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INTRODUCTION

At distance or in-person, the bedrock of St. Albans is its people. As an Episcopal church school, one of our most cherished values is ensuring that every boy is known and loved. Last spring, we observed that the school is defined by “the work ethic of the boys, their joie-de-vivre, and their deep love for a school they often call ‘home,’ by colleagues who are steeped in their chosen fields, diverse in teaching styles, and appreciative of the opportunity to work with bright young men, and by a talented staff who is tirelessly dedicated to keeping the ship running smoothly and has forever been considered as much a part of the ‘St. Albans Family’ as faculty, parents, and students.”

With a complementary sentiment, at a Lower School chapel in May, a Form II Vestry member spoke of his feelings of being separated from St. Albans. He didn’t speak about the routines he’s had to forgo; rather, he discussed the resonant power of the place that he misses. He wanted the company of classmates, teammates, classrooms, and teachers. Yet without having those vital elements close to him, he realized something else. While not having physical contact with the Bulldog Nation, he felt the power of the school nonetheless. He told us that he had discovered that he takes St. Albans with him wherever he goes, feeling the effect of the school on him when he’s not there. The power of our school works in him and in all our boys wherever they are.

It was hard enough to nurture these crucial aspects of school life in the final two months of the last school year. We had hoped and assumed that the experiment in distance learning would be brief. Now we head into a new school year filled with as much — if not more — uncertainty as we faced last spring. The challenges ahead are daunting, but ones we will take on with humility, determination, and an abiding faith that what we do here and now will have profound consequences for the future.

The recent national urgency toward addressing centuries of racism and systemic injustice presents us with what Headmaster Robinson has referred to as “an inflection point in our school and our society, arguably the most important in our lifetimes. It calls us to lead and to act with a sense of purpose that reflects the highest ideals of our mission and our commitment to causes larger than ourselves.” Building on the foundation of a school culture that has long understood diversity as core to its mission, we are — though individually distanced — dedicated to the diversity, equity, and inclusion commitments that Mr. Robinson outlined in a June letter to the St. Albans community. This work will help all St. Albans students and families call our school “home.”
Introduction & Calendar

The opening of school each year features the welcoming of dozens of new families to St. Albans, and this year is no exception. Yet that welcoming has traditionally relied on handshakes, face-to-face greetings, and friendly banter. Here, too, we will adjust and adapt to ensure that the newest Bulldogs feel embraced and included by the community. Distance learning in our classes is a vital component, but having those boys join the community — and more importantly, participate in it also requires time together with classmates, teachers, directors, and coaches. As the year begins, opportunities that will bring boys to the Close for outdoor experiences (part of our what we are calling Remote-Plus learning) will be a key facet to orient fully these boys into our culture, as will our transition to what we are referring to as a Hybrid-Cohort Model as the year progresses.

We have learned a great deal about distance learning over the past months, and faculty have engaged in extensive professional development work this summer designed to familiarize us with best practices and models of excellence in online teaching and learning strategies. We have made significant investment in new classroom technology that will provide an enhanced Zoom meeting experience for both teacher and learner. We have reworked the daily schedule in ways that we hope will be well suited for both distance and Hybrid-Cohort modes. And we have incorporated in-person Remote-Plus activities to enhance the education and community-building in each form.

St. Albans is a school of sacred physical spaces that we have missed profoundly in the months since March. But the heart and soul of our community are its people and the intangible bonds that tie us together. While we look forward to the day when public health conditions enable us to return fully to the school we love with its spaces and traditions, we know that St. Albans’ mission is not tethered exclusively to the physical realm. Our strength abides in each individual here, each possessing a transcendent force that will carry through and keep us whole — wherever we are.

Letters from the Headmaster

August 10, 2020: An Update on Reopening
August 7, 2020: From the Cathedral Schools
July 17, 2020: Initial Reopening Plans

“Although it was disappointing to hear that school would continue to be online this fall, I’ve found that it is often in these times of struggle and new experiences that we can most strengthen the core aspects of ourselves and our school. In these next few months, I strive not only to maintain, but strengthen our community through online conversation and activities and to continue to thrive in athletics, arts, and academics, knowing that all my STA brothers are doing the same.” — Theo Johnson ’23
Introduction & Calendar

2020-21 CALENDAR

St. Albans School
2020-21 Revised Academic Calendar

<table>
<thead>
<tr>
<th>September 2020</th>
<th>October 2020</th>
<th>November 2020</th>
<th>December 2020</th>
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<tr>
<td>T–F 1–4</td>
<td>Orientation, Community-Building &amp; First Classes</td>
<td>F 12</td>
<td>M 4</td>
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<td>W 2</td>
<td>Opening of School Service at 8:00 a.m.</td>
<td>M–F 11–15</td>
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<td>October 2020</td>
<td>M 18</td>
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<td>F 9 Faculty Professional Day – No Classes</td>
<td>Dr. Martin Luther King Jr. Day Holiday – School Closed</td>
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<td>M 12 Fall Holiday – School Closed</td>
<td>Community Day of Service &amp; Reflection</td>
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<td>F 30 Faculty Professional Day – No Classes</td>
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<td>November 2020</td>
<td>F 6 Faculty Progress Meetings – No Classes</td>
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<td>Lower School Conferences Day</td>
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<td>W–F 25–27 Thanksgiving Break – School Closed</td>
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<td>M 30 Classes Resume</td>
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<td>W–F 13–15 Mid-year Assessments Forms I &amp; II</td>
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<td>M 18 Dr. Martin Luther King Jr. Day Holiday – School Closed</td>
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<td>T 19 Community Day of Service &amp; Reflection</td>
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<td>February 2021</td>
<td>F 12 Faculty Professional Day – No Classes</td>
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<td>M 15 Presidents Day Holiday – School Closed</td>
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<td>March 2021</td>
<td>M–F 22–2 Spring Break – School Closed (Mar. 22–Apr. 2)</td>
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<td>April 2021</td>
<td>M 5 Classes Resume</td>
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<td>W 21 Diversity Forum</td>
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<td>M 26 Phi Beta Kappa Day – School Closed</td>
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<td>May 2021</td>
<td>F 28 Last Day of Classes for Upper School (Full Day)</td>
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<td>M 31 Memorial Day Holiday – School Closed</td>
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<td>June 2021</td>
<td>T 1 Last Day of Classes for Forms I &amp; II</td>
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<td>T–M 1–7 Final Assessments for Upper School</td>
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<td>W–F 2–4 Final Assessments for Forms I &amp; II</td>
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<td>F 4 Last Day of Classes for Forms C, B &amp; A</td>
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<td>M 7 Assessment Make-up Day for Forms I &amp; II</td>
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<td>Th 10 Upper School Faculty Meetings – No Classes</td>
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<td>Form II Chapel and Luncheon</td>
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<td>Lower School Prize Day at 1:30 p.m. – Cathedral</td>
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<td>Headmaster’s Dinner with Seniors at 6:30 p.m.</td>
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<td>F 11 Senior Commencement and Brunch at 9:30 a.m.</td>
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<td>Ss. 12 Upper School Prize Day at 1:00 p.m. – Cathedral</td>
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<td>Commencement at 1:00 p.m. – Cathedral</td>
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For up-to-date information, please visit [the online calendar](#) accessible from the homepage of our website.
WEEK 1: ORIENTATION, FIRST CLASSES & COMMUNITY BUILDING

Daily Orientation Schedules by Form
Click here for the full Upper School Week 1 Schedule and Lower School Week 1 Schedule.

Orientation Details

Dress Code
A mask is required for any on-campus activities. For seniors attending the Opening of Cathedral Service, traditional school dress is required. For all other on- and off-campus orientation activities, STA athletic gear or a collared shirt, shorts or pants, and closed-toe shoes or sneakers are appropriate as we will be moving from class to sports.

What to Bring to Campus
Full water bottle, facemask (labeled with student’s name), and hand sanitizer.

What to Bring Home
The school will be giving three three-layered STA masks to students who come to campus.

Drop-Off & Pick-Up Locations
Lower School Drop Off: Lych Gate and Pilgrim Road. We’ll notify you in advance.
Lower School Pick Up: Lower School entrance.

Upper School Drop Off: Various locations on Pilgrim Road. We’ll notify you in advance.
Upper School Pick Up: By the athletic fields.

Opening Cathedral Service
Wednesday, September 2, 2020, at 8:00 am
Click here to watch the livestream.
Each year our opening service centers on welcome and journey. We welcome the new year. We welcome new faces and new stories. We welcome the next phase of our shared life together and the opportunities that are unfolding before us. And, we proclaim our promise to walk with
Week 1: Orientation, Community Building & First Classes

these young men from C Form to VI Form, during times of joy and sorrow, on messy days and in uncertain periods.

With gatherings in the Cathedral limited to 100 during D.C.’s Phase 2, only seniors and some teachers will attend the service. C Formers will not be in the Cathedral, but they will be part of an opening slideshow with their photos placed with those of their assigned senior “buddies.” Both the seniors and C formers will be given photo buttons of their “buddies” to wear on that day so that they can keep an eye out for each other.

Form VI boys who are able to attend should arrive, in traditional school dress, no later than 7:30 am for their photos to be taken. Boys will be lined up 6 feet apart for the procession, and we will practice strict physical distancing in the Cathedral.

We hope all other students and families will join us virtually for the livestream of the service!

Weeks 2 & 3

Week 2 (September 8 - 11) will be primarily distance learning, with some on-campus outdoor enrichment and orientation time for our youngest students and some outdoor physical conditioning sessions, consistent with D.C. Health limitations on the nature of permitted activities, offered on a rotating basis by Form. In Week 3 (September 14 - 18) we will introduce our full Remote-Plus programming throughout the entire school, as described in this document.

“For we are co-workers in God’s service; you are God’s field, God’s building,” Paul wrote in his first epistle to the Corinthians. At a time of disunity within the church, Paul encouraged people to focus on their shared faith and mission. While the physical edifice of St. Albans brings us together and anchors us in a rich history, our community is the more sturdy building. I hope the uncertain fall ahead encourages us to reflect upon and strengthen our identity as Bulldogs, teachers and students alike.” — Sam Rhee ’21
St. Albans is taking the following steps to lower the risk of COVID-19 entering the school.

**Preventive Measures & Protocols**

**Recommended Precautions Before the Start of School**

Because COVID-19 community spread is prevalent in many states and some other countries, travel is one of the major risk factors for COVID-19. In order to minimize the risk of inadvertent introduction of COVID-19 into the school community, families are strongly recommended to refrain from travel during the 14 days prior to the start of school. We remind families, as well, that the District of Columbia has a 14-day self-quarantine requirement for travelers returning from states identified as “high risk states” (click here for a link to the District’s updated August 10, 2020 list of states subject to the self-quarantine requirement). We ask families to exercise other COVID-19 precautions (such as physically distancing and avoiding risky gatherings) and to have students begin using the symptom screening app daily during those two weeks.

**Symptom Screening with the Magnus App**

Screening for symptoms of COVID-19 each morning reduces the risk that students or adults with COVID-19 could arrive at school with symptoms and spread infection. Students, faculty, and staff will be asked to take their temperature each morning and complete a short symptom questionnaire using the Magnus app, which can be downloaded to a tablet or smartphone. Magnus is the system St. Albans uses to collect health forms. The app and the COVID-19 screening are new features. Click here to learn how to download the app. (The COVID-19 screening is not accessible through the Magnus website.) To use the Magnus app:

- Log in.
- Tap **My Students** or your son’s name.
- Tap **Covid-19** at the bottom of the screen.
- Tap **Daily Symptom Screening**.
- Answer each question
- Click Save.

Either a green light or a red stop sign will pop up. If you receive the red stop sign, your son should not attend school, and you should reach out to his medical practitioner for guidance.
Health, Wellness & Safety

Symptoms of COVID-19 include:

- elevated temperature (>100.3°F)
- cough
- shortness of breath
- nausea/vomiting
- diarrhea
- headache
- severe fatigue
- loss of smell or taste
- sore throat
- muscle/body aches

*Parents will be expected to keep students home if they feel unwell or show any of these symptoms.*

Facemasks

Infection without symptoms or with mild symptoms can spread quickly in a group setting. When everyone in a group wears facemasks properly and consistently and maintains physical distancing, the risk of transmission is low. All students, faculty, staff, will be required to wear facemasks at all times on campus except when participating in physically distanced conditioning, drinking water, or (when we start our Hybrid-Cohort model) eating lunch.

- The school will provide each student with three cloth facemasks that meet international standards for prevention of COVID-19. Students may purchase additional masks at the school store.
- Teachers and administrators will have backup supplies of masks on hand in case of emergency (i.e., forgotten, lost, soiled, or damaged masks).
- Students will be allowed to purchase and bring their own cloth facemasks, if they prefer, provided they contain *three layers of fabric*.
- Facemasks should be put on and removed with freshly washed or sanitized hands and stored in a clean bag when not being used. Facemasks should be laundered after one day of use, or earlier if visibly soiled.
- Each student’s name must be written on the inside surface of each of his masks.
- Students with hearing impairment may contact their advisors or homeroom teacher about requests for teachers to use clear masks when in the classroom.

Supplies to Bring to School

Students should have facemasks, hand sanitizer, and a full water bottle in their backpacks.
Physical Distancing

Physical distancing, in combination with universal masking, helps minimize the risk of viral spread. Physical distancing will be maintained whenever students are on campus to the greatest extent possible.

- For outside activities, students will line up six feet apart to join their classmates.
- During outside activities, desks/chairs/exercise or activity stations will be maintained at a distance of 6 feet apart.
- All restrooms have new, strict occupancy limits and distance markers.
- When we shift to the Hybrid-Cohort model with cohorts of students on campus, students will line up to enter school, class, lunch, and restrooms along distance markers.
- In the classroom, where public health guidance limits classroom occupancy to no more than 12 individuals per classroom, desks/chairs will be maintained at a distance of 6 feet apart.

Hand Hygiene

Alcohol-based hand sanitizer will be readily available from at least 70 dispensers located throughout the school. Use of hand sanitizer, in addition to washing hands with soap and water, will be integral to classroom, lunch, and sports hygiene protocols throughout the day.

Visitors

- No visitors will be allowed in the school buildings.
- Parents will be asked to wait outside the school to pick up students.
- Tutoring should take place remotely or at a location outside the school.

Outdoor Hygiene Protocol

- Boys will be expected to wear masks when outside except when working out.
- Boys will be closely supervised.
- Boys will not be permitted to play contact sports at recess (e.g., football, tag, etc.) and will be steered toward safer alternatives, such as running races, relays, or games on the track.
- Boys will perform hand hygiene before and after gathering outside.

Classroom Hygiene Protocol

Students in every form will be expected to follow a hygiene protocol in each classroom to maintain physical distancing and hand hygiene.
Health, Wellness & Safety

- Students will enter classrooms one at a time, no closer than six feet apart, performing hand hygiene with alcohol-based hand sanitizer on the way into the classroom.
- Teachers will ensure that students are wearing their masks properly.
- During class, students will refrain from sharing items such as pens. Teachers may distribute papers to or collect papers from students, as paper has an extremely low potential risk to transmit SARS-CoV-2, the virus that causes COVID-19.
- No more than one student at a time may go to the restroom.
- Students should repeat hand hygiene if they contaminate hands while coughing or sneezing.
- Desks and chairs will be sanitized at the end of class.
- Students will use alcohol-based hand sanitizer on the way out of the classroom, leaving the room at least six feet apart.

Lunch

Lunchtime is a higher risk activity that requires special measures because facemasks must be removed during lunch. It is especially important to maintain strict physical distancing during lunch to avoid close contact between any two individuals who are unmasked.

While we are in distance learning, and students come to campus only occasionally for Remote-Plus, we will not serve meals. When we return to campus in the Hybrid-Cohort Model, we will follow these steps:
- Lunch will be served in portable boxes or bags rather than served family or buffet style.
- Boys who prefer to bring a bag lunch to school may do so.
- Lunch will be eaten preferentially outside, whenever possible (if weather allows).
- If weather prohibits outside lunch, students will eat lunch inside, physically distanced at least six feet apart.
- No shouting or singing will be allowed during lunchtime, and students will be encouraged to eat as quickly as possible to minimize time without a mask.

Recess

In the Lower School, recess is an essential respite that must remain fun yet incorporate proven safety measures and avoid activities that carry significant risk.
- Boys will be expected to wear masks during recess because of the challenges of maintaining physical distancing.
- Recess will be closely supervised.
Health, Wellness & Safety

- Boys will not be permitted to play contact sports at recess (e.g., football, tag, etc.) and will be steered toward safer alternatives, such as running races, relays, or games on the track.
- Boys will perform hand hygiene after recess.

Sports

Many team competitive sports and all contact sports pose clear safety challenges. District of Columbia health guidelines for Phase 2 state that schools may not hold “athletic contests or practices,” and we will adhere to this guideline. Outdoor sports sessions that are focused on fitness and wellness with physical distancing, small groups, and careful planning can be conducted safely with the following guidelines.

- Students will wear a mask on arrival to sports and keep it on before, but not during exercise, given that the workout will be outdoors and with planned physical distancing. Masks will be replaced after the workout.
- Coaches will wear face masks.
- Indoor athletic facilities, such as the gyms, will not be used at this time due to the elevated risk of indoor group exercise. Sports will take place only outside and will be cancelled in case of inclement weather.
- Students will not have a place to change for sports, given that locker rooms do not allow for physical distancing. Students participating in sports on campus should wear sports clothes to school.
- Students will bring their own water bottles with an ample supply of water.
- Students will use alcohol-based hand sanitizer before each sports session begins, before taking off their masks. They will use alcohol-based hand sanitizer again when each sports session ends, before putting their masks back on.
- If students must go inside because of lightning or other weather conditions, they must put masks back on and keep masks on at all times.

Singing

Singing is a time-honored component of St. Albans culture and tradition. However, the transmission risks associated with singing are already well established from COVID-19 outbreak reports and experimental studies. Thus, we will not sing in groups.

Instrumental Music

There is little scientific data on the risks associated with indoor wind and brass instruments. One study published in 2011 demonstrated the generation of small-particle aerosols from vuvuzelas, which suggests that other wind instruments may also generate potentially infectious respiratory aerosols. Scientific studies on this question are ongoing.
Health, Wellness & Safety

- When we reopen our buildings, string instrument, piano, and percussion players can gather and play indoors with 6-foot physical distancing and universal use of facemasks.
- Group size should be determined by limitations of physical distancing and location.

Transportation

Boys who use public transportation, rideshare, or carpool with non-family members should wear facemasks en route to and from school.

Facilities

Water Fountains

Boys will be asked to bring their own refillable water bottles for class and sports. For hygiene reasons, water fountains throughout the school have been retrofitted to become bottle-fill only water coolers. Water cooler surfaces and spouts will be cleaned and disinfected regularly.

Ventilation

Most transmission of SARS-CoV-2 is thought to be due to droplet or aerosol spread from close contact with an infected person, and the virus is not thought to infect people at long distances away. However, improving ventilation and air flow may improve clearance of small respiratory droplets and further reduce risk of spread in a setting that has already implemented other basic infection control precautions such as masks, hand hygiene, and physical distancing.

- The school ventilation system has been upgraded to increase the amount of fresh air delivered into the school buildings, and the number of air changes per hour in the classrooms.
- We have installed HVAC air filters with higher MERV ratings.
- We have installed UV air purification units on the HVAC systems.

Cleaning

Because contaminated surfaces may play a role in the spread of COVID-19, the school will increase the frequency of environmental cleaning and disinfection of high-touch surfaces throughout the school and its buildings, using COVID-19-specific cleaning protocols.

Hand Sanitizer

We have placed 70 new hand sanitizer dispensers throughout our campus.
Health, Wellness & Safety

Signage
New signs promote mask-wearing, physical distancing, and hand hygiene.

Tents
To enable us to have as much activity as possible outdoors, we have acquired two open-sided tents for the Yard across from the Lower School entrance and the Little Field.

Restrooms
Restrooms are primarily a concern because of the need for physical distancing and surface environmental cleaning and disinfection. Restroom occupancy will be limited, and students will be required to wear masks in restrooms.

- Restrooms will be marked inside for physical distancing and outside in the hallway with floor or wall decals for lining up in a physically distanced manner.
- Restrooms will have occupancy limits posted. In the Lower School adherence to these limits will be supervised between classes.
- Restrooms will have increased frequency of environmental services cleaning and disinfection.
- Extra time will be built into staggered class schedules to allow for delays caused by restroom occupancy limits.
- We have installed touchless fixtures in restrooms

Illness, Injury, the Nurse’s Office, & Positive or Suspected Cases

Nurse’s Office
Because of the small size of the existing Nurse’s Office and the potential need to isolate students with respiratory symptoms while they await pickup by their parents, the Trophy Room and Kellogg Room will be used, respectively, as a Nurse’s Office and waiting area.

Illness or Injuries at School
When students develop symptoms at school that are potentially suggestive of COVID-19, they will be sent to the Nurse’s Office for evaluation. The school nurse has isolation space in which to evaluate students and determine whether they need to go home. Boys with potential COVID-19 symptoms will wait in the Kellogg Room to be picked up by parents.
**Health, Wellness & Safety**

Students who have injuries and are without symptoms of illness will continue to be evaluated by the Athletic Trainers.

Any adult faculty, staff, or contractor who displays symptoms consistent with COVID-19 must notify his or her supervisor and the school nurse and go home.

**Stay-at-Home Guidelines in Case of Illness or Close Contact**

Any STA community member diagnosed with COVID-19 must remain at home for 10 days and be symptom free before returning to school.

Any STA community member who has come into close contact with an individual with COVID-19, whether at school, home, or elsewhere, must quarantine for 14 days before returning to school.

Any STA community member with symptoms consistent with a potential case of COVID-19 (identified by the CDC as including fever, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion, nausea/vomiting, diarrhea) must stay home from school until symptom free or until able to provide the school nurse with clearance from a physician that the symptom is unrelated to a potential case of COVID-19. In cases in which an individual has a chronic symptom (such as headaches; congestion from allergies; or increased coughing from asthma) a physician’s letter should be provided to explain the cause of the symptom(s) and clear the affected individual’s presence on campus. Anyone who has COVID-19 symptoms but tests negative for COVID-19 and has symptoms attributable to another condition (eg., coughing from asthma or congestion from allergies) will need to provide the school nurse with a clearance from his or her health care practitioner stating that he or she may return to school.

**Contact Tracing**

If a student, teacher, or staff member tests positive for COVID-19, we will inform the parents of any students who were in class or participated in an activity with that person, as well as faculty or staff who had contact with that person. In case of close contact (defined as ≥15 minutes within 6 feet without masks on) quarantining for 14-days is required. Parents will be encouraged to contact their child’s health care practitioner.

We will be using the attendance feature in MySTA to support contact tracing. Any school activity a teacher or student participates in should be included as a class or group in MySTA so we can pull a report of anyone who has been in close contact with that teacher or student. It is imperative that faculty take attendance for every class or activity.
Health, Wellness & Safety

D.C. Health Department
Under D.C. health regulations, schools must promptly report any positive case of COVID-19 to DC Health. The D.C. Health Department may institute its own contact tracing and may advise the school on dismissals or other safety precautions in case of a positive test. St. Albans will fully cooperate with the D.C. Health Department’s contact tracing efforts, and we encourage parents to cooperate similarly.

Building or School Closure
As appropriate, based on expert medical advice, in case of an on-campus community member who contracts COVID-19, it is expected St. Albans will close down buildings and/or the entire school for a period sufficient to allow for contact tracing and deep cleaning. During such closures, students and faculty should be prepared to shift to distance learning.
The Big Picture for Students

Establish a Consistent Routine for Each School Day. How you begin your day matters. The class day begins at 9:00 am for Forms I-VI, 8:45 am for Form A, and 8:30 am for Forms C and B, except for when Forms C and B are on campus for Remote-Plus programming. On those Remote-Plus mornings for Forms C and B, the day begins at 8:00 am. Aim to be ready in front of your computer ten minutes before that and any other scheduled session. Ahead of that, eat breakfast, and brush your teeth. Make the morning regular. As was the case last spring, you don’t need to be in coat and tie, but please do wear a collared shirt or St. Albans athletic gear. The same will apply if we are able to return to school in Hybrid-Cohort mode. We are, therefore, relaxing the dress code in 2020-21.

We will all break at lunch, so take good advantage of the midday meal. Find time to stretch throughout the day, and exercise according to your schedule or after classes. Following a routine, being prepared for the day, and maintaining fitness are good for you in so many ways.

Find a Comfortable, Quiet Place in Your Home Where You Can Attend Classes and Study. It might be tempting to recline in bed or on a sofa while attending your classes. Resist the impulse to lounge! Find a reasonably quiet space with a desk or table, good lighting, and a solid wireless connection. Your work area optimally is in a public space in your home. A dining room table or a kitchen table would be ideal. A public space away from a television (and even your phone or any device other than the one you are using for class) is important, too.

Check MySTA and Your St. Albans Email Every Day. The school and your teachers will communicate with you through MySTA, your stalbansschool.org email, and — in some cases — the school-approved Remind app. Teachers in Forms C, B, and A will also use Google Classroom. Check these platforms at least once early in the day and again in the early evening. You may also want to enable notifications from within MySTA so that you receive alerts about what your teachers have posted.

Follow Your Teachers’ Requirements, and Ask Teachers for Clarification. Stay on top of all your work in your classes. If you are unable to attend classes in real time, still keep up to date in turning in your assignments. If you need clarification on the content being covered in your class or what teachers are asking of you, please email your teachers or check in during posted office hours.

Adhere to the Honor Code and to Our Standards of Behavior. You are a St. Albans man. The Honor Code is in effect for all work, and good citizenship, whether in real or virtual space,
matters deeply in our community. Each of your teachers will devote time in the first days of the semester to review the Honor Code with you and to explain subject-specific guidelines and expectations. Violations of the Honor Code in hybrid-cohort mode or all-distance mode will be handled in largely the **same way as during a normal school year.**

The school has an important **Expectations for Digital Citizenship** statement. Please review that and think about the many ways that online class meetings and other school activities are affected by our collective online citizenship. In addition to following the guidelines you will find there about always posting what is respectful to others, while classes and other school-related activities continue to meet online, students should not wear attire, use virtual backgrounds, or otherwise display text or images that endorse or criticize a political figure or party.

**Attend Purposefully to Class Time and Be Fully Present.** Behavior in virtual classes, which includes being on time, dressing respectfully, engaging productively with your teacher and classmates, and striving to remove all other distractions during your classes, follows the same standards as it does in the hallways and classrooms of St. Albans. Successful online learning, however, requires a specific set of skills. Active communication is one such skill. In every class, students and their teacher co-create a particular learning community. Remember, your teachers are eager to know you and to support you, but they cannot read the room or pick up on non-verbal cues as easily online. Since they cannot catch up with you after Chapel, in the hall, or at the lunch table, you play a vital role in keeping your teacher informed. Establish an active and positive online presence. Do not mistake “signing in” for “showing up.” In distance learning you must extend yourself more conscientiously and more frequently than you might be used to or initially comfortable with. Advocate for yourself. Be a communicator. Be a community builder.

**Give.** Approach each class meeting with a commitment to give. Ask yourself, “In what ways will I ‘show up’ for my classmates and teacher?”

**Connect.** Your classmates need you. Your teacher needs you. Be a welcoming and supportive presence on Zoom. Engage with others in breakout rooms. Respond to posts on discussion boards, greet people by name on a video call, add a “hand clap” comment on Zoom, follow up after class with an encouraging text or email. In short, find active ways to signal that you are approachable and kind, and that you are in the game. Students will be expected to attend classes using both audio and video feeds. If you are uncomfortable with either of these requirements, please be in touch with your advisor or another member of the faculty to discuss your reservations.

**Communicate.** Reach out to your teacher or advisor when you have a question, a concern, a change in circumstance, or good news to share.
Teaching and Learning

Be Kind. Laugh. Find ways to support your classmates and friends, laugh with each other, and bring joy to others.

Tips for Parents & Caregivers
Help establish a daily routine with your son based on the schedules developed by the school. Pay attention to his sleeping habits, and encourage him to follow a regular pattern of bedtime and wake-up time.

Create a study space that allows your son to learn best and provides reasonable supervision.

We know that working from home will present challenges. If your son is having difficulty setting up a home work space or adapting to some of the new technologies we are implementing, our IT department is ready to provide support.

Keep up to date with all school communications.

We want your son to be an independent learner, but we know that this virtual format may be challenging for him. Allow time for him to grow into this new routine. Support him as he gains traction.

Assist your son in maintaining contact with friends virtually or through social interactions that comply with CDC-recommended measures.

A fitness plan is good for your son’s body, mind, and soul. Make sure he attends to physical activity each day.

Some days will go better than others. Be flexible. Smile often.

“We want to create an environment where students feel comfortable to reach out and communicate to teachers and other students at St. Albans. Doing this fosters a better community during this time and helps students navigate through the sometimes confusing landscape of online learning.” — JT Willard ’23
Thoughts Shared with Teachers

Focus on the boys.
Embrace the opportunity.
Consider your goals and methods.
Help your students become agents of their own learning.
Build community and make connections.
Explore what’s out there in terms of best practices and models of excellence.
Be flexible and patient and generous.
Look to each other.
Have faith in yourself.

Distance Learning: Remote-Plus & The Hybrid-Cohort Models

Last March, St. Albans suspended in-person programming just before spring break, and the school pivoted quickly to full distance learning, which features St. Albans students, faculty, and staff working and learning in an entirely remote posture. We used this model all last spring, and depending on public health developments across the school year, we may have to revert to this model again. This fall, however, current health conditions allow us to begin the year in a more expansive form of distance learning, which we are calling “Remote-Plus.”

Remote-Plus

Academic classes will continue to be taught online, but we will find ways, starting with orientation the first week of September and continuing the third week of September and throughout the fall, to bring students back to campus, by form, for activities held outdoors. Remote-Plus activities might include an advisory group meetings in different outdoor locations, student prefect-led outdoor class meetings, or outdoor, in-person “office hours” for teachers of a particular form. Students will also be able to participate in outdoor athletic exercise and conditioning sessions, consistent with D.C. Health guidelines on the nature of the permitted activities.

Upper School Remote Plus Weekly Schedule

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Form III</td>
<td>Form IV</td>
<td>Form V</td>
<td>Form VI</td>
<td>Varies</td>
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<tr>
<td>3:00 - 5:30 pm</td>
<td>3:00 - 5:30 pm</td>
<td>3:00 - 5:30 pm</td>
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Teaching and Learning

Our Health and Wellness Task Force has endorsed the Remote-Plus model, citing both the social and emotional benefits to students and the substantially reduced risk of transmission of COVID-19 in outdoor settings. We see this as a safe way to offer an enriched experience to students and teachers alike beyond what we were able to offer last spring when all on-campus activities ceased.

The Hybrid-Cohort Model

If the public health situation improves, and D.C. Health guidance allows, we will aim to move students safely back into our classrooms and to restore even more of the in-person St. Albans experience. We are calling this the “Hybrid-Cohort Model,” with our students divided into two cohorts, one on campus at a time, the other participating in classes remotely. This will reduce the “density” in the school to a level that allows us to maintain the required physical distancing in classrooms and in the building more broadly.

Students will be divided into two cohorts, Red and Blue. We’ll share who is in which cohort when we announce our move to the Hybrid-Cohort Model. Keeping siblings in the same cohort is a priority. Because of the difficulty of scheduling in cohorts, however, parents may not request that their son be placed in a particular cohort or with a friend, even for carpooling and transportation reasons. Classes will meet every day Monday-Friday. Every student in a cohort will be on campus two days one week and three days the next. The aim is for boys in each cohort to attend each class in person once or twice a week. Our experience with teaching boys figured prominently in the decision to create a schedule that would allow boys to be on campus and in classes at least twice a week.
Teaching and Learning

A Typical Two Weeks of Cohorts on Campus

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Cohort on Campus</td>
<td>RED</td>
<td>RED</td>
<td>RED</td>
<td>BLUE</td>
<td>BLUE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Cohort on Campus</td>
<td>BLUE</td>
<td>BLUE</td>
<td>BLUE</td>
<td>RED</td>
<td>RED</td>
</tr>
</tbody>
</table>

New Technology to Support Both Models

We have invested in technology this summer that we believe will make the academic experience significantly better and more interactive than last spring: DTEN D7 55” touchscreens running Zoom Rooms — video-conferencing devices with state-of-the art cameras and sound systems. This technology should greatly enhance the at-home learning experience for all our students in either model. It will be particularly valuable when we shift to the Hybrid-Cohort Model, in that it allows students at home to see a panorama of fellow students and teachers in the classroom and to converse more easily and naturally with the teacher and students at home or on campus. As we did last spring, we will work with each family to ensure all boys have the technology and internet connections they need to participate from home. Please contact the IT Department if you have any questions or wish to receive support for your son.

Professional Development to Support Online Learning & Community-Building

This summer our faculty engaged in significant professional development focused on the best practices for teaching online and ways to create a community — both online and in-person — so that each boy feels safe and supported.

Our teachers enrolled in more than one hundred courses offered by Global Online Academy, which helps faculty develop high-quality remote-learning experiences on topics ranging from promoting student agency to assessing student learning to building relationships in an online classroom space. In addition, teachers offered more than a dozen follow-up sessions for fellow St. Albans teachers across disciplines and divisions to share findings and collaborate on best practices. Many of our teachers took part in the Virginia Association of Independent Schools’ Teachers Summer School, which offered expert-led workshops on a broad spectrum of distance learning topics, including the science of how students learn online, reimagining project-based assessment, finding the right amount of rigor in a distance learning environment, and best practices for online educators. In addition, departments continued to meet throughout the summer to discuss takeaways from these courses, what we learned from our experiences this spring, and how best to reimagine the St. Albans distance learning experience.
Teaching and Learning

At our end-of-August faculty meetings, faculty will participate in workshops by the Institute for Social and Emotional Learning on creating community and supporting each student’s well-being. We will also host two sessions related to our faculty summer reading (Ta Nehisi Coates’s Between the World and Me and Ibram X. Kendi’s How to Be an Antiracist). These sessions will focus on developing a shared vocabulary for our faculty and staff and will help prepare teachers to engage the students in discussing the required summer all-school reading of Coates’s Between the World and Me.

Tools for Distance Learning

MySTA is the homebase for every boy in Forms VI through I; Forms C, B, and A will also use Google Classroom accessed through MySTA. Students will find everything in these places, including links to pre-recorded lessons, screencasts, online class sessions, and other resources. To support distance learning, the school has adopted several technological tools for screencasts, virtual whiteboards, online classes, and more, and is providing ongoing training for teachers. The beginning of each lesson using a tool new to students will be about how to use that tool so we can ensure teachers and students are communicating well. The following tools have been adopted by St. Albans:

- edPuzzle
- Edutyping
- Flipgrid
- Google Classroom
- Jamboard
- Pear Deck
- Play Factile
- Screencastify
- Smart Music
- Thinglink
- Voicethread
- WeVideo
- Zoom

These tools provide for real-time (or synchronous) lessons, with teachers and students engaged in a class and communicating at the same time, as well as asynchronous lessons, with pre-recorded materials, readings, assignments, etc., that students can work on independently. The students’ age, the efficacy of a tool for teaching a particular subject, and personal teaching style will all factor into teachers’ decisions about which tools they wish to use. All students will be able to have some live time via video meetings with a teacher and classmates each day — starting with morning meeting in C, B, and A Form, to each class starting together online from Form I through VI.
WHAT TO EXPECT IN FORMS C, B & A

Remote-Plus & the Hybrid Cohort Models

Remote-Plus
The Remote-Plus programming in the Forms C, B & A will combine distance learning with scheduled, fully staffed, physically distanced, outdoor on-campus events such as advisory meetings, clubs, academic programming, athletic activities, and other small-group gatherings. On campus opportunities will be a time to build community and connect with one another. The virtual class day begins at 8:45 am for Forms C, B, and A. In Forms C and B, Remote-Plus Activities will take place from 8:00 - 11:30 am, with Form C on campus Monday through Wednesday and Form B on campus Thursdays. Form A will have Remote-Plus on campus from 2:00 - 3:30 pm on Fridays.

The Hybrid-Cohort Model
If health conditions improve, and consistent with guidance from the DC Health Department, we hope to implement the Hybrid-Cohort Model, which brings two separate cohorts, Blue and Red, to campus on a rotating schedule. Students would spend two or three days per week learning on campus in the Hybrid-Cohort Model.

Academics
St. Albans maintains its commitment to academic rigor in all learning environments, be they fully Distance, Remote-Plus, or Hybrid-Cohort. Forms C, B, and A will offer a five-day schedule, one that is developmentally appropriate for boys who are not typically online. Reading and writing (through English/language arts/history), math, and Spanish will receive the bulk of time for daily instruction. Students will have art, music, library, and science scheduled at least two days per week. The academic day will end each day by 3:00 pm.

The Daily Schedule
Each day in remote learning will begin with a classroom check-in, a virtual morning meeting conducted through Zoom to develop community and connect with one another. Teachers should use this time to take the pulse of the students and to set expectations for the day.

Classes are thirty to forty minutes long, and may be held both synchronously and asynchronously, with attention to the amount of screen time that is required for each student. Reading and writing (through English/language arts/history), math, and Spanish will receive the bulk of time for daily instruction. Open blocks are left in the day for students to work
Teaching and Learning

independently on assignments in all of their classes. In the middle of each day, one hour is set aside for lunch. Athletics and more academic programming follows.

The C, B, and A schedules will be essentially the same for Remote-Plus and the Hybrid-Cohort Model.

Sample Schedules

Schedules vary by homeroom, and teachers will utilize synchronous and asynchronous class times to balance screen time. What follows are sample Forms C and A schedules (Form B is similar to C, with Remote-Plus on campus Thursday morning); parents will receive their son’s schedule during Orientation Week.

<table>
<thead>
<tr>
<th>Form C Schedule</th>
<th>Remote + On Campus Monday - Wednesday from 8:00-11:30</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>8:00-9:00</td>
<td>Homeroom/Morning Meeting</td>
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<tr>
<td>9:00-9:10</td>
<td>Art (40)</td>
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<tr>
<td>9:10-9:50</td>
<td>Science (40)</td>
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<tr>
<td>9:50-10:50</td>
<td>Academic Block (40)</td>
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<tr>
<td>10:50-11:30</td>
<td>Form C Sports (40)</td>
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<tr>
<td>11:30</td>
<td>Pickup</td>
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<tr>
<td>12:00-12:30</td>
<td>Lunch (30)</td>
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<tr>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Spanish (30)</td>
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<tr>
<td>1:30-2:00</td>
<td>Checkout (40)</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>8:00-9:00</td>
<td>Homeroom/Morning Meeting</td>
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<td></td>
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<tr>
<td>9:00-9:10</td>
<td>Religion (25)</td>
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<tr>
<td>9:10-9:50</td>
<td>Academic Block (50)</td>
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<td>9:50-10:50</td>
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<td>10:50-11:30</td>
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<td>11:30</td>
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<td>12:00-12:30</td>
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<td>Homework</td>
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<td>1:00-1:30</td>
<td>Spanish (30)</td>
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<td>Checkout (48)</td>
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<td><strong>Wednesday</strong></td>
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<td>8:00-9:00</td>
<td>Homeroom/Morning Meeting</td>
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<tr>
<td>9:00-9:25</td>
<td>Academic Block (54)</td>
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<tr>
<td>9:25-10:25</td>
<td>Music (40)</td>
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<tr>
<td>10:25-11:00</td>
<td>Outdoor Play (40)</td>
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<tr>
<td>11:00-11:50</td>
<td>Academic Block (40)</td>
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<td>11:50-12:30</td>
<td>Lunch (30)</td>
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<td><strong>Thursday</strong></td>
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<td>8:30-9:00</td>
<td>Homeroom/Morning Meeting</td>
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<tr>
<td>9:00-9:30</td>
<td>Library (30)</td>
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<td>9:30-10:30</td>
<td>LS Chapel (30)</td>
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<tr>
<td>10:30-11:00</td>
<td>Outdoor Play (40)</td>
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<td>11:00-11:50</td>
<td>Academic Block (40)</td>
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<td>11:50-12:30</td>
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<tr>
<td>9:30-10:25</td>
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</tr>
<tr>
<td>10:25-11:10</td>
<td>Outdoor Play (40)</td>
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</tbody>
</table>
Teaching and Learning

MySTA
MySTA will be the homebase for every boy and every class. Students will find everything there, including links to morning meeting, pre-recorded lessons, self-study assignments, and many other resources. Teachers understand that students may not have access to all their usual class materials and will be flexible.

Parrott Library
The main hub for all resources related to the library is our library website https://www.parrottlibrary.org/. Here, students will find a wealth of digital tools including ebooks, audiobooks, databases, book club information, book recommendation lists and a feed for all library news. On the website, students can also search the catalog containing records of our physical copies and check their accounts to note any materials that have been checked out.

Chapel
An important aspect of our shared life as a community is gathering for worship in the context of chapel on a consistent basis. Chapels will include music, prayers, readings and reflections from
Teaching and Learning

a variety of voices about our connection to God and each other. In the Lower School, the Rev. Chadwick and members of the Vestry will offer chapel once a week on Fridays. Most chapels will be virtual although we do hope to have occasional in-person services as part of our Remote-Plus and Hybrid-Cohort programming. Links for chapel will be emailed weekly and posted on MySTA for students and teachers to access.

Lunch

In the middle of each day, from 12:00 noon - 1:00 pm, boys will pause for lunch. Mr. Chandler will address the entire Lower School on this midday break at 12:30 pm with an announcement and prayer to replicate closely the start of our refectory lunch. Teachers will post the link to the lunch announcement in MySTA. (The Remote-Plus schedule does not have boys on campus for lunch. In the Hybrid-Cohort model, on-campus boxed lunches would be served outdoors.)

Arts

Music Class

Students will be given the opportunity to add to their knowledge of music theory concepts of pitch accuracy, rhythm and melody. This is done by beginning with the pentatonic scale in Form C and progressing to the full scale in Form A. Accordingly, each grade will be asked to apply what they have learned as the year progresses to their own compositions. The end of the year will culminate with Form A writing an original advertising jingle, Form B will write poems that will be lyrics to an original song, and Form C will be able to improvise putting together words with rhythms and melodies. Students will also be asked to sing and record themselves in preparation for virtual performances.

In addition, all students in Forms C, B, and A will be exposed throughout the year to several composers and their contributions to music of varying genres by reading about their lives and listening to assigned compositions.

Visual Arts

Students will experience a variety of art styles and topics focusing on the elements of art and principles of design. They will also partake in a diverse and challenging art history curriculum that introduces students to a variety of historical art movements and leaders across disciplines and cultures. The theme of CBA art this year is “Connecting and Reflecting,” which starts with exposure to a wide spectrum of styles, cultures, and media. Students will then be asked to reflect on their experiences through various modes of response throughout the year.
Teaching and Learning

Athletics
Each C, B, and A schedule has an athletic block each day. The Athletic Department will provide either synchronous or asynchronous instruction during this time. We cannot hold “athletic contests or practices” according to the District of Columbia’s health guidelines for Phase 2, but it is important that students take the time to exercise each day. In Forms C and B for their on-campus Remote-Plus mornings, athletics will be included on campus within the day.

Dress Code
We are relaxing the dress code for 2020-21 for both Remote-Plus and Hybrid-Cohort modes. For classes and other online school related activities in distance mode, please wear a collared shirt or St. Albans athletic gear. If coming to school for outdoor afternoon activities, please arrive in appropriate athletic dress, including sneakers or closed-toed shoes.

Facemasks & Physical Distancing
Please note that compliance with health and wellness guidelines such as mask wearing and distancing will be enforced. Students who fail to do so may be asked to leave campus and parents will be notified.

Communicating with Teachers
Teachers will set up virtual office hours when students can reach out to them by email. Parents may reach out to teachers by email at any time. Faculty are asked to respond within 24 hours.

Grading & Academic Workload
Forms B and A will earn grades throughout distance and hybrid learning. Form C students will earn grades starting in the second quarter. Teachers may ask students to spend up to one hour of homework total (in Forms C and B) or up to an hour and a half total (in Form A) each evening. Assignments should be posted on MySTA as far in advance as possible and by no later than 3:00 pm on the day before the due date.

Attendance & Absences
Homeroom teachers will take attendance at morning meeting but will remain mindful that new challenges (siblings, competition for work space, and bandwidth) may prevent boys from being present each time we meet online. If your son is sick or unable to attend school, please send an email to Mrs. Murphy.
WHAT TO EXPECT IN FORMS I & II

Academics
St. Albans maintains its commitment to academic rigor in all learning environments, be they Distance, Remote, or Hybrid. In addition, it will be especially important to keep the ideals of honor, respect, responsibility, and compassion at the fore as we navigate the learning landscape of Forms I and II in coming days. Honor, both personal and academic, is crucial when navigating the online/digital world. Respect for one another must be ever-present, be it in our Zoom meetings, in our interactions outside of class, within our digital correspondence, and when it comes to respecting one another’s digital space and time. Students, teachers, and parents will be taking on new and different responsibilities when members of the community are STAying at Home; indeed, taking responsibility for one’s own learning will be important for students perhaps now more than ever. And we must remember to have compassion for ourselves and for others as we work to grow not only in knowledge but also in understanding in difficult and unprecedented times.

The Daily Schedule
Forms I and II will follow a Monday to Friday schedule with slight variations for weeks when school is closed on a Monday or a Friday. In the vast majority of weeks, classes will meet three times for 45 minutes each. The new schedule retains a weekly Lower School chapel service in addition to time dedicated to advisory meetings, assembly programs, and town hall meetings. Classes will start later and end earlier in the day, and students will not be expected to sit in front of a computer screen, uninterrupted, for hours at a time. Teachers will check in with students at the start of each class via Zoom and take attendance to provide structure and maintain a sense of community; after this initial check-in, teachers can incorporate offline work or projects for portions of the class period as well. This schedule will be in effect whether classes are meeting in a full distance mode, Remote-Plus, or Hybrid-Cohort Model, and students will be expected to attend all classes whether at home or at school.

Starting the week of September 15, Forms I and II will have Remote-Plus from 2:00 - 3:30 pm, with Form II on Monday and Form I on Wednesday.
MySTA

MySTA will be the homebase for every boy and every class. It is imperative that teachers and students alike use the system to full advantage. Students can expect to find recurring class Zoom links on the bulletin board, daily assignments in the assignment center, notice of assessments, prerecorded lessons, links to other resources, and other class information on their course sites. It is, therefore, important that students notify their teacher and advisor if they experience difficulty using the system or encounter difficulty finding Zoom links, assignment posting, and notification of upcoming assessments. Routine homework assignments will be posted by no later than 5:00 pm on the day before the next class meeting and by 5:00 pm on Saturday for work due on Monday. Notice of assessments (including tests, papers, and projects) will be posted at least five days in advance.
Teaching and Learning

Class Meetings
The Forms I and II schedule will remain the same for full Distance Learning, Remote-Plus, and the Hybrid-Cohort Model, and all classes will be synchronous. Classes for Forms I and II are scheduled for 45 minute blocks; within that timeframe students can expect to engage directly with each other and with their teacher both in the larger group and within “breakout groups,” though some classes may consist of both in-person engagement and individual work. In the Hybrid-Cohort Model, one cohort of students will participate from within the physical classroom while the other cohort participates via the DTEN “Zoom Room.” All students will be expected to engage fully within each class period: taking notes, asking and answering questions, raising their hands, and bringing their best selves into each learning environment.

Core year-long classes in English, math, history, science, and languages are complemented by quarter-long classes in theater, visual arts, ethics, Omnibus, religion, and Decisions, classes which are designated by form.

Academic Workload
The Forms I and II schedule for Distance Learning, Remote-Plus, and the Hybrid-Cohort Model includes fewer class meetings per week for each subject. This does not mean, however, that the quality or intensity of the learning experience will be diminished. Students in Forms I and II should expect about thirty minutes of homework each evening for each subject that meets on a given day. That is, if a student has math, science, and English one day, he can expect roughly 30 minutes of homework for each of those subjects that evening. It should be noted that not every subject will have homework each class, and students will also be expected to manage long-term projects and continual practice (going over vocabulary words for a few minutes each evening as part of their study of languages, for instance) throughout the year.

Assessing Student Engagement & Progress
Students in Form I and II can expect assessments and measures of progress fitting for an online environment whether in full Distance Learning, Remote-Plus, or the Hybrid-Cohort Model. This may include “open-book” tests or quizzes, short- and long-term projects and presentations, and in-class, summative activities. Video responses and one-on-one oral evaluations might also be utilized. In general, shorter, more frequent assessments provide a better model for assessing student engagement and progress when class times are shorter and in-person time is limited, so keeping up with the material in each class will be essential to student success.

Regardless of the mode or combination of modes in which we are operating this year, we will continue to use the traditional grading system of letters and numbers to provide an element of stability and to motivate students toward their best work. While we will adhere to the traditional grading system, the faculty realize that distance learning presents its own set of
challenges for many students. It is therefore important that students reach out to teachers, advisors, chaplains, and/or Lower School Counselor Mr. Ted Haley if they experience difficulty — for whatever reason — with the online learning environment.

Advisory & Office Hours

Each advisory in Forms I and II will consist of one (or more) teachers and a group of ten to eleven students. Advisors work closely with individual students to facilitate positive learning outcomes, and they also serve as a “point person” for students and their families. Form I and II boys are encouraged to take advantage of their relationship with their advisors whenever questions or concerns — academic or otherwise — arise. Advisory is a time for boys to connect with one another in a small group setting, though sometimes larger group activities will be planned. Whether advisory meetings are taking place in a full Distance Learning, Remote-Plus, Hybrid-Cohort, or in-person setting, the emphasis will always be on the social and emotional development of the boys, academic support, and community connection. Advisories will meet as a group at least once a week. In Remote-Plus, advisories will meet once a week online and once a week in person.

In distance learning, teachers in Forms I and II will hold office hours (using the Zoom platform) during regularly scheduled times and by appointment. This model will hold true for Remote-Plus, although Remote-Plus will also allow students to meet on campus for outdoor, physically distanced, carefully curated events. In the Hybrid-Cohort Model, office hours will also be held over Zoom, though students may also have the opportunity to meet with their teacher on campus if circumstances permit.

Parrott Library

The main hub for all resources related to the library is our library website. Here, students will find a wealth of digital tools including ebooks, audiobooks, databases, book club information, book recommendation lists, and a feed for all library news. On the website, students can also search the catalog containing records of our physical copies and check their accounts to note any materials that have been checked out.

Chapel

Forms I and II will take part in Lower School Chapel once a week on Fridays. The Rev. Chadwick and the Form II Vestry will lead worship. An important aspect of our shared life as a community is gathering for worship in the context of chapel on a consistent basis. Chapels will include music, prayers, readings and reflections from a variety of voices about our connection to God and each other. Most chapels will be virtual although we do hope to have occasional services as part of our Remote-Plus and Hybrid-Cohort programming. Links for chapel will be emailed weekly and posted on MySTA for students and teachers to access.
Lunch
In the middle of each day, from 12:30 - 1:00 pm, boys will pause for lunch. Mr. Chandler will address the entire Lower School on this midday break at 12:30 pm with an announcement and prayer to replicate closely the start of our refectory lunch. Teachers will post the link to the lunch announcement in MySTA. (The Remote-Plus schedule does not have boys on campus for lunch. In the Hybrid-Cohort model, on-campus boxed lunches would be served outdoors.)

Quarter-Long Rotating Classes
Core, year-long classes in English, math, history, science, and languages are complemented by quarter-long classes in theater, visual arts, ethics, Omnibus, religion, and Decisions, classes which are designated by form.

Performing Arts
Theater
The Theater Department will be producing shows in December and April, following the same calendar we traditionally use. These productions will be rehearsed and presented virtually in the Zoom platform. Productions will be coordinate activities with NCS. We will hold our rehearsals in the later afternoon, following the athletic activities at each school. Each boy will also be enrolled in a theater class during the course of the year, which is separate from productions.

Ensembles
Members of the Form I and II music ensembles will explore and prepare performance repertoire while developing and expanding their musicianship skills through new opportunities to engage with topics ranging from music theory and song-writing to digital music and keyboard skills. Student musicians will meet virtually in various configurations during the designated ensembles block. Members of the ensembles will collaborate on virtual performances to enhance community events and services at both NCS and STA.

Dress Code
We are relaxing the dress code for 2020-21 for both Remote-Plus and the Hybrid-Cohort modes. For classes and other online school related activities in distance mode, please wear a collared shirt or St. Albans athletic gear. If coming to school for outdoor activities, please arrive in appropriate athletic dress, including sneakers or closed-toed shoes.

Facemasks & Physical Distancing
Please note that compliance with health and wellness guidelines such as mask wearing and distancing will be enforced. Students who fail to do so may be asked to leave campus and parents will be notified.
**Honor & Discipline**

Procedures for handling violations of the Honor Code and Major School Rules will follow — as closely as possible — those outlined in the St. Albans School Handbook.

**Athletics**

Forms I and II have an athletic period each day at 2:00 pm. The Athletic Department will provide either synchronous or asynchronous instruction during this time. It is important that students take the time to exercise each day. Our Remote-Plus program will feature time on campus for each boy to participate in athletics approximately once a week. District of Columbia health guidelines for Phase 2 (referred to elsewhere in this document) prevent us from holding practices or competitions, but we are eager to bring boys to campus for exercise and fitness instruction.

**Communicating with Teachers**

Teachers have set up office hours twice a week when students can reach out to them by email. This time for questions and support is in addition to time provided within classes. Parents may reach out to teachers by email at any time. Faculty are asked to respond within 24 hours.

**Attendance & Absences**

Teachers will take attendance but will remain mindful that new challenges (siblings, competition for workspace and bandwidth) may prevent boys from being present each time we meet online. Students should let their teachers know (via email) if they are going to miss a real-time (synchronous) class.

If your son is sick or unable to attend school for other reasons, please send an email to Mrs. Joyce Murphy.
WHAT TO EXPECT IN THE UPPER SCHOOL

The Daily Schedule

In 2020-21 we are moving away from the normal A-G day schedule and have adopted one that will be in effect whether classes are meeting in the Remote-Plus distance mode or the Hybrid-Cohort mode. The new schedule is, in effect, a Monday-Friday schedule with slight variations for weeks when school is closed on a Monday or a Friday. In the vast majority of weeks, classes will meet three times for 50 minutes. Classes will routinely run for the full 50 minutes regardless of teaching mode. Classes will start later and end earlier given the certainty that at least portions of the year will be in distance mode when we need to be attentive to the overall amount of screen time. Classes will meet via Zoom (in both Remote-Plus and the Hybrid-Cohort Model) and students will be expected to attend all classes whether at home or at school. Please note that the new schedule retains a weekly Upper School chapel time in addition to time dedicated to advisory meetings, assembly programs, and time to meet with teachers. While classes do not begin until 9:00 am, the time between 8:00 am and 9:00 am may be used for teacher-student conferences and other meetings. Starting September 15, Remote-Plus activities will take place from 3:00 - 5:30 pm, with Form III generally gathering on Monday, Form IV on Tuesday, Form V on Wednesday, and Form Five on Thursday.
**MySTA**
MySTA will be the homebase for every boy and every class. It is imperative that teachers and students alike use the system to full advantage. Students can expect to find recurring class Zoom links on class bulletin boards and information about daily assignments and assessments in the assignment center. In addition, teachers may use MySTA to post pre-recorded lessons, provide links to other resources, and as a portal for uploading completed assignments. It is, therefore, important that students notify their teacher and advisor if they experience difficulty using the system.

**Class Time & Homework**
Each class will start in real-time, with teachers meeting each of their classes using Zoom at the normally appointed time and taking attendance. Classes will meet for up to 50 minutes regardless of mode. Class time will likely feature a combination of activities, including video clips, offline reading and/or use of breakout rooms for class discussions.

Students should expect to spend up to an hour on homework assignments for each class. Homework may not be assigned for days when a class does not meet. Similarly, due dates for assessments including papers, lab reports, and projects should fall only on days when a class is scheduled to meet. Routine homework assignments will be posted by no later than 5:00 pm on the day the class last met or by 12:00 noon on Saturday for work due on Monday. (If a class meets on a Monday and a Wednesday, but not on Tuesday, then homework for Wednesday will be posted by 5:00 pm on Monday.) Notice of major assessments (including tests, papers, and projects) will be posted at least five days in advance.

**Attendance & Absences**
Teachers will take attendance for each class meeting. Given the reduced number of classes this year, the senior class cut privilege is not in effect in 2020-21. Parents should notify Ms. Susan Spaulding by 8:00 am if a boy will miss all or part of a school day.

**Grading & Assessment**
In either Hybrid-Cohort mode or Remote-Plus distance learning, we will continue to use the traditional grading system of letters and numbers. Teachers will review how student progress will be assessed (type and frequency of homework checks, quizzes, tests, paper, reports, and projects) in the first days of each semester. While we will adhere to the traditional grading system, the faculty realize that distance learning presents its own set of challenges for many students. It is therefore important that students reach out to teachers, advisors, chaplains, and/or Upper School Psychologist Dr. Carrie Friend if they experience difficulty — for whatever reason — with the online learning environment.
The nature of assessments will be somewhat different from those in a normal year. In general, assessments may be more frequent and of a greater variety, especially when we are in all-distance mode. We have set aside time for midyear and final assessments in January and May. Rather than featuring the normal two-hour exams, however, these will be shorter and will likely take alternative forms depending on the course — although in-person testing is possible if we are in the Hybrid-Cohort Model. More information about midyear and final assessments will be shared well in advance of mid-January and the final week of May.

Coordinate Classes
Most aspects of the classroom NCS-STA coordinate program are suspended for the 2020-21 school year. Planning for the year placed a priority on making an in-person return to school possible at some point, and that required the construction of student “cohorts” at STA and NCS in order to comply with District of Columbia health guidelines. It quickly proved impossible to construct those school specific cohort groups in ways that could be compatible with in-person coordinate classes. In addition, it became apparent that the two schools would be unable to promise adequate attention to physical distancing and mask wearing if boys and girls were to move across the Close and within the two campuses. Finally, the two schools have adopted daily schedules that do not feature common class meeting times.

Office Hours
There are times to meet with teachers spread throughout the week. Those times include some 8:00 - 9:00 am slots, time after lunch and before athletics, and mutual free periods.

Accommodations
Boys with current Upper School academic accommodations (as approved by Dr. Carrie Friend) should remind advisors and teachers of that status within the first week of classes. Extended time for completion of in-class work, such as quizzes and tests becomes more challenging in an all-distance learning environment. Students and teachers are therefore encouraged to have early and clear communication about how those accommodations will be implemented.

Advisories
Advisories will meet online during the 1:30 - 2:00 pm slot on Wednesdays and possibly during part or all of the advisory-assembly 9:55 -10:45 am period on Fridays. Students can find their advisory group in MySTA by clicking on “Groups” on the MySTA menu bar and then selecting “Advisory.” Students will find a recurring Zoom link for advisory meetings on that group page in MySTA. Advisors will post links to the advisory sessions on their group pages or email the links.
Teaching and Learning

to their advisees directly. Advisory meetings might also be part of the Remote-Plus programming, in which case they would take place on campus.

Ellison Library

Our Upper School library website is a wonderful learning resource. Please use it and feel free to consult with Upper School Head Librarian Mr. Dennis Seese.

Chapel and Lunch

An important aspect of our shared life as a community is gathering for worship in the context of chapel on a consistent basis. Chapels will include music, prayers, readings and reflections from a variety of voices about our connection to God and each other. In the Upper School, the Rev. Hundley, the Rev. Sam, and student Vestry members will create and offer chapel on Thursdays. Most chapels will be virtual although we do hope to have occasional services as part of our Remote-Plus and Hybrid-Cohort programming. Links for chapel will be emailed weekly and posted on MySTA for students and teachers to access. Access to chapel services will be emailed weekly and posted on MySTA for students and teachers to join and enjoy.

On most Mondays, Wednesdays, and Fridays, at the start of lunch break, Dr. Labaree and the head prefect will provide an Upper School lunch time greeting, accessed through a Google livestream link posted on the Upper School Lunch group page in MySTA. (The Remote-Plus schedule does not have boys on campus for lunch. In the Hybrid-Cohort model, on-campus boxed lunches would be served outdoors.)

Arts

Ensemble

Members of Upper School music ensembles will explore and prepare performance repertoire while developing and expanding their musicianship skills through new opportunities to engage with topics ranging from music theory and song-writing to digital music and keyboard skills. Student musicians will meet virtually in various configurations during the designated ensembles block. Members of the ensembles will collaborate on virtual performances to enhance community events and services at both NCS and STA.

Theater

The Theater Department will be producing a play in November, a musical in February, and a Festival of Student Directed One-Act plays in April, following the traditional calendar. These productions will be rehearsed and presented virtually in the Zoom platform. Productions will be
Teaching and Learning

coordinate activities with NCS. Rehearsals will be in the evening following Remote-Plus programming.

Athletics

Our Remote-Plus program will feature time on campus for each boy to participate in athletics approximately once a week. District of Columbia health guidelines for Phase 2 (referred to elsewhere in this document) prevent us from holding practices or competitions, but we are eager to bring boys to campus for exercise, team meetings, and fitness instruction. Coaches of interscholastic sports will create workout plans to help student-athletes achieve the recommended 60 minutes per day of aerobic exercise for their age group while also giving ideas for how they might be able to keep sport-specific skills sharp on an individual basis. Teams may make use of the Teambuildr online strength and conditioning app to provide access to strength training workouts, including body weight exercises that can be done at home with little or no additional equipment.

Dress Code

We are relaxing the dress code for 2020-21 for both Remote-Plus and Hybrid-Cohort modes. For classes and other online school related activities in distance mode, please wear a collared shirt or St. Albans athletic gear. If coming to school for outdoor afternoon activities, please arrive in appropriate athletic dress with closed-toed shoes or sneakers. At school and online, boys should be well groomed; beards and mustaches are not allowed.

Facemasks & Physical Distancing

Please note that compliance with health and wellness guidelines such as mask wearing and distancing will be enforced. Students who fail to do so may be asked to leave campus and parents will be notified.

Honor & Discipline

Procedures for handling violations of the Honor Code and Major School Rules will follow — as closely as possible — those outlined in the St. Albans School Handbook. Every effort will be made, for example, to convene on campus meetings of the Honor and Discipline Councils should the need arise.
TECHNOLOGY AT HOME:
EQUITY, ACCESS & IT SUPPORT

Distance learning presents exciting new opportunities for educators to keep learning and community alive when we cannot be together in person. St. Albans is committed to ensuring every student has the tools and skills needed to take advantage of these opportunities. *Students requiring any technological assistance — whether access to the Internet or clarification about how some of our new tools work — should contact the school IT department:*

- Phone: (202) 915-3754
- Email: helpme@stalbansschool.org
- Online: [https://HelpMe.StAlbansSchool.org](https://HelpMe.StAlbansSchool.org)
THE CHAPLAINS

If you have pastoral concerns or specific prayer requests, you may always email any of the chaplains directly or leave a message with Ms. Spaulding in the Chaplains’ Office.

For the adults in our community, the Revs. Chadwick, Hundley, and Sam also plan to lead a simple service of prayer called Compline on Wednesday evenings at 8:00 pm. The first service of Compline will be offered on September 9. In the Episcopal tradition, Compline is the last service of the day. According to An Episcopal Dictionary of the Church, edited by Don Armentrout and Robert Boak Slocum, “[Compline] is descended from the night prayer said before bed at the end of the monastic round of daily prayer.”

The Rev. Brooks Hundley, Senior Chaplain  
The Rev. Rachelle Sam, Upper School Chaplain  
The Rev. Leslie Chadwick, Lower School Chaplain  
Ms. Susan Spaulding, The Chaplain’s Office, 202-537-6412

THE MEDICAL TEAM

In the weeks ahead, our medical and counseling team are prepared to support you:

School Nurse  
Christine Siegel

Psychologist  
Dr. Carrie Friend

Athletic Trainers  
Matthew Virtue, Deanna Coll
GENERAL SCHOOL INFORMATION

The School Day

Students in Forms C and B follow a traditional homeroom schedule with a homeroom teacher who provides lessons in English, history, and math. Students work with specials teachers for 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 and works with them on study skills, social curriculum, and other important educational endeavors. Outside homeroom, students have math, history, and English with one of the Form A teachers and they work with specialists in science, foreign language, and art as per usual in Forms C and B.

In Forms I through VI, students follow a rotating schedule, with a different teacher for each subject.

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 Commonwealth of this land may benefit by their labors, and they themselves may attain unto everlasting life; through Jesus Christ our Lord. Amen.
General Student Information

School Hymn

We’ll be singing this often in chapel this fall. Be ready to join in!

The click here to listen to the School Hymn sung by the Chorale.

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

George J. Elvey, "Diademata" (1868)
Student Parking Policy

Parking on the Cathedral Close is generally 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 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 hangtag distributed by the PECF police. All parking must be on campus, and during the peak parking hours from 7:30 am to 3:30 pm, students must park in spaces specifically designated for St. Albans students.

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.

Visitors

Only students, faculty, staff and contract employees or contractors on campus for essential maintenance may be inside school buildings while we are in Remote-Plus or the Hybrid-Cohort Model. Visitors, including parents or tutors, will not be allowed inside. Limited admissions tours will be conducted outdoors.

Drop-off Procedures

This fall we will follow our normal drop-off procedure, although we encourage students to pause before getting out of their car, check that their mask is on properly, and make sure students ahead of them are moving toward their destination and not congregating. Faculty will be present to facilitate this.

As in years past, students coming to campus 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 the traditional morning drop off time, 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.
General Student Information

Pick-up Procedures

*Lower School:* All Lower School students should be picked up from the curb on Pilgrim Road in front of the Lower School. Students in outdoor or athletic activities may be picked up near the bottom of Pilgrim Road on the curb alongside Herman Plaza and the athletic fields. 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. 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.

Meals

While our school buildings remain closed, meals will not be served. If we reopen in the Hybrid-Cohort Model, the school will provide boxed lunches.

When we fully reopen, we will joyfully return to serving family-style lunches in the Cafritz Refectory. In the Upper and 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 school.

The Dorm

The dorm will be closed this year, and the school is actively seeking host families for dorm students who live overseas or far from campus. Teachers will work with dorm students who live in other time zones to ensure they are able to follow the classwork online through recordings and meetings with teachers.

Finances

*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 must be completed annually, if applicable. In 2020-21 current families should submit the following to Tuition Aid Data Services (TADS) by January 6:
General Student Information

- An online financial aid application to Tuition Aid Data Services (TADS) at www.tads.com.
- Completed and signed 2019 1040, 2019 W-2s, and most recent paystubs or other documentation about estimated income to TADS (upload to website, fax, or mail).

All families must also submit by April 11 completed and signed 2020 1040 and 2020 W-2s to TADS (upload to website, fax, or mail).

TADS
110 N 5th St, Second Floor
Minneapolis, MN 55403
Fax: 612-548-3326
Upload: www.tads.com/upload

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

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 as failure to do so may result in the school’s inability to grant aid.

Further information is available at www.stalbansschool.org/admissions.

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

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. Two-payment and monthly tuition plans include a deferred payment fee of $150, which will be billed separately. 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.
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The school reserves the right to prohibit students from attending class or taking final exams if their accounts are in arrears.

Insurance Plans

Parents are also offered two optional insurance plans:

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.

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.

School Store Purchases & 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.

Financial Assistance for Other School Activities

The goal of the financial aid program is to make all opportunities of St. Albans life available to all boys. During the school year, and depending on the availability of funds, students on financial aid may be eligible for athletics/arts trips, field trips, international trips, and required summer school.

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.
General Student Information

Reaching Your Child During the Day
Lower School parents should email Mrs. Joyce Murphy in the Lower School Office. Upper School parents should email Ms. Susan Spaulding in the Upper School Office. 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.

Reporting Absences
In the Lower School, if your son is sick or unable to attend online classes or in-person activities, please send an email to Mrs. Joyce Murphy. In the Upper School, please send an email to Ms. Susan Spaulding.

Weather Delays & Closings
The school notifies parents about weather delays and closings by posting information on the website homepage and sending an email. Parents and students may also sign up to receive text or email notifications about weather delays and closings. To receive text notifications:
- Log into the school website.
- Click on the small arrow to the right of your name.
- Select “settings.”
- Next to “announcement posted,” click on “setup options.”
- Select “weather delays and closings,” and save.
- Then choose email and/or text.

If we know in advance that we are going to close for the day, we generally post the information on the website by 6:00 a.m. The school will also alert the following local media: WTOP-FM (103.5) and local television station NBC-4 (WRC-TV). 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.

Lost & 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 in the Lower School lobby (across from what is usually the Nurse’s Office). More valuable items such as keys, glasses, wallets, and cell phones
General Student Information

may end up in the Lower School Office. Families should email Mrs. Joyce Murphy in the Lower School Office.

Upper School: Boys should check for lost valuables, such as keys, glasses, wallets, and cell phones, by emailing Ms. Susan Spaulding in the Upper School Office.

Athletic Department: Found items are stored in the custodian’s closet on the ground floor of the Activities Building or the office next to the swimming pool. While our buildings are closed, boys should contact Mrs. Joyce Murphy or Ms. Susan Spaulding about how to retrieve items left at athletics.

School Store
The St. Albans school store sells St. Albans apparel, athletic clothing, gifts, and other logo items. While our buildings are closed, the store is planning to host outdoor sales, the first on Thursday, August 27, from 8:30 am to 12:00 noon, and on Monday, August 31, from 8:30 am to 12:00 noon, when several items will be on sale, including some clearance items. When the bookstore restocks in September, it will have a subsequent sale with more merchandise available.

When our buildings reopen, the store may be found on Marriott Hall level 100, near Sam’s Bar; it is typically open every Friday from 8:00 am to 1:00 pm. and on the second Tuesday of every month from 8:00 am to 12:00 noon (the same morning as Parents’ Association meetings).

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 am to 1:00 pm and on the second Tuesday of every month from 8:00 am to 12:00 noon.

Student Exchange Shop
The Student Exchange Shop, run by the Parents’ Association, sells donated school uniform clothing (blazers, shirts, ties, etc.). While our buildings are closed, the Parents’ Association plans to host outdoor sales, the first on Thursday, August 27, from 8:30 am to 12:00 noon, and then on Monday, August 31, from 8:30 am to 12:00 noon.

When our buildings reopen, the Student Exchange Shop may be found in the Lower Level of Marriott Hall, near the Little Field entrance. It’s open from 9:00 am to 4:00 pm on the second
General Student Information

Tuesday of each month (the same morning as Parents’ Association meetings) and from 8:00 a.m. to 9:00 a.m. on the last Friday of the month when school is in session.

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 MySTA on the Parent Resource Board.
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 to 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.

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,
Guidelines for Students

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.

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.

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

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.
MAJOR SCHOOL RULES

Major School Rules During Distance Learning
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 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. (Additional School Rules may be found in the 2019-20 Student Handbook).

Violations of the Honor Code & 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 by their peers, 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. These councils will continue to meet in-person in 2020-21 whenever possible. In the most serious cases in the Upper or Lower School, the headmaster may take disciplinary action without waiting for 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.

**Expectations for Digital Citizenship**

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.
- 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.

**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.

**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.

**Child Abuse & Neglect Guidelines & 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.
THE REOPENING TASK FORCES

We extend our deepest thanks to everyone who spent their summer developing this plan.

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<td>Lucy McBride, M.D.</td>
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