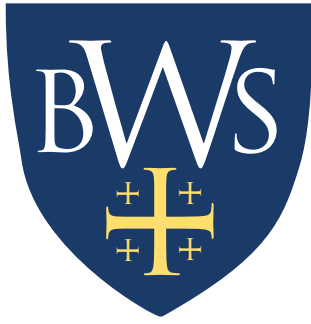


SIGNS OF OUR TIMES

A MULTI-ANNUAL PROGRESS REPORT, 2019-21



From politics to public health, each month has brought something wonderfully new—and something equally challenging. Over the last two years at the Bishop Walker School for Boys, we have pulled together more tightly as a community, ensuring that not one student, family, or staff member goes without support. In prioritizing our people, we have fallen behind on sharing our victories and our gratitude with our wide array of supporters, donors, volunteers, and contributors. And so, finally, we present our updated Progress Report, consolidating these years of change and challenge. Let us all look forward together!

*Change will not come if we wait for some
other person or some other time.
We are the ones we've been waiting for.*

BARACK OBAMA

2019-2020

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<i>Treasurer</i>	Andrew Clarke	Nicole Solomon
Laura McIntosh,	Robert Connolly	Mitchell
<i>Secretary</i>	Jennifer Danish	Charles B. Molster, III
Thomas Barnett	Peter Gerry	Dr. Eric Motley
David Booth Beers	Dr. Rodney Glasgow	Anthony W. Parker
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Brigety	The Rev. Canon	Eristoff
Nancy Brown	Preston Hannibal	David Webb
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The Rev. Canon Michele	Nottingham	Samuel Williams Jr.
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J. D. Hague	Matthew Pezzella	Caroline Worthy
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Greg Jones
Dajah Massey
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Matthew Pezzella
Matthew Plunket
Jack Seher, *Vice Chair*
Harrison Shoffner
Edward Sniezek
Desirée Davis Stolar
Elliott Tomlinson
Brandon Wilson, *Secretary*

2020-21

MISSION

The Bishop John T. Walker School for Boys is a tuition-free Episcopal school for children from traditionally underserved communities. The School nurtures the spiritual, intellectual, social-emotional, artistic, and physical development of its students in a Christian community of learners that welcomes boys of all faiths and beliefs. Working in close partnership with students and families, the School strives to create an environment where each boy is challenged to reach his full academic potential and receives the structured support necessary to develop his unique gifts. The Bishop Walker School seeks to foster a love of learning, intellectual curiosity, spiritual foundation, and moral character that each boy will need as a student, as a citizen, and as a child of God.

A 3rd grade scholar studies at THEARC Farm as part of BWS's Summer Restore partnership with Living Classrooms Foundation



Commitment in Critical Times: A Letter from Mike Molina, Head of School



DESPITE AN UNPRECEDENTED TWO YEARS OF DRAMATIC CHANGE, the good work of the Bishop Walker School has held true. Your constant encouragement and committed investment in the success of our scholars has carried us through. We are so blessed for the many good people who have set up the Bishop Walker School for sustained success into the future. None of our work would have been possible without you.

In Fall 2021, we welcomed all of our scholars and faculty back to school for in-person learning, with ample PPE for all. We conducted weekly surveillance testing and developed a blended learning format for equitable instruction, whether scholars were at home or in school. We launched new programming in Summer 2020—Summer Restore—in response to the academic challenges of distance learning, and created Summer Restore 2.0 for Summer 2021 as a part of our long-term academic recovery from a year of distance learning. We established new academic and arts partnerships to keep school fresh and exciting, utilizing the virtual learning format to introduce our scholars to new skills and interests.

We completed BWS’s first accreditation process through the Middle States Association (MSA) and are proud to be fully accredited for the next seven years. We maintained support for our families’ food security. We welcomed two new Kindergarten classes, bright and brimming with potential, and guided two classes of talented and resilient 5th grade scholars to their middle schools’ doorsteps.

BWS is on the cusp of great progress, and your investment in us has made it all possible. As Bishop Walker himself once preached, “These things are

brought by the determination of men and women to build a better world.”

As we continue the good work of the Bishop John T. Walker School for Boys, we continue the good work of building a better world—one scholar, one family, and one school village at a time.

We pray for the health and well-being of you and those you love.





Mr. Brown, BWS Director of Admissions and Partnerships, welcomes a 1st grade scholar to campus on the first day of BWS's return to in-person school

Drill
© 2021 BWS

Adapting to a Pandemic

How do we live out our mission during COVID-19 when our community is among the most vulnerable to its impacts?

The COVID-19 pandemic challenged us in ways we never could have expected, but through adversity we discovered ways to emerge stronger, better, and more prepared for growth and success. The lessons we learned and the solutions we created became opportunities for us to implement systems that will guide our path forward well into the future.

Our school community is exceptionally vulnerable to the dire effects of the COVID-19 pandemic: severe illness and the exacerbation of pre-existing conditions; loss of employment and support networks; and the deepening of academic inequities. To fully embody BWS's mission, our response sought a balance between meeting immediate needs while also preparing for resulting long-term realities. This required us to create a distance learning program that was not only responsive to the our community's urgent requirements, but

that could also provide long-term opportunities for positive change.

BWS converted to an online school nearly overnight, ensuring that all students had a laptop and internet connection, and provided families with hundreds of meals and thousands of dollars in grocery gift cards. Faculty and staff worked tirelessly, not only developing and utilizing online teaching resources, but they also connected the BWS Village through weekly live-streamed chapel services.



The Challenge at Hand

The COVID-19 pandemic represented an enormous challenge and opportunity for BWS scholars, families, and staff. Everyone needed to pivot to distance learning almost overnight. School leaders were charged with designing and implementing a strategy to interrupt any academic loss while supporting our entire community through the ongoing uncertainties of a global pandemic. Such a seismic shift in a school's daily operation could take many months to orchestrate. BWS was able to put our program in place within a matter of weeks.

Families scrambled, and parents were concerned about online schooling. "Hybrid learning" sounded difficult and complex, and they feared that "virtual

school" would lock their young boys to computers without affording them the social-emotional experience that in-person school provides.

Not only did school and classroom content have to move into the home (and, conversely, home into school), our program needed to be more productive and supportive than a typical online learning platform. Our plan needed to be flexible, resilient, and aligned with Episcopal values of equity and justice. Once it got going, we adjusted and streamlined and learned from our efforts. It was not easy. But we never lost sight of our goal: to keep our scholars engaged, supported, and learning in a safe environment.

NOTES FROM ONE ADMINISTRATIVE TEAM MEETING JULY 2020

I'm very torn. We need to get kids back in the building. Kids aren't good at social distancing or wearing masks. Some can't be stopped from being in physical contact. We need to explore all of our options and be extremely cautious. Maybe in October we could have small groups. Today there is no way.

Formulate a roadmap for return to in-person learning that balances health and instruction.

Everyone is conflicted. New students and teachers need to be here to understand the school. We need to have an intentional way to give space for people to learn from passing moments.

What kind of research has been done regarding children and covid? transmission of children? do covid numbers?

Seek out best practices in COVID mitigation and online learning

Children are in touch with their grandparents. we need to look at the research in terms of children being in the building. physical and social-emotional interaction and the benefits/advantages of that are evident and essential.

food/housing security!

We need to continue to patiently listen to each other.

Parent Ambassadors and Chaplain conduct regular wellness checks with current and alumni families

How can we be more intentional around supporting parents emotionally so that they can support the boys academically?

Virtual Town Halls, Surveys and Workshops



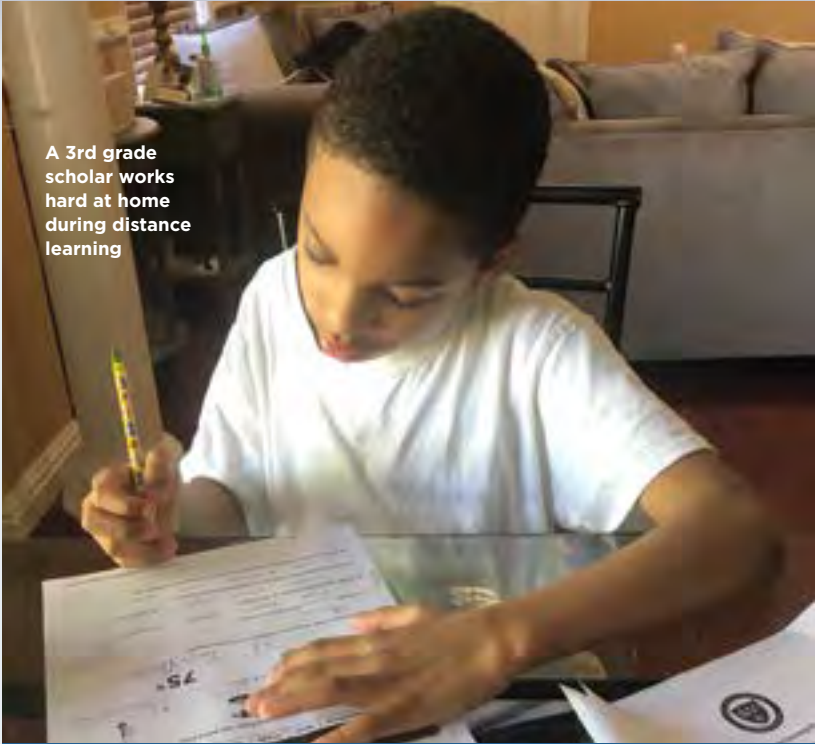
Swap out admin for teachers in the building. Enroll them in Global Online Academy trainings

As much as teachers need to be in the building there is a level of social-emotional anxiety that occurs with going in the building every single day. I live with my parents and some children live with their grandparents. We have to be considerate of these risks.

Has there been any work to connect with other episcopal schools in our network?

Teachers feel more productive in the building. We also need to figure out what to put in place to support them in staying home if they need to.

I find some families are comfortable and some are not with virtual learning. One parent is thinking about pulling their kid if we go virtual because of the loss of connection.



A 3rd grade scholar works hard at home during distance learning

Responsiveness to shifting needs

Scholars and their families Faculty Evolving demands of the pandemic

Learning to Pivot, Pivoting to Learn

We asked every faculty member, parent, and administrator for input and insight through open and private conversations, modified consensus processes, and design-thinking workshops. We engaged health professionals, educators, community-based organizations, and school leaders at the local, district, the state of Maryland, at national and even international levels. We searched for guidance on health and safety protocols, best practices for schools, and the unique possibilities that came with this challenging moment.

The result was Responsive Distance Learning (RDL)—a program that readied our scholars, staff, and school building for a return to in-person learning. It offered digital learning tools to our faculty to enhance

our instructional capacity, even after the return to our classrooms. The information and understanding gained from the RDL approach led to our return of 50% of scholars returning in April 2021 (before many other public elementary schools in the region) and 80% of scholars in our Summer Restore academic program. We look forward to continued growth as we move forward from the pandemic to future possibilities.

“We can’t promise any specific outcome, but we can promise that we’ll listen and respond.” MICHAEL O. MOLINA

Responsive Distance Learning: **The Plan**

A plan that reflected the needs, desires, capacities, and aspirations of our community, while keeping equity at the center of our intentions.

KEY FEATURES:

- Frequent community town halls via Zoom
- Surveys to assess our approach and identify needs
- Family education workshops on how to support scholar learning
- Faculty training in online learning platforms and digital learning tools
- Formulation of a COVID Task Force to consider best practices for mitigation in preparation for the return to in-person learning
- Creation of Summer Restore, a summer academic program built to push academic growth



RESPONSIVE DISTANCE LEARNING (RDL)

- Purchased PPE (masks, plexiglass dividers, hand sanitizing stations, air purifiers for each learning space)
- Selected the NWEA Measures of Academic Progress (MAP) standardized test to measure student academic needs
- Administered two rounds of MAP testing to assess academic needs
- Held community town halls informing families about decision-making processes around returning to in-person classes
- Planned master scheduling session to design a 2020-21 academic year responsive to returning scholars' needs

2020

JULY-SEPTEMBER

OCTOBER-DECEMBER



Our Boys Step Up

DURING THE PANDEMIC, CHILDREN GAVE ADULTS IMMENSE grace as we had to admit our lack of control and, at times, our lack of clarity regarding how the pandemic would play out. They trusted us, followed our lead, and showed resilience in the face of immense challenges. The scholars blessed us with their patience and their willingness to try. They stepped up in innumerable ways:

- **Learning and assimilating to digital tools**
- **Becoming more independent learners responsible for participating remotely**
- **Working hard to be present, on time, and accounted for during remote learning**

Upon our return to in-person classes, the boys stepped up to even more, by:

- **Masking, social distancing, and weekly COVID testing**
- **Patiently relearning the social skills required for in-person learning**
- **Overcoming the fear and discomfort associated with weekly COVID-19 surveillance testing**



OUTDOOR IN-PERSON GROUP ACTIVITIES

2 DAYS/WEEK IN-PERSON

- Initiated hybrid cohort model with classes in A-B cohorts
- Provided option to remain in RDL
- Collected and organized health forms to sign scholars up for weekly testing through Children's National Hospital

FULL IN-PERSON + SUMMER RESTORE 2.0

- Offered weekly COVID testing to support 50% return of student body
- Administered further round of MAP testing
- Started academic planning for Summer Restore 2.0 recovery camp
- Held regular meetings to discuss and assess shifting COVID dynamics

2021 JANUARY-MARCH

APRIL-JUNE

Our Community Steps Up

PARISHES FROM ACROSS THE EPISCOPAL DIOCESE of Washington stepped up to make a significant and consistent impact on BWS scholars and their families. They provided grocery gift cards to help parents cover the cost of feeding kids who were home all day during remote learning. *Episcopal parishes* acted with the highest examples of Christian charity and human compassion. In addition to grocery cards, the parishes stepped up to provide clothes, Christmas presents, and books as gifts to scholars and their families. Support from Episcopal parishes continues to form the core of the resources that sustain BWS.

THEARC is also central to BWS's sustainability. BWS is co-located with 14 nonprofit organizations at the Town Hall Education and Recreation Campus (THEARC). The great challenge of the pandemic brought our organizations together as never before. BWS first engaged THEARC partner *DC Central Kitchen* to provide individually wrapped breakfasts and lunches for scholars' families to pick up, which kept the boys nourished during remote learning. Next, THEARC partner *Children's National Hospital (CNH)* evaluated our building's COVID-19 mitigations prior to the start of the 2020-21 school year. CNH also coordinated our weekly COVID-19 testing, which allowed us to get 50% of our scholars back in the building by April 2021, six months earlier than most students at nearby public schools. We also engaged the *Washington School of Ballet*, *Levine School of Music*, and the *Phillips Collection* in providing remote movement and music classes, as well as art-learning kits, to keep the boys active and creative during Responsive Distance Learning. BWS's location at THEARC continues to be a gift that keeps on giving!

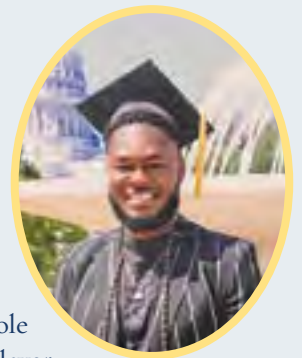


Our Faculty Steps Up

A RETURN TO IN-PERSON LEARNING FOR EIGHT 3rd-5th grade scholars in Fall 2020's learning hub could not have happened without adults willing to risk the unknowns of COVID-19 to be present with them. *Mr. Austin Weatherington* and *Mr. Darren Foster* were two such intrepid souls. A seasoned teacher and a recent college graduate studying for the MCAT, respectively, Mr. Weatherington and Mr. Foster worked together to keep the boys safe and focused on learning.

Mr. Weatherington had just completed his first year as a 3rd-grade teacher at BWS to rave reviews from students and parents alike. His ability to form meaningful relationships helped the boys maintain good spirits despite the social distancing and masking challenges. Firm but kind, Mr. Weatherington was the obvious choice to take on the unique challenge of teaching his own 3rd scholars remotely while simultaneously helping to supervise eight 3rd-5th graders in person. When asked, Mr. Weatherington didn't hesitate to say yes. His courage and commitment served as an example for other faculty in our eventual return to 50% capacity in Spring 2021, 80% capacity in Summer 2021, and to a full return in Fall 2021.

Mr. Foster, a DC native and 2020 graduate of the University of Wisconsin, needed work while he studied for the Medical College Admissions Test. A younger cousin of our Director of Admissions and Partnerships Bardell Brown, Mr. Foster came to us with a built-in sense of his responsibility as a role model to young boys. An avid lacrosse player as a child, Mr. Foster tossed the lacrosse ball around with the boys during recess. An ambitious and strong student, he kept them focused and on track inside our in-person learning hub. We remain so grateful for his willingness to share this important time in his life with us and were thrilled to learn that he successfully completed the MCAT. Tragically, Mr. Foster passed away from non-COVID health challenges during Summer 2021 at age 23. We will never forget the time and effort he poured into our scholars, and we will continue to challenge our scholars, and our community, to be like Mr. Foster and make the most of their precious time on earth.



◀ Mr. Weatherington works with a 4th grade scholar during Debate Club

A COVID TALE

Chauncey and Rico

5 TH GRADERS CHAUNCEY AND RICO WERE TWO OF the eight BWS scholars who started the 2020-21 school year in person at the height of the COVID-19 pandemic. Chauncey and Rico were best friends. Chauncey is sharp with a magnetic personality. Rico is quietly ambitious and talented. The boys seemed to balance each other in meaningful ways, but their life circumstances were very different.

Economic challenges had created a level of struggle for Rico that Chauncey was blessed to mostly avoid. Then came the COVID-19 pandemic and the challenges got harder for Rico's family. Rico began having trouble getting to school, which was critically important for him in his final year at BWS. Chauncey's family stepped up and stepped in.

Chauncey's mother offered to have Rico spend the entire remainder of the school year at their home. BWS stepped up and stepped in to purchase, deliver, and help assemble a new bunkbed to make room for Rico. BWS also provided grocery cards to help Chauncey's family with the added expense of feeding another growing boy.

This time together as roommates, though born of struggle, was a blessing before these best friends went off to their middle school adventures. Now graduates, Chauncey attends Sandy Springs Friends

School in Maryland, while Rico was accepted to the Milton Hershey School, at no cost for school or boarding, in Hershey, Pennsylvania. Though they are now far away from each other, that time together will certainly keep these boys bonded for life. This is BWS at work!



▲ Chauncey and Rico were at school months before other schools in the area were open for in-person learning
◀ Scholars study seeds during Summer Restore

Scholars enjoy some brotherly love in the green space outside the National Cathedral before BWS Evensong evening prayer service



Covid affected each and every one of us in the BWS community. Now is a time to use everything we have learned to look ahead together with new energy and determination. When we come together and persevere during hard times, we are stronger and able to see great things in front of us. In Summer 2022, BWS will undertake a major strategic planning implementation process with an eye toward leveraging newly gained virtual teaching and learning skills. Stay tuned!

“Out of the cocoon of challenge we will emerge to become a new school with a new vision.”

MICHAEL O. MOLINA



THIS GUY
GRADUATED
5TH GRADE

James Woody's Continuing Legacy

“When I think of the Bishop Walker School, I think of a stake that has been planted in the ground with a flag that waves on top of it. That flag communicates to boys in our community that we see you, we acknowledge you, we love you, we are committed to your well-being, and we’re going to be with you through the good times, through the challenging times, and through everything in between.” JAMES R. WOODY



▲ Officials from the Middle States Association present a framed certificate to mark BWS's first full 7-year accreditation

▼ 3rd graders work on a drip painting in the BWS art room

JAMES WOODY'S ROLE IN INITIATING the process for BWS to receive its 7-year accreditation from the Middle States Association Commissions on Elementary and Secondary Schools (MSA) cannot be overstated. A hands-on leader since he first envisioned BWS's potential, Woody began the rigorous 2-year process that was finalized in November 2021. BWS will now have access to more resources from federal and private granting agencies than before. This validates both a decade of effort and provides a foundation from which to build upon for the next decade. That this feat was accomplished during Mike Molina's early tenure as Head of School and despite COVID shows just how resilient, resourceful, and ready BWS is to emerge and grow in its excellence.



A BWS Welcome!

Two wonderful and dynamic people have joined our community. We are lucky beyond measure that they have brought their dedication and experience to BWS.

ITÉA BELL TANNER

Director of Curriculum Design and Implementation

Priding herself as a “Teacher’s Teacher,” **MRS. BELL TANNER** has taught every grade from 6th through graduate school and serves as the onsite instructional coach, professional development facilitator, curriculum specialist, program designer, and data analyst. As she honed her skills as a full-time classroom teacher, Mrs. Bell Tanner developed a deep commitment for skill-based instruction, curricular program development, and teacher preparation.

Since settling in the Baltimore-Washington area in 2015, Mrs. Bell Tanner has immersed herself fully in urban education and school leadership. She will continue to work and advocate for the proper and continuous development of classroom teachers and student academic growth. As a member of the BWS Village, she hopes to increase collegial opportunities for staff and to design programming that is rich in skill and content for all BWS scholars.

-
- **Education: Rowan University, BA in K-12 Subject Matter Education and History; graduate degree from Rutgers University**
 - **Teaching Experience: 13-year teaching veteran; full-time classroom teacher; model teacher and professional development facilitator; senior curriculum writer for East Windsor, NJ school district; Urban Turnaround Specialist at Johns Hopkins University School of Education; urban school researcher and leader, North Philadelphia; developed pre-service teachers at Pennsylvania State University and Johns Hopkins University**
 - **Honors: finalist, Association for Supervision and Curriculum Development, Outstanding Young Educator Award; finalist, East Windsor, NJ School District Teacher of the Year**



THE REVEREND RICARDO SHEPPARD

School Chaplain and Religion Instructor

REV. SHEPPARD joins the BWS Village as the new chaplain. Additionally, he serves as rector of the Church of Atonement, a historically Black Episcopal parish in DC's Ward 7.

Born in Trinidad and Tobago, Rev. Sheppard immigrated with his parents to the US in 1975 at age 9. His family settled in Brooklyn, NY, where his mother still resides.

Sheppard enlisted in the United States Marine Corps directly out of high school and served with distinction for nearly a decade until he was honorably discharged in 1993. He worked on youth outreach at the Hebron Baptist Church in Brooklyn before becoming a part of the Episcopal Church.



- **Education:** College of New Rochelle, Bachelor of Arts degree with a concentration in Social Science; Princeton Theological Seminary, Master of Divinity degree; University of the South, School of Theology, Sewanee, TN, diploma in Anglican Studies
- **Experience:** Associate Minister for Youth and Outreach at Hebron Baptist Church, Brooklyn, NY; served as Priest-in-Charge at St. Alban's Episcopal Church in New Brunswick, NJ, 2016 to 2019





BWS alumnus Caesar Quick records a video to support the Juneteenth Giving Campaign



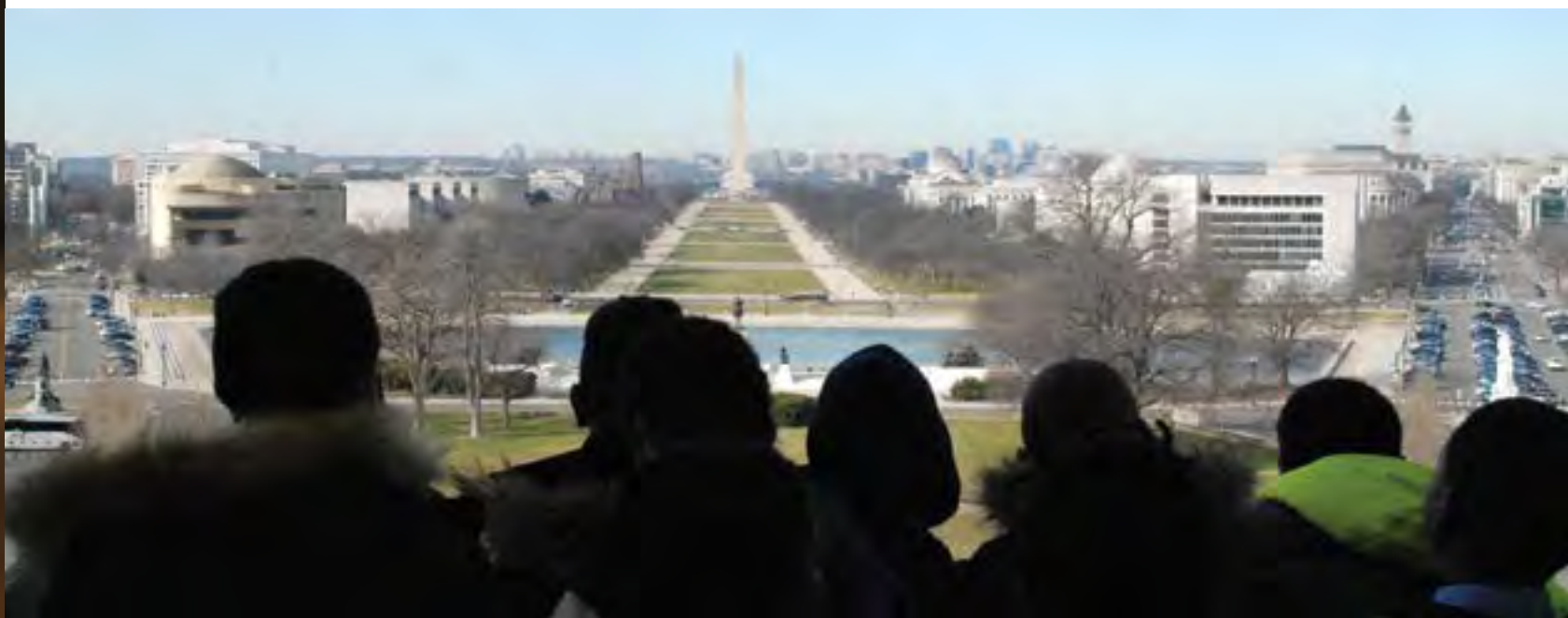
Juneteenth Giving Campaign

Now a federal holiday that acknowledges June 19, 1865 as the date that the last enslaved African Americans were liberated from bondage, Juneteenth has been celebrated by generations of African Americans as a milestone in the long journey to freedom.

Juneteenth is a complicated reflection on history as it preceded 100 years of Jim Crow laws—federal, state, and local segregation laws that created a system of separate and unequal citizenship in public spaces, work environments, and, most importantly, in schools. Over that century, those who built institutions earned greater freedom by founding the Historically Black Colleges and Universities and African American churches that powered the US Civil Rights Movement to ultimately defeat legal segregation. Yet with all of this progress, in 2020 the Economic Policy Institute found that over 72% of African American students attended high-poverty schools that are funded well below schools in neighboring suburban districts. To continue the march toward racial equity and opportunity, the Bishop Walker School is built to interrupt ongoing racial inequities in education.

To invite investment in our work and to create a wonderful learning environment for the 100% African

American boys enrolled at BWS, we launched the Juneteenth Giving Campaign in 2021. We encouraged giving and raised our school's profile by sharing video clips and still photos, via social media and email, of BWS scholars expressing themselves artistically and intellectually. The campaign, which symbolically merged Juneteenth as a celebration of freedom and July 4 as one of national independence, ran from June 19–July 5 on the necessity for increased investment in African American boys during their early educational years. As an independent school, BWS has created an academic program that meets the needs of each student while establishing a model of learning that can produce educational equity more broadly for its students. With a goal of \$20,000, which covers the cost of one scholar's attendance at BWS for one year, the Juneteenth Giving Campaign succeeded in raising \$30,000 and generated thousands of social media views. **Many thanks to all who supported the Juneteenth Giving Campaign!**



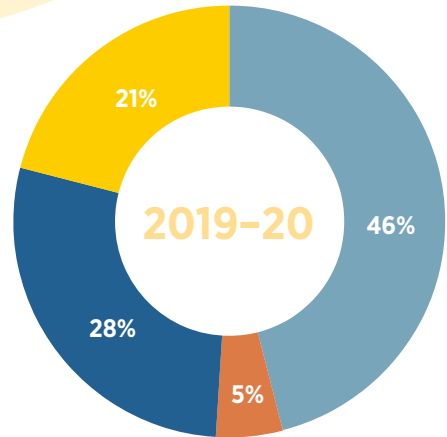


2019-21 Financials

SOURCES OF SUPPORT

2019-20 Financials

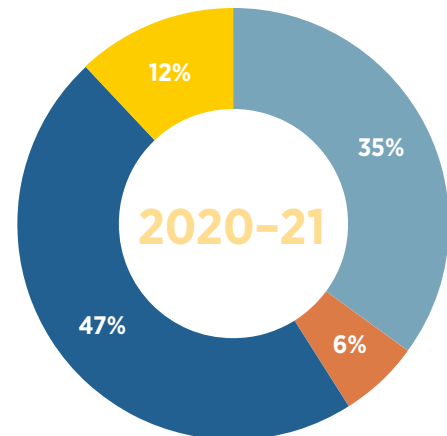
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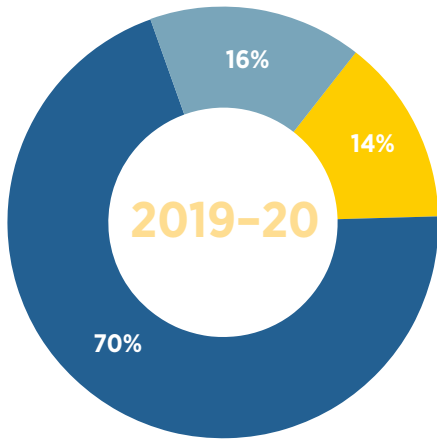
- Governing Board
- Individuals
- Parishes
- Foundations & Corporations

2020-21 Financials

(AUDITED THROUGH DECEMBER 31, 2020)

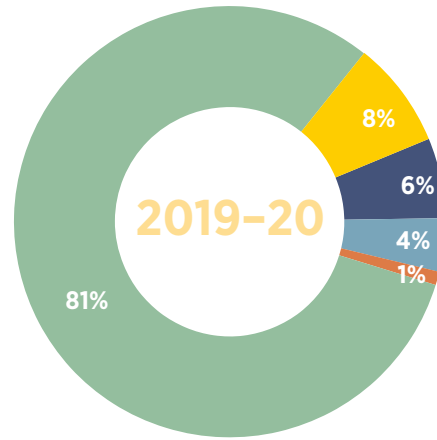


OPERATING EXPENSES

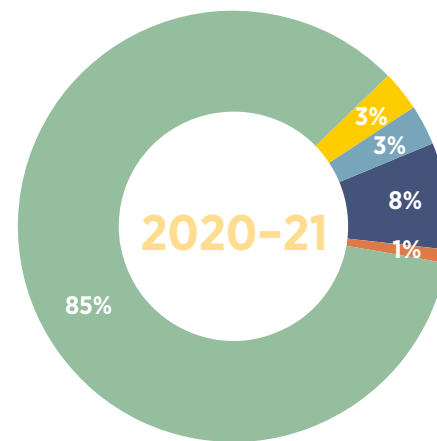
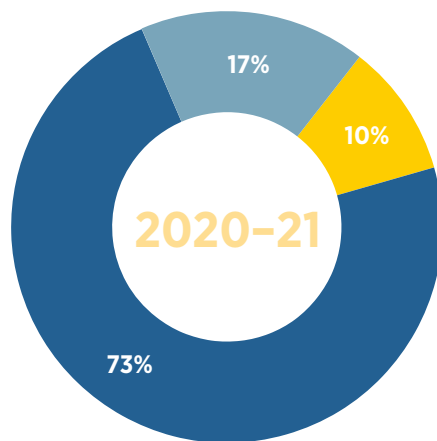


- Facilities
- General & Administration
- Teaching & Learning

OPERATING REVENUE



- Gifts for Operations
- Rental Income
- Opportunity Scholarship
- Release from Restricted Funds
- Other

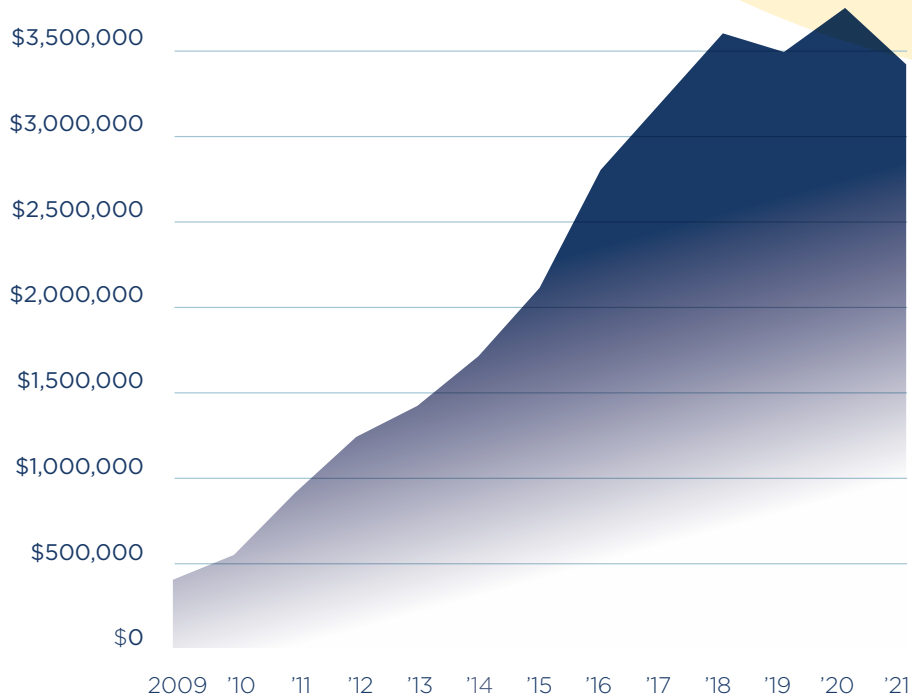


TOTAL GIVING

	2018-19	2019-20	2020-21
Unrestricted Operating	\$1,009,000	\$1,067,363	\$1,251,515
Restricted Operating		\$38,222	\$52,300
Student Sponsors	\$604,303	\$535,590	\$632,566
Annual Dinner	\$823,371	\$1,036,306	\$952,017
Gifts-in-Kind	\$12,906	\$12,031	\$89,155
Temp. Restricted Gifts	\$95,650	\$169,783	\$433,380
Endowment		\$20,000	\$20,000
Capital Campaign	\$1,010,838	\$805,424	
Total	\$3,556,068	\$3,684,719	\$3,430,933

MAKING IT HAPPEN

FUNDRAISING



Middle Schools Attended by BWS Graduates:

Barrie School
 Bonnie Branch Middle School
 Cardigan Mountain School*
 Charles Hart Middle School
 City Arts and Prep Charter School
 Digital Pioneers Academy
 Gholson Middle School
 Gwyn Park Middle School
 Holy Family School
 Holy Trinity School
 Howard University Middle School
 of Mathematics & Science
 Kelly Miller Middle School
 Landon School
 Matthew Henson Middle School
 Meridian Public Charter School
 M.V. Leckie Education Campus

Milton Hershey School*
 Oxon Hill Middle School
 St. Albans School
 St. Andrew's Episcopal School*
 St. Anselm's Abbey School
 St. Francis Xavier Catholic Academy*
 St. Patrick's Episcopal Day School
 St. Stephen's & St. Agnes School
 St. Thomas More Catholic Academy*
 Sandy Springs Friends School*
 School Without Walls Public Charter School
 Statesmen Public Charter School*
 Stephen Decatur Middle School
 Washington Episcopal School*
 Washington Global Public Charter School
 Washington Jesuit Academy*
 William E. Doar Jr. Public Charter School

**Schools attended by the Classes of 2020 and 2021*





Scholars head out for one of our weekly Summer Restore field trips, made possible through our partnership with Living Classrooms Foundation. Scholars got to fish, hike, canoe, and learn from nature at Kingman and Heritage Islands in the Anacostia River



Volunteers

This is a partial list that reflects the many who have given generously of their time, talents, and energy to ensure that our students learn and engage in a warm and inspiring environment. To the many parents, teachers, community volunteers, and others who participated in projects or events throughout the year: THANK YOU! You have been critical to the continued success and growth of our entire school community. We treasure your generosity of time and spirit. Your presence matters, and we are so grateful.

2020 Annual Dinner Committee

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John Thorne

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Cantacuzene
Laura Ahn McIntosh
Maria Walker
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Hannah & Adam Isles

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Fran & Stuart Kenworthy
Lauralyn & Peter Lee
Alice & Mike Leiter
Becca & CJ Mahoney
Cathie & Kevin Martin
Dace & Roman Martinez
Marcia Mayo
Jennie & Kevin McDonnell
Natalia & Antonio Monteiro
Parker & Rich Moore
Jeannie S. Musslewhite
Catherine & Chip Nottingham
Claire Buchan Parker & Tony Parker
Tricia Pinkard
Mary Margaret & Scott Plumridge
Michael Rankin & Mark Green
Diana & Roland Reynolds
Lisa & Lacy Rice
Evie Rooney
Sara and Rich Schaberg
Martha & Bruce Searby
Ashley & Clint Shaw
Maggie & Tom Sheedy
Liz & Bob Shorb
Nancy & Simon Sidamon-Eristoff
Laura & Hugh Steuart
Amy Porter Stroh
Merriellou & Ned Symes
Sara Thorne
Porter & Jeff Wall
Jennifer & Michael Wood
Dottie & Ken Woodcock

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Martha Irwin Searby

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Dory Clark
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Mr. J. Bruce Whelihan
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Mr. Oliver Ames
Mr. Charles F. Bolden Jr.
Dr. William Byrd Ph.D.
Mr. William H. Catto
Mr. Kelvin Coleman

Ms. Kristina Crocker
Dr. James Davis
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Mr. Noah Pollak
Mr. Joseph M. Rees
Mr. Derry Riedel
Mr. Eugene Schneeberg
Mr. Bailey Williams
Mr. Marcus A. Williams
Mr. Brandon D. Wilson

Summer Restore Volunteers

Claiborne Clark
Jackson Sheridan
Mikey Wood

Tutors

Blake Coleman
Caroline Connolly
Sophie Graf
Sandi Hannibal
Davis Webb

Librarians

Mrs. Heather H. Clessuras
Mrs. Evonne Connolly
Ms. Susan Crudgington

Mrs. Heather Florance
The Rev. Dr. Olivia Hilton
Mrs. Sara Lemke-Von Ammon
Mrs. Catherine Marquardt
Mrs. Barbara Ochmanek
Mrs. Sylvia Rortvedt

Distance Learning Read Aloud

Melik Abdul
Heather Clessuras
Blake Coleman
Caroline Connolly
Olivia Connolly
Evonne Connolly
Robert Connolly
Catherine Marquardt
Scott Marquardt
Fletcher Shaw

Groups

An Open Book Foundation
St. Albans School
St. Andrew's Episcopal School
Bishop Walker School Parents Association
Bishop Walker School Junior Service Board
Boys and Girls Club
St. Columba's—Reading is Fundamental
David Lynch Foundation
St. Paul's School (New Hampshire)
Perennial Garden Club
Washington School for Girls
Washington Youth Garden



Ways to Give

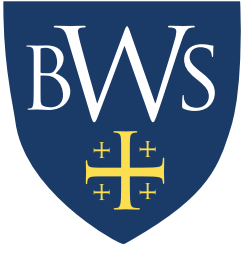
As a tuition-free independent school with no tuition revenue, philanthropy must fully support the school each year. In order to fulfill our mission of offering an independent education to boys east of the Anacostia River, the Governing Board realized that an inability to pay tuition could not be a bar to attendance.

For information on planned giving, stock transfers, or wire transfers, please contact:

Brenda Walker, Development Assistant
202-221-8059
bwalker@bishopwalkerschool.org

Gifts can be made by check mailed to the school or by credit card online at:

www.bishopwalkerschool.org/onlinegiving



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