

spring–summer 2019

# BULLIS

MAGAZINE



COMMENCEMENT 2019

DISCOVERY DAYS: A LEARNING ODYSSEY

TECH WITH HEART: EMBRACING TECHNOLOGY TO CREATE DEEPER CONNECTION



spring-summer 2019

# BULLIS

MAGAZINE

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Lower School Discovery Days: On the Move



**ON THE COVER:** Commencement 2019—  
a moment of celebration. For more, see  
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## REACHING OUT IN MEANINGFUL WAYS

The end of every school year brings mixed feelings of celebration, excitement, nostalgia, and anticipation, even as we enjoy the break in routine that summer offers. Our students have grown and achieved many markers over the year with admirable focus and energy as they completed projects and activities. We can all feel satisfaction and pride in their accomplishments this year. Now, as Bullis faculty and staff take time to reflect and envision the upcoming year, we are already looking forward to students returning to campus, all smiles and enthusiasm, in September.

This issue of *Bullis Magazine* touches on two themes that our School has always valued, and that are important to me personally and as an educator: the concept of giving back and the excitement of learning. In the following pages you'll read about our outstanding Community Service program and see highlights from our Discovery Days initiative. Both programs are exciting adventures in education—and different expressions of the threefold principle so deeply valued at Bullis—our motto of Caring, Challenging Community. Students, staff,

and families have demonstrated this year how much they care about others, how willing they are to step up to a challenge, and how much value they add to our community. That is truly the Bullis way.

I have always stressed the importance of giving back to others; I feel it is one of the most significant differences we can make in the world individually and on a global scale. Our Bullis students reach out to others in meaningful ways, exceeding the high expectations encouraged by their teachers. Our exemplary faculty also produced an innovative Discovery Days program, giving students and faculty both a chance to infuse learning with refreshing creativity and excitement.

Finally, my warmest congratulations to the Class of 2019, whose members, now our newest alumni, are setting forth on the exciting adventure of life ahead. Their commencement signifies not just the end of their grade school years, but the beginning of their future. I wish them all the best.

Best regards,

## NEW STUDENT GOVERNMENT ASSOCIATION OFFICERS ELECTED

Hannah Baltimore '20 and Caleb Robinson '20 were sworn in as Bullis Student Government Association Co-Presidents for the 2019-2020 academic year at a May 20 assembly where traditionally the Junior class moves to the seats left vacant by graduating seniors. Hannah and Caleb stepped onstage to take an oath promising to be examples of citizenship and involvement, to represent Bullis with pride and integrity, to model respect, and to lead with focus. They charged the community to hold them accountable, and closed by saying, "Our guiding purpose will be to leave Bullis stronger than when we entered office." We look forward to their tenure and wish them every success.



## History Awards



Four Bullis students advanced to the Maryland State History Day Competition—Charlotte Helmig '20, Marianna Anagnostou '20, Caleb Robinson '20, and Ashleigh Taylor '20.

## Supporting Professional Development for Faculty and Staff—Carnival: A Night in Brazil!

At this year's Gala, the Athletic Center was transformed into a South American celebration with exciting music, bright colors, and lots of energy.



One highlight of the evening was "Raise the Paddle" during the Live Auction which raised nearly \$100,000 in support of professional development programs, helping to ensure that our teachers have access to new learning opportunities and resources. The money raised will allow Bullis faculty and staff to attend and present at conferences, connect with other specialists in their subject areas, and take their training to the next level.

Our teachers are inspired lifelong learners who share their love of learning with our students.

We would like to express appreciation to our Gala Co-Chairs Mary Barth P'23, and Azita Moazzez P'19, '20, for their creativity and enthusiasm in putting together such a great event. We are also grateful to our Platinum Sponsors: Total Wine & More, June and David Trone, P'12, '14; RSVP Catering, Charo and Larry Abrams, P'18; and Digital Event Associates, Inc., Nikki Herson Cohen '97, P'27 and Dan Cohen P'27, for their generous support and sponsorships. We also want thank the many parent volunteers who donated items and volunteered countless hours to ensure the success of the Gala.

Thanks also to everyone who attended and generously bid on auction items. The result was a memorable fundraising and "friendraising" event for this close-knit community. We hope to see everyone at next year's Gala—March 13, 2020.



## 27 BITLAB PROJECTS

BITLab Coordinator Matt Zigler compiled a list of digitally based projects created in the lab this year and wrote a blog post.

To read more about these stories and other news, check out our Newsroom at [bullis.org](http://bullis.org)!

## Musical Leaders



Bullis students and teachers excelled at the Maryland Music Educators State Conference in Baltimore. Music faculty presented, students played in the Jr. All-State band, and several student composers were recognized and performed original works.



# DISCOVERY DAYS 2019:

## A LEARNING ODYSSEY

This Spring, Bullis initiated an idea incubated by faculty and staff for over two years:

What kind of learning could Bullis students do if students and teachers were freed from traditional ideas about curriculum, classrooms, and assessment?

What happens when we fuel the spark of curiosity with freedom and time?

When the Discovery Days concept was put to the test, something special happened.

Each division organized multi-day sessions around areas of interest rather than traditional academic subjects. In addition to creative educational sessions, activities and guest speakers on campus, there were wide-ranging field trips as Bullis buses crisscrossed the D.C. area and beyond, exploring cities or heading into the countryside. Chefs, entrepreneurs, authors, experts in many fields, service dogs, food trucks, and even a flamenco dancer visited Bullis. Students picked their courses from

*"Learning new skills, bonding in new social groups, developing grit in the face of adversity while hiking or facing challenges—it was all about experience, growth, and process, rather than a grade or end product. That made them more willing to take risks."*

*—Upper School Faculty Member reflecting on Discovery Days*

a catalog following an assembly where choices were presented in entertaining and intriguing ways. Each session explored topics that were new, unusual, and exciting for every student involved.

Discovery Days are the result of “a challenge issued by Dr. Boarman to the Bullis staff two years ago to develop a K-12 learning experience for students that allowed for skill and social-emotional development outside the traditional curriculum,” Lisa Vardi, Bullis’ Executive Director of Teaching and Learning, explained. Bullis staff collaborated within and across divisions and disciplines to create a curriculum with variety and value.

With the classroom reimaged, teachers let students take the lead building, designing, creating, and deciding. “The best part about Discovery Days was that it gave us, as teachers, the freedom to explore while letting students discover ways to grow during projects,” said one teacher.

The energy and enthusiasm of the faculty spread to students. “They were incredibly excited that entire week,” said another teacher. “They benefited from diving deep into a subject that they were interested in and wanted to learn more about.”

By the end of the experience, students presented their adventures and projects in showcase assemblies, demonstrating that they had gained a fairly deep exposure to their topics. Just ask a Broadway Bound Middle School student to talk musicals or let a Mastering Money participant explain the difference between credit and debit. You could even ask Upper School Superhero Physics students how much jet fuel Ironman’s suit would need to carry in real life if he were to fly around as he does in the movies. Let another student tell you the difference between building a bridge or designing an airplane, or what it takes to create an escape room mystery.

“I am so proud of what our students and faculty accomplished together during Discovery Days,” said Head of School Dr. Gerald Boarman. “By taking a risk and trying something new, our teachers stimulated critical thinking in students who were given exciting questions to explore. The amount of learning that took place in such a short time was incredible. This program is not only about discovery, but about authentic learning and growth.”





**Below, by division, are descriptions of some of the 55 Discovery Days courses offered to nearly 700 students**

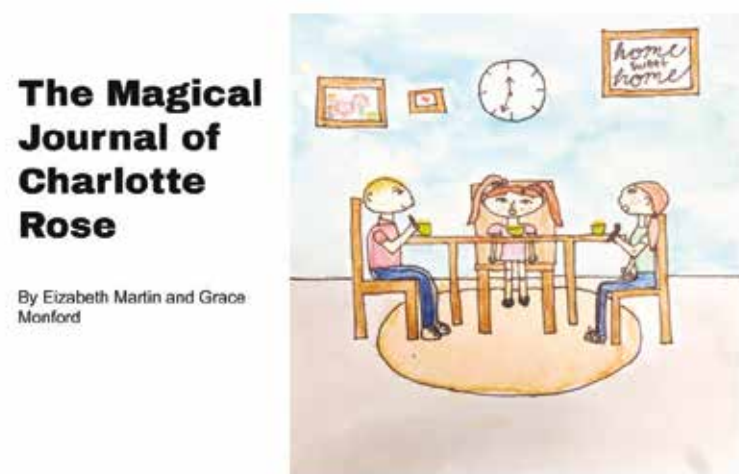
**in Kindergarten through 11<sup>th</sup> grades.**

### **MARCH 18-22: MIDDLE SCHOOL**

The Middle School's informal motto, "Lead from the Middle," captured the spirit of these students and staff, who dove into Discovery Days the week before Spring Break to take the new program from a promising idea to a successful and enriching learning experience. "Many students pushed themselves to try something different or face a fear," said one teacher. "There were times when kids struggled, but they recognized that they could push through and come out on the other side exhilarated."

#### **CHILDREN'S BOOK CREATION - ANDY MARUSAK, KELSEY DONEGAN**

Students interested in designing children's books sat down with Bullis kindergarteners to find out how young readers think, and what they want and need from a good book. This led them to



brainstorm story ideas, develop narrative, invent characters, write stories, and envision and create illustrations. Children's book author and illustrator Courtney Pippin-Mathur visited to discuss the process of writing, illustrating, and finalizing a children's book, sharing insights into the creative life and the editing process. In the art studio, students created storyboard versions of their books, combining text with illustrations in creative and fun ways. Middle School English Teacher Andy Marusak and Middle School Art Teacher Kelsey Donegan, along with Pippin-Mathur, were on hand to guide and help the young authors, whose final books will be printed in hardcover and included in the Lower School library.

#### **THE STORY YOU TELL - CHELSIE LLOYD**

A week of playing Dungeons and Dragons might seem like playtime, but it was also a creative bonding experience for the students, some of whom had not played before. Dungeon Master and Middle School Theatre Teacher Chelsie Lloyd quickly taught the group the complex rules of D&D, and students thought on their feet during the role-playing dice game. Imaginations were sparked by the scenarios that Lloyd designed, staying up late at night to map situations to keep pace with her enthusiastic students. Students were immersed in a game that challenged problem-solving skills, leadership, integrity, courage, loyalty, imagination, and empathy. The students helped one another out, and even held an outdoor memorial for a fallen character. They learned to take careful stock of a situation and in a crisis by asking the iconic D&D phrase: "How do you want to do this?"



#### **THE WEIRD, WILD WORLD OF FOOD - CLAIRE HOLMAN, KAREN MCPHAUL**

Vegemite, a food favorite in Australia, tastes worse than hickory-

smoked, bacon-flavored crickets, concluded Middle School participants in The Weird, Wild World of Food. Students studied and sampled unique foods eaten in various cultures such as blood oranges, guava, and dragonfruit (declared mild despite its dramatic appearance), durian (a fruit the students unanimously found distasteful), miso soup, and more. Learning that for thousands of years many people have regarded insects as a tasty and convenient source of protein, students bravely sampled crunchy flavored crickets. “Knowing there was a cricket in my mouth was horrible,” said one student, “but the taste was not that bad.”

Between snacks, the students welcomed guest speakers who discussed the business of food preparation, restaurants, and food trucks, including the owners of the Roaming Coyote food truck. Students designed their own food truck concepts, creating menus and building models to display at the showcase.

#### WALKING THROUGH HALLOWED GROUND: CIVIL WAR TOURS - GLENN HUNTER, MICHAEL CHELLMAN

With their imaginations in the past and their feet in the present, students explored Gettysburg and Antietam battlefields and toured Ford’s Theatre in Washington D.C., where President Lincoln was assassinated. Some tried on Union soldier uniforms and stood enthralled as battlefield tour guides wove stories into their presentations. On campus, students wrote letters from the perspective of young soldiers, aware that many soldiers had been teenagers. At the showcase, they displayed the letters along with videos compiled on their tours.

#### DISCOVERING NATURE - RITA GERHARZ, DANA BLEIBERG

Students considered the outdoors from the top of a mountain and the bottom of a test tube, spending most of the week outdoors hiking at Sugarloaf and the Catoclin Mountains, as well as exploring marsh and forest. They studied conservation in the classroom and in the field with Fred Pinkeney, a biologist with the U.S. Fish and Wildlife Service, who brought models of species and talked about wildlife deformities caused by pollution and climate change. He took students into the field to do water testing. “I would do this all the time! We could call it Bullis Outdoor School,” suggested one participant. Their enthusiasm for outdoor exploration was

unhampered by buckets of rain or cold windy weather. “That’s when we saw the bald eagles,” said Middle School STEM teacher Rita Gerharz.

Students enjoyed the learning experience, “especially those who spent the majority of time outside the school walls or out in nature,” said Lisa Vardi.



#### CARING FOR THE COMMUNITY - HANNAH WHITE, AMY HEINZELMANN

Students and teachers alike noticed the contrasts between the affluent area where they live and/or attend school and the poverty and struggle nearby. A week of community service revealed the vast community needs among parentless children, low-income families, babies in poverty, even injured animals. Giving back to the community inspired many students to want to do more for organizations like Comfort Cases and the D.C. Diaper Bank. Realizing they may have taken things for granted, students expressed gratitude and appreciation. “I had no idea how many parents struggle to supply diapers and other baby needs for their kids,” said one. “They still have to pay for food and rent. The D.C. Diaper Bank makes sure these parents have baby supplies. It felt really good to help out and know that I made a difference too.”

## TELEVISION MARKETING - WHITFIELD MASTIN

Students gained a start-to-finish understanding of the television marketing and video editing process with a visit to Discovery Television, where they met editors and creative directors, viewed films, and discussed messaging and marketing. The students were shown advanced footage for new seasons of shows on Discovery's TLC, and formed groups to create promos for actual shows airing this fall.

Spanish teacher Whitfield Mastin saw perseverance, decision making, problem-solving, critical thinking, collaboration, presence, and storytelling-in-action as the students worked together.

## APPRECIATION OF ART - MARCIE DEMERS, KRISTIN KVASNYUK, MARCELA VELIKOVSKY

Nine students spent the week with Johannes Vermeer, Pablo Picasso, Georgia O'Keeffe, and Barbara Kruger as they traveled each day to view art at the National Gallery of Art, Hirshhorn Museum, National Portrait Gallery, and Glenstone. They returned to campus to reflect, post to the Appreciation of Art KidBlog, and create projects of their own. To help students better analyze and understand, teachers



helped them explore artistic movements and styles, artists, their artworks, history and cultural backgrounds. Masterworks in the National Gallery, Kruger's

stunning "Belief + Doubt" installation at the Hirshhorn, Calder's kinetic sculptures and more inspired students' final projects. When students took a final trip to Glenstone in Potomac, Enzo Bell '23 blogged, "the unspoken best part of it was the architecture of the building and how they used it to display the art." Over the week, students were immersed in the ideas, emotion, creativity, and beauty of art.

## APRIL 2-5: LOWER SCHOOL

Immediately after Spring Break, Lower Schoolers and teachers became immersed in Discovery Days experiences—an exploration of the C&O Canal by foot, bike, and canoe; Spy School; a Top-Chef-style

*"I wish Discovery Days would last all yeeeeeeaaar...!"*

**-Lower School student overheard in South Hall**

nutrition and cooking course, and an animal-welfare service course. Students in the Stretch and Grow class collaborated on the challenge of ice skating, some for the first time, by helping each other, and teachers got to know a different side of their students. Afternoons were sweetened by ice cream breaks.

## FARM SCHOOL - MARK WALTER, ANDRES PARRA, LINDY RUSSELL-HEYMANN

On the farm, the day begins with chores. In groups of four, students rotated through morning chores, slopping pigs, changing water and straw bedding in the chicken coop, or feeding and watering the chicks born on day one. An early task was building the brooder, a heated house where the chicks would live. Students developed as observers, documenting their experiences in sketchbooks. They also sheared sheep, made bread and butter (then feasted on those),



planted seeds, and visited with sheep, pigs, chickens, dogs, and a llama. Spending time outdoors, making sketches, and working

together left them tired but eager for more. "They developed a spirit of collaboration when it came time to do chores," said one teacher. "There were many challenges to face and working together helped overcome difficulties. They thought creatively and critically, and were resourceful with problems."

## SPY SCHOOL - JENNY CAMPBELL, JENNIFER DROSS, MARGARET ANDREADIS, WENDY STURGES

Lower Schoolers created spy identities, choosing secret names and abilities recorded on iPads. After reading books and watching clips about agents, the newly-minted spies explored codebreaking,

fingerprinting, and crime scene investigation methods. They visited the Escape Room in Rockville and the Spy Museum in D.C.; in the city, they followed clues to discover a secret. Finally, each student made a book safe, cutting the center pages of a book to create a cavity, then gluing the pages together, creating a clever hiding place for valuables.

#### IMAGINARY WORLDS - NATE GORDON, KRISTELLE KAMBANIS, GABRIELA BARBIERI

The week began with stories such as *Cloudy with a Chance of Meatballs* and the time-traveling cartoon adventures of Peabody and Sherman as examples of fantasy worlds with their own internal logic. In lively discussions, students compared those worlds to our real world. Each student designed an imaginary world, creating models out of cardboard, construction paper, paint, and more. Worlds could be reached through a portal leading in and out again, and each had unique characteristics. Students explained their world-building in person or in a group video during the Lower School presentation assembly. For instance, Rainbow Land features a colorful landscape where everything is made of rainbows, and visitors enter through a magical portal. In Princess World, people move around on flying carpets. Queso City features a slide made of nacho cheese, tortilla chip surfboards, and a pool filled with melted queso. Peaceful Land has green trees, a quiet atmosphere, sugary snacks, an ocean of melted chocolate and a laid-back sun wearing sunglasses.

#### TOP CHEF SURVIVOR - MICHELLE KELLY, ELISE KOHAN, MEGAN SCHNEIDER

Teachers guided 15 amateur chefs through several days of exposure to food-related survival skills where they learned about everything from flavor to planning and preparing a meal on a budget. The taste test drew volunteers from across campus to don blindfolds before tasting foods including dates, kumquats, kimchi, parmesan cheese, and dark chocolate. The exercise forced students to isolate and



listen to their taste buds, observed one student. Students also tackled managing a food budget, navigating a grocery store, and visiting Potomac Pizza for a kitchen tour and lunch. With \$30 budgets, working in pairs, they created a balanced meal (dessert optional) that could be safely prepared if students were home alone. No stoves, ovens, or microwave ovens were permitted, but the creative chefs used air fryers, electric griddles, and an electric burner to create and present meals such as sushi served with fried rice, hamburgers and fries, fried-chicken-topped pancakes, and even an egg-free cookie dough.

#### MAY 29-JUNE 6: UPPER SCHOOL

In March and April, Discovery Days demonstrated great success, and by June it was time to get ready for Upper School to embark on 32 Discovery Days courses over seven days. The end of the school year can be a difficult time to engage students with new material, but Discovery Days reminded faculty that it is crucial for choices to drive Upper School learning and for students to have the opportunity to learn through experience.

#### WILDERNESS PHOTOGRAPHY - MARK RIFFEE, KRISTIN KOWALEW

How do you capture a waterfall? Students began their Wilderness Photography journey by discussing a gallery of images by award-winning nature photographers before heading outside to explore the Bullis campus with phone cameras in hand. Reflecting on



what interested them most in their favorite photos, students began experimenting with mirrorless interchangeable lens cameras. Playing with settings for aperture, shutter speed, light sensitivity (ISO), and focus, they discovered how to use those for practical and creative effect, and took those lessons to Great Falls the following

day. One student described another new skill: “I have also learned how to describe photography and nature with the voice of a storyteller and I am excited to continue to do so.” Following the trip to Great Falls, the group headed to the Shenandoah Valley for a camping trip and seven miles of hiking with specific goals, such as capturing a waterfall, an insect on a rock, the landscape along the path, the campfire with s'mores, and the intricacy of wild greenery over rocks. Wilderness Photography seems to have captured the students as well. Said one who had never worked with an actual camera, “By the end of Wilderness Photography, I knew how to use aperture, ISO, shutter speed, and editing techniques to create pictures...and I have a new passion: photography.”

#### **SURVIVING INDEPENDENCE - KIRA ORR, JASON KEZMARSKY, ROBERT HORSEY**

Middle and Upper School students participated in two versions of this course to acquire new life skills and hone familiar ones that will help them manage as independent young adults. Students designed and executed BITLab projects, visiting Home Depot to purchase supplies within a budget, then used power tools safely to build



picnic tables and complete home improvement tasks. One rainy day MS students visited the Bullis Facilities garage to learn how to change a tire, check oil level and tire pressure, and clean and maintain a car. They also took public transportation to

tour the Kennedy Center. Heading home, they needed to remember the way to the Metro and navigate back to Rockville before catching a T2 bus to the Bullis gates. Mr. Kezmarsky noted: “There are so many pieces that go into navigating public transportation—needless to say, it was not their favorite event!”

Another aspect of Surviving Independence required calling upon newly sharpened budgeting, grocery shopping, and baking skills. During Friday’s Showcase, the group treated students, teachers, and parents to scrumptious brownies and chocolate chip cookies that they had whipped up that morning. Later, one student reported to Mr. Kezmarsky that she had cooked dinner with her father and used techniques she had learned during Surviving Independence.

#### **DESIGN YOUR ESCAPE! - ANTHONY BROOKS, MARCIA FRANKLIN, CHARLES JOHNSON**

In a smoke-clouded hallway in The Blair Center, Upper School students spoke by walkie-talkie, eyes fixed on a video baby monitor, waiting for classmates to cave and request a clue. The classmates were stuck in a room, forced to solve riddles and piece together clues to pass from chamber to chamber in the escape room designed by those in the course.

Students visited Rockville Escape Rooms to play a group game of collaboration and problem solving. On campus, in teams, they designed a complex puzzle of their own, creating four mysterious rooms. The setting was a government building where suspicious experiments may be taking place. An anonymous letter begs for help, but those who step inside the first room can only unlock the door by solving a riddle and discovering a code. Students designed an office, a break room, a storage area, and a lab using furnishings, curtain dividers, and props. They incorporated details essential to the mystery unfolding in their fictional location. Smoke machines and special lighting added to the atmosphere. Students and staff were invited in groups of five to enter the rooms, solve the mystery, determine the room codes, and escape. “It was a lot of fun learning how to create the puzzle and design the rooms,” said Katie Culham. Julia Mendelson agreed. “We all worked together and had a great time!”

#### **BEYOND GRAFFITI – KATHLEEN ADAMS, ALICE SHIH-KAHN**

Touring Philadelphia, Washington D.C., and Baltimore, students examined graffiti and street art. Observing outdoor murals and urban art examples, they discussed how such art can reflect a social justice message while others are decorative or even corporate advertising. Returning to campus, students in groups of four painted on 4' x 8' boards to create their own graffiti-style murals expressing their own beliefs, “responding to a particular topic through visual symbolism, color, and design,” said Shih-Kahn.



#### **DUKE ELLINGTON’S WASHINGTON - CHERYL TERWILLIGER, STEPHANIE SATTIN, SARA ROMEYN**

“It don’t mean a thing if it ain’t got that swing!” Live jazz trumpet

music greeted students as they walked into a music classroom reimagined as a 1920s speakeasy. Throughout the week, Ellington's music never stopped, and neither did the students. Soon they were out of the classroom and into the city, beginning with a historical walking tour of Ellington's neighborhood and the music scene known as "Black Broadway." The next day they visited the National Museum of African American History and Culture, where they were greeted by Dr. Michele Gates-Moresi, Supervisory Curator of Collections. Students ate at the 60-year-old Ben's Chili Bowl, and met with an Ellington scholar at the Smithsonian Museum of American History. The *pièce de résistance* was the final performance, when students shared a video they had made about Ellington and his relationship to D.C.—then they hit it, giving a strong ensemble performance from a group that had gelled in just seven days.

### JULY AND BEYOND

Now that the Discovery Days program has been created and launched, the next step in the design process is to refine the model. In addition to presenting final products at the showcases, students also completed feedback forms, while Lisa Vardi compiled surveys of students and teachers. That combined feedback will allow Bullis to build on this year's success. "We will be working on 'Discovery Days Take Two' this summer," she says. "We'll spend time reviewing what worked well, how we can improve the student experience, how we can continue to build on the creativity and energy of our faculty, and what new courses we might add."

An Upper School teacher reflected, "I think the best benefit was tapping into Bullis students' natural intellectual curiosity unadulterated by anxiety over grades. They asked great questions, played, laughed, responded to poignant moments, and learned a lot!"

*"I know there is still a lot to learn, but I feel confident that I can figure it out."*

—Upper School student reflecting on his Discovery Days experience

## SEVEN EDUCATIONAL DISCOVERIES PROVEN BY THE BULLIS DISCOVERY DAYS EXPERIENCE

1. Students loved being outdoors.
2. They sank their teeth into projects that allowed them to design solutions to problems.
3. The adolescents' empathy poured forth when students were met with opportunities to help others.
4. When students lose themselves in art and performance, they experience a state of "flow."
5. Fascinated by the greater world, students are drawn to global topics and experiences.
6. Developing wellness habits helps students thrive.
7. The greater Washington, D.C. area is an excellent classroom.

# Tech with Heart: When We Embrace

## The Quietest Voices Deserve to Be Heard

The things that make me different  
are the things that make me me.

—A.A. Milne, *Winnie-the-Pooh*



Some of our smartest students might be our quietest. *How do we give them an opportunity to be vocal in classroom discussions without calling them out or making them feel uncomfortable?* Some of our unsung superstars may need time to think about their answer before speaking up. *How do we shift from a culture of calling on and praising the student who raises their hand first?* The truth is, some of our brightest students may feel as if they aren't measuring up because they need time to process their thoughts before responding. How can we shift from a *first is best* culture to one that sends the message that *everyone's* voice matters—*everyone* has the potential to excel in the classroom?

If we **EMPOWER** students with the resources they need and **COACH** them through the process of using these tools, then students can take **OWNERSHIP** for their learning. And that's where the **MAGIC** happens.

by Stacey Roshan

The book cover for 'Tech with Heart' by Stacey Roshan features a cartoon character made of circuitry and wires, holding a heart. The title 'Tech with Heart' is at the top, and the author's name 'Stacey Roshan' is at the bottom.

*Tech with Heart*, newly published by Bullis' Stacey Roshan

Our personal journeys are powerful. In *Tech with Heart: Leveraging Technology to Empower Student Voice, Ease Anxiety, & Create Compassionate Classrooms*, I take you through some of the classroom experience from my lens. My personal experiences as an introverted student who struggled with perfectionism have had profound impact on the educator I have become. As a teacher, technology has opened up brand new opportunities in my classroom—to develop a more inclusive classroom environment, empower student voice, ease anxiety, and to allow me to bring a deeper level of compassion to my teaching.

For me, embracing technology in my classroom design has allowed me to:

- create more time for one-on-one interaction with my students;
- quickly see where students are struggling;
- give all students (even introverts and those who need more time to process) the opportunity to share their voice and show their learning; and
- reduce stress in the most rigorous classes I teach, both in the classroom and in homework assignments.

One of my biggest goals in writing *Tech with Heart* is to spark a conversation around whole-child wellness. The reality is that many of our students seem to have it all together on the surface but may be struggling internally. How do we recognize this as teachers, schools, and parents? For my style of teaching, technology has been a huge answer.

# Technology to Create Deeper Connection

## CONVERSATIONS I HOPE TO SPARK:

1. How can we embrace technology to give all students a powerful voice in the classroom (from the introverts who may prefer crafting a reply from behind a screen, to the student who needs time to process and plan a response, to the student who is vocal and eager to be the first to raise her hand and chime in with her thoughts)?

2. How can we reduce student anxiety and stress in the classroom? We are at a point where powerful conversations about mental-health and whole-child wellbeing are taking place. How can teachers embrace edtech to decrease anxiety in class and on homework and, in doing so, re-energize the classroom experience?

3. How do we provide a safe learning environment for all students to respond without fear of making a mistake? And how can we, as educators, embrace edtech to help us avoid making the mistake of equating speed with intelligence?

4. How do we free up the time and space in our classrooms to get to know our students as individuals—to bring a new level of compassion to our teaching and to help build confidence by tapping into each student's individual strengths and learning style?

5. Stress, introversion, and perfectionism can be hard to spot. How can we spread awareness and help administrators, teachers, and parents look for signals and think about teaching practices in new ways to better identify some of these feelings?

# *A Shared Responsibility: Community Service at Bullis*

Last April, Upper School students filed onstage in The Blair Center to be recognized for community service. Certificates were awarded for 50+, 75+, or 100+ hours of participation—totaling nearly 5,500 hours of service to others.

Yet, Bullis does not require community service hours. What, then, is the appeal when so many choices are available?

“Bullis students are truly interested in giving back,” says Julie Finigan, Community Service Coordinator.

The Bullis motto, Caring, Challenging Community, describes Bullis culture—and community service program. Beyond classroom, stage, and playing field, Bullis students learn through serving the wider community.

Helping others is part of the School’s fabric. In the 1930s, founders then-Captain William Bullis and Lois Bullis assisted families facing a \$900 tuition during the Depression years, and sometimes slipped the price of a haircut or train ticket to a boy in need. Generosity of spirit grew with the School. Community service was added to the curriculum in the 1990s, establishing a tradition of bake sales, drives for food, toys, and clothing, and visits to nursing homes and shelters.

Today, community service is part of Bullis’ balanced approach. Students voluntarily participate in local, national, and global projects. “The program pushes me to try things outside my comfort zone,” says Drew Walker ’21.

“Community service is important here,” says Finigan, “and even more is happening in all three divisions.” Currently in her third year as community service coordinator, Finigan took the reins following Dr. Sara Romeyn, whose dedication greatly expanded the

program. With Finigan’s goal of spreading “the joyful sense of service,” this year was Bullis’ busiest yet.

Upper School students in the Community Service Club—12 each in fall and spring—meet regularly with Finigan to discuss activities. They organize traditional Bullis service efforts, brainstorm and implement new ideas.

Volunteers routinely provide aftercare and tutoring at nearby elementary schools, and visit centers and shelters. They sort food and items at Manna Food Center and A Wider Circle, prepare breakfast at Montgomery County Coalition for the Homeless (MCCH), and more. “We offer a range of activities to appeal to students,” says Finigan.

An annual highlight is the Thanksgiving basket drive, when students and staff provide items to fill over 150 baskets distributed by Manna to Montgomery County families in need. The works—cranberry sauce, gravy, canned vegetables, holiday table items, even gift certificates for turkeys—are collected in baskets neatly wrapped by Parents Association members. At the Pie Bake, students across divisions chop apples, make crusts, and this year baked nearly 220 pies, helped by more volunteers than ever.

Also annually, the Cereal Drive, which collects boxes of healthy cereals, brought a record number of boxes—2,524—to be distributed by Manna. Lower School conducted a Toy Drive for Children’s National Hospital to give stuffed animals to needy children. The campus-wide response to such drives is always outstanding. “This is such a generous community,” Finigan says.

Bullis has longstanding relationships with places such as Manor Care in Potomac, where students visit residents to play games

or perform music. A Wider Circle, striving to alleviate poverty by providing household items and support to families in need, welcomes Bullis help in sorting clothing and other items.

Among the winter highlights is the Polar Bear Plunge, when students, staff, and parents wade into the frigid Chesapeake Bay, earning donations in support of Special Olympics. Also in December, students and staff visited Arlington National Cemetery to participate in Wreaths Across America, a nationwide effort that places wreaths on U.S. veterans’ graves. Bullis Registrar Kristin Barnes chaperoned the trip, and joins in other service activities. “Sometimes the kids are surprised that they enjoy participating.” Barnes sees educational and developmental benefits. “When students connect with people of all ages and walks of life, they build compassion, tolerance, and empathy.”

A new drive in January created kits for the homeless. The brainchild of the Community Service Club, the drive collected toothpaste, soap, socks, snacks, and other useful items. Over 150 kits were assembled by advisory groups and distributed by Bullis staff to MCCH and Interfaith Works Women’s Center in Rockville. Other kits were brought to Kurdish refugees by a Bullis family visiting the Middle East.

Community service students also connected with Interfaith Works Women’s Center to play bingo and chat with the women. “This was a true success—low-key, consistent, rewarding work,” Finigan remarks. “These women have so little, and are grateful to the students for brightening their day.” Students returned during Upper School Discovery Days, when “Debunking Homelessness” gave them the chance to learn more about the women’s hobbies, dreams, and hopes.

Another marker of success this year, Finigan

says, was the participation of more male students recognizing the value of helping others. For the first time since 2009, a male graduating senior won the community service award.

Middle and Lower School students engage in community service as well. A Middle School drive collected everyday items like shampoo and snacks to send to the Task Force Panther Battalion, an aviation unit stationed in Afghanistan. Third graders collected backpacks and items for Comfort Cases, helping children entering the foster care system. “I love helping kids!!!” was the euphoric response of a student in teacher Kendall Strickler’s 3<sup>rd</sup> grade class.

The Bullis Student Tutors program also demonstrates the value of service. Upper School student-tutors assist students across divisions with homework and subjects, challenging each other’s skills. Grades go up—and friendships are formed. Student-tutors also connect with other schools via YouTube presentations. Even Harvard University has noticed, asking to visit campus to observe.

“These students dedicate free time to someone else, and that’s very special,” says Jason Eist, coordinator of learning support services.

Head of School Dr. Gerald L. Boarman notes student service efforts school-wide. “I believe helping others is the most important thing we can do in life. Our students are doing just that.”

Another goal of the program? “Sharing smiles and positive feelings wherever we go,” says Finigan.

**Third grade students collected items to fill new backpacks intended for distribution to children entering foster homes.**



**Middle School students peel and chop apples during the annual Thanksgiving Pie Bake.**



**Below, Lower School students load cereal into the Manna Food Center truck.**



# Setting the Stage at Bullis

## ACT ONE

**SCENE:** *Darkness inside Howard Auditorium in The Blair Family Center for the Arts, two hours before dress rehearsal, two days before opening night. A few STUDENTS on the TECH CREW for A Fish Story sit with Technical Theatre Teacher ANTHONY BROOKS and Upper School Theatre Teacher MARCIA FRANKLIN, director of this Upper School spring play. They gather around the technical board at the center of the darkened theater, adjusting sound cues to coordinate sound, visual effects, and lighting.*

*Onstage, the cozy interior of a vacation cabin in the Blue Ridge mountains, with green walls, leather sofa, wing chairs, coffee table. Curtained windows reveal trees and rainfall outside. Stage right is a fieldstone fireplace. Center, a bookcase holds knickknacks and fish pictures. Stage left is an exterior door and porch landing. Muted lighting suggests a storm. We hear rain and the rumble of thunder . . .*

Designing a set to support the story and action of a stage play and serve the actors' needs poses creative challenges for any set designer and crew. Bullis students involved in set design for *A Fish Story*—



and those working on other Bullis theatre productions—had great success this year. The challenges of *A Fish Story*, written by John Tuttle, required a one-unit set where most of the action took place, while a rainstorm lasts much of the play.

The dark comedy explores themes of forgiveness and letting go when a family, grieving the loss of a son and brother, visit their fishing cabin for a few days. During a storm, they take in a half-drowned young hiker who reminds them of their lost family member. The lessons that unwind benefit all. “With a cast of four players and just one set, we could explore story and character more deeply and make interesting choices,” says play director Franklin.

Brock Priddy '21, Jacob Sanders '21, and Trip Pate '20 designed the set under the guidance of Anthony Brooks. The final set is convincingly authentic, a clever design creatively planned and carefully executed. “The story takes place in a cabin that’s a little shabby. A quirky atmosphere suited this show,” Brooks explains. “We looked at sets

from family sitcoms,” adds Jacob, citing examples *All in the Family* and *Roseanne*.

The student designers read the play, sketched ideas on paper, and then made a three-dimensional cardboard model (pictured left) and tiny furnishings on a 3D printer, with advice from STEM faculty. The set was constructed with the assistance of 16 Upper School students in after-school tech activities.

Most of the original design, including color scheme and arrangement of mismatched furnishings, remained. Favorite touches included green walls—“We fought hard for those!” Brock says—and a porch exterior where an inside window shines. Lighting, sounds, and visuals enhanced the set and suggested rainfall; fake logs disguised projectors and speakers. “Actors and lighting need space to work, so we adjusted our set for those,” Jacob says.

Some set pieces were acquired used, while others, like the bookcase, fireplace, and bay window, came from storage for previous Bullis productions. “We try to recycle and reimagine old pieces for new purposes,” Brooks explains. “It’s economical and creative.”



Taking a major project from idea to reality is an important educational aspect of theatre arts, Brooks notes. Other Bullis productions this year, particularly the Upper School musical *Mamma Mia!* and Middle School’s *The Wizard of Oz*, were large-scale complex efforts that benefited from the Bullis spirit of collaboration between students, faculty, divisions, and programs. Brooks looks forward to further teamwork between theatre arts and STEM for upcoming productions this fall.

Another benefit of the experience? “The friendships and the atmosphere here!” says Trip.

## Raphy Conrad '19: Award-Nominated Set Designer



Raphy Conrad had a great senior year. His ingenious set design for the Upper School musical, *Mamma Mia!*, was a triumph of style and economy. The design so impressed judges at the International Thespian Festival in Baltimore in January that Raphy advanced to a national competition. At Bullis, he won senior awards for Theatre and for Technology and Engineering.

As a freshman, Raphy enjoyed working on the tech crew so much that he signed up again. In his sophomore year, he created a dragon head for *She Kills Monsters*, and as a junior, he asked to design the next year’s set for *Mamma Mia!* “Show me some ideas and we’ll talk,” Anthony Brooks told him. “It needs to move and have multiple faces.”

Creating sketches, Raphy gained approval, then utilized CAD software, taking a class to learn the program. He continued to refine the design with a detailed digital mock-up followed by a three-dimensional model on a 3D printer. “All the detail work streamlined the process. We finished building the set a week ahead of schedule, and I learned I could do something in an efficient way rather than striving for perfection at the cost of time.”

Inspired by the white, blue-trimmed stucco homes so typical of Greece, two units were rotated onstage by tech crew, their sides and a hinged wall serving as house, tavern, hotel room, and more. An even bigger challenge was the curved staircase where actors needed to move, even dance, up and down.

His favorite moment? “The reaction of the cast when they saw the skeleton set for the first time. That felt great.”

Raphy presented his model at a national competition in June, where the judges awarded him a superior rating. In the fall, he will attend the Savannah College of Art and Design, with plans to study industrial animation.



Kianoush Afshar  
 Louis Phillip Akins  
 Yaseen Eshan Alamdeen Shahzada  
 Scott Thomas Kadjar Albertini  
 Austin Andrew Allen  
 Claude Jordan Amsellem  
 Sydney Jae Antoine-Pompey  
 Aidan Russell Bartenfelder  
 Sevin Beasley  
 Sydnae Alisa Kaitlin Becton  
 Richard Taylor Bell  
 Alexander Leon Benaim  
 Jonathan Randolph Bender  
 Minghan Bian  
 Parker Birchard  
 Emma Bookoff  
 Immanuel Kalu Brown  
 Quentin Jay Brown  
 Alexander Joseph Burgess  
 Caitlyn Elizabeth Cabrera  
 Ava Marie Caceres  
 Caleb Ramon Caceres  
 Alexander Robert Caldeira

Jovone Campbell  
 Catherine Elizabeth Cheng  
 Charlotte Elizabeth Clement  
 Derrick William Cohen  
 Raphael John Conrad  
 Ethan Lee Copeland  
 Karynton Michelle Crawford  
 Lina Mary Crowley  
 Preston Edison Barrett Davis  
 Elizabeth Anne Day  
 Aniella Myriam Delafosse  
 KiAnna NyCole Dorsey  
 Sara Lorraine Fisher Durbin  
 Sidney Israel Eisen  
 Al-Batoul Ahmed EL-Taguri  
 William Brock Everett  
 David Embrik Eyles  
 Jack Tanner Fechter  
 Mira N. Fink  
 Katelyn Nicole Foreman  
 Elijah Haven Fox  
 Sophia Georgia Fragoyannis  
 Michael Harris Friedlander

Ethan Edward Frye  
 Grace Gillian Gibson  
 Julia Alexander Gilbert  
 Matthew Scott Greenawalt  
 Blake Tyler Greenberg  
 Quinn Guevara  
 Leyah Menon Hall-Robinson  
 John Paul Hardgrove  
 Lauryn Alexandria Harris  
 Tamia Nicole Haskins  
 Yixuan He  
 Elizabeth Edwards Holliday  
 William Edward Houston  
 Qianyi Hu  
 Ariana Isabel Hurtado-Day  
 Ryan Taylor Hyman  
 Sophia Jacobs  
 Samantha Wei-Ling Jan  
 Jordyn Raquel Jeffers  
 Xiaotong Jin  
 Benjamin Raymond Jones  
 Charles Alexander Jundanian  
 Drew Katz

Class  
 of  
 2019

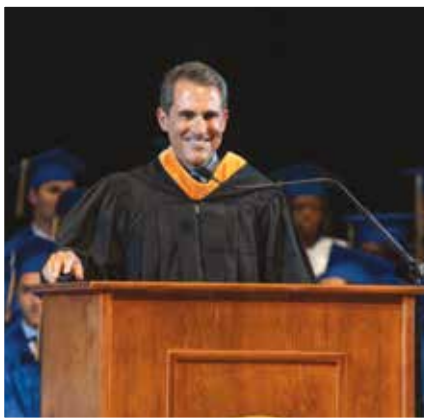


Matthew Samuel Kelly  
 Zak Sinha Khera  
 Ervin Joshua Khoshkhou  
 Sarah Claire Labovitz  
 Alexis Leder  
 Amanda Ky Leder  
 Sierra Lynnae Leonard  
 Kolin Lewis  
 QianWen Li  
 Jordan Dwain Ligon  
 Katherine HQ Liu  
 Yutong Liu  
 Jade Emani Lyda  
 Michael W. Mack  
 Halle Mason Magruder  
 Madeline Mae Mancuso  
 Carli Jane Mangum  
 Caroline Grace Martin  
 Jesiah Pittman Matthews  
 Georgia Riddell McCally  
 Aidan Mays McKew  
 Jonathan Miguel Mejia  
 Leah Faith Melrod

Joseph Miller  
 Andrea Elise Moore  
 Diego Alexis Motta  
 Katherine Elise Mueck  
 Shaar Ramadan Mustaf  
 Taylor E. Netting  
 Antony Roddis Patrinos  
 Henry Alexander Pavco-Giacca  
 Emilia Alexandra Psacharopoulos  
 Ziyue Qin  
 Brinley Elizabeth Rianhard  
 Danielle Taylor Robinson  
 Archie Boncelle Russ III  
 Naia Danielle Saddler  
 Claudia Irene Samit  
 Ebony Nicole Sampson  
 Samuel Sannieniola  
 Robert Lawrence Schain  
 Mark Prescott Schlager  
 Jessica Blair Schuble  
 Paris D. Sears  
 Rohit Rup Sengupta  
 Zilu Sha

Bryson Kelly Shaw  
 Ike Brown Simon  
 Bazin Sineshaw  
 Rotimi Sofola  
 Emma Stanfill  
 Amber Stone  
 Pu Sun  
 Brady Joseph Swartz  
 Nendah Tarke  
 Grace Elizabeth Timmons  
 Andre William Turay  
 Sarah Gabrielle Walbrook  
 Rayniah Walker  
 Sunyu Wang  
 Thomas Christopher White  
 Brian Wilmans  
 Sydney Noelle Wisnosky  
 Milan Randall Yazhary  
 Ryan Cole Zaimi

# Graduation Moments



Commencement speaker Seth Davis '88



Matthew Greenawalt and Catherine Cheng enjoy their final pre-ceremony moments.



Above, from left, Raphy Conrad, Ethan Frye, Brady Swartz, Eshan Alamdeen Shahzada, and Milan Yazhary prepare for Commencement exercises. At right, Sierra Leonard and Lauryn Harris.



# Graduates Say Farewell to Faculty Who Deeply Touched Their Lives



Above: Maddie Mancuso, Lizzie Day, Al-Batoul EL-Taguri, and Tamia Haskins.

Left: Immanuel Brown and Georgia McCally



Rohit Gupta checks that his cap is secure.



Robert Horsey takes a photo of Charlotte Clement, Tim Hanson, Brinley Rianhard, and Lizzie Day.



Mira Fink and Kathleen Adams



Brinley Rianhard, Aimee Narcisenfeld, and Carli Mangum



Margaret Hu, Charles Johnson, and Katherine Liu



Lulu Sha, Alice Shih-Kahn, and Amber Stone



Rotimi Sofola and Andres Parra '99

# Class of 2019 College Matriculations

American International College  
American University  
Auburn University  
Berklee College of Music  
Bucknell University  
Carnegie Mellon University  
Case Western Reserve University (2)  
College of Charleston  
Colgate University  
Colorado College  
Dickinson College  
Drew University  
Drexel University  
Duke University  
Eckerd College  
Elon University (4)  
Emory University  
The George Washington University (3)  
Georgetown University (2)  
Gettysburg College  
Hampden-Sydney College  
Hampton University  
High Point University  
Indiana University at Bloomington  
Jacksonville University  
James Madison University  
Laguna College of Art and Design  
Michigan State University

Middlebury College  
New York University (4)  
North Carolina State University  
Northeastern University (2)  
Oberlin College of Arts and Sciences  
The Ohio State University (2)  
Ohio Wesleyan University  
Oxford College of Emory University  
Pennsylvania State University (2)  
Pennsylvania State University, Altoona  
Campus (2)  
Radford University  
Rice University  
Savannah College of Art and Design (2)  
Shepherd University  
Skidmore College  
Stevens Institute of Technology  
Temple University  
Texas A&M University  
Towson University (2)  
Trinity College  
Tulane University (4)  
United States Air Force Academy  
University of Arizona  
University of California, Berkeley (2)  
University of Colorado at Boulder (2)  
University of Connecticut  
University of Denver (2)

University of Florida  
University of Houston  
University of Illinois, Springfield  
University of Mary Washington  
University of Maryland, College Park (7)  
University of Miami (4)  
University of Michigan (6)  
University of Mississippi  
The University of North Carolina at Chapel  
Hill (3)  
University of Notre Dame  
University of Pennsylvania (3)  
University of Richmond (2)  
University of Rochester (2)  
University of Southern California  
The University of Tampa  
University of Toronto  
University of Vermont  
Vanderbilt University  
Vassar College  
Virginia Tech (2)  
Virginia Union University  
Wake Forest University (2)  
Washington and Jefferson College  
Washington College  
Widener University (3)  
College of William & Mary (2)  
Yale University

## Class of 2019 Lifers

2019 Bullis Lifers—who enrolled as 3<sup>rd</sup> graders when that was the youngest grade—front row, from left: Will Houston, Paris Sears, Blake Greenberg, Ike Simon, Michael Friedlander; back row: Emilia Psacharopolous, Charlotte Clement, Grace Gibson, Sophia Fragoyannis, Drew Katz, Madeline Mancuso, and Jessica Schuble.



# Awards for Members of the Class of 2019

Award	Recipient
The Founders' Award.....	Madeline Mancuso
The William H. Price, Jr. Citizenship Award.....	Ava Caceres
The Manuel José Baca, Jr. Joy of Living Award .....	Sydnae Becton
The Michael Ivey Achievement Award .....	Al-Batoul EL-Taguri
The Community Service Award .....	Ethan Copeland
The Coach Walt King Awards.....	Lauryn Harris Bryson Shaw
The David P. Hellekjaer Award.....	Austin Allen Julia Gilbert
The Douglas London Award for Excellence in English .....	Kolin Lewis
The Barbara Marks Award for Excellence in Foreign Language .....	Taylor Netting
The John H. Dillon Memorial Award for Excellence in Science .....	Danielle Robinson
The John W. Spencer Award for Excellence in Mathematics.....	Bazin Sineshaw
The Irene Ford Smith Memorial Award for Excellence in Social Studies.....	Karynton Crawford
The Award for Excellence in Humanities .....	KiAnna Dorsey
The Award for Excellence in STEM .....	Emilia Psacharopoulos
The Award for Excellence in Entrepreneurship.....	Alexander Benaim
The Award for Excellence in Technology and Engineering .....	Raphael Conrad
The Award for Excellence in Theatre.....	Raphael Conrad
The Award for Excellence in Visual Arts .....	Samantha Jan
The Award for Excellence in Dance .....	Jordan Jeffers
The Award for Excellence in Music .....	Charlotte Clement
The Outstanding Scholar Award.....	Katelyn Foreman

*Awards for members of the Class of 2019 were presented  
at the Senior Awards Reception, May 31, 2019.*



Former Head of School Dick Jung (1991-2002), P'04, '10 with recipients of this year's Dr. Richard K. Jung Faculty First Award, from left, Bullis teachers Kristin Kowalew (US Social Studies), Marcela Velikovsky (MS Spanish), and Lindy Russell-Heymann (LS Visual Arts).

# Generation to Generation

## Legacy Family Portraits

*Each Commencement we capture photos of families with multiple graduate connections, including siblings, parents, aunts, uncles, cousins, and grandparents who previously graduated from Bullis.*



Sydnae '19 and Stanford '16 Becton



Aiden '17 and Quentin '19 Brown



Caleb '19 and Ava '19 Caceres



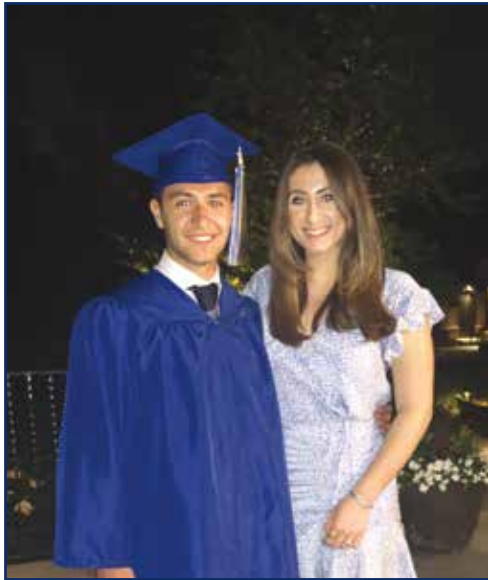
Brittani '14 and Jovone '19 Campbell



Catherine '19 and Briana '17 Cheng



Stephen '15 and Charlotte '19 Clement



Derrick '19 and Morgan '17 Cohen



Emmanuel '17 and Raphael '19 Conrad



Ethan '19 and Jack '15 Copeland; not pictured: Danny '13



Karynton '19 and Victoria '17 Crawford



Alexander '16 and Elizabeth '19 Day



Gregory '10, Mira '19, and Alec '14 Fink



Josh '13, Katelyn '19, and Sam '11 Foreman



Sophia '19 and Katie '17 Fragoyannis



Marni '11, Gary '79 (dad), Michael '19, and Melanie '14 Friedlander



Grace '19 and Geoff '12 Gibson



Thomas '17 and Matthew '19 Greenawalt



Dwayne '16 and Tamia '19 Haskins



Elizabeth '19 and Sarah '15 Holliday



Dylan '15 and Ryan '19 Hyman



Amanda '19 and Alex '16 Leder



Kyla '15 and Kolin '19 Lewis



Alexandria '16 and Jordan '19 Ligon



Leah '19 and Gabriel '14 Melrod; missing; Hannah '16



Marcelo '17 and Diego '19 Motta



Danielle '19 and Alexander '14 Robinson



Justin '13, Jessica '19, and Jordan '11 Schuble



Paris '19 and Darien '10 Sears



Rotimi '19 and Adeyemi '18 Sofola



Amber '19 and Andrew '12 Stone



Chyree '17 and Rayniah '19 Walker

## Not Pictured

Austin '19 and Eric '18 Allen

Aidan '19 and Alexa '16 Bartenfelder

Richard '19 and Michael '16 Bell

Blake '19, Amanda '14, and Kyle '16 Greenberg

Jonathan '19 and Jason '16 Mejia

Emilia '19 and George '17 Psacharopoulos

Ike '19 and Jake '16 Simon

Grace '19 and Bill '86 Timmons

Sydney '19 and Wyatt '17 Wisnosky



Henry Pavco-Giaccia and Paris Sears hug a friend before the ceremony.



Milan Yazhary snaps a photo of his classmates prior to Commencement.

## New Faculty Appointments

### DEAN OF FACULTY

**FAITH DARLING** has been appointed to serve as Bullis' new Dean of Faculty. In her more than 12 years at Bullis, Faith began as an Upper School math teacher, became chairman of that department in 2008, and has been Director of STEM since 2013. Faith played a leading role in developing the STEM Capstone and Research, Design, and Methods courses, established the first Bullis makerspace, advised student creation of the Robotics program, and maintains a database of internship opportunities, programs, and professional development.

The Dean of Faculty represents the full K-12 instructional staff. As a member of the administrative team, Faith collaborates with division principals and the Head of School as an advocate and voice for faculty, manages and facilitates personal and professional growth for all faculty, serves on the Head's Council and Head of School Search Committee, and attends Board meetings as a non-voting member.



### DIRECTOR OF STEM

Bullis has appointed **MARK WALTER** to serve as the K-12 Director of STEM. Mark has served as the Lower School STEM Coordinator for the last five years, closely collaborating with his colleagues across disciplines to create outstanding learning experiences for K-5 students through "hands-on and minds-on" education.

The Director of STEM facilitates and drives the School's mission to fully implement 21<sup>st</sup>-Century knowledge, skill-based and customized programs for students in the areas of Science, Technology, Engineering and Math (STEM). With Mark's extensive experience and mission-centered vision for K-12 STEM learning, he will use his talents to continue the successful development and growth of this Signature Program.

### DIRECTOR OF ADMISSION

**DR. MATT TRAMMELL** has become the next Director of Admission. Matt's knowledge and love of Bullis and its community, his partnership with the Admission Office through working on the Middle School Admission Committee, and his insights and fresh perspectives on strategies for heightening the Bullis perception in the marketplace, as well as his ideas about telling the Bullis story and creating valuable touchpoints in the admission process, set him apart as an exceptional candidate.

The Director of Admission oversees the day-to-day operations of the department, working with staff members to meet enrollment goals and expectations by attracting prospective families who support our mission as a school. Important aspects of the Director's role include collaborating with faculty and staff to help ensure the success of Bullis, informing the broader community of the values and opportunities provided by a Bullis education, and managing the many levels of the enrollment process in ways that consistently and effectively promote the growth and development of the School.



# Tina Zazaris-Davis Says Farewell to Bullis



Tina Zazaris-Davis is hanging up her lab coat after more than a quarter of a century at Bullis, where she taught physical science, biology, chemistry, and research and design methods, and was the Chair of the science department for 20 years.

Tina holds a Bachelor's degree in biology and education from Washington University in St. Louis and a Master's degree in science education from Framingham University. She began teaching in 1987 in Wyoming and later taught in the Dominican Republic. She visited to teach a sample lesson at Bullis in 1993, and left with a job offer.

For 26 years, Tina has been the backbone of Bullis' Upper School science department, and has accomplished a tremendous amount, beginning with teaching physical science and later expanding to teach other areas of science. Tina enjoyed the process of mixing it up, "because I need to reinvent myself," she says. "If you are

going to stay put for that long, you have got to do something different, so I would switch it up." Upper School science teacher Dr. Dan TerBush concurs, saying "Tina was always interested in the latest teaching tools, technology, and experiments, and how to incorporate that into lessons. The kids just loved it."

Tina continued to bring fresh energy to her classroom throughout her career, working hard to create engaging and exciting lesson plans and labs, from forensics to DNA. In 2016, Tina organized a STEAM Artist in Residence program with artist Rebecca Kamen, where 129 students from 10 biology sections spent two weeks immersing themselves in the world—blending science, technology, engineering, art, and math. Students researched and proposed a visualization

of a biology concept they had studied, then spent concentrated time in an on-campus workshop to begin their creations. The unit culminated in a full-day event, where students showcased artwork that was representative of biology concepts and demonstrated cross-curricular connections.

Tina has profoundly influenced

person with the same level of enthusiasm and wonder in the science world."

Dr. TerBush appreciates that "Tina has always been a mentor. She is always very supportive and makes you want to be a better teacher."

Outside the classroom, Tina is an award-winning belly dancer, costume designer, and choreographer, and even owns her own studio. She has shared her passion for belly dancing at Bullis' annual Global Village for many years.

Former Bullis Headmaster Dr. Richard Jung reflects, "We're in awe of the breadth of Tina's talents and interests, the depth of her passion for life, and the glimpses into the ways and wonders of science and art she has given to our Bullis students and faculty." Tina will truly be missed by everyone.

Below: A Mother's Pride! Tina and Head of School, Dr. Gerald Boarman, present Preston Davis '19 with a diploma at Commencement.



Top left: Tina instructs students during a chemistry class experiment. Above, Tina demonstrates her belly dancing skills during one of Bullis' annual Global Villages.

not only on her students, but her colleagues as well. Science Department Chair, Dr. Celeste McDaniels says, "Tina has brought her love of science into many students' lives through her invigorating discussions, vast recall, and memory of various scientific topics. It is rare that you meet a





Assistant Head of School Tim Simpson

*“Bullis evolves to meet the needs of the times and the community.”*

## KEEPING OUR STRENGTHS CONSTANT

When I first came to Bullis, there was no library building, no arts center, no terraces, no Discovery Center. The Ring Road did not exist, the stadium was old, the Athletic Center was being renovated. A grassy hill and pine trees ran between Founders’ Hall and Falls Road, and the newest campus structure was a playground. I arrived to teach science; my sister had just graduated from Bullis, and my brother was a senior.

That was 23 years ago. Much has happened since then for me personally, and for Bullis. We have both evolved, in some ways together. I consider it a privilege watching Bullis change, influencing that at times, and—with others—benefiting from what Bullis has become and will be.

One of this School’s great strengths is its ability to evolve to meet the needs of the times and the community. Bullis has developed into an innovative, inspiring, vibrant community that cares deeply about its students and challenges them to be their best selves in all areas. To each of us, Bullis offers a nurturing environment of unconditional support and encouragement—another considerable strength.

Two essential factors help keep our strengths constant, and I am privileged to oversee both. The first is admissions, which enrolls students—the heart of this School—and brings tuition funds. The second is the Bullis Fund, a significant resource that relies on the generosity of our community in order to support education as well as educators, allowing faculty to create transformational experiences for our children. Both streams of revenue provide resources that sustain Bullis and propel it into the future.

We are all part of the Bullis whole in some way. Your gifts of time, talent, and treasure form a cornerstone of our success, and help determine the caring, challenging nature of this fine school community. We thank you for that.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Simpson', written in a cursive style.

Assistant Head of School  
Advancement and Enrollment Management



# Thank You!

*Dear Bullis Supporters,*

From Kindergarten drop-off on the first day of school to the launch of graduation caps after the class of 2019 crossed the stage, 2018-2019 has been a banner year at Bullis. Thank you for your contributions to this Caring, Challenging Community.

Sincerely,

*Bullis Faculty, Staff, and Administration*



# BULLIS GIVES BACK AT ANNUAL 5K



Runners of all ages, joined by the Bullis Bulldog, take to the field on a soggy Sunday morning.

Athletes, Buddies, and the Bullis community came together early in May for the 11<sup>th</sup> annual Bullis Gives Back 5K, honoring this year’s theme, “Together We Inspire,” with an outdoor 5K run and a 2.5K walk. Another highlight of the fundraiser was the Michelle Benaim Memorial Buddy Run, held indoors this year, where athletes from KEEN Greater D.C., The Diener School, and Special Olympics partnered with Bullis student buddies to cross the finish line together.

Audrey Friedlander ’86, P’12, ’15, ’17, ’20 and Jill Gross P’20, both parents of rising seniors, co-chaired the 2019 Bullis Gives Back fundraiser, raising money in equal parts for KEEN Greater D.C., The Diener School, Special Olympics Montgomery County, Habitat for Humanity, and S.A.F.E. (which helps cover student activities and textbook costs for some Bullis students). Friedlander and Gross reflected on the event, saying, “Co-chairing the 5K not only gave us the opportunity to be part of an event that we have enjoyed and believed in for years, it also allowed us to connect with students and staff on campus and feel the energy of the Bullis community.”

Any concerns about cold, wet weather that day cleared with one glimpse of “the looks of excitement on the faces of our special guests as they entered the building!” the organizers agreed.



Above: Amanda Leder ’19 encourages a young athlete. At right, Joe Penovich ’20 (far right) joins runners on the track.



# ALUMNI

## NEWS AND NOTES



Alumnae Sydney Smith '18, Julia Lowenthal '17, Sarah Bair '15, and Jocelyn Quinn '18 return to Bullis to participate in the Young Alumni Day Humanities and Global Studies panel.

# Alumni Happy Hour

Bulldog pride was soaring at our alumni happy hour in Bethesda in late April. Thirty alumni spanning four decades gathered at Brickside Food & Drink and reminisced about their years at Bullis. As they gathered with friends and classmates, alumni enjoyed making lots of new connections as well, which was nice to see. Thank you to all who joined us—stay tuned for our next happy hour invitation!



Alumni, from left, David Greenberg '80, Jim Streight '80, and Mark Keshishian '80 reminisce about life in the 39 years since graduation from Bullis.



Kevin Thompson '02 (center) embraces Sebastian Danino '02 and Christine Nolan '03.



Happy Hour guests, from left, Matt Rykiel '10, Lincoln Leahy '11, Ryan Wright '10, Reece Mansfield '10, Meredith King '10, and Kerry McGovern '10 were all smiles and excited to catch up with each other.

# ANNUAL JERRY MAY GOLF TOURNAMENT

One of the most anticipated events of the year at Bullis, the Jerry May Golf Tournament, is always a great gathering of alumni, staff, parents, and friends, who participate in a scramble tournament while enjoying a day of golf at Falls Road Golf Course. This year, players had beautiful sunny skies for most of the day—even a 30-minute thunderstorm couldn't dampen players' spirits.

We are particularly grateful for the generous support of this year's sponsors, including foursome sponsors The Midtown Group (Francois Moreau and Helen Stefan Moreau, P'21, '23) and Hollingsworth, LLP (Grant Hollingsworth '04 and Joe Hollingsworth, P'01, '04, '06), and hole sponsors Chasen Construction and Development (Brandon Chasen '04), Stanton Park Development (Ross Koenig '02), So What Else (David Silbert '96), and Carolyn and Peter '84 Manos, P'21.

Save the date for next year's tournament: May 8, 2020!

For photos of this year's tournament and a list of winners, please visit [www.bullis.org/golf](http://www.bullis.org/golf)



Members of this team show their class of 2004 pride as they celebrate Moise Fokou's near hole-in-one. Back row, from left, Craig Aronoff, Paul Davis, and Brandon Chasen. In front, Moise Fokou and Grant Hollingsworth.



Bullis Trustees Muriel Suggs (far left) and Cyndi Bullis Vasco '83 (second from left) chat with alumni Ted Leasure '84 and Chris Kim '84 prior to the start of the tournament.



Jake Sentz '09, Sean Kirby-Smith '09, Ryan Aschenbach '09, and Justin Nemeroff '09 smile before heading off to the next hole.



Sean Kirby-Smith '09 shows great form as he drives the ball from the tee. Justin Nemeroff '09 and Ryan Aschenbach '09 look on.



Jeff Elkins/Washingtonian Media

## Fueled by Gratitude for His Life's Privileges, Alumnus Pays it Forward

David Silbert '96 has a lot to be proud of, including four children, his co-founding a prominent nonprofit organization, "So What Else," and being named by *Washingtonian* magazine in 2018 as one of the top ten Washingtonians. While David is certainly proud, he also acknowledges the pain of life struggles that transformed him from "a more arrogant mentality to one that is liberal and compassionate," he says.

After graduating from Bullis, David attended Loyola University in Maryland for eight semesters, but never graduated.

"I intended to, but I got involved in some things that I am not proud of, and that derailed me from making college a priority," he says. At 22, David moved to California to enter a rehab facility, and from that experience forward, each step, big and small, led him to where he is today. Following rehab, David became a chemical dependency counselor in Los Angeles, later serving as assistant director of the facility. As his life began to come together, he began to feel that he should be home in Maryland, near his family.

"For nearly a decade I was writing poetry and paving my

own spiritual path," he says. In 2008, David relocated to the east coast, back to Maryland—the first step in finding the purpose in his life. That same year, David and his friend Bob Schless traveled to New Orleans with Habitat for Humanity to help with the rebuilding efforts in the aftermath of Hurricane Katrina. "Over the course of that trip, I was reflecting back on my writing and realized it was all a message to me to aspire to live a good life and become an activist for those in need. My writing was purpose-driven and propelled me from 'trying to figure it out' to 'activist.'" After

the trip to New Orleans, David asked himself what else he could do to help others, and less than one year later, he co-founded So What Else (can we do to help others?)—a grassroots service movement, along with his friend with whom he had traveled to New Orleans.

"My intention and that of So What Else was to help—people, communities, to do humanitarian work, and to serve the public," David says. "We were uninformed with the charity world, though, so I researched other charities in Washington, D.C., and took a deep dive into what was going

on in our community, and how we could best help. My personal ‘lightbulb moment’ was understanding that for me, the way out of trouble and challenge was to serve others. Furthermore, it was imperative that the people we served also served others.”

For the first two years So What Else focused on helping other charities and non-profit organizations in need, including the Silver Spring Boys and Girls club who brought David on to teach sports to kids after school and over the summers. “This was one of the best things that could have happened because I learned that one of the most impactful things I can do is hand off this inspiration and sense of giving back over to young people and to really understand that the world is big and there are a lot of problems and things we can do to make it better.”

The early years of So What Else left David wanting to expand the effort. “I wanted to create a diverse recreation center with young adults that could draw on my skills, including art, sports, environmental education, science, and literacy,” he says. “I envisioned a place where students could go through the front door and have access to a library, computers, gymnasium, and be with teachers. It was what was missing for the youth with whom we were working.”

Today So What Else employs 10 full time staff members, 25 part-time staff members, and countless volunteers. While they still assist other charities at times, So What Else has shifted

to focus on working with kids, ranging primarily from ages 4 to 17. “We bring service-learning to the kids in impoverished areas. We show up with an original curriculum and teach (as a supplement to what they’re learning in school), we make toys for animal shelters, cards for sick children, and continually teach participants about all the ways in which they can affect change in their communities.”

Over the years, David has fielded requests from other Boys & Girls clubs, housing developments, and community centers to bring the program there. So What Else offers programs to over 3,000 children in nearly 55 sites across Washington, D.C., Prince George’s and Montgomery counties, and Baltimore.

In December 2018, David was recognized by *Washingtonian* magazine—in print and at a public event—as one of ten ‘Washingtonians of the Year’ for his impactful efforts. Reflecting on that tremendous honor, David remains mindful that the opportunities Bullis gave him “are part of the great privileges [he has] had that drive [him] to provide for other people what my parents and Bullis gave me.” Of the awards night, David says he was certainly honored, and “what meant the most was sharing that night and that award with my parents who have always been supportive. I also try not to get too excited about any one accomplishment because I am just lucky to be here, and still feel there is so much more I need to do.”

“My personal ‘lightbulb moment’ was understanding that for me, the way out of trouble and challenge was to serve others. Furthermore, it was imperative that the people we served also served others.”

—David Silbert ’96



**Opposite page:** David and some of the many volunteers and students who served with So What Else.

**Top left:** David’s senior portrait from the 1996 edition of *Roll Call*.

**Top right:** David and his mother, Fran Silbert, at the *Washingtonian* magazine event where David was recognized as one of the top ten Washingtonians of the year.

**Above:** Children engage in stretching exercises prior to the charity basketball tournament So What Else hosted at Bullis in March.

ABIGAIL HESTER '12

## DEDICATED TO A LIFE OF SERVICE

Abigail Hester '12 wore a uniform daily for ten years as a Bullis student, so it is practically second nature for her to wear one to work each day as an



English teacher to 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students in Myanmar, Southeast Asia, where she has been a Peace Corps volunteer for the past two years. More than a uniform connects her time at Bullis and in the Peace Corps—a Habitat for Humanity trip to Guatemala that Abigail took as a Bullis senior catapulted her desire for more intensive service trips.

After Bullis, Abigail attended

Haverford College, where she took several education classes and volunteered in public charter schools in Philadelphia, assisting with Kindergarten art and music classes. “I loved teaching and thought that might be my path, but I also knew I wanted to do something service-oriented. Joining the Peace Corps was a productive way to blend these two strong components of my life,” she says. Six months after graduating from Haverford in 2016, Abigail returned to Myanmar to begin her next adventure.

She was told that her experience in the Peace Corps would be “the toughest job that you will love,” and she says that has certainly been true. “Learning Burmese and living the culture was certainly a transition, as it was very difficult to communicate

with people and because I lived alone, something the village people were unfamiliar with, since most houses are occupied by multiple people.” For Abigail, finding joy in simplicity was invaluable. “Visiting a monastery and spending time with other Peace Corps volunteers was very positive and fulfilling,” she said.

As for teaching, Abigail approached the task the way her Bullis teachers did—by teaching the whole student and facilitating a desire to learn—although the teachers from Myanmar who paired with her had a very different styles, including “a lot of rote memorization and learning

from outdated textbooks. The students would memorize English phrases and various texts, but had no understanding of what they were saying or learning, and they were not working collaboratively.” In her second year of teaching, things improved. “I was in a groove. I understood what the problems were and understood possible solutions, and the students did very well.”

This fall, Abigail will return to the classroom once again as a student as she begins law school at the University of Michigan’s Michigan Law. “While I loved my teaching experience,” Abigail says, “I discovered ultimately it

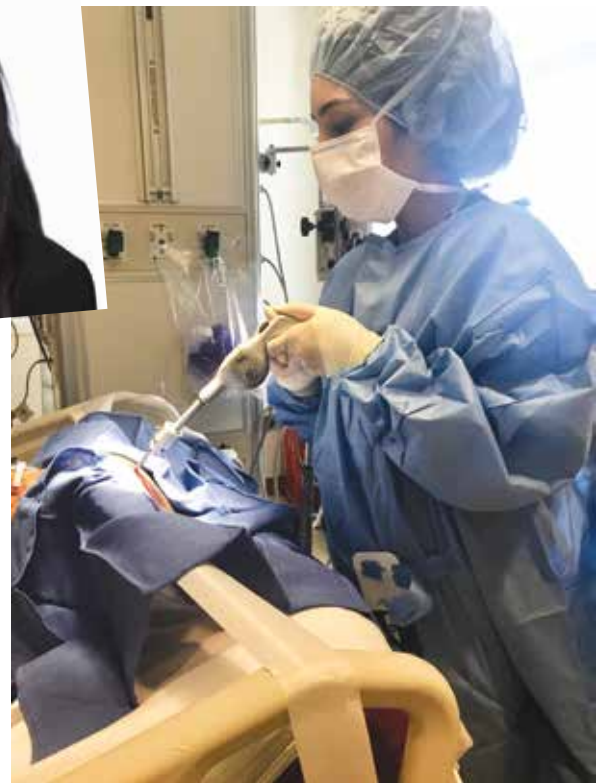
was not right for me. Becoming a lawyer positions me to do advocacy and service work and fight for those who have a lack of resources.”

Reflecting on her decade at Bullis, Abigail describes how she loved the learning experience, and getting to know her teachers. “I loved the process of

learning and pushing myself, gaining personal responsibility, learning to be inquisitive and creative—all of which has greatly helped me through my Peace Corps experience. I have modeled so much of my own teaching on what I experienced at Bullis,” she says.



Top left: Abigail’s senior portrait from the 2012 edition of Roll Call; above: Abigail engaging with students outside their school building; left: Abigail poses with some of her many 5<sup>th</sup>-7<sup>th</sup> grade students.



Above left: Saman's senior portrait from the 2006 edition of *Roll Call*. As a senior, Saman and alumnus Danny Tardiff '07 conducted a lab in Ms. Heda O' Brien's anatomy and physiology class, exploring the effects of fatigue on muscles. Above right: a recent headshot; right, Saman performs a bedside procedure called an external ventricular drain, where a hole is drilled to relieve pressure on the patient.

## SAMAN SIZDAHKHANI '06

# Alumna Joins Pioneering Women in Medicine

While many children dislike going to the pediatrician's office, Dr. Saman Sizdahkhani says she loved it, and it was those very routine visits in her youth that paved her path toward becoming a doctor. "I saw going to the doctor as a learning opportunity. Understanding how our bodies work, how and why medicines are effective, and most importantly, how I could help people," she says. Saman never wavered from her early career dreams—she is currently a resident physician in neurological surgery at Keck Medicine of the University of Southern California.

Following her graduation from Bullis, Saman attended McGill University from which she graduated in 2010 with a

Bachelor of Science degree in neuroscience, with a focus on computational neuroscience and neurophysiology, and showed no signs of slowing down. Even during her self-proclaimed "year off" after college graduation, Saman earned her Master of Science degree in biomedical sciences, with a certificate in health administration from Rosalind Franklin University of Medicine and Science in 2012.

Saman continued at Rosalind Franklin University, attending their Chicago Medical School, and earning her Doctor of Medicine in 2017. During medical school, she conducted a year of research at the prestigious National Institutes of Health in Bethesda, as part of their Medical Research Scholars

Program, where she focused on neurological disorders and strokes. "My experience at N.I.H. was really great and helped solidify my decision to pursue neurosurgery at one of the top programs in the country," she says. "I had an incredible mentor in medical school and I learned how to be good in my field." Saman's intellect, her induction into various medical honor societies, and having her work being published in nearly half a dozen publications already, have poised her to be more than just 'good' in her field.

As a neurosurgery resident, Saman has just finished her second of the seven year residency—the longest of any residency, and extremely

intensive, as it focuses on both the brain and the spine. One of the most motivating and unique aspects of her residency class is that all 21 students are female. "It feels amazing," Saman says. "I feel very supported [by my Chairman] and it is empowering to go through this program with the other women by my side."

As for professional plans at the conclusion of her residency, Saman aspires to work in academic neurosurgery to train the next generation of doctors, and teaching in the classroom and in a medical setting. "I have been fortunate to have incredible guidance from many teachers and colleagues along the way and it is important for me to continue that for future medical students."

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CLASS OF 2017

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JOHN W.  
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# Mystery Alumni Photos

Can you identify the people in these photos?  
Email your answers by August 30 to:

Jennifer (Hayman) Okun '99  
at [jennifer\\_okun@bullis.org](mailto:jennifer_okun@bullis.org)

The first person to answer correctly will win  
a prize from the Alumni Office!



Congratulations to Michael Lowe '66 who was the first to identify Coach Robert Hayes, David Jackson '66, Bruce Campbell '66, Henry Broadway '66, and Coach Gienger from the fall 1965 football team.



Congratulations to Devon (Goozh) Kesterman '88 who was the first to correctly identify Mandy Berger '89, Erica Schaumburg '90, Tara Koppel '89, and James Salter '89.



## '45

**JAMES CLARKE** writes that he is doing well and staying busy on his 900-acre tree farm in South Carolina. James retired in 1988 after starting his own business in 1969 doing contrast research in steroids and related compounds.

## '70

**RICHARD ARMSTRONG** released his fourth book, *The Don Con*, in April. The novel tells the story of a washed-up television actor who gets mixed up with the Mafia. Richard is also the author of *Leaving the Nest*, *The Next Hurrah*, and *God Doesn't Shoot Craps*. A former actor, Richard is still a proud member of the Screen Actor's Guild and the Actor's Equity Association. As a union member, Richard always votes in favor of strikes "because then I'm not the only one out of work." He lives in the Glover Park neighborhood of Washington, D.C. with his wife Sharon.

## '90

**JAY LUCHS** is a vice chairman at commercial real estate company Newmark Knight Frank, and lives in Los Angeles, California.

## '99

**GEORGE KARMOKOLIAS** is embarking on a cross country bicycle ride as a fundraiser to help athletes in Greece who are competing in the 2020 Summer Olympic Games. Fueled by

his own Greek heritage and connections, along with his passion for cycling, George has funded this cross country ride on his own, and all donations made will be going directly to the athletes. Beginning his ride in San Francisco in April, George will end his ride in Washington, D.C., and is blogging about his experiences along the way at [www.rideforyou.org](http://www.rideforyou.org).

## '00

It was wonderful to welcome **BRIAN LUMPKIN** back to Bullis as the guest speaker at our Senior Lunch in April. Brian spoke to the Class of 2019 about how Bullis has impacted his life, and encouraged seniors to "get involved and stay involved," and "to always be proud of where you come from." Brian is a residential real estate agent and broker with Lumpkin Residential, a division of Compass.

## '03

Congratulations to **PETER HAN** and his wife Kate on the arrival of their first child, son Theodore Vincent Han, in March.

**SAMIER MANSUR** is the founder and CEO of No Limit Generation, which helps create conditions for refugee and at-risk children to rise and thrive. The world's first engaging and accessible emotional wellbeing platform, No Limit Gen supports anyone working with refugee and at-risk children to create safe, consistent, and loving spaces that foster healing interactions. For more information, please visit [www.nolimitgen.org](http://www.nolimitgen.org).

[www.nolimitgen.org](http://www.nolimitgen.org).

## '09

**ARIN MITCHELL** lives in California, where she is a brand and social impact communications manager for LinkedIn. Prior to LinkedIn, Arin worked at Deloitte as a business analyst for human capital. Arin is a 2013 graduate of the University of Virginia, where she double-majored in business and psychology with concentrations in marketing and accounting.

## '12

**TAYLOR JENKINS** is a recent graduate of the University of Baltimore's MBA program, graduating in 2018 with a Master's degree in marketing. Currently, Taylor works in marketing at Humentum, a Washington, D.C.-based nonprofit that provides training, convening, and support for those working toward social good: managing compliance and risk, juggling finances, designing programs and helping people perform at their best.

## '15

Congratulations to **STEPHEN CLEMENT**, who was elected to the Epsilon Chapter of Phi Beta Kappa at Hamilton College. The prestigious honor society is the oldest in the country and elects students for membership in recognition of their exceptional academic achievement in fulfilling the goals and purposes of the college. Additionally, Stephen

was named the recipient of The Winchell Prize in Greek at Class & Charter Day in May. The Winchell Prize in Greek is awarded to the student who, studying Greek in college, has the best record in six courses in the language. Stephen graduated from Hamilton in May with a major in classical languages.

**EDWARD SULLIVAN** graduated from Hamilton College in May with a Bachelor of Science degree in government. In the spring, Teddy played the role of Glad Hand in Hamilton's spring theatre production of West Side Story, which received an update with the theatre department's production—telling the timeless story of love, otherness, and street gangs, it is set in 2018 Bronx, New York, five months after hurricane Maria.

## '16

**JACK FORREST** will be a senior at Dartmouth College where he is studying economics and English, in addition to playing midfield on Dartmouth's men's lacrosse team. This summer, Jack is an investment banking summer analyst at Nomura, an international financial services group in New York City.

**NICHOLAS PETKEVICH** earned the fall 2018 Dean's Award for Academic Excellence at Colgate University for receiving a term grade point average of 3.3 or higher while completing at least three courses. Nicholas is a rising senior at Colgate and plays attack position on the University's men's lacrosse team.



'00



'03



'03



'16

**Class Reunion**  
**THE CLASS OF 1999 WILL CELEBRATE**  
**THEIR 20-YEAR REUNION ON**  
**SATURDAY, OCTOBER 26!**

Interested in helping with the planning process? Email [alumni@bullis.org](mailto:alumni@bullis.org)!

'00 Brian Lumpkin '00 addresses the class of 2019 during the Senior Lunch.

'03 Theodore Han, son of Peter Han '03 and his wife Kate.

'03 Samier Mansur '03 (third from left), is joined by fellow alumni Kevin Thompson '02, Christine Nolan '03, Josh Basile '03, Audrey Neff, and Sebastian Danino '02 at an event for No Limit Generation.

'16 Classmates Jack Forrest '16 (left) and Griff Gosnell '16 embrace after playing against each other in a men's lacrosse game this spring.

'17

**NTHABISENG COOPER**

returned to Bullis in March to speak to Middle School students studying food and cultures around the world at our inaugural Discovery Days week. She and her mother, Vivienne, conducted an engaging and fun lesson regarding things about their native South Africa. Nthabiseng attends the University of Maryland, where she is a junior.

Twins **GABRIELLA JOHNSON** and **MALANA JOHNSON** have been named to the Dean's List each semester since beginning at the University of Dayton. Gabriella and Malana are rising juniors at the University, where they are majoring in business and political science respectively.

**CHRISTIAN SNELL** made it to the Dean's List at Coastal Carolina University, majoring in intelligence and national securities studies.

'18

**SAMUEL COAN** is a rising sophomore at Dickinson College, where he is a member of the men's tennis team. As a freshman, he was named Player of the Week in March by the Centennial Conference for his stellar performance, and was named as a two-time selection, earning first team honors in singles and doubles on the 2019 All-Centennial Conference Team.

**STEVEN LYU** completed his freshman year at Northwestern University, where he joined the

Treblemakers, the University's co-ed, premier East Asian-interest a capella group, as a tenor.

Congratulations to **VADO MORSE**, who was named the Northeast Conference Rookie-of-the-Year in basketball, while also earning a spot in the NEC All-Rookie team, as a freshman at Mount St. Mary's University. Vado was also the recipient of NEC Rookie of the Week honors six times during the season.

**MASAI RUSSELL** attends the University of Kentucky and had an incredible season as a member of the track team. In June, Masai qualified for the PanAm U20 Championships in both the 100m hurdles and 400m hurdles where she clocked a 56.78 personal best.

**JONAH SCHER** is a rising sophomore at Gettysburg College, where he was named to the College's Dean's Honor List this year. Additionally, Jonah plays goalie on the men's lacrosse team.

**STARR WILMOT-HOWARD** completed her freshman year at The College of William & Mary, where she was a standout on the women's lacrosse team, and broke the program's single season record for draw controls.

**IN MEMORIAM**

Tyamonee Johnson '14



We love having alumni return for our sporting events! Thanks to this group who joined us for a boys lacrosse game in April. From left, Ben Donoghue '02, Andy Will '09, Kylor Bellistri '12, Nick Fields '13, Joe Sticky '14, Vlado Tintchev '02, Elliott Jones '02, Craig Aronoff '04, and Jared Robins '03.

**SHARE YOUR NEWS**

Celebrating a career transition?

Exotic travels in the works?

Newly married?

Relocating?

Expanding your family?

**YOUR CLASSMATES AND FRIENDS WANT TO HEAR FROM YOU!**

To include your news in the next *Bullis Magazine* Class Notes, send information to Assistant Director of Alumni and Events Jennifer (Hayman) Okun '99 at: [jennifer\\_okun@bullis.org](mailto:jennifer_okun@bullis.org).

High resolution photos (JPEG format) are welcome.

**Deadline September 1, 2019** for the fall-winter magazine.



### FUN FACT FROM THE ARCHIVES...

Did you know that the 1958-59 school year was the first to introduce the Bullis uniform? Students were required to wear gray slacks, a navy blazer featuring the Bullis seal patch on the pocket, and the Bullis tie, mostly navy in color, with thin diagonal stripes of gold, which students still wear today!



'16 Nicky Petkevitch '16 (center) meets up with fellow alumni Steven Shollenberger '16 (left) and Michael Chiramonte '17 (right) after a Colgate vs. University of Maryland lacrosse game.

'17 Nthabiseng Cooper '17 teaches Middle School student Khumo Newman '23 and his classmates about South African culture during Middle School Discovery Days.



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### UPCOMING EVENTS

**OCTOBER 25** | Homecoming/Alumni Family  
Tailgate | 4:30-6:30 p.m.  
Football Game | 7:00 p.m.

**DECEMBER 19** | Young Alumni Day |  
Classes of 2015-2019  
12:00-3:00 p.m.

Check [bullis.org/alumni](http://bullis.org/alumni) for  
additional events.

## Young Alumni Day

Dozens of juniors and seniors have participated in one of Bullis' four signature programs—STEM, Entrepreneurship, Visual and Performing Arts, or Humanities and Global Studies—since the program's inception six years ago, and many students continue their work in a Capstone course during senior year. At our annual Young Alumni Day in December, each signature program featured a panel of alumni who had participated in that particular program. They returned to Bullis to speak with current juniors and seniors about how their experiences in these programs helped pave the way for them in college.

Alumnae Katherine Shiff '18 and Kate Brady '18 were in the Entrepreneurship signature program and part of the Capstone team that won the Shark Tank in 2018 for the "Rockabye" backpack. While attending different universities, they are pursuing

their startup and are in the process of filling \$4,000 worth of orders while finalizing patents and incorporating. "The entrepreneurship department at Bullis prepared me for entrepreneurship courses in college that are 'easy' by comparison," said Kate Brady '18.

Sarah Bair '15 joined the panelists for Humanities and Global Studies to share some of her experiences at Emory University, where she majored in health and international studies, before graduating in May. This summer, Sarah begins her work in the Peace Corps as a community health educator in Togo, West Africa.

In addition to the panels for the four signature programs, Director of Cross-Divisional Curriculum Lisa Vardi and Associate Director of College Counseling Jina Walker moderated a panel on general college life, during which over a dozen alumni from the past four years spoke to all Bullis seniors

about a wide range of topics from dorm life to selecting a major and transferring schools. Alumni participants on all the panels that day were poised, well spoken, and delivered their messages with honesty and sincerity. It was a pleasure to welcome them back to Bullis.



Top, from left: Will Evans '18, Sabrina Hosmer '18, Alexandra Jones '18, and Leilani Moten '17 were one-third of the panelists speaking about general college life. Above, Sarah Bair '15 (in jeans) and Sydney Smith '18 (orange sweater) engage with students in the Humanities and Global Studies Capstone.



Left: Julia Lowenthal '17, Christopher Mavrikes '17, Ana Elholm '17, Alexander Brown '16, Aryemis Brown '17, and Jodi Caplan '17 catch up over lunch.



Members from the classes of 2017 and 2018 assembled for a group picture during lunch. Top row, from left: Noelle Morgan '18, Tyson Wiseman '18, Will Evans '18, Jake Scheumann '18, William Schwartz '18; middle row: Eunice Aissi '18, Ryan Teel '18, Julia Lowenthal '17, Christopher Mavrikes '17, Ana Elholm '17, Alexander Brown '16, Aryemis Brown '17, Jodi Caplan '17, Sabrina Hosmer '18, Caroline Acocella '18, Kate Brady '18, Alex Oh '18, Liam Vinal '18, Alonso Flores-Noel '18; and front row: Elizabeth Baldi '17, Bryce Watson '18, Lindsay Lewis '17, Camryn Deanes '17, Arianna Richards '18, Alexis Postell '17, Leilani Moten '17, Yemi Sofola '18, Charles Coleman '18, Christopher Yau '18, Evan Chavous '18, Elliott Chavous '18, and Skylar Jordan '18.

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Alexis Leder '19