invaluable advice to Mrs. Carey and the Founders. In 1951 the name was shortened to simply "Gilman School." In 1947, Bradford Jacobs, of the

class of 1938, a distinguished editor for the Baltimore Sun, wrote a history of the School entitled *Gilman Walls Will Echo* which is available in the library.

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

Under the direction of the Department of Libraries, the Gilman Archives provides the School with an interesting and informative link to its rich past. The Archives was established permanently in September, 1974, and is located in Carey Hall. The goal of the Archives is to organize all memorabilia in such a way that present and future Gilman generations may find what they want easily and quickly.

Included in the Archives are photographs, both academic and athletic, newspaper clippings concerning the School and its alumni, documentary and historical material, and past and present copies of school publications including the School's newspaper, literary magazine, and yearbook.

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

THE LOWER SCHOOL

LOWER SCHOOL PHILOSOPHY

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

I. MIND

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

II. BODY

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

III. SPIRIT

We believe that a person’s character forms his worth. Thus, character development is at the heart of the Lower School program. As each boy enters school each morning, a handshake with an adult sets a tone of civility and respect that is echoed throughout the day in classes and in interaction with teachers and other students. In addition, values and character are the focus of the Weekly Meeting. The Lower School encourages in each student a sense of responsibility for himself and commitment to serve his community. The school promotes respect for the dignity and

rights of others, recognizing that much is learned from the diverse cultural and ethnic backgrounds of the school community.

LOWER SCHOOL PROFILE

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

The Lower School includes grades pre-kindergarten through five and enrolls approximately 320 boys. The ratio of students to teachers is approximately 7:1 overall with typical instructional class sizes of 12-19.

THE SCHOOL DAY

LOWER SCHOOL HOURS

Monday – Friday 8 a.m. to 3:10 p.m.

ARRIVAL

Students should arrive by 7:55 a.m. (pre-k between 8-8:10 a.m.). Supervision begins at 7:30 a.m. (pre-k at 8 a.m.) For safety reasons, parents should not bring children to Gilman prior to 7:30 a.m. (pre-k prior to 8 a.m.).

Boys in kindergarten through grade 5 who arrive between 7:30-7:55 a.m. go directly to the playground. At 7:55, students enter the building and proceed to their homeroom. The homeroom period begins promptly at 8 a.m. (pre-k at 8:10 a.m.)

LATENESS

On regular school days, any student who arrives after 8 a.m. (pre-k after 8:10 a.m.) is marked “absent” and must report directly to the office to sign in and be marked “late.” We urge the boys to arrive before 7:55 a.m. (pre-k by 8 a.m.) so they can organize books and belongings before classes begin. Habitual lateness may be cause for disciplinary action.

ABSENCES

Please contact Lower School Administrative Assistant Tammy Testerman at ttesterman@gilman.edu or 410-323-7281 before 8 a.m. each day when your son will be absent or arrive at school late. Please specify the reason for his absence or lateness. Consistent attendance is essential; however, when children are ill they should stay home. Please see the Lower School illness policy on page [32](#).

Every effort will be made by teachers to catch a student up with his classmates during and after an extended absence due to illness or other excused absence. In these instances, we encourage parents to contact teachers to request work.

Homework/class work, if requested, may be picked up at the Lower School Security Desk after 3 p.m.

Teachers are not responsible for catching boys up who are absent for an unexcused reason. For your son’s progress and the quality of our teaching, we request that parents

do not extend any vacation period or long weekend; extensions are considered unexcused absences.

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

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

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

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

DISMISSAL

We place Lower School students into cars for afternoon dismissal between 3:10-3:45 p.m. Children who walk or ride a bike home or to a nearby school need to report to the Lower School office to sign out before exiting the building. Boys who ride bikes to and from school must wear helmets and be able to secure their bikes.

In the interest of safety, it is important that all students be picked up no later than 3:45 p.m. (12:30 p.m. on noon dismissal days and 2:30 p.m. on 2 p.m. dismissal days).

Lower School boys are prohibited from roaming the campus unsupervised. If a student attends an on-campus event after school hours, an adult or Upper School sibling must meet him at the Lower School and notify a teacher on duty as he is leaving.

If a student has been dismissed but wishes to play on the playground, he must be supervised by an adult or Upper School sibling and ensure they will not interfere with the After School Program (ASP). See page [27](#) for information regarding options for after school supervision.

NOON EARLY DISMISSAL

On certain days noted on the Lower School Parent Calendar, the Lower School dismisses at noon to begin a holiday break or for a faculty professional development afternoon. On those days, it is important that students be picked up no later than 12:30 p.m. There will be no after-school supervision on noon dismissal days.

2 P.M. EARLY DISMISSAL

Also noted on the Lower School Parent Calendar are those days when the Lower School dismisses at 2 p.m. providing time for teachers to prepare report cards. It is important that students be picked up no later than 2:30 p.m. Sibling Study Hall (SSH) does not operate on 2 p.m. dismissal days. ASP is available for students currently registered in ASP and for students who register in advance to drop in. Note: There is a maximum capacity for drop-ins.

[View the Early Dismissal Schedule.](#)

10 A.M. LATE OPENINGS

Our tri-school community — Bryn Mawr, Gilman, and Roland Park Country — participate in late-start Wednesdays. These late start dates provide teachers dedicated time for collaboration and professional development. We encourage you, if your schedule allows, to use these late-opening days for doctor or dental appointments or simply to spend some extra time with your son.

Please note that these Wednesday late openings apply to boys in all three divisions; however, late openings for the Lower School occur on only three Wednesdays, and on those days, Lower School students should not arrive at school until 9:45 a.m.

EMERGENCY SCHOOL CLOSINGS

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

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

It is the responsibility of each parent to ascertain the school's plan regarding a possible early closing. Please check the sources noted above throughout the day, as announcements of early closings could happen at any hour.

The safety of our students and families is our chief consideration when making these decisions. Of course, we cannot know specific weather conditions in all parts of the Baltimore area. If you feel at any time that your son cannot travel safely to school, or that he should not stay for the full school day, we will understand and support your decision. We only ask that you inform the Lower School Administrative Assistant at ttesterman@gilman.edu.

In the event of an early closing, we urge you to pick up your son as close to the announced dismissal time as possible, to enable our faculty and staff to travel home safely.

THE CLASSROOM

CLASS GROUPING/ HOMEROOMS

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

Each grade level has multiple homeroom groups. Placement in homerooms is determined after discussion and reflection by faculty and the Lower School Head. These groups are heterogeneous, providing an opportunity for well-balanced peer interaction. While we welcome parent input about their child's personality or learning style, we do not accept requests for a specific teacher or classmates, and once made, all decisions are final.

In general, students remain in homeroom groups for specials classes such as science, music, design and woodworking, studio arts, foreign language, and library.

SCHEDULE

The Lower School schedule is based upon a rotating 10 Day Cycle. Learning any form of cycle schedule requires a brief adjustment period, but students adapt to it quickly and are typically great tutors for parents whose lives revolve around days of the week rather than a cycle.

Holidays and weekends are not numbered as cycle days. For example, if the last day of classes before a holiday is Day 7, the day classes resume will be Day 8. This provides for even distribution of classes across the year rather than frequently missing those classes that, in a day of the week schedule, might be scheduled for Monday or Friday which are typically when school is closed for parent conferences, some holidays, and faculty professional development.

The Lower School calendar indicates the date, day of the week, and cycle day for each school day throughout the year. We post the cycle day in the lobby and classrooms each day.

HOMEWORK

The primary purposes of homework are:

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

Homework is assigned in grades one through five. Individual teachers explain guidelines for homework and homework procedures at the beginning of the year.

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

There will be occasional nights when the amount of homework may be significantly more or less than these norms. Teachers will help boys to identify those times well in advance and help them organize to avoid long nights.

If in your judgment, a student has spent far too long on an assignment, it is okay to stop. Parents should provide a note to the teacher, explaining the circumstances.

TYPICAL NIGHTLY HOMEWORK LOAD

Grade 1	15-30 minutes
Grade 2	30-45 minutes
Grade 3	45-60 minutes
Grade 4	about 1 hour
Grade 5	about 1 ¼ hours

PLUS

Outside reading (pleasure reading) can vary between 5-20 minutes per night, as appropriate for grade and child.

Long-term projects (term papers, debates, projects, etc.). Teachers will assign projects well in advance and indicate interim dates when each stage is due.

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

Parents and students are encouraged to ask questions and seek additional clarification about assignments, as needed.

PARENT CONFERENCES

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

Conferences will be conducted with homeroom teachers either in-person or via Zoom (parents' choice). Other teachers may join the conferences as well. Parents are welcome to schedule an appointment with any faculty member and/or the Head of Lower School at any time to discuss their son's progress.

The Lower School will be closed to students on Parent Conference Days.

REPORT CARDS

The Lower School academic year is divided into trimesters, with a report card provided shortly after the end of each trimester. Once the report cards have been finalized, they will be published in the Parent Portal for parents to review.

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

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

Children already know how their skills are progressing, as their teachers share this information with them daily.

We recommend that parents review work that comes home with their sons and discuss both effort and skills as reflected in that work.

To assist parents in interpreting effort, conduct, and skills grades, Report Card Keys have been provided here.

REPORT CARD KEY FOR PRE-K

- P** Progressing toward expectations
- M** Meets expectations
- E** Exceeds expectations

REPORT CARD KEY FOR KINDERGARTEN AND PREP-ONE

The kindergarten and prep-one report cards are narrative-based, and the students do not receive a number or letter grade.

REPORT CARD KEY FOR GRADES 1-3

Effort

- I Independent:** This student is cooperative, engaged, and attentive in independent and group activities. He consistently and independently offers his best effort when completing tasks.
- P Progressing:** This student is making steady progress in meeting grade level expectations of listening attentively in class and offering his best effort when completing tasks. He may need occasional reminders to exhibit more effort in staying engaged and productive during structured and unstructured activities. There is room for growth in the consistency of his effort.
- E Emerging:** This student needs to be more consistent in meeting grade level expectations of listening attentively in class and when completing tasks. He requires regular support to help motivate him to stay focused and listen attentively during group activities as well as when completing individual tasks.

Conduct

- I Independent:** This student consistently conducts himself in a respectful and considerate manner in both structured and unstructured situations.
- P Progressing:** This student generally follows the school rules and meets behavioral expectations. He needs occasional reminders to conduct himself

respectfully and cooperatively in both structured and unstructured situations.

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

Achievement

- I Independent:** This student consistently completes teacher directed tasks independently. Tasks are completed accurately, punctually, and with minimal additional support. Teacher assessments indicate a strong command of the required content.
- P Progressing:** This student is progressing toward completing classroom tasks independently. His work generally meets grade -level expectations and, while he may require periodic guidance and reinforcement, his completed tasks are commendable. Teacher assessments indicate a satisfactory grasp of the required content.
- E Emerging:** This student consistently requires adult support and guidance to complete tasks satisfactorily.

REPORT CARD KEY FOR GRADES 4-5

Effort

- A Excellent: routinely exceeds expectations**
This student consistently gets the job done without reminders. He is attentive in class, and his written work is punctual, thorough, and appropriately neat.
- B Good: meets expectations**
This student usually meets expectations and sometimes exceeds them. His effort is solid. With an extra measure of determination, consistency, and thoroughness, it could be excellent.
- C Satisfactory: inconsistently meets expectations**
This student usually does what is required but sometimes needs prodding. Greater attention to instructions, detail, and/or punctuality could improve his performance measurably.
- D Marginal: improvement needed**
This student needs frequent coaxing to meet expectations. His work is incomplete, late, or missing more than is excusable, and he may need regular reminders from his teacher to make it up. He is uncomfortably close to the edge and needs to ask more of himself.
- E Poor: below expectations**
Unacceptable effort. This student has many incomplete, late, or missing assignments, despite

teacher reminders. His effort has not met Gilman standards, even marginally.

Conduct

- A Excellent: routinely exceeds expectations**
This student consistently conducts himself in a respectful and considerate manner on his own accord in both highly structured and loosely structured situations.
- B Good: meets expectations**
This student generally follows school rules and expectations without many reminders. He is at his best when the situation is more structured.
- C Satisfactory: inconsistently meets expectations**
This student needs periodic reminders about school rules and expectations, especially during more loosely structured moments. Infractions are minor in nature. He should be more conscious of boundaries.
- D Marginal: improvement needed**
This student has been close to the edge in his behavior. He needs frequent reminders to conduct himself respectfully and cooperatively.
- E Poor: below expectations**
This student frequently has not met school standards for acceptable conduct. His behavior is repeatedly inappropriate and sometimes causes serious problems.

Skills

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

either just at, or somewhat below, Gilman grade level. Teacher assessments have indicated a tenuous grasp of required content. Remedial work or reinforcement is recommended.

5 **Poor: below expectations**

This student's overall achievement falls below Gilman grade level expectations. He is often dependent upon adult involvement to complete work satisfactorily. Parents and teachers should discuss remedial steps to help this student.

STANDARDIZED TESTING/ INDIVIDUAL STUDENT ASSESSMENTS

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

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

At any time of the school year, teachers will ask the Lower School Learning Specialist or Reading Specialist to administer other individual student assessments to certain boys to help shed light on how to teach them most effectively. Testing results, paired with classroom observations help the learning specialist and teachers

develop a plan to implement accommodations and teaching strategies to best meet the needs of the boys. The learning specialist will share an overview of student support

with parents and will advise parents if a comprehensive psycho-educational evaluation is recommended for further information.

A psycho-educational evaluation is a series of achievement, cognitive, and social emotional tests and surveys given by

a qualified psychologist to measure a child's strengths and weaknesses, beyond what the teacher can readily assess.

An evaluation typically includes information on verbal and non-verbal reasoning, academic skills, visual-motor integration, and behavioral observations. The results provide us with a comprehensive view of a child's learning style, cognitive abilities, achievement skills, and possibly a formal diagnosis. The learning specialist develops formal accommodations plan for all boys that receive educational testing and/or a diagnosis from a pediatrician. When Gilman recommends such an evaluation, we can provide a list of psychologists who have worked successfully with Gilman families in the past.

It is extremely important for the school to be informed anytime a child is taken for an evaluation and to receive a copy of the evaluator's subsequent report.

Psychologists need teachers' input to provide a context for meaningful interpretation of test results. Moreover, open communication with the evaluator enables teachers to use the evaluator's report to determine effective teaching strategies afterward.

END-OF-YEAR PROMOTION REQUIREMENTS

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

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

Grades in the 5 and E ranges are unacceptable. At the discretion of the Head of Lower School, such marks could render a student ineligible for promotion at year's end.

Remediation may be acceptable in some cases. Excessive absences will also lead to a discussion of whether a student is eligible for promotion at the end of the year.

ROUTINES

ASSEMBLIES

Lower School assemblies are an important time to gather as a school community. This year, assemblies will occur on Fridays. Special assemblies may occasionally occur on other days.

HOUSE SYSTEM

The House System promotes a sense of belonging, community, positive self-esteem, pride, and integrity. Sorted into five different groups based on the Gilman Five, House members, including all Lower School students, faculty, and staff, participate in fun activities and healthy competition to build community while contributing to the success of their respective Houses. The Houses are as follows: Humilitas (red), Dignitas (orange), Virtus (yellow), Honestas (green), and Excellentia (purple).

SNACKS

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

LUNCH

Each boy's tuition includes healthy, nourishing lunches provided by FLIK Independent School Dining. PreK - first grade students are served in the Lower School and students in grades 2 - 5 eat in the Lumen Center Dining Hall. Lunch is served daily with the exception of noon dismissal days or when notified in advance of special classroom events or parties.

The FLIK menu provides meals to suit various tastes and does not use any nut products or shellfish. If your son has a food allergy it is important to provide details to the school

nurse and his homeroom teacher before the school year begins.

Parents who choose to send lunch from home do not qualify for any form of refund.

PHYSICAL EDUCATION

Physical education is integral to Gilman's mission and program. We expect school to be a higher priority for students than outside leagues and activities. Gilman will not adjust a boy's school requirements to accommodate his outside youth league activities. Parents should not

request that their sons miss PE in order to do homework in anticipation of after-school commitments. Any request for temporary exclusion from athletics for health reasons must be accompanied by a note to the office from the parent or doctor. Instructions from the child alone are not sufficient to excuse him from PE.

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

RECESS & PLAYGROUND

The Lower School play area includes the paved spaces and climbing equipment adjacent to our building as well as the hill and field directly below.

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

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

- Swinging or hanging upside-down on playground equipment. A child's head must always be higher than his feet.

- Games involving pushing, tackling, hanging on, or physical contact other than tagging
- Ganging up against other boys or “locking” others out of activities
- Throwing mulch, sticks, stones, sand, snow, or ice
- Tree climbing
- Standing on or jumping off swings, slides, or railings
- Climbing up on the slide, blocking the slide, or coming down in groups
- Lacrosse balls (use tennis or pinky balls instead)
- Baseballs and bats (Wiffle balls and bats are allowed)
- Scooters, skateboards, bikes, and sleds with metal runners
- Standing, stunts, or piling on while sledding

TOYS, CELL PHONES, AND ELECTRONICS IN SCHOOL

Generally speaking, toys from home are a distraction in the classroom. With his teacher’s permission, it is fine for a child to bring in a special toy for Show and Tell, but

otherwise, we ask parents to ensure that toys stay at home. This includes computers, interactive watches, and other electronic devices. There is no reason a Lower School boy would need a cell phone during the school day. Teachers can arrange for a student to use a school phone if an emergency call is necessary.

Students are encouraged to keep at school, non-electronic puzzles and games to have available for indoor recess on inclement weather days.

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

BACKPACKS

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

THE GILMAN SCHOOL STORE

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

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

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

BLUE & GRAY CAFE

The cafe is located in the Lumen Center and is available to Lower School students only before and after school and must be accompanied by a parent, guardian, or Upper School sibling.

LOST AND FOUND

Lost items will be placed inside the two window seats in the lobby of the Lower School. *We ask that you clearly mark all clothing, especially outerwear, sweaters, backpacks, lunch boxes, and sports equipment with your son’s name.* It is easy to return clearly marked items to the child who lost them. There are several online companies from which to purchase custom clothing/equipment labels. In addition, please be vigilant in checking that your son has brought home all of his items each day.

THE GILMAN EXCHANGE

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

The Gilman Exchange is located on the second floor of the Old Gym and is open from 7:45 - 10 a.m. on [specific dates during the school year](#).

Drop-offs are accepted anytime in bins located in the Lower School lobby, Middle School lobby, and on the first floor of the Old Gym by the steps leading up to the Gilman Exchange.

BEYOND THE CLASSROOM

OPTIONS FOR AFTER-SCHOOL SUPERVISION

We offer several choices for after school activities and supervision. Options include the After School Program (ASP), After School Enrichment Activities (ASEA), After School Music Program (ASMP), and Sibling Study Hall (SSH). Details for each of these is provided below:

AFTER SCHOOL PROGRAM (ASP)

ASP is childcare that provides play and/or study time. Information about this service is made available to parents in early June via our website. Parents who wish their sons to participate in ASP are encouraged to register as early as possible to allow sufficient time for preparation and staffing before the school year begins. ASP is coordinated by Renee Hoegberg. She can be reached at rhoegberg@gilman.edu.

During their time in ASP, students are provided a snack, and those boys with homework, structured study time.

ASP hours are 3:15-6 p.m. with fees based on the number of hours a student remains at school. The parent of any student not picked up by 6 p.m. will incur a late fee of \$30 per quarter-hour.

Drop-ins are allowed but require advance notice via this SignUp. The fee for a pre-scheduled drop-in is \$20 per hour or any part of an hour.

Any student in pre-k through first grade who rides the 4 p.m. Kangaroo Coach, has a Middle School sibling, or carpools with any Gilman, BMS, or RPCS Middle School student must participate in ASP (free of charge) until the driver or parent/guardian picks him up from the Lower School. Fees will be incurred on any day when the student does not ride the 4 p.m. Kangaroo Coach or is not picked up by 4 p.m. Please note that though there is no fee for those students, ASP registration will be required for staffing purposes.

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

SIBLING STUDY HALL (SSH)

Gilman provides Sibling Study Hall (SSH) from 3:15 to 4 p.m. on school days when the Lower School dismisses at 3:15 p.m.

SSH is provided at no charge and is available *only* to those boys in grades two through five who carpool with a Middle School sibling or any Middle School student at Gilman, BMS, or RPCS, or who ride the 4 p.m. Kangaroo Coach.

Sibling Study Hall is neither a playtime nor a substitute for ASP. Students in SSH are expected to do homework or read a book quietly. Lower School boys waiting for Middle School carpools *must* attend ASP, SSH, ASMP, or an ASEA.

AFTER SCHOOL ENRICHMENT ACTIVITIES (ASEA)

Participation in ASEA begins in October and is entirely optional. Some activities are open only to students in a specific grade level or levels, and group sizes may be limited. **Some activities are provided for a fee. Past activities have included:*

- Greenhounds (environmental awareness) before school
- Student House Council (formerly Student Council)
- Makerspace / STEM Lab
- Drama Club
- Chess*
- Eco-Explorers*
- Soccer Shots*
- Ready, Set, Lego!*

Enrichment Activities will begin in October.

AFTER SCHOOL MUSIC PROGRAM (ASMP)

The After School Music Program (ASMP) is offered to students in grades K-12 at an additional charge. The instructors, while generally not members of the Gilman faculty, are masters of their instruments. Lessons typically occur once per week and the individual instructors will contact parents to set the schedule. For further

information, please visit our web page or contact the ASMP director, Ariel Dechosa at adechosa@gilman.edu.

FIELD TRIPS

Field trips are planned for the purpose of enriching the classroom curriculum at each grade level. For liability reasons, the Lower School uses buses rather than parent drivers to transport students to and from field trip destinations. Parent volunteers are sometimes needed to assist with supervision. Because students need the full attention of chaperones, younger siblings may not attend field trips. For each outing, parents will be asked to complete an online authorization form that will be posted to the Parent Portal.

COMMUNITY OUTREACH PROJECTS

Gilman's philosophy emphasizes a commitment to the community and service to others. Part of the Lower School character development curriculum is community outreach. At each grade level, students participate in specific age-appropriate activities and schoolwide projects.

The Lower School continues to support the Bentley Food Pantry (BFP), which is a living memorial to Donald Bentley, a 1988 graduate of Gilman who was tragically killed. Conceived and operated by students, the BFP has been supported by contributions and fundraisers from Gilman and other area schools. At various times throughout the school year, students are asked to bring non-perishable food items to school to be donated to the pantry.

It is a tradition for Lower School students, faculty, and staff to participate in the Thanksgiving Food Drive. Faculty and staff members and students in each grade level are assigned a specific type of non-perishable food to bring to the Lower School Thanksgiving Assembly. As each of us enters, we place our food items in the middle of the room and then share poems and songs of thanks after which the food is packed up and taken to a local pantry for distribution.

The Lower School students also participate in "Lunches for the Homeless." Once each month, a specific grade level is assigned to supply food and prepare lunches as a classroom activity. The lunches are donated to a church, shelter, or other organization.

Each year, the Lower School participates in a Read-a-thon for the benefit of an organization that supports children with illnesses or disabilities. This fundraiser takes place over several weeks and every Lower School student is

encouraged to participate. Emphasis is placed on the reading process, community service, and learning about the specific organization and those it supports. Students solicit sponsors for the amount of time they read or are read to. In past years, the Read-a-thon has benefited Thread Baltimore, March of Dimes, Juvenile Asthma Association, Johns Hopkins Hospital Children's Center, Children's Hospital at Sinai, Baltimore Regional Burn Center Foundation, Maryland Special Olympics, American Heart Association, and research to prevent and treat Autism, Cystic Fibrosis, and Juvenile Diabetes. In 2014, Lower School boys raised enough money to have a University of Maryland Children's Hospital NICU room named in their honor.

COUNSELING SERVICES AT GILMAN

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

The counselors offer a variety of developmentally appropriate programs, including division-wide activities focused on character as well as regular social-emotional learning lessons in each pre-k through grade 5 homeroom.

The counselors also provide individual and small group counseling, helping boys to manage emotions, stress, anger, anxiety, social issues or conflicts, or family and home issues. They also serve as a resource for faculty, staff, and parents.

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

RULES AND REGULATIONS

APPEARANCE AND DRESS CODE

The intent of the [Lower School Dress Code](#) is for students to look neat and reasonably formal yet comfortable, as appropriate for our educational setting. Clothing should fit well and be worn in a customary manner. In case of a mishap, each student should keep a spare set of clothes, including socks and underwear, in his school locker at all times.

All clothing and other items should be clearly labeled with the student's name.

Dress code standards:

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

HAIR

Hairstyles are an important expression of personal identity; they should not, however, disrupt a student's educational experience or that of others. A student's face and eyes should be visible to teachers and classmates.

Lower School leadership will communicate directly with parents/guardians if and when concerns arise.

ASSEMBLY & SPECIAL DRESS CODE ATTIRE

Assembly Dress Code attire is required for special events and/or specific assemblies. These "Assembly Dress Code" dates are shared prior to the start of each school year. A white or navy blue polo-style or turtle neck shirt (short or long sleeved) and khaki pants. Shorts are permitted in warmer weather. During cooler weather, boys may also wear a navy blue sweater or a non-hooded sweatshirt. Clothing is available at the Gilman School Store; however, it is not mandatory that items be purchased there, nor do they need to include any reference to Gilman.

Each student should keep a spare set of Assembly Dress Code attire in his locker at all times.

Please be sure to add [Assembly & Special Dress Code dates](#) to your calendar.

PICTURE DAY ATTIRE

For individual yearbook photos and class pictures, students must wear a white, collared shirt, a navy blue sweater, and khaki pants. Pants long pants are required for the Class Picture taken in the spring.

FIFTH GRADE CLOSING EXERCISES ATTIRE

Third and fourth grade students are expected to wear a white shirt, tie, long khaki pants, and shoes other than sneakers. Fifth grade students must wear long khaki pants (no cargo pants), a white shirt, tie, navy blue blazer, and dress shoes. Students in grades pre-kindergarten through second do not attend Closing Exercises unless they have a sibling in the Fifth grade, in which case they may attend with a parent.

Please be sure to add the LS Dress Code Attire Schedule dates to your calendar.

CARPOOL/PARKING

SAFETY

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

For safety reasons, all Lower School students must be dropped off and picked up in the carpool lane adjacent to the Lower School's brick walkway. Students should not exit or enter cars on Roland Avenue or along the Carey Hall driveway.

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

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

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

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

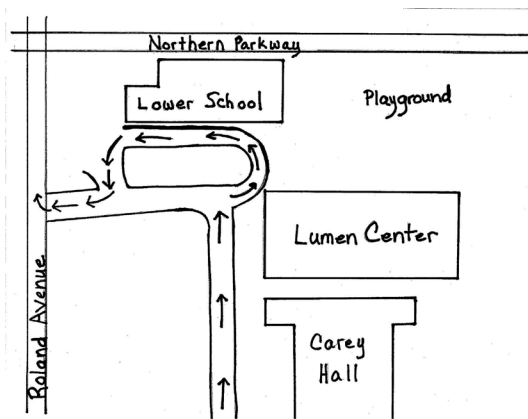
DROP-OFF & PICKUP PROCEDURE

- Enter Gilman from the Roland Avenue entrance just beyond the Middle School.
- Stay on the left side of driveway until you pass the Upper School. Bear right toward the Lower School circle, staying in a single line.
- Maintain a single line around the outer lane of the circle.

- Load and unload students only in front of the Lower School at the designated stations.

PARENT PARKING (PLEASE READ CAREFULLY)

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



CHANGES IN TRANSPORTATION

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

CAMPUS SECURITY: PARENT & VISITOR BADGES

Gilman is committed to the safety of our students. Because teachers and staff cannot recognize every parent, we have a system to distinguish parents and visitors from those who have no legitimate reason to be on campus. Our children's security depends upon each parent's complete cooperation with the guidelines below.

The Lower School doors are locked during the school day. When you arrive, please ring the bell to be buzzed inside

and immediately check in with our security guard. You will be required to provide a driver's license or other form of photo ID, and once cleared, will receive a visitor badge that you must wear while on campus. Without clearance, you may be stopped and escorted to the security desk for check-in and a badge. We are acting in the interest of student safety.

SCHOOL NURSE & HEALTH CENTER

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

During the COVID-19 pandemic, we ask that you take extra precautions and err on the side of caution in keeping your child home when he is not feeling well.

Gilman School is following guidelines issued from the Maryland Department of Health and the Baltimore City Health Department.

Please see the School's website for the most up-to-date policies and procedures related to COVID-19.

WHEN TO KEEP A CHILD HOME FROM SCHOOL

The general rule of thumb is to keep your child home from school if his symptoms disrupt his ability to concentrate in class, distract classmates or teachers, and/or if he might be infectious to others. If a student comes to school with such symptoms, he will be sent to the Health Center for assessment and sent home.

An article in the American Academy of Pediatrics Newsletter (2010) listed the following as general indications to keep a child home or take him to the doctor. This does not replace the advice of your child's healthcare provider:

- Persistent fever (temperature higher than 100.0°F degrees when taken by mouth)
- Sore throat that lasts more than 48 hours, especially when accompanied by fever.
- A significant new rash; particularly when other symptoms are present
- Large amounts of discolored nasal drainage
- Severe ear pain
- Uncontrolled cough

- Diarrhea and/or vomiting
- Severe headache, especially with a fever

If you have questions or need clarification, please call the Health Center at ext 274 or email Edie Meacham RN or Cyndi Ross RN.

MEDICATIONS

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

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

LOWER SCHOOL ILLNESS POLICY

The following conditions warrant keeping a child out of school: a fresh cold, diarrhea, fever (100.0 or higher), persistent severe cough, pink eye, and a diagnosed contagious condition. If your son is sick when he awakens, please do not underestimate the health threat to himself and other students should he come to school. We need to avoid spreading contagious illnesses. Your son should be fever free (below 100.0 without medication) before returning to school.

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

HEAD LICE POLICY

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

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

STUDENT CONDUCT AND BEHAVIOR

Gilman expects students to conduct themselves in a manner appropriate to their maturity and age. It is important for all boys to show respect for each other, the faculty and staff, the buildings, and the materials. While the school climate promotes respect and trust, and our boys almost always adhere to acceptable boundaries, there are times when

all children make poor decisions. This is a natural part of growing up. Our goal is to support their growth at these times.

At the beginning of each school year, the teachers and students discuss and design rules of acceptable behavior in the Lower School in general and in specific areas such as the Stevens Room, playground, lunchroom, and individual classrooms. Lower School teachers have been trained in the Responsive Classroom approach to build a positive learning community that promotes responsibility and autonomy.

The Responsive Classroom approach provides consistent language throughout the Lower School. We teach and reinforce social-emotional skills systematically so teachers and students can focus on learning.

Serious discipline problems are few at Gilman. The school climate is one of respect and trust, and our boys almost always live within acceptable boundaries. Children sometimes behave differently in school groups than they do at home. We have our share of thoughtless acts, playground disputes, hurt feelings, and occasional tears. These are a natural part of growing up, and we try to turn them into learning experiences.

We deal with discipline problems on an individual basis. Initially each teacher handles situations that occur in his/her own classroom. For continued cases of inappropriate behavior or any instance of unusual or extreme misbehavior, students may be sent to the Lower School Head or Lower School Counselor for reinforcement or counseling.

Reasonable and firm expectations on the part of the faculty provide secure parameters for each child, which allow him to explore and understand the consequences of his actions.

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

When students stray farther over the line, however, the consequences become correspondingly heavier. In extreme cases of rules violations or continued misbehavior, a student may be given detention or suspended for one or more days or asked to leave the school.

Students must understand that “He started it” will NEVER be an acceptable excuse for inappropriate behavior.

Regardless of who initiates a conflict, anyone guilty of breaking the rules may be held accountable for his

decision. This is especially important to remember when disagreements turn physical. When someone else “starts it,” a boy is always better off going to a teacher rather than responding aggressively. We expect parents to support this policy and to coach their sons accordingly.

HONOR

Honor is the most important quality of a person’s character.

It is a fundamental attitude of being trustworthy and of trusting others. There is no area of human existence

which honor does not permeate. Honor violations such as cheating, stealing or borrowing without permission, and lying or misrepresenting the truth are subject to stiffer consequences than more minor misbehavior, as appropriate to a boy’s age and grade. We hope that all such instances will be learning experiences; however, repeated honor violations may justify more rigid consequences, including suspension or expulsion.

THE GILMAN FIVE

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

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

Integrity: Be the same person at all times and adhere to your values regardless of the situation. Always be someone of whom you are proud.

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

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

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

ANTI-BULLYING POLICY

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

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

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

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

DEFINITION OF BULLYING

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

RESPONSIBILITIES OF COMMUNITY MEMBERS

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

- Students are responsible for learning and understanding this Policy.
- Students should report all forms of bullying to a teacher, counselor, or administrator immediately. While the definition of bullying includes behavior that is repeated or part of a pattern, there are times that a single incident is severe enough to need immediate attention of a teacher or nearby adult.
- When bullied, the student should make his feelings clearly known to the bully or bullies in a respectful manner.
- Bystanders who witness bullying are expected to take any of the following actions as appropriate:
 - Report the incident to a responsible adult immediately.
 - Tell the bully that he is breaking a school policy.
 - Support the victim physically and/or emotionally without become aggressive.
- Students who are victims of bullying should never retaliate or “get even.”
- Parents should instruct their children to adhere to this policy.
- Parents should teach their children to listen and take responsibility for their own behaviors.
- Parents should model appropriate behaviors at home.
- Parents should recognize the signs of their own children's inappropriate behaviors.
- If a parent feels their child has been the target of bullying, they should report this to a teacher, counselor, or administrator as soon as possible.
- Teachers should assign fair, consistent, and appropriate consequences for misbehavior.
- Teachers should be watchful for bullying particularly during less-structured times of the day.
- Teachers should model appropriate behaviors in their classrooms and with their peers.
- Parents and teachers should teach their children to distinguish between bullying and other forms of conflicts such as disagreements, simply not getting one's way, and immature or clumsy responses to being frustrated.

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

ONLINE BULLYING

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

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

LOWER SCHOOL EVENTS, ACTIVITIES, AND TRADITIONS

HOUSE SYSTEM

The House System promotes a sense of belonging, community, positive self-esteem, pride, and integrity. Sorted into five different groups based on the Gilman Five, House members, including all Lower School students, faculty, and staff, will participate in fun activities and healthy competition to build community while contributing to the success of their respective Houses.

HOUSE COUNCIL

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

UPPER SCHOOL/LOWER SCHOOL MENTORING PROGRAM

Organized by the Office of Community, Inclusion, and Equity, the mentoring program began in 1994 to enhance the sense of Gilman brotherhood and community.

Throughout the year, mentors (Alumni and Upper School Students) and their Lower School mentees bond during individual activities as well as group outings, which often include family members. The program addresses issues including peer pressure, conflict resolution, growing up as a young man, and character development. For more information, please contact Gilman's Office of Community, Inclusion, and Equity: cie@gilman.edu.

BIRTHDAYS

Birthdays are important events to children. Homeroom teachers welcome birthday treats sent from home to be shared with classmates. Until further notice, we ask that only pre-packaged and individually-wrapped treats be provided. Parents should make arrangements with the teacher ahead of time and must honor requests concerning food allergies.

FIFTH GRADE MUSIC

All fifth grade students study instrumental music.

We are happy to note that instrumental music classes will be held in-person. CDC Guidelines now allow for instrumental playing with appropriate PPE. This includes a special face mask to allow playing and bell covers for the instruments. Detailed instructions and a video demonstrating how to properly use the instrumental mask and bell covers will be provided

In the Exploratory Band Program, students choose one of the following instruments: flute, clarinet, alto-sax, oboe, trumpet, trombone, French horn, or baritone. Parents have the option to rent an instrument from Menchey Music or a vendor of their choice. They may also use a family-owned instrument.

Students should consider their instrument choice carefully, as they are not permitted to drop or switch sections after they have made their initial selection.

Students will store their instruments in the lockers outside the Lower School music room and are required to register their padlock combination with their band instructor.

Regular practice at home is essential.

SAFETY PATROL (GRADE 5)

The Safety Patrol is the most important community service project in the fifth grade. It is essential that each boy take his responsibility seriously. The boys take turns serving on Safety Patrol for two week periods and should be at school no later than 7:30 a.m. to help arriving students by opening

car doors and helping with backpacks or other items if necessary. We ask for your support in ensuring that your son arrives at school on time.

ECHO HILL OUTDOOR SCHOOL (GRADE 5)

Each autumn, our fifth grade class spends four days at Echo Hill Outdoor School located on the Eastern Shore of the Chesapeake Bay. The entire class is expected to attend as we believe this is a very worthwhile experience, particularly at this stage in a boy's development. The cost of the program is included in the tuition for your son's fifth grade year.

COSTUME PARADE

All Lower School students, faculty, and staff are invited to arrive in costume, or to bring a costume to wear in the Lower School Costume Parade on the last Friday in October. Parents uncomfortable with costumes may send the son to school in pajamas or in dress down attire. Parents are welcome to stand outside to watch the parade, which begins at 8:30 a.m. in front of the Lower School, winds its way across campus through the Middle and Upper Schools and back again to the Lower School. After the parade, students will change into dress down attire and participate in classes until the noon dismissal. Lunch will not be served on this day.

GRANDFRIENDS' DAY

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

Grandparents or special friends of boys in pre-k, prep-one, second, and fourth grades are invited to spend a morning in November in the Lower School. The boys enjoy having guests see their classrooms and share in their activities.

BOOK FAIR AND BOOK SWAP

The annual all school Book Fair and Lower School Book Swap give the boys a chance to build their home library as well as an opportunity to contribute to community organizations in Baltimore and to the Lower School Library Author Fund. The Book Fair is typically held in November, and the Book Swap takes place in the spring.

FIFTH GRADE VS. FACULTY/STAFF BASKETBALL GAME

In a beloved tradition, on the final Friday before Spring Break begins, fifth grade students compete against faculty and staff in a game such as kickball, basketball, etc. Parents and other Lower School students attend the game to cheer and support both teams.

SPIRIT DAY

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

FIFTH GRADE CLOSING EXERCISES

On the first Thursday in June, students in grades three, four, and five will attend Closing Exercises to honor fifth grade students' completion of Lower School. If possible, and dependent on COVID restrictions, there will be a reception afterward for fifth graders, families, and friends. Arrival at school is at the usual time, with dismissal between 10 and 10:15 a.m. Students in prekindergarten through grade two will not attend Closing Exercises unless they have a sibling in the fifth grade, in which case they may attend with a parent.

Third and fourth grade students will wear a white shirt, tie, long khaki pants, and shoes other than sneakers to Closing Exercises. Fifth graders must wear long khaki pants (no cargo pants), a white shirt, tie, navy blue blazer, and dress shoes.

PARENT INVOLVEMENT

COMMUNICATIONS WITH NON-CUSTODIAL PARENTS

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

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

PARENTS AT SCHOOL

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

PARENTS ASSOCIATION

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

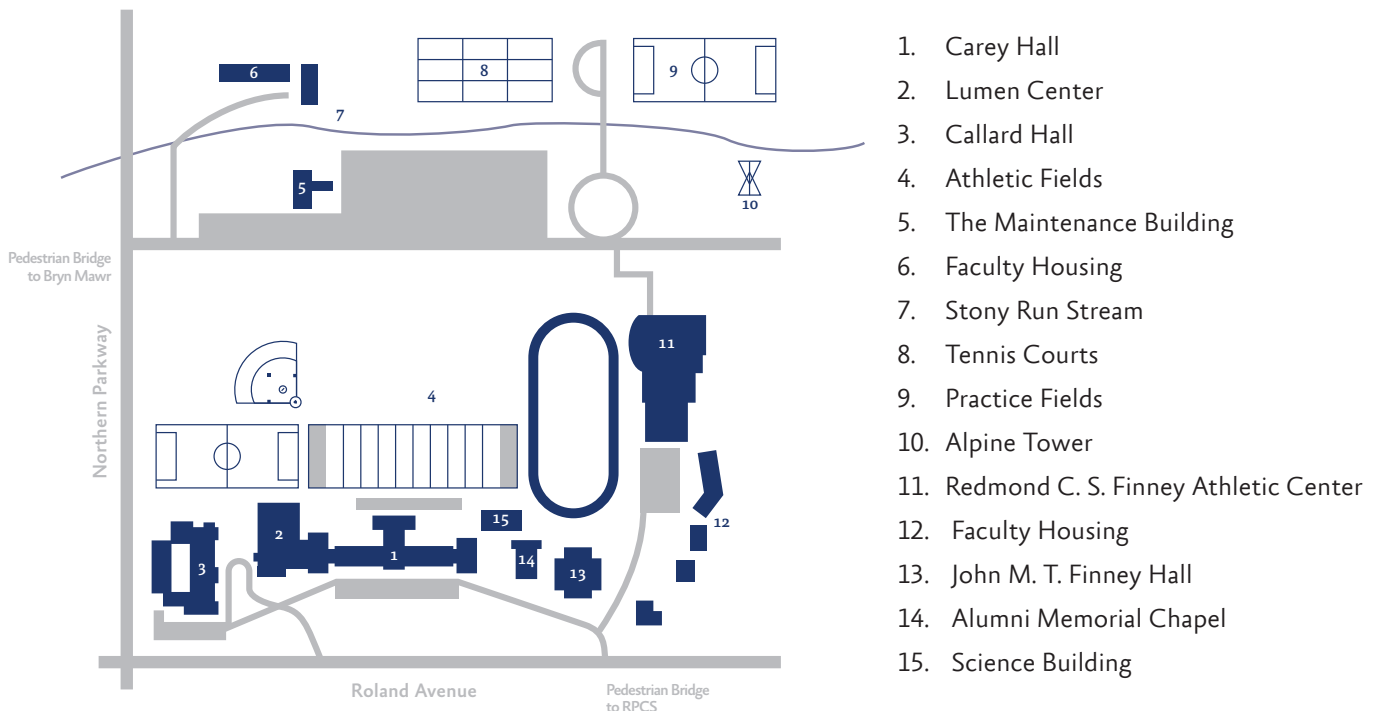
Communication is another important function of the PA. There are usually two parent representatives for each grade who are responsible for organizing special class activities and for keeping the lines of communication open between other parents, the faculty, and administration.

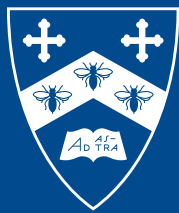
APPENDIX

2022-2023 PARENTS ASSOCIATION BOARD OF GOVERNORS

Co -Presidents	Dorja Marshall & Alicia Schmidt
Vice President	Brooke Rodgers
2nd Vice President	Tracy Bradlee
Treasurer	Ali Pitruzzella
Recording Secretary	Rebekah Jackson
Corresponding Secretary	Lisa Melancon
Immediate Past Presidents	Robin Davidov & Kristy Dickson
LS Class Rep Chair	Jennifer Cameron
Class Representative Chair Elect	Molly Keogh

CAMPUS MAP





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gilman.edu