

# Gilmour Academy Parent and Student Handbook



## Contents

SECTION 1: WELCOME TO GILMOUR! .....	4
STATEMENT .....	5
THE HOLY CROSS TRADITION .....	6
TWELVE CHARACTERISTICS OF HOLY CROSS SCHOOLS.....	7
THE COMMON PRINCIPLES .....	8
HISTORICAL BACKGROUND.....	9
GILMOUR COAT of ARMS .....	12
GILMOUR COLORS .....	12
GILMOUR ALMA MATER .....	12
STUDENT PRAYER.....	13
PARENTS AND INDEPENDENT SCHOOLS .....	14
AUTOMOBILES .....	17
ATTENDANCE.....	17
TECHNOLOGY USE POLICY .....	19
DRUG AND ALCOHOL POLICY .....	21
TOBACCO.....	23
BULLYING AND HARASSMENT .....	23
POLICIES RELATED TO CHILD ABUSE, HARASSMENT AND VIOLENCE .....	23
ANTI-HARASSMENT POLICY .....	24
SEXUAL VIOLENCE POLICY .....	25
PHYSICAL VIOLENCE POLICY.....	25
DRESS CODE .....	27
INSURANCE.....	31
LOCKERS .....	31
COMMONS .....	31
SCHOOL CANCELLATIONS.....	31
SCHOOL-SPONSORED TRIPS .....	32
VISITORS.....	32
WEAPONS .....	33
SECTION 3: STUDENT LIFE .....	34
HONOR CODE.....	35
STUDENT GOVERNMENT .....	36
PASTORAL LIFE.....	36
CLUBS and ORGANIZATIONS .....	36
ATHLETICS.....	38
ATHLETIC ELIGIBILITY.....	39

DRAMA ELIGIBILITY .....	39
SPEECH/DEBATE ELIGIBILITY .....	39
CUM LAUDE SOCIETY .....	39
NATIONAL HONOR SOCIETY GUIDELINES .....	39
SCHOOL COUNSELING DEPARTMENT .....	42
HEALTH SERVICES .....	44
SECTION 4: CURRICULUM.....	45
REQUIRED PROGRAM of STUDIES.....	46
GRADING SYSTEM .....	47
AWARDING OF CREDIT .....	48
PASS/FAIL .....	48
COMPETITIVE SPORTS OPTION.....	48
HONOR ROLL .....	48
INCOMPLETE GRADES .....	49
REPEATING COURSES .....	49
EXTERNAL COURSES.....	49
MIDDLE SCHOOL CREDITS .....	49
ADVANCED PLACEMENT COURSES .....	50
SCHEDULE CHANGES .....	50
PROGRESS REPORTS .....	50
ACADEMIC WATCH .....	51
ON-CAMPUS TUTORS.....	51
SAINT ANDRE SERVICE PROGRAM.....	52
RETREATS .....	52
STUDENT SELF-ASSESSMENTS.....	53
SENIOR PROJECT .....	53
SECTION 5: RESIDENTIAL LIFE.....	54

# SECTION 1: WELCOME TO GILMOUR!

## STATEMENT

**“... to develop the competence to see and the courage to act in creating a more humane and just society.”**

Gilmour Academy, as a Holy Cross school, continues to build on a 175-year tradition. It is a faithbased tradition that has grown in the ability to withstand the challenge of its values, endurance and leadership during changing times. This tradition gives focus to our efforts to learn, develop and grow on a continual basis.

Gilmour’s mission is rooted in Catholic tradition and shares a common expression of that mission with the Holy Cross institutions of learning throughout the world. The mission is one of helping young men and women develop the intellectual skills necessary for the competency to see, and the habits of the heart needed for the courage to act in creating a more humane and just society. It is a mission that encourages a global perspective while cultivating an ability to observe, interpret and respond proactively as informed and active citizens.

Gilmour’s mission conveys a faith-based concept of human reality that enables students to critically assess society’s values, concerns and hopes in light of the Gospel message. The Academy seeks explicitly to integrate Gospel values, Catholic tradition, moral decision making, sound pedagogy and community service to facilitate a synthesis of faith and life for our students.

We seek to achieve our mission as a faith-based, coeducational pre-Kindergarten through 12, college-preparatory school, operating according to the independent school model, which is designed to emphasize student learning through personalization, small classes, and an outreach of service in the community. We seek a population that is diverse and capable of a college-preparatory curriculum and families who share a commitment to a faith-based community; value the common good; have respect for personal, social, racial, political, religious, gender and linguistic diversity; and who support the discipline necessary to achieve academic and personal excellence.

We expect our graduates to be successful men and women who strive for the highest levels of competency, ethics and morality in their chosen careers and to be active in their communities. It is our mission that provides curriculum coherence through which we work as community learners in developing our students’ skills so they may become:

1. Persons on the journey of faith
2. Effective communicators
3. Analytical, reflective and complex thinkers
4. Effective problem solvers
5. Self-directed, responsible, lifelong learners
6. Collaborative contributors
7. Morally responsible persons

Our mission by design is both personal and communal. We provide a cultural experience which promotes the education of the mind and heart with a community ethos rooted in the belief of the Catholic religion, in which history and hope are not forgotten, and a spirit of keen discernment and responsible freedom prevail.

## THE HOLY CROSS TRADITION

The Holy Cross tradition of operating a school and teaching young people began in postrevolutionary France when Christian education was a growing priority. One man, Father Basil Moreau C.S.C., saw the vocation of teacher as a calling equal to God's call for a religious life in the congregation. He was an educator himself and was, therefore, able to guide a group of laymen, originally founded by Father James Dujarie, to become the group of teachers that Father Moreau primarily envisioned.

Dedicated to a philosophy promoting the education of the whole person, Father Moreau C.S.C. introduced revolutionary ideas into the Catholic educational system of his time. Prior to his contribution, education was modeled on the seminary and was very rigid. Father Moreau believed, however, that spiritual, intellectual, artistic, physical and social education were equally important. Thus, he endorsed physical activity, music, the arts and social activity as valuable elements of the school day. Liberal education, therefore, was a much broader term for Father Moreau and was not limited to the classical education practiced in seminary schools.

As a result of Father Moreau's dedication, the tradition of the Holy Cross mission continues to express itself, since its earliest foundations, through the education of today's youth in schools, colleges and universities. Likewise, the mission's influence continues with educators in parishes and other ministries. Their goal is to assist others in recognizing and developing their own gifts while discovering the deepest spiritual longing in their lives. Regardless of the organizational strengths of a school, its structure takes second place to the quality of the educators within its walls. Father Moreau understood that true teaching can only take place when young people and educators are free to interact. Because teachers are role models for young people, they can be effective Christian educators only insofar as they lead faithful, knowledgeable and caring Christian lifestyles themselves.

Therefore, the personal qualities of the teachers in a Holy Cross school are what make Father Moreau's vision of quality education work. Without reverence, knowledge, zeal, vigilance, selfcontrol, meekness, patience, prudence and firmness, teachers will be unable to fulfill their call to develop the hearts and minds of young people, and the schools in which they work will be ineffective.

*"We are called to approach our role as educators in the faith as fellow travelers on a journey in faith. We identify with others in a shared condition as sinners struggling to be liberated from ignorance and prejudice, men among others sharing the sufferings and struggles of our world, participating in the human quest for liberation... supporting everywhere men and women of goodwill (Constitution 2) Our mission implies a concrete commitment to be in solidarity with others. We are not there alone in the world; we are not even there as persons in an exceptional or privileged position. We are among others, supporting others and advancing them towards the realization of a goal. Our solidarity goes beyond the barriers of nationality, culture and religion to reach out to all men and women of grace and goodwill."*

*"We are called to form with those around us, communities which will be signs of the coming kingdom. They will be communities in which faith is so active that it leads us to live in the kingdom in a radical manner. The signs of the kingdom are those proclaimed by Christ in his own description of the Messianic times which he has come to inaugurate: the blind see, the prisoners are set free, the good news is preached to the poor, and a year of grace is proclaimed" (Luke 4:18).*

*-Claude Grou, C.S.C., Superior General, Circular Letter (No. 5)*

The spirit of Father Moreau continues to live at Gilmour Academy as we strive to form a community which lives the charisms of our founder: zeal, hope, forgiveness, inclusiveness, hospitality, the cross, option for the poor, and trust in Divine Providence.

## TWELVE CHARACTERISTICS OF HOLY CROSS SCHOOLS

The soul of a Holy Cross school is nurtured and supported by an intentional community committed to the contemporary fulfillment of its mission. As faculty, staff, students, parents and trustees, we form a community of practice to achieve shared goals ascribed by our mission as a faith-based community. We recognize that each of us is at a different point in our life and faith journey, but aspires to build relationships within the community, which serve as sources of strength and models of commitment to one another. We recognize and accept that our mission is both personal and communal. Schools in the Holy Cross tradition share and build upon characteristics that manifest a commitment to actively cultivate an education that...

1. is student centered beginning with where an individual finds himself or herself
2. focuses on the whole person
3. operates in a spirit of collegiality and inclusiveness
4. seeks an understanding and collaborative relationship with the local church and civic community
5. promotes collaboration and empowerment of faculty and parents
6. nourishes a vibrant family spirit
7. places a strong emphasis on an education for justice and a commitment to the option for the poor
8. promotes an adaptable spirit that addresses needs and challenges as they occur
9. strives for excellence
10. places an emphasis on service and sensitizing students in understanding and being justly responsive to the demands of the common good
11. identifies campus ministry and religious education programs as central to the institution and curriculum
12. places an intentional effort to awaken within students, faculty and staff a fundamental Christian sense of call or vocation to live the Gospel

## **THE COMMON PRINCIPLES**

The Coalition of Essential Schools is a partnership of universities and high schools across the country that strives to improve and raise academic standards. The primary objective of the Coalition is to increase student learning and achievement.

### **There are Ten Common Principles that guide the work of the Coalition of Essential Schools.**

Desiring to build upon the best-researched practices and foundational theories of learning that are in accord with Holy Cross tradition, Gilmour Academy embraces the Ten Common Principles.

1. The school should focus on helping adolescents learn to use their minds well.
2. The school's goals should be kept to a minimum, to ensure that each student masters a limited number of essential skills and areas of knowledge.
3. The school's goals and standards will apply to all students. Classroom methods should be adjusted to meet the needs of each group of adolescents.
4. Teaching and learning should be personalized as much as feasibly possible.
5. The governing metaphor of the school should be "student-as-worker," rather than the more familiar "teacher-as-deliverer-of-instructional-services." Accordingly, a prominent pedagogy will be coaching, so that students learn how to learn and thus are able to teach themselves.
6. Students of a traditional high school age will not enter the secondary school studies program until they reach a level of competency. The emphasis is on student performance and mastery of curriculum objectives.
7. The tone of the school should explicitly and consciously stress values of non-threatening expectation, trust unless abused, and of decency, which includes the values of fairness, generosity and tolerance. Incentives appropriate to the school's particular students and teachers should be emphasized, and parents are considered essential collaborators in the development of these values.
8. The principal and teachers should perceive themselves as generalists first - teachers and scholars in general education - and specialists second - experts in the one particular discipline. Staff should expect to assume multiple roles as teacher, counselor and manager, and show a sense of commitment to the entire school.
9. Substantial time should be allotted for collective planning by teachers to develop pedagogues and effective authentic assessments.
10. The school should demonstrate non-discriminatory and inclusive policies, practices and pedagogy. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.



## HISTORICAL BACKGROUND

Founded by the Congregation of the Holy Cross in 1946 on the site of the Cedar Hill Farm estate, Gilmour Academy is named after Right Reverend Richard Gilmour, the second Bishop of Cleveland and a prominent Catholic educator, who died in 1891. Our vision of education, passed on through many generations and over five continents, holds central a tenet expressed by our Holy Cross founder, Venerable Father Basil Moreau, C.S.C.

**"We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart."**

Brother Theophane Schmitt, C.S.C., was the founder and the first headmaster of Gilmour Academy. He guided the academic development of the new school and directed the conversion of the Tudor mansion and adjacent buildings to academic and residence purposes.

Gilmour Academy was accredited by the State of Ohio and the North Central Association of Colleges and Secondary Schools in 1950, the year of its first graduating class. From the beginning, Gilmour graduates have gained acceptance into prominent colleges and universities.

The physical growth of the campus has kept pace with the increase in enrollment. From the first additions, including the Classroom Building, the Lancer Gymnasium and Natatorium, the Thomas More Library, and the Science Building, many physical landmarks have coincided with academic and organizational transitions in order to bring Gilmour Academy to its current status:

- 1969 The Academy underwent a reorganization whereby it became jointly owned by the Brothers of the Holy Cross, Midwest Province, and laymen. A two-tiered board consisting of corporate members and trustees assumed legal and financial responsibility for the operation of the Academy.
- 1970 Completion of the Commons (dining room).  
Completion of the Art Barn.  
Renovation of the Music Shed.  
Construction of a new dormitory building.  
Installation of soccer fields and tennis courts.
- 1973 Addition of the Middle School for grades 7 & 8 in the former estate Gate House.
- 1974 State of Ohio granted a new charter to Gilmour Academy as a six-year high school.
- 1975 Additions to the Art Barn and to the Middle School.
- 1980 Gilmour granted a college-preparatory charter by the Ohio State Department of Education.
- 1982 Merging of Gilmour Academy with Glen Oak School.  
Gilmour becomes a coeducational institution.
- 1983 Completion of new field house.  
Expansion of Lancer Gym.  
Total renovation of the Rockne Building.  
Move and expansion of the Art Barn.  
Expansion of the sports fields.

- Renovation of the Br. Ivo Regan Performing Arts Building. Beginning of the Lower School grades 1 & 2.
- 1984 Beginning of Lower School grades 3 & 4.
- 1985 Beginning of a Montessori and extended-day program. Beginning of Lower School grades 5 & 6.
- 1988 Addition of a traditional kindergarten.  
Renovation of the Upper School library/science building with new science labs and state-of-the-art computer labs and student center area.
- 1989 Lower School was granted its charter by the State of Ohio.
- 1993 Major renovation of the Lower School: addition of a new dining room, art studio, three classrooms, before- and after-school care area and a music/chorus area.
- 1994 All-season track and field events area provided at Weber Stadium, which was also upgraded.
- 1995 Addition of new Chapel/Convocation area. This addition also connects the library/science building with the dining commons.
- 1997 Complete renovation and addition to the Classroom Building. Addition of a hockey rink.
- 2000 Addition to Residence Hall including family room and recreation/ fitness center.
- 2002 Completion of the new Middle School & Fine Arts Center.
- 2003 Addition to the Lower School including a science lab, classrooms, an exhibition area, a state-of-the-art music room and renovation of the library.
- 2003 Addition to the ice arena including a second rink and an athletic training center.
- 2004 Weber Stadium was upgraded with a turf field to accommodate football, soccer and lacrosse games. A wood floor was installed in the Lower School gym.
- 2008 Completion of Holy Cross House and new gymnasium and natatorium.

**Eight Heads of School have succeeded Brother Theophane Schmitt:**

1952-1955 Brother Laurian LaForest, C.S.C.

1955-1964 Brother Alfonso Comeau, C.S.C.

1964-1968 Brother Rex Hennel, C.S.C.

1968-1969 Brother Francis Englert, C.S.C.

1969-1974 Brother Carl Shonk, C.S.C.

1974-1980 Brother William Fitch, C.S.C.

1980-2015 Brother Robert Lavelle, C.S.C.

2015- Ms. Kathleen Kenny

As the Academy continues providing the Holy Cross tradition of education, the environment and academic programs have all brought extensive enhancement to the Gilmour campus, and have worked to promote our mission of helping young people

**" ... to develop the competence to see and the courage to act in creating  
a more humane and just society."**

## GILMOUR COAT of ARMS



Perseveranti Dabitur

"Success to the One Who Perseveres"

The **escutcheon** or **shield** of Gilmour Academy has armorial bearings associated with the name Gilmour, the founders, the location and the purpose of the school.

The **cross** and **anchors** are from the seal of the Congregation of Holy Cross, the religious community of the founders of Gilmour Academy, the Brothers of Holy Cross.

The **cross** is silver and the **anchors** gold on a blue field.

The book of knowledge is inscribed with the words "**Recta Sapere**" - "**To Know What Is Right**" - from the prayer to the Holy Spirit, "**Veni, Sancte Spiritus.**" This inscription epitomizes the religious and educational ideals of Gilmour Academy.

A **gold mill rind** and **blue waves** on a silver field symbolize the location of the Academy, Gates Mills, Ohio, in the Chagrin Valley.

The **silver chevron** and **quill** and the **gold fleurs-de-lis** represent Bishop Gilmour's family, on a blue shield.

## GILMOUR COLORS

The Official Colors of Gilmour Academy: **Blue** & **Gray**

The **Blue** symbolizes **Truth** and **Loyalty** attained through devotion to duty.

The **Gray** symbolizes **Spiritual Light** and **Wisdom** flowing from the Holy Spirit, under whose patronage Gilmour Academy is placed.

## GILMOUR ALMA MATER

Sing, We All of Gilmour,

The Praise of Alma Mater.

Cherish and Remember

The Pride in Blue and Gray.

Gilmour, We Salute Thee,

And Promise as Our Aim

To Uphold Forever

The Glory of Thy Name. **Words: Thomas**

**J. Bartunek '66 Music: Daniel Q. Kane,**

**C.S.C.**

## **STUDENT PRAYER**

Lord, grant me the patience to get things done, the desire to work hard, and the ability to learn from my mistakes. Allow me to have an open mind and guide me in making the right decisions. Inspire me to live a life of honesty, integrity, and respect. Help me as I grow and mature, and allow me to use what I have learned and experienced in future endeavors. Lord, thank you for the talents you have bestowed upon me, and allow me to use them to my greatest potential. Thank you for all of the people who have helped along the way - my classmates, teachers, family and friends. Above all, thank you for the blessings of each day. Amen

- Eucharistic Ministers '97

## PARENTS AND INDEPENDENT SCHOOLS

*As a Holy Cross school, Gilmour Academy values the partnership of parents in providing a responsible, caring environment in which students take responsibility for achieving a personal best while contributing to the welfare of the entire school community. The following guidelines and expectations, adapted from a document produced by the Association of Independent Maryland Schools, comprise some of the best thinking and experience of independent school professionals throughout the country and are acknowledged ways for responsible dialogue and mutual respect.*

To be successful, every independent school needs and expects the cooperation of its parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon civility, honesty and respect.

In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes: Who makes decisions in independent schools? How are those decisions made? Independent schools must communicate their procedures to parents who, in turn, share the important responsibility to become informed members of the school community.

### Parents and the Board of Trustees

In most independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees whose membership often includes current parents. The Board of Trustees does not intervene in daily affairs of the school, such as curriculum development, and hiring, evaluating or firing of faculty and staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates and supports the Head of School, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head of School in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual Trustees, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.

- Parents are encouraged to stay informed about the plans and priorities of the school by reading the school's correspondence and publications and by attending appropriate meetings.
- Parents with concerns about the school or with understanding decisions made by the administration or faculty are encouraged to inquire about and follow the school's review process, but they should not expect the Board of Trustees to act as an appeals board. Trustees often interact with others within the school community and hear concerns about the daily operation of the school. As a matter of good practice, the trustee reports those concerns to the Head of School.

### Parents and the Faculty and Administration

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events.

The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract and handbook, in which its procedures are spelled out. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by

its decisions. However, most teachers and administrators would agree that trust and mutual respect are the most essential underpinnings of effective working relationships with parents.

- Parents are encouraged to work productively with teachers and administrators by staying informed about their child and important events in the life of the school. Thoughtful questions and suggestions are welcomed by the school. The school recognizes the importance of providing parents with timely and pertinent information.
- Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the school professional closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.
- While parents may not agree with every decision by the school, in most cases, the parent and school will find enough common ground to continue a mutually respectful relationship. In the extreme case, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.

### The Parents Clubs and the School

The Parents Clubs provide a vital and much-appreciated service to school leadership and the entire school community. Because they are so important and their volunteer activities potentially so wideranging, the following steps assist in structuring and clarifying their roles:

- The Parents Clubs, in consultation with the administration, maintain a set of written by-laws that make clear their procedures and roles as service organizations.
- The by-laws should clearly state the mission to support the decisions and policies of the Board and administration. They neither participate in policy-making by the school, nor function as lobbying groups. However, presidents of each Club serve as ex-officio members of the Board of Trustees.
- The finances of the Clubs should be supervised and regularly monitored by the school and should be part of the school's annual audit processes.
- The Head of School should be closely involved in the Clubs' nominating processes. Cooperation and teamwork between the Head of School or his or her delegate and the officers are crucial to the health of the school community.
- It is appropriate that the Parents Clubs advertise their activities and events. While they are not a public relations arm of the school, they do play a role in the school's efforts to communicate about itself to the parent community.

**Civility, respect and collaboration give evidence of commitment to our history, traditions and goals as a Catholic school, which must always seek to act with regard for the worth and dignity of every person.**

## **SECTION 2: RULES AND POLICIES**



## **AUTOMOBILES**

All students who drive to school must register their automobiles with the Dean of Student Life. Upon authorization by the Dean, a student will be given approval to park on the Gilmour Academy campus. This privilege may be revoked at any time by the administration, and students may face disciplinary action if their vehicles are not registered and/or are illegally parked. The Academy retains the right to inspect and check vehicles whenever deemed appropriate by the Director of Residential Life or the Dean of Student Life.

Courtesy and care while driving on campus are the rule, not the exception. Careless or reckless driving, especially at high speeds, may result in the loss of the driving privilege. The speed limit of the Gilmour Academy parking lots and driveways is 10 mph. Students are not allowed to return to parked automobiles during school hours without permission, nor are they to loiter in the parking lots. **Students are not allowed to leave campus in a car unless they have signed out of the Main School Office.** Cars are to be kept locked at all times. **The Academy is not responsible for the damage to or theft from automobiles on school property. Such damage or loss is the obligation of the driver or other party involved.**

## **ATTENDANCE**

Regular attendance at school is a matter of both state law and school policy. If a student will be absent, one of the student's parents/guardians must report the absence to the school by **8 a.m.** Please use the Attendance Line at **(440) 473-8079** for Upper School students or call the Middle School Office at **(440) 473-8111** for Middle School students. It is expected that every student will attend Convocation, assemblies, study periods, free periods and class periods. All students are expected to remain on campus, in class, or in assigned areas during the school day. Any student not in compliance with Gilmour's attendance policy faces disciplinary action. At the school's discretion, parents and students will be required to participate in a conference to assess violations of the attendance policies.

## **ABSENCES**

As an institution of learning Gilmour Academy values the time spent in the classroom. Our calendar is published in the summer so that plans can be made early. Special permission for an extended absence will be required and must be approved by the Dean of Student Life. Requests for approval must be made in writing or by email by the student's parents/guardians at least a week before the scheduled absence takes place. **Missing school time for travel purposes will generally be treated as an unexcused absence.** Families must ensure that students are in attendance when school is in session. Students who miss more than 12 classes in a given semester, regardless of the reason, may be denied credit for the semester, for any or all course work for that semester.

When a student is absent, parents are urged to call the school office to request assignments, which may be picked up at the end of the school day. If a student misses a class, he/she must see the instructor prior to the next scheduled class to receive his/her missed assignments.

If a student misses an assessment because of an illness (doctor verification required), or if in the opinion of the school, an emergency arises, a student may make up the assessment at the time and date determined by the instructor, not to exceed one week beyond the date of the assessment. If a major paper or project is due and the student is sick on that day, the assignment must be delivered to the teacher the day the student returns to school.

The school has the right to determine whether an absence is excused. When a student returns from what has been determined an unnecessary absence, the student will not be granted credit in making up quizzes or tests, but he/she must make up the work missed. The student may also face disciplinary action.

Anyone arriving or departing campus between the hours of 8 a.m. and 3:20 p.m. must notify the school office at the time of arrival and departure. In the case of sickness, the student must report to the Health Clinic, and the parent/guardian will be contacted by the school nurse. Students who have a prolonged absence due to illness should have the parents/guardian contact the school for guidance. A student who is absent for **all or part** of a regular school day may be prohibited from participating in athletic or extracurricular activities that day.

### **COLLEGE VISITS**

Students have three school days during their junior year and three school days during their senior year for college visits. Any extra days taken for college visits will be treated as unexcused absences. We have ample long weekends on the calendar that can be used for this purpose. Please consider those when you are planning your visits. Absences of more than one day will require the student to fill out a foreseeable absence form.

### **FORESEEABLE ABSENCES**

All foreseeable absences of two or more days must be approved by the Dean of Student Life. Requests for approval must be made in writing or by email by the student's parents/guardian at least a week before the scheduled absence takes place. When a student returns from an excused absence of one or two days, he/she must take the makeup tests on the day he/she returns to class. If two or more tests are missed, they must be made up within three days. Additionally, students must turn in all makeup work within two days of their return to class. If the absence was for three to five days, all work must be handed in within five days of the student's return to school.

### **TARDINESS**

The school has the right to determine whether tardiness is warranted. Students who feel that their tardiness merits special consideration need to present their cases directly to the Dean of Student Life. Because the school's tardiness policy allows for two tardies in any semester before any disciplinary action occurs, such special circumstances will generally be moot. On days of bad weather, students should anticipate transportation difficulties and leave home earlier than usual in order to arrive to school on time. The following common reasons for being late to school are considered unexcused based on State of Ohio attendance laws:

- car trouble of any kind
- oversleeping by student and/or parent
- traffic jam
- alarm clock did not work today □ ride did not get to school on time.

### **PARENTS AWAY FROM HOME**

When parents are away from home for any length of time, they must provide prior written notification to the school office. The note should include:

- dates parents will be away
- adult responsible for the student and how that person can be reached in case of emergency, to verify attendance, etc.
- signature of parent.

## TECHNOLOGY USE POLICY

Students at Gilmour Academy are encouraged to use technology in appropriate ways to help them develop the communication, problem-solving and analytical abilities that will enable them to be morally and ethically responsible lifelong learners. To assist students in achieving these goals, Gilmour Academy will provide its students with hardware, software and network resources on campus to foster their learning and development.

### **Students in grades 7-12 will be provided with:**

- individual school network accounts that will include storage space for school-related files
- a Gilmour email account
- access to hardware, software and resources on campus to foster learning and development
- tech support to assist in resolving computer problems
- opportunities to acquire and apply digital and technological literacy skills.

### **Students in Grades 7-12 are expected to:**

- log on and off of their own accounts when on campus
- use strong passwords and not share those passwords with other students
- use their Gilmour email address for all official communications with members of the Gilmour community and check their GA email daily
- abide by the Honor Code at all times when using technology at GA and while completing GA assignments
- take care when online to protect their personal safety and privacy
- show respect and consideration for others when using technology
- conserve resources, such as paper, electricity, bandwidth and storage space
- improve their use of technology by actively participating in technology-based activities, asking questions and following proper procedures
- report violations of this policy, accidents and equipment failures immediately to a responsible adult, such as the classroom teacher, librarian or member of the tech department.

### **Mobile Devices:**

To protect our learning environment, cell phone and other mobile devices are strictly prohibited during class unless an instructor expressly permits use. Mobile devices must be silenced and out of sight during lessons. A teacher has the right to confiscate a cellphone during class if it is seen as a distraction. Confiscated devices may be submitted to the Dean of Student Life.

### **Students in Grades 7-12 are prohibited from doing (or attempting) the following:**

- monopolizing or disrupting the network or computer resources for non-academic activities
- accessing, changing, deleting or duplicating other users' accounts, data or files
- bypassing , disabling or otherwise circumventing the school's security, filtering or monitoring protocols
- using technology resources to violate copyright, intellectual property or other laws or provisions of the GA Student Handbook or Honor Code
- taking any action that could damage network resources, hardware or software, including hacking or exposing the system to viruses or other harmful technology
- accessing, creating, sending, forwarding or providing links to sites or information that violates GA policies on discrimination, harassment, bullying, child abuse, controlled substances or otherwise promotes illegal, criminal or immoral activity.

- visiting internet sites or using technology resources that contain hateful, discriminatory, pornographic or other objectionable materials, including racial slurs, sexist comments, or any comments, jokes, or images that would offend someone on the basis of race, color, religion, creed, sex, national origin, age or disability
- installing unauthorized software on computers or networks or using unauthorized software installed on portable devices (including pirated software)
- having food, drink or other potentially damaging substances near the computers
- modifying GA computers, network resources, operating systems, files or other restricted material
- using technology for negative, unethical or immoral purposes
- publicizing or disclosing any confidential information related to Gilmour Academy, its employees or its students.

### **Privacy issues for students in Grades 7-12:**

- Students should avoid posting private information, such as contact information, about yourself or others on the Internet.
- Remember that everything posted to the Internet—photos, text and other media—is saved or archived somewhere by someone. It is important that students understand that deleting something posted to the Internet is no guarantee that it really goes away. It is, and will continue to be, available to the student's family, the GA community, college recruiters, future employers and others who may have an impact on the student's future.
- Keep in mind that the GA computer network and its contents (including files created by users and their email) are the property of Gilmour Academy and are not private. Use of the Gilmour Academy network by members of the GA community may be monitored and its contents inspected to ensure compliance with this usage policy.
- Material or files that appear to violate this policy, other school policies or the Honor Code may be copied, printed and/or deleted by members of the administration and used as evidence in disciplinary proceedings.

### **Use of personal technology owned by students in Grades 7-12**

- Any personal electronic device brought onto campus, and its use, is subject to the provisions of this policy (including computers, tablets, eReaders, phones, cameras, MP3 players, USB drives and all other related devices).
- Personal electronic devices – and their contents (including emails, text messages and postings on Facebook, Twitter and other social media) – are subject to monitoring and inspection by administration as described in this policy.
- To maintain a positive learning environment, all faculty and staff have complete discretion at all times to permit or restrict the possession and use of personal electronic devices on campus and at school-sponsored events.

### **Use of Social Media**

- Gilmour Academy recognizes the importance of social media in the digital world. The school uses it to stay in touch with the GA community. That being said, the use of social media and networking sites (Facebook, Instagram, Snapchat, Twitter, etc.) by students can create disciplinary issues that the school may need to address.

- Material posted on those sites by students may violate Gilmour Academy’s policies or may be contrary to the values and mission of the school. Content posted on social media and networking sites that is deemed disruptive to Gilmour’s learning environment is subject to the full range of disciplinary action, up to expulsion. Examples of such content could include, but are not restricted to, acts of bullying, harassment, hazing, and making false, disparaging or defamatory statements regarding students, teachers or school employees.

### **Penalties for misuse of technology**

- Students who violate this policy, the Student Handbook, or Honor Code may have their network or computer privileges revoked or restricted or be subject to other forms of discipline as outlined in the Student Handbook.
- Students who have violated polices regarding, the Student Handbook, or Honor Code regarding personal electronic devices may be banned from using them on campus, be required to leave them with a school official, or face other restrictions or discipline.

### **Revisions to this policy**

- The Technology Use Policy may be revised as new technologies or situations arise.
- Revisions will be posted to the online version of the GA Student Handbook and reasonable efforts will be made to notify users of new provisions.

## **DRUG AND ALCOHOL POLICY**

Gilmour Academy recognizes that students’ poor judgment may lead to abuse of drugs or alcohol. It is our intention to educate students regarding the dangers that these substances present. As part of our objective to ensure proper education, support and accountability, Gilmour Academy has partnered with Psychemedics Corporation to conduct mandatory drug tests for all students in grades 9 -12. All students will be tested once per year and there will be additional random testing of the student body throughout the school year. Students are subject to drug or alcohol testing if there is reasonable suspicion of drug or alcohol use based on students’ actions, behavior or other information known to the school. Gilmour Academy is invested in the wellness of each individual student as well as in the preservation of the integrity of the learning environment. In light of these dual objectives:

1. An initial positive test will be held highly confidential and will be shared with the Associate Head of School, Director of the Upper School, Dean of Student Development and Guidance, the student and the student’s parents. Together they will commit to a schoolapproved plan for appropriate counseling with outside professionals as well as mandatory on-site testing throughout the remainder of the student’s stay at Gilmour Academy. Outside counseling and additional testing will be at the family’s expense. Because our primary concern is support for student and family wellness, there will be no disciplinary response to an initial positive test.
2. Any additional positive test, at any point while the student is enrolled at Gilmour Academy, increases the concern for the integrity of the learning environment and may result in a disciplinary response. At this point, school administration will consider the commitment of all parties to the initial plans that followed the first positive test. If, in the opinion of school administration within its sole discretion, the student and/or family demonstrated less than full commitment to the action plans, or if the overall circumstances warrant dismissal, the student will be dismissed from school. Any other disciplinary action less than dismissal or imposing other conditions to remain a student are within Gilmour’s sole discretion.

This Drug and Alcohol Policy covers illegal drugs (as defined by Ohio and federal law), alcoholic beverages and the misuse of prescription or over-the-counter drugs or medications for any purpose other than their intended medical use, or possession of drug paraphernalia by a Gilmour student.

Because a main objective of our wellness program is to protect our students from the detrimental impact of illegal drugs on the learning environment, any student who possesses or uses drugs, or possesses drug paraphernalia during the school day, at any school-sponsored activity, including field trips, or on the school grounds shall be subject to immediate dismissal at the discretion of the school. Any counterfeit drug shall be treated in the same manner as an actual drug. The possession or use of drugs by students during non-school-sponsored or off-campus activities is also covered by this policy where the school, in its discretion, determines the necessary or advisable disciplinary response, weighing the wish to be supportive of student wellness as well as the need to protect the integrity of the learning environment. Students and their parents are required to report any arrests, charges or convictions of a student for any drug-related offenses to the Dean of Student Life.

Although alcohol testing is not part of our mandatory testing program, Gilmour Academy acknowledges that the use and abuse of alcohol threatens the wellness of individual students and the integrity of Gilmour Academy's learning environment as well. Any student who possesses or uses alcoholic beverages during the school day, at any school-sponsored activity, including field trips, or on the school grounds shall be subject to suspension, expulsion or other disciplinary actions at the discretion of the school. In any instance involving a student's violation of the school's alcohol policy that does not result in dismissal, the student will be required to commit to a plan for appropriate counseling with outside professionals as well as mandatory on-site drug and alcohol testing with our partner, Psychemedics Corporation, throughout the remainder of the student's stay at Gilmour Academy. These arrangements with the student and the student's family will be done in consultation and collaboration with the Dean of Student Development and Guidance and/or the Director of the Upper School. Outside counseling and additional testing will be at the family's expense. If a student subsequently fails a drug or alcohol test, school administration will consider the commitment of all parties to the initial plan that followed the first alcohol incident. If, in the opinion of school administration within its sole discretion, the student and/or family demonstrated less than full commitment to the action plan or if the overall circumstances warrant dismissal, the student will be dismissed from school. Any other disciplinary actions less than dismissal for failing a subsequent alcohol test or imposing other conditions to remain a student are within Gilmour's sole discretion. An additional positive test for alcohol at any point while the student is enrolled at Gilmour Academy will result in the dismissal of the student.

The possession or use of alcoholic beverages by students during non-school-sponsored or off-campus activities is also covered by this policy where the school, in its discretion, determines the necessary or advisable disciplinary response, weighing the wish to be supportive of student wellness with the need to protect the integrity of the learning environment. Students and their parents are required to report any arrests, charges or convictions of a student for alcohol-related offenses to the Dean of Student Life.

Where a chemical, alcohol and/or any other psychological assessment and/or treatment is required, parents must agree to release the assessment and treatment results to the Dean of Student Life and to follow the assessment and treatment recommendations, as well as assuming any and all financial responsibility. In instances when required by the school, the refusal to complete a chemical, alcohol and/or any other psychological assessment, or the failure to follow assessment or treatment recommendations, may be taken into consideration by the school in determining appropriate disciplinary action up to dismissal. Since all drug and alcohol testing done in partnership with Psychemedics Corporation requires hair samples from the student, any effort to prevent an appropriate hair sample from being taken, including shaving of one's head and body, will be treated as a positive test.

If a student is concerned that he/she may have a drug or alcohol problem, he/she should contact the Dean of Student Life, school counselor or any faculty member. The school is willing to recommend avenues for

assistance and support for any student in getting him/her appropriate professional help. Prescription drugs required to be taken at school are to be kept in the Health Services Office.

## **TOBACCO**

Use or possession of any type of tobacco product, including vapor/e-cigarettes, in the school buildings, on the school grounds, at school-sponsored activities, and within the immediate area of the school is forbidden at all times. Violation of this policy may result in suspension, expulsion or other disciplinary action at the discretion of the school.

## **BULLYING AND HARASSMENT**

Gilmour Academy expressly forbids bullying, harassment or intimidation of any student on school property (or at locations immediately adjacent to school grounds), at school-sponsored events, on school-provided transportation, or outside of school.

Bullying, harassment or intimidation means any intentional written, verbal, graphic or physical act, including acts involving electronic transmissions through use of the Internet, email, cellular phone, personal digital assistant (PDA) or other handheld wireless device, either overt or covert, that a student or group of students exhibits toward another student, group of students or school personnel, which is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for other student(s) or school personnel. Bullying, harassment and intimidation can include many different behaviors including an overt intent to ridicule, humiliate or intimidate another student or school personnel.

Complaints or allegations of bullying, harassment or intimidation are to be reported to one or more of the following personnel: Dean of Student Life, Director of the Middle School, Director of Student Development, Director of the Upper School and Head of School. Complaints or allegations of bullying, harassment or intimidation will be promptly investigated. Parents of all parties will be informed of the allegations. The matter will be kept confidential to the degree possible by all parties involved consistent with the need to investigate. Retaliation is prohibited against anyone who makes a complaint of bullying, harassment or intimidation or who cooperates in an investigation. The parents of all parties are obligated to cooperate in investigating and/or remedying the situation.

Students who engage in acts prohibited under this policy may be subject to required counseling and/or disciplinary action, including a parent conference, detention, suspension and/or expulsion. Depending on the nature and severity of the incident, the school may take additional steps to ensure the health, welfare and safety of both students and staff, which may include reporting incidents to law enforcement agencies.

## **POLICIES RELATED TO CHILD ABUSE, HARASSMENT AND VIOLENCE**

Gilmour Academy will take appropriate precautions to protect the interests of students upon receiving notice of a charge or accusation of harassment, violence, abuse or neglect. When the school knows or suspects that a student is a victim, the school will report the matter to the appropriate public authorities as required by law. The school will cooperate with public authorities in their investigation.

## **ANTI-HARASSMENT POLICY**

Gilmour Academy is firmly committed to providing a safe, positive learning and working environment for everyone in the school. For this reason, and in keeping with the goals and objectives of Catholic education, Gilmour Academy expressly prohibits sexual and other unlawful harassment in the school environment. Unlawful harassment is prohibited on the basis of race, color, sex, national origin, age, disability, creed or religion. This policy reemphasizes the personal dignity of the individual and fosters positive sexual attitudes and respect for others. This policy is in effect for all reciprocal relationships: student and student, student and adult, and adult and adult.

Unlawful harassment may be verbal, physical, written or visual. Examples of prohibited harassment include epithets, slurs, stereotypes, slang words or names, or any other language or actions, which by their nature or effect degrade or insult a person, or any group of people, on the basis of race, color, sex, national origin, age, disability, creed or religion.

For the purpose of this policy, sexual harassment includes the following specific instances: verbal sexual abuse; unwanted or unwelcome touching of a sexual nature; disseminating obscene or sexually explicit material, whether in the form of music, written lyrics, pornographic pictures or other literature, or having such material in one's possession in the school, on school grounds or at school-sponsored activities; obscene or sexually explicit graffiti anywhere in the school, or on the school grounds; continuing an unwanted written, oral or electronic communication directed to another of a sexual nature; spreading sexual rumors/innuendoes; obscene t-shirts, hats, or buttons; touching oneself sexually in front of others; obscene and/or sexually explicit gestures; and any other inappropriate behavior of a sexually explicit or obscene nature that demeans or offends the recipient. The above list is not meant to be all-inclusive, but is intended to provide guidance as to what may constitute sexual harassment.

Not all incidents involving a sexual subject matter or the topic of sex are severe and/or pervasive enough to constitute unlawful harassment. While all reported incidents of potentially inappropriate conduct will be fully investigated, those incidents which do not constitute unlawful harassment will be handled according to standard behavioral and disciplinary policies based upon the facts and circumstances of each such incident.

Complaints or allegations of sexual or other unlawful harassment (as defined above) are to be reported to one or more of the following personnel: Dean of Student Life, Director of Middle School, Director of Student Development, Director of Upper School and Head of School.

Complaints or allegations of sexual or other unlawful harassment will be promptly investigated.

Parents of all parties involved will be informed of the allegations. The matter is to be kept confidential to the degree possible by all parties involved consistent with the need to investigate. Retaliation is prohibited against anyone who makes a complaint of harassment or who cooperates in an investigation of a complaint of harassment. The parents of all parties are obligated to cooperate in investigating and/or remedying the situation. A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. If the allegations are substantiated, disciplinary action will be taken. The severity of discipline imposed in each case of harassment will depend on the nature, frequency and severity of the conduct, the ages of the offender and victim, the history of similar actions by this individual, and the circumstances in which the harassment has occurred. Possible disciplinary action may include, but is not limited to, any or all the following:

- Verbal warning/reprimand and apology to the victim
- Parent-Student conference with the Dean of Student Life, Director of Student Development, Director of Upper School, and/or Director of Middle School
- Written warning/reprimand and parent notification
- Detention or removal from selected school activities



- Behavior/Probationary contracts, possibly requiring professional intervention
- Appearance before the Honor Council
- Suspension
- Expulsion

## **SEXUAL VIOLENCE POLICY**

Sexual violence is handled separately because of its potentially criminal nature. Generally sexual violence occurs when the recipient is physically touched without his/her consent in a sexual manner; is expressly threatened or perceives a threat of physical harm for purposes of the offender's sexual gratification; or is the victim of sex offenses under Ohio law (e.g., gross sexual imposition, sexual battery, rape, importuning, voyeurism, public indecency, felonious sexual penetration).

Allegations of sexual violence are to be reported to one or more of the following personnel: Dean of Student Life, Director of Middle School, Director of Student Development, Director of Upper School and Head of School. Parents of all parties involved will be informed of the allegations. The matter is to be kept confidential to the degree possible by all parties involved consistent with the need to investigate. Retaliation is prohibited against anyone who makes a complaint of sexual violence or who cooperates in an investigation of a complaint of sexual violence. The parents of all parties are obligated to cooperate in investigating or remedying the situation. Students and their parents are required to report any arrests, charges or convictions of a student for any sex-related or sexual violence-related crimes to the Dean of Student Life.

If an incident of sexual violence occurs, school authorities are required under state law to report the incident. The police will be contacted immediately if there is any reason to believe that sexual abuse or violence has occurred. The Department of Human Services also will be contacted, in addition to the police, if there is any reason to believe that sexual abuse or violence has occurred involving a child less than 18 years of age.

## **PHYSICAL VIOLENCE POLICY**

- Any student threats to inflict any harm to self or others must be taken seriously and addressed immediately.
- Anyone who hears, reads or is otherwise aware of a threat of violence or actual violence should report it immediately to school authorities.
- Retaliation is prohibited against anyone who makes a complaint regarding violence or a threat of violence or who cooperates in the investigation.
- Parents of all parties involved are obligated to cooperate in investigating or remedying the situation.
- Police may be notified if the threat of physical harm is substantiated or if the student engaged in any violence.
- For the student who makes such a threat which is substantiated:
  - The parent or guardian of the student will be notified.
  - The student will be suspended and may not be permitted back into school until there has been a psychiatric evaluation and the school has received a written statement from an approved mental health professional that the student does not pose a danger to self or others. The written statement should also include a recommendation regarding a need for counseling and a plan for implementation.
  - The school will make decisions regarding disciplinary action and continued enrollment.
- For any student identified as a potential victim:

- The parent or guardian of the student will be notified.
- The school will work with the parent or guardian to help identify where counseling can be received when necessary.
- Acts of prohibited violence include stalking, fighting and other types of harmful physical contact, and intentional destruction of school property or another's property.

### **CHILD ABUSE OR NEGLECT**

Under Ohio law, Gilmour Academy and every school employee who knows or has reasonable cause to suspect that a student at the school is a victim of child abuse or neglect is required to report the knowledge or cause of suspicion to the public children's services agency or police in the county where the student resides or in which the suspected child abuse or neglect is occurring or has occurred. Gilmour Academy will report suspected child abuse or neglect as required by law and will cooperate with public authorities in their investigation.

## DRESS CODE

It is Gilmour Academy's belief that the school setting warrants attire that reflects and sets the tone for an appropriate seriousness of purpose and respect for the school community. As in all effective institutions, boundaries and limits are required. To that end, we ask students to adhere to the spirit and the letter of the dress code.

**Face masks:** In alignment with recommendations from the state, all students in Grades 7-12 and all faculty and staff are required to wear face masks while on campus. Fabric masks should be made with at least two layers of fabric, should be washable, and should be laundered daily. Disposable masks are also permitted. Masks should cover the student's face from the bridge of the nose to under the chin. They should fit well enough that they do not easily slip off the nose (wire or elastic can assist with this) and should have ear loops or adjustable ties. Masks should be solid colors or simple prints and must be free of text, distracting images, and political statements. Gaiters and bandanas are not suitable face coverings. Face shields may be worn in addition to the mask. For more helpful suggestions, visit the [Ohio Department of Health](#).

### Dress Code for Young Men

#### **Blazer**

**The navy blue blazer will be optional for the 2020-2021 school year due to COVID-19.** To assist in lost/ misplaced blazer scenarios, please put a name inside the blazer. Though available through Schoolbelles and Lands' End, blazers may be purchased anywhere.

#### **Slacks**

Dress slacks must be navy blue, khaki or gray cotton classic style of appropriate fit and length and must be worn with a plain black, brown or navy blue belt. Trendy belts with beads, links, rivets, etc. are not permitted. Slacks must be traditionally styled slacks with inside pockets (not patch pockets), cuffed or stitched hems, and no contrasting seams or other adornments. No jeans, shorts, colored denims, corduroys, cargo or bell-bottomed pants are permitted. No rivets, cut, split or torn bottoms or frayed hems will be allowed.

#### **Shirts**

Shirts must be long- or short-sleeved white or light blue cotton oxford cloth button-down with the GA monogram and must be ordered through Schoolbelles or Lands' End. Only plain white undershirts with no printing or pictures will be permitted. Shirts must be buttoned at the neck, worn with a tie and completely tucked into the slacks. On Fridays, solid color polo shirts may be worn.

#### **Outerwear**

Sweaters must be long-sleeved navy blue, royal blue or gray crew neck, v-neck or quarter-zip. Students may also wear a navy blue, royal blue or gray sweater vest. They must be ordered through Schoolbelles or Lands' End. Any Gilmour Academy outerwear (jacket, sweatshirt, quarter-zip) may be worn with an approved shirt and tie underneath.

#### **Ties**

Appropriate neckties are to be worn properly with a shirt with the knot covering the top button.

#### **Shoes**

Shoes must be closed-toe in loafer, tie or clog (backless) style. Shoes must complement the uniform, e.g., black, brown, navy, gray, taupe, tan. The following are not permitted: winter/rain lug-sole boots, sandals, "croc," suede slipper-like moccasins or Uggs. Athletic shoe companies make shoes that present well with a school uniform but styles that clearly present as a sneaker or tennis shoes, either by construction or clear display of an athletic logo, are prohibited.

#### **Grooming**

Hair must be cut so that it is above the collar and is complementary and in keeping with the Dress Code. Ponytails are not acceptable. Mustaches and beards may not be worn; clean-shaven appearance is expected every day. No earrings, body or tongue piercing, or tattoos are permitted.

#### **ID Swipe Badges**

Students are to wear their ID swipe badges each day at school.

#### **Additional Items**

No hats or baseball caps are to be worn within the school building at any time.

For certain occasions and when given permission, students will have the option to attend school in more casual attire.

## **Dress Code for Young Women**

### **Blazer**

The navy blue blazer will be optional for the 2020-2021 school year due to COVID-19. To assist in lost/misplaced blazer scenarios, please put a name inside the blazer. Though available through Schoolbelles and Lands' End, blazers may be purchased anywhere.

### **Skirts**

Skirts must be navy blue, khaki, gray plaid or light blue kilts. Blue, black, or gray solid-colored tights must be worn under skirts between October 15 and the start of Spring Break. Before October 15 and after Spring Break, young women may wear solid colored socks in navy, black, gray or white. Skirts must be a modest length, and appropriate for our academic, professional, Holy Cross setting (2-3 inches from the knee). Skirts are to be ordered only from Schoolbelles or Lands' End. Please make certain when ordering that length is appropriate. Skirts may not be rolled at the waist.

### **Slacks**

Dress slacks must be navy blue, khaki or gray cotton classic style of appropriate fit and length and must be worn with a plain black, brown or navy blue belt. Trendy belts with beads, links, rivets, etc. are not permitted. Slacks must be traditionally styled slacks (no skinny cut, no leggings) with inside pockets (not patch pockets), cuffed or stitched hems, and no contrasting seams or other adornments. No slacks with rivets, cuts, split or torn bottoms or frayed hems will be allowed.

### **Blouses**

Blouses must be long- or short-sleeved white or light blue cotton oxford button-down with the GA monogram and must be ordered through Schoolbelles or Lands' End. Blouse must be fully tucked in at all times. White or navy blue short- or long- sleeved ribbed bottom, knit polo shirts may be worn. Only plain white undershirts with no printing or pictures will be permitted and must be tucked in at all times. All blouses and polo shirts are to be ordered through Schoolbelles or Lands' End and will be monogrammed with the Gilmour monogram. On Fridays, solid color polo shirts may be worn.

### **Outerwear**

Sweaters must be long-sleeved navy blue, royal blue or gray crew neck, v-neck or quarter-zip. Students may also wear a navy blue, royal blue or gray sweater vest. They must be ordered through Schoolbelles or Lands' End. Any Gilmour Academy outerwear (jacket, sweatshirt, quarter-zip) may be worn with an approved shirt, blouse or polo shirt underneath.

### **Shoes**

Shoes must be closed-toe in loafer, tie or clog (backless) style. Shoes must complement the uniform, e.g., black, brown, navy, gray, taupe, tan. The following are not permitted: winter/rain lug-sole boots, sandals, "crocs," suede slipper-like moccasins or Uggs. Athletic shoe companies make shoes that present well with a school uniform but styles that clearly present as a sneaker or tennis shoes, either by construction or clear display of an athletic logo, are prohibited.

### **Grooming**

Distracting hairstyles or colors are inappropriate. No shaved hairstyles are permitted. Only stud or hoop earrings not more than 1/2 inch diameter will be permitted. No body or tongue piercing or tattoos are permitted. Head coverings are not permitted. Make-up should be conservative and appropriate for school.

### **ID Swipe Badges**

Students are to wear their ID swipe badges each day at school.

### **Additional Items**

No hats or baseball caps are to be worn within the school building at any time.

For certain occasions and when given permission, students will have the option to attend school in more casual attire.

## DISCIPLINARY PROCEDURES

**Introduction:** In matters of discipline, both at school and outside of the normal school day, it is the policy of Gilmour Academy to examine each incident and determine the school's appropriate response. In determining consequences, a number of factors are weighed, including the seriousness of the act, the intention of the student, and the specific circumstances in each case. A student's grade level, past record, and willingness to acknowledge his or her inappropriate behavior also play a part in the decision-making process, as well as the harm caused and its impact on the student and the school community.

**Infractions:** For purposes of determining appropriate disciplinary action, Gilmour has established various levels of infractions based upon the nature of student actions and behavior. While Gilmour reserves the right to take other factors into consideration in determining the nature of the disciplinary action taken by the school, the level of infraction will be the initial factor taken into consideration. Examples of the varying levels of infractions are as follows.

### Level 1:

- Cell phone/electronic device infraction
- Dress code infractions
- No visible ID swipe badge
- Unexcused tardies in attending class or Convocation
- Unexcused/unreported absences from class or Convocation (includes the failure of parent to notify school in the event of a student's absence in accordance with school policy)

Detentions will be assigned after three (3) Level 1 infractions have occurred. Infractions are cumulative. For example, one (1) tardy, one (1) dress code violation and one (1) violation of cell phone policy would result in a detention being assigned. While Level 1 infractions will normally be dealt with through the assignment of detention, the occurrence of repeated detentions, as noted below, can result in additional disciplinary action being taken by the school.

### Level 2:

- Automobile/leaving campus
- Cutting class, assemblies, advisory or other school events where attendance is mandatory unless excused
- Disruption of classroom instruction (at the discretion of the teacher)

Level 2 infractions will result in the assignment of an automatic detention based upon a single infraction. Gilmour reserves the right to take other appropriate disciplinary action in the event of a Level 2 infraction at the discretion of the school. For example, in the event an automobile is inappropriately used by a student on campus, or for the purpose of leaving campus without approval during the course of the school day, the school may require that car keys be handed in to the Dean of Students each day.

**Level 3:** Violation of the following school policies will constitute Level 3 infractions:

- Alcohol/drugs
- Athletic (participant)
- Athletic (spectator)
- Bullying

- Cheating/copying homework/plagiarism
- Disrespect to adults
- Disrespect to peers
- Physical violence
- Sexual harassment
- Tobacco/vaping/juuling
- Weapons

Level 3 infractions will result in the imposition of such disciplinary action as determined appropriate at the discretion of school administration or, where appropriate, the Honor Council. Specific actions taken by the school could include detention, parent phone call from Dean of Student Life or instructor, student conference with Dean of Student Life, restorative justice, in-school suspension, out-of-school suspension, probation or expulsion.

**Accumulation of Detentions:** In addition to the infractions noted above, the accumulation of detentions will result in additional disciplinary action as follows:

- **Three (3) detentions:** An additional Monday morning detention (7:30-9:15 a.m.) or Saturday detention (8-9:45 a.m.) will be assigned.
- **Five (5) detentions:** Personal conference with parents, student, counselor and Dean of Student Life.
- **Six (6) detentions:** Personal conference with parents, student, counselor and Dean of Student Life and student will serve one-day in-school suspension. As is the case after all suspensions, the student will be placed on probation for 50 days. During the period of suspension, the student will not be permitted to attend classes or to participate in extracurricular activities. Students are required to make up assignments, quizzes or tests missed while suspended.
- **After six (6) detentions:** Any additional detentions will result in a meeting with parents and school's administrative team.

In addition to the above, the accumulation of detentions, when coupled with other conduct or behavior resulting in possible disciplinary action, may be taken into consideration by the school in determining the nature and severity of any other disciplinary action taken by the school.

**Office Detention: Daily Detention:** Office detention is the normal form of serving detention. (Students in Grades 9-12 report to the Upper School Main Office. Students in Grades 7-8 report to the Middle School Main Office)

- 2:30–3 p.m. for seniors who do not have a D Period ● 7:15–7:45 a.m.
- 3:30–4 p.m.

**Detentions must be served within 24 hours of receiving the detention.** If not served at the assigned time, a Monday/Saturday detention will be given.

**Monday/Saturday Detention:** Students report to the Upper School/Middle School Main Office. Detention must be served within seven (7) days from when it was assigned.

- 7:30–9:15 a.m. - Monday morning detention

- 8–9:45 a.m. - Saturday morning detention

**Out-of-School Suspension:** When the previous methods have been ineffective in changing a student’s behavior, and/or an infraction has been committed that deems a higher level response, the infraction may warrant an out-of-school suspension (or, in the most severe case, expulsion). An accumulation of 15 detentions will result in an out-of-school suspension. During the period of suspension, the student will not be permitted to attend classes or to participate in extracurricular activities. Students are required to make up assignments, quizzes or tests missed while suspended. **In addition, any suspension during a student’s time at Gilmour must be fully disclosed to colleges when the student applies. College Counseling will assist with that process.**

## **INSURANCE**

A student’s personal effects are not covered under the school's insurance policy. These items are normally covered as part of a homeowner’s policy. Parents should verify such coverage with their insurance agent.

## **LOCKERS**

Locker space is provided for each student. All lockers must be kept locked. **Since they are the property of the school, the school administration retains the right to provide for the use of the lockers, to inspect and search the lockers and their contents, and to take the necessary steps to ensure that lockers are used in accordance with Gilmour’s goals.** Students are to take care of their lockers and are held responsible if these are defaced or damaged in any way. Students may not use unassigned lockers. Any problems with lockers should be referred to the Dean of Student Life.

## **COMMONS**

Students are scheduled for their lunch meal in the Commons. This area has to be kept clean at all times and it is incumbent on everyone to ensure that tables and surrounding areas are bussed before leaving the area. Students are not permitted to chew gum or to leave the Commons with food or beverages. Students who wish to sell food or beverages for fundraising purposes must obtain special permission from the Director of the Upper School.

## **SCHOOL CANCELLATIONS**

Should it be necessary to cancel classes due to inclement weather or other reasons, parents should check local TV and radio stations, or the school’s website ([www.gilmour.org](http://www.gilmour.org)). If parents have opted in to Gilmour's text alert system, they will also be notified of any school closure via text message.

## **SCHOOL-SPONSORED TRIPS**

School trips are a continuation of the school day, and as such, students participating on these trips are subject to the same rules and regulations that govern our school while they are on campus. Because the students will be representing Gilmour Academy and because their conduct, behavior and safety are the school's responsibility, students must adhere to the following guidelines.

1. The luggage and personal effects of the students may be inspected prior to departure and at any time during the trip.
2. Any student found to be in possession of or under the influence of alcohol or controlled substances (including any form of tobacco) are subject to disciplinary action and will be left at home if this determination is made prior to departure. Students found in possession of controlled substances, tobacco or alcohol, or under the influence after departure are subject to disciplinary action and will be sent home at their parents' expense.
3. Students must observe all laws and regulations. Apprehension by law enforcement agencies leading to a substantiated charge will not be the responsibility of Gilmour Academy and will lead to disciplinary action.
4. If the trip requires overnight lodging, students will not disturb other guests at the lodging and will abide by all rules and directives issued by the group advisor and chaperones.
5. In the event a student is injured or becomes ill while on the trip, the chaperone will immediately seek medical attention and contact the parents as soon as possible.
6. Students will be expected to know and observe the time and location of all departures. The group will not be delayed by the tardiness of individuals.
7. The establishment and enforcement of any guidelines not covered in items one through six, guidelines that are necessary to ensure the success of the trip, will be left to the discretion of the administrator or his/her representative in charge.

Violation of school policies and procedures may result in students being sent home at the parents' expense with the possibility of further disciplinary action by the school.

Participation in a trip is an extracurricular activity. It is a privilege that will be denied if, in the opinion of the group advisor and administration, a student has a history of misrepresenting Gilmour Academy through inappropriate behavior or other disciplinary history that warrants exclusion from the school-sponsored trip

## **VISITORS**

All visitors to the school must report immediately to the office of either the Upper School or Middle School. Visitors include vendors, parents and students from other schools.

If a Gilmour student wishes to have a student visitor accompany him or her for a day, prior approval must be obtained from the Dean of Student Life. Same-day notice is unacceptable.



## **WEAPONS**

All persons who enter onto the property of Gilmour Academy are prohibited from carrying a handgun, firearm or weapon of any kind. This policy also prohibits weapons at any schoolsponsored functions such as trips, parties, picnics or sporting events.

The property covered by this policy includes, without limitation, all Gilmour Academy owned or leased buildings and surrounding areas such as sidewalks, walkways, driveways and parking lots under the school's ownership or control. School vehicles are covered by this policy at all times regardless of whether or not they are on Gilmour Academy property at the time.

Gilmour Academy reserves the right to conduct searches for prohibited weapons or other prohibited items on its property or authorize searches for prohibited weapons by law enforcement on its property as it deems necessary in order to ensure the safety of its employees, students, vendors and visitors. The right to conduct searches includes persons, vehicles or objects that enter onto school property and also includes lockers, desks, purses, briefcases, bags, clothing, vehicles parked on the property and any other item in which a weapon may be hidden.

Failure to abide by all terms and conditions of the policies described above will most likely lead to removal from school property and expulsion from the school.

## SECTION 3: STUDENT LIFE

## HONOR CODE

**“I pledge to uphold and promote with my actions and words honesty, integrity, and respect.”**

The Honor Code at Gilmour Academy proceeds from our Mission to develop the competence to see and the courage to act in creating a more humane society. It has emerged through the collective efforts of faculty and students together. This code reflects the moral values that flow from our Catholic heritage and the goodwill of all who stand with us, and through it, we proclaim the value of integrity, respect for life and commitment to justice for all.

With this Honor Code our community chooses to make more explicit the religious and moral commitments of the Academy, to foster an atmosphere of honor and respect, and to underscore the school’s dedication to moral responsibility as one of its six stated outcomes. In addition, we engage our students in achieving these outcomes through a process that ensures student involvement in disciplinary matters where honesty and respect are at issue. The Honor Code thus is given life through the establishment of the HONOR COUNCIL.

Possible violations of the Honor Code are referred by faculty, staff or students to the Dean of Student Life. In consultation with the Honor Council moderator, the Dean of Student Life will determine the appropriate pathway for handling the referral, which may include the convening of the Honor Council.

The Honor Council consists of Middle School students, freshmen, sophomores, juniors and seniors, along with faculty and the Director of Academic Services, who review referrals and recommend action to the Director of the Upper School. The Honor Council is responsible for handling all referrals from faculty, staff or other students for lying, cheating, stealing and disrespect, as defined below.

**Lying** is any form of falsification, through actions or words, for the benefit of oneself or others.

**Cheating** in the academic realm consists of a student’s giving or using unauthorized aid, information or any representation of another’s work as one’s own. Cheating in sports or other extracurricular activities is in violation of established rules of conduct and fair play.

**Stealing** is taking another’s property without his or her knowledge or consent.

**Disrespect** for others is a failure to acknowledge each person’s right to express and celebrate his or her heritage, beliefs, personality and uniqueness. In showing respect for others, a person must allow another to practice culture, religion, and belief; to maintain the right to life; to enjoy a safe and healthy environment; and to display the qualities that make him or her unique, without prejudice.

The final resolution of an Honor Code referral is the decision of the Director of the Upper School, based on consideration of the recommendation from the Honor Council.

## STUDENT GOVERNMENT

Students are elected to membership each year as part of student government, providing them the opportunity to represent and lead their classmates in areas of school life including activities programming, policies and service.

Each grade level elects a Class Senate comprised of six senators, one of which will be the Class President. Elected officers will meet as both a grade-level Senate and an all-school Student Cabinet. Class Senators concern themselves with activities and issues that primarily affect their grade levels. Class Senators also represent their grade as members of the Student Cabinet. The Cabinet will provide oversight for school-wide activities, and serve as chief liaisons to the faculty and administration. The Cabinet will also concern itself with broader issues that affect school culture and leadership.

## PASTORAL LIFE

Pastoral Life is intended for the enrichment of the spiritual life of all members of the Gilmour community. Activities include the student retreat program, in which all students participate on all grade levels; the student service program, student liturgical and spiritual events and ministries; schoolwide, class-wide and community-wide ceremonies and experiences; and pastoral/personal counseling.

## CLUBS and ORGANIZATIONS

<p style="text-align: center;">Academic Challenge Altar Servers Amateur Radio Club Cartooning Club CAUSE (Service) Courage to Act Crew Cum Laude Society Diversity Forum Drama Club Engineering Club Entrepreneurship Club Environmental Club Eternally Yours Digital Memories Eucharistic Ministers Gaming Club Honor Council Indoor Track Club Investment Club Just Write Club Lancers for Life Club Lectors and Servers Lifeteen Measles Initiative Middle School Book Club</p>	<p style="text-align: center;">Middle School LEGO Robotics Middle School Sunshine Club Middle School Speech Team Middle School Student Council Mock Trial Model U.N. Moot Court Music Ministry National Honor Society National Junior Honor Society Peace and Justice Club Peer Tutoring Psychology Club Residence Hall Leadership Council SADD Ski &amp; Snowboarding Club Speech &amp; Debate Team Student for Seniors (Service) The Edge The Lance (newspaper) The Prep (yearbook) The Lance (newspaper) TILT (literary magazine) Tobit Ministry Upper School Student Council Women in STEM</p>
--	--

**General school guidelines regarding the management of and participation in school activities include the following:**

- Club meetings and gatherings will normally be held after school hours.

- No organization may solicit funds without the permission of the Director of the Upper School. Similar channels apply for use of school facilities.
- Specific information regarding membership in Honorary Societies and election to office is available from the moderators of the activity.
- Participation in organizations, athletics and other extracurricular activities is a privilege and not a right. A student may be excluded or restricted from participation in extracurricular activities at the discretion of the school for inappropriate behavior on or off campus, disciplinary action, violation of the Honor Code or violation of school policy.

# ATHLETICS

Gilmour Academy is a member of the Ohio High School Athletic Association (OHSAA), and adheres to the Constitution, bylaws and regulations of that governing body. Twenty-six team sports make up the interscholastic program; all compete on the varsity level and include junior varsity and freshmen teams when team membership permits.

The following guidelines apply to all Gilmour Academy sports:

- A student who is absent for *all or part* of a regular school day may be prohibited from participating in athletics that day.
- Students must submit **OHSAA** medical cards to their coaches prior to the beginning of the first day of practice and have a signed Emergency Medical Authorization card on file.
- Athletic practices may not be conducted without a coach.
- The weight room may not be used without a coach or other authorized personnel in attendance.
- Student participants have daily responsibility for their equipment, uniforms and condition of the locker rooms. Students will be billed for any lost or damaged items.
- Food or drink is not permitted in the locker rooms and field house.
- Unless a team pre-dresses at Gilmour, players are expected to adhere to the daily student dress and grooming code when traveling to a contest. This also includes weekends.
- All players are expected to travel to and from athletic contests on school transportation.  
**Exception:** A coach may permit a player to travel with a parent provided that the parent personally seeks permission to do so. Parental permission for a student to travel with another student or family must be submitted in writing to the Athletic Director well in advance of a scheduled contest. Traveling using such alternative transportation, however, is strongly discouraged.
- Athletic letters are earned at the conclusion of each sport's season. Individual coaches are responsible for determining the criteria for awarding letters at the beginning of each season.

<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<p><b><u>GIRLS</u></b>                      *CROSS COUNTRY                      GOLF (Coed)                      *SOCCER                      CHEERLEADING                      TENNIS                      *VOLLEYBALL</p> <p><b><u>BOYS</u></b>                      *CROSS COUNTRY                      FOOTBALL                      GOLF (Coed)                      *SOCCER</p> <p>*MIDDLE SCHOOL OPPORTUNITIES.</p>	<p><b><u>GIRLS</u></b>                      *BASKETBALL                      CHEERLEADING                      SWIMMING                      INDOOR TRACK                      HOCKEY</p> <p><b><u>BOYS</u></b>                      *BASKETBALL                      HOCKEY                      INDOOR TRACK                      SWIMMING</p> <p>*MIDDLE SCHOOL OPPORTUNITIES.</p>	<p><b><u>GIRLS</u></b>                      LACROSSE                      *FAST PITCH SOFTBALL                      TRACK</p> <p><b><u>BOYS</u></b>                      *BASEBALL                      LACROSSE                      TENNIS                      TRACK</p> <p>*MIDDLE SCHOOL OPPORTUNITIES.</p>

## **ATHLETIC ELIGIBILITY**

To be eligible for participation in interscholastic sports, a student-athlete must have received passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately preceding semester. Eligibility for the fall semester is determined by the previous spring semester while eligibility for the spring semester is determined by the fall semester immediately previous.

A student who is absent for **all or part** of a regular school day may be prohibited from participating in athletic or extracurricular activities that day.

Gilmour Academy adheres to the Constitution, bylaws and regulations of the Ohio High School Athletic Association.

## **DRAMA ELIGIBILITY**

Eligibility for participation in the Fall Play or the Spring Musical is determined at the time of casting. At that time, any student wishing to participate must meet the same criteria for eligibility as athletes (explained above) and must not be on academic or disciplinary probation at that time. If grades drop after rehearsals begin, the cast member will be assigned to a mandatory study hall.

## **SPEECH/DEBATE ELIGIBILITY**

Students who are participating in Speech and Debate as an extracurricular activity must meet the same criteria for eligibility as athletes (explained above). This is generally enforced only when students are required to miss all or part of a school day to participate.

## **CUM LAUDE SOCIETY**

The Cum Laude Society is a prestigious scholastic honorary society. It was founded in 1906 to recognize superior scholarship among students in secondary schools. Not only does membership in the society recognize scholastic achievement, but it also simultaneously strives to encourage qualities of excellence, justice and honor. Outstanding independent and public schools, which honor and encourage academic excellence, offer membership in the Cum Laude Society to students who have maintained stellar academic records during high school and who have demonstrated a true love for learning. In addition, the Society requires that students offered membership also embody strong character, honor and integrity in all aspects of school life. Induction into the Society occurs in the spring. Membership is offered by faculty nomination to juniors and seniors. The Society regulations determine membership and may include the top 10 percent of the junior class and the top 20 percent of the senior class.

## **NATIONAL HONOR SOCIETY GUIDELINES**

### **Article VI (Selection of Members)**

Those students who may be considered candidates for membership in the **Holy Cross Chapter of the National Honor Society** must be rising juniors or seniors who have a cumulative 3.7 GPA or above. Each must submit a survey of examples of service, leadership and activities, both in and out

of school. Each must also write an essay on what scholarship, leadership, service and character mean to him or her. The surveys and essays will be submitted to the Faculty Council for consideration. The Council will select the members who will then be inducted in the fall. Each inductee must submit a signed copy of the bylaws as an indication that he or she has read and understood the rules that govern this organization. Compliance with school rules is expected. Repetitive violations of school rules or Honor Code infractions clearly suggest that the student may not be a suitable candidate.

Those students who may be considered candidates for membership in the **Holy Cross Chapter of the National Junior Honor Society** must be rising eighth graders who have no grade less than an “A-” in the seventh grade, or rising ninth graders who have no grade less than an “A-” in the eighth grade. Each student must submit a survey of examples of service, leadership and activities, both in and out of school. Each must also write an essay on what scholarship, leadership, service and character mean to him or her. The surveys and essays will be submitted to the Faculty Council for consideration. The Council will select the members who will then be inducted in the fall. Each inductee must submit a signed copy of the bylaws as an indication that he or she has read and understood the rules that govern this organization. Compliance with school rules is expected. Repetitive violations of school rules or Honor Code infractions clearly suggest that the student may not be a suitable candidate.

#### **Article VII (Membership)**

In order to continue as a member in good standing in the **Holy Cross Chapter of National Honor Society**, students must demonstrate scholarship by maintaining a cumulative 3.7 GPA, exhibit qualities of character that adhere to the standards of behavior laid out in the Gilmour Academy Handbook and show evidence of service by performing 10 hours of service annually to be completed by April 15. The hours cannot be transferred from Gilmour’s service hours’ requirement for graduation and the NHS hours must be completed during the school year. Students must also show evidence of leadership by exerting a wholesome influence, taking initiative in class and school activities, striving to train and aid others, and going forward when others hesitate. Leadership may additionally include holding positions of responsibility in academic, athletic and extracurricular activities. Compliance with school rules is expected. Repetitive violations of school rules or Honor Code infractions clearly suggest that the student may not be a suitable candidate for continued membership. Membership in the **National Honor Society** is not automatic.

In order to continue as a member in good standing in the **Holy Cross Chapter of the National Junior Honor Society**, students must demonstrate scholarship by maintaining a 3.7 GPA or above in the Middle School and achieve and maintain a cumulative 3.7 GPA in the ninth and 10<sup>th</sup> grades. In addition, students should exhibit qualities of character that adhere to the standards of behavior laid out in the Gilmour Handbook and show evidence of service by performing 10 hours of service annually to be completed by April 15. The hours cannot be transferred from Gilmour’s service hours’ requirement for graduation and the NHS hours must be completed during the school year. Students must also show evidence of leadership by exerting a wholesome influence, taking initiative in class and school activities, striving to train and aid others, and going forward when others hesitate. Leadership may additionally include holding positions of responsibility in academic, athletic and extracurricular activities. Compliance with school rules is expected. Repetitive violations of school rules or Honor Code infractions clearly suggest that the student is not a suitable candidate for continued membership. Membership in the **National Junior Honor Society** is not automatic.



### **Article VIII (Standards and Dismissal)**

The qualifying cumulative GPA of 3.7 must be maintained to retain membership in the **Holy Cross Chapter of the National Honor Society**. If a member's GPA falls below the minimum requirement at the end of a semester, then he or she will be notified in writing and placed on probation. The member will then have one semester to raise his GPA to the minimum standard (3.7). If the member raises his or her GPA by the end of the next semester, then the probationary period will end. If the member is unable to meet the minimum standard by the end of the next semester, then he or she will be notified in writing and meet with the faculty council for review and possible dismissal.

According to the National Honor Society handbook, "In the case of a flagrant violation of school rules or civil laws, a warning is not required for dismissal, but a hearing will still be held." A majority vote (3 out of 5) of the faculty council is needed for formal dismissal. Once a student has been dismissed or has resigned, he or she is never again eligible for membership or its benefits.

The qualifying "no grade less than an A- in the Middle School" or a cumulative GPA of 3.7 in the ninth and 10<sup>th</sup> grades must be maintained to retain membership in the **Holy Cross Chapter of the National Junior Honor Society**. If a member's qualifying average of A- in the Middle School or cumulative GPA of 3.7 in ninth and 10<sup>th</sup> grades falls below the minimum requirement at the end of a semester, then he or she will be notified in writing and placed on probation. The member will then have one semester to raise his or her Middle School average up to the minimum standard of A- or Upper School GPA to the minimum standard of 3.7. If the member meets the minimum requirements by the end of the next semester, then the probationary period will end. If the member is unable to meet the minimum standard by the end of the next semester, then he or she will be notified in writing and meet with the faculty council for review and possible dismissal.

According to the National Honor Society Handbook, "In the case of a flagrant violation of school rules or civil laws, a warning is not required for dismissal, but a hearing will still be held." A majority vote (3 out of 5) of the faculty council is needed for formal dismissal. Once a student has been dismissed or has resigned, he or she is never again eligible for membership in the **National Junior Honor Society** or its benefits. However, he or she may be considered for membership in the **National Honor Society** if he or she meets the eligibility requirements.

## **SCHOOL COUNSELING DEPARTMENT**

The various phases of a student's growth, development and wellness are addressed by Gilmour's school counseling staff. The counselors foster scholarship, encourage moral and personal responsibility, cultivate emotional maturity and sensitivity, and elicit the development of decisionmaking strategies. These goals are realized through cooperative efforts involving students, parents, advisors and counselors. Gilmour's comprehensive program is augmented by pastoral counseling.

### **The school counselors' roles include, but are not limited to:**

- \*Individual counseling
- \*Group guidance
- \*Career exploration
- \*Standardized test administration
- \*Crisis prevention and management
- \*Conflict resolution, peer intervention
- \*Academic counseling
- \*Study skills
- \*Tutoring referrals
- \*Counseling referrals
- \*College guidance and placement
- \*Consultation with parents/teachers
- \*Wellness and other special programming

## **ADVISORY PROGRAM**

The advisory program is one of the most effective ways to personalize our students' experience at Gilmour Academy. Advisory groups are made up of between 8 and 12 students and one advisor who meet on a weekly basis. The main purpose of our advisory program is to create opportunities for students to connect comfortably and meaningfully with at least one adult in our community as well as to be a part of a supportive and stable peer group that meets regularly. The advisor helps the students with goal-setting, preparing for self-assessments, scheduling and working through areas of academic concern. The advisor is another resource person for parents as well. Counselors and advisors work together with parents and students to try to assure that everyone's experience at Gilmour is a positive one.

## **COLLEGE COUNSELING OFFICE**

College counseling at Gilmour Academy is a partnership that brings students, parents and the college counseling team together to educate, support and encourage students during their college search, application and decision-making process. With this student-centered approach comes the belief that the student is ultimately responsible for the key decisions and actions necessary to drive this process forward. The College Counseling office, however, is committed to helping students every step of the way with the acknowledgement that students come to us with different needs based on their level of comfort and familiarity regarding the college process.

Recognizing that the college process is a developmental one, we believe the appropriate time to initiate our formal work with students is during the second half of the junior year. The process

begins with a junior and parent college meeting followed by individual meetings during which counselors engage students in a process of self-reflection and discovery.

In accordance with the National Association for College Admissions Counseling's Statement of Principles of Good Practice, Gilmour Academy will report to colleges or scholarship agencies information regarding any disciplinary or academic misconduct, including actions that have led to probation, suspension or dismissal, either before or after their submission of applications. Additionally, Gilmour Academy will ensure that any student involved in such incident will comply in writing with requests for such information. Full support from Gilmour is contingent on students' direct communication to all colleges, universities and agencies.

## **COLLEGE VISITS**

Students have three (3) school days during their junior year and three (3) school days during their senior year for college visits. Any extra days taken for college visits will be treated as unexcused absences. We have ample long weekends on the calendar that can be used for this purpose. Please consider those when you are planning your visits. Absences of more than one day will require the student to fill out a foreseeable absence form.

## HEALTH SERVICES

The Health Services Department seeks to facilitate a safe and healthy learning environment for the students of Gilmour Academy. A school-based clinic provides health services during school hours. The clinic is staffed by a registered nurse who may be reached as follows:

Middle and Upper School Health Clinic: (440) 473-8071

Students wishing to see the registered nurse during the school day may do so by obtaining a Clinic Pass from the classroom teacher or the school office. Upon enrollment, parents are asked to provide contact phone numbers (including cell phone numbers) yearly along with alternate contacts who would be able to pick up the student in the event of illness. School policy requires that any ill child be picked up within one hour of parent contact/notification by the school nurse or designee.

It is expected that children with active symptoms (fever, vomiting, diarrhea, etc.) will remain at home. Students who become ill during the school day will report to the Dean of Student Life or school office and be seen by the school nurse, who will contact the parent/guardian. Any child with a rash, lice or other highly contagious conditions/symptoms will not be allowed at school until evaluated by a physician. When a physician has verified that a child has a communicable disease, the parent should notify the school nurse immediately so that necessary advisement regarding exposure can be distributed to others and any mandated reporting can be made to the Board of Health.

**The Emergency Medical Authorization Form** must be completed and on file with the clinic annually. **The Health/Immunization Record** must be completed upon entry to the Lower School, Middle School, Upper School and by any transfer students. In the case of an accident/injury at school, first-aid will be administered followed by parent and EMS contact as appropriate.

**If possible, all medications should be given at home by parents.** If necessary, medication may be administered by the school nurse only with the written permission of both the parent and the prescribing physician. The appropriate permission forms are available through the clinic or online, are effective for one school year only, and must be re-submitted annually. Students are not permitted to carry or dispense medication (even over-the-counter meds) while on school property. **Please note: Gilmour Academy will strictly adhere to this policy in order to ensure student safety and meet state legal standards.**

It is a requirement of the State of Ohio that every school maintain up-to-date immunization records. Any children attending grades K-12 are expected to comply with this law and maintain current immunization status in order to be in school. A schedule of these immunizations is mailed with the required health forms and may be obtained online. After the initial immunization records are received and are on file, it is the responsibility of the parents to notify the school of additional immunizations throughout the school year.

## SECTION 4: CURRICULUM

## REQUIRED PROGRAM of STUDIES

**Graduates of the Upper School are required to earn:**

**ENGLISH:** Four (4) credits, one each in English 9, English 10, English 11 and English 12. Every student must be enrolled in an English course during each semester that they attend GA.

**FINE ARTS:** One (1) credit.

**FOREIGN LANGUAGE:** Credit through Level III in French, Latin, Spanish or Mandarin.

**HEALTH:** 1/2 credit.

**MATHEMATICS:** Students must earn four (4) credits in high school mathematics, earning credit at least through Algebra II.

**SCIENCE:** Students must earn one (1) credit each in physics, chemistry and biology.

**PHYSICAL EDUCATION:** 1/2 credit (two classes). Students may fulfill all or part of this requirement by using the Competitive Sports Option explained later in this section.

**RELIGIOUS STUDIES:** Four (4) credits, one each in Religion 9, Religion 10, Religion 11 and Religion 12.

**SOCIAL STUDIES:** Four (4) credits, including one (1) credit in U.S. History and at least 1/2 credit in American Government.

**SPEECH:** 1/2 credit of coursework to be earned in one of the following: Speech, Competitive Speech, Competitive Debate or Mock Trial.

A minimum of 24 credits must be earned in grades 9-12.

All students must enroll in a minimum of six (6) courses each semester. Exception to this may be made for students enrolled in more than three Advanced Placement courses, with permission from the Director of Academic Services.

AP courses require departmental approval in advance of registration.

Christian Service:

- Successful completion of the 9<sup>th</sup>-grade service requirement.
- 60 hours of service in grades 10 through 12 (20 hours per year for grades 10 through 12).

Participation in yearly retreats

Successful completion of annual self-assessments

Successful completion of Senior Project

**Students in Grades 7 & 8 are expected to complete:**

Two (2)	units	English
Two (2)	units	Social Studies
Two (2)	units	Mathematics
Two (2)	units	Science
Two (2)	units	Foreign Language
Two (2)	units	Religion
Two (2)	units	Physical Education
Four (4)	units	Music/Arts

## **GRADING SYSTEM**

The grading system used at Gilmour Academy is as follows:

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Quality Points</b>
A+	100-97	4.3
A	96-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	.7
F	59- 0	0

**Grade Point Average (GPA)** is computed to three decimal places.

**Cumulative GPA** is computed on the basis of:

- Credits earned in Gilmour Academy coursework.
- Credits earned in Gilmour Academy courses carrying a letter grade.
- Gilmour Academy courses taken during grades 9–12.

**Advanced Placement (AP)** courses are weighted by a .1 multiplier.

## AWARDING OF CREDIT

The awarding of credit is determined at the conclusion of a course – at the end of the applicable semester for semester-long courses and at the end of the school year for year-long courses. Each semester of a year-long course carries its own letter grade, and the letter grades from semester one and semester two are averaged to determine a final grade. Grade Point Average is determined by the final grade. Should a student fail the second semester of a year-long course, the percentages (reflected as Numerical Equivalent scores on the chart above) from semester one and semester two are averaged and converted to a letter grade to determine the quality point value and the awarding of credit.

## PASS/FAIL

Students may exercise an opportunity to take a course pass/fail once during their tenure at Gilmour. For the purposes of this policy, a course is defined as either an independent semester course or a year-long course comprised of two semesters of coursework. This option is not applicable to any course that is being taken to fulfill graduation requirements, including those taken for distribution requirements. In addition, it may not be used for AP courses. Students wishing to exercise this option must obtain permission from the Director of Academic Services no later than October 15 for a fall semester or year-long course, and April 1 for a second-semester course. Students taking a course pass/fail will be awarded a “P” or “F” only at the end of a semester; all progress reports will show the actual letter grade.

## COMPETITIVE SPORTS OPTION

Students may fulfill their graduation requirement in physical education by participating in interscholastic athletic competition. Please note: participation in the Competitive Sports Option does not earn academic credit; it merely fulfills the state-mandated requirement for physical education. To exercise this option, students must:

- Participate for an entire athletic season to fulfill half of the PE requirement.
- Miss no more than four weeks of the season due to physical or academic ineligibility.
- Appear on official rosters submitted by the coaches at all designated times during the season.
- Complete their participation before beginning their final semester at Gilmour.
- Register their participation with the Director of Academic Services by the end of the season for which the student is seeking credit.

## HONOR ROLL

The **Honor Roll** is determined and is posted at the end of each academic year.

It is divided as follows:

**Highest Honors List:** grade average of **4.0** and above.

**High Honors List:** grade average of **3.7** and above.

**Honors List:** grade average of **3.3** and above.

An Incomplete or any grade below a C- excludes a student from appearing on the Honor Roll.



## **INCOMPLETE GRADES**

If, for good reason, a student has ended a semester without completing enough coursework to enable a teacher to make a valid judgment of that student's progress, the teacher, in consultation with the Director of Academic Services, may assign an Incomplete (I) as a final grade. Students earning an I must complete all outstanding work within four weeks after the end of the semester in which the grade is given or receive a failing grade for the course. Any student receiving an I is excluded from Honor Rolls for the semester in which the Incomplete is received until a final letter grade is awarded.

## **REPEATING COURSES**

Course failures will be recorded on the transcript as an F. It is expected that failed courses will be made up through Gilmour Academy. Upon such makeup of a failure, the new grade earned will be recorded and calculated into the grade point average. The initial failing grade will not be calculated in the grade point average but will remain on the transcript. If a failed course is made up somewhere else, Gilmour may accept the credit earned but that credit will have no effect on the student's GPA.

Should a student receive approval from the Director of Academic Services to repeat a course at Gilmour that that student has already passed, the latter grade will be reported on the transcript and calculated into the grade point average. The earlier grade will also be noted on the transcript as a P but will neither be awarded credit nor calculated into the cumulative grade point average. If a student repeats a course but not through Gilmour, the new grade will have no effect on the student's GPA.

## **EXTERNAL COURSES**

Gilmour Academy students may engage in learning outside the Gilmour curriculum, either at other high schools or colleges. Such courses may not be used to fulfill core graduation requirements. Students may not earn credit toward graduation through an external course without prior written permission from the Director of Academic Services. Upon completion of such coursework with certified instruction, the student should submit a copy of the grade report to the counselor, then the registrar, who will place the document in the student's permanent record. This information will be sent along with college applications, but will not be added to a Gilmour transcript.

## **MIDDLE SCHOOL CREDITS**

Students enrolled in the Middle School at Gilmour Academy will earn high school credit for mathematics courses beginning with *Algebra I*. Since *Pre-Algebra* is not a high school offering, it does not earn such credit. Gilmour Academy Middle School students who pass *Art 7 and Art 8* earn one (1) half credit toward completion of their Fine Arts graduation requirement. Completion of *Art 7 and Art 8* does not replace *Art I* as the prerequisite for more advanced art courses.

Students coming to Gilmour Academy from other middle schools may be awarded high school credit for *Algebra I* under the following conditions:

- After taking the placement test they begin the Gilmour Academy mathematics curriculum in *Geometry* or higher.
- They provide an official transcript from their previous school verifying that that school awarded high school credit for that course.
- Credits earned in this fashion will not become part of the student's Gilmour transcript but will be attached in the usual manner with external courses as explained in the previous section.

## ADVANCED PLACEMENT COURSES

Enrollment in Advanced Placement (AP) classes requires departmental approval. Students seeking placement in an AP course must submit a completed application form that can be obtained from the Director of Academic Services or the main office. It is recommended that students limit themselves to two (2) AP courses taken along with a full complement of classes.

Choosing to pursue Advanced Placement study is a significant commitment. AP students must commit to intense year-long study culminated by taking the AP examination administered by the College Board in early May. **All students enrolled in an AP course must take the AP exam or else the student's work will be considered incomplete.** Any senior with incomplete work will not be able to receive a diploma until all work has been completed. The College Board requires a fee for processing exams, which will be billed by Gilmour Academy in the fall, after the add/drop period for courses has passed.

## SCHEDULE CHANGES

For the purposes of this policy, a course is defined as either a single-semester course or a year-long course comprised of two semesters of classwork. All schedule changes (drops/adds) for fall semester courses and year-long courses must take place within the first two weeks of the first semester. Similarly, all schedule changes (drops/adds) for spring semester courses must take place within the first two weeks of the spring semester. Students wishing to drop a course after the two-week grace period must first obtain permission from the Director of Academic Services. Courses dropped after the two-week grace period will appear on the student's transcript as a course enrolled in, but withdrawn from with either a passing grade (designated as WP) or with a failing grade (designated as WF). The change must be shared among the student, parent, grade-level counselor, instructor of the course being dropped and instructor of the course being entered. It should be noted that the school also reserves the right to adjust student schedules dependent upon course availability and the need to balance the number of students in any particular class.

## PROGRESS REPORTS

Gilmour Academy believes that continual feedback to students and parents is key to student success. Therefore, parents have regular access to their son's/daughter's information via the portal. Also, progress reports containing grades and comments are issued twice each semester. Student self-assessments are formally held in the fall and winter, although contact with instructors is encouraged whenever necessary.

## **ACADEMIC WATCH**

Academic Watch is defined as a student receiving, at a minimum, either two Ds or one F at the end of a semester grading period. The student will be required to meet with a counselor and develop an academic improvement plan for the following semester. Placing a student on Academic Watch is an indication of a concern for a student's academic position and, in some cases, may be reflective of an academic record that jeopardizes graduation from Gilmour Academy. At the same time, it is an opportunity to design and implement support structures that may enhance student performance. All students on Academic Watch will be required to address deficiencies in accordance to the academic improvement plan developed by the counseling department in conjunction with the student's advisor.

## **ON-CAMPUS TUTORS**

Some families choose to engage tutors from outside the Gilmour community to supplement the learning experience for their child. While we believe we provide ample access to teachers before, during and after the school day, we acknowledge and wish to honor the choices some families make for additional help. This includes permitting tutors to meet with students on campus, but only to the extent it is not disruptive to anyone's school day and to the degree we can ensure the safety of all of our students.

Should a family wish to have their child meet with a tutor on campus, a request must first be submitted to Michele Kay, the Coordinator of Academic Enrichment, at [kaym@gilmour.org](mailto:kaym@gilmour.org) or (440) 473-8082. The tutor's name and the anticipated schedule must be shared at the time of the request. Additionally, the tutor must be able to provide Gilmour Academy with proof of an up-to-date criminal background check or any current license issued by the Ohio Department of Education to work with school-age children. Information regarding the background check process as it pertains to Ohio Department of Education licensure can be found [here](#). This proof will need to be on file with Gilmour Academy prior to any on-campus meetings between tutor and student. For permission to speak to a student's teachers, a release of confidentiality must be obtained from Michele Kay.

### **While ON Campus**

Tutors must sign in at the Main Office upon arrival and receive a nametag/visitor's badge that must be on display for the duration of their stay on campus. All tutoring sessions are to be held in areas specifically designated by the division director and tutors must restrict themselves to the designated areas while on campus. Once the tutoring session has finished, tutors must return to the Main Office to return their nametag/visitor's badge and sign out.

When students are working with tutors in the Residence Hall, the tutoring must occur in the areas designated by the Dean of Residential Life. All policies and procedures apply to the Residence Hall.

In the event Gilmour Academy alters the daily schedule to accommodate any number of occasional campus activities, it is the sole responsibility of the student/family to communicate such changes to the tutor.

## SAINT ANDRE SERVICE PROGRAM

As a Catholic school in the Holy Cross tradition, Gilmour Academy is committed to creating an environment conducive to a transformational experience for students supported by faith formation. The service program seeks to develop students who are passionate about, and compassionate toward, the world that surrounds them. The program seeks to move our students from charity to justice.

Gilmour's mission statement cannot be fully realized in the classroom; it requires that students go out into the world to help create a more humane and just society.

Gilmour students are called to a life of solidarity with the lowliest and the least. From preschool through grade 12, Gilmour students are encouraged to use their own unique talents and gifts to become informed, aware, and active citizens dedicated to doing justice and living the Gospel as they continue as persons on their journey of faith.

### Grade 7

#### *Ministry to Children*

Coordinated in religion class

Each month, students tutor at various local elementary schools.

### Grade 8

#### *Ministry to the Elderly*

Coordinated in religion class

Each month, students visit the elderly at various local nursing homes.

### Grade 9

#### *Ministry to the Hungry*

Each freshman is required to help the Cleveland Food Bank twice during the year with its various programs. Transportation and supervision will be provided by Gilmour Academy. Both service trips will be coordinated with their advisor.

### Grades 10, 11 and 12

#### *Ministry to the Poor, Marginalized and Suffering*

Each student is required to complete **60** hours of Christian service at a service agency approved by the Upper School Service Coordinator. It is recommended that students complete 20 hours each year.

**Seniors: The 60 hours of Christian Service must be completed by the end of Spring Break .**

## RETREATS

A yearly retreat is required of all students. The retreat program helps realize Gilmour Academy's mission and educational outcomes by encouraging students to grow in their understanding of being a person on a journey of faith. Retreats provide students with opportunities to set aside time for intentional reflection upon how God is at work in their lives, their world and their relationships. Retreats take a different shape for each student each year, reflective of the differences in the developmental and spiritual needs of students in each grade level.

## **STUDENT SELF-ASSESSMENTS**

The student self-assessments are student-led presentations in which the student reflects upon growth and progress toward meeting the Gilmour Academy outcomes. Not limited to academic performance, the assessment is a holistic examination of the student's experience at Gilmour shared with a panel of teachers, advisor and parents. Student self-assessments are formally held in the fall and spring, and students are required to attend one per year. In the senior year, self-assessment takes the form of a roundtable discussion focused on the pivotal moments of the overall Gilmour experience.

## **SENIOR PROJECT**

The successful completion of a senior project is a requirement for graduation from Gilmour Academy. Students develop projects that emerge from their interests and insights and are implemented using self-designed learning plans. Students extend their knowledge of a topic through a guided experience that includes research, internship, reflection and a final exhibition. During the final exhibition, students demonstrate new understanding and provide evidence of having developed competencies within the scope of Gilmour Academy's educational outcomes: demonstrating growth as an effective communicator, collaborative contributor, complex thinker, lifelong learner, effective problem solver, morally responsible individual and a person on a journey of faith.

## SECTION 5: RESIDENTIAL LIFE

Please see the Residential Program Handbook.