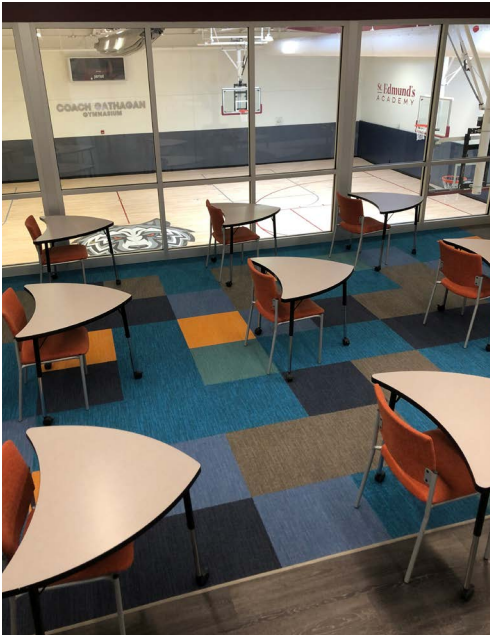


CARING FOR OUR COMMUNITY

SEA Family Guide to the
2020-2021 School Year

St. Edmund's
ACADEMY



ON THE COVER: *Our student lounge with view of the new Coach Gathagan Gymnasium has been arranged to offer additional classroom space and configured to ensure six feet of social distance between students.*

Highlights:

- Core Values Based Planning and Decision Making
- Four Factors Influencing Operational Modes
- Health and Safety Guidelines, Protocols, and Procedures in Place
- An Overview of Operational Modes
- Shared Responsibilities: Our Community Agreement
- 2020 Calendar of Events
- We are St. Edmund's Academy: A Community Commitment

An Introduction to Our Community Guide

Amid a global pandemic complicating the lives of children and families across the country and around the world, the St. Edmund's Academy community remains a place of hope and familiarity prepared to keep children safe and build their talent. With compassion for families and dedication to our mission, the Board of Trustees, Administrative Team, and Faculty respectfully share our Community Guide outlining our approach to sustain each child's continued growth and development throughout the unique conditions affecting the 2020-2021 school year.

Neither the scientific community's evolving understanding of COVID-19 nor the politicizing of that information has altered our pledge to meet the needs of families flexibly and safely. St. Edmund's Academy's effectiveness always—and particularly now—starts with the power of small. Our small community ensures that every child is known and cherished whether learning at home or on campus. Our student body's size allows us to flexibly accommodate families' needs. Our accessibility as teachers and administrators empowers us to support children well in their pursuit of high standards.

Yet, we recognize that COVID-19 unavoidably complicates the school's nurturing environment that families know and love. Masks and physical distancing, temperature checks and hand sanitizing, new rituals for arrival and departure will affect children differently. Through professional development and communication leading to the start of school, the entire St. Edmund's Academy community will be prepared to anticipate and support children's social and emotional needs as we acclimate to new realities on campus and remain flexibly open to periods of SEA@Home for some or all children. Most importantly, we will improve our practice with each passing day.

For the past three months, the COVID-19 Planning Team has remained constantly attuned to developments in scientific research, community spread in Allegheny County, and public policy. From small group listening sessions, to 1:1 meetings and questionnaires, we have listened intently to teachers and parents. With each new piece of information, we ask, "How does this influence our plans for the safe, sustainable, and equitable continuation of children's social, emotional, and cognitive growth in ways that work for teachers and families?" We seek not simply to return to campus, but to continue each child's learning in ways that will serve them well once the pandemic has passed.

I remain grateful for the St. Edmund's Academy community's determination and care.



P. Chad Barnett
Head of School



Core Values Based Planning and Decision Making

From the earliest days of COVID-19's spread in our neighborhood, we made decisions based not only on directives from the Commonwealth of Pennsylvania, but also on scientific research and informed perspectives from within our local community. Faced with unclear and recently politicized guidance at multiple levels, the leadership team at St. Edmund's Academy has accepted the increased responsibility to independently evaluate external and internal risk factors and their implications on our operations. We have accounted for scientific data demonstrating the impact of COVID-19 on children at all ages, from their likelihood of transmission to the potential severity of illness. Additionally, reopening plans from schools around the world and the rates of transmission within those newly reopened schools have influenced our reopening plan. Finally, publicly available case information, [including the daily number of confirmed cases and the percent of individuals tested found positive in Allegheny County](#), helps determine which operational mode will most effectively keep children and faculty safe.

Through our ongoing research, we have drawn **three major conclusions**:

First, St. Edmund's Academy's mitigation plan exceeds standards established by the most reliable public health authorities. The COVID-19 Planning Team established plans, policies, and protocols to keep the virus out of our school and minimize the risk of transmission within our school. From zoning and cohort formation to minimize the number of children encountered by every child throughout the day, to daily temperature checks, to physical distancing standards, to thorough sanitation and hygiene protocols, every meaningful precaution has been taken to protect children and faculty. [Click here to review our comprehensive Health & Safety Guide.](#)

Second, the children who struggled the most with remote learning are also the least likely to catch, transmit, or fall ill to COVID-19. [While the data suggest that children and adolescents of all ages are less likely to suffer severe illness, children 10 and younger appear unlikely to catch and transmit the virus in the first place.](#) Informed by this information, St. Edmund's Academy's operational modes account for the differences among children.

Third, St. Edmund's Academy's planning and decision making hold in balance the needs and feelings of three beloved groups: teachers, children, and parents. Our assessment of those needs happens in the context of the prevalence of COVID-19 in our neighborhood, Allegheny County.

Core Values Based Planning and Decision Making *continued*

From the start of our planning in June 2020 to this moment in early August, the pervasiveness of COVID-19 in our neighborhood has increased considerably. This fluctuation reaffirms the school's need to offer a flexible plan that uses current data and proven science to influence our designation of each operational mode and to empower families to choose what works best for their children. Additionally, the likelihood that COVID-19 will be a part of our lives for some time requires St. Edmund's Academy to implement a sustainable and adaptable response plan.

These conclusions, considered in coordination with St. Edmund's Academy's Core Values, lead to **six principles** guiding our operational decisions:

1. Because children between the ages of 3 and 14 face different degrees of risk related to COVID-19, each grade level's pursuit of **high standards** may require varied use of the school building with younger children requiring in-person learning to a greater degree than older children;
2. An **understanding and appreciation for the differences among people** requires St. Edmund's Academy to account for the unique developmental, psychological, social, and physiological needs of children, teachers, and families throughout the pandemic;
3. **Respect for the needs and feelings of others** compels St. Edmund's Academy to account for and transparently share objective, reliable, and valid scientific data in determining the most effective operational level for each division;
4. The anticipation of new knowledge about COVID-19 requires an ongoing **honest** acknowledgment of limitations and a commitment to adapt based on what we learn;
5. Our commitment to **service** assures families that faculty and staff will continue sharing responsibilities and assignments equitably for the complete education and childcare of all students to the degree we are allowed by the Commonwealth of Pennsylvania;
6. Finally, we recognize that our program's effectiveness across all divisions requires students, families, and teachers to each take **responsibility** for their individual part in making our collaboration successful.

Community Guide Objectives:

- Create four operational modes that account for the prevalence of COVID-19 in Allegheny County (external risk) as well as the rate of the disease in our school community (internal risk)
- Establish criteria for when and a process for how St. Edmund's Academy shifts a division or grade level from one mode to another
- Account for the interconnected needs and feelings of teachers, parents, and children in each operational design and implementation plan
- Provide a framework that will provide all children with the opportunity to pursue high academic standards, maintain Core Values, and experience the nurturing support of teachers through changing external factors

Resources Guiding Our Planning:

- Center for Disease Control and Prevention
- Commonwealth of Pennsylvania Departments of Health and Education
- Allegheny County Health Department
- Legal Counsel and Insurance Carrier
- Various independent school resources including NAIS, PAIS, SAIS, and ADVIS
- The St. Edmund's Academy Community Wellness Advisory Council
- The St. Edmund's Academy Board of Trustees, Faculty, Staff, and Families

The 2020-2021 School Year: Four Factors Influencing Operational Modes

In collaboration with teachers through three extended faculty meetings, several rounds of division meetings, and dozens of 1:1 discussions, the COVID-19 Planning Team designed a Pandemic Response Plan comprised of four operational modes: Gray, Blue, Gold, and Burgundy. This framework provides all members of the St. Edmund's Academy community with clarity on the factors contributing to the teaching and learning configuration at any moment throughout the 2020-2021 academic year.

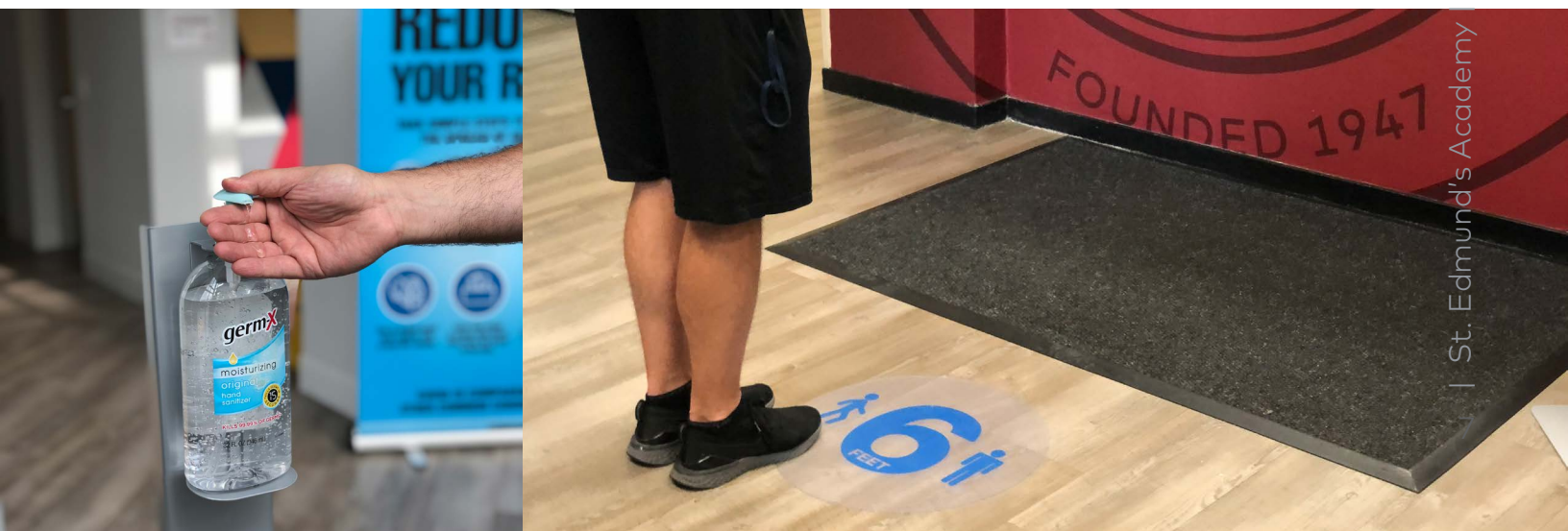
St. Edmund's Academy's operational modes are determined through an assessment of risk (including external and internal factors), faculty readiness, and parent preferences.

Factor #1. External Risk Factors in Allegheny County:

- COVID-19 14 Day Trend in Allegheny County
- 7 Day Average New Case Count
- 7 Day Average % of Individuals Tested Found Positive
- 7 Day Average Proportion of Cases Per 100,000 Residents

These data points will be collected and analyzed daily using publicly available information from the Allegheny County Health Department. St. Edmund's Academy follows the [Pennsylvania Department of Education's guidelines on acceptable ranges of external risk](#) for each mode of operation. Additionally, with support from the school's Community Wellness Advisory Council, those ranges are further refined for each specific operational mode. Finally, while we recognize that some members of the SEA community reside outside Allegheny County, the data within our immediate community is consistently reliable, accurate, and available. We will continue to evaluate this approach and adjust as needed.

Additional examples of our health and safety features



Four Factors Influencing Operational Modes *continued*

Factor #2. Internal Factors at St. Edmund's Academy

Internal risk factors include confirmed cases of COVID-19 in the school community and their influence on a child's grade, cohort, and learning zone.

All positive tests of COVID-19 must be reported to the school nurse, Meghan Olson, who will notify the Allegheny County Health Department. The ACHD will guide us on our response should a community member contract or be exposed to COVID-19 and guide us through contact tracing to determine any SEA community members who were in close contact with the infected person. Close contact is defined as either being within approximately 6 feet of a COVID-19 case for 15 or more minutes, or having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on). (PA Department of Health)

With the creation of zones, it is unlikely that a diagnosis would require a full-school or zone closure. It is possible that a cohort or class may need to temporarily transition to remote learning for deep cleaning and time for additional testing. In the event a cohort or class requires an extended quarantine, the entire group will transition to SEA@Home for that time. Families will be notified via email and our emergency contact system in SEAPort.

Please note: In keeping with HIPAA health privacy laws and FERPA educational privacy laws, the names of those who test positive or are exposed to COVID-19 must be kept confidential. We will contact only those community members determined to have been in close contact with an infected individual, guided by the ACHD.

Factor #3. Parent Preferences

Except for the Burgundy Mode, signifying a school-wide closure, each operational mode presents families with an option for in-person learning. The way remote learning is organized and delivered varies from one mode to the next with resources exclusively focused on remote learners increasing or decreasing commensurate with the percent of students learning remotely. For example, depending on the percent of 4th graders opting to learn remotely, a 4th grade student may either join their physical classmates via technology (Gray and Blue Modes) or participate in a self-contained class with only remote learners (Gold Mode) for the majority of their day. The Pandemic Response Plan anticipates that external risk factors will influence the choice of on-campus or remote learning for families.

Four Factors Influencing Operational Modes *continued*

Factor #4. Teacher Readiness

The pursuit of high standards, commitment to character, and nurturing environment all exist because of teachers. In their analysis of challenges anticipated in the coming year, our teachers have flagged that as external risk factors (new case count, % found positive, proportion of the population testing positive) surge in Allegheny County, so too does the likelihood of student and teacher absences resulting from COVID-19 related symptoms and detrimental anxiety associated with increased risk for exposure.

Moreover, conditions may arise where despite the Commonwealth of Pennsylvania and Allegheny County suggesting in-person instruction is safe, some teachers at St. Edmund's Academy may personally determine the risk is too great. Through our Operational Mode Decision Making Process, faculty members will be invited to complete individual questionnaires indicating their comfort with teaching in the school building under conditions at that time.

Influenced by objective external and internal risk factors, Parent Preferences and Teacher Readiness may align resulting in the best possible outcome for all constituents at St. Edmund's Academy.



Classroom layouts designed for social distancing

Health and Safety Guidelines, Protocols, and Procedures in Place:

Through the pandemic's duration, St. Edmund's Academy will maintain these mitigation standards through all on-campus modes. [Click here to review the comprehensive details for our Health & Safety Guidelines.](#)



The St. Edmund's Academy Community Agreement



Daily Temperature Checks and Health Screening



Use of Face Coverings



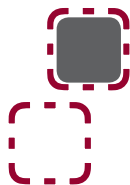
Frequent Handwashing and Sanitizing



Faculty and Staff Professional Development Supporting Physical and Emotional Wellness



Drop-off and Pickup Procedures to Promote Physical Distancing



Established Zones and Cohorts to Minimize Interactions

Health and Safety Guidelines, Protocols, and Procedures in Place:



Food Service



Virtual Community Events



Air Filters



Signage: [click here to see a visual sample of our signage](#)



Parent and Visitor Restrictions



Stay Home When Sick

Common areas, including restrooms, will be cleaned multiple times throughout the day and a deep cleaning of the school will be done nightly.

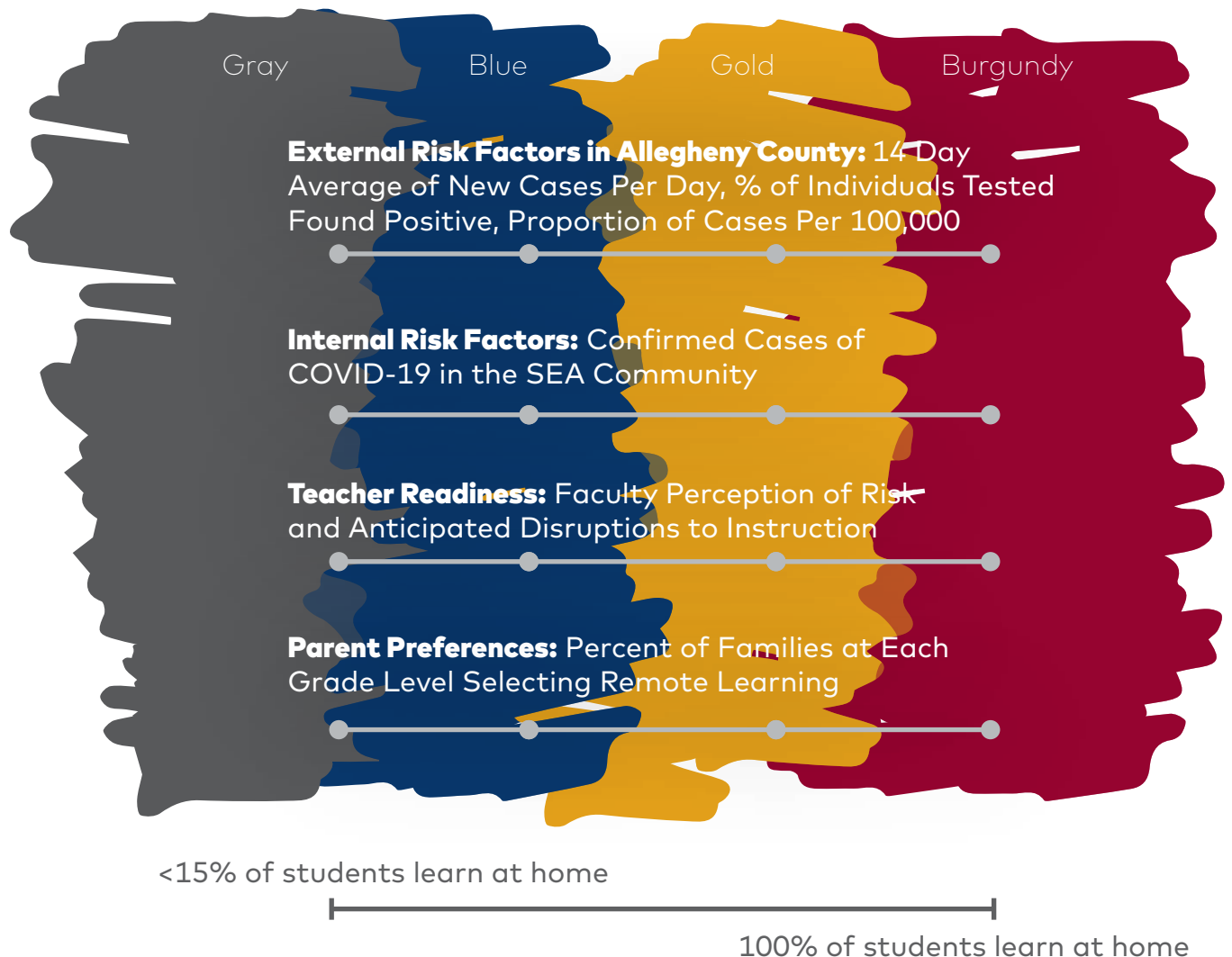


Our Community Plan: An Overview of Operational Modes

Operational Modes at St. Edmund's Academy are evaluated every six weeks and as needed based on changing risk factors in the school community and Allegheny County. The process includes 5 Steps conducted one to two weeks prior to the start of each new period:

1. A summary overview of current internal and external risk factors provided to teachers and parents;
2. Distribution of the Faculty Readiness and Parent Preference Questionnaires;
3. COVID-19 Planning Team data review and discussion of results with faculty and families;
4. Recommendation to the Board of Trustees COVID-19 Task Force;
5. Full community operation mode update.

Anticipating a steep learning curve at the start of school, St. Edmund's Academy will conduct faculty and parent surveys two weeks into the school year to identify immediate opportunities for improvements and adjustments to individual circumstances.



REDUCE YOUR RISK

TAKE SIMPLE STEPS TO REDUCE THE SPREAD OF GERMS

-  Keep your workstations clean.
-  Stay home when you are sick.
-  Wash your hands with soap and water for at least 20 seconds.
-  Use an alcohol based hand sanitizer with at least 60% alcohol.
-  Cover your cough or sneeze with tissue. Then throw the tissue in the trash.
-  Cough or sneeze into your elbow if you do not have a tissue.

COVID-19 COMPARED TO OTHER COMMON CONDITIONS






Signage, hand sanitizer stations and temperature checking systems in place at all school entrances, including the Darlington Road main entrance (pictured) and the new Center for Integrated Discovery entrance on Forbes Avenue.

Gray Mode



Learning on Campus with a Few Friends Joining from Home

Minimal to moderate risk in Allegheny County. Most restrictions eased allowing businesses to deliver services with continued emphasis on social distancing and limitations on large gatherings.

	What Does Teaching and Learning Look Like in the Gray Mode?
Early Childhood 	<p>Students will learn with their grade-level cohort in their classroom and approved Zone spaces with approximately 15-20% of their friends joining the class remotely. Organized in an 8-day rotating schedule, the academic program balances the core academic curriculum with core extension experiences delivered in their classroom. Remote learners will be provided opportunities to safely join friends for outside activities.</p>
Lower School 	<p>Students will learn with their Homeroom classmates for Core Academic and Core Extension classes and with their grade-level cohort for recess and clubs. Following an 8-day rotating schedule, the curriculum is organized into six periods per day including lunch and recess. Approximately 15-20% of children may join class remotely in the gray mode. Remote learners will be provided opportunities to safely join friends for outside activities.</p>
Upper School 	<p>Students will learn in-person interacting only with others in their section. Teachers and Instructional Associates will move to students who remain in their classroom. Following an 8-day rotating schedule, the curriculum is organized into six periods with an emphasis on the core academic disciplines and incorporating core extension classes and electives. Remote learners, accounting for approximately 15-20% of friends, will be provided opportunities to safely join friends for outside activities.</p>

Gray Mode *continued*

Teacher Readiness: In the Gray Mode, teachers may find comfort in the low levels of external risk factors, but will likely have the largest number of students to support in person. Parents are encouraged to practice and reinforce safety and hygiene habits with children.

External Factors Considered

- Newly Reported Confirmed Cases Below 20
- Incidence Rate Per 100,000 Residents <10
- PCR Testing Positivity Rate <2%

Parent Preferences

- Early Childhood: >85% Choose In-Person
- Lower School: >85% Choose In-Person
- Upper School: >85% Choose In-Person

Internal Factors Considered

- No confirmed cases at SEA for 42 days






The Preschool desks are set in Ms. Losego's classroom



Learning on Campus with Several Friends Joining from Home

Moderate to significant risk in Allegheny County. Local business may operate under specific occupancy restrictions, service limitations, and cleaning protocols. Schools with inadequate space may be in distance learning.

	What Does Teaching and Learning Look Like in the Blue Mode?
Early Childhood 	Students will learn with their grade-level cohort in their classroom and approved Zone spaces with approximately 30-40% of their friends joining the class remotely. Organized in an 8-day rotating schedule, the academic program balances the core academic curriculum with core extension experiences delivered in their classroom. Remote learners will be provided opportunities to safely join friends for outside activities.
Lower School 	Students will learn with their Homeroom classmates for Core Academic and Core Extension classes and with their grade-level cohort for recess and clubs. Following an 8-day rotating schedule, the curriculum is organized into six periods per day including lunch and recess. Approximately 30-40% of children may join class remotely in the blue mode. Remote learners will be provided opportunities to safely join friends for outside activities.
Upper School 	Students will learn in-person interacting only with others in their section. Teachers and Instructional Associates will move to students who remain in their classroom. Following an 8-day rotating schedule, the curriculum is organized into six periods with an emphasis on the core academic disciplines and incorporating core extension classes and electives. Remote learners, accounting for approximately 30-40% of friends, will be provided opportunities to safely join friends for outside activities.

Blue Mode *continued*

Teacher Readiness: In the Blue Mode, teachers may experience increased anxiety associated with external risk factors, but may also have fewer students in person. Parents of remote learners are encouraged to support teachers' efforts to keep students engaged.

External Factors Considered

- Newly Reported Confirmed Cases 20 to 100
- Incidence Rate Per 100,000 Residents 10 to 70
- PCR Testing Positivity Rate 2 to 6%

Parent Preferences

- Early Childhood: 50-90% Choose In-Person
- Lower School: 50-90% Choose In-Person
- Upper School: 50-90% Choose In-Person

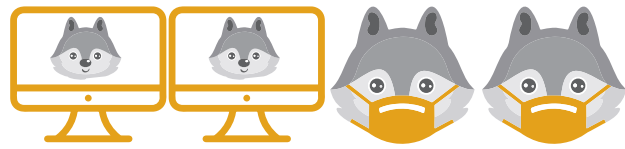
Internal Factors Considered

- No more than one classroom cohort in isolation / quarantine






Under the Blue and Gray Mode, students will have the opportunity for socially distant physical education

Gold Mode



My Friends and I Are Evenly Split Learning on Campus and Learning at Home

Significant risk in Allegheny County. Some local business may operate under specific occupancy restrictions, service limitations, and cleaning protocols. Others are required to close. Schools with inadequate space will be in distance learning.

	What Does Teaching and Learning Look Like in the Gold Mode?
Early Childhood 	Students in-person will learn with their grade-level cohort in their classroom and approved Zone spaces with approximately 50% of their friends joining the class remotely. Organized in an 8-day rotating schedule, the academic program balances the core academic curriculum with core extension experiences delivered in their classroom. Remote learners will be provided opportunities to safely join friends for outside activities.
Lower School 	In the Gold Mode, children at each Lower School grade level will be placed in a section based on their chosen or assigned learning platform. Following an 8-day rotating schedule, the curriculum is organized into six periods per day including lunch and recess. The Gold Mode Remote Learners, comprising approximately 50% of students, will be provided opportunities to safely join friends for outside activities.
Upper School 	Since COVID-19 spreads among children 10 and older more easily and external factors related to community spread are elevated, students with a remote learning option are encouraged to learn from home in the Gold Mode. Following a simplified schedule for remote learners, faculty members in the Upper School will conduct classes through Zoom. The curriculum is organized into three daily core academic periods and will include core extension courses to supplement those experiences. In recognition of the varying needs of families, proctored, on-campus learning labs are available for a limited number of students.

Gold Mode *continued*

Teacher Readiness: In the Gold Mode, teachers may be called upon to deliver instruction through a remote or in-person platform. Families able to support learning from home are encouraged to select the remote learning option when external risk factors reach the Gold level.

External Factors Considered

- Newly Reported Confirmed Cases 100 to 275
- Incidence Rate Per 100,000 Residents 70 to 100
- PCR Testing Positivity Rate 6 to 10%

Parent Preferences

- Early Childhood: 11-64% Choose In-Person
- Lower School: 21-60% Choose In-Person
- Upper School: 20-49% Choose In-Person

Internal Factors Considered

- Up to two classroom cohorts in concurrent isolation/quarantine

Hand sanitation stations are strategically near high-touch objects like handrails






Burgundy Mode



My Friends and I Are All Learning in SEA@Home

Sever risk in Allegheny County. The Governor of Pennsylvania issues a stay at home order, orders all non-essential businesses closed, orders schools closed.

	What Does Teaching and Learning Look Like in the Burgundy Mode?
Early Childhood 	SEA@Home 5.0 See Parent Guide No on-campus learning labs provided.
Lower School 	SEA@Home 5.0 See Parent Guide No on-campus learning labs provided.
Upper School 	SEA@Home 5.0 See Parent Guide No on-campus learning labs provided.

Burgundy Mode *continued*

Teacher Readiness: In the Burgundy Mode, teachers at all divisions will deliver instruction through SEA@Home 5.0, the most recent iteration of our signature remote learning program. Parents will be provided with clear guidance on how to support children.

External Factors Considered

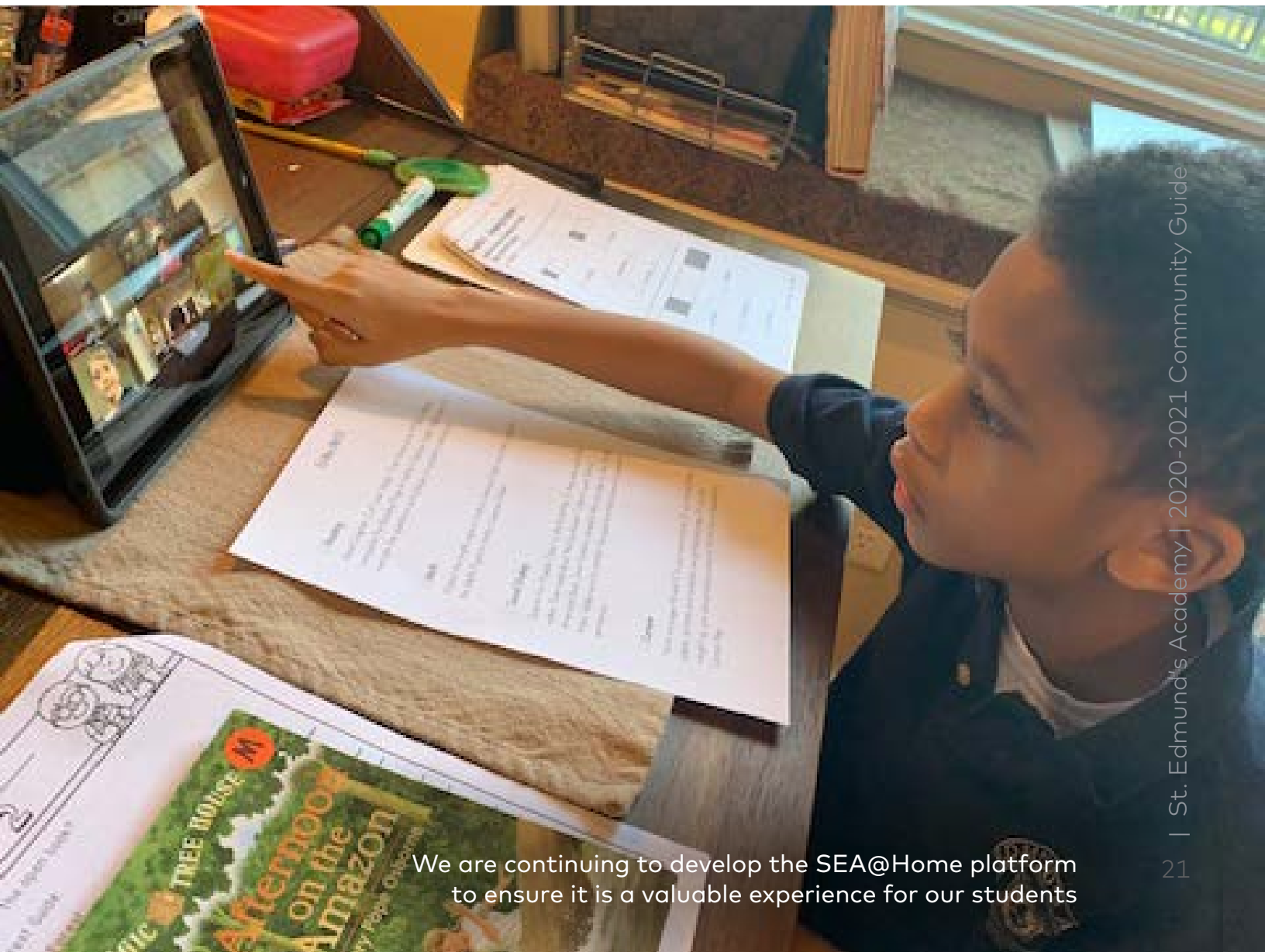
- Newly Reported Confirmed Cases – PA Determination
- Incidence Rate Per 100,000 Residents – PA Determination
- PCR Testing Positivity Rate – PA Determination

Parent Preferences

- Preschool, PreK, Kindergarten: <10% Choose In-Person
- Lower School: <20% Choose In-Person
- Upper School: <20% Choose In-Person

Internal Factors Considered

- Classrooms in each zone in concurrent isolation/quarantine



We are continuing to develop the SEA@Home platform to ensure it is a valuable experience for our students

Technology Supporting Instruction

Through all operational modes these and other instructional technologies will support teaching and learning:

Students in 1st grade through 2nd grade will have school-issued iPads with all required apps installed. Students in 3rd grade through 8th grade will have school-issued Chromebooks with all required apps installed. Any student in Preschool through Kindergarten requiring an iPad for remote learning or a transition to SEA@Home will request through SEAPort.

Swivl cameras will be installed in classrooms, live streaming in-person instruction to remote learners through integration with Zoom. Remote students gain the opportunity to interact with their in-class peers and web recordings provide an opportunity to revisit content for further study. [Watch it in action here.](#)



[Zoom](#) video conferencing will be used to connect faculty to students and students to one another. For those students opting for remote learning, Swivl will connect students to their in-school classmates and enable them to participate in classes. Should a class be required to transition to SEA@Home, Zoom will be used for all synchronous (live) lessons. SEA has licensed Zoom accounts for all faculty and staff, providing additional security.

[SEAPort](#) will serve as the hub for families to access information for their students through their course pages and community-wide resource boards. SEAPort will contain technology user guides, directory and contact information, important links, and schedules. Through SEAPort, faculty may direct students to other technology-enhanced learning tools like Google Classroom.

The Technology Help Desk is open during regular school business hours. Email support@stedmunds.net if you need help with the following:

- School-registered devices
- Trouble accessing SEAPort
- Guidance securing home internet access

All requests will be responded to within 24 hours and a resolution timeline will be established.

SEAPort, personal devices, Zoom, and other technology platforms for remote learning are password-protected for security.

Should a school or classroom closure be mandated by the Commonwealth of Pennsylvania or directed by the Allegheny Department of Health, St. Edmund's Academy will transition to [SEA@Home](#).

Our new Center for Integrated Discovery entrance is equipped with temperature check systems, signage, and hand sanitizer stations



REDUCE YOUR RISK

TAKE SIMPLE STEPS TO REDUCE THE SPREAD OF GERMS

- Keep your workstations clean.
- Stay home when you are sick.
- Wash your hands with soap and water for at least 20 seconds.
- Use an alcohol based hand sanitizer with at least 60% alcohol.
- Cover your cough or sneeze with tissue. Then throw the tissue in the trash.
- Cough or sneeze into your elbow if you do not have a tissue.

COVID-19 COMPARED TO OTHER COMMON CONDITIONS

COMMON



Our School Building is Ready: Samples of our Health and Safety Features

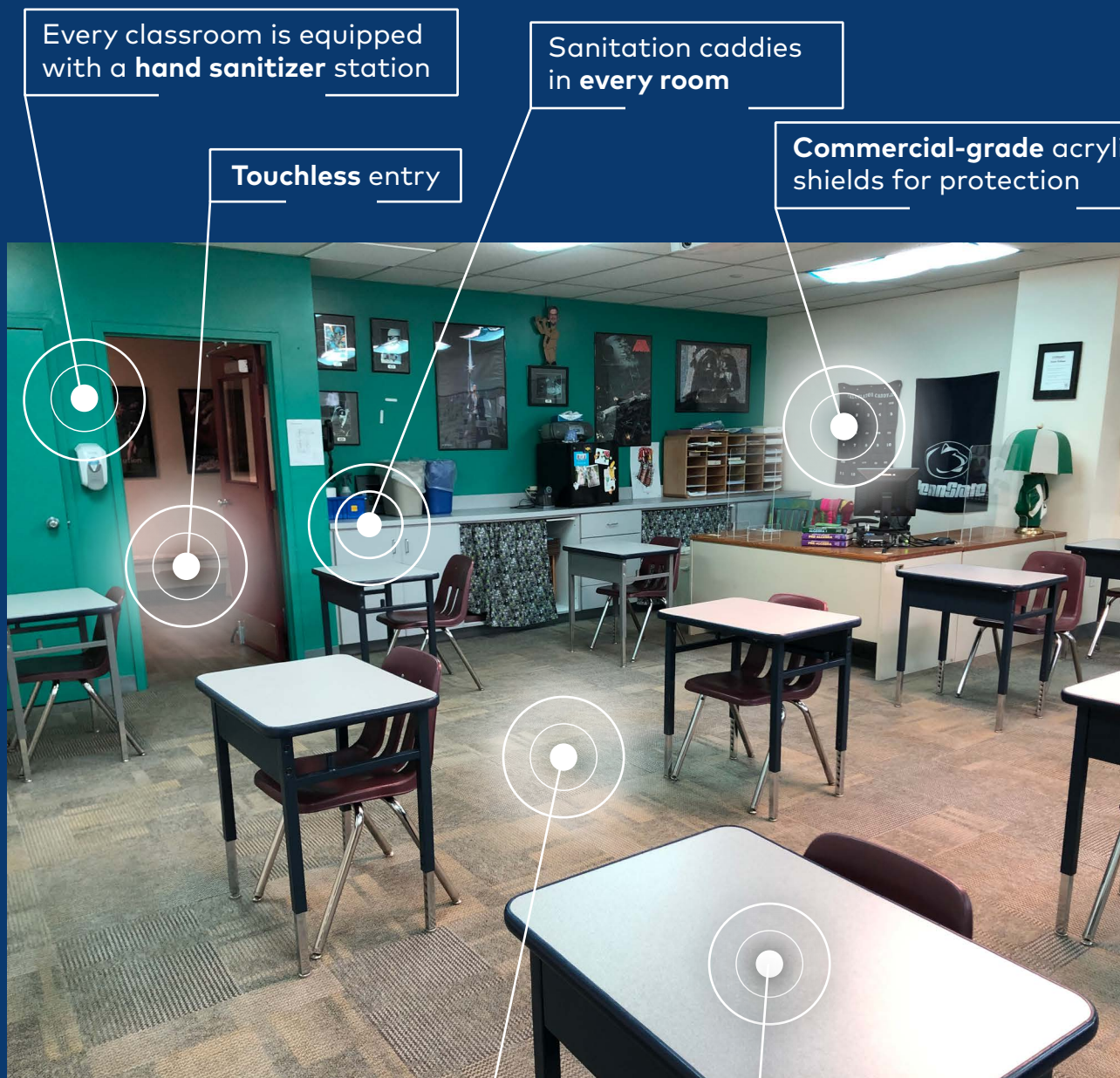
Children will find themselves in a familiar space with unfamiliar expectations. To support their emotional wellbeing, we have made our building safe and kid-friendly with lots of reminders.



We've made it easy for children to distance themselves safely during lineup time

Our Classrooms are Ready for Your Students

We continue referring to our expert resources and will adjust our classroom environment to reflect their health and safety best practice recommendations. As of today, below is a sample classroom, ready for students to keep growing.



Every classroom is equipped with a **hand sanitizer** station

Sanitation caddies in **every room**

Touchless entry

Commercial-grade acrylic shields for protection

Students' desks have been arranged to **ensure six feet** of social distancing

All classrooms will be **disinfected** after use

Mr. Tucek's classroom is ready to solve for X

Shared Responsibilities: Our Community Agreement

A vital element of our school year plan includes the community's shared commitment to a set of behaviors that will support children, families, faculty, and staff.

St. Edmund's Academy encourages all constituents to comply with the standards of our shared responsibilities so that we may protect each other to the greatest extent possible.

Responsibility for Protecting Your Family

1. Monitor your family for signs of illness and consult with your physician should you experience any COVID-19 symptoms.
2. Inform the St. Edmund's Academy's nurse if you have been in close contact with someone who has tested positive for COVID-19.
3. Wash your hands with soap and water for at least 20 seconds frequently and use hand sanitizer when soap and water are not available.
4. Avoid spaces where physical distancing (6 feet) is difficult.
5. Monitor and limit your activities and social interactions to family and a safe circle of close friends.
6. Wear a face covering in accordance with the PA Department of Health (at all times in public including outdoors when physical distancing is not possible).
7. Encourage children to avoid touching their face, mouth, eyes, and nose.
8. Teach children when it is safe to share food, toys, and belongings (at home) and when it is not (outside home) during the pandemic.

Responsibility for Protecting the St. Edmund's Academy Community

1. Adhere to isolation and quarantine instructions if you test positive for COVID-19 or are exposed to someone who has tested positive.
2. Limit leaving your home to essential purposes and avoid all unnecessary travel.
3. Self-quarantine for 14 days if you travel outside the Commonwealth to any states on the [PA Department of Health's travel quarantine recommendation list](#).
4. Honor all instructional and directional signs to protect the integrity of zones and cohorts within the school and on campus.
5. Report your concerns regarding your ability to comply with expectations outlined within our shared responsibilities to the school nurse, division director, or head of school.
6. Stay home when sick. If children are exhibiting any symptoms, whether or not they are related to COVID-19, we are encouraging families to keep their child home from school to prevent the spread of germs.

Caring for Our Community – Tuition

The global pandemic reaffirmed what independent schools know to be true—individual attention for children in pursuit of high academic standards and character development requires a significant financial investment. St. Edmund's Academy, like so many independent schools across the country, discovered in the spring of 2020 that the cost of sustaining a responsive, high-quality, educational experience for children remains fundamentally the same whether delivered remotely or in-person. Savings on-campus that St. Edmund's Academy experienced were offset by new technology-related expenses. Moreover, the most significant expense side of our operating budget—salaries and benefits for our faculty—did not decrease since all faculty and staff were needed to support children.

For these reasons, parents should not anticipate tuition refunds at St. Edmund's Academy based on time spent in any of our four operational modes. While we will continue monitoring all expenses to maximize value for families, we will not sacrifice delivery on the personal attention side of our mission. That said, we recognize that COVID-19 has introduced unexpected hardship for some families. If your family requires individual consideration based on COVID-19 related conditions, please contact Diana McAllister, Director of Finance and Operations.



We've invested in classroom technologies to give remote students the opportunity to interact with their in-class peers

2020 Calendar

August – December

August

- FRI 14 Learning Location Selection for Mid-term I (September 1 - October 12)
- MON 31 Packet Pick-up, EC & LS Remote Learners

September

- TUE 01 Beginning of 1st Trimester
- MON 07 School Closed, Labor Day
- FRI 18 School Closed, Faculty In-Service, Project Day
- SAT 19 Packet Pick-up, EC & LS Remote Learners
- FRI 25 School Closed, Community Wellness Day*
Learning Location Selection for Mid-term II (October 13 - November 23)
Community Feedback Survey
- MON 28 School Closed, Yom Kippur

October

- MON 12 School Closed, Faculty In-Service, Project Day
- TUE 13 Packet Pick-up, EC & LS Remote Learners
Mid-trimester
- FRI 23 School Closed, Community Wellness Day*

November

- MON 02 School Closed, Parent-Teacher Conferences, Project Day
- TUE 03 Packet Pick-up, EC & LS Remote Learners
- FRI 06 Learning Location Selection for Mid-term III (November 24 - January 22)
Community Feedback Survey
- FRI 13 School Closed, Community Wellness Day*
- TUE 24 Beginning of 2nd Trimester
- WED 25 – School Closed, Thanksgiving Break
FRI 27
- MON 30 School Closed, Faculty In-Service, Project Day

December

- TUE 01 Packet Pick-up, EC & LS Remote Learners
- SAT 19 – School Closed, Winter Break
- SUN Jan 03

* Please note the addition of three Community Wellness Days into our operations calendar to support the social and emotional wellness of our entire community – faculty, staff, students, and families.

[Review the Operations Calendar and Community Calendar for the 2020 - 2021 Year](#)



Head of School Listening Sessions

Each Friday, Dr. Barnett will host a community listening session. Please drop-in, connect with other families, and share your perspectives at any of the Head of School listening sessions via Zoom between 12:00 p.m. - 1:00 p.m.:

Dr. Barnett's Zoom Room:
<https://zoom.us/my/chadbarnett>

September 4, 11, 18, 25
October 2, 9, 16, 23, 30
November 6, 13, 20
December 4, 11

We are St. Edmund's Academy: A Community Commitment

Chapel

Every community that strives to be intentional in its work requires a time and place to gather as a whole. Especially in the context of cultural, economic, and geographical diversity, we need regular reminders of our common aspirations and foibles, along with the Core Values that hold us together.

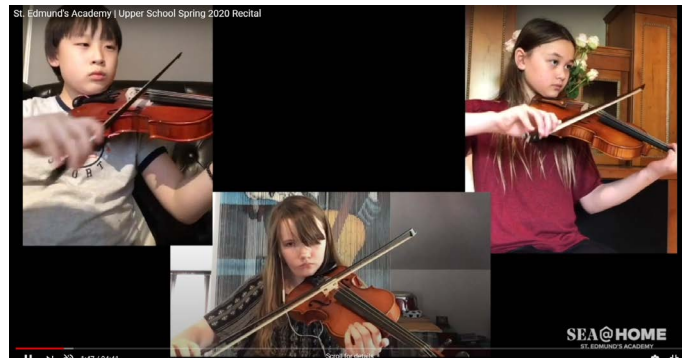
Chapel will be conducted virtually through all modes this year. Families are invited to join us and view our weekly Chapel presentation each Thursday at 8:15 a.m. through Zoom. Our virtual Chapel viewing sessions will allow us to continue to gather as a community, reflect on our guiding question for the week, and recognize our students for their demonstration of Core Values.

<https://zoom.us/join>
Meeting ID: 991 8130 9874
Passcode: SEA



Performances

Performances serve as an opportunity to showcase our students' talents while allowing them to gain new skills as they prepare, practice, and perform throughout the year. Participating in performances is an important milestone for students and watching children perform is a highlight for families. With the limitation of non-essential visitors for the upcoming school year, performances will not be shared before a live audience in our auditorium. Classes, grade levels, and divisions will showcase student performances via video or live streaming for the upcoming year. Additional details will be shared and copies of all performances will be available for viewing by family members.



We are St. Edmund's Academy: A Community Commitment *continued*

Homeroom and subject teachers are an important resource as you and your child navigate the academic year. For questions related to course content, academic needs, and classroom support, please contact your child's teacher and division director.

Upper School Division Director – Ryan Gassaway
Early Childhood & Lower School Division Director – Susan Miller

To best address the additional needs of your student and family, please direct questions to the following members of the SEA team. Contact information can be found in our [SEAPort Directory](#).

For questions relating to...	Please contact...
Health, wellness, and reporting COVID-19 exposure and diagnoses	Meghan Olson, School Nurse
Social & emotional support and mental health	Elizabeth Patterson, Director, Social & Emotional Growth
Learning support	Colleen Reyes, Learning Support Specialist
Technology needs, SEAPort, connectivity issues	Matt Rosidivito, Assistant Director, Technology Support
Equity and inclusion, Signature Experiences, anti-racist pedagogy	Marian Lien, Director, Equity, Inclusion & Global Awareness
Transportation, student absence tracking, SEAPort	Fiona McClorey, Business Associate
Tuition, financial aid	Diana McAllister, Director, Finance & Operations

Additional Resources

[COVID-19 Response, Community Plan, and Health & Safety Guidelines Website](#)

[SEAPort Family Resource Boards](#)

[CDC List of COVID Symptoms](#)

[CDC Stay Home When Sick](#)

The SEA 2020-2021 Community Guide



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