Dear St. Albans Students,

While the handbook before you is a compendium of regulations and guidelines clarifying important school rules, it is much more than that. The handbook is a manifestation of what is most important to us, pointing the way as the school helps you grow as a young man. We expect students to be trustworthy, respectful, and honorable—all desirable characteristics which will reflect your growth intellectually, spiritually, artistically, and athletically in your years at St. Albans.

In this handbook, you will learn about the Honor Code, major academic programs, programs in arts and athletics, student leadership opportunities, school rules, dress guidelines, items to take to school, things to leave at home—and more. A few rules are new, but much in this handbook has stayed the same because St. Albans remains a school resonant with trust and mutual respect. We encourage you to understand the material presented here, to embody the kind of young man it seeks to describe, and to support each person whenever he fails to live up to these standards.

You have been invited to be part of a community of trust. The success of our community, one which vitally includes current students and active alumni, depends on the personal integrity of every member. We know that no one is infallible; all the same, we believe that you are honorable. To that end, adhering to an Honor Code conveys not only a high standard of honesty but also an expectation that when we fail, we will hold ourselves accountable both to self and to each other. Finally, and perhaps most important, the healing of relationships and the making of amends are not expectations of a legal system, but both are essential to a community that commits itself to honor. If you offend another student or an adult in this community, whether you are taken before a council or not, do not leave the relationship broken. Take action to ensure that you and the other are reconciled. Bonds formed at St. Albans often last a lifetime. Now is the time to nurture such a culture of warmth and care.

We are proud of who you are now and look forward to all that you will become, both as a student at St. Albans and later on, wherever your journey may take you. These years are rich and brief. What will you do with your time here? We are eager to find out.

Sincerely,

Mr. Fredric J. Chandler
Head of Lower School

Dr. Benjamin W. Labaree Jr.
Head of Upper School
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A. The St. Albans School Philosophy

From the top of Mount St. Alban, St. Albans School looks up to the Washington National Cathedral and out to the United States Capitol. Our location serves as an embodiment and constant reminder of the school's motto: Pro Ecclesia et Pro Patria, for Church and Country. Since the school was established in 1909 by the Protestant Episcopal Cathedral Foundation, our mission has been to prepare boys to develop and use their spiritual, intellectual, artistic, and physical gifts not for themselves alone, but in service of the greater community. As an Episcopal school, we welcome and embrace boys of all faiths and backgrounds to this caring community that learns, prays, plays, sings, and eats together. We are committed to a diversity among students, faculty, and staff that shapes and enriches our shared experiences. We know and value each boy and over the past century have helped boys to grow into public servants, leaders in all fields, and citizens who live the community ideal long after they have left the school.

We set high standards for our boys in all that we ask of them. We believe that classes should be small enough to promote vigorous inquiry, critical thinking, and spirited discourse; that our core curriculum of arts, sciences, and humanities, along with our extracurricular offerings and opportunities for international experience, develops an aesthetic appreciation for and understanding of the world, teaching boys to express themselves clearly, independently, and confidently; that our coordinate classes with National Cathedral School for Girls enhance opportunities and growth for both schools; that required sports teach teamwork, discipline, and lifelong habits of physical fitness; and that a rigorous college-preparatory curriculum paired with a creative and inspiring faculty can challenge every boy to realize his potential.

We believe that learning extends beyond the classroom, to the chapel, the athletic field, the stage, and the refectory. Essential to this belief is the community of faculty and staff, alumni and parents that challenges and supports our boys lead lives of honor and commitment. Through precept and example, they learn that good character comes from kindness, from an open heart and mind, and from embodying what has become a touchstone of ethical behavior in the school: choosing the hard right over the easy wrong. We rejoice as graduating seniors, so nurtured by our school, charge forth from the Cathedral at Commencement, eager and equipped for worthy and sustaining lives of achievement, leadership, and service.

B. The Honor Code

Recognizing that honesty is of primary importance in an educational institution, St. Albans requires you to observe an Honor Code in all aspects of school life. Lying, cheating, and stealing, including plagiarism, are violations of the code; violations of the Honor Code may subject a student to discipline, including expulsion. Any student who has violated the code is expected to report his offense to a member of the Student Council or the faculty. Any student who has knowledge of a violation should speak to the offender and ask him to report himself as soon as possible. If the offender fails to do so, the student is urged to report him to a member of the Student Council, to the dean of students, or to a faculty member.

C. Diversity Statement

The school's Philosophy Statement defines St. Albans School as "a diverse family that welcomes and values individuals from all backgrounds." The school considers such diversity essential to a vital community of learning and growth.

1. Credo

At St. Albans School, diversity means valuing an individual's race, color, gender, creed, ethnicity, cultural background, economic circumstance, human capacity, expression of thought, and sexual orientation to create an educational environment that fosters understanding and cooperation. Such diversity is essential to a vital community of learning and growth. In nurturing the hearts, minds, and bodies of its students, St. Albans prepares young men for lives of responsibility, leadership, and service. St. Albans does not discriminate on the basis of race, color, creed, ethnicity, cultural background, economic circumstance, human capacity, or sexual orientation in the administration of its educational policies, admissions policies, financial aid and loan programs, and athletic or other school-administered programs. St. Albans also does not discriminate on the basis of race, color, gender, creed, ethnicity,
I. Guidelines for Students

cultural background, economic circumstance, human capacity, or sexual orientation in the hiring of faculty and staff.

2. Mission
St. Albans School, an Episcopal day and boarding college-preparatory school affiliated with the Protestant Episcopal Cathedral Foundation and the Washington National Cathedral, has long been committed to building a caring community from a diverse group of students, alumni, parents, faculty, and staff. Through its intellectual, spiritual, artistic, and athletic life, St. Albans endeavors to nurture in each student a moral and social conscience, which will be carried into the greater community and world in service to all people. In this mission, the school benefits from the guidance and direction of the St. Albans Governing Board’s Diversity Committee, the Faculty Diversity Committee, Community Life Leadership Team, the Student Cultural Awareness Organization, the Student Gay Straight Alliance, as well as the collective efforts of the entire school family.

D. Major School Rules
You are expected to conduct yourself in a way that will not endanger yourself or others. Violations of major school rules may subject a student to discipline, including expulsion. Rather than spell out explicit punishment for specific behavior, the school relies on the deliberative process and judgment of the Honor Council, the Honor Committee, the Discipline Council, and the Discipline Committee (see Section I-E, page 7) in determining the seriousness of any kind of infraction of school rules. This deliberative process allows the Honor Council, the Honor Committee, the Discipline Council, and the Discipline Committee to weigh the merits and circumstances of each individual case. If a student is suspended, the faculty will, at the end of that academic year, review his situation before he is allowed to return to the school in September. On some occasions, the school will issue a letter of formal warning, normally addressed to parents, which will serve as an official expression of the school’s concern about a student’s behavior. The school reserves the right to require the withdrawal of any student from the school when, in the opinion of the headmaster, such action would be in the best interest of the student or the school.

1. Drugs and Alcohol
The school’s policy on the use of drugs and alcohol reflects and supports the governing laws of the District of Columbia, Maryland, and Virginia. Possession of alcoholic beverages by minors under the age of twenty-one is prohibited in all three jurisdictions. St. Albans expects parents to support this school policy in a constructive and collaborative manner. More specifically, the school emphasizes the following points as violations of school policy and rules:

- Using or possessing alcoholic beverages or illegal drugs anywhere on the Cathedral Close.
- Being under the influence of alcohol or illegal drugs on the Cathedral Close.

- Using or possessing alcohol or illegal drugs before or during functions sponsored by St. Albans—or by other schools—regardless of where the functions are held. This category includes visits made by St. Albans students to colleges or other high schools as well as situations in which the student is representing the school.
- Providing, selling, giving, or dispensing alcohol or illegal drugs to another student regardless of location.
- Students’ hosting of social events at which alcohol or illegal drugs are consumed by students.

St. Albans also expects parents not to host or permit—or facilitate by inadequate supervision—social events at which alcohol or illegal drugs are consumed. Such events will result in the school’s reviewing the status of the host student.

2. Weapons
The use or possession of firearms or guns of any kind, knives, or other weapons anywhere on the Cathedral Close is prohibited. (This includes paintball guns, pellet guns, BB guns, or any thing that looks like a gun, etc.)

3. Violence or Threatened Violence
Physical violence or threats of physical violence that injure or endanger another person or cause a reasonable person to be in fear of injury or endangerment are not allowed.

4. Disrespect
The failure—in actions or in words (including, for example, text messages and social media)—to treat other people, including students, members of the faculty and staff, and other members of the Close community, with dignity, respect, or courtesy is considered a violation of the rules. This applies to behavior on campus or off, in person or online. See our Expectations for Digital Citizenship in Section I-G, page 8.

5. Tobacco and E-Cigarettes
The possession or use of tobacco, e-cigarettes, and related paraphernalia, including matches and lighters, is forbidden on the Cathedral Close.

6. Vandalism
Vandalism is forbidden.

7. Repeated Absences
Repeated, unexcused tardiness or absence from school functions or responsibilities, including lunch, chapel, and assembly, is a violation of major school rules.

8. Misuse of Computers
Students must observe the school and Close policies regarding the use of computer technology. (See Section II-N, page 20.)

9. Dishonor
Any action, whether committed on the Cathedral Close or elsewhere, that brings discredit on the name of the school violates a major school rule.
E. Violations of the Honor Code and Major School Rules

Both the Upper and Lower schools have committees that examine violations of the Honor Code and major school rules.

Lower School: In the Lower School, the Standards Committee (consisting of three teachers) reviews violations of the Honor Code and other serious disciplinary cases that do not fall under the Honor Code. After reviewing a case, the Standards Committee makes recommendations to the head of Lower School.

Upper School: In the Upper School, the Honor Council (consisting of the academic dean, the form dean, two members of the faculty [elected], and the five senior prefects) reviews violations of the Honor Code and makes recommendations to the head of Upper School.

The Discipline Council (consisting of the academic dean, the form dean, two members of the faculty elected by their colleagues, the senior prefect, and the president and vice president of the senior class) considers serious disciplinary cases that do not fall under the Honor Code and then makes recommendations to the head of Upper School.

In the most serious cases in the Upper or Lower School, the headmaster may take disciplinary action without awaiting such recommendations. When school is not in session, honor and disciplinary cases may be handled by a smaller representation of either the Honor Council or the Discipline Council.

F. Other School Rules

1. Attendance Policy

Lower School: When a Lower School student is sick, is late, or has to leave the Close before the end of his school day, parents should call the Lower School Office (202-537-6448) by 8:00 a.m.

Should a student accumulate ten absences, a letter will be sent home notifying the parents that their son’s absences place him in jeopardy of mastering the curricular content of his courses. Fifteen absences necessitate a meeting with the head of Lower School.

Likewise, tardies in excess of ten will be noted in a letter to parents, and fifteen or more tardies could result in disciplinary action.

Upper School: When an Upper School student is sick, late, or has to leave the Close before the end of his school day, a parent or guardian must notify the Upper School Office (202-537-6412) by 8:00 a.m. If a student arrives after 10:15 a.m. or misses more than two classes (including chapel), then he is not eligible to participate in athletics or after-school activities such as a rehearsal. Ordinarily, a student should be prepared for tests scheduled on the day of his return.

In addition:

- Please do not plan travel for days immediately before or after school vacations or during Upper School exam periods. Boys may have exams scheduled for any day of the exam period.

- Excused college visits are permitted for boys in Form VI only (please see the St. Albans College Handbook for more information).

- Absences from school for non-STA related athletic events are not considered excused absences. Boys who plan to miss school for such events must notify their advisor and teachers at least a week in advance of the absence and may be asked to complete work and/or take assessments prior to their departure.

- Students and parents will receive notification when a boy misses five classes in a semester—whether excused or unexcused—and the advisor will speak to the student.

- If a second-semester senior misses more than six classes, then he may well forfeit exam exemption in that course.

- A student who misses ten classes in a semester may be asked to meet with the academic dean and the head of the Upper School who, in consultation with the classroom teacher, will discuss whether credit for the course has been forfeited. A recommendation will then be made to the headmaster.

- A boy who misses five lunches, chapels, and/or assemblies will receive a letter of warning. After ten absences in a semester from lunch, chapel, and/or assembly, a boy may appear before the Discipline Committee.

2. Cut Policy

“Cuts” are a privilege. In a semester, seniors may cut three lunches, two assemblies, and two chapels. In addition, seniors may cut one class meeting for each course. Lunch cuts must be approved in advance by the appropriate form’s dean of students. Assembly and chapel cuts must be approved in advance by the advisor. Class cuts must be approved in advance by the classroom teacher. Juniors may cut two lunches with approval from the dean.

3. Leaving School During the Day

Lower School: Lower School students are not to leave the school by themselves during the school day. They may only do so if they are excused by a parent.

Upper School: Juniors and seniors are permitted to leave campus during any free time they may have. Sophomores and freshmen are not allowed to leave campus at any time unless they are excused by their parents for some type of appointment.

4. Food Delivery to the Close

Food orders generated by St. Albans students for delivery to the Close or adjacent streets (through services such as UberEats and Grubhub) are not permitted, with these exceptions:

- Dormitory students should follow dormitory policies when ordering food.
I. Guidelines for Students

- With faculty sponsor approval, clubs and other groups may order food for meetings.

- Individual students who remain at school for an evening activity and would like to order food should get prior approval from their class dean.

5. Cell Phone and Electronic Device Policy

Generations of St. Albans faculty, staff, and students have worked to build and sustain a close-knit community of teachers and learners. Our School Philosophy highlights the fact that we learn, pray, play, sing, and eat together. The dramatic increase in the use of electronic devices, including cell phones, tablets, and laptops, provides opportunities and poses challenges with regard to maintaining the quality of community life at school. As in many other aspects of school life, good judgment should prevail with regard to the use of these devices on campus.

Lower School: Before and after the school day, Lower School students may use cell phones outside only. In case of an emergency, students must go to the Lower School Office or to a faculty member’s office to place a telephone call. If a student is caught using a cell phone without permission during school hours, the student’s cell phone will be confiscated until the following day. Repeated violations of the cell-phone policy could mean confiscation for more than one day. The school encourages parents to refrain from using cell phones inside school buildings.

Upper School: On-campus use of electronic devices for tasks related to the mission of the school is permitted according to the following guidelines:

- Conversations on any device between 7:45 a.m. and dismissal from sports should be conducted outdoors, or—with permission—in an office.

- Devices should be silenced when in school buildings (including text alerts), and cell phones should be turned off during class, lunch, chapel, assembly, and other communal times. Momentary use of a device (for a schedule or assignment check or similar) in a classroom before or after class is permitted.

- Students should ask permission before using cell phones in Ellison Library.

- Devices may be used in Sam’s Bar, glass box rooms, the study spaces in Steuart Building hallways, and specially designated classrooms during flex and ensemble periods. Use of earbuds or headphones is permitted only in these locations. Devices should not be used in other areas until after dismissal from sports.

If a student violates this device policy, a faculty or staff member may confiscate the device for twenty-four hours and/or refer the student to the appropriate dean. Repeated violations will result in referral to the appropriate dean for additional disciplinary action.

6. Parking

As stated below, in Section IX-C-1 (page 43), students who drive to school must register their vehicles with the school and the PECF police, and they must display a hangtag distributed by the PECF police. District of Columbia zoning regulations prohibit students from parking on streets neighboring the school at any time, so students must park on the Close at all times. Additionally, during the peak parking hours from 7:30 a.m. to 3:30 p.m., students must park in spaces specifically designated for St. Albans students. Because of the limited number of parking spots available on the Cathedral Close, only students in grades 11 and 12 are eligible to park on campus/receive parking hangtags. Violators of this policy are subject to the school disciplinary process and may face additional progressive penalties, including tickets for parking illegally and/or suspension of parking privileges.

7. Additional Rules

Students may not throw snowballs anywhere on the Cathedral Close. No student may climb above the first floor on the outside of any building on the Cathedral Close except under the supervision of a Voyageur teacher. Food and drink may not be consumed in school buildings except in the Cafritz Refectory, the Sam’s Bar area, and the Martin Gymnasium unless students have permission of a teacher. Food and drink should not be consumed on artificial field turf. Chewing gum is not permitted at school. Students are expected to conduct themselves in the Ellison Library in accordance with the Library Behavior Policy (see Section II-M, page 20).

G. Expectations for Digital Citizenship

“We believe that learning extends beyond the classroom, to the chapel, the athletic field, the stage, and the refectory. Essential to this belief is the community of faculty and staff, alumni and parents that challenges and supports our boys to lead lives of honor and commitment. Through precept and example, [the boys] learn that good character comes from kindness, from an open heart and mind, and from embodying what has become a touchstone of ethical behavior in the school: choosing the hard right over the easy wrong.”

—from The St. Albans School Philosophy

Social media use, its power hard to deny, can further friendships and relationships, and facilitate communication. Likewise, social media abuse can wear through an institution’s fabric in broad and nefariously lasting ways—both on the campus and off. We as a school are not immune to such effects, and we instruct about and remind boys of their responsibilities as digital citizens. Disciplinary consequences may apply when students fall short of the mark. Congruent with and complementary to our Philosophy Statement and Diversity Credo, we expect students in all manifestations of posting to

- Know that nothing is private online. Your digital path is public, accessible, and permanent.
I. Guidelines for Students

- Post only what proudly represents you and your school and is respectful of others.
- Recognize that humor and sarcasm online lack nuance and often lead to misinterpretation.
- Account for your posts and footprint. What you post is your responsibility. Your ongoing presence on others’ threads is your responsibility, too.
- Intervene when incivility is present. Take a stand—upstand—against disrespect, which is a violation of a major school rule. “Bystanding” in a thread or post is not being your best self, nor is simply removing yourself from a thread enough to keep our community strong.
- Understand that your online behavior plays an integral role in defining our school culture and in upholding our Philosophy Statement and Diversity Credo.

H. Community of Concern

Apart from any disciplinary situation, should a student voluntarily approach a member of the faculty or administration seeking help with an alcohol or drug problem, the school would seek to help the student, not punish him. Counseling and ongoing support will be suggested as part of the school’s response in every circumstance involving alcohol or illegal drug use. In the case of a first-time, off-campus infraction, counseling may be the school’s response.

I. Discipline and the College Application Process

When asked as part of the college application process, the school will notify colleges of disciplinary or honor infractions resulting in probation, suspension, or dismissal. If a senior’s academic or personal record changes after college applications have been filed, these changes will be reported to the colleges he has applied to. We expect and counsel students to provide colleges a written account of any disciplinary incident in which they have been involved and to explain how they have been affected as a result.

J. Policy on Conduct

St. Albans is committed to providing a healthy school environment, free of physical or verbal abuse, or other unprofessional or unlawful conduct, including the use of alcoholic beverages by minors and the use of illegal drugs or substances by any person. St. Albans does not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age. This includes bullying or sexual harassment of any kind.

Faculty, counselors, and clergy, by virtue of their chosen professions, represent power and authority to those with whom they come in contact. For this reason, clear and appropriate guidelines must be maintained between those in positions of authority, actual or perceived, and students. Likewise, young people need to be aware that a natural tendency to acknowledge or accept authority figures may render them particularly vulnerable to sexual or other exploitation, and they should act quickly to obtain assistance if confused or in doubt about a situation. Romantic or sexual relationships with students on the part of faculty or other adults connected with the school or the Protestant Episcopal Cathedral Foundation (PECF) are forbidden. Likewise, faculty, staff, and others employed by or working at the school may not serve or condone the use of alcohol or illegal drugs or substances by students, whether on or off the school premises.

Students who feel that they have been subjected to unprofessional or unlawful behavior by any adult connected with the school, or connected with the PECF of which the school is a part, or by another student, should bring their concerns to the attention of the headmaster, the head of Lower School or Upper School, the school nurse, or the PECF’s director of human resources. All complaints of unprofessional or unlawful behavior will be investigated and, if it is determined that unprofessional or unlawful behavior has occurred, appropriate corrective action and disciplinary measures, up to and including dismissal or expulsion, will be taken.

K. Dress Guidelines

To promote a standard of dress consistent with the school’s goals for conduct and academic excellence, St. Albans requires students to follow the guidelines listed below. The school also asks parents to monitor their son’s dress and grooming before he leaves home each morning. The school believes that rules alone cannot guarantee good appearance and therefore expects the spirit, as well as the specific guidelines below, to govern each boy’s manner of dress. All St. Albans students have the responsibility to dress in a manner appropriate for and respectful of the learning environment of the school.

- Boys must be well groomed; beards and mustaches are not allowed. Exceptions may be made for medical, religious, or cultural reasons.
- Boys’ clothing must be neat, clean, in good repair, and appropriately sized.
- All equipment and articles of clothing should be marked with the boy’s name.
- All boys must wear socks and dress or laced shoes properly tied (athletic shoes are acceptable); solid long dress or khaki slacks or solid dress shorts; a belt; and either a collared dress shirt and a necktie, or a high-collared turtleneck. Shirts and turtlenecks must be tucked in at all times.
- Upper School boys must wear a suit coat, sport jacket, or blazer.
- Lower School boys must wear a suit coat, sport jacket, or blazer, or a long-sleeved, non-hooded sweater. When in Upper School areas, Lower School boys must wear a sport coat or sweater.
I. Guidelines for Students

- Boys may not wear hats or outdoor jackets inside the school. Examples of other unacceptable clothing are sandals or heavy boots; denim jeans of any color; overalls, athletic gear, cargo pants, or military-type trousers; mock turtlenecks; crew-neck, polo, rugby, denim, or flannel shirts; tee-shirts; and sweatshirts or athletic shirts.

In all matters of dress and appearance, the deans of students in the Lower School and the form deans in the Upper School have the authority to interpret and enforce these guidelines. On some occasions, the school may relax the dress guidelines for a day. For certain school functions, the school will require boys to wear a jacket, necktie, dress shirt, and polished dress shoes.

L. Parents in Partnership

At St. Albans, parents work in partnership with the school to support the educational experience of their sons. The Parents’ Association hopes and expects that parents will work together and with the school to ensure that adult supervision, resources, and support are present and available at all social events in which their sons participate and, of course, that all laws and regulations governing illegal substances are observed to the letter. The school assumes that parents will not serve alcohol to minors in their homes nor allow a situation to occur in which students can congregate at a home to use alcohol, inhalants, or illegal drugs. The school will continue to discourage unchaperoned, off-campus parties and, should it hear of any, will review the situation and bring it to the attention of the parents involved. Such events will also result in the school’s reviewing the status of the host student and may result in the student’s appearance before the Discipline Committee. More information about parents’ partnership with the school may be found when logged into the school website, under Parents’ Association on the Parent Resource Board.

M. Child Abuse and Neglect Guidelines and Procedures

All employees of St. Albans School, as well as volunteers, are required to comply with the PECF Child Protection Policy and Reporting Guidelines. Whenever any PECF employee or volunteer knows, learns, or reasonably suspects that a child or youth has been the victim of abuse or neglect, the employee/volunteer must immediately notify BOTH (a) the headmaster and (b) the PECF chief human resources and compliance officer. The headmaster will be responsible for further reporting in accordance with the child welfare laws of the appropriate jurisdiction. St. Albans School is committed to providing the best possible and most appropriate learning experience for its students. District of Columbia law requires all school employees to report suspected abuse or neglect to the proper legal authorities in order that the children may be protected from harm and the family may be helped. If a faculty or staff member suspects or is told of abuse or neglect, he or she is to report his or her concerns to the head of school or the headmaster. A report, required by law, will then be made to the D.C. Child and Family Services Agency and/or the D.C. Metropolitan Police Department or to the child protective services agency in the jurisdiction where the suspected abuse occurred. The intent of any such report is to protect the child from possible harm and to strengthen the child’s own family.

All faculty and staff members are required to complete mandated reporter training as a condition of employment.
A. General Background

According to the school’s philosophy, the objective of St. Albans’ rigorous academic program is to teach each student strong skills of analysis and expression; to instill core knowledge in the arts, sciences, and humanities; to foster the ability to think creatively and independently; and to inspire intellectual curiosity and a passion for learning. Through its varied academic and extracurricular offerings, St. Albans encourages its students to develop their unique talents and to pursue knowledge that will serve both the individual and society. The Lower and Upper schools course listings are available online under “Academics” on the school’s website.

St. Albans School is divided into a Lower School consisting of Forms C, B, A, I, and II (Grades 4–8) and an Upper School consisting of Forms III through VI (Grades 9–12).

Lower School
- Form C = Grade 4
- Form B = Grade 5
- Form A = Grade 6
- Form I = Grade 7
- Form II = Grade 8

Upper School
- Form III = Grade 9
- Form IV = Grade 10
- Form V = Grade 11
- Form VI = Grade 12

B. Lower School Program

1. Academic Overview

The Lower School is a combined elementary and middle school. In its academic program, the elementary level emphasizes essential skills in reading, writing, and mathematics with an eye toward developing orderly, logical thinking and powers of critical observation and expression. The students in the middle-school grades, Forms I and II, having gained confidence and ability in the elementary program, prepare for Upper School through a departmentalized secondary-level experience.

In each successive grade, we encourage students to take increasing responsibility for their own learning. We hope that along the way they gain a deeper understanding of themselves and others, learn to work independently and cooperatively, and use their growing knowledge and ability for their own sake and for their communities.

While the overall academic experience is traditional, a variety of teaching and learning flourishes here: discussion, discovery, cooperative groups, lectures, coaching, projects, and laboratory experimentation. Common to all approaches, however, is a central concern for the growth of the individual—as a student and as a person—within the community. Small class sizes, ranging from twelve to twenty students, enable teachers and students to act on that concern. Mindful that such growth can occur only when the student’s home and school are working together, St. Albans arranges parent-teacher conferences for all forms at the end of the first marking period and encourages ongoing communication throughout the year.

About forty boys arrive at St. Albans in Form C (Grade 4), the entry level of the Lower School. This form uses team-teaching in an open-space setting, an approach that allows for flexible groupings and takes advantage of each teacher’s strengths to make the students’ initiation into the rigorous academic atmosphere of St. Albans a rewarding experience.

In addition to classes in English (reading literature, writing, studying vocabulary, and spelling), mathematics, and geography taught by the three classroom teachers, the boys take Spanish, science, religion, art, and music with specialists in those areas.

The Form B (Grade 5) year continues and reinforces the skill-building of Form C. The boys move from an open-space, team-taught classroom to three self-contained homeroom sections. Although an ancient history course takes the place of world geography, teachers continue to rely on geography as a way of understanding human experience. In addition to instruction in English and mathematics, the study of Spanish, science, religion, art, and music continues.
In Form A (Grade 6), five to eight new boys join the group as students experience a hybrid-block schedule that allows for increasing specialization and focus in English (writing and literature especially), math, and history. The academic schedule and course work in Form A demand greater levels of organization and concentration from the boys, in hopes of properly sending them off to Form I (Grade 7) with a working knowledge of effective study, organization, and time-management skills. Academic departmentalization at this level broadens and deepens the boys' scholastic experience, but at the same time, the schedule allows for daily homeroom time to help the boys best adjust to these new demands. The homeroom time is a critical piece of the Form A experience, as it is very much a transition year to the more autonomous Form I. In Form A, the science class, now with a focus on engineering and technology, meets three times per week. Spanish, art, and music studies continue, as does the religion and life skills curriculum. For the first time, students have a choice of an interscholastic athletic activity in each of the three seasons.

Form I (Grade 7), in which thirteen to sixteen new boys join the class, is the first year of full departmentalization according to academic disciplines. English, foreign language, American history, pre-algebra, and science provide the core of the curriculum. Form I students also take religion, decisions, art, and drama for a portion of the year. Because at least one-third of the students are new to St. Albans, teachers are careful to make the newcomers’ entry into St. Albans enjoyable and productive.

Form II (Grade 8) is the senior class of the Lower School. The students prepare for a future in the Upper School by learning to work independently and to handle their time responsibly. Form II students take English, twentieth-century American history, algebra, environmental studies, a foreign language, drama, art, ethics, and human rights. Programs such as a week-long camping trip teach the boys more about themselves as individuals and as members of their class.

Because students in Forms I and II no longer have homeroom teachers, they meet instead with faculty advisors. The advisory groups meet two to three times per the seven-day rotation to discuss important issues in the academic and social life of the students or to organize special projects. In addition, some students seek out their advisors privately. The advisor oversees in a broad way a student’s progress from quarter to quarter and writes a summary comment on each report card.

2. Homework

Lower School students do homework at all grade levels, but the amount of time spent on it varies from form to form and from student to student, depending on his ability in a particular area and his study habits. Teachers assign homework to extend an idea or activity started in class, to allow the student to spend more time in a particular area than would be possible during the school day, to provide drill and practice, and to stimulate independent study.

Requirements — Upper School

17.0 credits in the Upper School including the distributive requirements noted below

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum of</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0 credits</td>
<td>An English course in each semester including <em>American Literary Traditions</em> in Form V and a writing course in Form V or VI</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0 credits</td>
<td>Through Form V and <em>Precalculus</em> or, by permission of Chair, <em>Functions and Statistics</em></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2.0 credits</td>
<td>Through Form IV and Level III of a single foreign language</td>
</tr>
<tr>
<td>Science</td>
<td>2.0 credits</td>
<td>Two years of laboratory science, including two of the three disciplines—biology, chemistry, and physics</td>
</tr>
<tr>
<td>History</td>
<td>3.0 credits</td>
<td><em>Cities and Civilizations</em> in Form III, <em>Modern World History</em> in Form IV, <em>United States History</em> in Form V, and <em>Making of the Modern World</em> (for the Classes of 2020 and 2021) or a one-semester elective (for the Classes of 2022 and 2023) in Form VI</td>
</tr>
<tr>
<td>Religion</td>
<td>1.0 credit</td>
<td><em>The Bible</em> in Form III and <em>Encountering God</em> in Form VI</td>
</tr>
<tr>
<td>Arts</td>
<td>1.0 credit</td>
<td>May include a combination of Arts courses and/or performance-based activities</td>
</tr>
<tr>
<td>Athletics</td>
<td>11 seasons</td>
<td>Three in Form III, three in Form IV, three in Form V, and two in Form VI</td>
</tr>
<tr>
<td>Social Service</td>
<td>60 hours</td>
<td>60 hours of person-to-person community service before beginning of Form VI</td>
</tr>
<tr>
<td>Other</td>
<td>4.0 credits</td>
<td></td>
</tr>
</tbody>
</table>
## II. Academic Programs

### 2019-20 Course Offerings

Please note that there are many possible courses of study over four years in the Upper School and some college programs require particular coursework in high school. In addition, St. Albans has changed some of the diploma requirements, based on recommendations from the school’s recent curriculum review, and will phase out AP courses over the next few years.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Form IV</th>
<th>Form V</th>
<th>Form VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>American Literary Traditions in one semester and elective course in the other.</td>
<td>Elective course in the fall and spring</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>Honors Precalculus</td>
<td>Honors AP Calculus BC</td>
<td>Honors Linear Algebra &amp; Vector Calculus</td>
</tr>
<tr>
<td>Geometry</td>
<td>Honors Algebra II</td>
<td>Honors Precalculus</td>
<td>Honors AP Calculus BC</td>
</tr>
<tr>
<td>Level II of a language, subject to placement</td>
<td>Level III of a language</td>
<td>Level IV of a language is strongly recommended</td>
<td>AP level course, subject to placement</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry, Honors Chemistry, or AP Chemistry</td>
<td>A year of science is recommended; Physics, or an AP level course (subject to placement), or semester electives</td>
<td>AP level course (subject to placement), or a semester elective</td>
</tr>
<tr>
<td>Cities and Civilizations in fall or spring</td>
<td>Modern World History</td>
<td>United States History</td>
<td>AP European History</td>
</tr>
<tr>
<td>The Bible in fall or spring</td>
<td>Elective course option in fall or spring</td>
<td>Elective course in fall and/or spring</td>
<td>The Making of the Modern World</td>
</tr>
<tr>
<td>Elective course options ordinarily in the spring—especially for students not involved in performing arts</td>
<td>Elective course in fall and/or spring</td>
<td>Elective course in fall and/or spring</td>
<td>Encountering God in fall or spring; elective in fall or spring</td>
</tr>
<tr>
<td>Three seasons</td>
<td>Three seasons</td>
<td>Three seasons</td>
<td>At least two seasons</td>
</tr>
<tr>
<td>Completion of at least 60 hours before registration for Form VI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

St. Albans School Handbook
II. Academic Programs

and to encourage good work habits. If a student seems to be spending excessive time on homework on a regular basis, much beyond the ranges offered below, parents are encouraged to confer with the student’s homeroom teacher or advisor to explore possible causes.

Most Form C students are able to do their homework in about an hour, and most Form B boys in about an hour to an hour and a half. Most Form A and I students are able to do their homework in about an hour and a half to two hours, while Form II students may need two and a half to three hours. This time is in addition to that given to the students during the day. Boys are encouraged to use school study time in productive ways. They have study hall two to three times per rotation.

When a student is absent from school, parents must make arrangements to pick up their son’s homework or have it sent home with another boy by calling the Lower School Office (202-537-6448). If a student needs no books or supplies from school, he may call a classmate for his assignments, an approach preferred for students in the departmentalized Forms A, I, and II. Homework assignments are also posted online daily in onCampus, accessed through the school website. Otherwise, homework assignments for Forms B and C are ready for collection by 3:00 p.m. outside the Lower School Office. While the school does not expect that boys too sick to work will keep up with their homework, absence is not an automatic excuse for incomplete assignments. Students must be in touch with their teacher or advisor when absent to best coordinate make-up work.

C. Upper School Program

1. Overview

Building upon the academic foundation of the Lower School, Form II students are welcomed into the Upper School, Forms III through VI, without further application. The class expands to admit fifteen to twenty new boys, including boarding students, and school life takes on a demanding and accelerated pace. Upper School students are assigned an advisor, and juniors and seniors are assigned a college advisor. Opportunities expand through honors courses and coordinate classes with the National Cathedral School for Girls; through strong competitive sports participation in the IAC and other conferences; through music and drama productions; and through fellowship and travel opportunities and exchange-student programs with schools in Australia, France, India, the United Kingdom, the Czech Republic, and South Africa. Boarding students from around the United States and abroad enrich the diversity in culture and curriculum. Publications—such as the school newspaper, the yearbook, and the Gyre literary magazine—and clubs—such as CAO (the Cultural Awareness Organization), Government, Debate, Model UN, Wildlife Biology, and It’s Academic—provide leadership and community service experiences. One hundred percent of St. Albans graduates matriculate to college, placing in highly competitive universities in the United States and abroad. Strong school ties forged at St. Albans often result in lifelong friendships and professional associations as well as a dynamic alumni association.

2. Academic Regulations and Requirements

The diploma is awarded at commencement to qualified students upon recommendation of the faculty and approval of the headmaster and the bishop. A certificate is awarded to a student who has earned the required number of academic credits but has failed to meet the graduation requirements in one or more subject areas.

To qualify for the diploma, a student must satisfy the following requirements:

- Acquire a minimum of seventeen credits from courses elected in the Upper School. Upon successful completion of a semester course, a student earns half a credit. Upon successful completion of a yearlong course, a student earns one credit. In certain cases, subject to the approval of the appropriate department chair and the head of Upper School, credit for equivalent course work completed elsewhere may be counted toward satisfaction of these requirements.
- Fulfill the minimum distributive requirements described in the chart on page 12.
- Complete satisfactorily a minimum of two semesters in an arts course or the equivalent in a performance-based activity. Offerings that may serve in satisfaction of the arts requirement are identified as such in their course description.
- Complete satisfactorily a minimum of eleven seasons of athletics (three each in Forms III, IV, and V, and two in Form VI).
- Complete satisfactorily sixty hours of face-to-face community service, with the majority of hours at one agency, before the beginning of Form VI (see Section III-A, page 25 for more information).

3. Additional Requirements by Department


English: An English course is required each semester in all four years of the Upper School. Students are required to take in their junior year the one-semester course American Literary Traditions. Of the remaining three electives for juniors and seniors, one must be a writing course. Juniors and seniors may not enroll in writing courses during two sequential semesters (including junior spring and senior fall).

Foreign Language: The study of a single foreign language through Form IV and at least Level III is required for graduation. It is recommended, however, that students continue their language study beyond three years with either Level IV, an Advanced Placement course, or a second foreign language.
Enrollment in Honors Spanish II, III, or IV requires the instructor’s permission. Also, Honors Spanish IV is required for admission to the AP Spanish course.

**History:** The semester course Cities and Civilizations is required by the end of Form III. Modern World History is required in Form IV, United States History is required in Form V, and (for the classes of 2020 and 2021) either Advanced Placement European History or the Making of the Modern World is required in Form VI.

**Mathematics (See chart below):** The study of mathematics through Form V is required, including, at a minimum, Geometry, Algebra II, and Precalculus. With permission of the department chair, students may satisfy the Precalculus requirement by successful completion of the course Functions and Statistics. Students will ordinarily have completed a course in elementary algebra before they enter the Upper School. Placements in upper-level courses are made using the student’s performance in prior courses as a guide. Students who are in doubt about their placement should consult the department chair.

**Honors Program.** Honors versions of mathematical courses at all levels are offered for students whose knowledge and ability enable them to study the material in more depth and who are willing to devote correspondingly more work to the subject. Emphasis is placed on mathematical rigor, and the subject matter is approached from a more theoretical point of view. Students with exceptional performance in the regular sequence may switch to the honors sequence with permission of the department chair. Honors students must maintain a cumulative B average or better to continue in the program.

**Performing Arts, Music:** Any ensemble elective may contribute toward satisfaction of the arts requirement. Participation for one year in Chorale or Orchestra earns one credit. Participation for one year in Jazz Club Ensemble or Percussion Ensemble earns half a credit. Note that performance-based credits are not included toward satisfaction of the seventeen-credit diploma requirement.

**Performing Arts, Theater:** Semester courses earn a half credit toward the arts requirement. Performance-based credit for theatrical productions, including technical theater, is earned at a rate of one half credit for fifty hours of participation.

**Religion:** The Bible is required in Form III. Encountering God is required in Form VI.

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*Elective that may be taken at any time*
II. Academic Programs

**Science:** Two years of laboratory science are required for the Diploma (most students take three years). Two of the three disciplines (biology, chemistry, physics) must be included. Students typically take Biology in Form III and Chemistry or Honors Chemistry or AP Chemistry in Form IV. Students may then elect Physics or, with approval, AP Biology, AP Chemistry; or AP Physics 1 or AP Physics C in Form V. In Form VI, students may take Physics, AP Biology, AP Chemistry, AP Physics 1, or AP Physics C. In addition, students may choose a semester elective course or an independent study course.

**Visual Arts:** Semester courses earn a half credit toward the arts requirement.

**4. Course Placement**
Course placement in Upper School mathematics and foreign language is determined in part by the successful completion of Algebra I and foreign language courses in St. Albans’ Lower School. For students new to St. Albans, placement test results may be used in determining course assignments.

**5. Course Load and Attendance**
Upper School students are required to carry a minimum of four academic courses each semester. Attendance is required at all scheduled classes. Form VI students in good academic standing are allowed one academic “cut” per course in each semester.

**6. Grading System**
Letter grades are assigned in all academic courses at the end of each of four marking periods, and a letter grade with a numerical equivalent is given at the end of each semester. The semester grade is a composite of the two included marking periods and the semester examination. The following grades, with corresponding number ranges, are given: A+ (95–100), A (90–94), A– (85–89), B+ (85–84), B (80–84), C+ (75–79), C (70–74), D+ (65–69), D (60–64), and F (59 or below). The minimum passing grade is C (70). Chorale and orchestra are graded on a pass/fail basis with the following designations: DP (distin-
guished pass), P (pass), MP (minimal pass), and F (failure).

**7. Examinations**
Semester examinations are given in the middle of January for the fall term and at the end of May for the spring term.

**8. Meeting Times and Cancellations**
The meeting times for courses are posted at the beginning of each semester. The school reserves the right to cancel a course because of insufficient enrollment.

**9. Prerequisites**
Students may not take a course without the appropriate pre-
requisite(s). Exceptions to the pre-requisite(s) for a course require approval of the appropriate department chair.

**10. Schedule Changes**
During the first week of either semester, a student may initiate a course schedule change by talking with his advisor, who will then take further steps if the requested change is deemed appropriate. A student may not add or drop courses without the permission of the respective department chairs and the approval of the academic dean. Under normal circumstances, students will not be permitted to drop yearlong courses at the end of the first semester. The manner in which a change in course schedule is reflected on a student’s transcript or report card depends on the length of time spent in the course. When a course is dropped or changed in the first four weeks of the semester, the course will not appear on the transcript or report card. If a student leaves a course after being enrolled for all or almost all of a quarter, he receives a grade for the quarter, which is registered on the report card, along with an annotation that the course was dropped. Since transcripts do not report quarter grades, the transcript will list only the course title, along with an annotation reflecting the withdrawal. If a student leaves a course after being enrolled for all or almost all of a semester, he receives quarter and semester grades, which are reported as usual on the report card and transcript, even if he subsequently withdraws from the course.

**11. Advanced Placement**
By the 2022-23 school year, courses designated AP will no longer be offered. Prior to this transition, most departments will continue to offer one or more Advanced Placement (AP) courses or preparation for the AP examination in their disciplines. Students enrolled in AP sections are expected to write the corresponding AP examination at the end of the school year.

**12. Independent Study Projects**
Independent Study Projects are intensive, semester-long studies in a particular area of a student’s curricular interest. A project may be approved in any academic area, but the school’s Curriculum Committee approves only those projects that have significant academic and scholarly merit. A student engaged in such a project works with a faculty member who directs the student in his research and work. Upon completion, an approved project receives a full semester accreditation (one half credit).

**13. Homework**
Students should expect to spend up to one hour per day, on average, outside of class on each subject. Since week-by-week demands are frequently and necessarily uneven, students should plan their work so that term papers, exam preparation, and class reports are done over an extended period and not left until the last minute. Faculty members post homework assignments online on onCampus. In an emergency, a student may contact his form advisor for assignments.
D. Back-to-School Nights

Shortly after the beginning of each school year, St. Albans invites parents to receptions where parents follow an abbreviated version of their son’s daily schedule to gain an overview of his course work and to meet his teachers.

E. Coordination with the National Cathedral School

**Lower School:** Lower Schoolers have a number of opportunities to interact with girls from National Cathedral School (NCS). In addition to social events and social service projects planned by parents in the various grades, Lower Schoolers join students from NCS in the Lower School Orchestra in Forms C through A, in the Middle School Chorus, in the Middle School Orchestra, and in the Form I and II Voyageur sports program in the spring. Students in Forms I and II may also sign up to work on two jointly sponsored drama productions and may organize and attend dances with students from NCS.

**Upper School:** The St. Albans and NCS Upper schools offer coordinate programs in academics, athletics, the arts, and extracurricular activities. In Forms V and VI, many subject areas offer coordinate opportunities. Coordinate extracurricular activities include the Close Theater Company, Chorale, Madrigal Singers, Orchestra, and the Dance Program (all of which are described below, in Section V-B, page 34), and the Government Club. Cross-country, track, crew, swimming, the Voyageur climbing program, and dance are coordinate offerings in the athletic programs.

F. Monitoring Student Progress: Report Cards and Conferences

**Lower School:** Parents receive reports on student progress at regular intervals. These reports are made available to parents electronically through the school website. In Forms B, A, I, and II, parents receive reports—including letter grades (A, B, C, D, and F) and effort marks (1, 2, 3, and 4) in each subject area and a narrative summary—at the end of each quarter. In Form C, students do not receive a report card with grades until the conclusion of the second marking period. At the end of the first quarter, the school schedules conferences among students, parents, and homeroom teachers or advisors for all grades, including Form C. At the midpoint of each quarter, teachers alert parents to weak performance or unsatisfactory effort.

Because students in Forms I and II no longer have homeroom teachers, they meet instead with faculty advisors. The five or six advisors in each form meet with their advisees about twice weekly, individually and in small groups, to discuss important issues in the academic and social life of the students or to organize special projects. Occasionally during the year, advisory groups are able to meet for an extended period on special topics. In addition, students often seek out their advisors privately. The advisor oversees in a broad way a student’s progress from quarter to quarter, writes a summary report on each report card, and meets with parents at the end of the first marking period and as necessary during the year. The school recognizes that questions and concerns about student progress do not always coincide with formal reporting periods. Teachers are pleased to respond to inquiries from parents whether by email, by telephone, or in a conference, and will also initiate such contact themselves when necessary.

**Upper School:** In the Upper School, students are assigned to an advisor who works with them for two years. Each advisor watches over about eight students. Boarding students in Forms III and IV have their own advisors. In the middle of Form V, students are also assigned to a college counselor. As in the Lower School, parents receive reports at the end of each academic quarter. Letter grades are assigned on all academic courses at those times, with letter and number grades assigned at the end of each semester. The semester grade represents the average of the two marking periods combined with the semester examination. Teachers write narrative comments for all students at the end of the first and third quarters and for students experiencing academic difficulty at the end of the second and fourth quarters. At the midpoint of each quarter, teachers alert parents and students to academic difficulty. Unlike Lower School reports, Upper School reports do not include effort marks. Nor are conferences scheduled as a matter of course. Parents should feel free to contact their son’s advisor by email or telephone and to schedule conferences to ask questions or raise concerns. Additionally, teachers in particular subject areas are available to respond to inquiries from parents.

Please note that no final report card or grades will be released to any parent, guardian, or academic institution unless all current tuition charges and any previous academic year indebtedness have been paid in full.

G. Academic Support in the Upper School

St. Albans’ academic program is rich and rigorous, providing students numerous opportunities for personal and intellectual growth. We offer a curriculum that, we hope, will not only prepare students well for college but also inspire them to be lifelong learners. Occasionally, some students might need additional help in their academic work.

If a student is struggling in one or more academic areas, please know that there are a variety of ways to address his academic challenges.

STAySmart is the school’s study-skills program, available to students during free periods. Some teachers and departments offer group review opportunities during the year and before midterm and final exams. And our school psychologist is available to discuss with students and parents any concerns about study habits, test-taking skills, and overall academic performance.

In spite of a student’s best efforts and the support of his teachers, either he or his parents may feel he needs the additional help of a private tutor. Our hope is that this is a rare rather than a common experience and, moreover, that parents
II. Academic Programs

would discuss their concerns with their son’s advisor before considering private tutoring. Families who do arrange for such tutoring should keep in mind the following:

- We ask that parents make every effort to schedule private tutoring sessions for weekends or evenings. Students may not miss classes, chapel services, lunches, assemblies, or sports for tutoring sessions.
- If because of scheduling difficulties parents hope to engage a tutor for weekdays, after the academic day, at St. Albans rather than at home, we ask that parents first call or email the tutor’s contact information to the Upper School academic dean. All tutors must check in with the academic dean to find out where on campus they may meet with a student. Please know that private-tutoring sessions are not directly supervised by the school.
- We ask that any tutoring on campus be limited to academic subjects. Tutoring for standardized tests—including the SAT—should be scheduled for weekends or evenings. The STAySmart program also offers SAT-prep review sessions.

Above all, we want to emphasize that a boy’s best effort and his teacher’s support should be the first approach to helping him in his studies.

H. Academic Accommodations

At times, learning differences, issues of attention, or other circumstances may interfere with a boy’s capacity to perform at a level commensurate with his cognitive abilities. In these cases, a Lower School student should be in touch with the Lower School academic dean and an Upper School student should be in touch with the Upper School psychologist to discuss these barriers and the best path forward. In many cases, meeting with teachers, fine-tuning study habits, and/or attending to one’s personal learning style may produce positive results.

On occasion, diagnostic testing may be part of the overall plan worked out with the Upper School psychologist or Lower School academic dean/psychologist. If it is deemed that something is impairing a boy’s ability to perform in line with his cognitive abilities, then a full psychoeducational and/or neuropsychological evaluation will be requested prior to consideration of whether to initiate academic accommodations. St. Albans has a collaborative relationship with area psychologists who will help families move through the testing process. The Upper School psychologist and Lower School academic dean/psychologist will facilitate contact with them and review the testing results. A recommendation for an accommodation by an evaluator does not guarantee approval of that accommodation by St. Albans.

Note: Accommodations provided in the St. Albans Lower School and other schools are not automatically implemented in the Upper School. Students new to the Upper School who have received academic accommodations in the past should be in touch with the Upper School psychologist before the beginning of the new school year to arrange for a meeting to discuss the transition into life in the Upper School.

I. Standardized Testing

Lower School: All entering Form C students and all new students take the Otis Lennon test. All Form C, B, and A students take the ERB test every year; the test is administered electronically.

Upper School: All Form V students take the PSAT (which qualifies students for the National Merit Scholarship competition) in the fall. Form V students should take the SAT or the ACT by the end of Form V and may take two or three SAT Subject Tests. Form IV students may choose to take the SAT in May. Form III and IV students in advanced or terminating courses often take the appropriate SAT Subject Tests in June. (They should discuss taking these Subject Tests with the teacher of the related course.) Students may take additional ACT tests (see www.act.org for schedule and registration information) and/or SAT and SAT Subject Tests (see www.collegeboard.org). Students and parents are encouraged to consult with their form advisor, the testing coordinator, or the College Counseling Office for more details.

J. College Standardized Testing

The Examinations

SAT: The three-hour SAT includes a two-section, multiple-choice test of verbal and mathematical abilities and an optional, fifty-minute essay. Most colleges and universities require this examination or the ACT as part of their admissions process.

PSAT: This examination is an abbreviated version of the SAT. Form V students’ scores are used to determine National Merit Scholars.

SAT Subject Tests: SAT Subject Tests measure knowledge or skills in a particular subject area and the ability to apply that knowledge. Of the colleges that require or recommend Subject Tests, most would like to see two; some ask for three. Each Subject Test is one hour in length. Students may take up to three tests in one sitting. Students should take a Subject Test in the academic year during which they study the related subject material (e.g., U.S. History at the end of Form V).

ACT: The ACT is two hours and fifty-five minutes with subtests in English, math, reading, and science reasoning, plus an optional forty-minute essay. Most colleges and universities require either the ACT or the SAT. In some cases, colleges will not require SAT Subject Test scores from students who have taken the ACT with writing.

Advanced Placement Examinations: Advanced Placement (AP) examinations measure accomplishment in college-level courses. AP examinations are not required in the college application process. Many colleges and universities, however,
grant credit or placement based on AP examination performance. AP examinations are given each May. Students are registered and billed by the school for each examination that they take.

K. Academic Honors

Prize Day exercises honor outstanding Upper and Lower School students for academic leadership, as well as achievements in citizenship and other areas of school life. St. Albans requires all students and invites all parents to attend the Prize Day exercises, held the day before Commencement.

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Form III</td>
<td>Students should talk to their biology teacher about whether or not they should take the SAT Subject Test in biology. Those who plan to take the test should register by May for the June test. Be aware that some colleges require applicants to send all their standardized test scores, even if they retake the test later.</td>
<td></td>
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<tr>
<td>Form IV</td>
<td>Students may take the PSAT and/or a practice ACT at St. Albans in the fall (both optional). Sophomore scores will not go to colleges, nor will they enter students in the National Merit Scholarship competition.</td>
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<tr>
<td>Form V</td>
<td>Students are required to take the PSAT in October. Juniors will be automatically registered. Scores from this test will enter students in the National Merit Scholarship competition but will not be sent to colleges. Students may also sign up for an optional practice ACT at St. Albans in the fall. Students should use their detailed score reports to help determine their SAT and ACT strengths and weaknesses.</td>
<td></td>
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<tr>
<td>Form VI</td>
<td>If needed, students should retake the SAT and/or SAT Subject Tests in August, October, November, or December, or the ACT in July, September, October, or December. Early Action and Early Decision testing should be completed by October. SAT Language with Listening Subject Tests are available only in November. Colleges generally use students’ highest SAT EBRW and Math scores (even if these are achieved on different test dates) or their highest ACT composite score.</td>
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December test dates are the last dates available to students for Regular Decision college applications.
II. Academic Programs

L. The Cum Laude Society
Founded in 1906 to recognize outstanding scholarship at the secondary level, the Cum Laude Society has had a St. Albans chapter since 1934. Membership is limited to the top twenty percent of the graduating class, chosen both for high academic achievement in a rigorous program of study and for exemplary character. Early induction of the top ten percent occurs in the fall, with the full complement recognized at a special service of induction in the spring.

M. Libraries
1. Collections and Hours
St. Albans is fortunate to have two libraries: the Lower School Parrott Library and the Upper School Ellison Library.

**Lower School:** The primary role of the Parrott Library program is to foster a love of reading. Our Lower School collection is designed to support the diversity of interests of boys regarding cultures, race and ethnic backgrounds, gender, and religions as reflected in literature. Guided by the American Library Association’s and the American Association of School Librarians’ teaching and curriculum standards, formal instruction provides access to a variety of vetted print and online resources, and hones critical-thinking skills as our students use both print and digital formats. Lessons, whether formal or informal, follow sound pedagogical instruction based upon the school philosophy, which lies at the core of all teaching and learning for every student.

**Upper School:** The Ellison Library houses a collection of more than eighteen thousand books, periodicals, CDs, and DVDs. The library also serves as an academic technology resource center for the Upper School, maintaining and loaning a growing set of tools while providing digital access to encyclopedias, magazines, newspapers, and journals. Included in the holdings are four special collections: the Ellison (literature), the Hart (military history), the Mearns (Civil War history), and the Alumni Bookshelf. Students also have access to the full catalogue of print materials at American University.

2. Online Catalogues
Students may search the library collections by using the Cathedral Online Libraries System (Follett Destiny). This system contains the holdings of the four school libraries on the Close. From any library, you may search the collections of National Cathedral Upper School (NCSU), National Cathedral Lower School (NCSL), St. Albans Upper School (STAU), and St. Albans Lower School (STAL). The Ellison and Parrott Library catalogues are also available on the school website.

N. Computer Use
1. Available Technology
St. Albans has its own Local Area Network and is part of a Closewide network that includes St. Albans, National Cathedral School, Beauvoir Elementary School, and Washington National Cathedral. St. Albans shares a 350MB connection to the Internet that provides electronic mail communication and Internet access. All classrooms and offices have data outlets and WiFi for network access, and all students have login access to the network and a school-provided email address. We rely on teachers’ supervision and students’ sense of responsibility to guide appropriate use of network resources. All who use the network must follow the Acceptable Use Statement (see Section II-N-2, page 20).

**Lower School:** Students have access to Google Chromebooks, iPads, and Macbook Air laptops depending on the classroom curriculum. Using these devices, they can access Google Apps for Education accounts for classroom and online resources. All students will use the online learning management system, which supplements traditional instruction, for course content, online assessments, as well as curriculum resources. No St. Albans course requires a student to have his own computer. Students will use Google Apps to write and revise assignments including papers and presentations.

**Upper School:** Throughout the school day, students have access to Google Chromebooks, available in the Ellison Library and in many classrooms. Students also have access to the Internet throughout the day. Any student who uses the Internet is subject to and is expected to abide by the school and Close policies on technology use. In addition, Internet usage is regulated by the Honor Code, whereby any outgoing and incoming work must be specifically identified and presented as one’s own.

2. Acceptable Use Statement
a) Shared Resources. The St. Albans network and Internet connection are shared resources. We share these resources within St. Albans, and we share them with other institutions on the Cathedral Close. That means we have shared responsibility to keep the network secure and operating efficiently, and we need...
to use limited resources such as server disk space and network bandwidth in a considerate manner. Unlike computer configurations students may use at home, the St. Albans network is owned by St. Albans and the Cathedral Foundation and is an essential business tool. This affects the way that each of us uses the system. The school makes network resources available to students as an educational, rather than a recreational, resource.

b) Connection. To assure that the St. Albans and Close networks remain viable, the system administrators must approve all hardware and software that runs on the network. Hardware not provided by the school must be registered with the system administrators. All machines (including privately owned dorm room computers) must at all times run a virus-protection program with up-to-date definitions. No one may add software to, remove software from, or change software on school machines without permission from the network administrators.

c) Security. Security is an individual and collective responsibility of all users on the network. Anyone who can identify a security problem must notify a system administrator immediately and not demonstrate the problem to anyone but a system administrator. Users must protect the security of their passwords, must use passwords that cannot easily be deduced, and may not share them with others. Users should immediately notify a system administrator if they suspect someone else may know their password. A user identified as a security risk or one who has a history of problems with CloseNet computer systems may be denied access to the system.

d) Publishing and Privacy. Like any other publishing medium, the Internet allows information to spread quickly. This can be a great asset, but since one cannot reclaim information once it is out, no student should reveal personal information about himself or about others in a public forum such as the web. The school, as a matter of policy, does not publish any part of a Lower School student’s name with an image of that student. Even image addresses may not identify Lower School students in the image. Students should also realize that supposedly confidential information sent in emails may (accidentally or otherwise) be forwarded to others. Harassment, libel, copyright violation, and publication of threatening, profane, or sexually offensive material are violations of school policy and are in many cases illegal. Information stored or transmitted electronically, such as electronic mail, system access logs, and network records, may be considered public records and therefore be subject to disclosure or discovery in litigation.

e) System Maintenance. System administrators may set quotas on storage space and may remove messages and files from student folders not attended to by the user. The school may also delete student folders each summer to reclaim server space.

f) Vandalism. On a computer, vandalism consists not only of physical damage but also of software changes that affect the usability of the machine or the network. Vandalism is a major school offense.

g) Sanctions. As in all matters of discipline, the school relies first on students’ voluntary cooperation and consideration to govern their actions. Naturally, the school Honor Code and all other school rules, including those governing vandalism and behaviors that bring discredit upon the school, apply to the use of computers and the network. In addition, actions on the Internet may fall under the jurisdiction of federal, state, and local laws; St. Albans will assist authorities in the investigation, arrest, and conviction of lawbreakers. In addition, system administrators may suspend or terminate a student’s email or network access for improper use of the network.

h) Disclaimers. The school may monitor use in a general way to promote network efficiency and more specifically in cases of suspected abuse. All school computers run remote-administration software to aid system maintenance. Since conditions change rapidly, especially on the Internet, school officials may modify these rules at any time should new situations arise to warrant such changes. Some resources on the Internet contain potentially offensive material. St. Albans does not prescreen such material and expects students to deal with it responsibly. Network services provided by St. Albans are provided on an “as is/as available” basis. The user specifically agrees to indemnify St. Albans School and the system administrators for any losses, costs, or damages, including reasonable attorneys’ fees incurred by St. Albans and the system administrators relating to or arising out of any breach of terms and conditions by the system user.

O. Study Abroad and Other Opportunities Outside School

St. Albans encourages student travel through well-established exchanges with schools overseas and through a rich assortment of tours, travel fellowships, and study-abroad opportunities. For the latest information about the available programs and the application process, please visit www.stalbansschool.org/travel.

1. International Exchanges by Country

a) STA Representatives to the Knox School in Sydney, Australia. This cultural and academic exchange program permits two Form IV students (selected during Form III) to study at the Knox Grammar Preparatory School, located in a suburb just north of Sydney, Australia. Form III teachers select two students to travel during their Form IV year as representatives of St. Albans at the Knox School. In the fall of Form IV, at the beginning of the academic semester, two Knox School students join St. Albans for five weeks and stay with the families of the selected St. Albans students. In May of Form IV, at the end of classes and continuing into the summer, the St. Albans students then complete the exchange by traveling for five weeks to the Knox School. Each traveler stays in the home of a Knox student and becomes completely immersed in school and family life.
II. Academic Programs

b) STA Representatives to Scotch College in Melbourne, Australia. This exchange program pairs two rising Form V boys with counterparts at Scotch College in Melbourne, Australia. The form advisors for Form IV nominate two boys to travel to Australia for four weeks during the summer before their Form V year. While in Australia, they stay with their exchange partner and his family and immerse themselves in the life of Scotch College, an independent Presbyterian boys school for day and boarding students. Then, in the following fall, those same boys host their Australian exchange partners for a month at their home and introduce them to the full spectrum of school life at St. Albans.

c) STA Representatives to the PORG School, in Prague, the Czech Republic. This program consists of a four-week exchange with PORG (První obnovené reálné gymnázium), a secondary School in Prague. Two Form V students are selected by the Form V advisors to travel for two to four weeks to the Czech Republic. In late January and February, these students’ families host two students from Prague. Then, in June—right after Prize Day—the St. Albans students travel to Prague, where they attend school and explore sites throughout the city.

d) STA Representatives to the Stanislas School in Paris, France. Two Form V students enrolled in French classes are selected by the French Department and the Form V advisors to attend a three-to-four-week, full-immersion, homestay, exchange program with the Lycée Stanislas, a private secondary school in the 6th district of Paris. During their stay, they are full-time students at the French school and have the opportunity to explore in depth a particular aspect of French culture, according to their interests (such as politics, social systems, art, history, or religion). Stanislas students visit St. Albans during the month of April for about three weeks. They are hosted by the two students who will visit them in Paris in late May and early June.

e) The St. Louis de Gonzague School Group Exchange Program in Paris, France. A group of St. Albans students in French classes travels to Paris for about ten days at the beginning of the second semester to visit St. Louis de Gonzague (commonly called Lycée Franklin), a renowned, private, secondary school in the 16th district of Paris. The exchange program is open to Form V and VI boys enrolled in French classes. Students learn about French history, culture, the education system, and family life. The students are hosted by Franklin families, who provide unique insight into the life of Parisians. The students attend classes in the morning with their French host student and explore the city under their St. Albans French teacher’s supervision. St. Albans families host students from the Franklin School in February or March for about ten days. The French students follow a similar program at St. Albans.

f) STA Representatives to the Doon School, in Dehradun, India. Two rising Form V students (selected by the Form IV advisors) attend the Doon School, for about four weeks in mid-July and August (before Form V), an all boys independent boarding school located in the foothills of the Himalayas, north of Delhi. Founded in 1935, the Doon School is a member of the International Boys’ Schools Coalition. Boys live in boarding houses and may spend time with families on weekends. The exchange begins with two Doons students coming to St. Albans in April. The families of the two St. Albans students who will travel abroad serve as their hosts.

g) STA Representatives to St John’s College in Johannesburg, South Africa. This cultural and academic exchange program permits two Form IV students (selected during Form III) to study at St John’s College, a private school for boys in Houghton, Johannesburg. Founded in 1898, St John’s College is a member of the International Boys’ Schools Coalition and the Independent Schools Association of Southern Africa. Form III advisors select two students to travel during their Form IV year as representatives of St. Albans at St John’s College. In the fall of Form IV, at the beginning of the academic semester, two St John’s College students join St. Albans for five weeks and stay with the families of the selected St. Albans students. In May of Form IV, at the end of classes and continuing into the summer, the St. Albans students then complete the exchange by traveling for five weeks to St John’s College. They stay in the dorm during the week and are hosted on weekends by the families of the students who visited St. Albans.

h) The St. Albans, U.K., Cross-Country and Track Exchange Program. This exchange with our namesake, the 1,000-year-old St. Albans School in Hertfordshire, U.K., introduces runners to another culture and offers opportunities to grow by competing athletically in an international context. Students tour the school, sightsee, and run in two competitions. The program is open to cross-country or track team members in Forms III, IV, V, and VI. St. Albans families host students from the U.K. in the fall (usually at the end of October) for one week; St. Albans students then travel to the U.K. in June. The exchange program takes place every other odd year (2017, 2019, 2021, etc.).

2. School Year Abroad

Through the independent organization School Year Abroad (SYA), founded in 1964 by Phillips Academy in Andover, Mass., Form IV or V students may attend an SYA school in China, France, Italy, or Spain. The boys travel with about 60 other U.S. high school students to the school; U.S. teachers accompany them so that they may continue to study English and math while immersing themselves in a foreign language and culture. Each student lives with a local host family. Interested students should initiate contact through the director of international student travel and exchange programs at the beginning of their Form III or IV year.

3. Cultural Travel Programs

a) Lower School Summer Trip to France. Form I and II boys are eligible for this one-week trip to Normandy in the years it is offered. Held in June, the trip provides students an immersion
experience in French and exposes them to French culture and history. Accompanied by faculty chaperones, students visit several historical sites studied in Form I and II history classes.

b) Chorale Trip Abroad. Every four years, the Chorale, made up of Upper School students from St. Albans and NCS, takes an international trip, giving performances and taking excursions throughout a country. Previous destinations include Argentina and Chile, England, Australia, and South Africa. The trips occur every fourth year so that every student in the Chorale will have an opportunity during Upper School to travel abroad with the group.

4. Fellowships for Upper School Students

St. Albans offers a number of fellowships to Upper School students. Information about these fellowships is posted under Travel & Fellowships on the parent resource board on the school website and is available from the school’s director of international student travel and exchange programs.

a) The John Eisenstein Fellowship. Given by Julian and Elizabeth Eisenstein in memory of their son, John ’70, the Eisenstein Fellowship seeks to foster individual cultural growth and awareness. Students pursue summer work or study that takes each student away from his home area and affords him the opportunity for significant cultural enrichment. Two projects by Form V students are accepted each year. Students may choose to apply to work in pairs on a project; each traveler receives a full grant. Over the years, Eisenstein fellows have traveled widely, investigating such topics as the Fabergé tradition in royal jewelry, Basque separatism in Spain, the Knights of Malta, apartheid in South Africa, prehistoric settlements in Scotland, Aboriginal rights in Australia, Christian missions in India and Liberia, W.B. Yeats’s Ireland, politics in the land of Machiavelli, and cheetahs on a preserve in Namibia.

b) The K.S. Wu Fellowship. The K.S. Wu Fellowship, a gift of the Wu family and friends and admirers of K.S. Wu in the United States and East Asia, honors a man whose life was committed to improving political, economic, and cultural relations between the United States and the nations of the Pacific Rim. The fellowship is awarded every other year to a Form V student (or pair of Form V students) for an enriching travel and study project in one or more nations of the Pacific Rim during the summer between Form V and Form VI. Fellowship recipients have traveled to Japan, China, Korea, India, Mongolia, and Vietnam to study Japanese Noh theater, follow the ancient Silk Road, visit Buddhist monasteries, look into aspects of post World War II Sino-Japanese relations, explore French-Vietnamese cuisine, and trace the origins of the Beijing Opera. The fellowship is offered only in odd years (2019, 2021, etc.).

c) The Heischman Travel Fellowship. Established by the Class of 2003 as a tribute to the Reverend Dan Heischman, St. Albans’ head of Upper School and ethics teacher from 1994 to 2003, this travel fellowship seeks to promote St. Albans’ goal of more fully integrating ethics into its life and curriculum. A grant is offered annually to one Form V student (or pair of Form V students) to travel either domestically or internationally during the summer between Form V and Form VI for the purpose of discovery, observation, exploration, and study in the areas of ethics, philosophy, spirituality, or religion. Purpose and goals should focus on the benefit to the student personally as well as to the St. Albans community at large. Recent recipients have traveled to Mt. Athos, in Greece, to explore life in Byzantine monasteries; to Indonesia to examine Buddhist, Hindu, and Muslim cultures; and to the U.S. military hospital in Landstuhl, Germany.

d) The Class of 2007 Travel Fellowship. Given by parents of the Class of 2007, this fellowship allows a Form IV or V student to travel to Africa to work with a nonprofit or community service organization. Students travel during the summer after Form IV or V. The fellowship is offered only in even years (2018, 2020, etc.).

e) The Montgomery Raiser Fellowship. To encourage the discovery, sensitivity, friendships, and growth which travel and immersion in another culture uniquely offer, the Raiser family established the Montgomery Raiser ’88 Fellowship for International Travel. A grant is awarded to an individual Form V student or pairs of Form V students for travel during the summer between Form V and Form VI. Recent projects have involved teaching English in Vietnam, investigating the Indian population of South Africa, walking the length of Hadrian’s Wall in Scotland, visiting classical sites in Italy, and retracing the World War II experiences of grandfathers in Europe.

f) The Seymour R. Bolten Stipend. The family and friends of the late Seymour R. Bolten established the Bolten Stipend to encourage work or study in public service. Open to Form IV and V (sophomore and junior) members of the NCS-St. Albans Government Club, the stipend offers one grant is offered annually to one Form IV student (or pair of students who share) for summer internship, travel, or study relating in some way to public service. Past projects include language study and interviews in Guatemala, an internship with the governor of Vermont, travel with a priest in Haiti, participation in a peace camp in Northern Ireland, study of native Hawaiians, and a stay on a Native American reservation. As these projects suggest, the Seymour R. Bolten Stipend may be used for international or domestic travel. Students may apply individually or in pairs.

g) The Bishop John T. Walker Fellowship. Established by the Class of 1981 in memory of the Right Rev. John T. Walker, the Bishop Walker Fellowship seeks to promote social service and cultural awareness. One grant is awarded to an individual Form IV or V students (or a pair of students who share) to undertake an intensive social service project during the summer. Applicants may work in a less developed country or in an underserved area within the United States. Applicants may affiliate themselves with an established social service
organization or may act independently. There is no prescribed period of time for the service project, but it should be an immersion experience so periods of more than a week or two are encouraged. The Walker Fellowship has produced a number of worthwhile projects, with students working with an Africare team in Niger, Protestant and Catholic children in Ireland, and a leper community in India, among many others.

h) Dorothy Marks Fellowship for Critical Inquiry. Established in 2007 by Robert E. Marks ’69 and Mary S. Halsey, this award provides a student or pair of students in Forms IV or V the opportunity in the summer to experience an internship, workshop, or class or to design an independent project that explores in depth a topic of current relevance in journalism, the media, politics, world affairs, economics, or contemporary society. Recent recipients have studied the power of the average citizen as a newsmaker and have compared the Arab Spring and the fall of the former Soviet Union to better understand the impact of communication technologies on journalism and the media.

5. Other Fellowships

a) The W. Carter Bowles Jr. Musical Scholarship. Established in 1974 by Mr. and Mrs. W. Carter Bowles Sr. in memory of their son W. Carter Bowles Jr. ’56, this fellowship awards two boys in Forms III through V with a grant to be used to stimulate their interest and competence in music during the summer months. Past recipients have used the monies for receiving instrumental lessons, attending music camp, recording original compositions, and obtaining vocal coaching and jazz instruction.

b) Parents’ Association Visual Arts Summer Fellowships. Since 2013, the St. Albans Parents’ Association has offered grants for summer study and work in the visual arts. This fellowship awards two to four students in Forms III through V with grants to be used during the summer months to take lessons, workshops, and master classes; to attend summer programs (both residential and nonresidential); to purchase art supplies for summer work and exploration; or to undertake independent study in any area of visual art, including drawing, painting, multimedia, sculpture, printmaking, photography, digital art and animation, film, graphic design, public art, and architecture and planning. Fellows will share their experience with the St. Albans community by exhibiting their work.

Recent recipients have taken courses at the Corcoran College of Art + Design in cartooning, painting and portfolio development, sculpture, and fine art photography; participated in intensive, pre-college courses in figure drawing, figure painting, and story illustration at the Maryland Institute College of Art; and traveled to Yosemite Valley to walk in the shoes of John Muir through journal entries, sketches, pastels, paintings, photography, and videography.

P. The School of Public Service

The St. Albans School of Public Service is a summer experience for young men and women interested in learning firsthand about the nature of public service and the role of government, nonprofits, private organizations, and individuals in making America a democratic and civil society. Open to both male and female students entering their senior year of high school, the School of Public Service is offered for four weeks during June and July. The school invites the participation of high school students from across America and throughout the world and encourages them to join the school in the challenge of working for the public good. The School of Public Service is located on the St. Albans School campus in the heart of Washington, D.C. The school’s curriculum takes full advantage of this by including field trips to important area institutions and providing access to members of Congress, agency leaders, public-policy figures, and journalists. Case studies put the student in the role of finder of fact and decision-maker in simulated discussions of policy. The summer’s rigorous academic program has the following objectives:

- to inspire leadership and instill a passion for public service among our students;
- to create a solid foundation of knowledge about the American public-policy process;
- to explore what normative values guide the work of the government;
- to encourage students to think critically, creatively, and independently about their role as citizens in a democracy; and
- to create a long-term community of peers.

Q. Summer School

St. Albans offers summer school classes with a wide variety of courses in academic disciplines. Summer classes are primarily for remediation or enrichment rather than acceleration or advancement. With prior approval of the head of Upper or Lower School and the academic dean, a student who completes a course in St. Albans’ summer school may receive credit. Visit summer.stalbansschool.org for more information.
A. Social Service Program

**Lower School:** Although the Lower School has no formal social service requirement, students are encouraged to be involved in a variety of activities that develop empathy for others and a sense that they can make a positive difference in the world.

Social service opportunities include seasonal toy, food, and clothing drives, financial contributions to service organizations identified in chapel or by individual classes, and other age-appropriate activities. Ideas for service projects may arise from individual students, homerooms or advisory groups, teachers, and parent groups. Recent examples include a school-wide collection of sports equipment for a Maryland organization, Leveling the Playing Field, led by Form II students and parents, Form I participation in the laying of Christmas wreaths at Arlington Cemetery, and C Formers, led by their teachers, making sandwiches in the Cafritz Refectory for Martha’s Table.

**Upper School:** Upper School students participate in the Social Service Program, designed to encourage in students a sense of concern and responsibility for the city in which they live, to help them mature personally through a better understanding of people with whom they share the world, and to foster a commitment to continued service.

Students receive an orientation to the Social Service Program as part of the Form III curriculum, partner with a service organization, fulfill 60 hours of person-to-person service work (before the beginning of Form VI), and submit a completed “Supervisor’s Evaluation” from the service organization. St. Albans believes that service benefits students by increasing their understanding of problems facing our community, by developing their sensitivities to differences and their abilities to work through them, by enhancing their self awareness and independence, and by exposing them to career opportunities.

Students volunteer at a variety of organizations in the Washington, D.C., area including soup kitchens, Head Start educational programs, nursing homes, therapeutic camps, and tutoring locations. Students must conduct at least 30 of their service hours in the Washington, D.C., area—and are encouraged to satisfy all 60 hours in the area. They may, however, with permission of the social service director, travel to other communities to serve alongside others.

The social service director works closely with students and numerous agencies in the metropolitan area to help students find service projects suited to their talents and interests and the agencies’ needs. The school website includes several approved agencies where students can accrue hours towards the 60-hour requirement. Students are also encouraged to submit proposals for their own service projects to the social service director. Alternative project proposals require a brief written description and formal approval from the school before the project begins. Further information is available on the website.

The following conditions must be satisfied for service hours to count toward the graduation requirement:

- Students are required to engage in projects that provide a distinctly different character and social climate from what they might encounter on the Cathedral Close.
- The service must be person-to-person service to help foster learning about oneself and others.
- The service should include work with a constituency that is underserved or at risk.
- Approval must be obtained before work to ensure credit.
- After a student completes a service project, he must submit the completed “Supervisor’s Evaluation Form” to the social service director.
- Beginning with the Class of 2022, Upper School students will be expected to complete at least 20 hours during each calendar year leading up to their senior year, until they reach at least sixty hours.

Failure to satisfy any of these requirements may result in a project not qualifying for the St. Albans social service requirement.

Form V and VI students with a strong interest in service are encouraged to work with a local organization even after they have fulfilled their 60-hour social service commitment. Form V students who have demonstrated a deep commitment toward social service and who have completed their 60 hours of work may apply for the Sports-Social Service Option, which allows juniors to work closely with one particular organization or on
III. Additional Programs and Services

one issue during a dedicated sports season. Form V students who take this option should volunteer at least ten hours a week at a service organization that meets the required guidelines of the Social Service Program. In Form VI, students may use their sports cut to take on a more intensive volunteer experience. Interested Form V and Form VI students should contact the social service director, the athletic director, and their advisor.

B. Community Life Program

The newly created Community Life Program will sharpen and expand our work on character education, school culture, service, diversity, and community life. The newly appointed dean of community life and the director of diversity, equity, and inclusion will work with faculty involved with advisory, the chaplaincy, the Skip Grant Program, the Cultural Awareness Organization, and our annual Diversity Forum to deepen our historical commitment to spiritual and ethical education.

C. College Counseling

The college search and application process officially begins at the start of the second semester of Form V. An evening presentation led by experienced admissions deans is followed by meetings for small groups of boys, a second information session for parents, an application case-study evening led by college admissions officers, and an athletics information night. After each student fills in a detailed personal questionnaire, he will meet one-on-one with his assigned college counselor; after two meetings, he and his family will then meet together with the college counselor. The College Office holds group sessions for students on topics ranging from “How Do I Begin My College Search?” and “Making the Most of a College Visit” to half-day college application workshops. Individual meetings continue through the summer and the Form VI year as students plan and organize their college search. In the fall, St. Albans will host many college admissions representatives; details of these visits are available to Form VI students and parents logged into the website (under Groups, College Advisory). Visits are also posted on the College Office bulletin board and emailed weekly to seniors. Seniors should sign up in the College Office to attend these visits. These meetings are open only to Form VI students, who are strongly encouraged to meet with colleges of interest while representatives are on campus. The College Office also hosts college mini-fairs on campus in the fall for Form V and VI students.

College applications are filed in the fall and early winter of the senior year; college counselors are available to help each student with the details of his applications and with general guidance and essay advice. Additionally, students and parents are updated regularly through letters, emails, meetings, and the College Advisory Group pages accessible when logged into the website.

When asked, the school will notify colleges of disciplinary or honor infractions resulting in probation, suspension, or dismissal. We expect and counsel students to provide colleges with a written account of any disciplinary event in which they have been involved.

Students should consult the College Handbook, given to them at the beginning of the process, for more detailed information about every stage of this process. Each college search presents an opportunity for great self-exploration and tremendous personal growth; the counselors greatly look forward to working with each boy.

D. Study Skills

Lower School: The Lower School’s STArtSmart Study Skills Program helps students in Form C through Form II with appropriate study skills, reading, analyzing, writing, mathematics, and test preparation. Located in the True-Lucas Building room 306 (for Forms C through A) and the Parrott Library (for Forms I and II), STArtSmart is a good option for boys who would benefit from guided instruction and a quiet work environment after school. There is a didactic component, as well as the opportunity to work one-on-one with faculty. STArtSmart is held Monday through Thursday, from 3:30 p.m. to 5:15 p.m. Further information is available at the STArtSmart section of the website, under "Academics.”

Upper School: The Upper School STAySmart Study Skills Program helps students with their study skills, either one-on-one or in small groups. The program also offers planning for short- and long-term assignments, midterms, finals, and PSAT and SAT prep. Located in Marriott Hall, the STAySmart Study Skills Program welcomes all students. Students should feel free to drop in or make an appointment. Form advisors will refer some students. Further information is available at the STAySmart section of the website, under "Academics.”

E. Life Skills

Lower School: The life skills curriculum begins in earnest in Form C, with time spent teaching the boys about maintaining their physical and emotional health, making healthy decisions, and creating and fostering positive relationships with each other, including relationships online. The foundational Form C social curriculum focuses on building healthy relationships, adjusting to St. Albans, and aligning value systems; additionally, a great deal of time is spent helping the boys learn about the core Lower School values of honor, respect, responsibility, and compassion. The Form B social curriculum builds on the foundation set in Form C and incorporates a structured curriculum on teaching the boys, and their families, about alcohol and other drugs, the dangers of addiction, substance use and abuse, and the ways in which substance use impacts family
life and one’s future. Form B explores online etiquette (email in particular), the dangers of socializing online, and ways to stay safe when using the internet. Form B also deepens our exploration and practice of building meaningful relationships and becoming people of character. The Form B year ends by collectively discussing heroism and what it means to be a hero for another person. Form A life skills are focused on being responsible digital citizens, social media, and how to behave and act honorably—turning our well-intentioned thoughts into action. Additionally, Form A is the beginning of life skills lessons focused on human sexuality and sexual identity, with time spent looking at “family life” in general, as well as branching out and learning about substances other than alcohol. In Form I, students take Decisions, a one-semester course that presents basic information about sexuality, drugs, healthy decision-making, and wellness, and equips them to make reasoned decisions regarding these topics. Additionally, the Form I advisory explores curriculum aimed at keeping our community accepting, safe, and welcoming of all people. The focus is on developing burgeoning empathy skills, creating a community safe from bullying, and being kind to others. Finally, in Form II, the Lower School capstone courses are Ethics and Omnibus, classes that revisit honor, respect, responsibility, and compassion through the lens of growing leadership and stewardship in the school; these courses also use news and current events to shape topics from week to week. Form II boys also engage in a co-ed meeting with NCS about drugs, alcohol, and brain development called the Prevention Convention.

The Lower School social curriculum is grounded in making healthy choices, connecting meaningfully with another person, and being an accepting, empathic, positive, and productive member of this community. It is a curriculum that explores dangers inherent to any society and allows for meaning educational initiatives and discussions to ensue on these topics, many of which involve parents.

Above all, chapel remains at the heart of everything we do in the Lower School, especially as it relates to becoming people of strong character and resolve.

**Upper School:** As students move into the Upper School, the social curriculum continues to focus on building empathy, making healthy decisions, and being a positive community member. In Form III, all boys are involved in programming focused on substance use issues. They are provided a space to explore these issues in small peer groups and are also given an opportunity to talk with other boys’ parents in small groups. Conversations focus on social pressure and the culture of substance use in high school; boys have the opportunity to hear from their parents about their own beliefs and experiences.

Form V St. Albans students and National Cathedral School (NCS) juniors participate in the One Love program, an evening event centered around a film depicting an escalation in relationship violence and followed by discussions led by trained student leaders. Discussions focus on increasing awareness of the warning signs of trouble in relationships and provide a framework for young people to be proactive bystanders when witnessing problematic behavior.

Form VI St. Albans students and NCS seniors attend an event in the spring focused on consent issues. This programming affords students the chance to talk through a complicated sexual assault case and engage in thoughtful discourse together about the topic of consent in general. The program encourages perspective-taking and consideration of one’s own decision making.

Further, in Form VI boys take an Encountering God class that provides ample space for frank conversations about love, sexual activity, and relationships, as well as communicating with parents, defining one’s identity, and growing by learning from mistakes.

Advisory groups provide space for boys to discuss social issues with each other and with an adult mentor. Groups are small, consisting of seven to ten students, and students remain with their advisors for two consecutive years, allowing for strong connections to develop. The hope is that these small, tight-knit groups will allow active engagement in meaningful conversations and critical thinking about social issues. The groups meet once every seven days, providing ample time for both practical, planning-focused discussions as well as more exploratory, reflective conversations. Advisory groups remain an important part of a boy’s life skills development throughout his time in the Upper School.

The school also offers programming for parents that focuses on effective, open communication within families about issues that are sometimes difficult to discuss. Parent education has included talks about substance use among adolescents, effective communication with children around substances, developmental pieces at play as students move through adolescence, and brain development in young people. Form VI parents are encouraged to attend presentations at the beginning and end of the year about the transition to college and how families may best navigate this time. Form VI boys also attend a presentation about the transition to college.

As in the Lower School, chapel remains at the core of the Upper School. Here, students and faculty take time to reflect and meditate on social, emotional, and spiritual topics. Readings and talks challenge us to consider ourselves internally and as part of a larger community, encouraging deeper consideration. Faculty and students alike tend to sit with ideas presented in chapel, which they ponder throughout the day and beyond.

**F. Skip Grant Program**

For fifty years, the Skip Grant Program, a support and guidance program for students from traditionally underrepresented backgrounds, has been working with the St. Albans Admissions Office to identify talented young men from all different walks of life for admittance to St. Albans. The students in the program receive additional guidance and tutoring as needed. Some receive assistance with non-tuition-related
III. Additional Programs and Services

expenses as well. Students take part in the program because of its mutually beneficial academic and social support.

The program, founded by St. Albans’ former Athletic Director Brooks Johnson and Headmaster Charles Martin, was originally called the Risk Program. It was later renamed for another beloved coach, athletic director, and program director, Oliver “Skip” Grant.

G. Boarding Programs
The Boarding Department serves thirty Upper School students. Ordinarily, boys are not accepted for short-term residence. Parents who wish to invite a boarder to their homes overnight should notify the head dormitory master in writing or by telephone no later than Friday noon. Each boarder receives a copy of the Dormitory Handbook electronically at the beginning of the school year; parents receive permission forms and information for new boarders prior to the opening of school.

H. Parent/Student Support Services
St. Albans offers a wide range of counseling services to students and parents. A Lower School chaplain, a Lower School counselor, an Upper School chaplain, two psychologists, a consulting psychologist, the school nurse, the athletic trainers, the academic deans, and advisors are available to support the St. Albans community on academic, social, emotional, and spiritual matters. In addition the school has a director of college counseling.

I. Health Services
1. Staff
The school has a nurse, two athletic trainers, two psychologists, two chaplains, and a Lower School counselor to assist with a variety of student health needs. The school also has access to a consulting physician (pediatrician) and a consulting psychologist. The health team welcomes discussion with parents or guardians about any particular health needs or concerns regarding their sons.

2. Location, Availability, and Telephone Number
The school nurse's office is located adjacent to the lobby in the Lower School's True-Lucas Building, room 203. The School also provides an infirmary for resident students in room 223 of the dormitory on the second floor of the Lane-Johnston Building. The nurse's phone number is 202-537-6433.

The school nurse is on duty during the school day. A student who is injured or who feels ill during the course of the school day may request permission from his teacher to see the nurse. The nurse will attend to the student's concerns and advise the student about class and/ or athletic attendance. The nurse will notify the student's parents or guardians if the student must be sent home. For reasons of safety, the school asks parents or guardians to notify the nurse promptly if their son calls them and asks to go home because he is feeling ill. The nurse or the athletic trainers must authorize all departures from school due to injury or illness.

The athletic trainers are on duty during sports times. They are available to evaluate injuries, supervise rehabilitation, and direct exercises for injury prevention.

Students and parents or guardians are welcome to contact the chaplains, the Lower School counselor, the psychologists and the consulting physician and psychologist through contact numbers listed in the school directory.

3. Required Forms and Magnus Health
St. Albans uses the online system Magnus Health to collect and store student medical records. No student may participate in any school activity (academic, athletic, or extracurricular) unless his medical forms are current and have been submitted to St. Albans via Magnus. Required forms are available on Magnus and should be submitted by uploading directly to Magnus (or faxing or mailing to Magnus) by their specified due dates. Hard copies of medical forms will not be accepted at school.

Parents are responsible for informing St. Albans of any changes to their son's medical condition by contacting the school nurse and/or athletic trainers and updating on Magnus.

For help navigating the Magnus system, entering data online, or downloading hardcopy coversheets and forms, parents should contact Magnus customer support by phone at 877-461-6831 or by email at service@magnushealthportal.com.

4. Immunizations
All students should be in compliance with the current District of Columbia immunization requirements. Parents should review their son's immunization record with his healthcare provider to ensure compliance.

5. Communicable Disease Guidelines
Parents should notify St. Albans as soon as possible if their son is diagnosed with a contagious illness by contacting the school nurse at 202-537-6433.

In certain cases, written documentation from the student's healthcare provider may be required before he can resume attending school and/or athletics.

- If a student has an elevated temperature (>100F), nausea, vomiting or diarrhea, he should stay home. Students should be symptom free without the aid of medication for 24 hours before returning to school.

- If a student has head lice, he must be treated and be free of nits or lice before returning to school. If head lice are discovered during the school day, the student will be sent home. Before the student can return to school and athletics, he must be checked and cleared by the school nurse.

- If a student is diagnosed with strep throat, he should stay home at least 24 hours after the first dose of antibiotics has been administered.
If a student is diagnosed with conjunctivitis (pink eye), he should stay home at least 24 hours after the first dose of medication has been administered. His eyes should be free of drainage before he returns to school and athletics.

If a student is diagnosed with measles, mumps, rubella (German measles), meningococcal meningitis, pertussis (whooping cough), tuberculosis, varicella (chickenpox), or any other communicable disease or foodborne illness, please notify the school nurse at 202-537-6433.

6. Infection Control

Good hand-washing is the key to controlling both viral and bacterial infections. To avoid getting or spreading skin infections such as MRSA (Methicillin-resistant Staphylococcus aureus), areas of broken skin such as cuts, abrasions, or burns should be kept well cleaned and covered. If an area of broken skin or a boil becomes red, swollen, or painful, or is draining any fluid, promptly consult your son’s healthcare provider.

7. Concussion Management Plan

St. Albans has an extensive concussion management plan based on Children’s National Medical Center’s ACE Post-concussion Instructions.

A concussion is defined as a disturbance in brain function caused by direct or indirect force resulting from a blow to the head, face, neck, or elsewhere on the body with an “impulsive” force transmitted to the head. This force results in compression of the brain against the skull.

Concussion results in clinical signs and symptoms that may or may not involve loss of consciousness. New signs and symptoms could arise over the first 24 to 48 hours after injury. If any of the following conditions exist post-injury, the patient should seek immediate emergency medical care: fainting or loss of consciousness, repeated vomiting, increased confusion or disorientation, slurred speech, headaches that worsen, weakness or numbness in arms or legs, extremely drowsy (can’t be awakened), unusual behavior change, less responsive than usual, significantly irritable, unable to recognize people or places, behavioral changes, and seizures.

For other common symptoms, follow-up care, and recommendations on returning to normal activities, please consult the Concussion Management Plan on our website.

If parents suspect their son may have had a concussion, or if he has been diagnosed outside school, they should inform the school nurse and/or the athletic trainers as soon as possible.

8. Absences

When a student is sick, is late, or has to leave the Close before the end of his school day, parents should notify the school by 8:00 a.m. Parents of Upper School students should call the Upper School Office (202-537-6412); parents of Lower School students should call the Lower School Office (202-537-6448).

If a student is absent during the academic portion of the day, he should not plan to participate in athletics or after-school activities. Ordinarily, a student should be prepared for tests scheduled on the day of his return. (For more on the attendance policy, see Section I-F, page 7.)

9. Medications to Be Taken During the School Day

Medications taken during school hours must be administered by the school nurse (see also Section III-H-10, page 29). Medications should be delivered to school by a parent/guardian. The first dose of any new medication a student is taking must be administered at home. The first dose of a new medication will not be administered at school.

Any medication supplied to the school nurse for administration during school must be in the original pharmacy container labeled with the student’s name, name of medication, dosage, route of administration, time/frequency of administration, expiration date, licensed prescriber’s name, and pharmacy name and contact information. A doctor’s order is required for the school nurse to administer medications.

The following over-the-counter medications are available: acetaminophen (Tylenol), ibuprofen (Motrin, Advil), diphenhydramine HCL (Benadryl), phenylephrine HCL (decongestant), anti-itch and anti-bacterial skin creams, cough medicines and/or drops, and antacids (Tums, Mylanta).

Over-the-counter medications will only be administered if the student has a current Permission for Over-the-Counter Medications form signed by a parent or guardian and healthcare provider uploaded to Magnus.

10. Emergency Medications

Parents or guardians should notify St. Albans if their son has been diagnosed with asthma, an anaphylactic allergy, or another life-threatening condition by filling out an Asthma Action Plan, Allergy Action Plan or other appropriate action plan and uploading it to Magnus. In addition, parents or guardians are encouraged to discuss their son’s asthma, allergies or other condition directly with the school nurse.

Asthma inhalers, epinephrine auto-injectors (EpiPens) and other rescue medications ordered for life-threatening conditions may be self-carried and self-administered by a student if an appropriate action plan, with healthcare provider’s and parent’s authorizations, is on file at school. Lower School students should have asthma inhalers and epinephrine auto-injectors (EpiPen/Auvi-Q) in the nurse’s office, TL-203. Upper School students are encouraged to carry their own medications, as applicable. Parents are responsible for supplying medications to the school nurse at the beginning of the school year and picking them up at the end of the school year. Parents are responsible for noting expiration dates and replacing medications once they have expired. Expired medications will be discarded.

Students are required to bring their asthma inhalers and epinephrine auto-injectors (EpiPen/Auvi-Q) to athletic practices/games, extracurricular activities, and field trips. Parents should discuss their son’s asthma, allergies, or other conditions with his teachers and coaches.
A. Objectives

St. Albans expects every student to contribute to the athletic program, which is “co-curricular”—an integral part of the school’s mission. As noted in the St. Albans Philosophy Statement, we believe that required sports “teach teamwork, discipline, and lifelong habits of physical fitness.” If a student is highly skilled at a sport we offer, we expect him to share that gift in this community. If he has a significant outside commitment in a sport not offered by St. Albans, then we expect him to contribute his athletic prowess to interscholastic sports that we do offer.

St. Albans athletics is a values-based curriculum. Our coaches teach to a set of core values that give our teams the best chance to win on the field and provide our athletes with lifelong lessons in commitment, discipline, teamwork, and perseverance. Through the core athletic values listed below, we teach lessons critical for success on the field, in the classroom, and in our boys’ lives beyond St. Albans. These include being committed to shared group goals that are bigger than oneself; paying attention to details; consistently doing things the right way on a daily basis; valuing your own and others’ roles on a team; and overcoming adversity.

Recognizing the importance of adult role models in athletic endeavors, the school considers all of its coaches to be members of the faculty and seeks, whenever possible, to employ teacher-coaches. The school also encourages faculty and parents to serve as officials and spectators at athletic events. Our coaches challenge players to reach beyond what they believe are their physical, mental, and emotional limitations. St. Albans boys grow through vigorous daily practices, weight room training, film study, and competition against other schools.

B. The Core Values of the St. Albans Athlete

1. Commitment to Community

a) Sacrifice: A St. Albans athlete realizes that his efforts should primarily be directed toward the betterment of others, not himself.

b) Loyalty: A St. Albans athlete looks for ways to help others and the program.

c) Leadership and Honor: A St. Albans athlete follows all school rules, including going to all chapels, classes, lunches, and assemblies. He interacts positively with all members of the community, listening respectfully to others, particularly adults, and looks to initiate conversation in an effort to make people feel welcome.

2. Attitude

a) Courage: A St. Albans athlete is positive, persistent, and confident. He respects all his opponents, but fears none of them. He is also humble. He realizes that a truly confident athlete does not need to talk about his performance. He allows his performance to speak for itself.

b) Excellence: A St. Albans athlete realizes that the more we think only about winning, the less we will win. The more we think about those things which we can control—our work ethic, our behavior, and our positive support for each other—the better we will perform.

c) Pride: A St. Albans athlete is proud to be part of the 100-plus year tradition of the St. Albans athletic program. He takes care of his equipment and the facilities.

3. Character

a) Discipline: A St. Albans athlete does the things the right way even when people aren’t looking. He makes good decisions about his physical and emotional well-being for the good of the team and himself.

C. Program Overview and Requirements

Lower School: Form C and B boys participate in an intramural sports curriculum that does not include competition against other schools. The emphasis in Forms C and B is on fitness, skill development, participation, effort and teamwork. Boys rotate through several sports units throughout the year, involving them in the basic skills of running, throwing, and catching and various sports such as flag football, soccer, basketball, wrestling, baseball, and swimming. Each unit
combines drills with games to make the sports period challenging and enjoyable, to help the boys develop physically, and to promote good conditioning.

Form A, I, and II boys participate in interscholastic sports in which St. Albans teams compete against other schools. Students choose from a variety of interscholastic sports. Please see the discussion in Section IV-F (page 31) entitled ‘Athletics by Season’ for a complete listing of the sports available to boys in Forms A, I, and II.

Form C and B boys have sports Monday through Thursday during the school day. Form A, I, and II boys have sports from 2:00 p.m. to approximately 3:30 p.m. Monday through Thursday. (On Fridays, the Lower School day concludes with an assembly or extended advisory program; in the winter, club activities take up this time slot. Friday dismissal is at 2:45 p.m.)

In mid-May, the Lower School hosts its annual Field Day. All Lower School boys belong to either the Blue Team or the White Team; younger brothers and alumni sons join the team of their elders. Families who can should attend this morning tour de force and the picnic lunch that follows. The two teams meet in various track and field events with a mid-morning break for the parent-son three-legged race. Every boy has the opportunity to participate. Following lunch, awards are given to various winners. Boys dress in blue gym shorts and either a blue or white St. Albans tee-shirt or reversible jersey to represent their team. During the winter season, the teams also participate in the Blue-White Swim Meet. Held on a Friday afternoon, the event follows a similar structure to Field Day, with the boys competing in various swim relays and individual races.

**Upper School:** All Upper School students are required to participate in athletics in each of three seasons (fall, winter, and spring) during each academic year. After fulfilling the minimum arts requirement for graduation, a Form V or VI student may be excused from athletics for one season upon application and evidence of participation in a school-related arts activity requiring a significant commitment of time and effort; Form V students who have completed their social service requirement may apply to be excused from one season of athletics to perform additional voluntary service. Form VI students are permitted to take a sports “cut” for one season. In an exceptional case, a boy may petition the director of athletics to arrange a special program in a sport not offered by the school.

Satisfactory completion of the athletic requirement depends on regular attendance, effort, cooperation, and improvement of skills. In most cases, students are able to participate in the sport of their choice; however, some teams have a tryout at the beginning of the season. If a boy is cut from his desired sport, the athletic director and coaches will work with him to find another sport in which he can contribute to the athletic program.

Upper School sports begin at 3:30 p.m. each day or sometimes earlier for teams that are traveling for a game or practice. Upper School practices generally end by 6:00 p.m. on school days. Timing on game days varies depending on the sport and game location. Upper School sports generally have practices or games on Saturdays, on professional days (when there are no classes), and during school breaks such as Thanksgiving, Christmas, and spring break. Boys are also strongly encouraged to participate in the department’s strength-and-fitness summer program. In addition, most varsity programs have sport-specific summer workouts. Boys and parents are encouraged to discuss with coaches beforehand the commitment required, particularly because family vacations may be affected. Additional costs may be incurred in various sports. Contact specific coaches for estimated costs.

**D. Interscholastic Athletics**

St. Albans School is a member of the Interstate Athletic Conference (IAC), which comprises six independent schools in the Washington, D.C., metropolitan area with similar educational objectives and academic standards. The other member schools are Landon, Georgetown Prep, Bullis, Episcopal, and St. Stephen’s and St. Agnes. St. Albans is represented at the interscholastic level by teams in football, crew, climbing, cross-country, soccer, basketball, wrestling, aquatics, ice hockey, baseball, golf, lacrosse, track and field, and tennis.

**E. Intramural Athletics**

Intramurals are offered each season in the Upper School, although we strongly believe our athletics curriculum is best taught and learned in interscholastic team sports settings.

**F. Athletics by Season**

During the three sports seasons, St. Albans offers the sports listed below. Note that in certain sports, restrictions may limit the number of students who may participate; information on tryouts and team limits are available from the Athletic Department.

1. **Fall: Lower School**

Please see the discussion above on Lower School athletics for information on the sports program for boys in Forms C and B. Boys in Forms A, I, and II may select from football, soccer, and cross-country during the fall. The Voyageur program offers instruction in outdoor skills and awareness to interested Form I and II students.
IV. Athletics

2. Fall: Upper School

Interscholastic Sports:
- Cross-Country: varsity and junior varsity. V C S T
- Football: varsity and junior varsity. V S T
- Soccer: varsity, junior varsity, and junior varsity II. V S T

Intramural Sports:
- Conditioning: open only to boys in Form IV, V, and VI.
- Voyageur: kayaking and rock climbing. C

3. Winter: Lower School

Please see the discussion above on Lower School athletics for information on the sports program for boys in Forms C and B. Boys in Forms A, I, and II may choose from basketball, wrestling, hockey, or swimming in the winter. Winter conditioning is also open to Forms I and II.

4. Winter: Upper School

Interscholastic Sports:
- Basketball: varsity, junior varsity, and freshman. (Note that the teams participate in tournaments during winter break.) V S
- Hockey: varsity. V S
- Swimming and Diving: varsity. V C
- Wrestling: varsity and junior varsity. V
- Voyageur: rock climbing. V C

Intramural Sports:
- Conditioning: open only to boys in Forms IV, V, and VI.
- Winter Track.
- Intramurals: see description in Section IV-E (page 31).
- Student Athletic Staff: boys provide logistical support at practices and home and away games.
- Dance: students involved in the performing arts work on choreography for the winter musical. C

5. Spring: Lower School

Please see the discussion above on Lower School athletics for information on the sports program for boys in Forms C and B. Boys in Forms A, I, and II may choose from baseball, tennis, track, and lacrosse in the spring. Voyageur is open to Forms I and II.

6. Spring: Upper School

Interscholastic Sports:
- Baseball: varsity and junior varsity. V S T
- Crew: varsity and freshman. V C S T
- Golf: varsity. V T
- Lacrosse: varsity and junior varsity. V S T
- Tennis: varsity and junior varsity. V S T
- Track and Field: varsity and junior varsity. V

Intramural Sports:
- Intramurals: see description in Section IV-E (page 31).
- Voyageur: kayaking and rock climbing. V C
- Student Athletic Staff: boys provide logistical support at home and away athletic contests.

6. Independent Sports Option

The Athletics Department believes that the lessons it teaches, embodied in its core values statement, are best taught through boys’ participation on interscholastic teams. The department encourages and prefers that boys play three different sports at St. Albans each school year. The department recognizes, however, that a boy might develop interest in a sport that St. Albans cannot offer. To that end, St. Albans does offer an independent sports option, on a limited basis, to Upper School students. Boys may pursue an independent sport in one season in an academic year. For more information on the specific requirements for independent sports, please contact the athletic director.

H. Facilities

We are very proud of our athletic facilities, which include the only on-campus competition swimming pool among all private schools in the District of Columbia, two full basketball courts that convert to four cross-court practice courts, three full practice fields, four auxiliary practice fields, seven tennis courts, a baseball field with major league dimensions, and a six-lane competition running track with high jump, pole vault, and long jump competition areas. We also have a fully equipped weight room staffed by a certified strength and conditioning coach and a state-of-the-art training room staffed by two full-time certified athletic trainers.

In 2015 St. Albans completed a $20 million rebuild of our athletic fields, which feature FieldTurf’s Revolution turf system, the gold standard around the world for synthetic athletic surfaces. Our six-lane track features the Beynon-100...
I. Interstate Athletic Conference (IAC) Code for Spectators

As a member of the Interstate Athletic Conference, St. Albans affirms its commitment not only to a challenging and extensive sports program but also to the importance of ethical athletic conduct. The school firmly adheres to the IAC guidelines governing school rivalries and sportsmanlike behavior. Both competitors and spectators are expected to follow these guidelines. The IAC guidelines state that spectators should realize that they represent the school just as definitely as do the members of the team and therefore have an obligation to be true sportmen, encouraging through their behavior the practice of good sportsmanship by others; recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by either team; treat visiting teams and officials as guests, extending to them every courtesy; be modest in victory and gracious in defeat; respect the judgment and integrity of officials, realizing that their decisions are based upon game conditions as they observe them; make no derogatory signs, banners, or cheers directed toward officials, players, coaches, cheerleaders, or the opponents’ fans; and interfere in no way with the opponents’ cheers.

J. Joint Athletic Department and Parents’ Association Guidelines for Parent Involvement in Team Sports

Parents have always been key supporters of the school’s athletic programs and their son’s individual team sports. To ensure continuing parental support and equity among various team sports, to encourage school spirit, and to keep volunteer efforts in appropriate scope, the Athletic Department and the Parents’ Association have adopted the following guidelines:

Volunteering: St. Albans has a strong spirit of volunteerism in all aspects of our community, especially when supporting our athletes. Parents are encouraged to volunteer for their son’s teams. Parents may contact their son’s head coach to hear about possible opportunities. Also, many sports have tournaments, double-headers, or all-day events that require support from the wider parent community. Parents are encouraged to volunteer their time for these larger community events and should contact the athletic director if they are interested in helping.

Attendance: Parents are encouraged to attend athletic events in which their son competes as well as those of other St. Albans athletes. Spectators are expected to support all athletes with positive enthusiasm and encouragement.

Team Meals: Some teams choose to have team meals as a way to build camaraderie. All team members are encouraged to attend. Should the head coach choose to have these meals, there will be a maximum of five team meals during the season. Parents and coaches should keep in mind team members’ and coaches’ other evening commitments and school events when scheduling these meals. The food for these gatherings may be donated, offered as a potluck, or paid for by taking up a collection that should not exceed $10 per player per meal. At the coach’s discretion, parents may organize to provide for meals before or after an away game that is a long travel distance and time away from St. Albans, but such meals shall also be donated, offered as potluck, or paid for by taking up a collection that should not exceed $10 per meal to the extent practicable. Except for meals before or after long-distance away games meals, should be in the Trophy Room, Cafritz Refectory, or a team member’s home.

Senior Recognition: Individual teams may wish to honor graduating seniors during the course of the season. At the coach’s discretion, parents may organize a pregame ceremony to recognize seniors and their parents, but senior gifts should not be given.

End-of-Season Event: Individual teams may wish to have end-of-season gatherings attended by coaches, team members, and their families. These events are separate from the comprehensive end-of-the-year sports banquet planned by the Athletic Department and the Parents’ Association. Dinners should be held in the Cafritz Refectory, the Trophy Room, or someone’s home. Food may be donated, offered as a potluck, or paid for by taking up a collection that should not exceed $25 per family. There should be no gifts for coaches at the end of the season. Like other faculty members, the coaches will receive a gift from the Parents’ Association at the Faculty and Staff Appreciation Luncheon in June.

No Team Dues: Other than to cover the costs of the meals and events described above, no other money and no team dues should be requested or collected by parents for any other reason. Spirit items may be donated by individual parents with the approval of the coach and athletic director.

Athletic Program Giving Opportunities and Parents’ Association Grants:

The Athletic Department will fund all essential items in an athletic program. All individual sports-related gifts should be approved and coordinated with the Development Office. If a parent wishes to make a gift to a specific team or sport, he or she should contact the Development Office. Their staff will work with the donor, the athletic director, and the coach to determine the best programmatic use of the gift. The Parents’ Association will continue to encourage coaches to apply for appropriate equipment or programs that enrich the educational experience at St. Albans through the Parents’ Association grants program.

St. Albans School Handbook 33
Performing and Visual Arts

A. General Background
As stated in the school philosophy, St. Albans aims to instill in its students knowledge of the arts and an aesthetic appreciation for and understanding of the world. St. Albans encourages all students to develop their unique talents through its varied academic and extracurricular offerings in the performing and visual arts.

B. Performing Arts
Performing arts are part of the coordinate program between St. Albans School and National Cathedral School (NCS), which have Music, Theater, and Dance departments with shared faculty and staff in the middle and upper schools. In addition, each school supports a Cathedral chorister program in conjunction with Cathedral musicians. Participation in most of the Upper School activities or ensembles described below may serve toward the Upper School arts requirement for graduation depending on level of involvement. A Performing Arts Banquet, held each spring, and numerous other annual events and programs welcome parent volunteers.

1. Theater
   a) Lower School
   Stage plays and theater classes begin in the Lower School. All boys in Forms I and II and National Cathedral School (NCS) girls in grades 7 and 8 enroll in academic classes that focus on an introduction to acting and theatrical design. In addition, there are two stage productions each year for middle school-aged students, who both act and assist with the technical aspects of the productions.

   b) Upper School
   The goal of the Upper School Theater Department is to introduce students to the art of the theater as a means of individual and collaborative expression. Faculty members seek to inspire greater empathy and broaden each student’s perspective through the exploration of characters and concepts that expand our horizons and challenge our preconceptions.

   Students who enroll in the elective courses are given the opportunity to explore the various aspects of theater in introductory, intermediate, and advanced classes. Whether a student has interest in acting, production work, or design, the school has academic offerings to meet his interests. In tandem or in parallel with academic coursework, the Theater Department has an extensive co-curricular production program in which students can choose to be involved. Through these extensive offerings, the department seeks to engage with its students, developing in them both an understanding of and appreciation for the collaborative work that exists in theater.

   St. Albans encourages all students to consider involvement in theater, which is fully coordinated with NCS. Each school year, the schools produce a full-length play in the fall, a musical in the winter, and a festival of student-directed one-act plays in the spring. Cast sizes range from twenty to sixty, with as many as thirty students in the technical production for each show. Students also assist with carpentry, lighting, sound, projections, props, costuming, makeup, stage management, and crew running. Work on these productions may serve toward fulfillment of the arts requirement.

   In addition, boys may enroll in classes in Acting, Public Speaking, Directing, Stagecraft, Design for Theater, and Advanced Design. All courses serve toward fulfilling the arts requirement for graduation and are part of the coordinate program with NCS.

   c) The Thespian Society
   St. Albans has a chartered troupe in the International Thespian Society, an honor society that recognizes student involvement in educational theater at the high school level. Students earn membership in the Thespian Society by working on at least two theatrical productions for a total of one hundred hours. Troop membership averages sixty students from St. Albans and NCS each year.

2. Choral Music
   a) Chorale
   Membership in the St. Albans-NCS Chorale is open to all students in the Upper School, without audition or required previous choral experience. This coed group of about 180 singers, which explores a wide variety of repertoire and styles, holds three full concerts each year in the Cathedral, performs at major school ceremonies and events, participates in choral festivals with other area schools, has an annual tour, and makes recordings. International trips are every four years;

FROM THE SCHOOL PHILOSOPHY
Our extracurricular offerings help students develop “an aesthetic appreciation for and understanding of the world.”
past destinations have included England, Australia, South Africa, Chile, and Argentina. Rehearsals take place during the school day and alternate between sectional and coed rehearsals.

b) Madrigal Singers
The Madrigal Singers is a coordinate group of up to 40 singers selected by audition from rising Form IV, V, and VI singers (grades 10, 11, and 12) in the Chorale. This group, which explores a wide variety of repertoire and styles, has performed on National Public Radio, at the Kennedy Center Honors, at the White House, and for occasions of national significance, such as the groundbreaking ceremony for the Smithsonian Museum of African American History and Culture.

c) Small Ensembles
The Music Department encourages and welcomes smaller choral ensembles, either faculty directed or student led. One of our enduring and most popular student-led groups is Jackets Off, which performs traditional and contemporary a cappella music for male voices. Close Encounters, named for the Washington National Cathedral Close, is a co-ed a cappella group, made up of students from St. Albans and NCS, that performs contemporary music at school and community events.

d) Middle School Coordinate Chorus
In the eighty-voice Middle School Coordinate Chorus, singers learn vocal techniques for the changing voice and part singing. Chorus meets during the school day and alternates between sectional and coed rehearsals. The Middle School Coordinate Chorus sings frequently for school and community events.

e) Forms C, B, and A Chorus
The C-B-A Chorus (no audition required) meets once a week and sings for school and community events. Performances have included concerts with major choral groups and orchestras in the Cathedral and the Kennedy Center. This choir also makes an annual spring trip.

f) The Cathedral Boys Choir
The Washington National Cathedral Boys Choir includes boys from the ages of ten to fourteen, all of them students at St. Albans, which was founded to provide schooling for the Cathedral choristers. The boys participate fully in the school's core academic program and receive approximately fifteen hours of weekly instruction from the Cathedral's director of music and his associates. Candidates for choir membership must meet the vocal requirements of the Cathedral as well as the scholastic standards of the school. Boys seeking appointments to the choir should exhibit innate musical ability, a serious and responsible attitude toward their singing and school work, sociable behavior, and good manners.

Choristers rehearse daily and sing at evensong two afternoons during the week. Every other Sunday, they sing morning and afternoon services. They sing for nearly one hundred services per year in the Cathedral, at numerous musical events in the Washington area, and for national services held at the Cathedral. Recordings and tours form a part of a chorister's life.

The Novice Choristers form a training group through which boys gain admission to the Cathedral Choir. These boys come from third-grade applicants and need not attend St. Albans. Boys other than third graders may enter the choir; however, they will be expected to spend some time in the Novice Program. Entrance to the choir is gained by auditioning for the director of music. For the audition, boys are expected to sing a prepared piece of music, which can be very simple. They will be given an ear test and a simple assessment in musical theory.

3. Instrumental Music
Membership in any ensemble may require an audition to establish a boy's skill level and to balance sections.

a) Upper School Orchestra
The fifty-member St. Albans-NCS Orchestra is open to students in the Upper School. The Orchestra performs with the Chorale and Madrigal Singers for major concerts, school ceremonies, and trips and plays a variety of orchestral literature from baroque to contemporary. An annual all-Orchestra concert takes place in the Cathedral during Flower Mart in May.

b) Middle School Orchestra
The Middle School Orchestra is open to all boys in Forms I and II and girls in grades 7 and 8. The group holds both full rehearsals two times during the seven-day schedule rotation. The Middle School Orchestra performs for two all-Middle School concerts during the year, at the all-Orchestra concert in May, and for other school events.

c) Lower School Orchestra
St. Albans and NCS students in Forms C through A (grades 4 to 6) may participate in Lower School Orchestra. These groups are designed to give younger, less experienced players an opportunity to learn the challenges and rewards of ensemble playing and to complement individual instruction in orchestral instruments. These ensembles perform with the Lower and Middle School choral groups at several events per year, including the Festival of Lessons and Carols and the all-Orchestra concert in May. The Lower School Orchestra meets once a week.

d) Smaller Instrumental Groups
St. Albans has a faculty-led percussion ensemble, a jazz ensemble, and a guild of tower ringers for the Little Sanctuary. Each of these club ensembles meets to rehearse approximately one hour each seven-day rotation. Each group performs for various occasions during the school year, and they are a popular feature of the entertainment at Flower Mart.
V. Performing and Visual Arts

e) Private Music Instruction
St. Albans, in conjunction with NCS, offers lessons in piano, strings, brass, woodwinds, percussion, organ, and voice, taught by highly skilled adjunct music instructors. Students and their families contract through the school for lessons at an additional fee, arranged on a semester basis. The director of instrumental music coordinates the private lesson program.

4. Dance
Dance instruction is offered in classes and in ensembles, coordinate with NCS. Boys may choose dance as a sport in the winter season as choreography for the musical. Instruction is offered in jazz, modern, hip-hop, and traditional dance forms. The dance year culminates with a weekend Spring Dance Gala.

C. Visual Arts
To cultivate students’ aesthetic interests, St. Albans offers courses in a variety of artistic pursuits. In the early years of the Lower School, students learn the fundamentals of visual arts and expression from teachers specializing in the arts. Working in a studio setting, Form C boys gain experience in color media, clay, papier mâché, fiber, and textiles. Form B students use a rich variety of materials to interpret African, Asian, Native American, Greek, and Roman art. In Form A, students explore the relationships between art and their academic studies in science, history, mathematics, and religion. Form I and II art explorations focus on the continued artistic development of the boys, drawing on the artistic behaviors involving keen observation, creative problem-solving, and innovative ideation.

As boys move into the Upper School, they continue to develop the skills of observation, perception, and visual expression of ideas as course offerings become more specialized. Drawing, painting, printmaking, and sculpture classes are led by talented professionals who encourage the students to develop a personal style of expression, gain an appreciation for historical and contemporary art, and engage in analysis and dialogue about aesthetics and conceptual ideas about art.

1. Parents’ Association Visual Arts Fellowship Exhibition
In the fall the Parents’ Association and Visual Arts Department host an exhibit of work created the previous summer by the recipients of the Parents’ Association Visual Arts Fellowships (see below).

2. The Annual Student Art Exhibition
Each May, the school hosts an exhibition that features creative work completed by students in both the Lower and Upper schools during the academic year.

D. The Sports-Arts Option
Boys in Forms V and VI may choose an arts concentration for one sports season each year. This can range from fulfilling a role in either the acting or the technical aspects of a stage production to concentrating on an intense individual project in the performing or the visual arts. Proposals for the sports-arts option must be approved and supervised by both the director of music, theater, or visual arts and the director of athletics.

E. Honors and Awards
1. The Lester Francis Avnet Memorial Award
Established by Rosalind Avnet Lazarus in 1987 in memory of Lester Francis Avnet, her father and the grandfather of Edward Lazarus ’91, this prize is awarded to a Form II student who has demonstrated exceptional effort, achievement, improvement, or interest in the performing arts.

Each spring, boys in the Upper School may submit written proposals for summer study in music. One or more boys are awarded cash prizes, by selection of the music faculty, announced at Prize Day.

3. The St. Albans Parents’ Association Visual Arts Summer Fellowships
The St. Albans’ Parents Association offers grants for summer study and work in the visual arts. These grants may be used to take lessons, workshops, and master classes; to attend summer programs (both residential and nonresidential); to purchase art supplies for summer work and exploration; or to undertake independent study in any area of visual art, including drawing, painting, multimedia, sculpture, printmaking, photography, digital art and animation, film, graphic design, public art, and architecture and planning. Following the summer work, the fellows share their experience with the school community by exhibiting their work.

4. The Brylawski Performing Arts Endowment
Through the generosity of E. Fulton Brylawski ’43, the school is able each academic year to enhance its performing arts program with a major initiative to develop student talent. These initiatives have included workshops led by renowned figures in music and drama as well as distinguished guest performers and conductors.

5. The Gwendolyn B. Coney Award for Excellence in Theater
This prize is given to a Form VI student win recognition of his commitment to, and excellence in, theater during his Upper School career.

6. The Alexander Mitchell Chewning Memorial Award
Established in 1972 in memory of Alexander M. Chewning ’70 by his parents, Mr. and Mrs. E. Taylor Chewning Jr. ’41, this prize is given to an Upper School student who has demonstrated exceptional interest and ability in art or theater.
7. The Katharine Hall Walker Memorial Fund

Established by Dr. Allan E. Walker Jr. in memory of his wife, Katherine Walker, sister of M. Carter Hall Jr. ’39, this fund provides income to purchase student art for the school’s permanent collection.
VI

Clubs, Activities, and Student Leadership

A. Assemblies

Lower School: During the fall and spring, Lower School ends on most Fridays with an assembly. The program consists of speakers from the Washington community and the school; some assemblies include films and musical or dramatic performances or guest authors. School ends following the assembly, usually at 2:45 p.m.

Upper School: In the Upper School, assemblies are held once every seven-day cycle. The program features speakers from the broader community, student presentations on travel fellowships, guest lecturers, and other events.

B. Clubs and Activities

Clubs and other extracurricular activities are offered to students in both the Lower and Upper schools.

Lower School: Between winter and spring breaks, Friday afternoon clubs, sponsored by Lower School faculty members, are offered to Lower School students. The clubs are introduced and described by the faculty, and each boy submits a form listing his first three choices for clubs to join. Among the clubs offered in recent years are team handball, ultimate frisbee, woodworking, cartooning, card and board games, photography, and films. Dismissal times vary by activity.

Upper School: Clubs run all year and are organized by student club presidents who work with faculty advisors. Ideas for new clubs usually originate with students and must be approved by the dean of students. The clubs include musical groups such as the Madrigal Singers and the Jazz Band; student publications such as the Albanian, Gyre, and the Saint Albans News; community service groups overseen by the chair of the Social Services Program; investment club; Government Club; cultural awareness groups, such as the Cultural Awareness Organization (CAO) and the Asian Awareness Club; It's Academic; the Chess Club; the Math Club; the Ambassador's Roundtable; the Fed Challenge; the Engineering Club; and the Film Club. The Upper School's clubs vary from year to year.

C. Student Leadership

1. Lower School

a) Prefects. Elected by the entire student body, prefects are Form II boys responsible for providing leadership and setting the tone for the Lower School.

b) Vestry. The Vestry consists of Form II students who assist the chaplain in the activities of the chapel and who occasionally present services in chapel.

2. Upper School

a) Student Council. Elected by their peers, Student Council members conduct the student government at St. Albans. The council's membership includes five Form VI members, three members from each of Forms V, IV, and III, and one elected representative from the dormitory. These elected leaders are known as "prefects." After the round of general prefect elections each spring, the student body elects the council's president, more commonly known as the head prefect, from among the newly elected Form VI prefects. The senior prefects, elected by the members of the incoming Form VI, are responsible for providing leadership for the student body and setting the tone of the Upper School.

The Student Council provides a direct link between the student body and the administration, and as such, it deals with problems of general concern to the school and considers suggestions and requests from students. Recommendations concerning student matters are made to the head of Upper School or the headmaster. The head of Upper School is the advisor to the Student Council, and the student activities coordinator is an ex officio participant in its meetings.

b) Vestry. The Vestry comprises four elected representatives from Form VI and three from each of the other forms. This group assists the chaplains in the activities of the chapel and
occasionally presents chapel services. It also sponsors social service programs.

**D. Guidelines for Student Social Life**

The St. Albans Parents' Association has endorsed several policies regarding student social life:

1. **St. Albans Parents' Association Statement of Shared Principles for Social Interaction**

   In 2002, the Parents' Association adopted the following statement:

   “We support and encourage appropriate social activities for our children and their friends and/or guests. At social events for which we have responsibility, whether in our homes or elsewhere, we therefore endeavor to ensure that parent supervision will always be present and vigilant; and not to allow alcohol or illegal substances to be possessed or consumed by minors.

   “We encourage and strongly support communication among parents to ensure that events and activities for our children outside our homes or under the responsibility of other individuals meet these same standards. We welcome a call from any parent whose son or daughter is invited to an event that our sons and daughters host; likewise, we also feel comfortable calling any parent whose son or daughter is hosting an event our son attends. We also encourage communication among parents about concerns that arise relating to alcohol, illegal substances, or other potentially dangerous behavior by our children. We believe that if we stand united in support of these shared principles, together we will build a cohesive St. Albans community, strengthen shared values, and provide our children a safer environment.”

2. **Guidelines for Dances**

   Some years ago representatives of 28 area independent schools, in conjunction with the Parents Council of Washington, offered recommendations to govern dances. St. Albans has further refined the Parents Council's recommendations as follows:

   **Lower School**

   a) **Hours.** Dances will begin at 7:00 p.m. and end promptly at 9:00 p.m.

   b) **Admission.** No one will be admitted more than 45 minutes after the start of the dance. Students from specific schools will be invited. To enter, guests must have a valid ID card from an invited school.

   c) **Dress Code.** Appropriate dress is required. People not dressed properly will be sent home. Parents are expected to do their part by knowing what their child intends to wear to a dance.

   d) **No Re-entry.** Once students leave the dance, they may not re-enter. Students will not be permitted to linger around the parking lot and school grounds.

   e) **Dance Code.** Dancing must be appropriate for a school event. Sexually explicit dancing is not permitted.

   f) **Lighting.** The dance floor will have sufficient lighting.

   g) **Chaperones.** Ample faculty and parent chaperones will be in attendance.

   h) **Pick-up.** Students should be picked up promptly at 9:00 p.m. Should a student need to leave early from the dance, the parent or guardian must enter the building and let a chaperone know he is picking up his child.

   **Upper School**

   a) **Hours.** Dances will begin at 8:00 p.m. and end promptly at 11:00 p.m.

   b) **Admission.** No one will be admitted more than 45 minutes after the start of the dance. Parents should check that the dance is not closed before they drop off their children. Students from specific schools will be invited. To enter, guests must have a valid ID card from an invited school.

   c) **Size of Dance.** Tickets will be pre-sold with 500 tickets as the recommended limit.

   d) **Dress Code.** Appropriate dress is required. People not dressed properly will be sent home. Parents are expected to do their part by knowing what their child intends to wear to a dance.

   e) **Coat Check.** Students must check coats and bags.

   f) **No Re-entry.** Once students leave the dance, they may not re-enter. Students will not be permitted to hang around the parking lot and school grounds.

   g) **Dance Code.** Dancing must be appropriate for a school event. Sexually explicit dancing is not permitted.

   h) **Lighting.** The dance floor will have sufficient lighting.

   i) **Chaperones.** Sufficient faculty and parent chaperones will be in attendance.

   j) **Disc Jockeys.** Students should not supply their own music to the disc jockey.
VII

Religious Life

A. General Background

St. Albans School is chartered by the Protestant Episcopal Cathedral Foundation, in Washington, D.C. As an Episcopal school with a pastoral commitment to all, St. Albans welcomes boys of all faiths and respects the religious beliefs of all members of the school community. As the School Philosophy states, St. Albans helps boys develop their spiritual gifts in service of the greater community. St. Albans believes that the spiritual growth of its students gives meaning to their intellectual and physical endeavors. Toward this end, St. Albans seeks to provide an understanding of the Christian faith, as expressed through the Episcopal tradition.

B. Chapel

Two to three times in the seven-day rotation, Upper and Lower School students participate in a chapel service held in the school’s Little Sanctuary. There, school chaplains, teachers, alumni, and students use passages from Holy Scripture to address the community about the spiritual challenges and opportunities encountered every day. In addition to gatherings in the Little Sanctuary, several chapel services take place in Washington National Cathedral: the Opening Day Service; monthly Lower School chapels; the Festival of Lessons and Carols, held for the whole school community during the Christmas season; and Upper School Commencement. St. Albans is inclusive by respecting all faith traditions while being clear about its Episcopal identity.

C. Religious Sacraments

For the St. Albans School community, the Little Sanctuary, the Cornerstone Garden, and the clergy are available for baptism, marriage, and memorial services. Interested families should contact the Office of the Chaplain.

D. Special Eucharists

Holy Eucharist is celebrated as part of the weekly chapel service in both the Lower and Upper School, including on All Saints’ Day, Epiphany, and Easter Monday. Parents are invited to the community’s Holy Communion service on All Saints’ Day and to the imposition of ashes on Ash Wednesday.

E. Confirmation Classes

Every other year, St. Albans and the National Cathedral School offer students the opportunity to be confirmed in the Episcopal Church. This religious formation is guided by the chaplains of both schools and is open to any student in Forms III through VI.

F. School Prayers

1. The St. Albans School Prayer

Vouchsafe thy blessing, we beseech thee, O Lord, upon this school and upon all other works undertaken in thy fear and for thy glory; and grant that all who serve thee here, whether as teachers or learners, may set thy holy will ever before them, and seek always to do such things as are pleasing in thy sight; that so both the Church and the Commonwealth of this land may benefit by their labors, and they themselves may attain unto everlasting life; through Jesus Christ our Lord. Amen.

2. A Prayer for Boys

O God, give me clean hands, clean words, and clean thoughts. Help me to stand for the hard right against the easy wrong. Save me from habits that harm; teach me to work as hard and play as fairly in thy sight alone as if all the world saw. Forgive me when I am unkind to others, and help me to forgive those who are unkind to me. Send me chances to do a little good every day and so live a life that is useful. In the spirit of the Teacher who came that we all might have life and have it more abundantly, Jesus Christ our Lord.

A favorite prayer of Canon Charles Martin, headmaster of St. Albans School from 1949 to 1977; adapted from a prayer written by William DeWitt Hyde.
A. Financial Aid

The goal of St. Albans’ financial aid program is to ensure that a family’s finances should not prevent a student from attending the school.

The financial aid application is threefold and must be completed annually, if applicable. In 2019-20 current families should follow the following process:

- Families must submit a financial aid application form to the St. Albans Financial Aid Office by January 8 signifying they would like to be considered for financial aid.
- Families must submit the following to TADS by January 8:
  - An online financial aid application to Tuition Aid Data Services (TADS) at www.tads.com.
  - Completed and signed 2018 1040, 2018 W-2s, and most recent paystubs or other documentation about estimated income to TADS (upload to website, fax, or mail).
- All families must submit by April 1, 2020, completed and signed 2019 1040 and 2019 W-2s to TADS (upload to website, fax, or mail).
  - TADS Contact Information:
    - TADS
      110 N 5th St, Second Floor
      Minneapolis, MN 55403
    - By Fax: 612-548-3326
    - Upload Documents: www.tads.com/upload

For other questions, please contact TADS at help@tads.com or 1-800-477-8237.

For new students, financial aid is awarded simultaneously with offers of admission. For current students, preliminary grants are sent in February with re-enrollment contracts. Adjustments to those preliminary awards will be made in May on an as-needed basis contingent upon review of the financial information submitted in April. It is essential that all families meet the stated deadlines. Failure to do so may result in the school’s inability to grant aid.

Further information, including forms and due dates, is available at www.stalbansschool.org/admissions.

B. Payment Procedures

Tuition and other fees are payable to the school as follows:

1. Enrollment Deposit and New-Student Registration

Upon acceptance of the student, the enrollment deposit of $1,000 must accompany the signed enrollment contract to reserve a place in the appropriate class for the ensuing academic year. The deposit serves to secure enrollment from year to year and is refundable at the conclusion of the final year at St. Albans, provided that all obligations to the school have been satisfied. Enrollment in the school may be canceled by written notice up to June 3; on June 4, the parent or guardian is responsible for full tuition for the year.

A new-student registration fee of $1,850 is billed in June after the enrollment contract becomes binding. This is a one-time-per-student fee for all new students that is not applied to tuition and is nonrefundable.

2. Tuition Payment Options

Payments for tuition and other fees are processed through Smart Tuition, accessed through the school’s website. Tuition is billed under one of three options: payment in full on or before July 5, payment of two-thirds of the net balance on or before July 5 with the remaining one-third due on or before January 5, or monthly payments of one-twelfth of the tuition by direct debit beginning in May. Financial aid can be provided upon application. No final report card or grades will be released to any parent, guardian, or academic institution unless all current tuition charges and any previous academic year indebtedness are paid in full. No transcript or record of educational completion will be released to any academic institution unless all tuition charges and any and all other incidental student charges are satisfied in full. The school reserves the right to prohibit students from attending class or taking final exams if their accounts are in arrears.

**IMPORTANT DATES**

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<th>Date</th>
<th>Description</th>
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<tr>
<td>January 8:</td>
<td>Financial aid applications due to St. Albans and TADS.</td>
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<tr>
<td>April 1:</td>
<td>Current school families must submit the previous year’s taxes to TADS.</td>
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3. Insurance Plans

Parents are also offered two optional insurance plans:

a) Tuition Refund Insurance. This insurance provides a percentage refund for medical absence, withdrawal, or dismissal. The insurance is optional for all students, but parents are reminded that the school itself will make no rebate for absence, withdrawal, dismissal, or transfer of family.

b) Group Accident Insurance. This insurance provides reimbursement of up to $2,000 of medical expenses resulting from a student accident; such expenses include, but are not limited to, family-paid deductibles and coinsurance. The school is not responsible for personal injury or property loss or damage incurred in connection with school activities or programs.

Full particulars of both types of insurance are available to parents logged into the website. (Click on “Tuition & Bill Payment” on the Parent Resource Board.) Either or both optional insurance charges are payable with the initial billing.

4. School Store Purchases and Other Fees

Payment for school store purchases, special course fees, testing fees, school publications, and field trips is due when billed to parents. The following Upper School courses and programs have fees assessed and are payable as billed: Voyageur, studio art, science labs, computer science, and sports training camps. The fees for the Lower School Woodlands trip are billed separately. Individual and/or group lessons are available in brass, guitar, percussion, piano, strings, woodwinds, and voice. Rates per semester for individual lessons vary according to the length of the lessons.

5. Financial Assistance for Other School Activities

It is the goal of the financial aid program to make all opportunities of St. Albans life available to all the boys. During the school year, and depending on the availability of funds, students on financial aid may be eligible to receive additional support for the following activities:

- Athletics/Arts Trips: Financial aid is available in proportion to the student’s financial aid package. After a student has signed up for the trip, his account will be charged proportionally.

- Field Trips: Financial aid is available and accounts are charged proportionally.

- International Trips: Financial aid may be available. Families should contact the financial aid office to inquire about financial assistance.

- Summer School: If your son is required by the academic dean to take a summer school class at St. Albans, proportional financial aid is available.

6. Financial Assistance for Parents’ Association Activities

Students receiving financial aid may be eligible to receive assistance for any fees over $10 associated with activities run by the Parents’ Association (including form activities). Assistance is given on a confidential basis, and parents may contact the Office of Admissions and Financial Aid for further information on how to request aid for Parents’ Association activities.
IX
General School Information

A. School Hours

Lower School: Although the first period of the day does not begin until 8:00 a.m., Lower School students should arrive by 7:50 a.m. to get a good start on the day. This gives students a chance to organize their belongings and work, to talk with friends, and to arrive at class promptly. A boy who arrives late must immediately report his tardiness in the Lower School Office so that the school will know he has arrived.

Monday through Thursday, dismissal is at 3:30 p.m., unless an interscholastic athletic contest changes the dismissal time for students in Form A, I, or II. On Fridays, school usually dismisses at 2:45 p.m.

Monday through Thursday, from 3:30 p.m. to 5:15 p.m., Lower School students who cannot leave at the end of the regular school day should attend the after-school STArtSmart Program in the Lower School Parrott Library (for Forms C through A) or True-Lucas Building room (Forms I and II). STArtSmart is not offered on Fridays.

Upper School: The Upper School day extends from roughly 8:00 a.m. to 6:00 p.m., with many teachers offering extra help beginning at 7:30 a.m. Academic classes run from 8:00 a.m. to 2:45 p.m. Boys should report directly to their first class. Upper School lunch is typically from 1:05 to 1:35 p.m., and athletics run from 3:30 to 5:30 p.m. (although some special events or games may go later).

B. The School Day

Lower School: Students in Forms C and B follow a traditional homeroom schedule with a homeroom teacher who provides lessons in English, history, and math. Students travel to other classrooms for instruction in art, library, music, science, and Spanish.

Form A follows a hybrid schedule that allows for both curricular departmentalization and a homeroom experience. Form A is a bridge-year for our boys emerging from Forms C and B, an important transition year in all ways. The Form A boys will still have a homeroom base, and a homeroom teacher who closely oversees their performance and well-being throughout the year. The remainder of the school day will have them traversing to all of their academic periods, with math, history, and English blocked at a constant time every day. They will similarly traverse to science, foreign language, and art as per usual in Forms C and B. Additionally, the boys have homeroom periods scheduled into their days several times per week; these homeroom periods give boys time to connect with their homeroom teacher and to focus on study skills, social curriculum, and other important educational endeavors.

In Forms I and II, students transition to a rotating, seven-day schedule similar to that adopted by the Upper School. Days are lettered A through G, with the first full day of school labeled Day A, the second day Day B, etc. Form I and II classes meet five days out of seven. Class meeting times rotate throughout the cycle. For example, Period 1 is at 8:00 on Day A, 9:05 on Day B, and 1:00 on Day C. Each day, classes meet from 8:00 a.m. to 2:00 p.m. Sports follow from 2:00 p.m. to 3:30 p.m. Monday through Thursday. On Friday afternoons, Forms I and II attend assembly or (in the winter) participate in clubs and are dismissed at 2:45.

Chapel meets three times during the seven-day rotation. Students have a short mid-morning break. Each day the entire Lower School, teachers and students together, has lunch in the school’s refectory. Boys are assigned to tables with a teacher in charge. The head of the table serves the students a lunch provided by the school. Table assignments change monthly so boys from different forms get to know each other. At the end of lunch, teachers and students make announcements about events and concerns of the Lower School.

Upper School: Upper School students follow a schedule similar to that described above for Forms I and II. A rotating, seven-day cycle features days lettered A through G with class meeting times moving through the cycle. On most days, the first class begins at 8:00 a.m. and the last class ends at 2:45 p.m. Certain days include a period for Chapel, as well as an ensemble period for Chorale and Orchestra rehearsal. Assembly and advisory periods occur once each cycle, and on some days a flex period of thirty or forty minutes gives students a chance to meet with teachers or eat a snack.

Upper School lunch runs from 1:05 p.m. to 1:35 p.m. on most days. As in the Lower School, boys are assigned to tables with a teacher in charge. Table assignments change monthly so boys from different forms get to know each other. At the end of lunch, teachers and students make announcements about events and concerns of the Lower School.

C. Parking Policy

1. Student Parking

Parking on the Cathedral Close is extremely limited, and District of Columbia zoning regulations prohibit students, faculty, or staff from parking on any streets near the school (this includes both sides of Garfield Street and applies regardless
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of whether the car has a Zone 3 Residential Parking Permit). Because of the scarcity of parking, St. Albans encourages all students to consider alternatives to driving themselves to school and limits parking to students in grades 11 and 12. Those students who drive must register their vehicles with the school and the PECF police, and they must display a hang-tag distributed by the PECF police. All parking must be on campus, and during the peak parking hours from 7:30 a.m. to 3:30 p.m., students must park in spaces specifically designated for St. Albans students (generally, those spaces are on designated areas of South Road and Pilgrim Road).

Student contracts include language that acknowledges acceptance of this parking practice as a condition of driving to school. Neighbors will be advised to report parking infractions to the Metropolitan Police Department and to report violations of this policy to the school. Violators of this policy are subject to the school disciplinary process and face progressive penalties, including tickets for parking illegally or parking without a proper hangtag as well as possible suspension/forfeiture of the right to park on the Close for the remainder of the academic year.

2. Visitor Parking

Between 7:30 a.m. and 3:30 p.m., Monday through Friday, parents and other visitors to campus are strongly encouraged to park in the Cathedral garage, open from 6:00 a.m. to 11:00 p.m. and entered from Wisconsin Avenue, at the light in front of the Cathedral. The school's receptionist will validate up to four hours of parking. (Without validation, parking in the garage costs $15 for three hours with a maximum of $22 per day, and a flat rate of $7 for evenings and $9 on Saturdays; garage parking is free on Sundays during worship time.) Surface parking after 11:00 p.m. is prohibited without prior authorization. The school's relationship with our neighbors is important to us, and we urge visitors to help us maintain a positive relationship by reducing congestion on neighborhood streets by parking in the Cathedral garage or, outside peak parking hours, in surface parking spots on the Close.

D. Drop-Off and Pick-Up Procedures

The school does not provide transportation; boys arrive at school by carpool, by Metro, by bicycle, or on foot if they live within a reasonable distance of the school.

1. Drop Off

Students should be dropped off only on Pilgrim Road as close to the Little Sanctuary as possible or on Senior Circle. Students may not be dropped off on Garfield Street or Massachusetts Avenue at any time. Parents are asked not to park in the drop-off lanes or to stop there for a lengthy period. During morning drop off, only northbound traffic may turn legally onto Pilgrim Road; please do not attempt to make an illegal left turn onto Pilgrim Road from southbound Massachusetts Avenue.

2. Pick Up

Lower School: All Lower School students should be picked up from the curb in front of the Lower School. No students may be picked up on Garfield Street or Massachusetts Avenue at any time. Parents are asked not to wait for their sons on Garfield Street, on the gymnasium service road, or in St. Sophia's turn-around area.

Upper School: All Upper School students should be picked up either on Senior Circle, on Pilgrim Road by the amphitheater, or on Pilgrim Road near the baseball field. Boys will be asked to move to the lower end of Grant Meadow beside Pilgrim Road to wait for their rides in the evening or to go to Senior Circle.

Parents are encouraged to wait for their sons by parking on Pilgrim Road between Senior Circle and the George Washington Statue, where many spaces are often available in the afternoon. No students may be picked up on Garfield Street at any time. Parents are asked not to wait for their sons on Garfield Street, on the gymnasium service road, or in St. Sophia's turn-around area.

E. Meals

Lunch is provided by the school. At the end of each lunch, the administration, faculty, and students make important announcements about recent and upcoming events.

Students may occasionally wish to have breakfast in the refectory. Whenever they do, they should sign the refectory notebook. Upper School students who are staying for evening meetings should sign up for dinner in the refectory by lunchtime on the day they wish to stay. The cost of any breakfasts or dinners is charged to the student's account.

F. Communicating with the School

1. Reaching Your Child During the Day

In case of an emergency, Lower School parents should call the Lower School Office (202-537-6448). Upper School parents should call the Upper School Office (202-537-6412). The office will take messages and make every effort to locate the student. Lower School students may not use cell phones from arrival through sports, and use by Upper Schoolers is restricted to certain times and locations.

2. Reporting Absences

When a student is sick, is late, or has to leave the Close before the end of his school day, parents should notify the school by 8:00 a.m. Parents of Upper School students should call the Upper School Office (202-537-6412). The office will take messages and make every effort to locate the student. Lower School students may not use cell phones from arrival through sports, and use by Upper Schoolers is restricted to certain times and locations.

3. Providing the School with Contact Information

Each spring, the school asks families to update their contact information for the print and electronic directories. Throughout the school year, parents may also update their contact information online or by writing to STAaddresses@stalbansschool.org.
To update contact information online, log into the website, click on the small arrow to the right of your name, and select “profile.” Click on the small pencil icon to make edits. Only members of our community logged into the website will be able to see limited contact information. To further limit what they see, click on the small arrow next to your name, and select “settings.” Then select “privacy” and indicate which information you wish to share with students, teachers, parents, etc.

Emergency contact information for the school nurse should be shared through health forms submitted to Magnus.

Parents are asked to refrain from telephoning the school about changes to contact information. To assure accuracy, it is important that the school (and especially the Development Office, the central repository for school mailing addresses) receives written notice of the changes.

4. Emergency Communications

a) Voice Message System. In an extreme emergency, the school will deliver recorded telephone messages to all current parents, faculty, and staff members simultaneously. This system will be used only in extreme emergencies such as a sniper or 9/11-type scenario. It will not be used for weather-related closings or fundraising reminders. A test of the system will take place each fall.

The system pulls contact information for families directly from the school’s database. If you have updates to your contact information, please send them to STAaddresses@stalbansschool.org.

b) Website. Parents should check the home page of the website to retrieve emergency information posted there.

c) Local Media. The school may also notify local radio and television stations of emergency information that it wishes to communicate to parents. The school currently uses local radio station WTOP-FM (103.5) and local television station NBC-4 (WRC-TV).

5. Weather Delays and Closings

In the event of inclement weather, parents can obtain information about school closings and delays by checking the website homepage. The information is posted by 6:00 a.m.; it usually appears earlier. The school will also alert the following local media: WTOP-FM (103.5) and local television station NBC-4 (WRC-TV). Parents may also sign up to receive text or email notifications about weather delays and closings. (Log into the school website, click on the small arrow to the right of your name, and select “settings.” Next to “announcement posted,” click on “setup options,” select “weather delays and closings,” and save. Then choose email and/or text.)

Please note, St. Albans School does not follow the District of Columbia public school weather closing policy. Further, if St. Albans School is open and operating on a regular schedule, no special announcement will be made; all students should report to the school at the usual time.

G. Lost and Found

All articles of clothing and athletic gear should be plainly marked with the owner’s name. It is a boy’s responsibility to keep track of his personal belongings and not to leave them strewn about or otherwise unsecured. There are several places to check for lost items.

Lower School: Boys who have lost something should report the loss to the Lower School Office and check the Lost and Found closet located across from the nurse’s office. More valuable items such as keys, glasses, wallets, and cell phones may end up in the Lower School Office (202-537-6448).

Upper School: Boys should check for lost valuables, such as keys, glasses, wallets, and cell phones, in the Upper School Office (202-537-6412).

Athletic Department: Boys should check the custodian’s closet on the ground floor of the Activities Building or the office next to the swimming pool.

H. School Store

Located in the Sam’s Bar area of Marriott Hall, the St. Albans school store sells St. Albans apparel, athletic clothing, gifts, and other logo items. Students do not need cash to purchase items. Rather, they can use the five-digit number located on their student ID card and on monthly statements from the school; charges are billed to parents’ accounts. Purchases may also be made with cash, check, or credit card, and they may be made in person or online, through the school website. The store is open every Friday from 8:00 a.m. to 1:00 p.m. and on the second Tuesday of every month from 8:00 a.m. to 12:00 noon.

I. Student Exchange Shop

The Student Exchange Shop, run by the Parents’ Association, sells donated school uniform clothing (blazers, shirts, ties, etc.). It’s open from 9:00 a.m. to 4:00 p.m. on the second Tuesday of each month and from 8:00 to 9:00 a.m. on the last Friday of the month when school is in session.

J. Gifts for Faculty and Staff

Families wishing to express appreciation and support for individual teachers and staff members are asked to respect the following guidelines:

- Gifts from students or families to teachers, if any, should be modest. Gifts should not be valued at more than $25. Traditionally, the Lower School has requested donations to the holiday toy drive in lieu of gifts. Other gifts or gestures may include personal notes or homemade or perishable items such as food, plants, or flowers.

- So that students and families can recognize all faculty and staff at year-end in a way that does not impose on employees’ personal time, the Parents' Association sponsors a Faculty-Staff Appreciation Luncheon on a teacher workday. Parents donate lunch items and staff
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FROM THE SCHOOL PHILOSOPHY

“St. Albans School looks up to the Washington National Cathedral and out to the United States Capitol. Our location serves as an embodiment and constant reminder of the school’s motto: Pro Ecclesia et Pro Patria, for Church and for Country.”

the event, and the Parents’ Association provides gift bags for each member of the faculty and staff on behalf of the students and families of St. Albans. This way, individual forms will not have to raise additional funds for gifts or year-end events.

- Parting “class gifts” from forms other than Form VI are not appropriate. The Parents’ Association Faculty-Staff Grant Program will continue to provide funding for equipment, materials, and learning opportunities that contribute to the overall educational goals of the school but do not otherwise fall within the school’s normal budget.

- Donations of tickets to events should be made to the Development Office, which then advertises the event and holds a raffle among interested teachers and staff members.

- Students and parents can let teachers and staff members know that they are appreciated daily, through their actions and words.

Note: The Christmas House Tour is the Parents’ Association’s primary vehicle for raising funds to support the St. Albans faculty and staff. Through it, funds are generated for the Faculty-Staff Grant Program, annual bonuses, and other projects. The school also relies heavily on voluntary financial gifts from families and alumni to Annual Giving and hopes that Annual Giving will continue to come first.

K. Non-School-Sponsored Activities

In the event that a student or parent would like to hold an in-school fundraiser during the school day, that activity (e.g., bake sale, shirt sale, and so on) must first be approved by the appropriate division head.

The school’s email communication system may only be used to send messages from the school or a form parent about school matters. It may not be used to promote or announce parent-sponsored trips or other off-campus activities for groups of St. Albans students. It should not be used for any activity that requires parents to sign a waiver. (Unless an off-campus activity is specifically scheduled by the school, the trip is not school sponsored.) Parents are free to send letters or use other means of communication concerning such trips.

Any such announcements or promotions for parent-sponsored activities should mention specifically that these events are not sponsored by the school. Flyers for the trips should not be distributed on campus.

Faculty and staff members who accompany students on non-school-sponsored trips do so entirely of their own choice, on their own time, and not as part of their school responsibilities. They must make it clear to students and parents that their participation does not mean that the trips are school sponsored.

St. Albans School assumes no financial responsibility for non-school-sponsored events. Parents who plan an event for a group of students, and those who participate in such events, should consider what medical liability or other insurance coverage may be appropriate. The school recognizes that ski trips and other off-campus events carry with them the potential for a lot of fun for students but that problems may arise if injuries or calamities occur. The school cannot take on oversight or sponsorship of such events.

L. Mailing Labels and Nametags

Preprinted mailing labels or nametags for school or form mailings or events may be requested through the school’s website via the parent resource board. Please submit your request at least two business days in advance and direct any questions to STA_labels@stalbansschool.org or to the Development Office.

M. Protecting Personal Belongings

a) Lower School: All students have a book locker in the Lower School and an athletic locker in the Activities Building. Students’ belongings are safest when locked in the owners’ lockers. Students may obtain padlocks from the school store. Students should not share their locker combinations or leave their lockers unlocked at any time during the day. Furthermore, students must use their lockers—especially during chapel, lunch, and sports—in spite of the few extra minutes it will take to secure their belongings and then to retrieve them before their next class. Students should own book bags that fit in the lockers.

The Lower School encourages students to limit the amount of money they bring to school to $5.00 and encourages parents to check the amount of money their children are bringing to and from school. If a Lower School student needs a larger sum for an after-school activity or some other specific purpose, he should deliver the money to the Lower School Office, where it will be put in an envelope with his name on it, locked up, and then returned at the end of the day.

Parents are encouraged to pay attention to the clothing that their sons bring to or wear home from school. Students often “borrow” items of clothing in a pinch; others sometimes lose items of clothing and fail to retrieve them from the lost and found. Parents can help by sewing name tags into all items of clothing, especially sweaters and blazers, and by
encouraging their sons to meet the dress code before they leave in the morning.

b) Upper School: Every Upper School boy has a locker. The school encourages students to keep valuables locked up and to safeguard expensive electronic devices. Students are encouraged to limit the amount of cash they bring to school. The school discourages entrepreneurial schemes that involve students in the buying and selling of cards, candy, magazines, or other items.

N. Publications: Print and Electronic

1. Parent Publications

a) Form Communications. Each form sends through the school’s communication system weekly email newsletters informing parents about upcoming events. Because parents are sensitive to being deluged with multiple emails and reminders, form chairs are encouraged to limit emails to once a week and to restrict the contents of the emails to form-specific information. (School-wide news should appear instead in the weekly Bulldog News.) For further information on form-specific email newsletters, parents should contact their son’s form chairs.

Note: The school’s email communication system may be used only to send messages from the school or inform a parent about school matters. It may not be used to promote or announce parent-sponsored trips, other off-campus activities for groups of St. Albans students, or any activities such as ski trips requiring a waiver. Unless an off-campus activity is specifically scheduled by the school, the trip is not school sponsored. (See Section IX-K, page 46.)

b) The Bulldog News. This weekly newsletter, published jointly by St. Albans and the Parents’ Association, is sent by email to all parents. Its focus is short-term; it includes school announcements and notices about upcoming events sponsored by either the school or the Parents’ Association.

c) Christmas House Tour Booklet. Published each year by the Parents’ Association Christmas House Tour Committee, this booklet is distributed free to all who purchase House Tour tickets. It includes descriptions of the houses on the tour, advertisements, photos of students, and holiday good wishes to volunteers, faculty, staff, and major donors. The House Tour is an annual Parents’ Association fundraiser.

d) Parents’ Association Handbook. This online handbook, found on the website via the parent resource board, includes information about the history, organization, leadership, activities, and publications of the Parents’ Association. It includes answers to frequently asked questions and provides detailed explanations of the duties of form chairs and form committee volunteers.

2. Student Publications and Communications

a) The Saint Albans News. The official student publication of St. Albans School was founded in 1930, making it one of the oldest student newspapers in the country. The Saint Albans News has won a number of distinguished journalism awards. The newspaper is written and edited by students, reviewed by a faculty advisor, and published during the school year with financial support from an endowment provided by the Nutting family and St. Albans School.

The Saint Albans News provides in-depth reporting on school and Close events, as well as stories related to life beyond St. Albans’ campus. It includes articles, editorials, letters to the editor, feature stories, sports and arts coverage, local advertising, and a humor page. The editor-in-chief is selected annually by the staff and advisor. The News welcomes contributions from staff, faculty, and students. The paper is distributed free of charge at the school.

b) The Albanian. Founded in 1930, the yearbook is edited by students with faculty oversight and financial support from the school. The Albanian is distributed in June at graduation, but students can order their copies in advance through the Albanian staff’s business manager; the charge is billed to the student’s school account. Emphasis is on the graduating class, but The Albanian also includes features about extracurricular clubs, sports, faculty, and underclassmen.

c) The Bulldog. First published in 2004, this yearbook, focusing exclusively on all aspects of life in the Lower School, is created and edited by all interested Lower School students with faculty guidance. As a self-funded extracurricular activity, the Bulldog is the result of the tireless efforts of its volunteer student and faculty staff. The Bulldog is distributed each September to students who placed prepaid orders during the previous school year.

d) Gyre. The school’s literary magazine, Gyre, comes out once a year on Prize Day. Gyre strives to reflect not only the best writing produced in the Upper School that year but also the variety of writing that occurs. It usually contains short stories, essays, and poetry; photographs of works from the annual art show accompany the writings. Gyre is written and edited by students, with financial support from the school, and is reviewed by a faculty advisor. It is distributed free of charge.

e) Lunch Announcements. One of the best sources of information by and for students is not published: These are the announcements made each day at the end of Upper and Lower School lunches. Students, faculty, and staff alert students to recent academic and athletic successes, upcoming events, changes in schedule, etc.

Note: The Independent, founded in 1989, is written and edited by St. Albans and National Cathedral School students without editorial supervision or financial support from the schools.

3. Historic Publications

a) St. Albans School: The First Hundred Years—An Illustrated History. This beautifully illustrated history book recounts the story
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of St. Albans from the initial gift that founded the National Cathedral School for Boys to the opening of Marriott Hall. Dozens of insightful profiles—written by alumni who knew their teachers well—conjure up memories of beloved headmasters and teachers. Historic photos capture life at the school throughout the past century, as do images of St. Albans “artifacts”: letter sweaters, playbills, humor magazines, and student papers heavily corrected (in red ink) by Mr. Ruge. Published in 2010, the book is an expansion of the 1981 Illustrated History of St. Albans School, edited by Smith Hempstone ’46.

b) Ruge Rules. Ferdinand Ruge, legendary St. Albans English teacher, was the arbiter of the rules of grammar by which generations of St. Albans boys have learned to write. The current edition, revised in 1988, has a preface by Dr. Paul Piazza and Howard Means and a foreword by Canon Charles Martin. The current edition, revised in 1988, has a preface by Dr. Paul Piazza and Howard Means and a foreword by Canon Charles Martin.

c) Letters from a Headmaster’s Study. Spanning the years 1949 to 1977, this book gathers together an extraordinary collection of communications from the beloved headmaster Canon Charles Martin to St. Albans parents. The letters are as relevant to parents today as when first compiled. The hardcover second edition, was edited by the late Louise Piazza.

d) Each Day. Published in 2016, this collection of essays by former Headmaster Vance Wilson offers insight to anyone responsible for guiding children on the joyous, difficult, and ever-unpredictable path to becoming their best selves intellectually, socially, morally, and spiritually. Wilson draws on colorful tales from his childhood in the American South, rousing episodes in history, and a remarkable assortment of poems, novels, and biblical readings to illustrate the challenges children face and to illuminate the ways adults may best reach and teach them. Many of the essays began as letters from the Headmaster’s Study and chapel talks at St. Albans.

e) Writers Among Us. Published in 2010, this paperback anthology—a celebration of the school’s Writer-in-Residence Program—includes stories, poems, and essays, by St. Albans’ first 29 writers in residence. Whether written in the dorm, recited at assembly, or inspired by a classroom episode, many of the contributions presented here had their origins at St. Albans.

f) An Illustrated History of St. Albans School. Edited by the late Smith Hempstone ’46, this fully illustrated, hardcover volume tells the story of the school from its origins until 1981.

g) Educating for the 21st Century. Former Headmaster Mark Mullin drew on his experiences at St. Albans in addressing the specific challenges that face the parents and teachers of high school students. According to the book, published in 1991, the greatest challenge for parents and teachers is to help students “grow into men and women of moral discernment and strength.”

O. Parents’ Association

In 1954, the St. Albans Mothers’ Club was founded at the request of the headmaster, Canon Charles Martin. At different times throughout the school’s history, Fathers’ Clubs were formed to arrange father-son outings. In 1991 the St. Albans Parents’ Club was created through the merger of the Fathers’ and Mothers’ Clubs. In 2008, the group changed its name to the Parents’ Association.

The St. Albans Parents’ Association is a vital and dynamic volunteer group that actively supports the school through the following activities:

- Offering volunteer opportunities that draw the school community together;
- Supporting faculty and enhancing existing school programs with volunteers, speakers, and resources;
- Facilitating communication between the school and parents;
- Reaching out to alumni, to the other Cathedral Schools, and to schools and the community beyond the Cathedral Close; and
- Raising funds through the annual Christmas House Tour and other specific projects.

All St. Albans parents are automatically members of the Parents’ Association and are encouraged to participate in the many volunteer opportunities available. A complete description of the club and its activities and fundraising efforts appears in the Parents’ Association Handbook posted on the parent resource board.

P. School Governance

St. Albans School is one of three schools located on the grounds of Washington National Cathedral in Northwest Washington, D.C.

Established by the Protestant Episcopal Cathedral Foundation of the District of Columbia in 1907, St. Albans is controlled by a Governing Board whose members include alumni, current and past parents, faculty, and representatives of the community. The St. Albans Governing Board has general authority over the operation of the school, but it delegates to the headmaster and other administrative personnel responsibility for curriculum, faculty, student discipline, and various administrative functions. The school is divided into a Lower School and an Upper School, each administered by a division head.

Q. A Brief History of St. Albans School

St. Albans School opened in the fall of 1909. A bequest of Harriet Lane Johnston (1830-1903), the niece and first lady of President James Buchanan, provided for the establishment of an all-boys school and for a scholarship fund for boys singing in the choir of the then-unbuilt Washington National Cathedral.
In 1907, the school’s classroom and dormitory building, the Lane-Johnston Building, was completed; the same year, the Cathedral’s foundation stone was laid. In the spring of 1909, the Protestant Episcopal Cathedral Foundation selected as headmaster Earl Lamont Gregg, a thirty-year-old teacher and head of the Racine College Grammar School in Racine, Wisc.

Thirty-four students arrived at the National Cathedral School for Boys—as St. Albans was then called— in October 1909. Four years later, St. Albans became the first private boys school to be accredited by the D.C. Board of Education.

By 1915, St. Albans was a small but promising school, struggling for recognition in Washington, where many families preferred to send their sons to New England boarding schools. The school’s second headmaster, William Howell Church, attempted to alter this by dramatically raising academic standards. Under his careful eye, St. Albans began to grow.

Many school activities popular today trace back to these early years, when students published The Albanian (then a weekly journal) and a school newspaper. Athletics—coached almost exclusively by faculty—emphasized the general well-being of students; the small size of the school led every boy to play a sport every season. The dormitory had forty beds. The Student Council included members of each Upper School form; senior prefects supervised student behavior and acted, in the words of one of the first prefects, “as student leaders in the broadest sense of the word.” Students and teachers gathered each day for a family-style lunch in the refectory. Prize Day and Blue-White Field Day also date to this era.

The growth of the school soon necessitated new construction. In December 1928, work began on a four-story bluestone building attached by a cloister to the Lane-Johnston Building. Opened in the fall of 1929, the building would later be named for Alfred True, the Lower School head who, from 1932 to 1965, stood outside its main door every morning and greeted each student with a handshake.

Along with the new building came a new headmaster, the Rev. Albert Hawley Lucas (familiarly known as “Chief”), who served in the Marines during World War I before becoming vice principal of Philadelphia’s Episcopal Academy. Lucas would shepherd the school through the Depression and World War II. In Lucas’s first year (1929-30), the school had 160 students; fifteen boys graduated. When Lucas retired in 1949, the student body had more than doubled to 375. The faculty, too, doubled in size under Lucas, who aspired to hire teachers with exceptional drive, intelligence, and, often, strong personalities: John C. Davis, Ferdinand Ruge, Doc Arnds, Al Wagner, and Dean Stambaugh all began teaching at St. Albans under Lucas.

Lucas left St. Albans in 1949, but only after hand-selecting his successor, Canon Charles Martin, who had served as a master at Episcopal Academy under Lucas before becoming the chaplain of the academy and then rector of Vermont’s largest Episcopal parish, St. Paul’s Church in Burlington.

The 1950s proved to be fertile years at St. Albans. Although Martin insisted the school was preparing boys “for the kingdom of heaven, not the kingdom of Harvard,” a high percentage of students headed to the Ivy League. (In 1957, Harvard accepted more than a third of the seniors.) Athletic teams excelled, winning numerous IAC titles. The Saint Albans News led several young editors to careers in journalism; prominent government officials addressed the Government Club; local papers gave rave reviews to the Glee Club’s original musicals.

The school grew, adding, in the 1950s, a five-story academic building named for Albert Lucas and, in the 1960s, the Lawrence Pool, the Ellison Library, the Trapier Theater, physics and biology labs, art studios, classrooms, faculty offices, and an expanded Cafritz Refectory.

In 1968, the school started the Risk Program (now the Skip Grant Program) to attract to the school a broad range of young men, including students of color and students from unrepresented backgrounds. In 1971, the school formally began a coordinate program with the National Cathedral School for Girls. In the decades since, this program has given both schools a greater variety of courses and has allowed boys and girls to learn from each other while benefiting from single-sex education.

The school’s longest-serving headmaster, Martin remained steadfast that St. Albans was and should always be a church school. In one of his frequent letters to the St. Albans community, Martin explained what this meant: “Sacred Studies and chapel services do not make up a Church school, although they are indispensable parts of it. A Church school is a fellowship in which human beings can grow and develop into the fullness of manhood that God purpose for them. It is a family in which the basic needs of individuals are met, in which a boy has the security to grow.”

Before retiring in 1977, Martin conducted one last campaign to raise funds for the Martin Gymnasium and Steuart Building, which would open under Mark Mullin, the school’s fifth headmaster.

An Episcopal priest who had served as chaplain, teacher, and dean at Choate and as assistant headmaster of the Blue Ridge School, Mullin aimed to sustain the excellent quality of education at St. Albans, then widely recognized as a leading
college preparatory school. He also strived to prepare students for a rapidly changing world. To accomplish this, the school began offering Russian and Japanese classes. Student exchange programs and travel fellowships gave students opportunities to study abroad. A writer-in-residence program allowed boys to work alongside practicing authors.

Although volunteer work had long been part of St. Albans students' lives, in 1981 the school began requiring students to perform several hours (today 60) of social service. Much like current students, boys worked locally, helping out at homeless shelters and day-care centers, and further afield, volunteering at American Indian reservations in the Southwest, refurbishing homes in Appalachia, and offering relief to hurricane victims on the Gulf Coast.

In the 1990s, St. Albans embarked on a $15 million capital campaign to renovate the Lower School. The True-Lucas Building, as the joined buildings came to be known, housed an expanded science center and Lower School library, a music room, and refurbished classrooms.

Mark Mullin left the school in the spring of 1997, and retired history teacher John F. McCune was invited back to serve for two years as the school's headmaster, while a wide search was made for the head who would lead the school into the 21st century.

In July 1999, Vance Wilson arrived at St. Albans School. A Yale graduate with twenty-five years experience teaching, Wilson had served most recently as the associate head of the Bryn Mawr School in Baltimore.

Under Wilson, St. Albans embarked on two of the most ambitious fundraising efforts in the school's history. The Centennial Campaign raised $82 million to increase financial aid and provide support for the school's 575 students and 100 teachers, to construct Marriott Hall at the heart of the campus, to upgrade existing facilities, and to supplement the endowment so that the future of the school is secure. Completed in 2011, the campaign has helped maintain the high quality of education at St. Albans by encouraging faculty members to keep current on scholarship in their fields and on successful, new teaching methods; by helping students improve their study and test-taking skills; and by permitting department chairs to observe and advise junior colleagues. The $50 million STRIVE Campaign, completed in 2018, allowed us to renovate the athletic fields. It also raised funds for annual giving and increased endowment support for our faculty and students.

On July 1, 2018, Jason F. Robinson became eighth headmaster of St. Albans School. Robinson came to St. Albans from Princeton Day School, in Princeton, N.J., where he was the assistant head of school for academics and head of upper school. He received his B.A. in philosophy from Washington and Lee University, an M.A. in government from the University of Virginia, and a J.D. from Stanford Law School.

St. Albans today remains committed to fostering the spiritual, intellectual, and physical development of each student. The school challenges boys to achieve excellence and to embrace responsibility, and it expects them to act with honor and to respect and care for others. Noted Mr. Robinson: “No one can spend a day at St. Albans without also feeling the immense joy that defines the soul of this place. The deep affection the boys feel for one another—and for their teachers and coaches—speaks to this each and every day. Part of the brilliance of this school is the way it combines reverence for tradition with an appreciation for the joy and humor of working with boys and the very special bonds that develop during this process.”
Appendix A: Glossary of Terms Frequently Heard at St. Albans School

Activities Building: Located on Garfield Street, this building houses the older of St. Albans School’s two gyms. It is sometimes used for dances, practices, and events. The Manger Trophy Room, Kellogg Room, and weight room are located here.

Advisory: In Forms I through VI, a small group of students from the same grade assigned to a form advisor or form leader.

Back-to-School Nights: Shortly after the beginning of each school year, the school invites parents to a reception. These are the school’s back-to-school meetings, held late in the afternoon. Parents follow an abbreviated version of their son’s daily schedule to gain an overview of his course work and to meet his teachers. Note: There are no formal parent-teacher conferences for students in the Upper School. Parents who wish to discuss their Upper School student’s progress should contact the student’s form advisor or individual teachers by email or telephone.

Bradley Commons: The light-filled sitting area at the end of the top floor of Marriott Hall. Upper School students often study and relax in this open space, with views of Washington, D.C., the Little Field, and Washington National Cathedral. Bradley Commons is also used as a reception area during school events.

Bulldog Practice Field: Located between the upper tennis courts and Steuart Field, the Bulldog Practice Field provides an additional half-size practice space for all teams. The field is a gift of the Parents’ Association.

Cafritz Refectory: The school’s dining room, located in the Lane-Johnston Building. Many dances, meetings, and events take place here.

Cathedral Close: The area bounded by Wisconsin Avenue, 34th Street, Garfield Street, and Woodley Road. It includes the Washington National Cathedral, National Cathedral School, St. Albans, and Beauvoir. Together, these institutions form the Protestant Episcopal Cathedral Foundation (PECF). St. Albans Parish Church is also located on the Close, but it is an independent institution.

Cathedral Flower Mart: A spring festival hosted by the Washington National Cathedral’s All Hallows Guild to benefit the Cathedral grounds and gardens. It is generally held on Friday and Saturday of the first weekend in May. This event highlights a different country or region each year with entertainment and displays. Plants, flowers, crafts, an antique merry-go-round, rides, games, and food make this a beloved spring event for the students of the Cathedral schools. Traditionally, each of the Cathedral schools hosts a booth.


Christmas House Tour: This festive event, held on the first Friday and Saturday of December, combines a house tour, holiday luncheon, and sale of interesting holiday boutique gifts and crafts. The Christmas House Tour is open to the public and is always a great gathering place for generations of Cathedral community members. Sponsored by the St. Albans Parents’ Association, the event raises funds to support faculty and staff.

Coordinate Program: This partnership with the National Cathedral School for girls allows St. Albans students to benefit from coeducational opportunities in the arts, athletics, and academics.

Decker Terrace: Located between the Steuart Building and the stage-area entrance to Trapier Theatre, students often use this outdoor space for socializing during free periods. Parent events are also held here periodically.

Field Day: In mid-May, the Lower School hosts a Field Day; all boys belong to either the Blue Team or the White Team. Families who are able to attend this event will enjoy it. For further information, see this Handbook, Section IV-C, page 30.

Folger Games Deck: The artificially turfed roof of the Lawrence Pool is used for recreation and team workouts.

### Quick Reference

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Appendices

Form: St. Albans follows the English public school tradition of calling its grades forms. St. Albans offers classes for grades 4 through 12 and divides the program into Lower School (grades 4–8 = Forms C-II) and Upper School (grades 9–12 = Forms III–VI). (National Cathedral School offers classes for grades 4 through 12; their program is divided into Lower School [grades 4–6], Middle School [grades 7–8], and Upper School [grades 9–12].)

Form Advisor: A form advisor is a faculty member who serves as a student’s academic advisor; students are assigned form advisors in Forms I through VI.

Form Chair: A parent volunteer who serves as the primary liaison between the school, the Parents’ Association, and fellow form parents. A complete description of the form chair’s duties and responsibilities appears in the Parents’ Association Handbook, available when logged into the website.

Form Dean: The form dean is a faculty member with primary responsibility for overseeing the life of the form on a variety of fronts, including academic work and discipline issues. In the Lower School, one dean works with Forms C, B, and A, and a second with Forms I and II. In the Upper School, one form dean is assigned to each grade.

Form Leader: In Lower School, the faculty member who serves as the lead form advisor for the grade.

Frist Terrace: The paved roof of Marriott Hall, opened to adults during special events, offers stunning views of Washington, D.C., and Washington National Cathedral.

Grant Meadow: The grassy area on Garfield Street between the Activities Building and the baseball field.

Half-Sheet: At the mid-point in a marking period, a Lower School teacher may send home a short report updating a boy’s parents on that student’s progress during the marking period. A half-sheet is sent when a teacher has concerns about a student’s work or conduct in the class or when a teacher wishes to note particularly strong performance by the student.

Homecoming: A homecoming for alumni and a general celebration of the school’s families, this weekend features fall sport competitions, including a Saturday afternoon football game. Upper School students plan a formal, invitation-only dance.

Junior/Senior Prom and After-Prom: A formal dance for students in Forms V and VI, normally held in late May or early June. Students invite dates. Form V and VI students, working with input from parents, plan the prom and, through fundraisers, finance the prom and after-prom event.

Kellogg Room: Located on the first floor of the Activities Building, the Kellogg Room has long served as the meeting place of the Government Club.

Lane-Johnston Building: The original school building, completed in 1907, houses the school’s administration, classrooms, meeting rooms, the dormitory, and the Cafritz Refectory.

Lessons and Carols: The National Cathedral School and St. Albans Service of Lessons and Carols is a beautiful Christmas service for the students and families of both schools. The service consists of nine readings interspersed with traditional carols and liturgical music performed by all of the National Cathedral School-St. Albans School performing arts groups. It is traditionally held on the Thursday evening just before winter break and is a not-to-miss occasion that celebrates the school community.

Little Field: A small practice field bounded by Garfield Street, the Activities Building, Marriott Hall, and the south side of the True-Lucas Building.

Little Sanctuary: St. Albans’ chapel was built in 1902 to serve as a repository for furnishings for the future Cathedral. Today, the Upper School and the Lower School each gather here for chapel services once or twice a week.

Manger Trophy Room: Many parent events are held in this room, located on the second floor of the Activities Building.

Marriott Hall: Completed in 2009, this Upper School academic building holds faculty offices, classrooms, Sam’s Bar, and the College Counseling and Upper School head’s offices.

Martin Gym: Named in honor of Canon Charles Martin, headmaster from 1949 to 1977, this is the newer and larger of St. Albans School’s two gyms. The facility hosts games for basketball, wrestling, and indoor soccer.

MORP: A Form II dance held in late May or early June; the name is “prom” backwards.

Music Room: Students in the performing arts will frequently need access to this room located in the lower level of the True-Lucas Building.

NCS (National Cathedral School) Athletic Facility: The Agnes Underwood Center contains state-of-the-art athletic facilities. It is located along Woodley Road down the hill from Beauvoir.

NCS Davis Conference Room: The conference room adjacent to the dining room.

NCS Fall Festival/Homecoming: NCS’s homecoming events include athletic contests for purple/gold, junior varsity, and varsity fall teams. Food, crafts, and games are available at the Fall Festival, run by NCS juniors and parents. All proceeds from food, craft, and game sales are traditionally used to finance the NCS Junior-Senior Prom. An informal Upper School homecoming dance is planned by students. St. Albans Upper School students are all invited.

NCS Hearst Auditorium: The larger meeting space in the middle of the first floor of Hearst Hall.
**NCS Hearst Hall:** The gray Beaux Arts building located at the northwest corner of the Close, near the intersection of Wisconsin Avenue and Woodley Road. Most NCS Upper School classes are held in this building. Many dances, performances, and meetings take place in this building. The Davis Room (within the cafeteria on the lower level), Hearst Auditorium, and Hearst Parlor are located here.

**NCS Hearst Parlor:** This meeting space, on the first floor of Hearst Hall, is located just to the right as you enter from the Cathedral side of the building.

**NCS Junior/Senior Prom:** A formal dance for NCS junior and senior students held in late May or early June. In the past, NCS junior students have planned and financed the prom as a gift for NCS seniors. Parents, with the Parents Association support, separately plan and finance the after-prom activity.

**NCS Whitby Hall:** The Lower School building at NCS, where NCS and St. Albans Middle School drama rehearsals and some NCS-St. Albans Lower School musical performances are held. Its entrance can be reached from Woodley Road between Wisconsin Avenue and 36th Street.

**NCS Winter Formal:** A formal, invitation-only dance planned by, and for, all NCS Upper School students.

**NCS Woodley North:** The red brick building located on the northeast corner of the intersection of Wisconsin Avenue and Woodley Road.

**Parent Conferences:** The Lower School holds parent-teacher conferences in the fall at the conclusion of the First Quarter. Parents are invited to meet with their son’s homeroom teacher for Forms C, B, and A, or with their son’s advisor for Forms I and II. **Note:** There are no formal parent-teacher conferences for students in the Upper School. Parents who wish to discuss their Upper School student’s progress should contact the student’s form advisor or individual teachers by email or telephone.

**Parent Dinner:** The school hosts an Upper and Lower School dinner for parents in late January or early February of each year. Parents have the chance to enjoy dinner with their son’s teachers, and the headmaster and the president of the St. Albans Parents’ Association speak to parents. The evening begins in Ellison Library or Bradley Commons and continues in the Cafritz Refectory.

**Pilgrim Steps:** The outdoor staircase leading from the Cathedral’s south transept to Pilgrim Road and the George Washington statue.

**Prefect:** A student-elected class officer.

**Prize Day:** Prize Day occurs the day before Commencement. It recognizes outstanding students for academic leadership as well as achievements in citizenship and other areas of school life. Attendance is required for students. All parents are invited to attend.

**Refectory:** (See Cafritz Refectory.)

**Saint Albans News:** The student newspaper issued six times per year.

**Sam’s Bar:** A gathering place for National Cathedral School and St. Albans students in Marriott Hall, Sam’s Bar offers food and beverages for purchase at stated times during and after the school day, Monday through Friday. Sam’s Bar operates on a cash basis only. This snack bar was founded by and eventually named after Sam Hoffman, who taught chemistry and coached the track and cross-country teams for 23 years.

**Senior Circle:** The name of the circular drive by the Little Sanctuary, the Lane-Johnston Building, and Marriott Hall. The patio here is a frequent gathering place for students.

**STA:** St. Albans School.

**Steuart Field:** The upper level multisport field contains a regulation, synthetic grass field for football, soccer, and lacrosse.

**Tennis Center:** Seven clay tennis courts are located on the middle and lower tiers, near the intersection of Garfield and 34th Street. A Tennis Center at the courts’ Garfield Street entrance includes dressing rooms, equipment shop, and the Tennis Club office.

**Trapier Theater:** Trapier Theater serves as the stage for the combined National Cathedral School-St. Albans Performing Arts Program. Trapier is located beneath the St. Albans Ellison Library. Trapier may be reached from Senior Circle by entering Marriott Hall, traveling halfway down the hall to the first staircase, and going down two levels.

**Trophy Room:** (See Manger Trophy Room.)

**Vestry:** A group of student wardens who assist the chaplains and sometimes lead chapel services.
Appendix B: Fun Facts About St. Albans School

- The Peace Cross was erected in 1898 to mark the establishment of the Cathedral Close.

- The Little Sanctuary, built in 1902, was not originally simply a chapel but a place to store furnishings destined to be placed in the Cathedral.

- Upon her death in 1903, Harriet Lane Johnston, President James Buchanan’s niece and his First Lady while he was President, left $300,000 to the Protestant Episcopal Cathedral Foundation to start a school for choir boys.

- National Cathedral School preceded St. Albans by nine years. NCS opened in October 1900 and St. Albans in 1909. The foundation stone for the Washington National Cathedral was laid in 1907; the Cathedral was completed in 1990.

- The sundial by the Little Sanctuary is not a tomb or sarcophagus but was built to commemorate the Protestant Episcopal Cathedral Foundation’s freedom from debt in 1906.

- The original name of our school was the National Cathedral School for Boys.

- In St. Albans’ first year, tuition was up to $250 for day students and $800 for boarders. The first headmaster’s salary was $2,000, plus room and board for his family.

- Annual Giving began in the 1952-1953 school year with a lofty goal of $12,000.

- Prior to 1963, a busy gas station stood on the triangle of land across Massachusetts Avenue from the True-Lucas Building.

FUN FACT

To the Moon
In July 1969, Apollo 11 Astronaut Michael Collins ’48 brought a copy of the St. Albans School Prayer on man’s first journey to the moon.

- The St. Albans Mothers’ Club, the precursor to the current Parents’ Association, started in 1954.

- In the 28 years (from 1949 to 1977) when Canon Martin was headmaster, the school underwent a huge transformation in terms of physical facilities, and the budget increased from $249,000 to $2.5 million. Canon Martin’s positive influence on the school community is pervasive and enduring.

- The school colors are blue, red, silver, and gold, the same four colors that appear in the school shield. Athletic teams wear blue and white because white uniforms are mandated by the rules and because it is difficult to incorporate all four colors into a uniform that does not look gaudy.

- The school’s mascot became the bulldog in the early 1970s as a tribute to Canon Martin’s four-legged friends. Before that, teams were known as the Saints.

- Upon graduation, the name of each graduate is inscribed in gold leaf on the refectory walls.
Appendix C: The School Hymn

Men of the Future, Stand
(The St. Albans School Hymn)

George J. Elvey, "Diademata" (1868)

1. MEN OF THE FUTURE, STAND
   And watch each fleeting hour,
   Prayer gives us strength of will
   And sweetness of the mind.

2. Fight not for power, or gain,
   Or yet from grieved pride;
   Fear is a crushing thing;
   Love casts it all away.

3. To make your lives what God has planned,
   To spread abroad his power.
   It shows us how we can fulfill
   Each duty that we find.

4. Christ gave us all the one true aim,
   When for that aim he died.
   Make of your body'an offering
   To let God's spirit sway.

5. In work, in game, or play,
   Suppress all fear and hate;
   Go forward, then, in faith,
   Nor lag behind nor wait;

6. Stand, then, in full manhood;
   Conquer, but do not hate.
   Death truly has no sting;
   Christ and his angels wait

7. Show forth a spirit generous, true,
   For God and for the State.
   The call is now to ev'ry man
   For God and for the State.

8. To fight the wrong and show the good
   Is serving God and State.
   For him who triumphs with his life
   For God and for the State.
Appendices

Appendix D: Map of St. Albans School