Colorado Classics Association

April 25 2026 Meeting Minutes

After informal socializing over bagels and coffee, the meeting commenced at 10:15 AM.

CCA Co-President Reina Callier (CU-Boulder) welcomed all and thanked everyone for joining. Present in addition to Reina were: Helen Vickery, K-12 co-president (Boulder High School), Elizabeth Bowman, secretary (D'Evelyn Jr/Sr High School), Tim Smith, SALVI president (Loveland Classical Schools), Nick Lawson (Loveland Classical Schools), Amanda Sherpe (Mullen High School), Mitch Pentzer (CU-Boulder), Megan Gorman (Regis Jesuit High School), Lauri Reitzammer (CU-Boulder), Isabel Köster (CU-Boulder), Amy Rosevear (Cherry Creek High School), Jenna Berrios (Augustine Classical Academy), Zach Herz (CU-Boulder), Pierre Habel, communications director (D'Evelyn Jr/Sr High School, retired), Victoria Kalman (Fairview High School), Firdaus Jones (Augustine Classical Academy), Jackie Elliott (CU-Boulder).

Meeting agenda items:

I. Jackie moved to approve the minutes of the October 5 2025 meeting. Victoria seconded. The motion passed with no objections. Approved minutes will be posted to the CCA website.

II. Officers were elected for a two-year term beginning June 1, 2026

Elizabeth Bowman, K-12 co-president	Amanda Sherpe, treasurer
Richard Buxton, vice-president	Pierre Habel, communications director
Victoria Kalman, secretary	

Thank you to outgoing officers Reina, Helen, and Jackie for your service!

III. Elizabeth noted that CCA received no nominations for Teacher of the Year for 2025-6. We hope teachers will consider which colleagues may be worthy of this recognition now so that we have a healthy batch of nominations in the coming years in order to recognize a winner every spring.

- Pierre noted that it's always good to partner with colleagues to draft nominations. If he can be of use, he volunteers to help anyone who would like the support.
- Jackie noted that summer is a good time to draft nominations. Bandwidth is difficult to come by once the academic year is underway.

- The suggestion was made that we use CCA letterhead to invite principals or administrators to nominate their staff and to promote current winners.

IV. Elizabeth requested programming suggestions for next year's meetings or for CCA projects.

- Zach expressed interest in postsecondary faculty visits to high school classrooms to teach mini-lessons, lead discussions, and inspire enthusiasm about ancient world topics. (He volunteers to teach any of Pliny's letters to Trajan!)
- Victoria noted that postsecondary pedagogy students are welcome to observe and where appropriate teach her high school classes as well.
- Mitch added that there may be the opportunity to bring material culture artefacts (e.g. in his case, Roman coins) into high school classrooms and that this may be of interest to history classes, too. Graduate students may also be available to support.
- The idea elicited enthusiasm from the room and it was agreed that CCA could be an excellent conduit for coordinating classroom visits. Zach and Mitch agreed to be the CU point of contact for K-12 teachers: zachary.herz@colorado.edu and mitchell.pentzer@colorado.edu

V. Elizabeth opened the floor for other announcements or discussion points.

- Helen, Victoria, Zach, and Pierre all spoke recently with the Boulder Daily Camera about the importance of Latin in public schools for a forthcoming article.
- Helen reported that Latin is back on the books at Boulder High for next year! She reminded those with struggling programs that parents are our best advocates and attributed much of her recent success to her parent and student community.
- Victoria reported that she has 35 Latin I students enrolled for next fall at Fairview and that her IB Latin numbers have quadrupled. Well done Victoria!
- Amid concerns regarding the discontinuation of Latin teaching licensure at the CU-Boulder School of Education, Amy noted that the student-teacher placement pipeline can be helpful for keeping Latin programs going.
- Tim invited all to *Biduum Coloratanum* 2026, to be held in Allenspark October 23 - 25!
- Elizabeth recognized and thanked Reina and Jackie for their service to CCA and to the Colorado Latin teaching community for so many years. Thank you both! We'll miss you!

Close of business meeting, 10:50 AM

Discussion: New AP Latin curriculum; the transition from high school to undergraduate Latin coursework

Reina served on the new AP Latin committee and opened the discussion by noting the changes:

- Vergil is still required, but with fewer lines and more breadth of selections
- Caesar was removed and a selection of the letters of Pliny added
- A project was added, to be designed and graded by classroom teachers based on four readings from a variety of authors which will change each year (this year included excerpts from *Fasti* II, Augustine's *Confessions,* the *Laudatio Turiae,* and the *Ruodlieb*)

Additional qualitative changes:

- Free response essays are shorter and more structured to focus less on student prose writing
- Reading comprehension is more emphasized, historical context and social history less so

Goals included creating more room for teacher choice and exposing students to a wider variety of texts.

Amanda, Megan, and Amy all taught the new curriculum this year and shared their thoughts:

- Amanda appreciated the guidance provided for the extensive essential knowledge required of students; expectations now feel less nebulous. She and Megan both emphasized the value of the new 1000-word vocabulary, beyond which words are glossed on the exam.
- Amy noted that, while teachers are still constrained by the demands of the test, she did appreciate that the new approach allowed more teacher creativity.
- Pierre asked if the course audit process still exists; the answer is yes, but sample syllabi are provided, and College Board strongly encourages teachers to draw on those heavily.
- Megan enjoyed reading Pliny's letters! All three teachers felt the Vergil excerpts were disjointed; students experience less continuous narrative, and teachers have to provide more context. Megan recommends having students read the *Aeneid* in English over the summer, although there are no longer English readings required by the exam.
- Amanda and Amy designed their projects together and enjoyed the process. Both agreed that they would be able to use that basic project outline again with new readings in future years.
- Megan expressed some concern that students could have ChatGPT write their project summaries for them for the exam.

Additional notes:

- Overall it seemed agreed that it's still a lot of text and difficult to get through all of it.
- Students should expect 30 – 45 minutes of homework a night.
- Amanda noted that teachers who either have never attended summer AP institute or haven't done so in a number of years can apply for grants to do so through College Board.
- Generally some nostalgia lingered for the old AP Vergil exam. Zach noted that poetry reading seems more crucial than prose at the high school level.

The conversation shifted to thoughts on the transition from high school to undergraduate Latin courses.

- Zach shared his concerns that incoming students are excellent at comprehending text based on context clues but lack detailed knowledge of morphology and syntax. He worries that students struggle to rise to the challenge in undergraduate courses when the Latin gets tough and the context is too difficult to guess at.
- Isabel noted that it's also tough when students have insufficient confidence in their own ability to read something totally new.
- Numerous teachers shared that it's just really, really hard to hold students to such detailed grammar standards and keep a program alive. High school Latin teachers often can't afford to be the bad guys.
- Jackie suggested that getting students interested in Latin is a phenomenal starting point. Undergraduate professors can commit to getting students to that next level. The talent is there, and getting students in the door of a Latin classroom is the most important piece.
- Amy noted her recent training on how to read like a Latinist: students have to have enough grammar to make a go of it, but really we read for meaning and enjoyment and cultural context. Sometimes we save the details for later!

Thank you all for joining, and thank you again to Victoria for hosting!