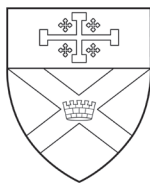


ST. ALBANS SCHOOL
HANDBOOK



ST. ALBANS SCHOOL HANDBOOK

Updated July 2023

Dear St. Albans Students,

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

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

You have been invited to be part of a community of trust. The success of our community, one which vitally includes current students and active alumni, depends on the personal integrity of every member. We know that no one is infallible; all the same, we believe that you are honorable. To live, to speak, and to work manifesting one's true self is the basis of integrity, and each of us must actively decide to exhibit honor each day. Simply put: *How you live is who you are*. To that end, adhering to our Honor Code not only means meeting an expectation for how we establish fairness and justice, it also communicates how we believe each young man should act. We ask, then, that each of you present yourself as who you are, that your given word is true, and that your scholarship and performance represent your own effort, skill, and talent. Consequently and collectively, by striving to act this way and by holding ourselves accountable both to self and to each other, we steadily form the habit of honorable living and keep our school whole. Of the things that make us a community, both here and away from the Close, this is a prized marker. At the same time, an honorable disposition provides the foundation for us to move forward from making a mistake. The healing of relationships and the making of amends are essential to a community that commits itself to honor. If you offend another student or an adult, take action to ensure a reconciled relationship. Bonds formed at St. Albans often last a lifetime. Now is the time to nurture such a culture of honor, warmth, and care.

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

Sincerely,

Mr. Fredric J. Chandler
Head of Lower School

Dr. Samuel L. Schaffer
Head of Upper School

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I. Guidelines for Students

A. St. Albans School Philosophy Statement

Founded in 1909 on the grounds of Washington National Cathedral, St. Albans School asks boys to engage fully and meaningfully in learning, community, and citizenship. On every corner of the campus — in the classrooms and at the lunch tables, in the chapel and on the stage, on the playing field and at the easel, and in silence or in song — the strength of this community of learners stems, first and foremost, from the centrality of the student-teacher relationship. While our students engage deeply with our rigorous curriculum, they also connect thoughtfully with each other and with the larger community as they prepare for lives guided by openness, grace, and respect.

A St. Albans education fuels its students for lives of purpose, driven by careful cultivation of the life of the mind and an astute sense of the Episcopal call to serve the greater good. We are committed to a diversity among students, faculty, and staff that shapes and enriches our shared experiences. Ours is an education that creates lifelong learners and fosters lifetime friendships. Grounded in integrity of self and scholarship, St. Albans maintains a community in which boys embrace academic vigor and complexity, celebrate their sense of wonder and joy with others, and understand and value their agency in a world that will benefit from their knowledge, compassion, and character.

B. Mission Statement

St. Albans School is an Episcopal school for boys that values character above all else, setting high expectations for its students as it challenges them to think deeply and critically, to work and play with discipline and passion, and to build relationships guided by empathy and kindness.

C. Honor Code

Recognizing that honesty is of primary importance in an educational institution, St. Albans requires students to observe an Honor Code in all aspects of school life. Lying, cheating, and stealing, including plagiarism and other forms of academic dishonesty, 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, to a form dean, or to a faculty member.

D. Diversity Statement

St. Albans is committed to building a community in which the worth of every member is affirmed and the diverse talents and perspectives of each are nurtured. Our Episcopal

tradition calls us “to strive for justice and peace among all people, and respect the dignity of every human being.” We honor these ideals as an Episcopal community by embracing diversity, promoting inclusion, and striving for equity, justice, and belonging in all that we do. We welcome persons of all faiths and those who do not practice a faith to our caring, inclusive community that draws its strength from the belief that every person possesses inherent value and is worthy of love, care, and respect.

The intellectual, social, and moral development of each of us requires engagement with a wide array of ideas and lived experiences, especially those that differ from our own. Such open exploration can only occur in a community where every member feels seen, valued, and loved. Building such a community requires that we develop the tools to speak authentically, listen carefully, and empathize profoundly. This in turn requires continual individual and collective self-reflection and growth as we celebrate our differences, recognize our privileges, guard against our prejudices, and honestly share our perspectives. As we recruit members of our community, nurture our culture and norms, deliver our curriculum, and carry out the daily work of teaching and learning, we commit ourselves to continual improvement.

Pursuing these commitments wholeheartedly is essential to developing fully the habits of mind, body, and spirit that allow us to be the best versions of ourselves and to embrace with joy our pursuit of a more just and virtuous St. Albans, and a more just and virtuous society.

E. Major School Rules

Students are expected to conduct themselves in a way that will not endanger themselves 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 Discipline Council, and the Standards Committee (see Section I-F) in determining the seriousness of any kind of infraction of school rules. This deliberative process allows the Honor Council, the Discipline Council, and the Standards Committee to weigh the merits and circumstances of each individual case. If a student is suspended, the faculty will, at the end of the probationary period and/or the end of the academic year, review his situation before he is allowed to return to the school in September. On some occasions, the school will issue a letter of formal warning, normally addressed to parents, which will serve as an official expression of the school's concern about a student's behavior. The school reserves the right to require the withdrawal of any student from the school when, in the opinion of the headmaster, such action would be in the best interest of the student or the school.

1. Drugs and Alcohol

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

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

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

2. Weapons

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

3. Violence or Threatened Violence

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

4. Disrespect

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

While disrespectful actions and words have no place in a school community, regardless of the particular forms they assume, hateful and demeaning speech directed at others based on their personal identity is particularly hurtful and has an especially harmful impact on our school. Our school's Policy on Conduct (see Section I-G), which prohibits harassment and bullying, defines some of the most common categories of identity: race, color, gender, disability, religion, national origin, sexual orientation, or age. Such behavior in

any form, whether through face-to-face communications, texts, emails, social media postings, images, jokes, or insults, has no place at St. Albans, and it will not be tolerated.

Not every instance of hateful, demeaning speech is the same. Context, age, and intent matter and are relevant to how we as a community come to terms with what transpired, how we learn from it, and how we respond to it. But appropriate attention to the intent and context of what someone said does not lead to meaningful resolutions of these matters if we do not also take seriously the impact of such words on others and on the moral fabric of our community.

5. Tobacco and E-Cigarettes

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

6. Vandalism

Vandalism is forbidden.

7. Repeated Absences

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

8. Misuse of Computers

Students must observe the school and Close policies regarding the use of computer technology. (See Sections I-J and II-N.)

9. Dishonor

Any action, whether committed on the Cathedral Close or elsewhere, that brings discredit on the name of the school violates a major school rule.

F. Violations of the Honor Code and Major School Rules

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

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

Upper School: In the Upper School, the Honor Council (consisting of the academic dean, the form dean, two members of the faculty [elected and appointed], 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 and appointed], the head prefect, and the president and vice president of the senior class) considers serious disciplinary cases that do not fall under the Honor Code and then makes recommendations to the head of Upper School.

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

G. 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. It also includes speech, gestures, conduct, writing, or displays that express hate, encourage violence, or incite prejudicial actions toward a person or group based on their identity. Such behavior in any form, whether through face-to-face communications, texts, emails, social media postings, images, jokes, or insults, has no place at St. Albans, and it will not be tolerated. Any concerns should be reported immediately to the student's advisor, parent, the division head, the counselor, the chaplains, or any other adult with whom the student is comfortable. No adverse action will be taken against any person who makes a good faith report of behavior that violates this policy. Any retaliation against someone who makes a good faith report or participates in an investigation is itself a cause for disciplinary action.

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.

H. Other School Rules

1. Attendance Policy

Being at school every day matters. A boy benefits from regular and consistent in-person attendance. He learns most fully, his classmates gain insight and morale from his participation in classes, he engages best as a citizen of the school, and his presence allows a teacher to execute a stronger and more efficient lesson.

Absences from school for non-illness-related reasons — such as family trips, non-STA-related athletic trips, or other non-STA-related activities should be avoided as they affect a student's learning and teacher preparation. Boys who plan to miss school for such events must notify their advisor, teachers, and division head at least a week in advance of the absence and may be asked to complete work and/or take assessments prior to their departure. Teachers will not be expected to provide work in advance of such absences, nor will they be expected to reteach missed classwork in such circumstances.

Families should not plan travel for days immediately before or after school vacations or during exam periods. Boys may have exams scheduled for any day of the exam period.

Punctuality in making commitments on time is an important component to attending school. Being on time for classes affects a student's learning and the teacher's ability to create a productive classroom. Note that tardies in excess of ten will be noted in a letter to parents, and fifteen or more tardies could result in disciplinary action.

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

Should a student accumulate ten absences, a letter will be sent home notifying his parents that their son's absences place him in jeopardy of mastering the curricular content of his courses. Fifteen absences necessitate a meeting with the head of Lower School; even more absences may jeopardize a boy's standing at the school.

Upper School: When an Upper School student is sick, late, or has to leave the Close before the end of his school day, a parent or guardian must notify the Upper School Office (202-537-6412 or mroche@stalbansschool.org) by 8:00 a.m. If a student with an unexcused absence arrives after 10:15 a.m. or misses more than two classes (including chapel), then he is not eligible to participate in athletics or afterschool activities such as a rehearsal. Students are responsible for working with their teachers to make up missed work in an appropriate period of time.

In addition, please take note of these important attendance-related policies:

- College visits are permitted for boys in Form VI only (please see the St. Albans College Handbook for more information).
- Students and parents will receive notification when a boy misses five classes in a semester, and the advisor will speak to the student.

- If a second-semester senior misses more than six classes, it is possible that he may forfeit exam exemption in that course.
- A student who misses ten classes in a semester may be asked to meet with the academic dean and the head of Upper School who, in consultation with the classroom teacher, will discuss whether credit for the course has been forfeited. A recommendation will then be made to the headmaster.
- A boy who misses five lunches, chapels, and/or assemblies without excuse will receive a letter of warning. After ten such absences in a semester from lunch, chapel, and/or assembly, a boy may appear before the Discipline Committee.

2. Cut Policy

“Cuts” are a privilege. In a semester, seniors may cut three lunches, two assemblies, and two chapels. In addition, seniors may cut one class meeting for each course. Senior lunch, assembly, and chapel cuts must be approved in advance by the form advisor; senior class cuts must be approved in advance by the classroom teacher. Some chapels and assemblies are “no-cut” events. Juniors may cut two lunches with approval from the form dean. Abuse of this privilege may result in cuts being taken away.

3. Leaving School During the Day

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

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

4. Food Delivery to the Close

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

- Dormitory students should follow dormitory policies when ordering food.
- With faculty sponsor approval, clubs and other groups may order food for meetings.
- Individual students who remain at school for an evening activity and would like to order food should get prior approval from their class dean.

5. Cell Phone and Electronic Device Policy

Generations of St. Albans faculty, staff, and students have worked to build and sustain a close-knit community of teachers and learners who learn, pray, play, sing, and eat together. The dramatic increase in the use of electronic devices,

including cell phones, smart watches, tablets, and laptops, provides opportunities and poses challenges with regard to maintaining the quality of community life at school. As in many other aspects of school life, good judgment should prevail with regard to the use of these devices on campus.

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

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

- Conversations on any device between 8:00 a.m. and dismissal from sports should be conducted outdoors, or — with permission — in an office.
- Cell phones and other devices should be silenced (including calls, texts, notifications, and other alerts) at all times during the school day when in school buildings. Momentary use of a device (for a schedule or assignment check or similar) in a classroom before or after class is allowed with permission of the teacher.
- Students should ask permission before using cell phones in Ellison Library.
- Devices, including headphones, may be used in Sam’s Bar; the glass box rooms; Bradley Commons; unused classrooms; and the study spaces in Steuart Building hallways, outside the College Counseling Office, and outside the head of Upper School’s office. Devices should not be used in any other areas, including the Little Sanctuary, Trapier Theater, Cafritz Refectory, the stairs and hallways, until after office hours.

If a student violates this device policy, a faculty or staff member may ask the student to give up his device for a period of time during the school day and/or refer the student to the appropriate dean. Repeated violations will result in referral to the appropriate dean for additional disciplinary action.

Given the school’s emphasis on community and face-to-face interaction, we strongly encourage students to minimize their use of electronic devices when at school.

6. Parking

As stated below, in Section IX-C-1, students who drive to school must register their vehicles with the school and the PECF police, and they must display a hangtag distributed by the PECF police. District of Columbia zoning regulations prohibit students from parking on streets neighboring the school

at any time, so students must park on the Close at all times. Additionally, during the peak parking hours from 7:30 a.m. to 3:30 p.m., students must park in spaces specifically designated for St. Albans students. Because of the limited number of parking spots available on the Cathedral Close, only students in grades 11 and 12 are eligible to park on campus/receive parking hangtags. Violators of this policy are subject to the school disciplinary process and may face additional progressive penalties, including tickets for parking illegally and/or suspension of parking privileges.

7. Additional Rules

Students may not throw snowballs anywhere on the Cathedral Close. No student may climb above the first floor on the outside of any building on the Cathedral Close except under the supervision of a Voyageur teacher. Food and drink may not be consumed in school buildings except in the Cafritz Refectory, the Sam's Bar area, and the Martin Gymnasium unless students have permission of a teacher. Food and drink should not be consumed on artificial field turf. Chewing gum is not permitted at school. Students are expected to conduct themselves in the Ellison Library in accordance with the Library Behavior Policy (see Section II-M-3). Students may not be in locker rooms during the school day. Day students are allowed in the dorm only with the permission of the dorm faculty member on duty.

I. Vision and Expectations for Respectful School Discourse

The main points we hope to convey in this statement:

- As a classical liberal arts institution, St. Albans cares deeply about freedom of thought and inquiry. We value these freedoms because it is by entering into conversation that we learn — about ourselves, the basis for our beliefs, and what other people of thoughtfulness and goodwill who think differently have to say in response to us.
- At St. Albans, students discover that respectful, meaningful discourse — the kind that makes our intellectual culture so vibrant and valuable — requires entering a conversation larger than ourselves. All serious thinking begins with an act of listening. As our students engage in discussion, we ask them to do so with a commitment to viewing others as equal partners and collaborators in learning, whose ideas, perspectives, and humanity matter to them, as they do to us.
- We welcome speech that respectfully advances learning and conversation about complex social and cultural issues where people of goodwill often disagree. Our students learn how to engage thoughtfully with multiple viewpoints; to understand the perspectives of others who think differently; and to construct and critique their own beliefs. Students also learn that disagreements about ideas and issues can make us uncomfortable without being expressions of hate.
- Hateful, demeaning speech is fundamentally at odds with the type of school community we aspire to be. It makes others question their sense of belonging in our community

of learning, makes it more difficult for them to engage meaningfully in community and conversation, and makes it impossible for us to sustain a culture of open, respectful discourse.

- We want students to be thoughtful, not fearful, when they speak. We help them learn how to engage in respectful discourse by asking them to reflect on two questions: Does this type of speech contribute to learning or interfere with learning? Is this type of speech consistent with our Episcopal values or does it run counter to those values?
- As we navigate difference and disagreement, conflicts and misunderstandings will occur. Grace and healing are important in these moments, but the work of restoring relationships cannot fall primarily on those who have been hurt. Grace is not a moment of simple absolution, but a process of earning a deeper form of togetherness, one that makes us worthy of our highest ideals.

Background

Our goal in writing this statement is to articulate a set of values, commitments, and expectations governing respectful discourse that are fundamental to our mission at St. Albans. As an academic community grounded in the liberal arts tradition, we believe that the free and vigorous exchange of ideas promotes the intellectual growth of our students and prepares them for life in a complex, diverse society where citizens often disagree on matters of fundamental importance. As a moral community grounded in the spiritual principle, deeply rooted in our Episcopal identity, that all humans are entitled to equal dignity and respect, we believe that discussion and disagreement must always take place within a context that affirms the humanity of every person. When we hold ourselves accountable to a covenant based on both of these ideals, we get to live and learn in the type of community we all want to inhabit: one defined by robust intellectual engagement and deep personal belonging, vigorous inquiry and respect for the dignity of others.

In the broader culture, rancorous debates about “free speech” and “hate speech” often lead to distortion and caricature, which impede a meaningful, nuanced engagement with these issues as they arise in the life of our community. Our goal in this document is to share with our students how we approach these questions and what our responsibilities are when it comes to both freedom of expression and forms of expression that run counter to our Episcopal values and the type of learning community we aspire to be.

The Principles that Define Respectful Discourse at St. Albans

We are an aspirational community that recognizes our work in nurturing civil discourse is never finished. For this reason, we believe there is value in regularly renewing and holding ourselves accountable to the principles we espouse. In the case of speech at our school, we seek to ensure that every member of our community understands what we believe, the moral basis for our convictions, and the standards by which we expect our students to live.

Covered in this document are:

- Free Expression at St. Albans
- Our Position on Hateful, Demeaning Speech
- St. Albans' Educational Responsibilities
- The Role of Grace and Forgiveness
- Principles and Practices of Respectful Discourse

Everything at St. Albans begins with our mission and values. Our school, however, exists in a broader landscape of social and cultural challenges that inevitably affect our work. Like many institutions of learning, we are trying to discern a thoughtful path forward during an age of immense complexity and alarming polarization about issues of fundamental importance. A particular challenge afflicting educational institutions involves the acrimonious debate about how schools manage controversies among their students, faculties, and families about freedom of speech and efforts to promote more inclusive school environments. These conflicts frequently divide communities about free speech and hate speech, safe spaces and cancel culture, diversity and campus orthodoxy.

Drawing on our mission and values, we seek to approach these questions in a way that is always true to who we are as a school. Here, we see our guiding principles of intellectual freedom and respect for others as part of a larger unity, bound together by the conviction that love of knowledge and love for others are sacred obligations that rest on the same moral, spiritual, and covenantal foundation. At St. Albans, we aspire to live in the grace of these two forms of love, to create a community that is, in the words of our strategic plan, a “sacred space for all.”

Any serious discussion about how we honor our commitment to these ideals must acknowledge both the luminous nature of our mission and the ways in which we have at times failed to live up to our school's highest aspirations. As proud as we are of our history, we recognize that it is one of both inclusion and exclusion, of extraordinary moral leadership and moral imperfection. While incivility and disrespectful speech are not pervasive problems at St. Albans, they are not absent from our history, including our recent history. If we as a community thoughtfully engage with our history and our current school culture and commit to working with humility and generosity of spirit, we can earn a deeper form of togetherness, one based on care, conscience, and civility, one that makes us worthy of our highest ideals.

Free Expression in the Life of St. Albans

A fundamental precept of a St. Albans education is that we do not tell students what to think but encourage them *to* think, inviting them into a life of continual questioning. The type of student we seek to cultivate — one who thinks deeply, questions courageously, and delights in academic engagement — naturally develops a love of intellectual independence and a belief, to quote former University of Chicago President Robert Zimmer, that “education should not be a sanctuary for comfort but rather a crucible for confronting complex ideas.”

As students begin to think more deeply about their own thinking — and about the freedom of thought and expression which makes it possible — they naturally become curious about the idea of free speech itself, the role it plays in their education and in society at large, and how individual freedom coexists in complex ways with obligations to others and to the moral communities we inhabit.

Students at St. Albans learn that “free speech,” as a strictly legal matter under the U.S. Constitution, does not create an absolute, unfettered right to say whatever one wants without consequence, but does protect a wide range of expression from state regulation. Students also come to understand that liberal arts institutions such as ours have historically endeavored to create an environment that encourages freedom of thought, expression, and inquiry, as reflections of their educational missions and their role as institutions of learning in preparing citizens for lives of thoughtfulness and discernment in a free society.

As students mature and grow, they come to realize that the intellectual freedom schools like St. Albans afford them does not exist for the sake of itself or without regard for how students use this freedom, but instead rests on deeper moral and intellectual foundations. Our students know that we value freedom of thought and expression because it is by entering into conversation that we learn — about ourselves, the basis for our beliefs, and what other people of thoughtfulness and goodwill who think differently have to say in response to us.

Creating and sustaining this type of intellectual community — where conversation leads to deep engagement, nuanced discussion, and the ability to understand perspectives different from our own — requires effort and has become a counter-cultural undertaking for educational institutions. Outside of school, students often encounter impoverished notions of freedom in popular and political culture, where the idea of “free speech” presents itself in adversarial, one-dimensional forms. This tendency is often exacerbated by algorithmically driven online debates designed to magnify vitriol and resentment, trapping us in information silos rather than offering us models of healthy, mature discourse based on nuance and complexity.

At St. Albans, students learn that respectful, meaningful discourse — the kind that makes our intellectual culture at St. Albans so vibrant and valuable — requires entering a conversation larger than ourselves. All serious thinking begins with an act of listening. As our students engage in discussion, we ask them to do so with a commitment to viewing others as equal partners and collaborators in learning, whose ideas, perspectives, and humanity matter to them, as they do to us. Civil discourse is an ongoing endeavor that requires working together in community to create relationships of trust, thoughtfulness, and generosity of spirit that make others willing to share their ideas freely and courageously with us.

Our Position on Hateful, Demeaning Speech

Speech that demeans and diminishes others has no place at St. Albans. The school's unequivocal stance arises from two beliefs fundamental to our identity.

First, as an Episcopal school dedicated to the spiritual principle that all human beings have inherent worth and dignity, hateful speech is the antithesis of the values that make

us who we are as a community. Demeaning and disparaging others is simply not what we do here. Membership in our community is anchored in respect for the principle that we will always treat others with the respect and dignity to which they are entitled.

Second, as an academically rigorous institution committed to fostering robust, respectful intellectual discourse, we recognize that hateful, demeaning speech impairs learning. To fulfill our academic mission, everyone in our community must feel that their voice and opinions matter, that we are all equal collaborators in the process of learning and inquiry, that there is a foundation of trust and goodwill at the heart of all that we do. Demeaning others makes them question their place and their value in our community of learning, makes it more difficult for them to engage meaningfully in community and conversation, and makes it impossible for us to sustain a culture of open, respectful discourse.

St. Albans' Educational Responsibilities

We are responsible for helping our students fulfill our expectations and understand more deeply the reasons why they are important to us.

First, through our curriculum in classrooms, assemblies, chapels, and advisories, we seek to educate our students about both the great achievements of our human history and the ways in which our values and aspirations have been compromised by discriminatory attitudes, practices, and systems. We encourage our students to see what is good and noble in the past, while also engaging deeply with tragic episodes in history and the ways in which the problems of the past continue to affect our school and society today.

Through such encounters with the history of racism and discrimination, students acquire a context for understanding why speech that traffics in prejudicial stereotypes and assumptions about historically marginalized groups can cause so much hurt for members of our community today. Words are freighted with histories. And when we use such language, even without intent to harm, we place those on the receiving end of these words in a historical narrative defined by degradation and exclusion, rather than by dignity and belonging. Saying "I was just joking" or "I didn't mean any harm" does not neutralize the history behind such words and thus does not take away the pain and impact caused by their utterance. At St. Albans, we do not teach this lesson as an ideological or politicized construct. We work hard to help our students understand the deep historical and educational reasons for our beliefs, so that our commitment to eliminating hate speech from our community resonates with them on an authentic human and relational level.

Second, when we educate students about appropriate and inappropriate uses of language in our community, we emphasize that we want them to be thoughtful when they speak, not fearful. We want them to understand where the lines are and why they have been drawn in this specific way in our school community. To do so, we encourage them to ask the following questions:

- Does this type of speech contribute to learning or does it interfere with learning?

- Is this type of speech consistent with our Episcopal values and identity? Or does it diminish our Episcopal values and identity?

Some cases will be clearly on one side of the line or the other. Subjecting a community member to abusive, degrading speech based on their race, religion, or personal identity neither contributes to learning nor honors our values. Respectfully expressing a heterodox, unpopular viewpoint on a societal, academic, or policy issue about which people can and do disagree contributes to learning and is consistent with our values.

In a large, pluralistic school community of almost 600 boys living and learning together across a broad developmental spectrum from 4th to 12th grade, there will of course be complex, context-dependent cases that cannot be decided in advance by reference to any simple formula. Judgement, nuance, and care will be required in these cases, rather than a categorical approach.

This can be particularly challenging because different people react to language in different ways in different contexts. And often when there is a conflict or breakdown in relationships arising from a contested use of language, the students involved may be tempted to seek recourse in one-sided arguments about "free speech" or "hate speech."

A student invoking the notion of "free speech" needs to understand that neither the First Amendment, nor the mission of St. Albans, confers upon students an unfettered right to say whatever one wants without consequence or accountability. There is no such absolute right in any school community or in any society. Likewise, a student invoking the notion of "hate speech" needs to understand that, while some speech is indeed abusive and will be dealt with seriously by the school, not all expressions of disagreement or uses of language that make us uncomfortable are expressions of hate.

Rather than seeking to resolve complex cases by defaulting to one-dimensional constructs, and the political controversies that accompany them, we will work through these cases with care, nuance, sensitivity to context, and empathy. We want students who feel hurt by something another student said to feel empowered to speak up and seek support in cases where they feel unable to navigate the issue on their own. We also want them to learn how to give others a chance to clarify their comments and to create space for further conversation that may resolve misunderstandings. But when misunderstandings and conflicts arise, it is important that the responsibility not fall primarily on those who were hurt by a comment or utterance. If a student is told that something they said was hurtful or confusing, we expect that student to make a good faith effort to understand why, to listen empathetically, and to work with thoughtfulness and humility towards a resolution of the misunderstanding. We also expect families to embrace and amplify these lessons at home.

The Role of Grace and Forgiveness

As an institution rooted in a spiritual understanding of the human condition, we recognize that all of us are fallible, imperfect beings who make mistakes and fall short of the ideals to which we aspire. We also believe that an essential

feature of the human condition is the need for grace and forgiveness. The fact that all of us fall short, however, does not mean we are not accountable or have no moral obligations when we make mistakes.

All of us at St. Albans are accountable to a covenantal understanding of the type of community we aspire to live and learn in together. When that covenant is broken, we have responsibilities to ourselves, to those whom we have hurt, and to the school community. Grace and forgiveness are part of this process, but not in the sense of a simple absolution that wipes everything away and returns us to business as usual. Grace needs to mean something more, needs to become the context in which we earn a deeper form of healing, humanity, and togetherness, where forgiveness is the space where we have a moral reckoning with ourselves and the consequences of our actions, where we renew and deepen our obligations to one another.

Conclusion

The 20th-century theologian Reinhold Niebuhr once observed that we may be able to compel others “to maintain certain minimum standards by stressing duty, but the highest moral and spiritual achievements depend not upon a push but upon a pull.”

And so it has always been at St. Albans, where the moral and intellectual life we want our students to embody finds its truest and most meaningful expression less through codes of rules than when students are drawn or “pulled” to that life by the example that we as adults set for them, by the way we make living a life of character, conscience, and integrity attractive to them.

Creating and enforcing rules for student behavior is an essential function of every school community. And at times, every school must “push” students to comply with rules — and to hold moral insights for them they are not yet ready to hold for themselves.

But as Dan Heischman, president of the National Association of Episcopal Schools, observes: “Our standards, our rules, our expectations of students make no sense apart from the examples we set for them ... the heart of the process is the way in which teachers — through their visible, accessible example of being compassionate and honorable people — offer something to students that makes the moral path alluring,” prompting students to say, “I want to be part of that moral life.”

This statement of our beliefs, like everything else we do at St. Albans, rests ultimately on that inspiring vision of education, created by our encounter with examples of moral and intellectual excellence that inspire and transform us, that earn our admiration and we then seek to make our own. We hope through this document to offer something of meaning to our community in this spirit, something that makes our ideals not just intelligible to students, but inspiring and attractive to them through the examples that we set and the vision of community we call ourselves to uphold.

Principles and Practices of Respectful Discourse

We seek to develop in our students the following habits and dispositions:

- **Listen before speaking.** Reserve judgment and grow comfortable with ambiguity and uncertainty. Learn that listening thoughtfully to others and trying to understand why they hold their beliefs does not necessarily mean “endorsing” their viewpoint.
- **Practice intellectual humility** and avoid moral certitude. Recognize that the most complex issues we confront — the ones that make for rich and rewarding intellectual conversation — do not have settled or self-evident answers.
- **Understand that viewpoints that challenge our beliefs** and interests, even our most personal and deeply held ideals, **are not necessarily expressions of animus towards us** as individuals. Speech that makes us uncomfortable because it challenges an idea, position, or policy we believe in does not necessarily make us unsafe.
- **Learn to characterize the views of others in an honest, good-faith manner** before stating your own opinion.
- **Express criticism to advance conversation, rather than to disrupt it.** Share criticisms that deepen understanding, enlarge our perspective, and make others eager to respond to us, rather than to tear down or diminish the views of others.
- **State your views with an awareness that learning is an ongoing, never-ending endeavor** — that our own views, however deeply held, exist in dialogue with many other views, that the world is complex, and that we are always part of an intellectual and moral conversation much larger than ourselves.
- **Learn how thoughtful discourse and disagreement occur in mature, sophisticated communities of learning,** within norms and intellectual boundaries established by experts in a field of study. Develop the skills and dispositions needed to differentiate reliable from unreliable accounts of knowledge, to distinguish thoughtful voices (on many sides of complex questions) from voices of confusion, mendacity, and misinformation.
- **Recognize that learning and conversation are both intellectual and relational exercises.** Pay attention not just to “arguments” others make but to the relationships among the people engaged in conversation. Consider how, through our tone and approach to discussion, we can make others feel that their opinions and experiences matter to us, that we see them as equal collaborators in the search for truth, wisdom, and understanding.

J. 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 engagement and 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 Statement, we expect students in all manifestations of posting to observe the following practices:

- Know that nothing is private online. Your digital path is public, accessible, permanent, and scalable.
- Engage with others online with respect and empathy by only posting what proudly represents you and your school.
- 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 Statement.

K. STA Policy for Allegations of Student Sexual Misconduct

St. Albans School is unequivocally committed to the safety of each student entrusted to our care. This commitment is reflected both in St. Albans' own policies and in the Child Protection Policy and Reporting Guidelines of the Protestant Episcopal Cathedral Foundation. St. Albans prohibits harassment, hazing, or bullying (including cyberbullying) as well as physical or verbal behavior (including online) that is abusive, intimidating, demeaning or deliberately disrespectful towards members of the Cathedral Close community.

While harassment, abuse, and intimidation manifestly have no place in a school community, regardless of the particular forms they assume, sexual misconduct warrants heightened attention and consideration because of its particularly pernicious effect on the safety and well-being of our school community and the Cathedral Close community at large. St. Albans categorically prohibits all forms of sexual misconduct, including, but not limited to, sexual assault, sexual harassment, dating violence, abuse, stalking, and dissemination/display of intimate online images without consent. (See also St. Albans' policies on online misconduct as discussed in the *St. Albans School Handbook's* sections on Major School Rules; Expectations for Digital Citizenship; and Computer Use.) Through education first, and intervention if necessary, St. Albans aspires to create an educational environment that is free from these inappropriate and wrongful behaviors. Where inappropriate or wrongful conduct is found, St. Albans will act promptly with the goal of eliminating the conduct and taking whatever other corrective action it deems necessary. If the alleged misconduct involves students from both St. Albans and fellow Close institution, the National Cathedral School, St. Albans will seek to coordinate its response with

NCS to the maximum extent circumstances permit. (See the Joint NCS-STA Policy for Allegations of Student Sexual Misconduct Involving Students from Both Schools.)

*STA will at all times comply with its legal reporting obligations to the authorities.**

Statement of Principles Regarding Non-School-Related Incidents and/or Potential Deference to Pending Civil or Law Enforcement Investigations or Proceedings: St. Albans recognizes that there may be occasions in which St. Albans is made aware of allegations of sexual misconduct involving a St. Albans student in which (a) the alleged incident did not occur on campus or in connection with any school-sponsored event or activity; and/or (b) there is a pending civil or law enforcement investigation or proceedings. In such situations St. Albans may determine that the appropriate approach, after the school has complied with any necessary mandatory reporting obligation, is to defer to law enforcement or civil authorities to conduct any further investigation or proceedings responding to the allegation(s). In all such cases, the headmaster retains discretion, as provided in the *St. Albans School Handbook* and enrollment contract, to separate or temporarily remove the student from the school community when, in the sole discretion of the headmaster, such action would be in the best interest of the student or the school.

STA reserves the right to make changes to its policies, procedures, and standards as it deems necessary or appropriate. It will make reasonable efforts to provide notification to the St. Albans community when such a change is made. If any provision of a St. Albans school policy conflicts with other school rules, policies, or procedures, then STA, subject to the limits of applicable law, will consider each in resolving the conflict.

1. Defining Sexual Misconduct

Sexual misconduct can take various forms. It may be direct and explicit, or it may be more subtle and insidious. It may be behavior that is pervasive and repetitive, or it may be behavior that occurs only once but is severe.

It is the responsibility of all members of the community, whether students, faculty, or staff, to ensure that their words, actions, and interactions with others always promote respect and trust. Attempts to justify improper behavior as humor, joking, or pranks generally will not justify the inappropriate behavior (for example, if the object of the joke is not a willing participant or if the nature of the conduct is such that it is damaging to the effort to promote a wider community free from inappropriate and demeaning language, images, or behavior). Sexual misconduct has no place in a school community, regardless of the subjective intent of those perpetrating it.

Below are some examples of sexual misconduct. The list is illustrative, not exhaustive, and members of the community

* Under D.C. law, schools must report to the Metropolitan Police Department or the Child and Family Services Agency when they know or have reasonable cause to suspect that a child has been subjected to or is in immediate danger of being subjected to neglect or abuse, including sexual abuse or attempted sexual abuse.

should seek advice and assistance from advisors, Class Deans, Division Heads, the School Nurse and/or the School Psychologist in any circumstance in which they are made to feel uncomfortable by the behaviors of another.

Note that stricter standards of behavior than those provided by law may apply under this policy not only to prevent sexual misconduct but to foster a community built on ethical behavior, tolerance, and trust. Conduct need not meet the legal definition of harassment, discrimination, hazing or bullying/cyberbullying, and explicit images need not meet the legal definitions of pornography, to violate St. Albans' expectations for appropriate behavior.

It should further be noted that, while this policy addresses only student sexual misconduct, St. Albans forbids any sexual activity or sexually suggestive conduct between adults and students (See St. Albans' Policy on Conduct, NCS's Student-Adult Interaction Policy, and the PECF Child Protection Policy).

With the foregoing understandings, "sexual misconduct" for purposes of this policy includes any of the following types of activities:

- Any sexual activity between students for which clear and voluntary consent has not been given in advance or in which consent has been exceeded;
- Any sexual activity with someone who is incapable of giving valid consent because, for example, that person is under the age of consent, sleeping, or otherwise incapacitated or impaired;
- Any act of sexual harassment, intimate partner violence, or stalking;
- Any digital media stalking and/or the nonconsensual recording of sexual behavior;
- The nonconsensual sharing of any recording of sexual behavior;
- The use of school technology, including the hardware or networks, to display or transmit pornography or other sexually suggestive, offensive, and/or degrading material, whether or not the material was originally received, accessed, or downloaded at the school or elsewhere;
- Non-consensual sexual advances and propositions, or other undesirable verbal or physical conduct of a sexual nature. (See St. Albans' Policy on Conduct and NCS's Harassment/Bullying policy for additional information on sexual harassment.)
- Creating a "hostile environment" in which sexual misconduct — whether physical, verbal, or psychological — causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education or the workplace.

Consent is defined as an affirmative, unambiguous, informed, and voluntary agreement to engage in specific sexual activity. Consent can be revoked at any time.

2. Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student or individual who reports discrimination, harassment, hazing, assault, bullying/cyberbullying, or other misconduct, or against those who have provided or may provide information during an investigation of misconduct or are involved in investigating misconduct. Retaliation against any individual for reporting alleged violations of this or related sexual misconduct policies, whether by individuals who are the subject of the report or other individuals, will not be tolerated. Each retaliatory offense, or group of closely related offenses, will be investigated and sanctioned separately from the underlying matter.

3. Legal Definitions and School Policy

As noted above, stricter standards of behavior than those provided by law may apply under the policies of St. Albans not only to prevent sexual misconduct but to foster a community built on ethical behavior, tolerance, and trust. Conduct need not meet the legal definition of harassment, discrimination, hazing or bullying/cyberbullying, and explicit images need not meet the legal definitions of pornography, to violate St. Albans' expectations for appropriate behavior and thus be actionable. St. Albans may apply disciplinary measures and other corrective action in a case of a single expression, act, or gesture, if the school determines that it is of sufficient severity to warrant disciplinary measures or other remedial action.

Nothing in this policy shall limit or qualify St. Albans' full discretion to separate students (as stated in this handbook and the St. Albans School enrollment contract) when, in the sole discretion of the headmaster, such action would be in the best interest of the student or the school.

4. Reporting Sexual Misconduct

Upper School: An individual in the Upper School may report to the school an incident of sexual misconduct through one of three means:

- Report the incident directly to one or more of the headmasters; associate head of school; Upper School head; or class dean, who will deal with the issue directly or will refer the matter to the Investigative Committee (see below).
- Report the incident to a trusted adult in the community (e.g., a teacher, advisor, a school chaplain, the school nurse, the school psychologist, or a school counselor).
- Report the incident to a member of the Investigative Committee. This group, which is charged with supporting students who are victims of sexual misconduct and investigating allegations of sexual misconduct, consists of the head of Upper School; one or more class deans; a member of the senior administrative team; and one or more faculty members on the school's Discipline Committee.

Lower School: A Lower School student may report instances of sexual misconduct to his teacher, the head of Lower School, a form dean, a school chaplain, the school nurse, a school counselor, or another trusted adult in the community.

General Principles Applicable in Both Upper and Lower Schools: Although the school cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation (and must and will be shared if subject to the legal requirement to report it to the relevant civil authorities or law enforcement officials), St. Albans releases information concerning reports and complaints of sexual misconduct only on a need-to-know basis, such as to conduct a comprehensive investigation or to ensure that the requirements of this policy, the PECF Child Protection Policy and Reporting Guidelines, and applicable law are met.

STA will contact civil authorities or law enforcement officials consistent with St. Albans' determination of legal applicable reporting obligations and may otherwise enlist the help of such authorities or law enforcement officials in investigating allegations of sexual misconduct. Additionally, the school adheres to the PECF's Child Protection Policy and Reporting Guidelines, which, depending upon the nature or severity of the allegations, may require reporting of allegations of sexual misconduct on the part of students to persons involved in the administration or governance of the PECF.

In all cases, the school will seek to emotionally support students involved in a complaint or investigation. This includes, but is not limited to, connecting the student to a school counselor and ensuring that the student is able to share concerns in a safe and supported way.

While efforts at restorative justice may be an appropriate measure in some situations, the highest degree of care and sensitivity should accompany any effort to bring an accusing student into contact with an accused student for purposes of an apology and a reconciliation. Such meetings should be highly curated by adults and as a best practice should occur after consultation with the accusing student and his family.

5. Response to Complaints

Lower School: Lower School students at the school occupy a broad developmental spectrum, from entering C Formers to Form I and II students beginning to emerge as young adults. As we investigate allegations of sexual misconduct or misbehavior in the Lower School, therefore, we do so in a way that is always mindful of the age and maturity of the students involved. The goal is to take seriously any allegation of improper conduct and to ensure that students remain physically and emotionally safe at all times, but also to speak with students about such matters in an age-appropriate and sensitive way.

When a report of alleged sexual misconduct involving St. Albans Lower School students is brought forward, we approach the issue with the goal of supporting students, ensuring the safety and well-being of the larger community, gathering facts in a discreet and sensitive way, and complying with any mandatory reporting obligations. The Lower School head, Lower School dean of students, and one or more Lower School form leaders will investigate the reported incident(s) and respond appropriately, mindful of the delicate nature of sexual misconduct allegations and the emotions they can elicit.

STA's response, subject to the discretion of the headmaster, may include reprimand, probation, temporary removal from

the community (for a definite or indefinite period of time), or separation.

Upper School: Because of the sensitive and confidential nature of allegations of sexual misconduct, they are not appropriate for students to adjudicate through the normal Discipline Committee process. Instead, investigation and adjudication will occur through adult-mediated channels: principally through the Investigative Committee, which will report to the headmaster and may make recommendations on an appropriate school response, although final disciplinary authority resides in the headmaster.

Once a report of sexual misconduct involving an St. Albans student is made, the headmaster will determine whether, based on such factors as whether there is a pending civil or law enforcement investigation and/or whether the alleged events occurred on campus or in relation to a school-sponsored proceeding, it is appropriate for an investigation to occur through the St. Albans disciplinary process. If the school determines that a St. Albans disciplinary process is not the appropriate forum for investigating the issue, the headmaster retains discretion as provided in the *St. Albans School Handbook* and enrollment contract to separate or temporarily remove the student from the school community when, in the sole discretion of the headmaster, such action would be in the best interest of the student or the school. If the school determines that an St. Albans disciplinary process is an appropriate forum for investigating the issue, the Investigative Committee will investigate the reported incident(s). The investigation will include interviewing all relevant parties (including the reporting party and/or alleged victim(s); the alleged perpetrator(s); and any relevant witnesses) and reviewing/gathering relevant evidence (whether physical or online). The Investigative Committee will then deliberate, making a judgment as to whether an act of sexual misconduct occurred. The Investigative Committee may also make a recommendation to the headmaster on an appropriate school response. St. Albans' response may include, but is not limited to, a formal reprimand through a Letter of Warning, probation, removal from the community (for a definite or indefinite period of time), limitations on the accused student's future interaction with the accusing student, or permanent separation from the school community. St. Albans may also (and will, where required by legal reporting obligations) forward information to appropriate legal authorities for further follow-up.

L. Joint NCS-STA Policy for Allegations of Student Sexual Misconduct Involving Students from Both Schools

Both National Cathedral School and St. Albans School are unequivocally committed to the safety of our students and to creating and maintaining an educational environment founded upon character and respect. Both schools are subject to the Child Protection Policy and Reporting Guidelines of the Protestant Episcopal Cathedral Foundation, and both schools have policies and procedures prohibiting student sexual misconduct. We acknowledge that NCS and STA, although both

are institutions within the PECF, are separate schools with their own student handbooks and discipline systems, and that the ultimate authority regarding policies at each school rests with its respective administration and governing boards. Both NCS and STA recognize, however, that given the coordinate nature of select academic and cocurricular programs at each school and the numerous interactions between students at the two schools, from time to time there will be issues of concern that involve students at both schools.

1. Shared Principles

Through education first, and intervention if necessary, both schools aspire to create an educational environment that is free from inappropriate and wrongful behaviors. Where inappropriate or wrongful conduct is found, each school will act promptly with the goal of eliminating the conduct and taking whatever other corrective action it deems necessary. Where such issues involve allegations of student sexual misconduct involving students at both schools, NCS and St. Albans commit to a consultative coordinated process.

Both NCS and St. Albans will at all times comply with legal reporting obligations under the laws of the District of Columbia or the appropriate jurisdiction. Legal advice will be sought in any situation that involves reporting and/or involvement with outside authorities. The schools will confer with each other as to whether reporting is required; however, if either school (or personnel who are statutory mandatory reporters) believes a report is required, such a report will be made.*

a) When allegations of sexual misconduct between NCS and St. Albans students arise in connection with school-related programs, functions, or activities, the schools will commence an investigation. Given that social interactions occur between students at the two schools, there may be allegations of sexual misconduct concerning events that occur off-campus, outside of school hours or the academic year, or at non-school-sponsored events. In such cases, NCS and St. Albans will jointly confer on whether to commence an investigation and will notify all involved students and families of the decision. In the event of a decision that a school investigation is not appropriate, NCS and St. Albans will confer on how best to provide support (counseling, pastoral, etc.) to students with involvement in the alleged incident/event, and on the adoption of any nondisciplinary measures, such as schedule adjustment or campus restrictions, that may contribute to the best possible educational environment for involved students.

b) In the event of a pending law enforcement investigation involving an allegation of student sexual misconduct involving both NCS and St. Albans students, NCS and St. Albans will jointly confer on whether to defer to such pending investigation. NCS and St. Albans will seek appropriate legal advice regarding their responsibilities with respect to any such law enforcement investigation. If a decision is made to defer to

a pending law enforcement investigation, the schools will notify all involved students and families. The schools will also confer on measures to provide support (counseling, pastoral, etc.) and on any additional non-disciplinary measures such as schedule adjustment or campus restrictions (see Section I.L.1(a)).

c) In the event a student at either school is accused of serious sexual misconduct, nothing in Sections I.L.1(a) or (b) above shall limit otherwise existing discretion of the head of school to separate or temporarily remove the student from the school community in accordance with provisions in the student handbook and/or the enrollment contract.

2. Definitions

Sexual misconduct is contrary to the standards and ideals of our community and will not be tolerated. Note that stricter standards of behavior than those provided by law may apply under this policy not only to prevent sexual misconduct but to foster a community built on ethical behavior, tolerance, and trust. Conduct need not meet the legal definition of harassment, discrimination, hazing or bullying/cyberbullying, and explicit images need not meet the legal definitions of pornography, to violate NCS and St. Albans' expectations for appropriate behavior.

It should further be noted that, while this policy addresses only student sexual misconduct, NCS and St. Albans forbid any sexual activity or sexually suggestive conduct between adults and students (See St. Albans' Policy on Conduct, NCS's Student-Adult Interaction Policy, and the PECF Child Protection Policy).

With the foregoing understandings, "sexual misconduct" for purposes of this policy includes any of the following types of activities:

- Any sexual activity between students for which clear and voluntary consent has not been given in advance or in which consent has been exceeded;
- Any sexual activity with someone who is incapable of giving valid consent because, for example, that person is under the age of consent, sleeping, or otherwise incapacitated or impaired;
- Any act of sexual harassment, intimate partner violence, or stalking;
- Any digital media stalking and/or the nonconsensual recording of sexual behavior;
- The nonconsensual sharing of any recording of sexual behavior;
- The use of school technology, including the hardware or networks, to display or transmit pornography or other sexually suggestive, offensive, and/or degrading material, whether or not the material was originally received, accessed, or downloaded at the school or elsewhere;
- Non-consensual sexual advances and propositions, or other undesirable verbal or physical conduct of a sexual nature. (See NCS's Harassment/Bullying policy for additional information on sexual harassment).

* Under D.C. law, schools must report to the Metropolitan Police Department or the D.C. Child and Family Services Agency when they know or have reasonable cause to suspect that a child has been subjected to or is in immediate danger of being subjected to neglect or abuse, including sexual abuse or attempted sexual abuse.

- Creating a “hostile environment” in which sexual misconduct — whether physical, verbal, or psychological — causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education or the workplace.

Consent is defined as an affirmative, unambiguous, informed, and voluntary agreement to engage in specific sexual activity. Consent can be revoked at any time.

3. Reporting

NCS and St. Albans encourage all students with knowledge of misconduct to report events to an adult in the community. Faculty and staff who receive a report of sexual misconduct or otherwise hear of an event that is of concern regarding sexual misconduct are required immediately to report the event to the head of school, dean of student life, division head, or another administrator. Once a report has been made, the dean of student life, division head, or other appropriate staff members will work with the complainant and their parents to determine whether the student would like to file a formal complaint.

A student who is not the alleged victim may make a report on behalf of another student who is the alleged victim. If a report has been filed on behalf of another student, the counseling department will reach out to the alleged victim to offer support and a means by which they may personally make a report or file a formal complaint.

Although the school cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation (and must and will be shared if subject to the legal requirement to report it to the relevant authorities or law enforcement officials), information concerning complaints of sexual misconduct or retaliation will be communicated only on a need-to-know basis, such as to conduct a comprehensive investigation or to ensure that the requirements of this policy, the PECF Child Protection Policy and Reporting Guidelines, and applicable law are met.

In all cases, the school will seek to provide emotional support to students involved in a complaint or investigation. This includes, but is not limited to, connecting the student to a school counselor and ensuring that the student is able to share concerns in a safe and supported way. While efforts at restorative justice may be an appropriate measure in some situations, the highest degree of care and sensitivity should accompany any effort to bring an accusing student into contact with an accused student for purposes of an apology and a reconciliation. Such meetings should be highly curated by adults and as a best practice should occur after consultation with the accusing student and his/her/their family.

4. The Joint Investigative Process

In the event that an investigation is commenced within the scope of this policy, NCS and St. Albans commit to the following:

- Coordination and consultation between the two schools to ensure the greatest degree of transparency, fairness, and consistency possible.

- Both the complainant(s) and respondent(s) shall be treated with dignity and sensitivity, and with maximum concern for confidentiality and privacy, and both NCS and St. Albans will work together to provide counseling and other pastoral support to all involved students.
- Notification of the families of students involved in the process as complainant or respondent.
- The investigative process will involve selected members of the Administrative/Disciplinary/Counseling teams of both NCS and STA.
- The respondent(s) and complainant(s) are expected to participate in the investigative process and adverse inferences and/or conclusions may be drawn from noncooperation.
- To maintain appropriate levels of sensitivity and privacy, the respondent(s) and complainant(s) shall not be interviewed together nor be present at the same time during the investigation (or any subsequent disciplinary proceeding). Each of the complainant and the respondent shall be given an opportunity to propose to the investigators an outline of questions and/or topic areas that the other party and/or witnesses should be asked, which the investigators will consider in their discretion.
- Students involved in an investigation as complainant or respondent may be accompanied in interviews by a school counselor, their advisor, or other faculty member of their choice. External professionals and parents are not permitted to participate in the investigation or subsequent disciplinary process unless there is a reasonable possibility that civil or criminal legal consequences may arise from the incident under investigation, in which case such participation will be permitted. Any situation in which a school has reported the allegation to law enforcement, or in which a school has learned that law enforcement has commenced an investigation, will be deemed to present that reasonable possibility by definition. The head of school of the respondent may also determine that such participation shall be permitted in a given case.

Retaliation: No adverse action will be taken against any person who makes a good faith report of sexual misconduct. Retaliation in any form against anyone who makes a report under this policy or participates in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action. NCS and St. Albans will seek to protect all students involved, whether as complainant, respondent, or as third-party witnesses, from being the subject of retaliation from any person within the community of either school.

Outcomes: Once both schools have cooperated to complete any necessary investigation, the results of such investigation will be reported to the heads of school and the matter will be referred to them for any appropriate disciplinary determinations with respect to students at their respective schools.

Before final discipline is imposed, the initial disciplinary determination will be communicated to the head of school of the school of the complainant(s). This will allow for input from the other school before the final disciplinary determination is made.

If there is a finding of misconduct by any student, possible outcomes of the process (both disciplinary and non-disciplinary in nature) might include, but are not limited to:

- Mediated resolution mutually acceptable to the complainant and respondent.
- Formal separation of the respondent from the complainant, which could include schedule adjustments and/or campus restrictions.
- Formal warning to, and/or probation imposed upon, a student as appropriate.
- Suspension.
- Temporary removal (for a defined or indefinite period) from the school community.
- Mandated counseling.
- Separation from the school community.

NCS and St. Albans recognize that further steps may emerge as appropriate in the aftermath of any investigation and disciplinary process, and nothing shall prohibit the schools from taking further measures necessary to provide all involved students with the best possible learning environment.

All outcomes of the investigative process will be communicated to the complainant(s) and respondents(s) and their parents as fully as possible, while maintaining the appropriate level of confidentiality regarding the outcome of the disciplinary process. Broader communication, with due regard for privacy, could be appropriate in the furtherance of the education and well-being of the broader community. In any such cases of proposed communication beyond the students involved and their parents, the school proposing to make such communication shall give advance notice to the other.

M. 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.

N. Discipline and the College Application Process

When asked as part of the college application process, the school will notify colleges of disciplinary or honor infractions resulting in probation, suspension, or dismissal. If a senior's academic or personal record changes after college applications have been filed, these changes will be reported to the

colleges he has applied to. When asked about discipline on an application, students are expected to provide a written account of any disciplinary incident in which they have been involved and to explain how they have been affected as a result.

O. Dress Guidelines

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

- Students must be well groomed; beards and mustaches are not allowed. Exceptions may be made for medical, religious, or cultural reasons.
- Clothing must be neat, clean, in good repair, and appropriately sized.
- All equipment and articles of clothing should be marked with the boy's name.
- All boys must wear socks and dress or laced shoes properly tied (athletic shoes are acceptable); solid long dress or khaki slacks or solid dress shorts; a belt; and either a collared dress shirt and a necktie, or a high-collared turtleneck. Shirts and turtlenecks must be tucked in at all times.
- Upper School boys must wear a suit coat, sport jacket, or blazer.
- Lower School boys must wear a suit coat, sport jacket, or blazer, or a long-sleeved, non-hooded sweater. When in Upper School areas, Lower School boys must wear a sport coat or sweater.
- Students may not wear hats or outdoor jackets inside the school. Examples of other unacceptable clothing are sandals or heavy boots; denim jeans of any color; coveralls, athletic gear, cargo pants, or military-type trousers; mock turtlenecks; crewneck, polo, rugby, denim, fleece, or flannel shirts; tee-shirts; and sweatshirts or athletic shirts.

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

P. Parents in Partnership

At St. Albans, parents work in partnership with the school to support the educational experience of their sons. The

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

Q. Child Abuse and Neglect Guidelines and Procedures

All employees of St. Albans School, as well as volunteers, are required to comply with the PECF Child Protection Policy and Reporting Guidelines. Whenever any PECF employee or volunteer knows, learns, or reasonably suspects that a child or youth has been the victim of abuse or neglect, the employee/volunteer must immediately notify *both* (a) the headmaster and (b) the PECF chief human resources and compliance officer. The headmaster will be responsible for further reporting in accordance with the child welfare laws of the appropriate jurisdiction.

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. If an employee who makes a report does not receive confirmation that the headmaster has relayed the report to authorities, the employee should follow up with the headmaster and should contact the appropriate authorities themselves. 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.

II. Academic Programs

A. General Background

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

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

Lower School

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

Upper School

Form III	=	Grade 9
Form IV	=	Grade 10
Form V	=	Grade 11
Form VI	=	Grade 12

B. Lower School Program

1. Academic Overview

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

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

While the overall academic experience is traditional, a variety of teaching and learning flourishes here: discussion, discovery, cooperative groups, lectures, coaching, projects, and laboratory experimentation. Common to all approaches, however, is a central concern for the growth of the individual — as a student and as a person — within the community.

Small class sizes, ranging from twelve to twenty students, enable teachers and students to act on that concern. Mindful that such growth can occur only when the student's home and school are working together, St. Albans arranges parent-teacher conferences for all forms at the end of the first marking period and encourages ongoing communication throughout the year.

About forty boys arrive at St. Albans in Form C (Grade 4), the entry level of the Lower School. This form strives to make the students' initiation into the rigorous academic atmosphere of St. Albans a rewarding experience. In addition to classes in English (reading literature, writing, studying vocabulary, and spelling), mathematics, and geography taught by the three classroom teachers, the boys take Spanish, science, religion, art, and music with specialists in those areas.

The Form B (Grade 5) year continues and reinforces the skill-building of Form C. The boys move to three self-contained homeroom sections. Although an ancient history course takes the place of world geography, teachers continue to rely on geography as a way of understanding human experience. In addition to instruction in English and mathematics, the study of Spanish, science, religion, art, and music continues.

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

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

Form II (Grade 8) is the senior class of the Lower School. The students prepare for a future in the Upper School by

learning to work independently and to handle their time responsibly. Form II students take English, the history of America and the world in the twentieth century, algebra, environmental studies, a foreign language, drama, art, and ethics. Programs such as a week-long camping trip teach the boys more about themselves as individuals and as members of their class.

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

2. Homework

Lower School students do homework at all grade levels, but the amount of time spent on it varies from form to form and from student to student, depending on his ability in a particular area and his study habits. Teachers assign homework to extend an idea or activity started in class, to allow the student to spend more time in a particular area than would be possible during the school day, to provide drill and practice, and to encourage good work habits. If a student seems to be spending excessive time on homework on a regular basis, much beyond the ranges offered below, parents are encouraged to confer with the student's homeroom teacher or advisor to explore possible causes.

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

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

C. Upper School Program

1. Overview

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

2. Academic Regulations and Requirements

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

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

- Acquire a minimum of seventeen credits from courses elected in the Upper School. Upon successful completion of a semester course, a student earns half a credit. Upon successful completion of a yearlong course, a student earns one credit. In certain cases, subject to the approval of the appropriate department chair and the Upper School academic dean, credit for equivalent course work completed elsewhere may be counted toward satisfaction of these requirements.
- Fulfill the minimum distributive requirements described in the chart below.
- Complete satisfactorily a minimum of two semesters in an arts course or the equivalent in a performance-based activity. Offerings that may serve in satisfaction of the arts requirement are identified as such in their course description.

Upper School Academic Requirements

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

REQUIREMENTS

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

TYPICAL COURSES OF STUDY

	Form III	Form IV	Form V	Form VI
English Minimum of 4.0 credits An English course in each semester including <i>American Literary Traditions</i> in Form V and a writing course in Form V or VI			<div style="border: 1px solid black; padding: 5px;">American Literary Traditions in one semester and a course in the other</div>	A course in the fall and spring
Mathematics Minimum of 3.0 credits Through Form V and <i>Precalculus</i> or, by permission of Chair, <i>Functions and Statistics</i>	<div style="border: 1px solid black; padding: 5px;"><i>Honors Geometry</i></div> <div style="border: 1px solid black; padding: 5px;"><i>Geometry</i></div>	<div style="border: 1px solid black; padding: 5px;"> <i>Honors Precalculus</i> <i>Honors Algebra II</i> </div> <div style="border: 1px solid black; padding: 5px;"><i>Algebra II</i></div>	<div style="border: 1px solid black; padding: 5px;"> <i>Honors AP Calculus BC</i> <i>Honors Precalculus</i> <i>Precalculus</i> <i>Functions and Statistics</i> </div>	<div style="border: 1px solid black; padding: 5px;"> <i>Honors Linear Algebra & Vector Calculus</i> <i>Honors AP Calculus BC</i> <i>AP Statistics</i> <i>AP Calculus AB</i> <i>Calculus I</i> <i>Precalculus or semester elective</i> </div>
Foreign Language Minimum of 2.0 credits Through Form IV and Level III of a single foreign language	Level II of a language, subject to placement	Level III of a language	Level IV of a language is strongly recommended	AP level course, subject to placement Level V of a language
Science Minimum of 2.0 credits Two years of laboratory science, including two of the three disciplines: biology, chemistry, and physics	<div style="border: 1px solid black; padding: 5px;"><i>Biology</i></div>	<div style="border: 1px solid black; padding: 5px;">Chemistry, Honors Chemistry, or AP Chemistry</div>	<div style="border: 1px solid black; padding: 5px;">A year of science is recommended; Physics, or an AP level course (subject to placement), or semester electives</div>	<div style="border: 1px solid black; padding: 5px;">AP level course (subject to placement), or a semester elective</div>
History Minimum of 3.0 credits <i>Cities and Civilizations</i> in Form III, <i>Modern World History</i> in Form IV, <i>United States History</i> in Form V, and a one-semester course in Form VI	<div style="border: 1px solid black; padding: 5px;"><i>Cities and Civilizations</i> in fall or spring</div>	<div style="border: 1px solid black; padding: 5px;"><i>Modern World History</i></div>	<div style="border: 1px solid black; padding: 5px;"><i>United States History</i></div>	<div style="border: 1px solid black; padding: 5px;"> A course in fall and/or spring Honors History Thesis option </div>
Religion Minimum of 1.0 credits <i>World Religions</i> in Form III and <i>Encountering God</i> in Form VI	<div style="border: 1px solid black; padding: 5px;"><i>World Religions</i> in fall or spring</div>	<div style="border: 1px solid black; padding: 5px;">Elective course in fall and/or spring</div>	<div style="border: 1px solid black; padding: 5px;">Elective course in fall and/or spring</div>	<div style="border: 1px solid black; padding: 5px;"><i>Encountering God</i> in fall or spring; elective in fall or spring</div>
Arts Minimum of 1.0 credits May include a combination of Arts courses and/or performance-based activities	<div style="border: 1px solid black; padding: 5px;">Elective course options in spring – especially for students not involved in performing arts</div>	<div style="border: 1px solid black; padding: 5px;">Elective course in fall and/or spring</div>	<div style="border: 1px solid black; padding: 5px;">Elective course in fall and/or spring</div>	<div style="border: 1px solid black; padding: 5px;">Elective course in the fall and/or spring</div>
Athletics Minimum of 11 seasons Three in Form III, three in Form IV, three in Form V, and two in Form VI	Three seasons	Three seasons	Three seasons	At least two seasons
Social Service Minimum of 60 hours of person-to-person community service before beginning of Form VI	At least 60 hours before Form VI registration			

- Complete satisfactorily a minimum of eleven seasons of athletics (three each in Forms III, IV, and V, and two in Form VI).
- Complete satisfactorily sixty hours of face-to-face community service, with the majority of hours at one agency, before the beginning of Form VI (see Section III-A for more information).

3. Additional Requirements by Department

Athletics: See Section IV-C.

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

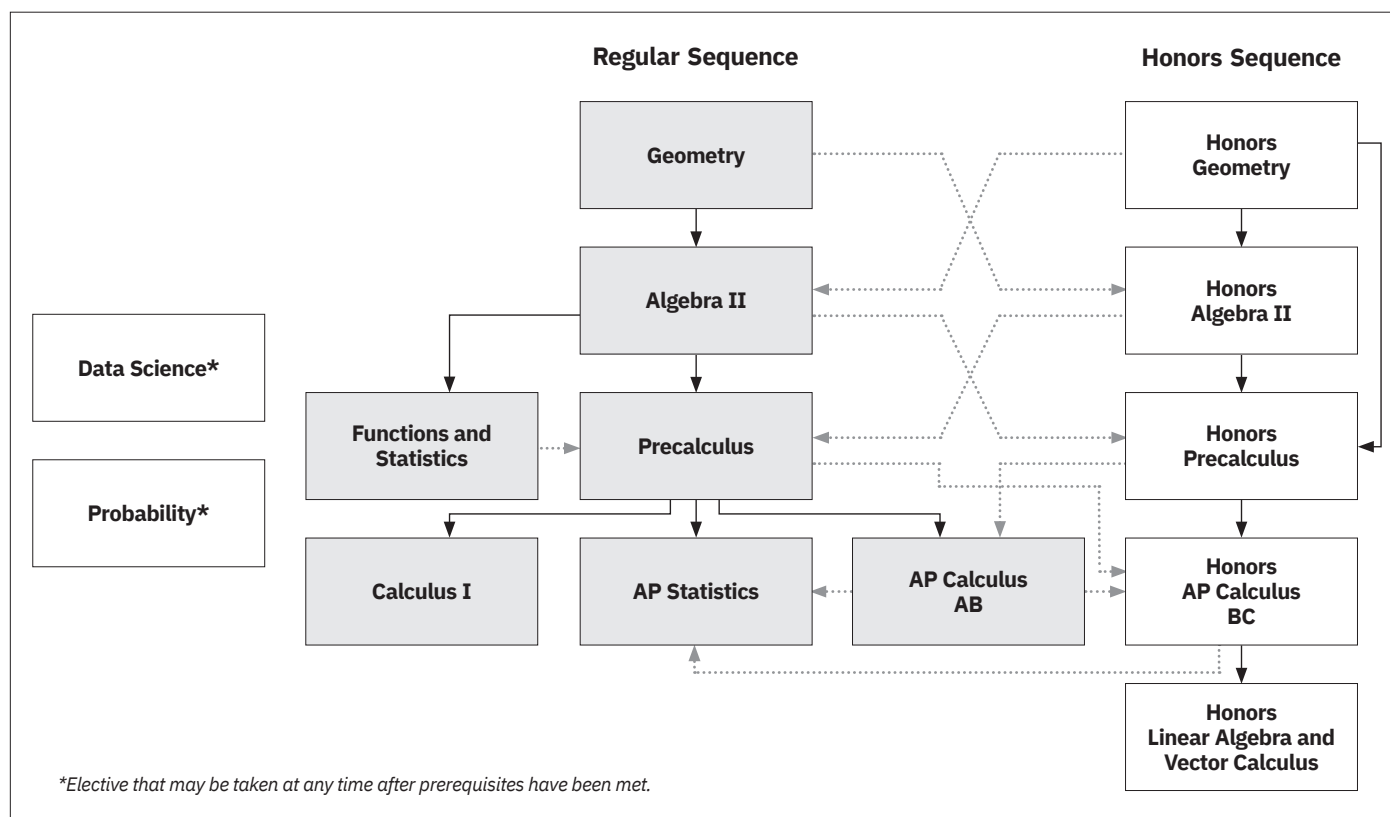
Foreign Language: The study of a single foreign language through Form IV and at least Level III is required for graduation. It is recommended, however, that students continue their language study beyond three years with either Level IV, an Advanced Placement course, or a second foreign language. When appropriate, a student may skip only one level during Upper School. The student must be recommended by the teacher and approved by the chair of the department. The student will need to complete all summer work assigned in

a satisfactory manner. Enrollment in honors or AP language courses requires the instructor's permission.

History: The semester course Cities and Civilizations is required by the end of Form III, Modern World History is required in Form IV, United States History is required in Form V, and a one-semester history offering is required in Form VI. With departmental approval, enrollment in the honors history program is also available to Form VI students.

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

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



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

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

Religion: World Religions is required in Form III. Encountering God is required in Form VI.

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

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

4. Course Placement

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

5. Course Load and Attendance

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

6. Grading System

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

7. Examinations

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

Seniors are exempt from the final examination in a course where they have maintained at least a B average for the second semester and have not missed more than six classes.

8. Academic Probation

A student who fails two or more courses in a semester is placed on academic probation. At the end of the subsequent semester, the faculty carefully considers the student's record and makes a recommendation to the headmaster regarding the status of the student.

9. Meeting Times and Cancellations

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

10. Prerequisites

Students may not take a course without the appropriate prerequisite(s). Exceptions to the prerequisite(s) for a course require approval of the appropriate department chair.

11. Schedule Changes

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

12. Independent Study Projects

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

13. Homework

Students should expect to spend up to one hour per day, on average, outside of class on each subject. Since week-by-week demands are frequently and necessarily uneven, students should plan their work so that term papers, exam preparation, and class reports are done over an extended period and not left until the last minute. Faculty members post homework assignments online in MySTA.

D. Back-to-School Nights

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

E. Coordination with the National Cathedral School

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

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

F. Monitoring Student Progress: Report Cards and Conferences

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

Because students in Forms I and II no longer have homeroom teachers, they meet instead with faculty advisors. The

five or six advisors in each form meet with their advisees about twice weekly, individually and in small groups, to discuss important issues in the academic and social life of the students or to organize special projects. Occasionally during the year, advisory groups are able to meet for an extended period on special topics. In addition, students often seek out their advisors privately. The advisor oversees in a broad way a student's progress from quarter to quarter, writes a summary report on each report card, and meets with parents at the end of the first marking period and as necessary during the year. The school recognizes that questions and concerns about student progress do not always coincide with formal reporting periods. Teachers are pleased to respond to inquiries from parents whether by email, by telephone, or in a conference, and will also initiate such contact themselves when necessary.

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

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

G. Academic Support at St. Albans

St. Albans' academic program is rich and rigorous, providing students numerous opportunities for personal and intellectual growth. We offer a curriculum that, we hope, will not only prepare students well for college but also inspire them to be lifelong learners. Occasionally, some students might need additional help in their academics. Please know that there are a variety of ways to address their academic challenges.

Lower School: STArtSmart is the Lower School study-skills program, available to students after school from 3:30-5:15 p.m. on Monday, Tuesday, Wednesday, and Thursday. Form C, B, and A students meet in the Cafritz Refectory, and Form I and II students meet in Parrott Library or in a classroom. STArtSmart is proctored by faculty daily. In addition to

STArtSmart, homeroom teachers and advisors are available before and after school for individual office hours to review material and provide guidance on study strategies and organizational skills. Our Lower School academic dean is also available to discuss with students and parents any concerns about study habits, test-taking skills, and overall academic performance, and whether additional help with a private tutor is warranted.

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

In spite of a student's best efforts and the support of his teachers, either he or his parents may feel he needs the additional help of a private tutor. Our hope is that this is a rare rather than a common experience and, moreover, that parents would discuss their concerns with their son's advisor before considering private tutoring. Families who do arrange for such tutoring should keep in mind the following:

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

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

H. Academic Accommodations

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

On occasion, diagnostic testing may be part of the overall plan worked out with the consultant for academic support or Lower School academic dean. If it is deemed that something is impairing a boy's ability to perform in line with his cognitive abilities, then a full psychoeducational and/or neuropsychological evaluation will be requested prior to consideration of whether to initiate academic accommodations.

St. Albans has a collaborative relationship with area psychologists who will help families move through the testing process. The school's consultant for academic support and Lower School academic dean will facilitate contact with them and review the testing results. A recommendation for an accommodation by an evaluator does not guarantee approval of that accommodation by St. Albans.

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

I. Guidelines for Psychoeducational Assessment and Academic Support

1. Our Guidelines for Psychoeducational Assessments

Students with learning barriers often benefit from psychoeducational assessment. These comprehensive evaluations can help to clarify learning differences and recommend meaningful interventions to assist in supporting students in school and at home. We encourage parents considering psychoeducational assessment to contact the school's director of counseling or the Lower School academic dean before pursuing testing. St. Albans maintains collaborative relationships with several area psychologists who will help families move through the testing process.

Evaluations submitted to St. Albans for consideration of academic accommodations must

- **Establish the professional credentials of the evaluator.** The names of all testing professionals, their title, professional credentials, state and/or national license numbers, certification, education, area of specialization, employment, and signature must be included.
- **Capture current or recent functioning.** The evaluation should have been completed within the past five years. Students seeking accommodations will need to be re-evaluated every five years to receive accommodations.
- **Include the dates of assessment, the date of the report, and a list of tests administered.**
- **Use current versions of tests, with recent normative data.**
- **Provide relevant educational, developmental, and medical history.** A review of academic transcripts, including standardized tests when applicable, should also be integrated into the report.

- **Clearly report all cognitive and academic test data in a comprehensive appendix.** The evaluation should report index, composite, factor, and subtest scores with scaled or standard scores and percentile ranks for each subtest and test. Emotional and social test data may be omitted at the clinician's discretion.
- **Incorporate standardized rating scales or other valid reporting from recent teachers.** Student and parent reports are valid and useful, but instructor reports should also be included.
- **State the specific disability.** Any diagnosis must be supported by a comprehensive battery that does not rely on any one test or single outlying subtest to support the diagnosis.
- **Describe functional limitations.** Explain how the disability impacts the student's daily functioning, ability to participate in the classroom, and performance on assignments and examinations.
- **State why the disability qualifies the student for accommodations.** Each accommodation recommended must include a rationale based on the test data. Information should be provided regarding prior accommodations and their usefulness or an explanation as to why accommodations were not required in the past and why they are needed at this time.

2. The Process for Determining Support Eligibility

Upper School: Upon receipt of an evaluation, the consultant for academic support will review the evaluation thoroughly and determine what accommodations will best support the student going forward.

Our decision will be shared in a letter to the student and parents, which serves as a Support Plan. Sometimes, provisional accommodations and supports will be put in place to monitor the student's progress, and changes can be made.

While any number of accommodations may be suggested in an assessment, St. Albans has determined which accommodations fit the academic mission of the school. Depending on the disability identified, St. Albans may provide the following accommodations:

- Extended testing time (up to 50% extended time)
- Participation in STAySmart
- Permission to use a laptop in the classroom for notetaking and writing-intensive assessments
- Teacher lecture notes and support material, when available
- Permission to mark answers directly in test booklet (rather than scantron-style bubbling)

A copy of the Support Plan will be placed in the student's file to be shared with teachers having a direct educational interest in your child. The actual psychoeducational report will remain in a separate confidential file.

Note: Provision of accommodations at St. Albans does not guarantee accommodations from other institutions such as College Board, ACT, and/or colleges and universities.

Approval of accommodations in a previous school (including St. Albans Lower School) does not guarantee approval in the Upper School.

Lower School: The Lower School academic dean will guide Lower School families through the process for determining support eligibility, which differs from the Upper School process.

J. Standardized Testing

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

Upper School: All Form V students take the PSAT (which qualifies students for the National Merit Scholarship competition) in the fall. Students should take the SAT or the ACT by the end of Form V. Students may take additional ACT tests (see www.act.org for schedule and registration information) and/or SAT tests (see www.sat.org). The College Counseling Office hosts two information sessions each year (winter and spring) for Upper School families regarding college admissions testing. Students and parents are encouraged to consult with their academic advisor or the College Office for more details.

Most departments offer one or more Advanced Placement courses or preparation for the AP examination in their disciplines. Students enrolled in AP sections are expected to write the corresponding AP examination at the end of the school year.

SAT: The three-hour SAT includes a two-section, multiple-choice test of verbal and mathematical abilities. Starting in March 2024, the SAT will be administered in a digital format, lasting two hours and fourteen minutes.

PSAT: This examination is practice test for the SAT. The test is administered in a digital format, lasting two hours and fourteen minutes. Form V students' scores are used to determine National Merit Scholars.

ACT: The ACT is two hours and fifty-five minutes with subtests in English, math, reading, and science reasoning, plus an optional forty-minute essay.

AP Examinations: Advanced Placement examinations measure accomplishment in college-level courses. AP examinations are not required in the college application process. Many colleges and universities, however, grant credit or placement based on AP examination performance. Additionally, students considering Georgetown University or universities in the United Kingdom should take AP exams.

AP examinations are given each May. Students are registered and billed by the school for each examination that they take.

STANDARDIZED TEST ROADMAP

Form IV

Fall: Students may take the **PSAT** and/or a practice **ACT** at St. Albans in the fall (both optional). Sophomore scores will not go to colleges, nor will they enter students in the National Merit Scholarship competition.

Winter: Some Form IV students sit for the **SAT** in May or June or for the **ACT** in April or June. Strong test-takers who would like to take an exam should consider this. Students do not have to take any standardized tests this year.

Form V

Fall: Students are expected to take the **PSAT** in October. Juniors will be automatically registered. Scores from this test will enter students in the National Merit Scholarship competition but will not be sent to colleges. Students may also sign up for an optional practice **ACT** at St. Albans in the fall. Students should use their detailed score reports to help determine which test they prefer (**ACT** or **SAT**).

Winter: Students should take the **SAT** in December, March, May, or June, or the **ACT** in December, February, April, or June. They should register online at www.sat.org or www.act.org. Students should check their own school calendars to determine which dates make sense for them. Most students at St. Albans take the **SAT** or **ACT** for the first time in the winter or spring of Form V. Most students take the test at least twice. Students do not need to take the **ACT with Writing**, and there is no essay option with the **SAT**.

Spring: **SAT** dates are available in March, May, and June. **ACT** dates are available in April and June. Students considering Georgetown University or universities in the United Kingdom should take **AP** exams in May.

Form VI

Fall: If needed, students should retake the **SAT** in August, October, November, or December; or the **ACT** in July, September, October, or December. Early Action and Early Decision testing should be completed by October. Colleges generally use students' highest **SAT** EBRW and Math scores (even if these are achieved on different test dates) or their highest **ACT** composite score.

Winter: December test dates are the last dates available to students for Regular Decision college applications.

K. Academic Honors

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

Lower School: Each quarter, students may achieve the Honor Roll (by having all As and Bs) and Effort Roll (by having more 1s than 2s and no 3s).

Upper School: At the end of the school year, individual departments award special recognition at Prize Day to students whose work has been particularly distinguished. The valedictorian and the salutatorian are chosen by vote of the faculty from among the highest-ranking members of the graduating class.

L. The Cum Laude Society

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

M. Libraries

1. Collections and Hours

St. Albans is fortunate to have two libraries: the Lower School Parrott Library and the Upper School Ellison Library.

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

Parrott Library Hours

Monday to Thursday: 7:30 a.m. - 5:15 p.m.

Friday: 7:30 a.m. - 2:45 p.m.

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

Ellison Library Hours

Monday to Thursday: 7:30 a.m. - 4:00 p.m.

Friday: 7:30 a.m. - 3:30 p.m.

2. Online Catalogues

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

3. Ellison Library Behavior Policy

The Ellison Library serves as an academic space for students and faculty for the purposes of study, research, and other activities requiring quiet and concentration. Students are expected to abide by the Honor Code and major school rules, while also observing school guidelines regarding computer and phone use.

N. Computer Use**1. Available Technology**

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

Lower School: Students have access to Google Chromebooks, iPads, and Macbook Air laptops depending on the classroom curriculum. Using these devices, they can access Google Workspace for Education Fundamentals accounts for classroom and online resources. All students will use the online learning management system MySTA, which supplements traditional instruction, for course content, online assessments, as well as curriculum resources. No St. Albans course requires a student to have his own computer. Students will use Google Workspace to write and revise assignments including papers and presentations. All Form I and II students are required to use school-issued Chromebooks while at school; they should not bring in personal laptops or tablets of any sort.

Upper School: Throughout the school day, students have access to Google Chromebooks, available in the Ellison Library and in many classrooms. Students also have access to the internet throughout the day. Any student who uses the internet is subject to and is expected to abide by the

school and Close policies on technology use, including the Close-wide Acceptable Use Statement (see Section II-N-2). In addition, internet usage is regulated by the Honor Code, whereby any outgoing and incoming work must be specifically identified and presented as one's own.

2. Acceptable Use Statement

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

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

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

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

electronic mail, system access logs, and network records, may be considered public records and therefore be subject to disclosure or discovery in litigation.

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

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

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

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

O. Study Abroad and Other Opportunities Outside School

St. Albans encourages student travel through well-established exchanges with schools overseas and through a rich assortment of tours, travel fellowships, and study-abroad opportunities. For the latest information about the available programs and the application process, look under travel and fellowships on the parent resource board in MySTA.

1. International Exchanges by Country

a) STA Representatives to Scotch College in Melbourne, Australia. This exchange program pairs two rising Form V boys with counterparts at Scotch College in Melbourne, Australia. The form advisors for Form IV select two boys to travel to Australia for four weeks during the summer before their

Form V year. While in Australia, they stay with their exchange partner and his family and immerse themselves in the life of Scotch College, an independent Presbyterian boys school for day and boarding students. Then, in the following fall, those same boys host their Australian exchange partners for a month at their home and introduce them to the full spectrum of school life at St. Albans.

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

c) French School Group Exchange Program in Paris, France. A group of St. Albans students in French classes travels to Paris for about ten days at the beginning of the second semester to visit le Lycée Paul Claudel d'Hulst (PCH), a renowned, private, secondary school in the 7th district of Paris. The exchange program is open to Form V and VI boys enrolled in French classes. Students learn about French history, culture, the education system, and family life. The students are hosted by PCH families, who provide unique insight into the life of Parisians. The students attend classes in the morning with their French host student and explore the city under their St. Albans French teacher's supervision. St. Albans families host students from the Franklin School in February or March for about ten days. The French students follow a similar program at St. Albans. (*Note: This is a prospective trip, under consideration and review by the Trip Committee in fall 2023.*)

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

e) STA Representatives to St John's College in Johannesburg, South Africa. This cultural and academic exchange program permits two Form IV students (selected during Form III) to study at St John's College, a private school for boys in Houghton, Johannesburg. Founded in 1898, St John's College is a member of the International Boys' Schools Coalition and the Independent Schools Association of Southern Africa. Form III advisors select two students to travel during their Form IV year as representatives of St. Albans at St John's College. In the fall of Form IV, at the beginning of the academic semester, two St John's College students join St. Albans for four to five weeks and stay with the families

of the selected St. Albans students. In May of Form IV, at the end of classes and continuing into the summer, the St. Albans students then complete the exchange by traveling for four to five weeks to St John's College. They stay in the dorm during the week and are hosted on weekends by the families of the students who visited St. Albans.

f) The St. Albans, U.K., Cross-Country and Track Exchange Program. This exchange with our namesake, the 1,000-year-old St. Albans School in Hertfordshire, U.K., introduces runners to another culture and offers opportunities to grow by competing athletically in an international context. Students tour the school, sightsee, and run in two competitions. The program is open to cross-country or track team members in Forms III, IV, V, and VI. St. Albans families host students from the U.K. in the fall (usually at the end of October) for one week; St. Albans students then travel to the U.K. in June. The exchange program takes place every odd year (2025, 2027, 2029, etc.).

2. School Year Abroad

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

3. Cultural Travel Programs

a) Lower School Summer Trip to Spain. Form I and II boys are eligible for this one- to two-week trip to Spain in the years it is offered. (*Note: This is a prospective trip, under consideration and review by the Trip Committee in fall 2023.*)

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

4. Fellowships for Upper School Students

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

a) The John Eisenstein Fellowship. Given by Julian and Elizabeth Eisenstein in memory of their son, John '70, the Eisenstein Fellowship seeks to foster individual cultural growth and awareness. Students pursue summer work or study that takes each student away from his home area and

affords him the opportunity for significant cultural enrichment. Two projects by Form V students are accepted each year. Students may choose to apply to work in pairs on a project; each traveler receives a full grant. Over the years, Eisenstein fellows have traveled widely, investigating such topics as the Fabergé tradition in royal jewelry, Basque separatism in Spain, the Knights of Malta, apartheid in South Africa, prehistoric settlements in Scotland, Aboriginal rights in Australia, Christian missions in India and Liberia, W.B. Yeats's Ireland, politics in the land of Machiavelli, and cheetahs on a preserve in Namibia.

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

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

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

e) The Montgomery Raiser Fellowship. To encourage the discovery, sensitivity, friendships, and growth which travel and immersion in another culture uniquely offer, the Raiser family established the Montgomery Raiser '88 Fellowship for International Travel. A grant is awarded to an individual Form V student or pairs of Form V students for travel during the summer between Form V and Form VI. Recent projects have involved teaching English in Vietnam, investigating

the Indian population of South Africa, walking the length of Hadrian's Wall in Scotland, visiting classical sites in Italy, and retracing the World War II experiences of grandfathers in Europe.

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

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

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

i) The Civil Rights and Social Justice Fellowship. Given by the Teplitz Family, this fellowship seeks to foster awareness of civil rights and social justice issues in the United States.

A grant is awarded to a Form IV or V student or shared by a pair of students for an enriching summer travel and study project in the United States. Recipients of this fellowship will travel for the purpose of engaging and interacting with historical sites, museums, monuments, or organizations related to issues of equal rights, opportunity, and treatment of all citizens.

Project proposals should contain the nature and purpose (objectives) of the experience, an itinerary, and a budget. They should also include a list of relevant books and/or primary source material the student(s) will read to amplify their understanding of the issues they seek to explore. This fellowship, inspired by Rep. John Lewis and Justice Ruth Bader Ginsburg, is offered every year. General areas of interest include (1) American Civil Rights; (2) gun violence; (3) women's issues; (4) food insecurity and hunger; (5) voting issues; (6) healthcare differences between people of color and Whites; (7) LGBTQ+ issues; and education. In the fellowship's inaugural year, students explored Japanese internment through travel and research. The following year, students studied the modern implications of the Tuskegee Syphilis Experiments.

j) The William Mills '08 Memorial Fellowship. Members of the Class of 2008 are establishing this annual travel fellowship for a St. Albans student with demonstrated intellectual curiosity and substantive interests outside the traditional curriculum, thereby honoring their classmate William's legacy. Fellowship recipients will have the opportunity to pursue a self-directed research project in an area of personal interest that is not represented in Upper School coursework. Funds will be used for travel and other research-related activities.

k) The Hatch Science Fellowship. Established by the Hatch family in memory of John Hatch '08, the Hatch Science Fellowship seeks to provide opportunities for summer research for students interested in careers in the natural sciences. One grant will be awarded to a student from Form IV or V. Students are encouraged to work with a faculty member to find summer programs that match their interests. Proposals will be evaluated by a committee of the Upper School Science Department.

5. Other Fellowships

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

b) Parents' Association Visual Arts Summer Fellowships. Since 2013, the St. Albans Parents' Association has offered grants for summer study and work in the visual arts. This fellowship awards several students in Forms III through V with grants to be used during the summer months to take lessons, workshops, and master classes; to attend summer programs (both residential and nonresidential); to purchase art supplies for summer work and exploration; or to undertake independent study in any area of visual art or design. Fellows will share their experience with the St. Albans community by exhibiting their work.

Recent recipients have taken courses at the Washington Studio School; pursued painting, sculpture, and fine art photography portfolio development; taken figure painting workshops at ViArts, and participated in intensive, pre-college courses at the Hillier College of Architecture and Design at the New Jersey Institute of Technology.

P. The School of Public Service

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

- to inspire leadership and instill a passion for public service among our students;
- to create a solid foundation of knowledge about the American public-policy process;
- to encourage students to think critically, creatively, and independently about their role as citizens in a democracy;
- to educate our students about the broad range of public service opportunities, whether working in government, nonprofits, journalism, or the arts; and
- to foster a long-term community of like-minded peers.

Q. Summer School

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

III. Additional Programs and Services

A. Social Service Program

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

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

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

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

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

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

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

- Students are required to engage in projects that provide a distinctly different character and social climate from what they might encounter on the Cathedral Close.
- The service must be person-to-person service to help foster learning about oneself and others.
- The service should include work with a constituency that is underserved or at risk.
- Approval must be obtained before work to ensure credit.
- For certain service projects, students must submit the completed "Supervisor's Evaluation Form" to the social service coordinator.
- Upper School students are highly encouraged to complete at least 20 hours during each calendar year leading up to their senior year, until they reach at least 60 hours.

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

Form V and VI students with a strong interest in service are encouraged to work with a local organization even after they have fulfilled their 60-hour social service commitment. Form V students who have demonstrated a deep commitment toward social service and who have completed their 60 hours of work may apply for the Sports-Social Service Option, which allows juniors to work closely with one particular organization or on one issue during a dedicated sports season. Form V students who take this option should volunteer at least ten hours a week at a service organization that meets the required guidelines of the Social Service Program. In Form VI, students may use their sports cut to take on a more intensive volunteer experience. Interested Form V and Form VI students should contact the social service coordinator, the athletic director, and their advisor.

B. Community Life Program

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

C. College Counseling

The college search and application process officially begins at the start of the second semester of Form V. An evening presentation led by experienced admissions deans is followed

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

College applications are filed in the fall and early winter of the senior year; college advisors are available to help each student with the details of his applications and with general guidance and essay advice. The office hosts two evening work sessions for seniors in the fall. Additionally, students and parents are updated regularly through emails, meetings, newsletters, and the College Advisory group pages accessible when logged into MySTA. For Form VI parents, the college advisors lead a fall update meeting and subsequent education sessions to help families navigate the senior year and the transition to college.

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

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

D. Study Skills

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

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

In addition, during the first six weeks of their required study hall, freshmen will take part in Studying and Studentship, a program that introduces and reinforces good habits of schoolwork.

E. Life Skills

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

The Lower School social curriculum is grounded in making healthy choices, connecting meaningfully with another person, and being an accepting, empathic, positive, and productive member of this community.

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

Upper School: As students move into the Upper School, the social curriculum continues to focus on building empathy, making healthy decisions, and being a positive community member.

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

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

In Form III, all boys are involved in programming focused on substance use issues. They are provided a space to explore these issues all together as well as in small peer groups, where conversations focus on social pressure and the culture of substance use in high school.

Form IV students continue conversations touching on such topics as substance abuse, healthy relationships, and appropriate online behavior.

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

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

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

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

F. Skip Grant Program

For fifty-five years, the Skip Grant Program, a support and guidance program for students from traditionally underrepresented backgrounds, has been working with the St. Albans Admissions Office to identify talented young men from all different walks of life for admittance to St. Albans. The students in the program receive additional guidance and tutoring as needed. Some receive assistance with non-tuition-related expenses as well. Students take part in the program because of its mutually beneficial academic and social support.

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

G. Boarding Programs

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

H. Parent/Student Support Services

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

I. Health Services

1. Staff

The school has a nurse, two athletic trainers, two psychologists, three chaplains, and a Lower School counselor to assist with a variety of student health needs. The school also has

access to a consulting physician (pediatrician) and a consulting psychologist. The health team welcomes discussion with parents or guardians about any particular health needs or concerns regarding their sons.

2. Location, Availability, and Telephone Number

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

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

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

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

3. Required Forms and Magnus Health

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

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

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

4. Immunizations

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

St. Albans requires a full course of a COVID-19 mRNA vaccination for all faculty, staff, and students (ages 12 or older) who are not covered by an exemption.

5. Communicable Disease Guidelines

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

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

- If a student has an elevated temperature (>100F), nausea, vomiting or diarrhea, or otherwise feels unwell, he should stay home. Students should be symptom free without the aid of medication for 24 hours before returning to school.
- If a student has head lice, he must be treated and be free of nits or lice before returning to school. If head lice are discovered during the school day, the student will be sent home. Before the student can return to school and athletics, he must be checked and cleared by the school nurse.
- If a student is diagnosed with strep throat, he should stay home at least 24 hours after the first dose of antibiotics has been administered.
- If a student is diagnosed with conjunctivitis (pink eye), he should stay home at least 24 hours after the first dose of medication has been administered. His eyes should be free of drainage before he returns to school and athletics.
- If a student is diagnosed with measles, mumps, rubella (German measles), meningococcal meningitis, pertussis (whooping cough), tuberculosis, varicella (chickenpox), or any other communicable disease or foodborne illness, please notify the school nurse at 202-537-6433.
- If a student is diagnosed with or has symptoms consistent with COVID-19, he should isolate at home and seek medical advice. He should not return to campus until having been cleared by a negative test and/or having completed the local health department mandated quarantine.

6. Infection Control

Optimal air circulation and good handwashing are keys to controlling the spread of both viral and bacterial infections. To avoid contracting or spreading skin infections such as MRSA (Methicillin-resistant *Staphylococcus aureus*) or blood-borne infections, areas of broken skin such as cuts, abrasions, or burns should be kept clean and covered. If an area of broken skin or a boil becomes red, swollen, or painful, or is draining any fluid, promptly consult your son's healthcare provider.

7. Concussion Management Plan

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

A concussion is defined as a disturbance in brain function caused by direct or indirect force resulting from a blow to the head, face, neck, or elsewhere on the body with an

“impulsive” force transmitted to the head. This force results in compression of the brain against the skull.

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

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

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

8. Absences

When a student is sick, is late, or has to leave the Close before the end of his school day, parents should notify the school by 8:00 a.m. Parents of Upper School students should contact the Upper School Office (mroche@stalbansschool.org or 202-537-6412); parents of Lower School students should contact the Lower School Office (wpriest@stalbansschool.org or 202-537-6448). If a student is absent during the academic portion of the day, he should not plan to participate in athletics or after-school activities. (For more on the attendance policy, see Section I-H.)

9. Extended Medical Absences

A student who is continuously absent for a medical reason (such as illness, injury, medical procedures, or quarantine) may be eligible for distance learning. Remote learning is only useful when the student is feeling well, but is physically unable to attend because of an acute change in mobility or a mandated isolation. Boys who are feeling ill should take a traditional “sick day” with rest and quiet.

In any situation in which your child seeks to participate via distance learning, we ask that your family communicate (as far in advance as is feasible) with the school nurse about the nature of the medical reason resulting in the need for distance learning.

Your son's teachers might not be prepared to offer distance learning when they first learn of the absence, but access to distance learning should be in full effect twenty-four hours after the school receives notice. Absent extraordinary circumstances, a student will need to take any missed assessments in person upon his return. As a general matter, teachers will not be expected to meet with boys engaged in distance learning outside normal school and office hours.

10. Medications to Be Taken During the School Day

Medications taken during school hours must be administered by the school nurse (see Section III-I-11). Medications should be delivered to school by a parent/guardian. The first dose of any new medication a student is taking must be administered at home.

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

The following over-the-counter medications are available: acetaminophen (Tylenol), ibuprofen (Motrin, Advil), diphenhydramine HCL (Benadryl), phenylephrine HCL (decongestant), anti-itch and anti-bacterial skin creams, cough medicines and/or drops, and antacids (Tums, Mylanta). Over-the-counter medications will only be administered if the student has a current Permission for Over-the-Counter Medications form signed by a parent or guardian *and* healthcare provider uploaded to Magnus.

11. Emergency Medications

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

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

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

IV. Athletics

A. Objectives

St. Albans athletics consists of vigorous physical activity performed in a structured, regularly scheduled regimen. Total body strength, agility, flexibility, and functional movement are requisite components of the program, which strives to imbue St. Albans students with lifelong habits of physical fitness. St. Albans expects every student to contribute to the athletic program, which is “cocurricular” — an integral part of the school’s mission. We believe that required sports teach teamwork, discipline, and lifelong habits of physical fitness. If a student is highly skilled at a sport we offer, we expect him to share that gift in this community. If he has a significant outside commitment in a sport not offered by St. Albans, then we expect him to contribute his athletic prowess to interscholastic sports that we do offer.

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

Recognizing the importance of adult role models in athletic endeavors, the school considers all of its coaches to be members of the faculty and seeks, whenever possible, to employ teacher-coaches.

Our coaches challenge players to reach beyond what they believe are their physical, mental, and emotional limitations. St. Albans boys grow through vigorous daily practices, weight room training, film study, and competition against other schools.

B. The Core Values of the St. Albans Athlete

1. Commitment to Community

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

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

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

2. Attitude

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

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

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

3. Character

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

C. Program Overview and Requirements

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

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

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

In mid-May, the Lower School hosts its annual Field Day. All Lower School boys belong to either the Blue Team or the White Team; younger brothers and alumni sons join the team of their elders. Families who can should attend this morning tour de force and the picnic lunch that follows. The two teams

meet in various track and field events with a mid-morning break for the parent-son three-legged race. Every boy has the opportunity to participate. Following lunch, awards are given to various winners. Boys dress in blue gym shorts and either a blue or white St. Albans tee-shirt to represent their team. During the winter season, the teams also participate in the Blue-White Swim Meet. Held on a Friday afternoon, the event follows a similar structure to Field Day, with the boys competing in various swim relays and individual races.

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

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

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

D. Interscholastic Athletics

St. Albans School is a member of the Interstate Athletic Conference, which comprises six independent schools in the Washington, D.C., metropolitan area with similar educational objectives and academic standards. The other member schools are Bullis, Episcopal High School, Georgetown Prep, Landon, and St. Stephen's and St. Agnes. St. Albans is represented at the interscholastic level by teams in cross-country, football, soccer, basketball, competitive climbing (non-IAC),

ice hockey, swimming and diving, wrestling, baseball, crew (non-IAC), golf, lacrosse, tennis, and track and field.

E. Intramural Athletics

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

F. Athletics by Season

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

1. Fall: Lower School

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

2. Fall: Upper School

a) Interscholastic Sports. Fall interscholastic sports practices start in mid-August, and teams typically attend an overnight preseason camp in the third week of August.

- Cross-Country. **V C \$**
- Football: varsity and junior varsity. **V \$**
- Soccer: varsity, junior varsity, and junior varsity II. **V C \$**

b) Intramural Sports.

- Intramurals and fitness: see description in Section IV-E.
- Winter sports conditioning for basketball, ice hockey, swimming and diving, and wrestling (open only to boys in Forms IV, V, and VI for each sport);
- Voyageur: kayaking and rock climbing. **C**

3. Winter: Lower School

Please see the discussion above on Lower School athletics for information on the sports program for boys in Forms C and B. Boys in Forms A, I, and II may choose from basketball, ice hockey, swimming, wrestling, winter track (intramural), and voyageur (intramural).

- V** Boys can earn a varsity letter in this activity.
- C** This is a coordinate activity with National Cathedral School.
- \$** Students in this activity may incur additional financial obligations. See “Parents in Partnership” in the Parents’ Association Handbook (accessible to parents logged into the school website) for estimated costs for each sport.

4. Winter: Upper School

a) Interscholastic Sports. Many winter interscholastic teams have practices, games and/or tournaments over Thanksgiving weekend, winter break, Dr. Martin Luther King Jr. weekend, and Presidents' Day weekend. Please consult with program head coaches for schedule information.

- Basketball: varsity, junior varsity, and freshman. **V \$**
- Climbing. **V C**
- Ice Hockey: varsity. **V \$**
- Swimming and Diving: varsity. **V C**
- Wrestling: varsity and junior varsity. **V \$**

b) Intramural Sports.

- Intramurals and fitness: see description in Section IV-E.
- Spring sports conditioning for baseball, crew, lacrosse, and tennis (open only to boys in Forms IV, V, and VI for each sport).
- Winter Track (with approval of track head coach for athletes that do not compete in track & field in the spring).
- Dance: students involved in the performing arts work on choreography for the winter musical. **C**

5. Spring: Lower School

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

6. Spring: Upper School

a) Interscholastic Sports. Many spring sports teams take overnight trips and/or practice on campus during spring break. Please check with program head coaches for schedule information.

- Baseball: varsity and junior varsity. **V \$**
- Crew: varsity and freshman. **V C \$**
- Golf: varsity. **V \$**
- Lacrosse: varsity and junior varsity. **V \$**
- Tennis: varsity and junior varsity. **V \$**
- Track and Field: varsity and junior varsity. **V C**

b) Intramural Sports.

- Intramurals and fitness: see description in Section IV-E.
- Voyageur: kayaking and rock climbing. **C**

G. Facilities

We are very proud of our athletic facilities, which include the only on-campus competition swimming pool among all private schools in the District of Columbia, two full basketball

courts that convert to four cross-court practice courts, three full practice fields, four auxiliary practice fields, seven tennis courts, a baseball field with major league dimensions, and a six-lane competition running track with high jump, pole vault, shot put, and long jump competition areas. We also have a fully equipped weight room staffed by a certified strength and conditioning coach and a state-of-the-art training room staffed by two full-time certified athletic trainers.

In 2015 St. Albans completed a \$20 million rebuild of our athletic fields, which feature FieldTurf's Revolution turf system, the gold standard around the world for synthetic athletic surfaces. Our six-lane track features the Beynon-100 surface, used in Olympic and major NCAA venues. Our new tennis courts have the latest innovation in clay/hard-hybrid technology, the ClayTech system.

H. Interstate Athletic Conference (IAC) Code for Spectators

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

I. Joint Athletic Department and Parents' Association Guidelines for Parent Involvement in Team Sports

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

a) Volunteering. St. Albans has a strong spirit of volunteerism in all aspects of our community, especially when supporting our athletes. Parents are encouraged to volunteer for their son's teams. Parents may contact their son's head coach to hear about possible opportunities. Also, many sports have tournaments, double-headers, or all-day events that require

support from the wider parent community. Parents are encouraged to volunteer their time for these larger community events and should contact the athletic director if they are interested in helping.

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

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

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

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

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

g) Athletic Program Giving Opportunities and Parents' Association Grants. All individual sports-related gifts should be approved and coordinated with the Development Office. If a parent wishes to make a gift to a specific team or sport, he or she should contact the Development Office. Their staff will work with the donor, the athletic director, and the coach to determine the best programmatic use of the gift. The Parents' Association will continue to encourage coaches to apply for

appropriate equipment or programs that enrich the educational experience at St. Albans through the Parents' Association grants program.

J. Honors and Awards

1. Robert Rice Award

Named for Robert Torrey Rice '23, who died in 1921, the Robert Rice Award is awarded to the student voted the best athlete in the upper school by vote of all upper school students.

2. Three-Sport Senior Recognition

Seniors who play three interscholastic sports are recognized at the end-of-year varsity sports banquet and awarded a traditional St. Albans letterman's sweater.

3. Coaches' Awards

Each program head coach gives out three awards at the end-of-year varsity sports banquet. Criteria for these awards are determined by each program's head coach.

4. All-IAC Recognition

The IAC selects an all-conference team for each conference sport. These teams are selected by the conference coaches for each sport and approved by the conference athletic directors.

5. All-Met Recognition

The Washington Post selects All-Met teams each sports season. Athletes throughout the DMV area are eligible for All-Met selection, and *The Washington Post* selects teams in all the sports St. Albans offers interscholastically with the exception of climbing. *The Washington Post* accepts nominations from opposing coaches (i.e., athletes coaches have coached against) and also relies on their reporters' observations to select the All-Met teams.

V. Performing and Visual Arts

A. General Background

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

B. Performing Arts

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

1. Theater

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

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

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

St. Albans encourages all students to consider involvement in theater, which is fully coordinated with NCS. Each school year, the schools produce a full-length play in the fall, a musical in the winter, and a festival of student-directed one-act plays in the spring. Cast sizes range from twenty to sixty,

with as many as thirty students in the technical production for each show. Students also assist with carpentry, lighting, sound, projections, props, costuming, makeup, stage management, and crew running. Work on these productions may serve toward fulfillment of the arts requirement.

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

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

2. Choral Music

a) Chorale. Membership in the St. Albans-NCS Chorale is open to all students in the Upper School, without audition or required previous choral experience. This coed group of about 120 singers, which explores a wide variety of repertoire and styles, holds three full concerts each year in the Cathedral, performs at major school ceremonies and events, participates in choral festivals with other area schools, has an annual tour, and makes recordings. International trips are every four years; past destinations have included England, Australia, South Africa, Chile, and Argentina. Rehearsals take place during the school day and alternate between sectional and coed rehearsals.

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

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

d) Middle School Chorus. In the Middle School Chorus, singers learn vocal techniques for the changing voice and part

singing. Chorus meets during the school day and alternates between sectional and coordinate rehearsals with NCS. The Middle School Chorus sings frequently for school chapel services and community events.

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

f) The Cathedral Boys Choir. The Washington National Cathedral Boys Choir includes boys from the ages of ten to eighteen, all of them students at St. Albans, which was founded to provide schooling for the Cathedral choristers. Choristers and choral apprentices and scholars participate fully in the school's core academic program and receive up to fifteen hours of weekly instruction from the Cathedral's director of music and his associates. Candidates for choir membership must meet the vocal requirements of the Cathedral as well as the scholastic standards of the school. Boys seeking appointments to the choir should exhibit innate musical ability, a serious and responsible attitude toward their singing and schoolwork, sociable behavior, and good manners. Choristers rehearse daily and sing at evensong two afternoons during the week. Every other Sunday, they sing morning and afternoon services. They sing for nearly one hundred services per year in the Cathedral, at numerous musical events in the Washington area, and for national services held at the Cathedral. Recordings and tours form a part of a chorister's life. The Novice Choristers form a training group through which boys gain admission to the Cathedral Choir. These boys come from third-grade applicants and need not attend St. Albans. Boys other than third graders may enter the choir; however, they will be expected to spend some time in the Novice Program. Entrance to the choir is gained by auditioning for the director of music. For the audition, boys are expected to sing a prepared piece of music, which can be very simple. They will be given an ear test and a simple assessment in musical theory.

3. Instrumental Music

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

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

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

c) Lower School Orchestra. St. Albans and NCS students in Forms C through A (grades 4 to 6) may participate in Lower

School Orchestra. These groups are designed to give younger, less experienced players an opportunity to learn the challenges and rewards of ensemble playing and to complement individual instruction in orchestral instruments. These ensembles perform with the Lower and Middle School choral groups at several events per year, including the Festival of Lessons and Carols and the all-Orchestra concert in May. The Lower School Orchestra meets once a week.

d) Smaller Instrumental Groups. St. Albans has a student-led jazz ensemble and chamber ensembles. Each of these club ensembles meets to rehearse approximately one hour each seven-day rotation. Each group performs for various occasions during the school year.

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

4. Dance

Dance instruction is offered in classes and in ensembles, coordinate with NCS. Boys may choose dance as a sport in the winter season by enrolling in Broadway Dance to choreograph for the musical. Instruction is offered in jazz, modern, hip-hop, and traditional dance forms. The dance year culminates with a weekend Spring Dance Gala. Participation in the Dance Gala counts towards a student's arts requirement.

C. Visual Arts

To cultivate students' aesthetic interests and design sensibility, St. Albans offers courses in a variety of artistic pursuits. In the early years of the Lower School, students learn the fundamentals of visual thinking and expression from teachers specializing in the arts. Working in a studio setting, Form C boys gain experience using a wide variety of materials, exploring the elements of art and the principles of design. Form B students expand on those ideas while connecting their artwork to ancient civilizations, environmental science, religious studies, and many other cross-curricular topics. In Form A, students center their studies on using art to craft and form one's sense of self and identity. Students also use art to make their experience in history, math, and literature come alive. Form I and II art explorations focus on the continued artistic development of the boys, drawing on the artistic behaviors involving keen observation, creative problem-solving, and innovative ideation.

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

1. Parents' Association Visual Arts Fellowship Exhibition

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

2. The Annual Student Art Exhibition

Each May, the school hosts an exhibition that features creative work completed by students in both the Lower and Upper Schools during the academic year.

3. Rotating Exhibitions

The Art Department exhibits artwork from the school collection and by professional artists. The school collection offers a resource for students to research art from different periods to apply art history skills. Guest artists are invited to display their work and engage with students about their processes.

D. The Sports-Arts Option

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

E. Honors and Awards

1. The Lester Francis Avnet Memorial Award

Established by Rosalind Avnet Lazarus in 1987 in memory of Lester Francis Avnet, her father and the grandfather of Edward Lazarus '91, this prize is awarded to Form II students who have demonstrated exceptional effort, achievement, improvement, or interest in the arts.

2. The William Carter Bowles Jr. Music Scholarship

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

3. The St. Albans Parents' Association Visual Arts Summer Fellowships

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

4. The Brylawski Performing Arts Endowment

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

5. The Gwendolyn B. Coney Award for Excellence in Theater

This prize is given to a Form VI student win recognition of his commitment to, and excellence in, theater during his Upper School career.

6. The Alexander Mitchell Chewning Memorial Award

Established in 1972 in memory of Alexander M. Chewning '70 by his parents, Mr. and Mrs. E. Taylor Chewning Jr. '41, this prize is given to an Upper School student who has demonstrated exceptional interest and ability in art.

7. The Katharine Hall Walker Memorial Fund

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

8. The Award for Excellence in Visual Art

9. Choral Singing Award

This award goes to a senior who has provided exceptional leadership and made an outstanding musical contribution to the choral music program throughout his Upper School years.

10. Instrumental Music Award

This award goes to a student who has provided leadership and made an outstanding musical contribution to the music program.

11. The Dance Award

This award honors an Upper School student who has distinguished himself both in rehearsal and on stage.

12. Outstanding Performing Artist Award

This Upper School award is chosen by vote of all Upper School students at St. Albans and National Cathedral School.

VI. Clubs, Activities, and Student Leadership

A. Assemblies

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

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

B. Clubs

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

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

Upper School: Clubs run all year and are organized by student club presidents who work with faculty advisors. Ideas for new clubs usually originate with students and must be approved by the faculty club coordinator. The clubs include musical groups such as Jackets Off and the Jazz Band; student publications such as the *Albanian*, *Gyre*, and the *Saint Albans News*; community service groups overseen by the chair of the Social Services Program; Investment Club; Government Club; the Cultural Awareness Organization (CAO); It's Academic; the Chess Club; the Math Club; Model United Nations, Robotics Club; Euro Challenge; and the Film Club. The Upper School's clubs vary from year to year depending on student interest.

C. Affinity Group Program

St. Albans has established an affinity group program to support its ongoing work of equity, inclusion, and belonging. Affinity groups are gatherings of individuals who have a particular commonality in some aspect of their identity. The goal of each of these voluntary groups is to provide space for students who have been traditionally underrepresented in the school community to engage in positive identity development and to discuss issues related to that identity. The groups help St. Albans build on its mission of being a sacred space for all, where every student feels "known and loved." All students in Forms I through VI have the opportunity to participate either in affinity groups or in ally groups that also play an important

role in living out the school's mission of understanding and inclusiveness. Each affinity group is facilitated by one or more teachers and co-facilitated by students.

D. Student Leadership

1. Lower School

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

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

2. Upper School

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

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

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

E. Guidelines for Student Social Life

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

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

"We support and encourage appropriate social activities for our children and their friends and/or guests. At social events for which we have responsibility, whether in our homes or elsewhere, we therefore endeavor to ensure

that parent supervision will always be present and vigilant; and not to allow alcohol or illegal substances to be possessed or consumed by minors.

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

2. Guidelines for Dances

Details about dances will be provided to students well in advance. Dances will have set start and finish times, as well as a time past which students may not be admitted and a time before which they are not allowed to leave (once a student leaves, re-entry is not permitted). Accordingly, parents should arrange appropriate drop-off or pick-up times. Tickets to dances are occasionally presold, and students often have the option of bringing a guest. At the dances themselves, appropriate dress is required, and students not dressed properly may be asked to leave. Dancing must also be appropriate for a school event, and sexually explicit dancing is not permitted. Sufficient faculty and parent chaperones will be in attendance at school dances, and students are often expected to go through a receiving line. All school rules apply.

VII. Religious Life

A. General Background

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

B. Chapel

Lower School students participate in a chapel service in the school's Little Sanctuary three times per seven-day rotation; Upper School students participate two or three times a rotation. In chapel, school chaplains, teachers, guest preachers, and students use passages from Holy Scripture to address the community about the spiritual challenges and opportunities encountered every day. In addition to gatherings in the Little Sanctuary, several chapel services take place in Washington National Cathedral: the Opening Day Service; monthly Lower School chapels; the Festival of Lessons and Carols, held for the whole school community just before Christmas; a service in honor of the Rev. Dr. Martin Luther King Jr.; and Upper School Commencement. St. Albans is inclusive by respecting all faith traditions while being clear about its Episcopal identity.

C. Religious Sacraments

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

D. Special Eucharists

Holy Eucharist is celebrated regularly in both the Lower and Upper School, and typically on All Saints' Day, Epiphany, and Easter Monday. Parents are invited to the community's Holy Communion service on All Saints' Day and to the imposition of ashes on Ash Wednesday.

E. Acolyte Program

The Cathedral acolytes are a group of ten Upper School students from St. Albans School and the National Cathedral School who support clergy and lay leadership in offering services at the Washington National Cathedral. Acolytes lead processions, light candles, and prepare bread and wine for the Eucharist, among other duties. Acolytes serve year-round at weekly Sunday morning services and Sunday evensongs. Additionally, acolytes participate in services of national importance including state funerals and Inauguration services.

Boys apply to the program in the spring of their Form III, Form IV, or Form V year. The application process includes a written application, discernment with the Upper School chaplain, and an interview with the Cathedral's liturgical staff. In recognition of the time commitment, acolytes receive a tuition stipend from the Cathedral and the opportunity to earn additional income at special services throughout the year.

F. Confirmation Classes

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

G. School Prayers

1. The St. Albans School Prayer

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

2. A Prayer for Moral Courage

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

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

VIII. Finances

A. Financial Aid

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

The financial aid application must be completed annually. To prepare for the 2023-24 school year, current families should refer to the financial aid application process listed under "Financial Aid and Tuition" on the "Admissions" section of the website. Please note that this page is updated on an annual basis, and the most current information is typically available by early October.

For new students, financial aid is awarded simultaneously with offers of admission. For current students, preliminary grants are sent in February with reenrollment contracts. Adjustments to those preliminary awards will be made in May on an as-needed basis contingent upon review of additional financial information that is submitted. Further information, including forms and due dates, is available on the school website.

It is essential that all families meet the stated deadlines. Failure to do so may result in the school's inability to grant aid.

B. Payment Procedures

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

1. Enrollment Deposit and New-Student Registration

Upon acceptance of the student, an enrollment deposit of \$1,000 must accompany the signed enrollment contract to reserve a place in the appropriate class for the ensuing academic year. The deposit serves to secure enrollment from year to year and is refundable at the conclusion of the final year at St. Albans, provided that all obligations to the school have been satisfied. Enrollment in the school may be canceled by written notice up to June 1 of the preceding academic year; on June 2, the parent or guardian is responsible for full tuition for the year.

A new-student registration fee of \$1,875 is billed in July after the enrollment contract becomes binding. This is a one-time-per-student fee for all new students that is not applied to tuition and is nonrefundable.

2. Tuition Payment Options

Payments for tuition and other fees are processed through Tuition Management, accessed through MySTA. Tuition is billed under one of three options: payment in full on or before July 5, payment of 50% of the net balance on or before July 5 with the remaining 50% due on or before January 5, or monthly payments of one-twelfth of the tuition beginning in May. No final report card or grades will be released to any parent, guardian, or academic institution unless all current tuition charges and any previous academic year indebtedness are paid in full. No transcript or record of educational

completion will be released to any academic institution unless all tuition charges and any and all other incidental student charges are satisfied in full. The school reserves the right to prohibit students from attending class or taking final exams if their accounts are in arrears.

3. Insurance Plans

Parents are also offered two optional insurance plans:

a) Tuition Refund Insurance. This insurance provides a percentage refund for medical absence, withdrawal, or dismissal. The insurance is optional for all students, but parents are reminded that the school itself will make no rebate for absence, withdrawal, dismissal, or transfer of family. Information about refund insurance is available in MySTA, and parents are encouraged to read the plan materials to understand coverage and limitations.

b) Group Accident Insurance. This insurance provides reimbursement of up to \$2,000 of medical expenses resulting from a student accident; such expenses include, but are not limited to, family-paid deductibles and coinsurance. The school is not responsible for personal injury or property loss or damage incurred in connection with school activities or programs. Information about group accident insurance is available in MySTA, and parents are encouraged to read the plan materials to understand coverage and limitations.

4. Optional and Incidental Charges

The costs associated with optional overnight trips, participation fees for certain club sports, special event tickets, and private music lessons are payable as billed.

School store purchases, textbooks and supplies, testing fees, Parents' Association dues and events, and form fees are due and payable as billed.

5. Financial Assistance for Other School Activities

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

- **Athletics/Arts Trips:** Financial aid may be available in proportion to the student's need-based financial aid package for tuition. After a student has signed up for the trip, his account will be charged proportionally.
- **International Trips:** Financial aid may be available in proportion to the student's need-based financial aid package for tuition. Priority will be given to students who have not yet had an opportunity to travel internationally. As a general rule, therefore, students will be eligible to receive financial aid for one international group trip at the Lower School level and one international group trip at the Upper School level.

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

6. Financial Assistance for Parents' Association Activities

Students receiving financial aid may be eligible to receive assistance for any fees over \$10 associated with activities run by the Parents' Association (including form activities). Assistance is given on a confidential basis, and parents may contact the Business Office, Student Accounts, for information on how to request aid for Parents' Association activities.

IX. General School Information

A. School Hours

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

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

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

Upper School: The Upper School day, including classes, most activities, and most sports, extends from roughly 8:00 a.m. to 6:00 p.m., with many teachers offering extra help beginning at 7:30 a.m. Students should report directly to their first class at 8:00 a.m. Theater rehearsals take place after sports, ending around 8:00 p.m. (although practices do go later on Fridays and the week before a performance). Students staying late for theater are provided dinner.

B. The School Day

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

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

In Forms I and II, students transition to a rotating, seven-day schedule similar to that adopted by the Upper School. Days are lettered A through G, with the first full day of

school labeled Day A, the second day Day B, etc. Form I and II classes meet five days out of seven. Class meeting times rotate throughout the cycle. For example, Period 1 is at 8:00 on Day A, 9:05 on Day B, and 1:00 on Day C. Each day, classes meet from 8:00 a.m. to 2:00 p.m. Sports follow from 2:00 p.m. to 3:30 p.m. Monday through Thursday. On Friday afternoons, Forms I and II attend assembly or (in the winter) participate in clubs and are dismissed at 2:45.

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

Upper School: Upper School students follow a schedule similar to that described above for Forms I and II. A rotating, seven-day cycle features days lettered A through G with class meeting times moving through the cycle. On most days, the first class begins at 8:00 a.m. and the last class ends at 2:45 p.m. Certain days include a period for Chapel, as well as an ensemble period for Chorale and Orchestra rehearsal, and affinity groups meet after classes on Mondays. Assembly and advisory periods occur once each cycle, and on some days a flex period of thirty or forty minutes gives students a chance to meet with teachers or eat a snack. Office hours take place daily from 2:50 to 3:30 p.m.

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

Athletics run from 3:30 to roughly 6:00 p.m. (although some special events or games may go later). Theater rehearsals run from 6:30 to 8:00 p.m. but can go later on Fridays and in the weeks before a performance.

C. Parking Policy

1. Student Parking

Parking on the Cathedral Close is extremely limited, and District of Columbia zoning regulations prohibit students, faculty, or staff from parking on any streets near the school (this includes both sides of Garfield Street and applies regardless 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 a.m. to 3:30 p.m., students must park in spaces specifically designated for St. Albans students (generally, those spaces are on designated areas of South Road and Pilgrim Road).

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

2. Visitor Parking

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

D. Drop-Off and Pick-Up Procedures

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

1. Drop Off

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

2. Pick Up

Lower School: All Lower School students should be picked up from the curb in front of the Lower School. No students may be picked up on Garfield Street or Massachusetts Avenue at any time. Parents are asked not to wait for their sons by the athletic fields, 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 on Senior Circle or on Pilgrim Road by the amphitheater. Boys will be asked to move to Senior Circle to wait for their rides in the evening.

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 by the athletic fields, on Garfield Street, on the gymnasium service road, or in St. Sophia's turn-around area.

E. Meals

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

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

F. Communicating with the School

1. Reaching Your Child During the Day

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

2. Reporting Absences

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

3. Providing the School with Contact Information

Each spring, the school asks families to update their contact information for the print and electronic directories. Parents may also update their contact information online or by writing to STAaddresses@stalbansschool.org.

To update contact information online, log into MySTA, click on the small arrow to the right of your name, and select "profile." Click on the small pencil icon to make edits. Only members of our community logged into the website will be able to see limited contact information. To further limit what they see, click on the small arrow next to your name, and select "settings." Then select "privacy" and indicate which information you wish to share with students, teachers, parents, etc.

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

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

4. Emergency Communications

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

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

b) Text Messages. Parents must opt in to receive text messages during emergency situations. (Log into MySTA, click on the small arrow to the right of your name, and select "settings." Next to "announcement posted," click on "setup options," select "weather delays, closings, and emergency announcements," and save. Then choose text and email.)

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

d) Local Media. The school may also notify local radio and television stations of emergency information that it wishes to communicate to parents. The school currently uses local radio station WTOP-FM (103.5) and local television station NBC4 (WRCTV).

5. Weather Delays and Closings

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

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

G. Lost and Found

All articles of clothing and athletic gear should be plainly marked with the owner's name. It is a boy's responsibility to

keep track of his personal belongings and not to leave them strewn about or otherwise unsecured. There are several places to check for lost items.

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

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

Athletic Department: Boys should check the custodian's closet on the ground floor of the Activities Building or the office next to the swimming pool; Lower Schoolers should also look by the lockers in the Lower School locker room.

H. School Store

Located near Sam's Bar on the first floor of Marriott Hall, the School Store sells St. Albans apparel, athletic clothing, gifts, and other logo items. Purchases may be made with credit/debit card or contactless payment, such as Apple Pay. The store is open every Monday and Tuesday from 8:00 a.m. to 12:00 noon and every Wednesday from 12:00 noon to 4:00 p.m. Appointments may also be scheduled by emailing Ms. Devin O'Donnell. The School Store often holds sales at the beginning of the school year, around winter and spring breaks, and at the end of the school year.

I. Student Exchange Shop

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

J. Sam's Bar

Located on the first floor of Marriott Hall near the School Store, Sam's Bar offers food and beverages for purchase at stated times during and after the school day, Monday through Friday. Sam's Bar accepts debit/credit cards, ApplePay, and cash.

K. Gifts for Faculty and Staff

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

- Gifts from students or families to teachers, if any, should be modest or homemade. Gifts should not be valued at more than \$25. Traditionally, the Lower School has requested donations to a favored organization in honor of faculty and staff in lieu of gifts. Other gifts or gestures may

include personal notes or homemade or perishable items such as food, plants, or flowers.

- So that students and families can recognize all faculty and staff at year-end in a way that does not impose on employees' personal time, the Parents' Association sponsors a Faculty-Staff Appreciation Luncheon on a teacher workday. Parents donate lunch items and staff the event. This way, individual forms will not have to raise additional funds for gifts or year-end events.
- Parting "class gifts" from forms other than Form VI are not appropriate. The Parents' Association Faculty-Staff Grant Program will continue to provide funding for equipment, materials, and learning opportunities that contribute to the overall educational goals of the school but do not otherwise fall within the school's normal budget.
- Donations of tickets to events should be made to the Development Office, which then advertises the event and holds a raffle among interested teachers and staff members.
- Students and parents can let teachers and staff members know that they are appreciated daily, through their actions and words.

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

L. Non-School-Sponsored Activities

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

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

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

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

M. Mailing Labels and Nametags

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

N. Protecting Personal Belongings

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

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

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

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

O. Publications: Print and Electronic

1. Parent Publications

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

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

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

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

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

2. Student Publications and Communications

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

The Saint Albans News provides in-depth reporting on school and Close events, as well as stories related to life beyond St. Albans' campus. It includes articles, editorials, letters to the editor, feature stories, sports and arts coverage, local advertising, and a humor page. The editor-in-chief is selected

annually by the staff and advisor. The *News* welcomes contributions from staff, faculty, and students. The paper is distributed free of charge at the school.

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

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

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

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

Note: *The Exchanged*, an online publication established in 2016, is written and edited by St. Albans and National Cathedral School students *without* editorial supervision or financial support from the schools.

3. Historic Publications

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

b) Ruge Rules. Ferdinand Ruge, legendary St. Albans English teacher, was the arbiter of the rules of grammar by which generations of St. Albans boys have learned to write. The

current edition, revised in 1988, has a preface by Dr. Paul Piazza and Howard Means and a foreword by Canon Charles Martin.

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

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

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

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

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

P. 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 PA and its activities and fundraising efforts appears in the *Parents' Association Handbook* posted on the parent resource board.

Q. School Governance

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

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

R. A Brief History of St. Albans School

St. Albans School opened in the fall of 1909. A bequest of Harriet Lane Johnston (1830-1903), the niece and first lady of President James Buchanan, provided for the establishment of an all-boys school and for a scholarship fund for boys singing in the choir of the then-unbuilt Washington National Cathedral.

In 1907, the school's classroom and dormitory building, the Lane-Johnston Building, was completed; the same year, the Cathedral's foundation stone was laid. In the spring of 1909, the Protestant Episcopal Cathedral Foundation selected as headmaster Earl Lamont Gregg, a thirty-year-old teacher and head of the Racine College Grammar School in Racine, Wisc.

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

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

Many school activities popular today trace back to these early years, when students published *The Albanian* (then a weekly journal) and a school newspaper. Athletics — coached

almost exclusively by faculty — emphasized the general well-being of students; the small size of the school led every boy to play a sport every season. The dormitory had forty beds. The Student Council included members of each Upper School form; senior prefects supervised student behavior and acted, in the words of one of the first prefects, “as student leaders in the broadest sense of the word.” Students and teachers gathered each day for a family-style lunch in the refectory. Prize Day and Blue-White Field Day also date to this era.

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

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

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

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

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

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

The school’s longest-serving headmaster, Martin remained steadfast that St. Albans was and should always be a church

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

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

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

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

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

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

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

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

for annual giving and increased endowment support for our faculty and students.

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

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

Appendices

A. Glossary of Terms Frequently Heard at St. Albans School

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

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

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

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

Bulldog Bash: Formally the Dinner Dance, the Bulldog Bash is a fall evening celebration, with music and food, for parents, faculty, and staff. Community members host sign-up parties for guests to purchase at the event, and community members attend them throughout the year. Sponsored by the St. Albans Parents' Association, the event raises funds to support students, faculty, and staff.

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

Bullpen: Located on the lower level of Marriott Hall, the Bullpen is a communal office space for junior faculty in the Upper School.

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

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

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

Cathedral Pilgrim Gallery: The seventh-floor observation gallery of the Washington National Cathedral.

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

Comments: At the mid- and endpoints in a marking period, a Lower School teacher may post a short report updating a boy's parents on his progress during the marking period. Comments (formerly called half sheets) are posted when a teacher has concerns about a student's work or conduct in the class or when a teacher wishes to note particularly strong performance by the student. Parents of students with comments will receive an email from the school letting them know when the comments are available to view in MySTA.

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

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

Ellison Library: Accessible from the second floor of Marriott Hall and Senior Circle, Ellison Library serves the Upper School community.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Manger Trophy Room: Many school events, including monthly Parents' Association meetings, are held in this room, located on the second floor of the Activities Building.

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

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

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

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

MySTA: This portion of the website accessible only by logging in contains class and team information, calendars and schedules, directories, report cards, and resources for community members.

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

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

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

NCS Hearst Auditorium: The larger meeting space in the middle of the first floor of Hearst Hall.

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

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

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

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

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

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

Olmsted Woods: The five acres of woods between St. Albans School, Pilgrim Road, and Garfield Street, named for the landscape artist Frederick Law Olmsted Jr., who designed much of the Cathedral grounds. A stone path, Pilgrim Way, leads from Grant Meadow to the George Washington statue. Outdoor classes are frequently held on the benches throughout Olmsted Woods or in the adjacent amphitheater.

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

contact the student's form advisor or individual teachers by email or telephone.

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

Parrott Library: Accessible from the second floor of the True-Lucas Building and near the Cafritz Refectory, Parrott Library serves the Lower School community.

Peace Cross: Located across Pilgrim Road from the Little Sanctuary, the Peace Cross was erected in 1898 to mark the establishment of the Cathedral Close.

PECF: The Protestant Episcopal Cathedral Foundation is the legal entity of which all institutions on the Close — including St. Albans School, National Cathedral School, Beauvoir, and the Washington National Cathedral — are a part.

Pilgrim Road: The one-way road entered from Massachusetts Avenue that fronts the Lower School entrance, passes by Senior Circle, and leads down to the athletic fields and Garfield Street.

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

Prefect: A student-elected class officer.

Prize Day: Lower and Upper School Prize Days occur the two days before Commencement. It recognizes outstanding students for academic leadership as well as achievements in citizenship and other areas of school life. Attendance is required for students. All parents are invited to attend.

Refectory: (See Cafritz Refectory.)

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

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

School Store: Located on the first floor of Marriott Hall near Sam's Bar, the School Store sells St. Albans apparel and gifts. The store is open every Monday and Tuesday from 8:00 a.m. to 12:00 noon and every Wednesday from 12:00 noon to 4:00 p.m.

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

STA: St. Albans School.

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

Student Exchange Shop: Located on the lower level of the Steuart Building, the Student Exchange Shop is run by the Parents' Association and offers gently worn school dress items for purchase at a discount. The SES is open from 9:00 a.m. to 4:00 p.m. on the second Tuesday of each month following the Parents' Association meetings and from 8:00 to 10:00 am on the last Friday of the month when school is in session.

Tennis Center: Seven clay tennis courts are located near the intersection of Garfield and 34th Street. A Tennis Center at

the courts' Garfield Street entrance includes dressing rooms, equipment shop, and the Tennis Club office.

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

Trophy Room: (See Manger Trophy Room.)

Vestry: A group of student wardens who assist the chaplains and sometimes lead chapel services.

The Yard: The name given to the turf area on Pilgrim Road directly across from the Lower School entrance.

B. Fun Facts About St. Albans School

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

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

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

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

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

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

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

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

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

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

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

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

The school colors are blue, red, silver, and gold, the same four colors that appear in the school shield. Athletic teams tend to wear blue and white.

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

After Commencement, the name of each graduate is inscribed in gold leaf on the refectory walls.

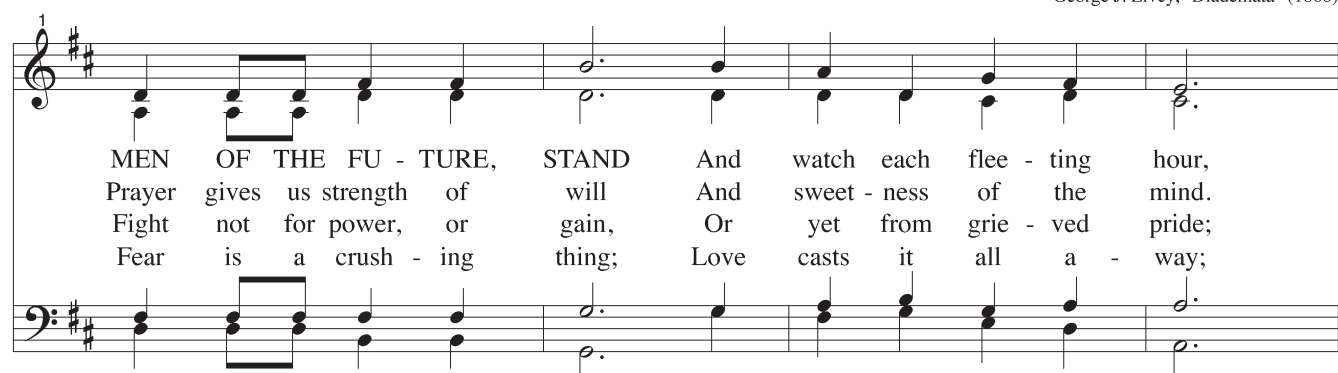
C. The School Hymn

Men of the Future, Stand

(The St. Albans School Hymn)

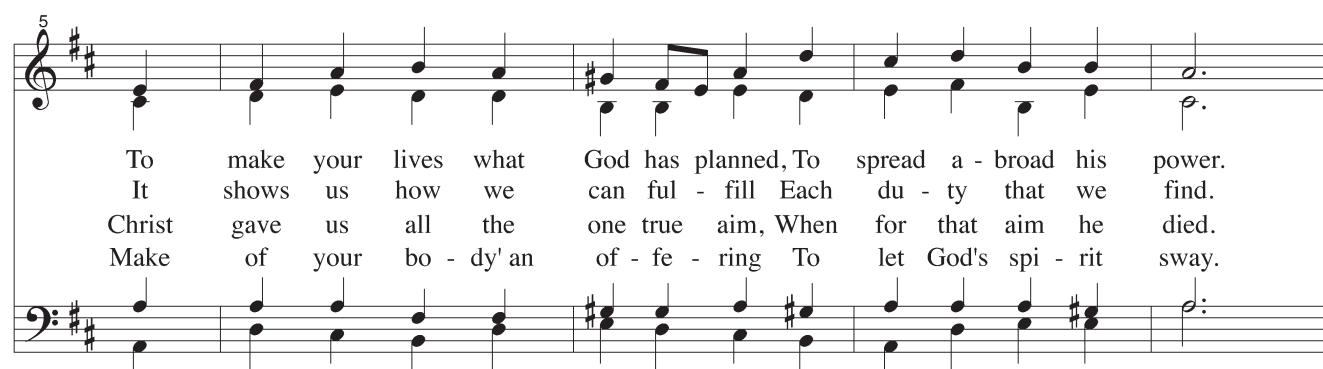
George J. Elvey, "Diademata" (1868)

1



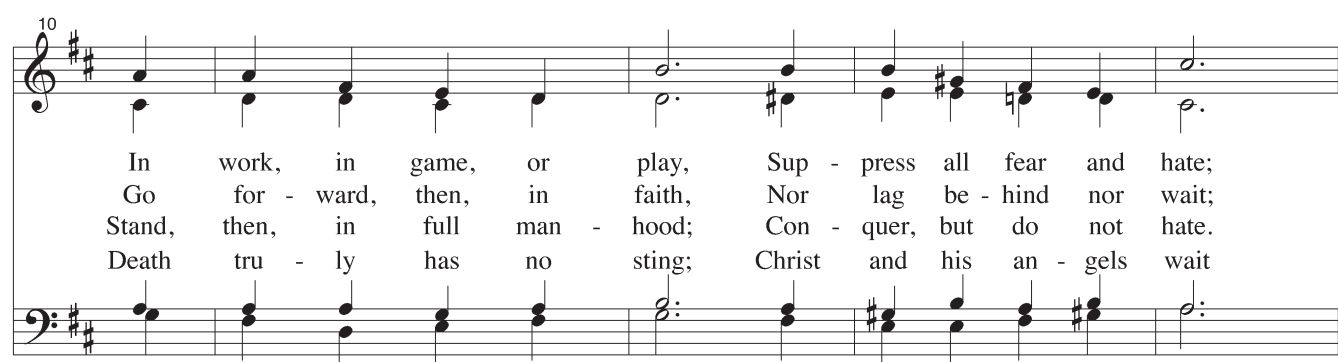
MEN OF THE FU - TURE, STAND And watch each flee - ting hour,
Prayer gives us strength of will And sweet - ness of the mind.
Fight not for power, or gain, Or yet from grie - ved pride;
Fear is a crush - ing thing; Love casts it all a - way;

5



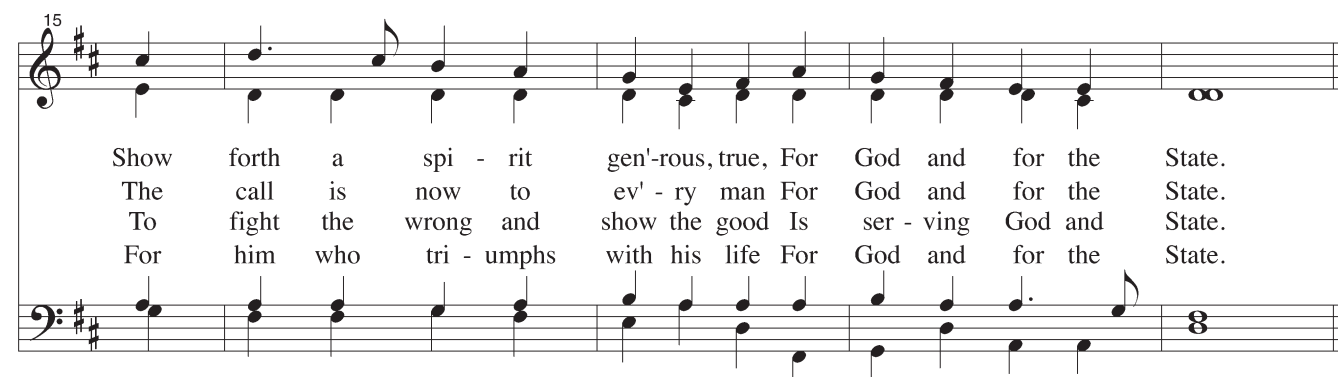
To make your lives what God has planned, To spread a - broad his power.
It shows us how we can ful - fill Each du - ty that we find.
Christ gave us all the one true aim, When for that aim he died.
Make of your bo - dy an of - fe - ring To let God's spi - rit sway.

10



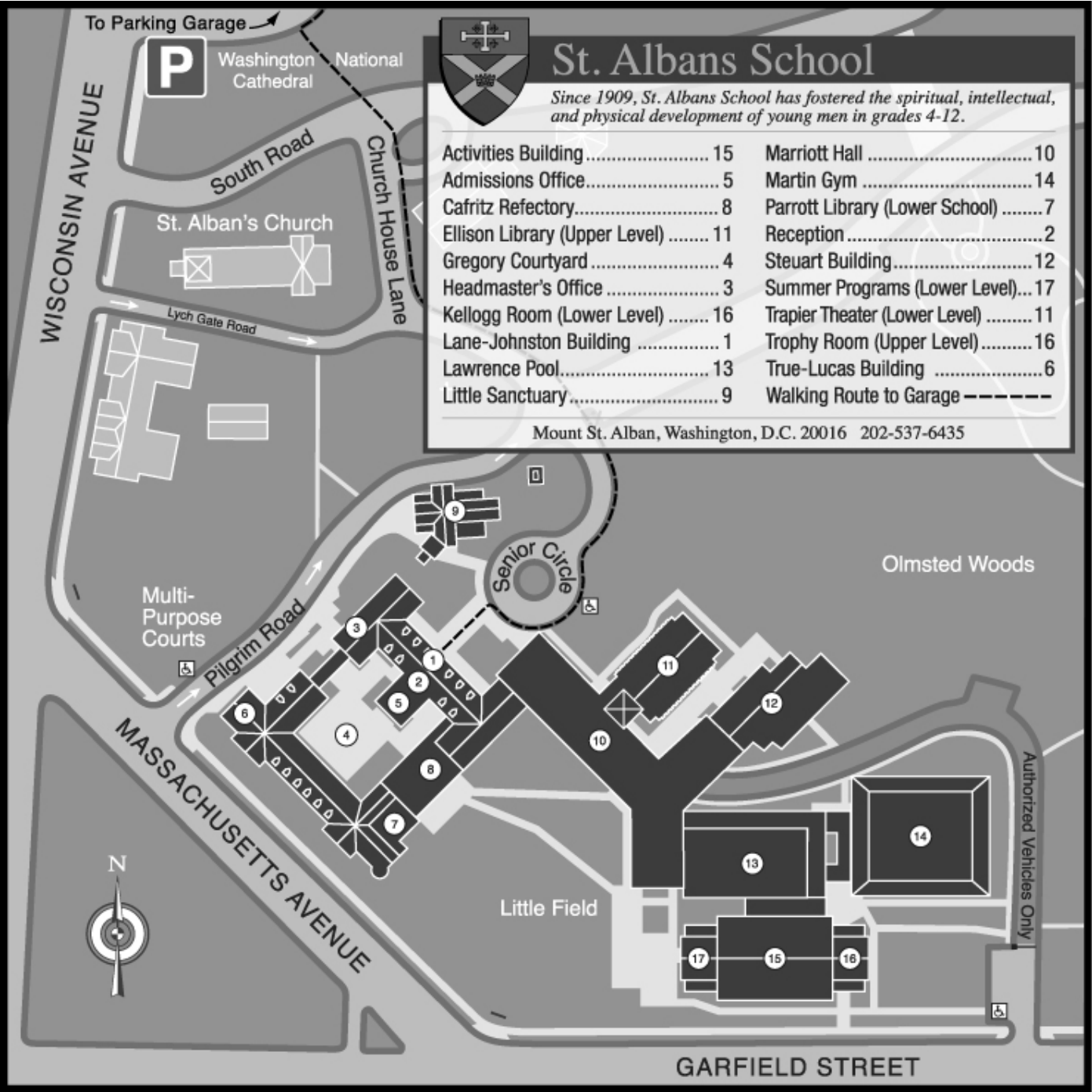
In work, in game, or in play, Sup - press all fear and hate;
Go for - ward, then, in faith, Nor lag be - hind nor wait;
Stand, then, in full man - hood; Con - quer, but do not hate.
Death tru - ly has no sting; Christ and his an - gels wait

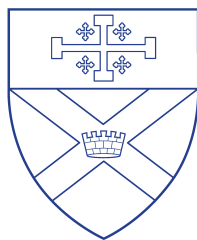
15



Show forth a spi - rit gen'-rous, true, For God and for the State.
The call is now to ev' - ry man For God and for the State.
To fight the wrong and show the good Is ser - ving God and State.
For him who tri - umphs with his life For God and for the State.

D. Map of St. Albans School





St. Albans School
Mount St. Alban
Washington, DC 20016-5069
www.stalbansschool.org