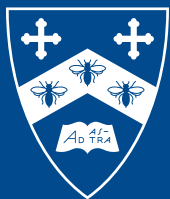


"In thy face I see the map of honour, truth and loyalty."

GILMAN

MIDDLE SCHOOL



2017-2018

Student/Parent Handbook

SCHOOL MISSION

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

PHILOSOPHY

Gilman School's educational philosophy is summarized in its commitment to the development of mind, body, and spirit. This approach emphasizes the central importance of educating the whole boy in every facet of his personality. Gilman's rigorous academic program is founded on a core curriculum designed to emphasize the value of a strong work ethic, critical thinking skills, effective oral and written communication, active engagement in the arts, and lifelong enjoyment of intellectual pursuits. Our required athletic program is based on the belief that through the cultivation of physical vigor and wellness, boys learn the value and meaning of teamwork, resilience, competitive spirit, humility, tolerance, and sportsmanship. The school also nourishes and affirms the fundamental importance of spirituality, not merely in an abstract, academic sense, but also in observance and practice, for the formation of an integrated personality.

Above all else, Gilman School seeks to help boys grow into men of character. We believe that the qualities of honor, leadership, dedication, and service to others must be emphasized and reinforced through all aspects of the school community. To that end, Gilman adheres to a comprehensive honor code, a service learning program, and a commitment to diversity in all of its forms.

GILMAN MIDDLE SCHOOL

STUDENT-PARENT HANDBOOK

Dear Students and Parents,

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

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

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

Sincerely,



Henry P. A. Smyth
Headmaster

The success and prosperity of the Gilman Middle School community depends upon the ability of each one of us to act in a courteous and respectful manner. As you read the following pages, which outline the basic expectations that we have for all members of the Middle School, I hope that your interpretation of the content is of appreciation for the impact these guidelines have on the positive and welcoming culture of our community rather than as prohibitive in nature. Each one of us has a responsibility to act as a steward of our community, as well as for people in the greater world. Please read the Student Handbook with a parent from cover-to-cover so that you can achieve the highest level of success this year.



Dr. Peter O. Kwiterovich, III '87
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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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 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 the 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.

HONOR

Integrity is the most important quality in a person's character. It is a fundamental attitude about being trustworthy and trusting others and respecting oneself and others. In a world where all too often we see behavior that is disrespectful and sarcastic and where we see others taking short cuts and compromising their standards, it becomes of even greater importance that we embrace and champion integrity in our community.

Honor in school is often first thought of in connection with the individual's conduct in carrying out his academic responsibility. But honor involves more than just doing one's own schoolwork. It includes respecting other's property and individual rights. It involves resisting temptations to take advantage of others. It is rooted in decency and fair play. Each student has an important role in upholding his personal honor and the Honor Code of our School. The Gilman Honor Code applies specifically

to one's conduct in carrying out his school responsibilities. But the Honor Code is a way of life; one that extends beyond the school walls. By your actions, you represent all of us in the community. We ask each Middle Schooler to think carefully about the Gilman Honor Code and his own integrity, and to help make the Middle School a place that is strongly characterized by trust and mutual respect.

In order to reinforce this code of honor and to remind students regularly of their responsibilities, we ask each student to write at the end of specified papers and assignments a pledge signifying that the work on the paper is his own.

The Pledge:

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

The concept of honor and respect for the Honor Code, and adherence to it, cannot be separated. It is essential that faculty and students take action when they witness dishonorable conduct. To ignore infractions of the Honor Code is to condone them. We recognize that taking such action is serious and difficult. In recognition of this, the Honor Code allows us to respond in the following ways:

1. approach the individual involved and communicate clearly your witnessing of the violation. Ask the person to turn himself in, or inform him of your intention to do so.
2. report the individual to one of the following:
 - one of the Grade Deans.
 - the Head or Assistant Head.
 - a member of the faculty.

The individual listed above who receives information about an honor violation must take the matter to the Grade Deans who will then decide how to proceed.

What must be remembered is that giving away your integrity is easy; earning it back is very difficult. Although acting honorably may appear to be a hard road to follow, in the end integrity is one's most valuable possession. All of us make mistakes. Be sure not to compound problems by acting dishonorably: “To thine own self, be true.”

VIOLATIONS OF THE HONOR CODE

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

1. lying or misrepresenting the truth to another person. This includes *both* telling untruths *and* avoiding or failing to tell the complete truth. Few students get involved in direct lying, but many are guilty of talking around or twisting the truth.
2. taking or borrowing another person's property without his or her permission. One area in which the Middle Schooler may be most careless about living up to the code is in dealings with the personal property of others. Each Middle Schooler must fix firmly in his mind that it is wrong to go into another boy's locker, that it is wrong to take books, pencils or any belongings of others, or to “borrow” books, supplies, athletic equipment or other property without the owner's consent.
3. giving or receiving assistance, or any advanced information about tests, quizzes, or other pledged assignments. It is the first point that needs emphasis: *Permitting another student to cheat is an act of cheating itself.*
4. taking any notes or unauthorized aids into an examination, test, or quiz.
5. cheating on an examination, test, or quiz by looking at another student's paper, or by passing or exchanging information in any way.
6. copying and/or taking credit for another person's work either directly or from a flash drive, computer, iPad, the Internet or another electronic source.
7. plagiarizing from a text, a flash drive, internet, or any other source.
8. copying another student's homework or report. The issue of cheating on homework can be confusing. A student may get help with particular problems on the homework from a teacher, parent or sibling, or even from another student. However, a student who simply copies another student's work is cheating.

If a student is confused about what constitutes honorable conduct in regard to an academic situation, he must seek clarification from the teacher. Violations of the Honor Code are subject to disciplinary action.

DISCIPLINARY RESPONSES TO HONOR VIOLATIONS

Each student at Gilman must be committed to following our Honor Code. Unfortunately, at times, conflicting messages and temptations cause a student to compromise his own integrity and break the Honor Code.

Each case of an Honor Code infraction is handled on an individual basis, but generally three things happen: 1) The student has a conference with the Grade Dean(s), School Head, or Assistant Head; 2) Parents are notified; 3) Appropriate discipline is levied. Suspension is a possible punishment for an honor offense and expulsion is possible for repeated infractions. Specific mention by name of the individual involved is not made public to the student body, but the faculty is notified.

HONOR COMMITTEE

The Gilman Middle School Honor Committee 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' thought and opinions, and to discuss issues of ethics and honor in the GMS community.

GILMAN EXPERIENCE

The term "Gilman Experience" describes the many ways in which a student's growth, personality, and confidence are affected by school life. There are many facets to the Gilman experience; both in and out of the classroom; there are several features that should be highlighted.

Gilman is committed to the idea of a *diverse community* - students, faculty, and staff. The experience of each member of the Gilman community is enriched by associations, interaction, and friendship with people of different backgrounds, races, religions, creeds, and talents. In adolescence, youngsters often find safety in being invisible, in being just like "everyone else." Being tolerant of differences is made more difficult because of this. In the Middle School, we want not only to strive for tolerance, but also, indeed to celebrate those differences.

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

THE SCHOOL DAY

SCHOOL HOURS

The school day starts at 8:05 AM and ends at 4:00 PM on Monday through Friday. The John M.T. Finney Hall (The Middle School building) will be opened at 7:00 AM for students who arrive early. While awaiting the start of the school day, students will be able to access their lockers, work or socialize in select areas, receive extra help from teachers, or play out on the fields.

Since the first period begins promptly at 8:05 AM, students are urged to arrive at school by 7:45 AM. This allows important time for daily organizing and for getting any extra help that might be needed.

At the end of the day, Middle School students are expected to be picked up by 4:15 PM. Students who wait for late pick-up or carpools must sign into the *Extended Day Supervision Program*. The program runs until 6:00 PM on a fee schedule. After 6:00 PM, a *late* charge will be assessed for students still awaiting pick-up.

DAILY SCHEDULE

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

The Middle School operates on a ten-day cycle. Days are numbered from 1 to 10 instead of named Monday to Friday. For example: Monday of the second full week of school is day-7, Tuesday is day-8, Wednesday is day-9, etc. See the Appendix for a bell schedule.

ABSENCES / LATENESS

If a student is going to be absent from school, parents are asked to telephone the Middle School office by 9:00 AM (410-323-7093) and inform Ms. Morcomb as to the reason for the absence. Please notify us in writing in advance of a planned absence or absence for a religious holiday.

(Religious holidays will not be counted against a student's attendance record.) Students are expected to take the responsibility of seeing their teachers for any planned absence (including religious holidays) to request missed work.

Students are asked to be at school by 7:45 AM in order to have enough time to get themselves organized for the academic day. First period begins promptly at 8:05 AM. Any student not in his seat at 8:05 AM will be considered late for school. ***If you are late to school, you must report in at the office or you will be marked absent for that day.***

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

EARLY DISMISSAL PROCEDURES

It is possible to be excused early for valid reasons by following the procedures listed below:

1. Prior to first period, turn in to Ms. Morcomb a written request signed by a parent or have a parent telephone the school.
2. Student must sign out in the office before leaving the school building and sign in upon returning to the building.

ATHLETIC STUDY HALL

For a student who, due to illness or injury, is unable to participate in athletics, an athletic study hall is provided during the athletic period. Students excused from athletics will be required to attend supervised study hall. If a student will be attending athletic study hall, parents are asked to provide a signed statement concerning the nature of the problem and the period of time to be missed from athletics. This excuse should be turned in to the homeroom teacher or to Ms. Morcomb *before first period*. If the student is to miss an extended period from athletics, parents should provide a written statement from the physician describing

the problem as well as the length of time the boy needs to be excused from athletics. After an extended absence from athletics, we ask that parents provide a second signed statement indicating that the student can resume athletics.

AFTER-SCHOOL GUIDELINES FOR STUDENTS

We thank students for their cooperation after school. While they are here at Gilman, we are responsible for them, so it is imperative that they follow these guidelines:

1. After dismissal from their last activity, students are to change back into school dress code and pack book bags with needed supplies, binders, and books for homework and study. If they are responsible for homeroom cleanup, they should be helpful to their team in completing this routine.
2. Students being picked up immediately are to proceed to the dismissal area and be alert for their carpool. They are not to play ball in the front of the school because of safety issues. They may play along the north side of the building, but should stay alert for their ride. They may *not* cross the driveway. Crossing students through three lanes of cars is too great a risk. Students being picked up from Roland Avenue are to wait for their car's arrival and then signal their need to cross by waiting patiently in the crosswalk area until the dismissal duty teacher assists them.
3. Students walking home, riding a bike, or taking public transportation may go directly there. Once a student leaves campus, however, they may not return onto campus that afternoon without adult supervision.
4. Students in a carpool with a Lower Schooler should proceed to the After-School Program in the Lower School to be picked up.
5. 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.
6. Students may visit the school store. This must be done prior to 4:15 PM. 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: club, extra help, tutoring, music lesson, or detention should be at the proper location by 4:00 PM.
7. Students still on campus (but not at a Middle School activity) at 4:15 PM should sign in to the Extended Day Supervision Program (EDSP) at the front security desk. **Even if they expect to be picked up shortly, they must sign in to the program. Signing in allows us to know where the students are on campus.** When their car arrives, they must sign out so that their family is charged correctly.
8. Students returning from a late activity or Middle School athletic contest must sign in at that time with EDSP.

Thank you in advance for following these guidelines. *We appreciate your cooperation.* Please do not hesitate to ask any questions concerning after-school hours.

DISMISSAL PICK-UP GUIDELINES FOR DRIVERS

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

1. The official dismissal time for students is at 4:00 PM. Although it is true that students are excused from their last class, activities, or athletics at 3:45 PM, expect that students will need to change back into school clothes, pack supplies and books into book bags, and help with homeroom cleanup. Some sixth graders are ready prior to 4:00 PM, but few seventh or eighth grade students are out at the dismissal zone before 4:00 PM. To come ahead of this time will only mean a longer wait in line. *The best practice is to arrive after 4:10 PM.*
2. Vehicles are to turn into the driveway, fill the curb lane to its end, and then fill the secondary lane. Vehicles should move forward up to the south end of the Upper School building leaving no gaps. *Under no circumstances is a vehicle to be left unattended.* Cell phones should not be used while in the pick-up lanes.
3. Follow the instructions given by the teachers on dismissal duty. The teachers will help fill the two curb lanes and will help drivers that are ready to leave the waiting lanes.
4. *Vehicles are not to stop in the through-lane to pick up a student.* To do so increases the potential safety risks significantly.

5. When a carpool is complete and ready to leave, the turn signal will alert the dismissal duty teacher who will assist the vehicle in pulling into the through-lane safely.
6. As other vehicles leave, please continue to move forward. A teacher will often remind a driver to: "Please move up!" As vehicles move forward closing gaps, other vehicles will have room to exit.
7. If the driveway is filled, vehicles should wait patiently until space is cleared. Although some vehicles may wish only to pass through the through-lane, it is not helpful to crowd the entrance and leave vehicles in the path of oncoming northbound Roland Avenue. Do not use the horn to signal or to show impatience.
8. Parents may wish to pick up their son by finding a spot along the northbound curb lane of Roland Avenue. *Do not double-park on Roland Avenue under any circumstances.* Cars using Roland Avenue should alert their son to keep a close eye out for the vehicle. As soon as it is safe, the dismissal duty teacher will direct the student to cross the driveway at the crosswalk. With so much traffic, our top priority is the students' safety. We will cross students as soon as traffic is clear in the through lanes.
9. Please be patient. Between 3:40 – 4:10 PM, the lanes are crowded and there can be delays in moving up or exiting. The role of the dismissal teachers is to ensure the safety of your sons and your property. Please be cooperative, considerate, and respectful of them for what is surely a thankless assignment.

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

EXTENDED DAY SUPERVISION PROGRAM (EDSP)

The Extended Day Supervision Program is for students awaiting dismissal pick-up after 4:15 PM. EDSP operates from 4:15 - 6:00 PM each school day. EDSP will provide students with an adult-monitored environment for quiet study, after-hours work, or just for unwinding after school. Further, the program will provide parents who cannot pick-up their sons by 4:15 PM the assurance that comes from a safe, supervised setting.

The Extended Day Supervision Program will use as its operational base the security desk in the front of the lobby of the Middle School building. The EDSP phone

extension is 139 located at the security desk. Students will have from 4:00 - 4:15 PM to pack up books, do homeroom clean-up and speak to friends. Any Middle School student on campus after 4:15 PM and not involved in a supervised activity, such as extra help, clubs, interscholastic games, or detention, will record their sign-in time and location for the program on the record sheets at the security desk. It is also necessary for students who are not picked up at the end of a supervised after-school activity to sign-in on the record sheets. The boys may choose to play a game in room 115, play an outdoor game on the black top behind the school, study in room 124, or participate in an activity organized by the teachers on duty. They will need to pack up and bring all of their belongings with them when they sign in as they will not be able return to lockers or other unapproved locations. **Please check the weekly email blast for updates to the EDSP schedule. There are times throughout the year when the EDSP schedule changes due to early dismissals and/or faculty meetings.**

The boys should be picked up by a parent or older sibling at the security desk. The EDSP staff member will call back to room 115 where another staff member will notify the student in room 115 or on the black top behind school that it is time to sign out.

The Extended Day Supervision Program will operate on ALL days that school is in session with the following exceptions: the half-day on October 31, the day that Winter Vacation begins, the day that Spring Break begins, exam days, and on days with early dismissal due to inclement weather, EDSP will operate *only* two hours after the closing of school on those days. It is our expectation that all Middle School students will be picked up by 6:00 PM. The fee for the program will be \$14.00 per afternoon. Students not picked up by 6:00 PM will be assessed a late charge of \$15.00 per quarter hour. The supervisor will remain until the last child is picked up.

ANY STUDENT WHO IS ON CAMPUS AFTER 4:15 PM MUST BE CHECKED IN TO EDSP. On occasion when there are athletic events at the school, any student who wishes to attend an event must have written permission in advance. A child must submit permission, which specifies the date of the event to Ms. Morcomb prior to 2:00 PM. Once a child is given permission to attend a particular event, he is no longer under the supervision of EDSP.

For the safety of our children, please comply with these regulations and insist that your child sign into the program, follow its rules, and sign-out when leaving. Failure to do so will result in disciplinary consequences.

SNOW DAY POLICY

On occasion, heavy snow or ice may cause a cancellation of school or a delayed start for school. Students and parents should check the Gilman school website (www.gilman.edu), listen to a radio station (WBAL or other snow-day report station), or tune into a local TV station for a specific announcement concerning Gilman. Parents should also check the school's website or listen for radio announcements for an early dismissal due to inclement weather. Parents are encouraged to sign up for E2 Campus in order to receive the most accurate and timely information.

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

In such events: notifications will be pushed out through our e2Campus alert system. If you have not already done so, we strongly encourage you to register at <https://e2campus.net/my/gilman/signup.htm>. Registration is easy and will only take a few minutes to complete. With this system, you can dictate how you would like to receive emergency or weather-closing information by voicemail, email, text message, or any combination of the three.

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

BUILDINGS AND GROUNDS

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

The Middle School building, Dr. John M.T. Finney Hall, is on the south end of the driveway. All of the Middle School areas are included in one building; science laboratories, art room, music area, communications skills center, media center, classrooms, faculty offices, and school office areas. (A floor plan of the Middle School is included in the Appendix.) Additionally, Middle School students use the Woodworking Center located in the new Academic Center and the Band Room located in the rear of the Auditorium.

In February 1990, the new Redmond C. S. Finney Athletic Center opened. The Athletic Exhibition Center houses a 1000-seat arena, and reception area, classrooms, and administrative offices. Renovated portions of the Finney Center include Middle School locker rooms, a swimming pool, intramural gym, wrestling room, weight-training room, and a training facility. The Henry C. Callard Lower School, erected during the 1997-98 school year, stands as a monument to Mr. Callard, a former headmaster, and represents Gilman's commitment to provide excellent facilities while maintaining a low teacher-student ratio.

Completed in 1999 were new additions to the Upper School Science building and to the Alumni Auditorium. The Auditorium houses the instrumental band practice room, with locker space and individual practice rooms. A set design and construction space was created adjacent to the stage. A small "black box" theater space, dressing rooms, costume storage, radio station, and recording studio are also there.

In December of 2007, Carey Hall was rededicated and the Upper School resumed its position in the new building. Adjacent to Carey Hall, the Lumen Center includes the Development Office and Upper School language classrooms. Middle School students will be using the Lumen Center daily for it includes the Dining Hall, the Design and Woodworking Center, the Health Center, and the school store.

The fields on the Upper Terrace include the track, the oval (the Sports Turf infield of the track), the varsity football field, the varsity soccer/lacrosse field, varsity baseball diamond and several practice areas. Beyond the lower parking lot are the "lower fields." The farthest area houses the tennis courts. Two other practice fields are used by Upper and Middle School teams.

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

THE CLASSROOM

CURRICULUM SUMMARY

SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
Language Arts	*10	Language Arts	*10	Language Arts	*10
Mathematics	10	Mathematics	10	Algebra	10
Science	7	Life Science	7	Physical Science	8
Geography	7	U.S. History	7	Ancient History	8
French / Spanish	8	French / Spanish	8	French / Spanish	8
Music / Band	3	Music / Band	3	Latin	7
Talk I	3	Talk II	3	Talk III	2
Technology	2				
Quarter Courses	10/quarter	Quarter Courses	10/quarter	Quarter Courses	10/quarter
Art		Art		Art	
Drama		Public Speaking		Music	
Design & Woodworking		Design & Woodworking		Design & Woodworking	
Finance		Leadership		Technology	
				Journalism	
				Literary Magazine	
				Solar Car Construction	
Physical Education	10	Athletics	10	Athletics	10

* designates the number of class meetings during the 10-day cycle.

CLASSROOM PROCEDURES AND CONDUCT

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

1. **Arrive at class on time. There are five-minute transition periods between classes. Unexcused lateness will result in disciplinary consequences.**
2. Book bags and backpacks are ideal for transporting books and schoolwork between home and school. Backpacks, however, **are not to be used for carrying**

books between classes during the school day. Please leave backpacks in your school locker. We recommend that the student take the necessary books and supplies for two classroom periods at a time.

3. Bring all books, notebooks, pencils, paper, iPad, and other equipment. Be prepared for all possibilities.
4. Be sure any homework paper is headed up properly and ready to turn in before the class begins. Much valuable instruction time can be lost if this procedure is not followed.
5. Treat the school building and furniture with respect. Damage to desks, tables, chairs or other equipment will be charged to the responsible person and appropriate disciplinary action will be taken.

6. Keep paper off the floor. Waste containers are provided in all areas. Please recycle.
7. Polite and courteous manners should be used with teachers and fellow students. Good manners in the classroom will make life better for all.
8. Wait for the teacher to dismiss the students before leaving the classroom.
9. When a class is dismissed, check the area for scrap papers. Make sure all tables and chairs are straightened, and the room is ready for the next class.

HOMEWORK

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

Outright copying of another boy's work, in whole or part, with the intention of submitting the copied material as the student's own, is a violation of the Honor Code. Likewise, permitting another to copy work is equally a part of the infraction. Help is not being provided if the student allows someone else to copy work.

Certain homework may be assigned on which no assistance should be obtained. The conditions under which this is done will be clearly outlined by the teacher. This is usually referred to as a "Pledged Homework." Some homework assignments may be intended as group projects or activities, but again these will be clearly indicated by the teacher.

Use the Assignment Calendar Book or the My Homework App to record your homework assignments. Some courses will assign homework for each class period on a homework "bulletin." Some departments require that corrections be made on homework assignments, which are not adequately prepared. In general, homework is a factor in determining the achievement grade. The quality, thoroughness, and promptness of homework will be taken into account in the determination of the effort grade.

If a student is absent, he is responsible for keeping up with assignments. **Moodle Pages** are available for each teacher in the Middle School and should be a primary resource for students when they are absent. Those websites are accessible through www.gilman.edu. When a student is absent, each of his teachers will be notified, assemble the work where possible, and have it ready for parents, siblings, or classmates to pick up in the office by 3:00 that afternoon. If he is able to work at home during the absence, a student should do his best to complete assignments. If a student is unable to complete homework because of sickness, he will be given adequate time to do so after his return to school. Once a boy returns to school after an absence, he is responsible to see his teachers as soon as possible to help him catch up with missed work.

MANUSCRIPT/ PRESENTATION FORM

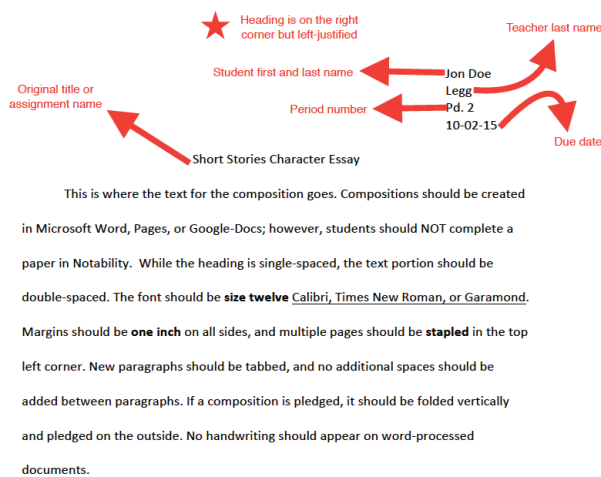
In preparing written or computer printed work to be submitted for evaluation, follow the accepted standards as stated below:

1. Use standard size lined composition paper or loose-leaf paper, or if typed, standard white paper, 21.6 cm by 28 cm (8-1/2"x11") in size. Be sure the paper is clean and undamaged; paper torn from a notebook is unacceptable.
2. Write on only one side of a sheet of paper, leaving the back clear for corrections if necessary.
3. If writing in ink or computer printing, use only blue, black, or blue-black ink; all other colors are unacceptable. NOTE: Teachers vary in their requirements regarding pencil and ink. In Language Arts, for example, all teachers require ink for final drafts of project papers or long compositions done outside of class; pencil is acceptable in all other situations. In other courses, the individual teacher will set his/her standard for the use of pencil or ink.
4. In handwritten work, write from the red margin line at the left and leave a margin of about 2.5 cm (1") at the right.
5. In computer printed work, always double space the text and leave a margin of about 5 cm (2") at the top of the page and margins of about 2.5 cm (1") at the sides and bottom. The left-hand margin must be straight;

the right-hand margin should be as even as possible.

6. Indent the first word of each paragraph about 1.3 cm (1/2") from the left-hand margin.
7. If your paper has a title, it should be centered on the top line of the first page. Skip a line between the title and the first line of the composition. (Double space twice if typing.)
8. For homework assignments from a text, write the title of the assigned text, page numbers, and exercise numbers across the top line of the paper.
9. If the paper is more than one page in length, number the pages after the first, centering the number about 1.3 (1/2") from the top of the page. Write the name in the upper right-hand corner of each page.
10. Write legibly and neatly, forming letters clearly. If erasures are made, they must be neat; not simply crossed out. Messy work is unacceptable and will be returned ungraded to be done over.

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



- (1) Student's Name
- (2) Grade and Course
- (3) Teacher's Name and Period
- (4) Due Date
- (5) Type of Evaluation (i.e. test, homework, etc.)
- (6) HONOR PLEDGE
- (7) SIGNATURE

<u>OUTSIDE</u>	
	(1)
	(2)
	(3)
	(4)
	(5)
	(6)
	(7)

ASSIGNMENT CALENDAR BOOK

In order to assist students with homework studies, each student has an Assignment Calendar Book **or the My Homework App**. Each class period, the student records the homework information for that class. This will help students and parents to identify the nightly assignments. The Assignment Calendar Book should be kept in the front of the master binder.

In some classes, students receive a bulletin of homework assignments that specify the assignments over a cycle or unit. Bulletin assignments should also be recorded in the assignment calendar notebook.

INTERIM AND PROGRESS REPORTS

At anytime during a marking period, a teacher may wish to supply parents with an Interim update of a student's work. This Interim Student Profile will be completed and made available on the parent portal of the PCR database. It will note both positive and negative performances and areas, which are commendable or need improvement.

When a student falls behind with homework obligations or quiz/test corrections, teachers will note this in the Interim. This will indicate the work owed and the reasons the work has not been done. It will also indicate a deadline for the completion of this work. This notice serves as an opportunity for the student to make-up missed work. Failure to complete the work by the deadline will be reflected in "achievement" and "effort" grades. It is important that parents check the Parent Portal at least once a week to check for Interim reports.

A Progress Report is written at the midway point of each quarter. A student with a current average of 80 or below and/or a C or below in effort will receive a Progress Report. Shonique Alexander, the Assistant Head of the Middle School, will email parents indicating that their son has a Progress Report, which is available through the Parent Portal.

TUTORING AND EXTRA HELP

Teachers are available for academic help every morning prior to 8:00 (with prior arrangements made), during free periods throughout the day, and after school between 4:00 and 5:00 by arrangement with the teacher. Teachers are sometimes available for academic help during the seventh period study hall, although some are occupied with supervising study halls or counseling students at that time.

In order to provide additional available help from teachers, special extra help sessions are available. It is the student's responsibility to coordinate those extra help sessions with a particular teacher. Although all teachers are willing and eager to be of help to their students as much as possible, they are not available for formal or long-term tutoring during the school day. If this type of tutoring is needed, the services of a professional tutor may be recommended. The Middle School can provide some assistance in making these arrangements.

TESTS AND QUIZZES

Tests are a major evaluation tool used in the classroom. Tests are always announced ahead of time, either in the assignment bulletin or directly by the teacher. Test conditions vary greatly by course. On some occasions students may use their notes; at other times tests are given to take home. Generally, however, tests are given in class with a time limit and without the use of any materials. Every time a test is given, the teacher will clarify the specific procedure for that test.

It is the desire of the faculty that students should not be burdened with more than two tests on one day. Inevitably conflicts will occur. It is helpful if students try to avoid such conflicts by communicating with the appropriate teachers.

Quizzes are shorter evaluations which are less important than tests in determining achievement grades. Quiz conditions vary greatly. Quizzes are sometimes announced ahead of time, but will often be given in class without prior notice.

At the conclusion of every test and quiz, students are asked to write the Honor Pledge (see **HONOR**; also see **MANUSCRIPT FORM**)

EXAMS

Exams occur the week before winter break and for eighth graders at the end of the academic year. In lieu of final exams, sixth and seventh graders participate in special group projects.

Exams are given for two reasons. First, they provide the opportunity to review a semester's worth of learning. Additionally, exams allow opportunity to improve important skills of collecting and synthesizing a large amount of material. Each teacher will have spent class time reviewing the work and provide the student with review materials. Exam grades count 14% of the semester grade. Exam conditions vary greatly by department. (i.e. some are open notes, some are not, some are objective, some subjective or essay work.) For exams, students are required to be at school only when they are scheduled for an exam. Dismissal on these days is at 12:00. A make-up day is provided at each semester term for students who are absent during the exam period.

SAMPLE EXAM SCHEDULE

8:05 - 8:30	Morning Assembly
8:35 - 10:05	First Exam Period
10:05 - 10:25	Recess
10:30 - 12:00	Second Exam Period
12:00	Dismissal

	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Day 1	Language Arts Mathematics	History Foreign Language	Language Arts Science
Day 2	Foreign Language Science	Language Arts Mathematics	History Latin
Day 3	Geography Talk	Science Talk	Foreign Language Algebra

REPORT CARDS

Report cards are made available to parents electronically roughly one week after the end of the marking period. This mailing will include the grades for that period. It will also include appropriate comments concerning student progress, performance, and strengths and weaknesses.

GRADES

There are four marking periods of approximately eight weeks in length. 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** is indicated as follows:
 - A - Excellent
 - B - Good
 - C - Marginal/needs improvement
 - D - Unsatisfactory

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

- **Promptness** (being on time to class with all materials in hand)
- **Preparedness** (daily homework preparation)

- **Participation** (attentiveness; active and constructive classroom contribution)
- **Behavior** (classroom deportment; cooperativeness)
- **Pride in Work** (care shown in completing assignments and in following instructions)
- **Motivation** (desire to improve, asks questions, seeks extra help if needed)

Final achievement grades below passing generally require summer school or summer tutoring in order to remove the failure.

PROMOTION AND COURSE FAILURES

The Middle School program is designed to provide appropriate levels of challenge for each student. Unfortunately, there are 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 is 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 for a student. 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 renewed.

END OF YEAR HONORS AND ACTIVITIES

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

Eighth graders who fulfill to a great degree the wording of the William S. Thomas Award receive a certificate recognizing their academic accomplishments. The boys receiving this award have earned a significant number of grades of 95 and above and effort grades of A. Eighth graders who exemplify the qualities of teamwork while members of an athletic team are eligible to receive the Colonel Miller Memorial Teammate Award.

William S. Thomas Award

The Middle School faculty extends to you sincere congratulations for your outstanding academic accomplishments. You have gained the deepest respect of teachers and students for your excellent attitude, consistent effort, and superior performance during the year.

Colonel William Miller Memorial Teammate Award

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.

At the same assembly, students from all three grades, who through nomination by the faculty, are honored for their helpfulness, contributions, leadership, and service receive a certificate as a Daniel C. Ammidon Award winner. Because this award is at the heart of the kind of community we wish to create here at Gilman, we are especially indebted to these boys.

Daniel C. Ammidon Award

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, 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.

During the last week of school, eighth graders complete their second set of examinations. Each of the three days, eighth grade students take two exams, finishing the day at noon. The exams are one way for these boys to review the work from the second semester and pull together the skills they are learned throughout the program. At that same time sixth and seventh grade students go on Expedition. The final regular school day is Grade Day. 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 PM.

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

BEYOND THE CLASSROOM

ADVISORY SYSTEM

The advisor can help with any aspect of life at Gilman. He/she will keep track of a student's work, behavior, likes and dislikes, and overall progress. When a question does not seem to fit a specific course or seems too complex for quick answers, the advisor is the one to ask. Examples would be questions regarding social growth, extracurricular commitments, family issues that may impact school life, or course registrations.

Each Middle School student has the same advisor for the duration of his time in the Middle School. The advisor will meet with his/her advisees during mid-morning meeting once each week. Additionally, the boys will meet with their advisors in their homerooms twice per week. These advisory and homeroom meetings are an opportunity for informal discussions, counseling, and group problem-solving. On the two days each week on which assembly is scheduled during morning meeting, the boys will sit with and eat lunch with their advisors. Therefore each boy will spend a part of each day with his advisor. An advisory also consists of students from all three grades.

Aside from the formal opportunities scheduled, there are many times available for private conversations with the advisor: before and after school, at recess, or during study halls. Feel free to meet with your son's advisor whenever there is a need; the advisor will check in regularly with the student to see how school life is going.

HOMEROOM

The homeroom serves many purposes. It is a place for belonging, for advice, for work and for play. Learn to take pride in this group and its room.

All students are assigned to a homeroom which consists of two or three advisory groups. The homeroom serves as a base of action for those students. Each student is assigned a locker near his advisor's office where all coats, backpacks, and other personal belongings should be kept.

Homeroom teachers are responsible for the routine supervision and monitoring of students in their homerooms. Homeroom teachers are available to assist students in any way. They can be used as a resource, or they can be consulted with problems related to academics, peers, or teachers. One of the homeroom teachers will also serve as the student's advisor.

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

ASSEMBLY

Various assemblies will be held during the year. The purpose of assemblies is to disseminate information and provide educational and entertainment experiences.

Two mornings of the week, the Middle School has an assembly in place of the advisory meeting. Longer assembly meetings are occasionally held during the seventh period, school-wide study hall. The following rules and procedures should be observed for all assembly periods:

1. All talking should stop as a student enters the doorway of the auditorium.
2. Students should proceed to their *assigned* seats.
3. Once seated, students should remain attentive and *silent*.
4. When the assembly is over, wait to be dismissed by your homeroom teacher.
5. Remember the rules of common courtesy. Be appreciative of other's effort. Place yourself in the speaker's shoes.
6. Latecomers should sit quietly in the back rows and check in with their homeroom teachers after the assembly.

LIBRARY

The Walter Lord Library is a place where students can work, study, or leisurely read. In order to function properly and have an atmosphere conducive for reading and research, it is necessary for library patrons to be considerate of the rights of others. To further this aim, the following regulations must be followed: show respect for others who are using the Library to study and need quiet conditions in order to concentrate, demonstrate proper care and gentle handling of books, appropriately use computers as outlined in the Acceptable Use Policy signed by students and parents, and observe procedures for circulating books and other materials.

IPADS

In order to properly manage the iPad program in the Middle School and to allow for time in which students enjoy their free time with their classmates and teachers, the following guidelines govern the students' use of the iPad:

1. Students are allowed to use their iPads in the morning, before school prior to the warning bell at 8:00 AM in the designated classrooms (rooms 102 and 124). Once the warning bell rings, free use of the iPads ceases until the end of school at 4:00 PM. Students are permitted to bring their iPads to their classes. *Under no circumstances may iPads be used in the hallways before school begins.*
2. iPads are prohibited from being used in the Lumen Center and in any area of the Redmond C.S. Finney Athletic Center. iPads are not permitted in the athletic locker rooms.
3. Students are permitted to have their iPads during study halls and are expected to use them for academic purposes only. No gaming, texting, or social networking is permitted at any time during the school day.
4. 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. With this in mind, 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. **In some situations, student technology use during personal non-school times may impact other Gilman students or students from other schools. In this**

situation, if the technology use interferes with social interactions during school, or it comes to the School's attention that inappropriate behavior has occurred, the student may face disciplinary action.

6. The **Acceptable Use Policy** below is to be adhered to in regard to the iPads and will be enforced accordingly.

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 a semester elective in grade eight. Technology has been incorporated into the core classes at each grade level. Students will be introduced to basic keyboarding skills and to develop fluency using a variety of school-related applications. Technology is integrated throughout the curriculum requiring frequent computer/iPad use for class and home assignments, as well as review and project work. In addition to iPads, the Middle School has a networked computer laboratory with twenty PC desktops. Students may use the computer lab in the mornings and during study hall periods to complete class assignments. The Walter Lord Library also provides extensive electronic resources for conducting research.

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

Use of the Gilman School network is for educational purposes only, and is a privilege, not a right. All users are expected to exercise responsible behavior when on the network. Users shall accept the responsibility for maintaining the integrity of all aspects of the School's network.

1. Each user is responsible for all uses and contents of his/her computer. Giving out personal passwords, access codes or log-in procedures as well as misrepresenting one's identity in electronic communications is not permitted.
2. Unauthorized copying, removing, or distributing software violates copyright laws and software license agreements and is prohibited. Installing, modifying, manipulating, or otherwise tampering

with applications, files, and data on the network, or any attempt thereof, is not permitted.

3. Since the Internet and other accessible networks are open systems, the School cannot guarantee privacy or security of any information or data on the network, therefore users should not put anything on the network that they would not want others to see or read.
4. No one may use the network for obscene, annoying, threatening or abusive purposes. Users should not access and may not transmit materials containing pornography, gender bias, racial bias, intimidation, or inappropriate information.
5. Any use of alternate means of internet access that undermines the Gilman's security or bypasses normal internet safety parameters such as personal cellular service or VPNs is strictly prohibited.

Violations of this policy may result in revocation of network privileges and in disciplinary action up to and including expulsion.

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

STUDY HALLS

During the course of the school day and seventh period, students will have study hall periods. These provide an opportunity for quiet study, homework preparation, and supplementary reading. Study halls are to be silent, without talking or group work. Students should bring all necessary books and materials with them, since additional trips to lockers are prohibited. Students should go to the bathroom and get drinks before study hall begins. It would be wise to bring a reading book if other work is completed before the end of study hall. All students are expected to clean up their areas prior to leaving the study hall room.

If a student needs to see a teacher or advisor, or needs to do resource work in the media center, a note must be secured from the teacher with whom the student will meet or

from whom the student received the research assignment. This must be done prior to 2:00 PM. That note must be shown to the teacher proctoring the study hall and then be brought to the designated area. If, during the study hall period, the student finishes an appointment with a teacher or completes work in the Library, the student returns to his study hall.

If a student is excused from athletics, he must report to Ms. Morcomb who will assign him a proctored study hall location. The student will report to that room and check-in with the teacher on duty.

BAND

The Instrumental Music program is open to all members of the student body and is under the direction of Mrs. Cheryl Nkeba. Band members have sectional practice and instruction during their music periods. The sixth and seventh grade band and the eighth grade band practice during seventh period one time per cycle in the rehearsal room located in the lower area of the Auditorium annex.

The Band performs for many special events such as: Commencement, the Holiday Concert in December, the Festival of Arts and instrumental concerts in the spring, and Closing Exercises.

COMMUNITY SERVICE LEARNING

As part of the School's commitment to develop a student's "service to others," 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 (new eighth graders must complete 10 hours). **Eighth grade students must complete their service requirement and submit all required forms by May 11, 2018.** 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 Service Project faculty advisor, Mr. Donell Thompson, can help with contacts and ideas. Mr. Thompson also serves as the campus-wide Director of Service Learning. He works with all three divisions to further enhance our program and to find ways for our faculty to incorporate service learning into their curriculum. Students should keep their advisors informed about their service projects. Through the Service Projects, boys have an opportunity to develop their own special talents, while being a help to others.

STUDENT COUNCIL

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

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

The Student Council welcomes, and needs, participants who are not elected homeroom representatives. Anyone may join the Student Council simply by attending the introductory meeting and agreeing to come to future meetings. Sixth graders who are not involved in the election process should be particularly encouraged by homeroom teachers and Student Council advisors to join.

DIVERSITY COUNCIL

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

EXPEDITION

In October, all eighth graders participate in a weeklong outdoor education adventure, Expedition Eight. Small groups of students, led by experienced outdoor educators from The Mountain Institute and Middle School teachers, explore the region surrounding Spruce Knob, West Virginia. The students tent camp, learn camp crafts, prepare

meals, hike, cave, and participate in ecological study and orienteering. The eighth graders return to school in need of a good shower but with a different perspective on each other and a shared set of experiences upon which to form a tight community.

At the end of the school year, sixth and seventh graders participate in Expedition. The students go on three full-day trips including an outdoor education experience, an urban quest, and an amusement park visit. The fun-filled adventures are a terrific way to help set the tone for the year to come.

There is an additional expense associated with Expedition to cover the costs of transportation, admission fees, and host organizational costs. Financial aid is available for Expedition in the same proportion as family receives for tuition. All students are expected to participate in the program.

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. In accordance with its philosophy, Gilman seeks to develop a student's mind, body, and spirit with equal vigor. At the heart of the athletic program in the Middle School is physical skills development, but careful attention is also placed on the development of sportsmanship concepts, team cooperation, and self-confidence. For eighth graders there is interscholastic play in each sport for anyone interested. These goals are met for seventh graders primarily through a program of intramural competition. Seventh graders participate in interscholastic play based upon tryouts and available spots on the team because eighth graders have priority. The Athletic Director and varsity coaches provide assistance and instruction to the Middle School faculty in all sports to insure safe and proper techniques for the full enjoyment of each activity. A written Athletic Progress Report will be completed by the coach and mailed home at the conclusion of each athletic season.

Swimming proficiency is required of all Middle School students. At the start of each year, all new to 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 not be worn during the academic day) and gloves, lacrosse sticks, or rackets where 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 appropriate assignments.

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

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

- FALL: Tackle Football, Flag Football, Soccer, *Cross Country, *Water Polo, and Tennis (7th grade only intramural)
- WINTER: Basketball, *Swimming, *Wrestling, and Polar Bear activities.
- SPRING: Baseball, Lacrosse, Tennis (8th grade only intramural and interscholastic), and *Track

*In addition, there will be some interscholastic competition for seventh graders in the sports marked with an asterisk above.

The foundation of seventh and eighth grade athletics is a robust intramural program. The students choose a sport in which to participate during each of the three seasons. In most sports, seventh and eighth graders not participating on interscholastic teams are organized into intramural leagues to participate in the sport of their choice. For the precocious seventh grader and eighth grader interested in competing interscholastically, 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 sports with limited numbers or in which an intramural option is not possible, all students in that sport compete interscholastically. The interscholastic team is determined by the coaching staff based on merit. Talented seventh graders with the physical ability to play on an interscholastic team may try out for a team by speaking

directly to the head coach of that sport. Please note that priority will be given to eighth grade athletes on an interscholastic team with limited spots. There are similar options in both intramural and interscholastic sports. In each sport, the major objective is the development of both individual and team skills.

Throughout a student's Gilman career, he is required to 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 Director of Athletics must approve all special requests. Most importantly, boys and parents are reminded that their school athletic requirement, during the appointed school time, supersedes any non-school obligation. Schedules should be adjusted accordingly.

There is an athletic study hall provision for students who are unable to do athletics because of injury or illness. The procedures to follow are referenced elsewhere in this Handbook.

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

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

After an extended absence from athletics, illness or injury, a note from the physician is required to allow him to return to normal athletics.

APPLICATION PROCESS FOR ALTERNATIVE ATHLETIC ACTIVITY IN THE MIDDLE SCHOOL

Your son's involvement in activities outside of school that prevent him from participating in Gilman Middle School athletics must be cleared beforehand by the

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

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

This petition should in detail describe the why, what, when and where of the alternative athletic activity the boy will be doing off campus. Any pertinent supporting information that would be helpful in evaluating this request should also be submitted with the petition.

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

SPORTSMANSHIP

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

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

Sportsmanship extends to spectators as well as players and to many aspects of school life that are not related to games. A player should never take unfair advantage of an opponent or deliberately violate the rules of the game. A spectator or a player should never question decisions except in an approved manner, and should show proper respect for opponents. There will also be many opportunities to display

good sportsmanship outside of athletics. A good sport is a boy who does not make excuses for failure.

EXTRA-CURRICULAR ACTIVITIES

In order to broaden their experiences and make use of their abilities, students are urged to join clubs and participate in extra-curricular activities. These activities vary from year to year upon the interest of the students and faculty.

The clubs can be elected on a semester basis and usually meet during lunch period, study hall or after school.

The following groups are examples of the club offering: Art, Dramatics, Middlemen choir, String Ensemble, Jazz Ensemble, Key, Quiz Bowl, Skateboard, Earth Science, Student Council, Honor Committee, Chess, and The Blue and The Gray.

SUPPLEMENTARY READING

Students in the Middle School, we strongly believe that reading is one of the key skills in making better learners. Developing a skill requires practice, an students are encouraged to do just that - practice reading. Reading is fun. It is different from playing baseball, or hacking on the computer; reading lets one into other worlds, other knowledge, and other people's experiences.

Each summer, students are asked to read at least six books, two of which are required titles. During the first homeroom period, students are asked to turn in your summer reading book list.

During the school year, students are expected to read at least EIGHT books in addition to those studied in various courses. Students have considerable freedom in choosing outside reading, so long as the books you select are challenging and varied by author, subject matter, and type of literature. 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 librarian, Ms. Chronister, maintains a display of student-selected books in the library and sponsor Books and Bagels homeroom meetings where students discuss books they have read. In addition, Ms. Chronister and other teachers are always glad to assist students in choosing appropriate titles.

SUPPLEMENTARY READING - PROCEDURES

Each quarter of the school year is divided into two reading periods of about four weeks each. At the start of each reading period, students will give their advisor a signed reading contract with the title, author, category, and length of the book they have chosen. The advisor will check the contract and either initial it to indicate acceptance or return it for another choice if the book is considered inappropriate. Contracts are kept in the homeroom in the front section of the Supplementary Reading Notebook.

Once a book has been approved, students are expected to fulfill the contract to complete that book by the end of the reading period. If the book is unusually long (over 400 pages), boys may arrange to count it for two reading periods, provided all other requirements can be met by the end of the school year. (Half of the total length should be completed in the first of the two reading periods to receive credit for that period.) If students want to change a book choice or add another book, they need to see their advisor promptly to adjust the reading contract.

Charts will be posted in each Homeroom, and a star will be given for each completed book that fulfills the requirements for your grade. Students who fail to complete their reading will be required to read during recess, lunch, and possibly after school until the requirements have been met. Students who responsibly fill out their contract and homeroom chart will receive one merit for successfully completing their reading at the end of each reading period.

SUPPLEMENTARY READING - SPECIFIC REQUIREMENTS

Grade 6

FOUR of the eight books are genre specific. You must read one book from each of the following categories: biography/nonfiction, folktale and legend, humor, and mystery. The remaining four are free choice, but are subject to approval.

Grade 7

FOUR of the eight books are genre specific. You must read one book from each of the following categories: biography/nonfiction, fantasy, multicultural, and short story. The remaining four are free choice, but are subject to approval.

Grade 8

FOUR of the eight books are genre specific. You must read one book from each of the following categories: biography/

nonfiction, historical fiction, poetry or drama, and science Fiction. The remaining three are free choice, but are subject to approval.

For each grade level, students are permitted to choose one graphic novel and one audio book to meet their grade-specific reading requirements.

SUPPLEMENTARY READING PERIODS

1. August 30 – October 4
2. October 5 – November 1
3. November 2 – December 6
4. December 7 – January 10
5. January 11 – February 14
6. February 15 – March 21
7. March 22 – April 25
8. April 26 – May 30

SOCIAL EVENTS

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

1. Middle School social events are to be fun for everyone. Regular school expectations as to conduct, honor, and general behavior are in effect for all who attend.
2. Students should be dropped off by parents at 7:30 PM and picked up by parents at the conclusion of the activity at 9:30 PM. One half hour after the beginning of the activity, no new arrivals will be admitted. Parents must conform to the start and end times of activities.
3. Admission is only by ticket purchased **in advance**. No tickets will be sold at the door for any reason. Lost tickets must be replaced at the student's home school

by the purchase of a new ticket. Students should not be dropped off without a ticket.

4. After a student or guest enters the building, he or she will not be allowed to leave and reenter the building. A student who wishes to leave must call his or her parents and be picked up by them. If a student is asked to leave, parents will be notified and requested to pick up the student.
5. Only students at the host school may invite guests, one per student. The host school will make a list of invited guests and have the list at the door to check off guests.
6. Clothing should be comfortable, casual, and respectful. The proper attire for each activity will be announced. Guests are expected to conform to these standards. Ripped or torn clothing and clothing with inappropriate images or writing are not acceptable. Rubber-soled shoes are required and must be worn throughout the event. Girls may not wear tube tops or low-cut tops. Midriffs must be covered and underwear must not be visible. The chaperones reserve the right to determine inappropriate attire. Students may be asked to change or leave the event.
7. Students' belongings, including backpacks and sleepover bags, must be kept in the designated location, inaccessible to students during the activity, and may be picked up there when the students leave. Some bags may be inspected. Students are not allowed to change clothes in the bathrooms.
8. Smoking, drinking, drug use, or possession of drugs or alcohol are NOT permitted at Middle School activities. Lighters and matches are not permitted and will be confiscated and not returned.
9. Parents should make sure that their child knows where and how to contact them by telephone at any time during the event.
10. All activities are chaperoned by faculty and parents. The chaperones reserve the right to determine inappropriate behavior. Students may be asked to leave the event.

RULES AND REGULATIONS

DISCIPLINE SYSTEM

In order for any community to function effectively and justly, a set of guidelines and regulations is imperative. Since one of the School's fundamental objectives is to help develop people who are naturally motivated to be responsible, self-disciplined, and concerned for others, the number of rules is kept to a minimum. The ultimate rules and guides of conduct must always be the individual's concern for others and their sense of responsibility to family, school, and community. The attempt is to create an attitude of cooperation that allows for an atmosphere of mutual trust and understanding. Although the School is responsible for and concerned with conduct while Gilman students are under the School's direct supervision and jurisdiction, students must understand that off-campus behavior also reflects upon them as individuals as well as upon the School. The School reserves the right to take disciplinary measures in the event that any inappropriate off-campus behavior by one of its students is brought to the School's attention.

This sense of atmosphere is transmitted to the boys through their interactions with advisors and teachers, the theme of an assembly presentation, a message viewed on one of the large monitors on each floor, work in Talk classes, conversations with the counselors, boys inviting others to sit with them for lunch or to play pill ball, and the many casual encounters with students and adults during the day. Our goal is to build a community where everyone feels safe and to which they all belong.

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

Some situations are handled on the spot and require little more than a gentle reminder. Repetitious minor behavioral issues usually result in a morning spent in reflection in a classroom with a teacher (AM Detention) while the other

boys are at recess. Still others require conversations with the deans, counselors, and/or parents. More serious or repetitive infractions may need a consequence, which may include staying after school to spend some time writing about the situation or providing a service to the school (PM Detention). As a general guideline, when a student receives a fourth AM detention during one quarter, it will result in an automatic PM Detention. The grade deans will call parents at this juncture to enlist their help in solving the problem. The most serious infractions usually result in a conference with parents and potentially, suspension. Throughout the process, it is important to understand that our goal is to have the boy take ownership of his actions and to build the skills necessary for him to make better judgments in the future.

There is a dichotomy in the stated rules in terms of their seriousness. Below is a list of regulations which, when broken, are indeed the most damaging to the student and School:

1. Students are to act at all times with consideration and respect for others. Students are to respect the gender, race, ethnicity, age, physical ability/disability, sexual orientation, religion, socioeconomic status and health of all persons, and are prohibited from using epithets that refer to any of those.
2. Students are prohibited from the use/possession of drugs, alcohol, and tobacco products.
3. Students are prohibited from possession of firearms, knives, mace, explosives, or other incendiary devices.
4. Students are prohibited from leaving school grounds during school hours.
5. Students are prohibited from unexcused absences from obligations.
6. Students are prohibited from fighting or engaging in rough horseplay, shoving, and tripping.
7. Students are prohibited from misusing technology and, therefore, disregarding the **Acceptable Use Policy**.

8. Vandalism by a student is a practice that shall not be tolerated whether on school grounds or on someone else's property. Vandalism also means intentionally wasting material as well as destruction of property.

If a teacher becomes aware of an infraction of these rules, he/she will immediately bring the matter to the attention of the appropriate grade dean. When possible, the offender will be sent to the office. Such offenses may result in immediate parent notification. Disciplinary action will be enacted by the grade dean(s) in consultation with the Head of Middle School. Infractions of these rules will result in after school detention(s) and are possible grounds for suspension or expulsion. The faculty may be made aware of the situation and its ramifications.

A second set of rules regarding student conduct is listed below:

1. Students are to observe neatness and appropriateness of dress (see Appearance and Dress Code below).
2. Students are prohibited from being in restricted areas.
3. Students are prohibited from eating or chewing gum in the building at times other than prescribed by specific situations.
4. Students are prohibited from throwing projectiles.
5. Students are prohibited from throwing snowballs on campus.
6. Students are prohibited from using hard lacrosse or baseballs on the Gilman campus - *except* during athletics.
7. Students are prohibited from gambling of any sort on the school grounds.

COMMON PRINCIPLES OF COURTESY AND GOOD MANNERS

Beyond the rules and regulations of the Middle School noted above, below are listed the principles that should guide a person's behavior throughout his life. These are the standards to which one should strive.

1. **Treat other people with respect**, regardless of their age, sex, race, station in life, or point-of-view, and be sensitive to their needs.
2. **Treat older people with special respect**. When opportunities present themselves, render specific assistance, open doors, offer chairs, and speak

courteously and in a manner which conveys generosity of spirit.

3. **Refrain from vulgarity, arrogance, and braggadocio**. Actions, industry, and service proclaim the person that one really is.
4. **Protect and respect property**, both that of others and one's own. There is no property, private or public, which does not warrant protection and respect.
5. **Convey sensitivity, respect, and consideration by one's outward demeanor and appearance**. Take pride and be neat in personal appearance; refrain from slouching in chairs in public places; avoid placing feet on furniture and tilting chairs against walls.
6. **Live up to and obey community rules**. Always remember that rules enhance freedom rather than take it away.
7. **Have the courage of one's personal convictions but remember that no one is ever perfectly right**. One's own sense of what is right should not be compromised or changed by group pressure, but always be willing to listen.
8. **Be prompt in attendance to classes and in meeting all other school appointments**. Although prompt attendance to classes and other appointments is treated as an obligation, it is also a matter of simple courtesy and consideration.

APPEARANCE AND DRESS CODE

The Middle School Dress Code is based on the principle that a person's appearance says a lot about himself and his community. Of course, no style of dress is "correct," but standards of neatness and care are appropriate in a school that encourages responsibility and attention to detail. Our dress code has evolved with help from parents, students, and faculty. The emphasis is on maintaining *neatness and appropriateness*.

Teachers give frequent reminders about the "spirit" and the "letter" of our dress code; occasionally, they write reports or assign A.M. detention for flagrant or repeated lapses. Students frequently question rules on dress, and the school tries its best to balance encouragement with enforcement.

The dress code applies from when a boy arrives on campus in the morning, until he leaves in the afternoon. Special activities may call for changes, but unless the School specifically announces otherwise, students should follow

these guidelines at all times. Compliance with the code is the joint responsibility of students, parents, and faculty.

Listed below are the rules for dress and appearance:

1. Shirts with collars are required. Common examples are dress shirts, polo-style shirts, or turtlenecks. Shirts are to have no objectionable art or slogans. Athletic jerseys with a collar are not allowed. Shirrtails are to be tucked in at all times. Long-sleeved shirts worn under polo or dress shirts when the weather turns cool may not have writing on the sleeves that will be visible.
2. Long pants with belt loops are required. Corduroys or khakis are acceptable. Blue jeans, denim pants, cargo pants (pants with large additional pockets), pants with elastic waistbands or elastic around the ankles, oversized or parachute pants are *not* allowed.
3. Belts are required. If a student forgets to wear a belt, he may borrow one from the Deans' office and return it at the end of the day. Students will lose a merit for borrowing a belt and will serve an AM detention if the belt is not returned.
4. Socks and shoes are required. Shoes may be of the leather dress style, or they may be quality athletic shoes. **All footwear should be in good repair**, clean, and tied. Students must have their shoes completely on their feet at all times. Cleated shoes should not be worn in the building because of the damage they cause. Boys should make sure they have appropriate shoes for both classes and athletics. We recommend separate pairs to allow for "margin of error."
5. Outerwear (**overcoats, windbreakers, raincoats, hats, hooded sweatshirts, etc.**) should be worn outside when needed, but may not be worn in classrooms. **Outerwear must be removed as soon as the student enters the building.** As weather dictates, **sweaters and hoodless sweatshirts** may be worn in the building. **A hoodless sweatshirt must be a Gilman sweatshirt or a solid navy blue or gray plain sweatshirt without print.** All quarter zip Gilman attire may be worn in the building, weather permitting. Similar to sweatshirts, quarter zip tops may be worn in the building if they are solid blue, gray, or white with no lettering or pictures.
6. Hair is expected to be neatly trimmed and combed. A student's haircut is in compliance with the dress code if his eyebrows, ear lobes, and complete shirt collar are visible. Hair fads, outlandish haircuts, and other out-of-the-ordinary hair fashions are not acceptable.

Boys must be cleanly shaven at all times.

7. Earrings and other body piercings are not permitted.
8. All clothes must fit their wearer. Intentionally oversized articles are not permitted.
9. If students or parents have a question or concern about the dress code, they should speak to the administration. The administration makes the final decision on appropriate attire.

NOTE: It is strongly suggested that the owner's name be placed on all clothing and athletic equipment. Every year we find many unlabeled articles of clothing in and around the buildings. Most of these remain unclaimed when school closes in June. If only a few minutes had been spent writing or sewing the owner's name into the clothes in the first place, a great deal of time and effort - and money - could be saved.

INCENTIVE SYSTEM

On the other hand, we stress the positive aspects of a student's behavior, and acknowledge this through incentive opportunities or through the merit system.

A student earns *merits* for outstanding achievements, behavior, and service to the school. Individual students can earn merits each quarter for each 'A' received. In addition, merits can be received for outstanding class contribution and cooperation, service project work, and leadership and citizenship demonstrated outside the classroom.

Each student will be kept posted as to his record by his advisor. At the end of the first and second quarters, a raffle will be held with merits as legal tender. In addition, at the end of the year, there is a Faculty Auction. Here, each teacher contributes an item or activity that is bid upon and won by a student. Merits that have been earned throughout the year will serve as legal tender for bidding on items and activities at the Faculty Auction in May. There will be a final raffle at the end of the year for all unused merits.

A Student's Guide to Earning and Receiving Merits

Merits are fun, but like almost all school activities, they have an educational purpose as well. Merits can serve as reminders and motivation for students to act in ways that will make him, and others, proud. When you do something that earns a merit, you will sense even more strongly our appreciation.

In many, maybe most situations, at school and elsewhere, generous, kind, and diligent behavior earns no tangible reward. But sincere thanks, a new friend won, and feelings of accomplishment are extremely valuable intangible rewards.

The merit system exists so that teachers can give students not only thanks and praise, but also a little something extra. As students read this list and go about their work at Gilman, remember that merits are part of our appreciation for the actions that make our school not just a set of classrooms but a community based on good character.

1. Try to act in ways that you know would make your teachers and parents proud of you, and grateful to you.
2. Do not ask for merits, either before or after a specific thing you do. Most teachers like to give merits to the boys who don't seem to be counting on them.
3. Teachers will almost always tell you when you have earned a merit. A proper response is, "Thank you."
4. If an action is rewarding in itself, it probably **will not** result in a merit. Some examples:
 1. Winning a game (winning is fun and satisfying)
 2. Bringing in food for a class
 3. Performing onstage (applause and congratulations are rewards)
5. If an action is part of Gilman's normal expectations for all boys, it probably will not result in a merit. Some examples:
 1. Being on time or prepared for class?
 2. Being cooperative and productive in class
 3. Doing your work
6. Try not to look at merits as money or as payment for good deeds. An employee should understand his rate of pay ahead of time and be sure he is paid properly. You are not an employee being paid with merits, and you must remember that many of your meritorious deeds will not be seen by a teacher or will not result in merits. How you react to this will tell you something about yourself, and tell others something about you.
7. Teachers will generally not give more than one merit at a time. This policy is in keeping with guideline #6. It is frequency of meritorious actions that will earn many merits, not intensity.
8. At the end of the first, second, and third quarters, you will receive one merit for every 'A' on your report

card. This applies to effort letters in the academic subjects and to courses that are graded only with letters, like art or music. The Middle School wants you to share the belief that effort grades are very important. No merits are awarded for numerical grades.

9. At the end of each supplementary reading period you will receive one merit if you have completed your book and have done all of the required paperwork in the supplementary reading notebook. This includes signing up the book, receiving your advisor's signature, and indicating that the book is completed by writing the title on the cumulative list page.
10. Above all: Teachers want to give merits because meritorious actions make Gilman Middle School a better place for all. However, no merit count or total should ever be viewed as a report card on how well you are doing. Many students who don't end up with many merits are treasured by the faculty because of their humility, integrity, quiet responsibility, and kindness. Work hard to be such a person and try to let merits take care of themselves.

Independent Study Hall, an incentive opportunity that exists in the Middle School for eighth graders, can be earned by eighth graders who have earned superlative report cards in the previous quarter. The exact qualifications are discussed with the students in the fall. Boys on Independent Study Hall are assigned an approved study location at the start of each quarter. Approved locations are in the Middle School building classrooms, meeting rooms, or library, and group study and quiet talking are permitted. Students who do not follow the guidelines are placed back into the regular study hall.

POLICY REGARDING DRUG AND ALCOHOL USE

Note to Readers

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

**Baltimore Independent Schools
Covenant for Safety and Health
Spring 2004**

We will collaborate in the continuing development of programmatic practices regarding alcohol and other drugs, including the creation and support of early intervention and peer and parent support activities.

We will work with families to help them create evening and weekend environments that are safe and positively complement our school activities.

We recognize and draw the distinction between disciplinary response to the violation of school rules and non-punitive response to general concerns raised about students who may be struggling with the abuse of alcohol and other drugs.

We agree that violation of school rules on alcohol and other drugs will lead to nothing less than suspension; return to school will usually include family and student commitment to evaluation, counseling and/or treatment.

We will support recovery, even as we confront activity.

We recognize that the safety and well-being of our students is of paramount importance and is best promoted by a strong partnership between school and home. We encourage the active participation of parents in preventing the use of alcohol and other illegal drugs by adolescents.

We will not tolerate a parent providing or condoning the use of alcohol or other illegal substances to other students.

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

1. Parents and students may approach the School through the faculty advisor, counselor, or administrators to seek help for a problem with drugs

with the understanding that such conversations will be held in confidence and without risk of disciplinary action. The School will support any student who comes forward on his own and will assist him in the way which is thought to be the most beneficial to the well-being of both the student and School.

2. Any student who sells or distributes drugs on school property, at a Gilman activity off-campus (such as dances, school sanctioned trips, athletic events, and the like), or at the campus of another school will be expelled. Prohibited substances include alcohol, misused prescription drugs, all illegal drugs, so-called designer drugs, and inhalants such as nitrates, nitrous oxide, and solvents.
3. Any student who possesses or uses drugs on school property, at a Gilman activity off-campus or on the campus of another school will be suspended and may be expelled. A second offense may result in expulsion.
4. If the School has sufficient reason to believe that a student is under the influence of drugs while on school property or at a Gilman activity off-campus or on the campus of another school, a parent/guardian will be contacted. The student may be suspended and a second offense may result in expulsion. The School reserves the right to ask a student be removed from school until a physician’s report of the student’s condition is received by the School. This report may include drug-testing results.
5. While these rules apply to conduct on the school premises, at Gilman activities, or at other schools, it should be understood that the School is also concerned with the behavior at non-Gilman sponsored events and social activities that have a Gilman affiliation as the primary basis for attendance. Drug use at such occasions as team, cast, or class parties can result in the same sanctions as if it were at an official Gilman activity.
6. Gilman School is not interested in intruding upon private family matters and does not presume to instruct the community about personal habits and practices within the family. But Gilman reserves the right to take disciplinary measures in the event that inappropriate off-campus behavior is brought to the School’s attention.
7. Parents are reminded that providing illegal student use of drugs and alcohol can result in criminal penalties and civil suits. It is a violation of the enrollment contract for parents to provide drugs and

alcohol to student guests in their homes.

8. Whenever a student is disciplined for the above violations, a member of the faculty or staff will meet the student and assist the student and parent/guardian in understanding the opportunities for education, counseling, and medical treatment resources at Gilman and in the community.

TRI-SCHOOL BRIDGE POLICY

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

Bridge Rules:

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

The 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

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

ROUTINES

MORNING RECESS

There is a twenty-minute morning recess each day between the second and third period. After second period, books should be put in lockers and then students should proceed to the designated Morning Meeting locations. Following this, students should proceed out to the oval area or black top area for recess. Students are not to play or gather on the sides of the building. Excessive roughhousing and climbing over the fences are prohibited. Use of hard balls and lacrosse balls is also prohibited. When the bell rings, proceed to your third period class without delay.

In inclement weather, students have recess in the Middle School building, with proper standards of indoor behavior enforced. Students may read, study, or talk quietly in the halls or classrooms.

LUNCH

Middle School students eat together in the Lumen Center's dining hall from 11:50 AM to 12:30 PM, following fourth period. After fourth period, books should be put in lockers and students should proceed directly to the dining hall in a courteous manner.

Students will organize in lines outside of the servery, enter and choose their food. Once food choices are made, students will enter the dining area and find a seat at the indicated location. We will eat as advisory, as clubs, or randomly as designated by the schedule. Students may only eat in the dining hall in the designated area. Students are responsible for cleaning up their lunch, and the area around their table. They will also be responsible for cleaning up the lunch room and assigned that duty according to a schedule when the school year begins. Remember rules of common courtesy and be respectful and sensitive to others who are eating. Students will have a recess after lunch and the stated rules for morning recess also apply for lunch recess.

LOCKERS

Each student is assigned a locker in the Middle School building and a locker in the athletic complex. The building locker has its own built-in combination lock. It is large enough to store all books and outside gear. It is the responsibility of the student to care for all books, supplies, and personal property. The School assumes no responsibility for losses. Students are strongly advised to keep supplies and books, not being used, in their locker. Backpacks may be used to carry books and supplies to and from school. However, backpacks are not allowed to be carried during school hours, 8:05 AM -3:45 PM. Students should store backpacks in lockers during school hours. Too often, book bags and notebooks are left outside, in hallways, or in classrooms creating a temptation to others. Students are to keep lockers locked and belongings in them. Do not leave money or valuables in any locker. It is considered an Honor violation to tamper with another person's locker in any way.

The locker in the gym complex is for all athletic gear and equipment and for school clothes, during the athletic period. Each full-length gym locker needs a Master combination which will be given to each student at the start of the year. The lock contains a master key inclusion, so it must be acquired through the Athletic Department. The above regulations apply to this locker/lock as well.

BOOKS AND GILMAN SCHOOL STORE

After July 13, books to be used during the year will be available for purchase on line at MBSDirect. Please visit the MBS website for all information. All books should be clearly marked with the owner's name written in permanent marker on the edges of each book.

Students may purchase all necessary school supplies including athletic wear and special Gilman items at the Gilman School Store. The staff of the Gilman School Store will be more than happy to help you with your needs.

The Gilman School Store is located on the basement level of the Academic Center. Hours are as follows:

Monday - Friday
7:45 AM - 4:30 PM

Students may visit the Gilman School Store before or after school, at recess, or with special permission from a teacher.

SCHOOL SUPPLIES

In order to help students be prepared for the start of school and organize their equipment and lockers, each student is requested to furnish the equipment that is listed below. Please note that these supplies can be purchased at the Gilman School Store.

ONE SET FOR EACH STUDENT

7 – 1” Hardback ring binders

7 – Sets of 5 subject dividers

1 – 3-hole binder pencil case

A supply of blue pens, red pens, and pencils

Four wireless notebooks

A calculator

A ruler

A 3-ring hole punch

A set of colored pencils

Highlighters

1 Box of re-enforcers

300 white, unruled 3 x 5 index cards (hole-punched if possible)

Binder ring clips for index cards

DIGITAL DISPLAY & BULLETIN BOARDS

Various bulletin boards can be found in the hallway outside of the Middle School office and in the Middle School lobby. Also, there are digital display monitors on both floors of the Middle School which should be checked regularly for announcements, special events, and changes to the schedule.

HEALTH CENTER

The School is equipped with a modern health center located in the Lumen Center. The Center is staffed with two registered nurses, one full-time and one part-time. Infirmary services are available, as necessary from 7:30 AM to 4:00 PM 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’s health requires a visit to the nurse, the student must first check with Ms. Morcomb. 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 youngster is unable to participate in all of the activities of the school day, including athletics, his parents will be called and, if possible, the student will be sent home.

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 back pack or locker. If the student opts to carry an Epi-pen or inhaler, written permission must be on file in the Health Center. It is the student’s and parents’ responsibility to ensure that the medication has not expired and is available in case of emergency.

CELLULAR PHONES

If a family decides to send their son to school with a phone, it **MUST BE KEPT IN HIS BACKPACK IN HIS LOCKER THROUGHOUT THE DAY AND 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 PM. **BOYS ARE ONLY ALLOWED TO USE THEIR PHONES TO CONTACT THEIR PARENTS BETWEEN 4:00 – 4:15 PM, AND ONLY IN THE MIDDLE SCHOOL LOBBY.** Boys may only use their personal phones;

borrowing a friend's phone is not permitted. Additionally, for the safety of others we ask that **cell phones not be used while parents are picking their sons up during the busy 3:45 – 4:15 PM dismissal/carpool time.**

Phones today, with their ability to send and receive text messages, digital photos and even short digital videos, have posed problems in classrooms and at home after school. Messages passing between classes, test answers being sent to others, text messages being used to harass students, inappropriate photos passing among students or posted on the internet are just a few of the many problems schools have faced. The size of phones today makes it easier than ever for students to use the phones in the classroom.

Students are not permitted to use their cellular 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. The boy will meet with the a grade dean dean and appropriate disciplinary steps will be taken. Further infractions will result in a revoking of the privilege to have the phone at school for a period of time that may include the remainder of the year. The School provides a phone for students to use while on campus, located in the school office. Parents can call the middle school office throughout the day (410) 323-7093 until 4:15 PM. After this time, ext. 139 will connect parents with the EDSP program. Messages can and should be delivered through these numbers.

BICYCLES

Bicycles should not be ridden on the school grounds 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. Observe the rules for bicycles on public streets. Bicyclers should cross Northern Parkway and Roland Avenue at the traffic light under the direction of the police officer on duty there. Bicyclers are advised to wear safety helmets when riding.

SKATEBOARDS AND SCOOTERS

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

SCHOOL EMERGENCY PROCEDURES

Fire – Code Red

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

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

Evacuation Procedures: Close windows and doors and follow the exit procedures posted in each classroom and the hallways. Maintain silence at all times. Everyone is to remain quiet and orderly until the ALL CLEAR (a series of short rings) is given.

Faculty will bring a class roster and take attendance outside.

School Inspection – Code Red

*In the event of a **bomb threat** the following procedures will be followed:*

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

Evacuation Procedures: Do not close windows or doors and follow the exit procedures posted in each classroom and the hallways. Students and teachers should bring with them all personal effects and not leave bookbags, coats etc. in the classroom. Maintain silence at all times. The Middle School will assemble on the oval closest to the Middle School. Students should line up in grade order lines and remain quiet in those lines as faculty take attendance. The Middle School Administrative Assistant will bring the daily attendance list and other appropriate sign-out books, absence lists and schedules of students and faculty to the assembly area. Everyone is to remain quiet, orderly, and in their places until the ALL CLEAR (a series of short rings) is given.

Teachers should visually search their classrooms checking for any objects that are not familiar. If such objects are noted, DO NOT ATTEMPT TO REMOVE THEM, BUT DO REPORT THEM TO THE AUTHORITIES.

School Lockdown – Code Orange

*In the event an **intruder comes on campus** and it is necessary to lockdown buildings, the following procedures will be followed:*

Signal: A repeated ringing beep or tone accompanied by a written message on the Alertus screens as well as a message broadcast on the Public Address System.

Lockdown Procedures: Clear all hallways and common areas. All students, faculty, and staff should go to the nearest classroom or office. Lock all doors, close windows, and draw blinds. Stay on the floor away from windows and doors. Keep quiet and remain calm until the “All Clear” has been issued by Security.

TELEPHONE

The Gilman School telephone number is 410-323-3800. Ms. Morcomb 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. Morcomb 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. Morcomb. Ms. Morcomb can also be reached by email at cmorcomb@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 PM until 6:00 PM.

APPENDIX

SCHOOL SONG

ADMINISTRATION AND STAFF

2016-17 BELL SCHEDULE & ONE AND TWO-HOUR LATE SCHEDULES

SAMPLE STUDENT SCHEDULE

MIDDLE SCHOOL MAP

CAMPUS MAP

SCHOOL SONG

Gilman, Oh Gilman

Words and music by Cathleen J.E. Miles

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

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

ADMINISTRATION AND STAFF

HEADMASTER	Henry P.A. Smyth
ASSISTANT HEAD OF SCHOOL FOR TEACHING AND LEARNING	Bartley Griffith
HEAD OF THE MIDDLE SCHOOL	Peter O. Kwiterovich, III
ASSISTANT HEAD	Shonique L. Alexander
DEAN OF STUDENTS	Bryn T. Holmes & Eric S. Marner
COUNSELORS	Armond T. Lawson & John D. Mojzisek
LEARNING SPECIALIST	Kim L. Eddinger
ADMINISTRATIVE ASSISTANT	Cathy L. Morcomb
ATHLETIC DIRECTOR	Timothy Holley
ASSISTANT DIR. OF ATHLETICS	Robert D. Smith
BUILDING SUPERVISOR	Donald L. Abrams
HEALTH CENTER NURSE	Eddie Meacham
EIGHTH GRADE CHAIRPERSONS	Jill Anthony & Christopher P. Downs
SEVENTH GRADE CHAIRPERSONS	Matthew Tully, Amy C. Summers
SIXTH GRADE CHAIRPERSONS	Isaiah Buchanan, Mark Wachtmeister
DEPARTMENT COORDINATORS	
ADMISSIONS & FINANCIAL AID	Amy Furlong
MIDDLE SCHOOL ADMISSIONS	Amy Summers
ARTS	David Anderson
SERVICE LEARNING	Donell Thompson
DIRECTOR OF TECHNOLOGY	Donald L. Abrams
LANGUAGE ARTS	Matthew Tully
LIBRARIAN	Kate Chronister
MATHEMATICS	Gordon L. Culbertson
MODERN FOREIGN LANGUAGE	Pamela F. Abruzzo
SOCIAL STUDIES	Christopher P. Downs
SCIENCE	Jill L. Landauer
TALK PROGRAM	Armond T. Lawson

BELL SCHEDULES

2017-18 BELL SCHEUDLE

Morning Warning Bell	8:00
First Period	8:05 – 8:45
Second Period	8:50 – 9:30
Morning Meeting	9:35 – 9:55
Recess	9:55 – 10:15
Third Period	10:20 – 11:00
Fourth Period	11:05 – 11:45
Lunch/Lunch Recess	11:45 – 12:25
Fifth Period	12:30 – 1:10
Sixth Period	1:15 – 1:55
Seventh Period/Study Hall	2:00 – 2:40
Eighth Period/Athletics	2:45 – 3:45

2017-18 ONE-HOUR LATE SCHEDULE

Homeroom	9:05 - 9:30
Period 1	9:35 - 10:15
Period 2	10:20 - 11:00
Period 3	11:05 - 11:45
Lunch	11:50 - 12:25
Period 4	12:30 - 1:10
Period 5	1:15 - 1:55
Period 6	2:00 - 2:40
Athletics for 7th/8th Grades	2:45 - 3:45
Recess 6th Grade	2:45 - 3:00
Study Hall for 6th Grade	3:05 - 3:45

2017-18 TWO-HOUR LATE SCHEDULE

Period 1	10:05 – 10:35
Period 2	10:40 – 11:10
Period 3	11:15 – 11:45
Lunch/Recess	11:45 – 12:30
Advisory	12:35 – 12:50
Period 4	12:55 – 1:25
Period 5	1:30 – 2:00
Period 6	2:05 – 2:35
<i>(7th/8th Grades to athletics at 2:35)</i>	
Recess for 6th Grade	2:35 – 2:50
Study Hall for 6th Grade (See Posted Assignments)	
Athletics for 7th/8th Grade	2:55 – 3:45

SAMPLE STUDENT SCHEDULE

GILMAN MIDDLE SCHOOL SCHOOL SCHEDULE 1st SEMESTER

Student: Joey Smithers

Grade: 7
Locker: 12

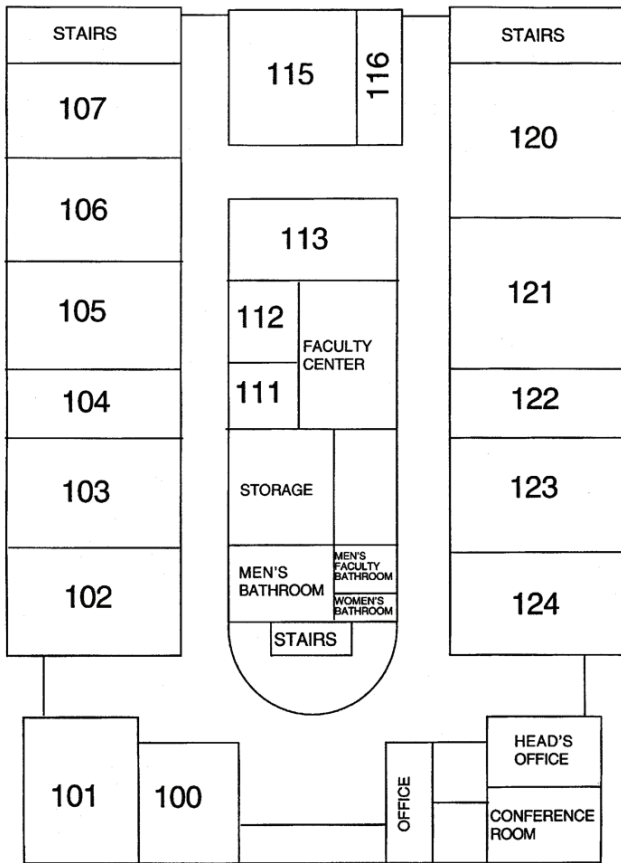
Homeroom: 102

Advisor: Mrs. Abruzzo
Stu ID: 000000

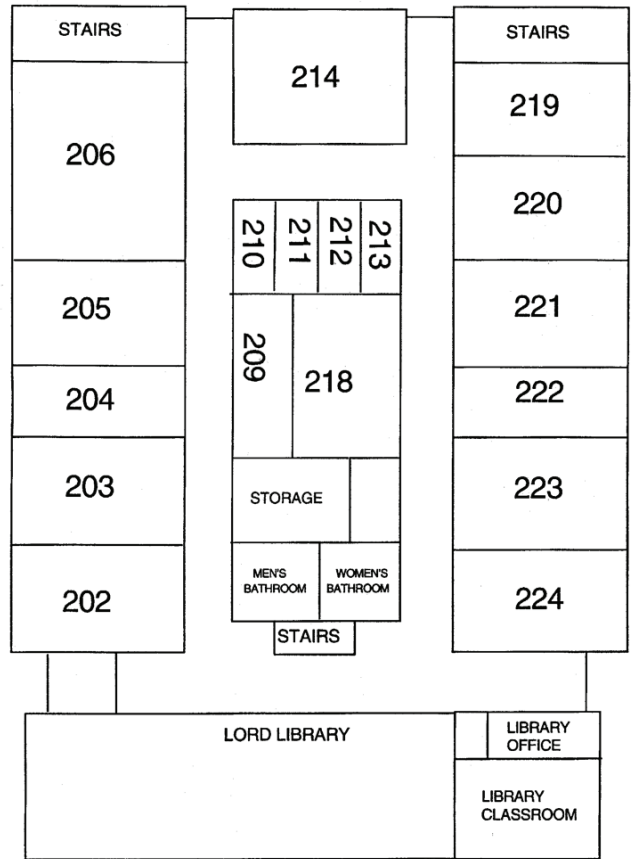
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Period 1 8:05-8:45	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115	Science Mr. Wallace Room 115
Period 2 8:50-9:30	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103	Spanish B Mr. Digges Room 103
9:35-9:55	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:55-10:15	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess
Period 3 10:20-11:00	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123	Mathematics* Ms. Alexander Room 123
Period 4 11:05-11:45	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223	Art/Drama Anderson/Legg 214/223
11:45-12:25	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Period 5 12:30-1:10	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224	Language Arts Mr. Tully Room 224
Period 6 1:15-1:55	Band-Brass Mr. Lander Band Room	US History Mr. Shock Room 202	Band-Brass Mr. Lander Band Room	US History Mr. Shock Room 202	US History Mr. Shock Room 202	US History Mr. Shock Room 202	US History Mr. Shock Room 202	US History Mr. Shock Room 202	US History Mr. Shock Room 202	US History Mr. Shock Room 202
2:00-2:40	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall
3:05-3:45	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

MIDDLE SCHOOL MAP

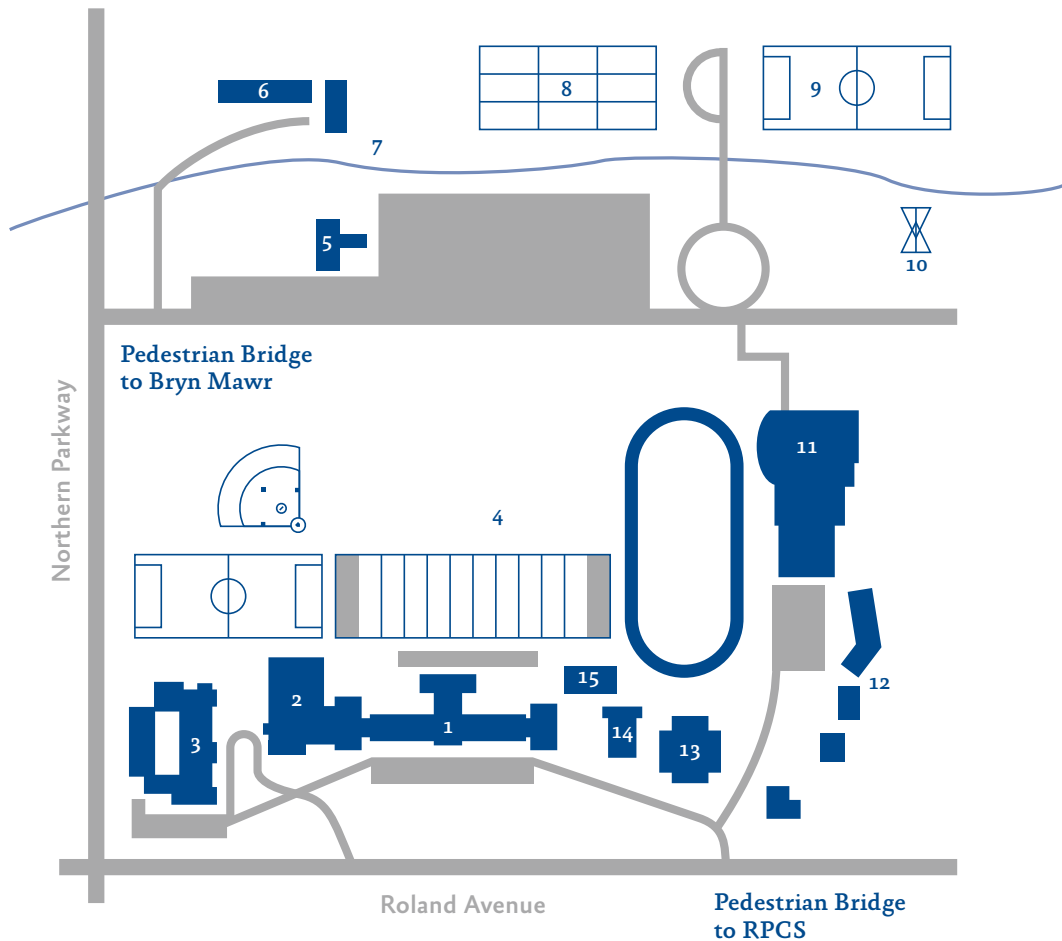
LOWER LEVEL



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 | |

