

spring–summer 2020

# BULLIS

MAGAZINE



2020 GRADUATION

SMOOTH TRANSITION TO REMOTE LEARNING

REFLECTIONS OF A LIFELONG EDUCATOR: DR. GERALD BOARMAN



spring-summer 2020

# BULLIS

MAGAZINE

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Upper School Art Teacher Alice Shih-Kahn and Upper School English Teacher Kerry Hosmer express their affection for graduating seniors returning to campus on June 1.





**ON THE COVER:** Dr. Boarman reads to Kindergarten students. It is a tradition for the youngest Bullis students to visit the Head's house for milk and cookies during Homecoming week.

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## A RESILIENT SPIRIT

For a decade, I have watched strength, flexibility, and resilience in action. Bullis has evolved through adversity as well as success. When I first arrived, following economic challenges throughout the country, Bullis was ready for growth. We have expanded programs, enrollment, the campus, and our community, earning a reputation as one of the finest schools in the region. Within the macrocosm of independent schools, Bullis is a perfect microcosm of surviving and thriving no matter the situation. That is resilience.

Part of that is heart and spirit, qualities this community has in abundance. In 2011, I remember the last football game of the year vs. Episcopal High School, when we filled the stands for an exciting game. Bullis students spontaneously stood and sang the Alma Mater—I have never seen anything quite like it elsewhere. Their camaraderie, loyalty, and joy that day perfectly expressed what makes Bullis extraordinary.

Lately we have found ways to celebrate and carry on traditions despite unexpected hurdles. Bullis will be here for a long time—this school knows how to change and transform when needed. Once a small postgraduate program, it has expanded, but its culture of caring and resilience remain the soul of this school.

These past months, Bullis has not been in crisis. Our community simply circles the wagons to take care of our own, protecting what's in the middle: the school and its students. Even with change, the strong chain of this community will never break.

As I leave here, I know Bullis will be in the capable hands of its new Head of School. I know Bullis is steadfast, always growing and changing for the better. I have had the pleasure and privilege of leading this great School for 10 wonderful years, and I thank you.



## Cheers to 90 Years! Supporting the 2020 Bullis Gala Virtually

This year, due to the Covid-19 situation, our entire Gala event was quickly moved to a virtual platform, including Silent Auction, Live Auction, Raise the Paddle, and Wine Pull—and it was a success! Also, canceling the live event allowed Bullis to donate 1,146 lbs. of food intended for Gala to Food for Others. Our overwhelming appreciation goes to everyone for their support. Our Gala volunteers donated countless hours securing donations, advertisements, and sponsorships; created incredible class baskets; designed awesome centerpieces and décor; and helped set up the Silent Auction room. Thanks also to the many who donated wonderful items and those who attended remotely to bid on auction items. You made all the difference!



Special appreciation is owed our Gala Co-Chairs Connie Caulfield P '14, '20, and Jaime Hirschfeld P '24, '27 for their creativity, enthusiasm, and flexibility in preparing for this Gala. We also want to thank our Platinum Sponsors for their generous support: 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.

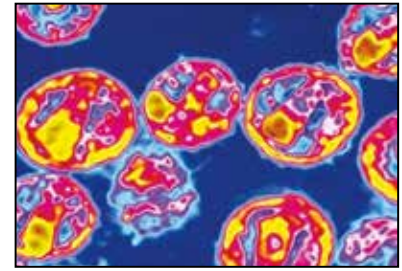
Our online Gala successfully raised funds for Bullis, including Raise the Paddle donations for staff professional development. Connie

and Patrick Caulfield generously gave \$5,000 to Raise the Paddle, and Adam and Jaime Hirschfeld and Nikki and Michael Manoussos offered a matching gift following the auction, encouraging more gifts. Raise the Paddle will help Bullis faculty and staff attend conferences, connect with education experts, and take their teaching to the next level. Bullis teachers are inspired lifelong learners who share their love of learning with their students, and your Gala contributions honor their dedicated work.

We hope to see everyone at next year's Gala on Friday, March 19, 2021!



## Film Award



Matt Koff '21's documentary, "Keith Haring: Breaking Barriers during the AIDS Crisis," was selected by the National Museum of African American History and Culture for its digital showcase. Congratulations!



## 9,000 Hours

Bullis students logged over 9,000 hours of community service this year, supporting dozens of organizations.

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

## Best Overall Film



Jay Pendarvis '20 won Best Overall Film in the 2020 Quarantine Chronicles Film Festival hosted by the Watershed School in Colorado with his film, "The Quarantine Experience." Students in the Intro to Video Production class were tasked with creating a short film encapsulating their experience during this unique time. Watch Jay's film, and all the Bullis student films submitted, here: <https://vimeo.com/showcase/7133864>.

# BEHIND BULLIS' SMOOTH TRANSITION TO REMOTE LEARNING

At 8:00 a.m. on Wednesday, March 19, most businesses and schools were shut down because of the Covid-19 outbreak, but for students of Bullis School, a full school day was beginning. How did Bullis create a remote K-12 experience true to the best about the school and stand it up in a matter of days? Here is a behind-the-scenes look into what went into the seamless transition to the Bullis Remote Learning Program.

Head of School Dr. Gerald L. Boarman began following the coronavirus in January. Since most of Bullis' international students are Chinese, the story of the virus was significant to the Bullis community long before the first domestic case was identified. With that awareness, Dr. Boarman kept pace with developments and put coronavirus on the agenda at leadership meetings. Soon the school had developed a contingency plan to enable their students who had traveled and were self-isolating to continue learning from home.

By the end of February, with coronavirus chatter everywhere, Bullis and other schools began canceling international spring break trips. Bullis Executive Director of Technology Jamie Dickie carved out time at the end of February to brainstorm what a shift to remote learning for all students might look like at Bullis. Along with Dr. Boarman, Dickie had been reading about the experience of American schools in Asia including the Shanghai American School and the Hong Kong International School. He had studied plans written by schools facing campus closures abroad. What began as a brainstorm became a detailed five-page document laying out four levels of virus threat and the corresponding remote learning plan for Bullis.

As the crisis loomed, Bullis designated



Kindergarten Teacher Jennifer Dross greets students from her home office.

a previously scheduled professional development for Friday, March 13 to prepare staff for possible remote teaching and learning. Little did Dickie know that over the course of the next two weeks, the situation would progress to level four. By the time the day for training arrived, staff would train remotely for remote teaching.

Nevertheless, Bullis teachers had two full days of training and were offered remote lesson templates. With the can-do attitude typical of Bullis staff, the teachers dove in and soon surpassed even their own expectations.

In March, 9<sup>th</sup>-grade students in Kristin Kowalew's Human Geography class met in Google Meet. Each student was working on an essay about the country

they have been assigned for their year-long ambassador project. Students were free to work independently, but many popped in during the class period to conduct remote "writer's workshops" with their teacher, flipping between camera and screen-share to discuss feedback on their written arguments. Kowalew, who was also able to guide students in footnoting and work with them to locate and evaluate sources of information, reported success. "I had some of the best writing sessions with students in our virtual classroom."

After three days of remote learning, Middle School Science Teacher Chelsea Fajen expressed, "how proud I am of the 6<sup>th</sup>-grade class. The students have been showing up on time, prepared, and are remaining fully engaged during all activities including



Pear Decks, read-alouds from our digital notebooks, and more. I felt this week was very successful and, as much as I'd rather be on campus, I am grateful to still be able to connect with my students and see their faces each day in the virtual world!"

Over the scheduled spring break. Dr. Boarman, division heads, and teachers reflected on the process and made a few adjustments. On the Friday before students returned to school, Dr. Boarman sent emails to students, staff, and parents sharing the changes. An important goal was to reemphasize the sense of community created in Google Meet class meetings. Another was to create time and space for social connection—albeit at a distance. This has meant shifting Bullis Remote Learning to four-day weeks, emphasizing focused work during the school day, while also allowing time one day a week for both students and teachers to get away from screens and work on projects and plans.



Simpson brothers Tommy '29 (above) and Will '24 (at right) engage with teachers and classmates for online learning.

"Bullis teachers have vast experience in using remote learning and we have a strong tech department led by Jamie Dickie to support our teachers and students," said Dr. Boarman. "As we move forward over the next two weeks, we plan on having theme days virtually, such as spirit week, crazy hat day, share your pet day, and many other fun activities. We may livestream an assembly. We hope to bring as much learning and fun as possible during these trying times."

Bullis has been able to pivot to remote learning quickly and efficiently because from day one the educational basics were under control. The transition to distance learning was built on a firm foundation. The school had laid the groundwork for this transition to remote learning over a decade, with its deep commitment to educational technology tools spearheaded by Director of Innovation and Educational Technology Stacey Roshan.

Together, Dickie and Roshan emphasize a core set of 'go-to' tech tools such as: Flipgrid, EdPuzzle, Pear Deck, and Sutori. Over the last six years, Roshan has given demonstrations, partnered with teachers to deploy the tools in their classes, and created a library of online tutorials and examples for reference.

"We've talked at Bullis for years and years now about how tech tools can be used to further personalize the



From the beginning, the goal was to retain as much of the Bullis student's educational experience as possible.

learning experience," said Roshan. "And so most Bullis teachers have used most of our 'go-to' tech tools in some capacity at some point." While some of these tools may have felt like nice-to-have add-ons to enhance teaching and learning, they are now critical. That experience made it possible to migrate even the most concrete classes online.

For example, in Upper School Art Teacher Alice Shih-Kahn's introductory ceramics class, each student was given their own slideshow, with the expectation that they would photograph and document each day's progress with the clay they'd brought home. Every night, Shih-Kahn reviews the slides and makes comments and suggestions. Students meet one-on-one with Shih-Kahn frequently during their redesigned class time. But even when a student hasn't had individual time, Shih-Kahn gives feedback to help the project move along.

From the beginning, the goal was to retain as much of the Bullis student's educational experience as possible. One priority was to maintain the social connection and structure



for students. That meant Middle and Upper School students would meet in their normal class blocks. Using Google Meet, classes would check in at the beginning of the block. Many Upper School classes began with announcements and a discussion of the day's independent work, followed by time for teachers to meet individually with students. Bullis teachers reported that students have been delighted to see one another, arriving on time, and ready to participate. As Dickie said, "It's not going to be normal, but we want to add a dash of normal to a crazy situation."

Maintaining normalcy was even more important for students in Lower School. For students in Kindergarten through 5<sup>th</sup> grade, the homeroom is the center of the day. Over spring break, several Lower School classes maintained the routine of morning check-ins where kids saw classmates, introduced pets and siblings, and began the day with a structured and welcoming reimagined morning meeting, much like the Responsive Classroom morning meetings that begin each in-person school day in Lower School.

Fourth-grade students completed assignments and photographed their work with iPads that the school had sent home. Teacher Elizabeth Jacobi gave immediate feedback on the students' work.

As Bullis teachers shifted to remote learning, they thought about the goals they set for students and devised adjustments to their teaching to help students reach those goals from remote locations. This

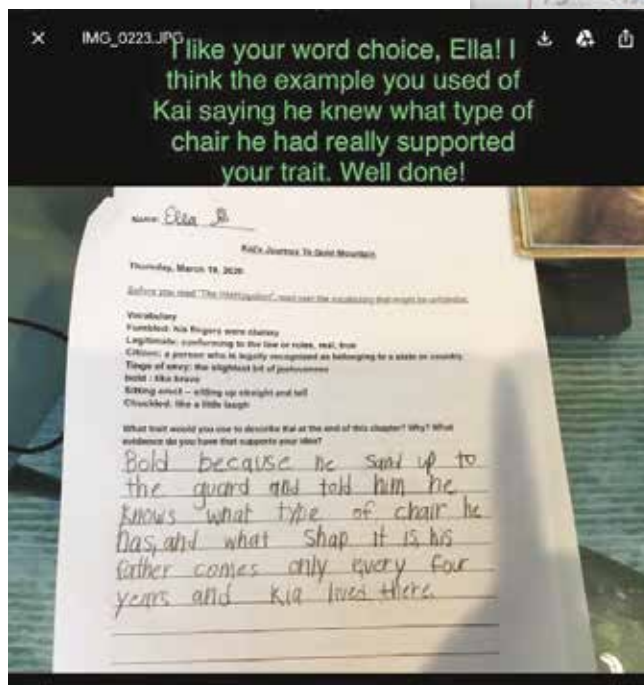
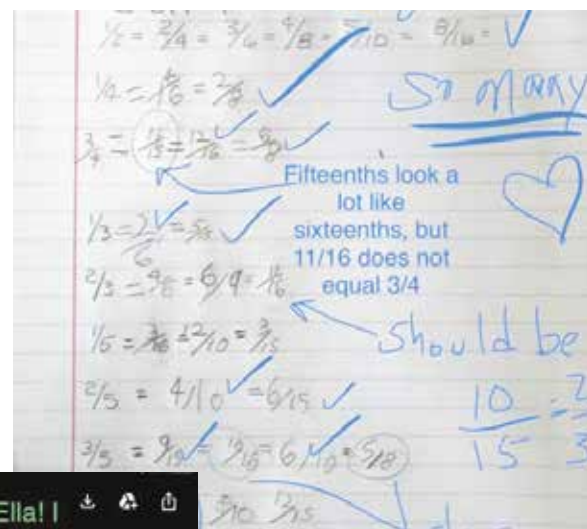
approach leverages the skills and strengths of Bullis teachers, who have always created a connection with students and who base their teaching and challenging each student within the context of those trusting relationships.

Now, across Bullis, teachers began reframing their idea of what a successful spring trimester would look like.

Some teachers reimagined assessments. Students in Upper School Math Teacher Rebecca Turett's Honors Geometry had a test scheduled during the first week of remote learning. Rather than throw out the plan, Turett adjusted, showing students how to use Flipgrid to record a quick video of themselves solving a math problem, talking through each step and calculation. The students gave it a try, developing comfort with Flipgrid. In their next class, Turett's students had their assessment. Rather than a test with a dozen or more problems, each student faced one or two problems, solved them, showing their thinking and their work through Flipgrid. While grading the reimagined assessments has been time-consuming, Turett

reports that she gets a clear sense of which students need support and where.

They say that success is what happens when opportunity meets preparation. At Bullis, remote learning evolved quickly when the staff, committed to maintaining their connection with students, leaned in to familiar and new educational technology tools. They have been able to continue the personal and individualized Bullis student experience by reaching out through the laptops, iPads, and computers on the kitchen tables of their 800-plus students until they meet again, in person on campus.



Innovative teachers adapted lessons so that students could continue their studies, whether in ceramics (at top), mathematics (above), or language arts (at left).



# Lessons in Remote Learning: The Three R's— Relationships, Resiliency, and Reflection

Bullis faculty are exceptional educators who care deeply about their students and reflect often on how they might improve their instructional practices. That strong sense of professionalism continued this past spring during remote learning, and in mid-May, when asked to reflect on their own learning as teaching professionals during remote learning, faculty readily shared lessons learned.

## RELATIONSHIPS

*I've learned a lot about myself as a teacher since distance learning began in March, but a key lesson is that I can change how I teach to fit a virtual world without giving up the teacher-student relationship. I have always operated on the understanding that building relationships with students is the key to meeting their needs, but distance learning has drastically changed how I am able to interact with them. Initially, distance learning seemed like a roadblock to continuing the relationships that I had built with my students in the previous months. I certainly don't have all the answers, but I am determined to make it work by meeting with students individually and making those meetings meaningful.*

—Jennifer Houston, 5<sup>th</sup>-Grade Teacher

*Bring it. Bring the energy you need from your students to class each day. Just like in the classroom, your enthusiasm must be transmitted through the screen as well. There will be times when a few students might be under the covers, lying in bed. Days like that might have to be adjusted! Give them a few minutes at the start of class to wake up, sit up, and brush their teeth. During remote learning, some students have shared with me that they're not sleeping well, they're having difficulty motivating themselves, or they stayed up late to finish a project for another class. Remember to ask, be supportive and empathetic. We are each facing different situations and may not know everything that is happening at home.*

—Alice Shih-Kahn, Upper School Art Teacher

*Remember, "you are what's best for your students." I credit this mantra to Justin Slocum Bailey, a renowned World Language educator and educational consultant. He asserts that no one knows and cares about our students better than we do, and this fact is what enabled us to transition to remote learning so quickly. What do our students need? Beyond a stable internet connection, ultimately, they need patient and empathetic educators, who are willing to take the time to connect and care. When it comes down to it, we don't teach subjects; we teach students.*

—Wesley Wood, Middle School World Languages Teacher

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## RESILIENCY

*One thing I have learned is that our students are resilient. I just had a Zoom class with 1<sup>st</sup> grade today where we were dancing, singing, and sharing new music creating activities. Real learning, joy, and music is happening in our class meetings and it is the highlight of my day. Classes have started to feel "normal" despite only seeing students through the computer.*

—Michelle Kelly, Lower School Music Teacher

*I have learned that while I desperately long for the days when I can be in my classroom at Bullis with my students again, we can still be a vibrant class learning online. I've learned that I can face my fears and tackle new frontiers I've never thought I'd enter with names like Screencastify, e-NABLE, Tinkercad, and Thingiverse (all programs that my students became exposed to with the collaboration of our BITLab hero, Matt Zigler, while coming up with concept designs to help children with 3-D printed prosthetic hands) and that we can still collaborate (I've entered mini Google Meets with small groups of students) and do projects online like our Genetic Great Debates.*

—Karen McPhaul, Middle School Science Teacher

## REFLECTION

*This experience has caused me to reflect on whether I have always been as attuned as I should be to different students' needs and the effect the classroom space is having on them. These are, of course, questions I tell myself I am always considering, but I also know there is that part of me that thinks, "This activity has been useful and successful in the classroom before, so it should work for these new students, too." The space and expectations of any classroom have the same degree of influence on students' learning experience whether it is face-to-face or remote, but my own familiarity and comfort with face-to-face classrooms surely keeps me from analyzing and questioning what can be improved to the same degree that I have during this remote teaching experience. I hope to be just as adaptable to students' needs when we return to campus as I have tried to be throughout this experience.*

—Britton Andrews, Upper School English Teacher

*One size fits all never works, even for remote learning. We still need to design lessons that include visual, kinesthetic, tactile, etc. learners. I think every teacher should ask themselves, how many "types" of assignments do I assign in a week? Is there a design element? Any experimentation included? Incorporate friendly competitions?*

—Duruhan Badraslioglu, Upper School Science Teacher

*What is my curriculum? This experience has ushered in a reexamination of my curriculum and has demonstrated that not all topics translate well to the remote landscape. So that led to the following questions: What do I really want my students to learn? What are the enduring skills I want them to leave with from this course? And if they are truly important or essential, how can I make them happen in this new forum? Is there a new way of doing this? Doing it differently does not mean doing it ineffectively.*

—Bryan Whitford, Upper School World Languages Teacher

For more teacher reflections, please visit <https://bit.ly/3IyeD4X>

## Virtual Signature Symposium: Learning Shared Beyond Bullis

Each spring, the Signature Symposium is a much-anticipated Bullis event. The regular Upper School schedule is set aside for an entire day as senior capstone students share their capstone research projects in Entrepreneurship; Humanities and Global Studies (HGS); Science, Technology, Engineering and Math (STEM); and Visual and Performing Arts (VPA) with fellow students, faculty, family, and friends. The event is a remarkable celebration of the intellectual pursuits of our seniors who spend an entire year pursuing a topic of interest in one of our four Signature Programs.

When the School moved entirely to remote learning in mid-March, we were faced with a challenge: How might senior



Shannon Dunwell '20 explained how she designed, refined, and built a hologram machine—combining art and science.

capstone students share their year-long learning with the Bullis community in a virtual environment? Then-Director of Entrepreneurship Marc Steren sprang into action to find a solution, teaming with the Bullis Technology Department to identify how the Shark Tank might be held in a

virtual environment. Using a combination of Zoom video conferencing and YouTube Live, four Bullis student teams made up of 29 students presented business startups to three local judges: Seth Berger, CEO and Founder of Andi; Marla Beck, Bluemercury founder; and Brett Schulman, Cava CEO.

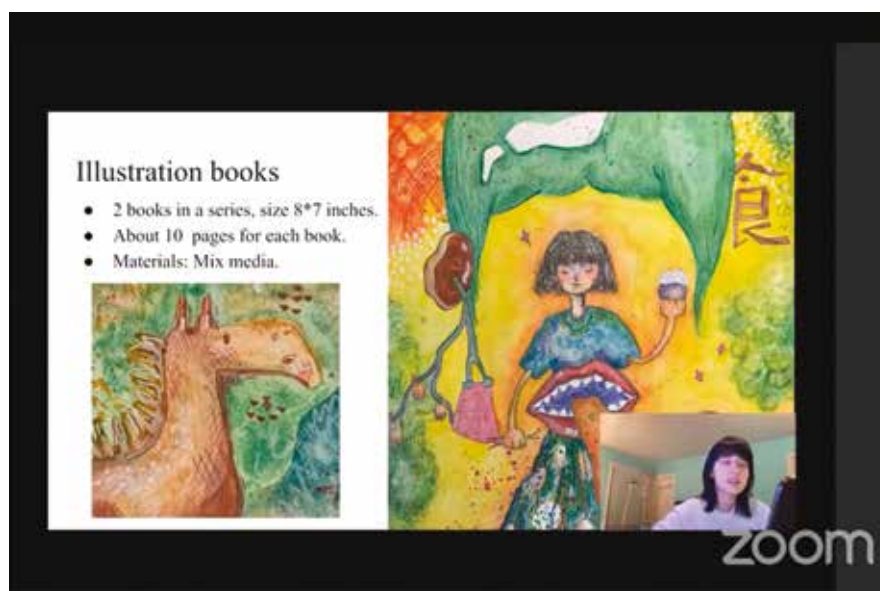


They used the same format as in past years with one important difference: their ideas would be presented via five-minute pre-recorded videos rather than live.

Each presentation was followed by a live Q&A session. Once all the teams had presented, the judges deliberated, returning to announce the winning team. Sice Me—an online marketplace for high schools and colleges that enables students to sell and receive non-essential goods from a trusted source—won the annual Shark Tank award of \$10,000 seed money to launch their product. The successful debut of the Bullis Virtual Shark Tank on April 21 was watched live by more than 300 viewers.

Voice and choice are key components of the Bullis senior capstone experience. “Our entire lives we’ve been told what to study or what to write the paper about, but this (capstone) class breaks barriers and allows students to engage in their personal pursuits,” said Gianna DeHerrera ’20. “When you give someone the freedom to do something they choose rather than something they are required to do, they do it with passion and intent rather than the mere purpose of completion for a grade.” DeHerrera’s HGS capstone project, *Solutions, Not Stigma: The Opioid Crisis in America*, was shared during the last of the five virtual symposium sessions.

Inspired by Steren’s suggestion to hold a live-streamed Shark Tank, faculty members teamed up to move the project forward: Choral Director Charles Johnson, HGS Director Sara Romeyn, VPA Director Cheryl Terwilliger, STEM Director Mark Walter, and Executive Director of Teaching and Learning Lisa Vardi created four one-hour Virtual Symposium sessions in just over a week to share the remaining projects. Thirty-four students presented 30 capstone projects via five-minute pre-recorded videos. Each presentation captured the students’ year-long learning journey and was followed by a Q&A session. Kerry Hosmer, Upper School director of student life, delivered questions to student presenters, and later



In her presentation, Sunny Hu '20 took symposium viewers on a color-saturated investigation of food and monsters.

noted a highlight of the virtual symposium: “the sophistication of the presentations and the composure of the participants—I love it when we learn more about our students through the passions they explore in their projects.”

What were the advantages of holding a virtual symposium? “The exposure within and outside of the Bullis School community,” said Assistant Director of College Counseling Phil Weisgold. “Broadcasting our students’ research demonstrates that learning goes beyond the traditional classroom setting, and our reach extends beyond Falls Road. Additionally, we need to become agile and familiar with ever-changing technology.” HGS Director Sara Romeyn saw other advantages. “Students liked the opportunity to pre-record the videos so that they eliminated the jitters that would come from a live session. The virtual symposium could be ‘attended’ by people everywhere...relatives, neighbors and friends who don’t attend Bullis tuned in to listen.”

The hope is that next year Bullis will return to a live version of the Signature Symposium on campus, as the benefits of live presentations are many. “Presenting before an audience is always preferable, as

the energy and support of the crowd are palpable,” Kerry Hosmer points out. Phil Weisgold acknowledges the disappointment felt by some of the students who were restricted by the time limitations imposed by virtual presentations. “I feel for the students who had longer presentations and explanations ready to go—many of whom made those presentations available after the symposium—but had to cut them short. One of my favorite things about the Capstone experience isn’t just hearing about the initial idea and the outcome, the end product, or the research findings. It’s understanding the student’s perspective from their time throughout the experience between those bookends.”

Whatever form the Bullis Signature Symposium takes in the future, this year we want to acknowledge the resiliency, creativity, and resourcefulness shown by our Bullis 2020 graduates and the faculty and staff who worked with them. Together they created a very successful 2020 Senior Capstone Virtual Symposium.

**Visit the Bullis website for video links to each Signature Symposium presentation at <https://bit.ly/3imDyOU>**

# The Role of Struggle and Reflection in Learning

By Robert Pollicino, Head of Upper School

Commander William Bullis was fond of saying “there is always a place at Bullis for a young man who works hard.” This mantra was very relevant in 1930 as he and his wife Lois operated a boarding school that prepared male high school students for admission into the military academies. Fast forward 90 years, and it still resonates with educators at Bullis. Much has changed since Bullis first opened its doors in 1930, such as the location of the campus, becoming a day school, the admission of female students, creating a Lower and Middle School, and more. Yet, Commander Bullis’ statement about students working hard is never more true than now, particularly in an ever-changing landscape and environment.

Knowledge is everywhere and in everyone’s hands in the form of a laptop, tablet, smartphone, but how we use that knowledge, and the skills we require to use it, is equally as important. Skill development comes through practice, repetition, and reflection. For a time, many people believed in Malcolm Gladwell’s “10,000 hours to greatness,” a rule made famous in his 2008 book, *Outliers*. Essentially, he proposed that if you practice any one habit or skill for 10,000 hours, you could become great. Several scientists and professionals push back on that statement now as oversimplified, focusing instead on the need for “deliberate practice,” over simple practice. James Clear, author of *Atomic Habits*, defines deliberate practice as purposeful and systematic, rather than the mindless/rote practice that some of us relied on growing up such as memorizing times tables or spelling words. It is this deliberate approach that we observe in our classrooms today.

On March 4, 2020, I hosted a parent coffee which included a discussion about the importance of struggle in the development



Head of Upper School Robert Pollicino challenges his students, from left, Caleb Tomlin '20, Kennedy Cameron '21, and Bianca Pendelton '21.

of understanding. Earlier, parents had been asked to read, *Why Struggle is Essential for the Brain, and our Lives*, by British educator, Jo Boaler.

“As parents and teachers, we do just about everything we can to make sure that children don’t struggle. It turns out we are making a terrible mistake. Research shows that struggling is absolutely critical to mastery and that the highest achieving people in the world are those who have struggled the most,” Boaler states.

Dean of Faculty and AP Statistics Teacher, Faith Darling, shared the role of error and reflection in developing the skills and mindset of her students. In her classes, she encourages concept mapping to solve problems so that students can visually depict their thought process in solving problems. When some seek immediate support or feedback, Faith pushes them forward to

continue their struggle with the material. Further, she asks students to reflect on their assessments, providing prompts such as: “What are you most proud of on this assessment?” or “What choices did you make in preparing for this assessment; did these choices provide the right preparation?” Analyzing their own approach and responses allows the students to learn and grow more than they might have through continual rote practice. Faith’s purposeful and systematic approach allows her students to reach beyond solving an AP Stats problem to growing as “learners.”

Following Faith’s conversation, our Chair of World Languages, Rich Green, explained the developmental approach to language acquisition. “Mistakes in a language don’t really exist!” he told them, citing the natural experiences of young children first learning a language. For example, his young daughter asked him to “getted”



a book to read. The verb tense may be incorrect, but the message is clear. With this concept in mind, he explained, Bullis faculty members have made a shift in the teaching of World Languages. Assessments and rubrics allow for errors if the meaning is maintained; this is true even at the highest levels. “If you are not making errors, you are not growing,” Rich explained. The new approach is working; we had 19 seniors earn a certificate of Global Bi-literacy last year and already have 18 students who have earned it this year. Our students are enjoying the experience as they move away from memorizing vocabulary terms and conjugating verbs to speaking in and listening to the target language.

Lastly, Upper School English teacher, Kerry Hosmer and Upper School Social Studies teacher, Patty Topliffe, discussed their approach to guiding our Advanced Humanities Seminar which combines AP Language & Composition with AP US History into a single course. Students have an opportunity to see history through a different lens. As they read Mark Twain’s *Huckleberry Finn*, they begin to develop a clearer understanding of the risks Huck takes in befriending Jim. They are learning about the run-away slave law and about the reach and depth of literature. When looking at the historical relevance of Dr. Martin Luther King’s letter from a Birmingham jail, students can see the various literary techniques he infused into his writing. Students begin to realize a historical connection with their own writing. This combined class challenges the way our students think and asks them to look through a different lens than previously thought.

The above examples represent approaches that are repeated in other classrooms across the Bullis campus. The need to work through problems and the opportunity to reflect on that struggle are more important than ever as Bullis embarks on an extended remote learning program due to the impact of Covid-19. Students are being asked more often to work independently and to develop

“As parents and teachers, we do just about everything we can to make sure that children don’t struggle. It turns out we are making a terrible mistake. Research shows that struggling is absolutely critical to mastery and that the highest achieving people in the world are those who have struggled the most.”

— Jo Boaler,  
British Educator

their own systems for approaching the work. They are being guided in this by their teachers through various online platforms such as Google Meet, Pear Deck, and Haiku (PowerSchool) as the role of mentors and teachers in the learning process will always be essential.

Today at Bullis, before teachers jump in to solve the problem for their students, they want to know what the students have already done. In an ever-changing world, it

is increasingly important in education to rely on core values and a mission as timeless as the one Commander Bullis instilled in the school he founded 90 years ago, updated in a way that he would wholeheartedly approve: There is always a place at Bullis for a young person who is willing to work hard. That legacy lives on with each passing year as new students enter our gates and our graduates head off to test these skills.



From left, students Jacob Sanders '21, Brock Priddy '21, Ava Nunes '20, and Roman Kelly '20 work collaboratively.

# AWARD-WINNING FACULTY

This year, two of our outstanding Middle School teachers, Marcela Velikovsky and Michael Chellman, received awards honoring their teaching and curricular work.



**Marcela Velikovsky, Middle School Spanish teacher**, was named the 2020 Teacher of the Year by Greater Washington Association of Teachers of Foreign Languages. This did not come as a surprise to her Bullis students and colleagues, who know her love of the Spanish language and culture and her passion

to help students develop along their own path to proficiency in the Spanish language. In 2019, Velikovsky and a colleague presented their impressive work with the Smithsonian Learning Lab (where they won a fellowship) on “Global Competence Strategies for World Language Classrooms.” This fall she presented at the annual American Council on the Teaching of Foreign Languages (ACTFL) Convention in Washington D.C. Bullis World Language Department Chair Rich Green particularly notes the great respect and appreciation for Srs. Velikovsky held by students and colleagues in the Bullis World Languages department, as well as the broader Bullis community and the community of World Language teachers.

**Michael Chellman, Middle School Social Studies teacher**, was named a University of Maryland Phillip Merrill Presidential Scholar Mentor when Bullis alumna Melody Hashemi '16, a presidential scholar, named Chellman as the teacher who had the greatest impact on her academic achievement. The Merrill Scholar program honors the UMD student, his or her UMD mentor, and their most impactful teacher along the way. That teacher is honored with a luncheon and a monetary award. Additionally, as part of Hashemi's award, a Bullis student graduating this year will receive a \$1,000 scholarship. Melody Hashemi was named a top student at the University of Maryland, where she will graduate with a degree in Economics, Government & Politics this spring.

“I was surprised how much it meant to me,” said Chellman. “It made me so happy. I’m happy every time I walk into the classroom, but this was really special.” Chellman remembers Melody as a bright student who grew in confidence. “Now she’s one of the top 19 students at the University of Maryland, where they have what? 30,000 students?” “I am so grateful to have had you as a teacher,” Hashemi told Chellman. “You have a profound impact on students and I am sure that I will remember what you have taught



me throughout my life.” “That is one of the things I love about Bullis,” said Chellman. “We take a student full of potential and help them realize it. I see it over and over.”

**We asked these two teachers about their love of teaching, why they love teaching at Bullis, and what makes a great student.**

**Q. What are some of your favorite lessons?**

**Velikovsky:** Some of my favorite lessons are those that include art, culture, and social and global issues. I love to hear my students explain the connection between “Guernica,” the mural by Picasso, and the Spanish Civil War.

**Chellman:** I developed a unique graded discussion that I call “The Discourse.” The premise is that argument is the essence of thinking. The Discourse combines elements from Phillips Exeter Academy’s Harkness Method, the Paideia and Socratic Seminars, and my own experiences. Students are assessed as much on how they listen



and respond to their classmates as they are on the rigor of their arguments. Discourses are lively conclusions to topics such as the First Amendment, immigration, gun violence, foreign policy (e.g. North Korea, China, Middle East), gender and racial discrimination issues, and the American Revolution.

**Q. How has world language instruction changed since you started teaching?**

**Velikovsky:** I would say that it has changed tremendously! We used to teach lots of grammar and it was considered successful teaching if students learned about the mechanics of the language and memorized long lists of vocabulary and verb conjugations. Language instruction was compartmentalized, so if a student wanted to say, “he used to like dogs but now he likes cats,” he had to wait until we reached a certain unit in the book or until the following year, because the imperfect tense was not taught in the beginner level. Over the years, research has shown that successful language learning follows a similar path to the acquisition of the first language, and that repeated exposure to comprehensive input is key to learning. Nowadays, we teach towards proficiency, activities and tasks have all become much more communicative in nature. Assessments have moved more toward what students can do with the language rather than simply what they know about the language.

**Q. What are some of your favorite moments in the classroom?**

**Chellman:** When classes are both fun and deep. What does that sound like? Using music and stories to enliven history; students finding their voice, knowing their opinions matter, turning ideas on their sides, considering them, daring to wonder; laughing. Learning is at its best when it balances the serious and the playful.

**Q. What is special about Bullis?**

**Velikovsky:** One of the qualities is the caring and dedicated people who make a difference every day, whether it is in the classroom, in an office, or outside. The second is the sense of community that is reflected even in the smallest details. The third quality is the freedom we have to be innovative, to feel empowered to try new approaches to teaching knowing that the administration fully supports us. That is so good for our students.

**Chellman:** Bullis asks its students to be willing to stretch. Students who enter Bullis tentative and lacking confidence end up walking the graduation stage as powerful learners in ways they never imagined. Those are success stories Bullis teachers live for. In our Middle School, parents rave about my colleagues in every department who constantly search for new ways to motivate students’ best efforts. I’m just trying to keep up with the innovative strategies of the Middle School teachers around me. It’s an inspiring environment for both students and teachers.

**Q. What makes a great student?**

**Chellman:** The one who grasps the difference between “doing the work” (what I call “gray effort”) and “learning the work” (“green effort”). Gray effort is splashing in the intellectual shallows. Green effort is diving deep, learning more in less time. Learning that lasts. The great student, like the great teacher, is always getting better at getting better. I call it “being your best self, on purpose.”

**Q. What new approaches to learning have you tried at Bullis?**

**Velikovsky:** I like to read about language research to learn about current approaches and the best practices that facilitate language learning. I replaced the textbook with novellas and authentic reading resources. I love making interdisciplinary connections and teaching lots of different topics in Spanish. I use Project Zero Thinking Routines and Global Thinking Routines to promote deep thinking and promote global competence. My approach is teaching content through language while teaching language through the content. It works!

**Chellman:** First, applying the latest research in neurocognitive psychology—another way of saying using new insights into memory, attention, creativity, and awareness to promote deep learning. Second, Bullis is renowned for its cutting-edge applications of technology. Thanks to our exceptional technology staff, it’s easy to find and apply state-of-the-art ways to support student learning.

**Q. What elements are key to learning a new language?**

**Velikovsky:** Patience, persistence, and motivation. Learning a language humbles you, you put yourself out there, you have to take risks and persevere through frustration. I give my students tips on how to practice and even my shyest student can be successful. The goal of learning a language is communication, so if you wait until you become accurate to speak, you will miss many opportunities to practice and make progress sooner.

**Q. What makes a teacher great?**

**Chellman:** A great teacher helps young people make themselves great. How? By forging two types of connections. (Connection is the most important word in all of education.) First: Connection between the teacher and the student. As teachers, our work is, at its core, a human endeavor. When we focus on the grades, sometimes we win, sometimes we lose. When we focus on the person, we win—every time. Second: Connection between the student and content. When the teacher infuses lessons with energy, imagination, and interaction, students become deeply engaged. Inhibitions vanish. It creates intellectual camaraderie.

We are so fortunate at Bullis to have skilled, caring, dedicated teaching professionals like Sra. Velikovsky and Mr. Chellman.



Michael Dafe Agege  
 Malcolm Alexander  
 Ashton Alexander Allen  
 Marianna Anagnostou  
 Charlotte Therese Lund Andersen  
 Isaac Reuben Aronson  
 Hannah Danielle Baltimore  
 William Aaron Barlia  
 Joseph Zachary Baskin  
 Amari Nyla Beach  
 Kayla Naomi Beckwith  
 Aneesh Bellam  
 Caulley A. Bellistri  
 Henry Lion Bernstein  
 Max Harris Bernstein  
 Ravyn Alexys Bias  
 Andrew Lane Blair Jr.  
 Sanaa Bostic  
 Elizabeth Kay Braun  
 Austin Christophe Brown  
 Isaiah Stephen Brown  
 Ava Lauren Bruening  
 Charles Hunter Swanson Carlson  
 Fiona Mulkerins Caulfield  
 Yongyin Chen  
 Joseph Chmara  
 Jared Charles Cohen

Darion Crawford  
 Katherine Elizabeth Culham  
 Gianna Katerina DeHerrera  
 Samuel Hayes Denison  
 Shannon Dunwell  
 Danielle Nicole Dyer  
 Jabril El-Amin  
 Demetri John Engel  
 William George Ferris  
 Nia Simone Frederick  
 Joseph Friedlander  
 Julien John Gause  
 Jack Harris Geifman  
 Margaret Alice Gilbert  
 Nathaniel David Gilkey  
 Rachel Nicole Gluck  
 Jacob Craig Goldberg  
 Jonathan Ross Goldberg  
 Emma Jeanne Golden  
 Madison Hailey Gramm  
 Kayla Graver  
 William Green  
 Jordan Frank Gross  
 Zijing Guo  
 Shaniya Hall  
 Madeline Hammer  
 Skyler Lauray Hammonds

Yutong Han  
 Liam Harris Handel  
 Cadyn Paige Harrington  
 Bora Barlas Hayri  
 Mingyang He  
 Charlotte Bess Helmig  
 Maya Gabrielle Hersh  
 Alana Jean Hodge  
 Tyler Rivers Hoel  
 Jack William Honeycutt  
 Jiayu Hu  
 Leondre Russell Ingram  
 Zoe Jackson  
 Sara Baker Jacobi  
 Jenna Caroline Jew  
 Taylor Tanae Johnson  
 Brendon Patterson Jones  
 Adrian Kabiri  
 Nicholas Karayianis  
 Olivia Grace Kazanjian  
 Roman McNair Kelly  
 Arianna Catherine Khoshkhou  
 Andrew Hall Kline  
 Yu Kong  
 Megan Dolly Landres  
 Jared Leath  
 Kevin Lemus-Beltran

Clas  
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Haiming Li  
 Hanwei Li  
 Jintong Li  
 Zachary Itasaka Lieberman  
 Zhouzhou Liu  
 Lucille Maud Low  
 Mikayla Jade Mack  
 Caleb Michael Scott Mauney  
 Cian Mc Donald  
 Julia Maren Mendelson  
 Robert Meredith  
 Parker Merrill  
 Isabelle Alexis Metee  
 Dylan Moore  
 Joelle Alicia Moore  
 Aliyah Jeyone Muhammad  
 Madison Marann Norman  
 Ava Nanette Nunes  
 David Vincent Okoli  
 Ronald Pate III  
 Jay Pendarvis Jr.  
 Joseph Redwood Penovich  
 Dennis Lloyd Perkins III  
 Brynn Phillips  
 Leah Amari Phillips  
 Tangyi Qian  
 Tasmia Rahman

Alexander Darius Rassael  
 Azariah Diarra Reid  
 Caleb James Robinson  
 Sydney Rodman  
 Alexander Peter Rolinski  
 Jordan Roumell  
 Ethan Sebastien Royer  
 Isaac Henry Ruderman  
 Zakie Sahady  
 Omari Aden Salvi  
 Carly Rose Schain  
 Ruby Helen Schreiber  
 Zachary Schumacher  
 Michael Owen Scott  
 Zachary Lawrence Senders  
 Connor Watson Shephard  
 Juliana Ruth Signora  
 Rachel Skye Sita  
 Alexandra Skoufias  
 Bethany Augusta Smith  
 James Fletcher Snowden III  
 Ian Michael Steren  
 Jack Andrew Steren  
 Alexander Patton Stichman  
 Danielle Miriam Tauber  
 Ashleigh Taylor  
 Sarah Taylor

Caleb Vincent Tomlin  
 Ashur Myles Turner  
 Avery Lane Ulanet  
 Chloe Anna Urofsky  
 Ethan Ronald Vardi  
 Lucia Mae Vasco  
 Victor Andrew Vasilian  
 Ashley Nicole Wallace  
 Yiran Wang  
 Joshua Steven Warsaw  
 Dillon Weinberg  
 Augustus Solomon Blake Weiner  
 Merrick Willeford  
 Chance Williams  
 Mark Dean Williams  
 Kieffer Lee Williamson  
 Ryan Willie  
 Danielle E. Willing  
 Yaqian Yang  
 Christopher Yazdani  
 Xingyu Zhou  
 Kenna Elizabeth Zier  
 Kisa Adeline Zormelo



# Senior Drive-Thru



Senior Drive-Thru was a fantastic celebration of our 2020 graduates, as students, staff, and parents enjoyed the chance to be together on campus to cheer our seniors and reunite as friends!



# STUDENT GOVERNMENT ASSOCIATION EXECUTIVES ON LEADERSHIP IN CHALLENGING TIMES

After an unprecedented spring spent carrying out their Student Government Association roles from home, this year's leaders—Hannah Baltimore '20, Caleb Robinson '20, and Austin Brown '20—reflect on their most unusual senior year.

**What are you most proud of related to your service this past year?**

**Hannah:** I am most proud of the legacy Austin, Caleb, and I left on the Bullis community. I believe that we represented the core values of Bullis and tried to leave the School a better place than when we started.

**Caleb:** I'm most proud of the town halls we held throughout the year—creating a space where student voices could be heard.

**How did you find yourself challenged by being an SGA exec while physically distant from campus?**

**Hannah:** I found it challenging to make everyone aware of what SGA was doing during this time. It was also challenging to know that everything we wanted to accomplish in the spring just could not be done because of the pandemic.

**Austin:** One of the roles of being an SGA exec is finding ways to bring the community together. This was extremely difficult given the fact that we weren't able to be on campus. To adapt to this challenge, we came up with online competitions where students and teachers were able to record themselves doing certain challenges and then post it for all of the school to see. I really enjoyed seeing my classmates' participation in the challenges and I was happy to see so many people's faces that I hadn't seen in a while.

**What do you think the Class of 2020 will be most remembered for?**

**Austin:** I think that the way our class handled this experience will be remembered. Through social media and in person, the Class of 2020 had a very optimistic attitude



At left, Upper School English Teacher and Director of Student Life Kerry Hosmer, with Caleb Robinson and Hannah Baltimore. Above, Austin Brown's senior portrait.

towards everything that was going on. Whether it was putting up our posters with our college decisions outside of campus, or posting our cap and gown pictures on social media on the last day of classes, there were a number of positive things that our class did during this time.

**Caleb:** I think our class will be most remembered for rising to the challenge and graduating during the pandemic. Having to finish our final trimester online was extremely difficult due to the challenges already posed by learning combined with the added disappointment of missing out on all of the traditional senior spring activities, but we managed to pull through and finish strong. We will be remembered for our leadership and continually being good role models even during trying times.

**What wisdom have you gained from this experience that you hope to carry into the next chapter of your life?**

**Austin:** I've learned to be more appreciative of the time that we have with people in our lives. We take for granted the time that we have with our friends and family but as this pandemic showed, that time can be taken away with such short notice. Unfortunately, I never had the chance to say goodbye to some of my friends and peers. As we leave for college this summer and fall, I realize that I may not see some of those people again for a while.

**Caleb:** I've learned to never take anything for granted in life and to make the most of every opportunity. Life is short and the time that we do have is too precious to waste being tentative.

**Do you have any words of wisdom for the incoming SGA execs?**

**Hannah:** Always try your best. You have the opportunity to make Bullis a better place—DO IT!

**Caleb:** Get on top of things early, especially when it comes to scheduling. Also, stay grounded and find a good balance so that you can enjoy yourself and your position.

**Any final thoughts?**

**Hannah:** I hope that this will teach other grades at Bullis that nothing is promised. This means go ALL out on dress up days, go to that sports game, go to that play, try something new, and appreciate every day. I want other grades to use every opportunity that Bullis gives them.

**Austin:** I've enjoyed my time and Bullis so much. I've met awesome friends, families, and teachers that I hope to keep in my life after I leave Bullis and go to college. It was amazing to see Bullis change since 3<sup>rd</sup> grade and I am proud to be able to call myself a Bullis Alumnus.

# Class of 2020

## College Matriculations

Academy of Art University	Morehouse University (2)	University of California-Berkeley
American International College	North Carolina A&T University (2)	University of California-Davis
American University	Northern Virginia Community College	University of California-Irvine
Avon Old Farms (Post Graduate Year)	Northwestern University (3)	University of California-Los Angeles
Boston College (3)	Oberlin College	University of California-San Diego
Boston University	Ohio State University (3)	University of Cincinnati
Bucknell University	Ohio University	University of Colorado (3)
California College of the Arts	Ohio Wesleyan University	University of Denver
Case Western University	Pennsylvania State University (2)	University of Florida
Chapman University	Pratt Institute	University of Georgia
Clemson University	Purdue University	University of Kentucky
Colgate University	Reed College	University of Maryland-Baltimore County
College of Charleston (2)	Rensselaer Polytechnic University	University of Maryland (8)
Colorado State University	Rice University (2)	University of Massachusetts
Connecticut College (2)	Salisbury University (2)	University of Miami (3)
Delaware Valley University	Savannah College of Art & Design	University of Michigan (3)
DeSales University	School of the Art Institute of Chicago	University of Minnesota
Dickinson College	Skidmore College	University of Oregon
Duke University	Southern Methodist University	University of Rochester
East Carolina University	Stanford University (2)	University of Southern California (2)
Elon University	Stetson University	University of Texas (2)
Escuela Superior de Administracion de Empresas (Spain)	Syracuse University (4)	University of Utah
George Washington University	Temple University	University of Virginia (4)
Georgetown University (2)	Towson University	University of Wisconsin (3)
Hampton University	Tufts University (2)	Villanova University
High Point University (3)	Tulane University (3)	Wake Forest University (2)
Howard University (2)	The United States Air Force	Washington Adventist University
Indiana University (3)	The United States Air Force Academy	Washington and Lee University
James Madison University	The United States Air Force Academy Preparatory School	Washington University in Saint Louis (2)
Johns Hopkins University (3)	The United States Military Academy	Wesleyan University
Louisiana State University (2)	The United States Naval Academy	West Virginia University
McGill University (Canada)	University of Arizona (2)	College of William and Mary (3)
Merrimack University	University College London (United Kingdom)	College of Wooster
Miami University (2)		Yale University

# Class of 2020

## Lifers

2020 Bullis Lifers enrolled as 3<sup>rd</sup> graders when that was the youngest grade, and it was also Dr. Boarman's first year as Head of School. This year's lifers—pictured in their 3<sup>rd</sup> grade throwback photo—are Amari Beach, Caulley Bellistri, Lane Blair, Sanaa Bostic, Elizabeth Braun, Austin Brown, Fiona Caulfield, Shannon Dunwell, Demetri Engel, Madison Gramm, Cadyn Harrington, Sydney Rodman, Alexander Rolinski, Zakie Sahady, Rachel Sita, Victor Vasilian, Mark Williams, and Kenna Zier.





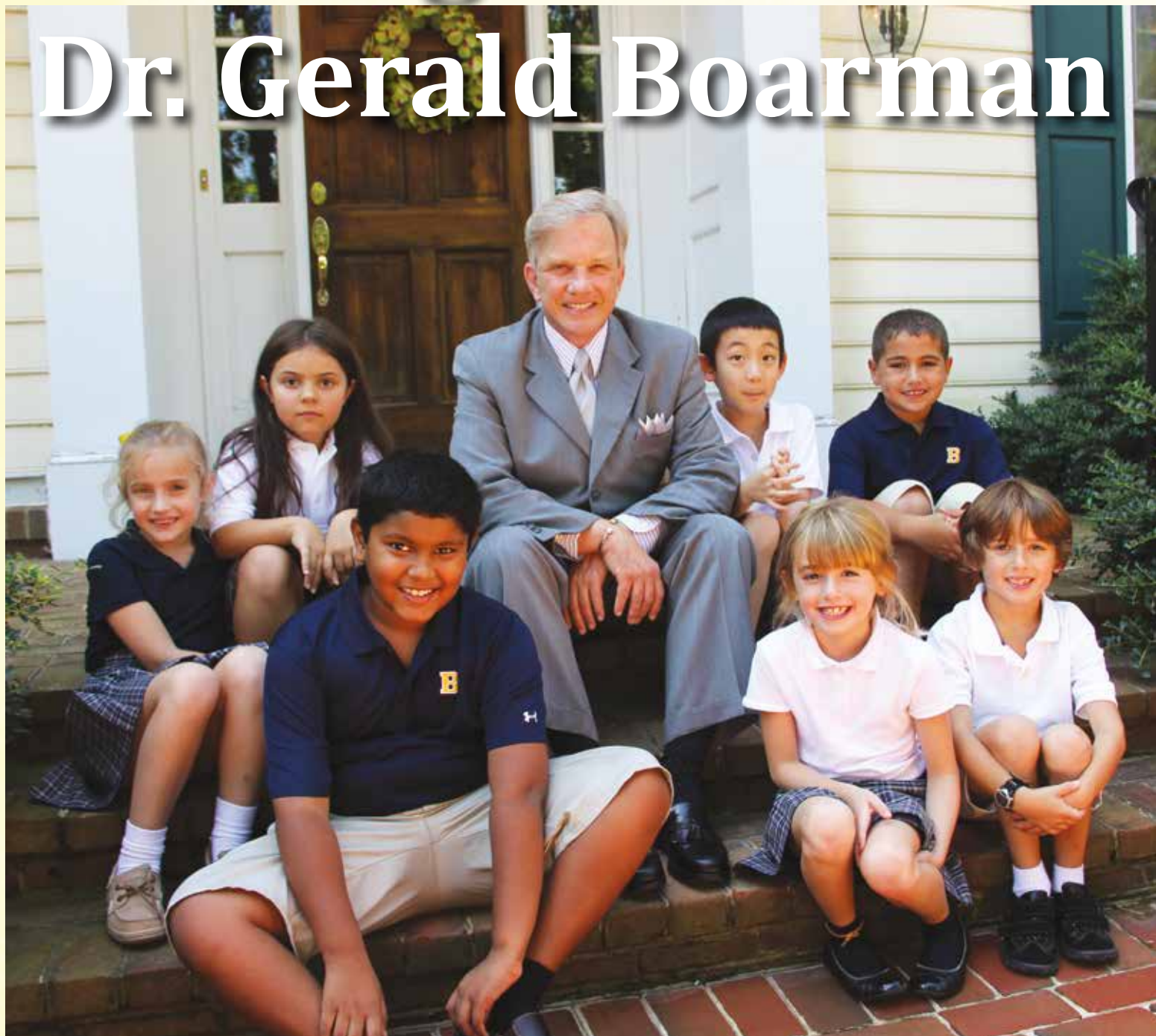
# Awards for Members of the Class of 2020

Award	Recipient
The Founders’ Award.....	Dylan Moore
The William H. Price, Jr. Citizenship Award.....	Mark Dean Williams
The Manuel José Baca, Jr. Joy of Living Award .....	Ian Steren
The Michael Ivey Achievement Award .....	Caulley Bellistri
The Community Service Award .....	Austin Brown
The Coach Walt King Awards.....	Ashton Allen Leah Phillips
The David P. Hellekjaer Award.....	Isaac Aronson Hannah Baltimore
The Douglas London Award for Excellence in English .....	Rachel Sita
The Barbara Marks Award for Excellence in World Languages .....	Charlotte Helmig
The John H. Dillon Memorial Award for Excellence in Science .....	Sydney Rodman
The John W. Spencer Award for Excellence in Mathematics.....	Caleb Mauney
The Irene Ford Smith Memorial Award for Excellence in Social Studies.....	Izzy Metee
The Award for Excellence in Humanities .....	Maddie Hammer
The Award for Excellence in STEM .....	Chloe Urofsky
The Award for Excellence in Entrepreneurship.....	Billy Barlia
The Award for Excellence in Technology.....	Joseph Penovich
The Award for Excellence in Theatre.....	Skyler Hammonds
The Award for Excellence in Visual Arts .....	Fiona Caulfield
The Award for Excellence in Dance .....	Carly Schain
The Award for Excellence in Music .....	Brendon Jones
The Outstanding Scholar Award.....	Gigi Wang
<i>Awards for members of the Class of 2020 were presented on May 29, 2020.</i>	

# Awards for Faculty Members

Dr. Richard K. Jung Faculty First Award .....	Kendall Strickler (3 <sup>rd</sup> Grade Teacher) Hannah White (Middle School Learning Specialist) Mark Riffie (Upper School Technology and Engineering)
David Stone Award .....	Celeste McDaniels (Upper School Science Chair)
<i>Awards for faculty members were presented on June 5, 2020.</i>	

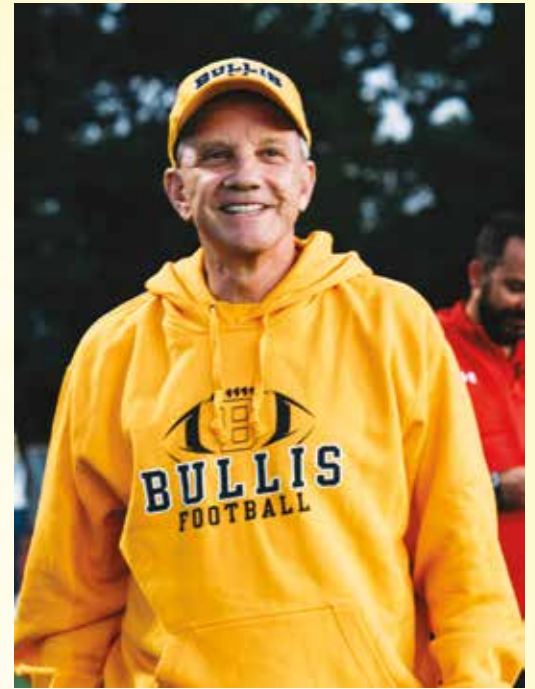
# Reflections of a Lifelong Educator: Dr. Gerald Boarman





**“I could not leave this school without saying thank you to the many individuals who have done so much to support Bullis.”**

*— Dr. Gerald L. Boarman, Ed.D.*



When he first visited the Bullis campus in early 2010, Gerald L. Boarman, Ed.D.—Dr. Jerry Boarman—saw a school “that needed no great change,” he said later. “The foundation and the quality were strong. It had so much to offer.” What drew him to Bullis? “Its sense of community impressed me most. The enthusiasm, the warmth and dedication were palpable, and there was a great feeling of shared anticipation.”

Dr. Boarman recognized in Bullis the potential for growth and the capacity for greatness. Once installed as sixth Head of School, he set out to further the school’s educational programs, its educators, its enrollment, physical campus, outreach, and more. He envisioned an already exceptional school becoming something extraordinary.

Ten years later, many would agree that Bullis is just that.

Maryland-born Jerry Boarman attended public schools growing up. The first in his family to graduate from college, he intended to become a lawyer and took a temporary job as a substitute teacher while preparing for law school. Discovering that he loved teaching, he changed his plans, and for several years taught history in the Prince George’s County school system. Later he became principal of Eleanor Roosevelt High School, an award-winning public magnet school in Greenbelt, Maryland. He went on to become Chancellor of The North Carolina School for Science and Math (NCSSM), the first residential public high school specializing in science and math. In a decade there, Dr. Boarman supported enhanced academic programs, including online learning, while expanding enrollment and the physical campus. He came to Bullis eager to apply fresh ideas and leadership skills honed over decades. Today, he has invested 45 years as a teacher, educator, and award-winning administrator.

***“In Jerry Boarman, Bullis found a leader who could transform the hidden jewel of Bullis School into the powerhouse it is today.”***

*—Tom Sullivan, P ’09, ’11, ’13, past Board chairman, Trustee emeritus*

Getting to know all facets of the school community was high on his list as he talked to faculty and staff, board members, parents, and especially students. “The kids are the real barometer of a school,” he said at the time. “They will tell you what’s working and what’s not. Kids don’t hold back. I appreciate their honesty and I never want to lose sight of it.”

He believes just as strongly in that barometer today. Dr. Boarman makes a point of knowing the names of every student and staff member. He stops to chat, knows their interests, takes time to understand what matters to them. “No one goes nameless here,” he said recently. “That’s important to them, and to me.”

This summer, as Jerry Boarman steps down as Head of School, there is ample evidence of the growth he envisioned come to fruition. He leaves a school that, at the end of this school year, has increased its enrollment by 200, including international students. He leaves







a school that has expanded the content and scope of its innovative programs, developed a sophisticated educational support technology, improved existing buildings and added campus features, including turf fields, terraces, an amphitheater, a fountain—and a 70,000 square-foot STEM center. The campus, 80 acres in 2010, now spans 102 green and

wooded acres. He leaves, as well, an indelible presence in a school that has flourished under his vision and energy. Bullis School has grown in every stretch of the word, from footprint to outstanding educational programs, and from milestones reached by countless students, staff, and alumni, to its own national and international reach.

Under each Head of School, Bullis has experienced transformation. Today, it has evolved far beyond the original vision of its founders, Commander William F. Bullis and Lois Hoover Bullis, who began their school in 1930 with 13 students in a one-year program. Dr. Boarman supported that story as well, shepherding the publication of the school's history—he began, after all, as a history teacher. “When Larry Bullis ’54 and Walt King approached me to finally take on the history project,” he said of the former headmaster and founders’ son, along with a long-time coach, “I wanted to see that through.”

Challenges can create change too. In March 2020, Bullis students and staff began to work, teach, and learn from home by necessity. As its beautiful campus grew silent, Bullis education transformed into a

powerful remote learning program put together by the expertise of Bullis faculty, administrators, and the technology team. The School continued to meet student educational needs despite months of extended quarantine.

Remote learning was made possible under the aegis of Dr. Boarman, who had encouraged the development of an online learning program a few years earlier to bridge learning during snow days. The transition to full, if temporary, remote learning, and teleworking for staff, was quick and seamless on groundwork already laid.

Before this remarkable school year ended, Dr. Boarman recently found time to talk with *Bullis Magazine* about his reflections on Bullis, education, and his plans for the future.

*“Jerry Boarman’s commitment to the core values and principles of the school made it a pleasure to work with him as an officer and trustee.”*

—George Mavrikes, P’14, ’17, Trustee emeritus

**Q.** During your first year here, you proposed a new motto—“Lead the Bullis Way.” We still follow it. How does it reflect your leadership at Bullis?

When I first came here, administrators suggested a new theme for the year, as was the tradition. I thought about the School’s alma mater, its motto of “Caring Challenging Community,” and its core





values—and I thought “Lead the Bullis Way” would be fitting. It’s simple and eloquent, and reflects the respect and integrity and values that are such strong threads in this community. And it stuck, which I did not expect, but it makes me proud. Recently on campus—before the virus shut us down—I was in the dining hall, and I overheard one young student say to another, “But that’s not the Bullis way.” It meant a lot to me that one child was helping another to understand the right action to take in something. It’s one of the most gratifying things I have heard in my time here on campus.

I sometimes say that Bullis is an elite institution, but it is not elitist. It’s a private school with a public message—one that says we remember our community and we work with service to the wider community in mind. We are not an enclave. Our gates are open to all. That is also the Bullis way.



**Q. You have often told Bullis students in assemblies that “nothing is more important than helping others.” Why is this important to you as an educator?**

There are two themes that have always been important to me personally and as an educator—the concept of giving back, and the excitement of learning. Bullis School and its community have always valued those themes too. Even before I came here, I always stressed the importance of giving back. I feel it is one of the most significant things we can do in the world individually and on a global scale, and here at Bullis too.

Our students reach out to others in so many meaningful ways, through community service that they do willingly—Bullis students are not required by the State to meet a certain level of community service, but they enjoy it, and we have a very healthy program. They reach out through those wider gestures and on campus every day

## ACHIEVEMENTS 2010-2020

### On Bullis Campus

Academic Center & Learning Support in the Marriott Library

New Penny Bunting Terrace

Library Patio and Cami Baruch '13 Memorial Pond

Dining Hall—new floor, new chairs, outside entrance to restroom

Founders' Hall—Remodeled Head's Office, and offices for Advancement, Summer Programs, Business Office, Human Resources, Admission suite and new outside entrance

Display cases for Bullis history

New conference room in Founders

North and South Halls—new lockers, faculty lounges, Division Heads Offices, College Counseling office suite, Registrar's office, Nurse's Office

Athletic Center, Athletics Office suite, Wrestling Room, Fitness Center, Gala and Volunteer Center, Bathrooms remodeled

Stadium—Jumbotron, new track, new turf

Pavilion

Baseball field moved

Elevated turf field with LED lights, only two in the area, new stands

The Blair Center—Arts offices, Cottages, Amphitheater in Memoriam for Dr. Connie Giles

Facilities—Cottage offices, new buses

Electric gates at Falls Road and Democracy Blvd. exits

Parking lots repaved, new areas added

New lighting, new paved walkways

Central Fountain

The Dr. Gerald L. Boarman Discovery Center with its many features

Remodeling and updates throughout campus including HVAC and boilers

22 acres added for 102 contiguous acres



through smaller gestures too, such as just one child simply helping another. Students and staff and families here demonstrate often how much they care about others, and how willing they are to step up to a challenge. The value each one adds to the community—that’s truly the Bullis way. It makes me proud as I look around this school, proud of our students and our community. I really do feel there is nothing more important in life than helping each other in some form.

*“Dr. Boarman’s contribution to education is irreplaceable, his dedication to students is immeasurable, and his guidance to staff is invaluable.”*

*—Head of Middle School Dr. Marilyn Moreno, P’15*

**Q. Dr. Boarman, in looking back on a decade at Bullis, what do you see?**

So many things, so many accomplishments at the School come to mind. I see others taking ideas and developing projects that become part of Bullis, and I feel proud that they have had the chance to take the lead on things that are meaningful to them. We’ve grown so much. We added 2<sup>nd</sup> grade, then 1<sup>st</sup> and kindergarten. We have over 800 students this year, from 616 when I began; we had 80 acres for decades and now own 102 acres of debt-free property. Our international program went from nine students in 2010 to over 70 students this year. Our graduating classes were getting larger, so we moved our commencement ceremony from campus to The Music Center at Strathmore—except for the Class of 2020, due to the global situation.

In academics and arts and athletics, all of it, Bullis has grown tremendously in the last several years. The art, music, and theater programs, the shows and performances, are fantastic. We now have signature programs in STEM, Entrepreneurship, Humanities and Global Studies, and Visual and Performing Arts, spanning all three divisions. We’ve developed accelerated reading in Lower School, and project-based learning across divisions. Not too long ago we took a



close look at the daily schedule and made changes to better support students and staff all through the day. We took a look at safety and security, too, and established a team and guidance making sure Bullis is a safe place where we can all feel secure.

I remember when I first came here, Bullis football was not strong. Some said terrible. It needed improvement. And yet it's never about winning here, it's about giving kids plenty of opportunity to grow, improve, achieve their own dreams. A good athletics program across the board is an important part of student development. Today we have a well-rounded and impressive athletic program based on a student-athlete model, where the student is balanced because the educational approach is also balanced—that is becoming a hallmark of Bullis. It is icing on the cake that three Bullis alumni from recent years are now in the NFL, just part of that stronger athletic program and educational balance.

Bullis was strong when I came here, and I am proud that it is greater and more robust now, able to give students great opportunities to follow their own interests while they are getting an excellent traditional education. Providing opportunities for students and continually growing in teaching methods and program innovation is so important. We've had many milestones and we've seen a lot of growth in enrollment, initiatives, technologies, and in teaching. There are improvements on campus and in existing buildings, and a new building, the Dr. Gerald L Boarman Discovery Center. That was a dream of many that became a great reality because of the hard work and dedication of many. Now we have labs, a maker space, more classrooms, a studio theater, a café where students can spend time together. That they have such spaces means a lot to me, and to those who donated funds and cared so deeply, making the building possible.

What matters most about the building, and all the spaces on campus, are the people that use them, learning, spending time with each other. That will never change about Bullis—the importance of the people, the heart of this community, its warmth and connectedness. All these incredible spaces are empty without them and what they do.

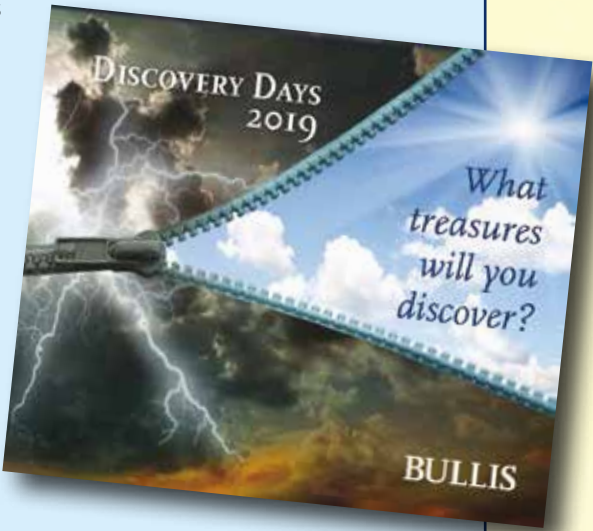


*A list of improvements, additions, accomplishments, and innovations at Bullis during Dr. Boarman's tenure accompanies this article.*

## ACHIEVEMENTS 2010-2020

### In Bullis Programs

- Bullis Student Tutors Program
- Discovery Days
- International Program expanded
- STEM for LS, MS, US
- Entrepreneurship program created
- Humanities & Global Studies, Visual & Performing Arts expanded
- Shark Tank
- Aligned curriculum
- Bullis Curriculum Guide
- Academic program expanded
- Global Village revitalized



- Athletics expansion
- IAC and ISL titles won in the last 10 years
  - Many athletic college scholarships granted to Bullis students
  - Cultivation of NFL players—Dwayne Haskins '15, Justin Herron '14, and Cam Brown '16



social, economic, geographic, racial, and cultural diversity is impressive. And it's so important for our young people to travel in different circles than the circle they are used to within their own families and neighborhoods. Bullis is a melting pot of ideas, of experiences, of gender, race, culture, and personal choices. It's what society should look like. I'm glad that our Bullis students have the opportunity to grow and learn in such a diverse and varied environment.

Leadership roles in a cultural melting pot like we have here will allow Bullis kids to change the world. I firmly believe that. We have had kids here who find that Bullis propels them to a fuller and more transformative life than they might have had in another school. Bullis is a Tier 1 inclusive school. Everyone is part of the journey. No one is excluded or left behind. That inclusivity, all ranges of diversity, from race to gender to personality is just so important in life. We have worked hard to become not only diverse and inclusive, and to appreciate it—but to practice it with full acceptance and understanding.

During my years here, students and staff received diversity training—equity awareness, more to the point. Bullis has always had that openness, and we have expanded it.

Secondly, globalization. Our students are getting a sense of the whole world through our programs. We are helping connectivity become a reality in their lives, in the global communications in the Telepresence room in the Discovery Center, for instance, and on Global Village Day, which we brought back to be a bigger event. Our international program has grown, and so have our international trips for students. And we have our own global community right here on campus. Bullis students have the ability to be comfortable connecting with any facet of society, any culture, locally, nationally, and globally. I am very proud of that.

And thirdly—leadership. I have enjoyed watching it grow here and I wanted to ensure that staff and faculty—students, too—have had opportunities to lead the school in areas of interest to them. I see that as an important part of my role as head, giving leadership roles to others. We are creating leaders of leaders here—leadership that is equal and shared, a consortium of leaders. I am not just a head of school over others. It's impossible for one person to lead this School alone. Bullis has individuals with great ideas who want to help lead the school to a better place. It's important that they have the chance to see their ideas through. That gives us a cadre of people to lead Bullis in different ways to move forward together.

This school reinvents itself continuously—it's part of its history. The combined leadership of faculty and staff assists that process when they take the lead, chair committees, suggest initiatives, innovate. Bullis is the better for it. We teach students that they can be leaders

*“Jerry, your vision extended way past buildings to the kids. That was always what was most important to you. Thanks again for all you did for our children, our school, and our community. Thousands of lives are much richer for your ideas and drive to excel.”*

*—David Trone, Congressman, P'12, '14, former  
Co-Chair of the Capital Campaign, Trustee  
emeritus*

**Q. If you could choose three key areas for your Bullis legacy, what would those be? Are there innovations or accomplishments that you find most satisfying?**

Immediately, the key areas that come to mind are diversity, globalization, and leadership at Bullis. What brings the most satisfaction to me here doesn't involve my own achievements, but developments within the school, the efforts of many of us working together to build and grow something.

At Bullis, we have young people from all over the D.C. area. Our



as well, if they have an idea and want to step forward in that role. For example, the Middle School leadership program is now in place, giving students the chance to develop the qualities of good leadership. It is so rewarding to see students take on leadership roles in school and then later, as college students and adults, find success in their lives.

Another instance is the Instructional Council, which we formed to give a voice to faculty and staff and to advance learning initiatives at Bullis. They considered ideas and initiatives and organically developed them in discussions. Discovery Days is an excellent example—a week in every division devoted to learning for learning's sake without grades or classroom structure. The IC took an initial idea I suggested and ran with it, took it by the horns and made something incredible out of it. Teachers and students enjoyed Discovery Days immensely, got great benefit from it, and it became part of our innovative curriculum.

In the Bullis community, people are so willing to be part of a natural give-and-take process, sharing responsibility and leadership. It has been gratifying to watch that develop over ten years, to see that consortium of leadership help Bullis grow.

*“Jerry Boarman’s ‘big tent’ leadership style has taken Bullis School to new heights—beyond what most could have imagined. He leaves to us and future generations so many important legacies.”*

*—Dr. Richard K. Jung, P’04, ’10, Bullis Headmaster 1991-2002*

**Q. Dr. Boarman, what have you learned at Bullis—what have these years given you?**

This school has given me the perspective that anything is possible in education if people have the desire, the support, and the encouragement to move forward. We can galvanize each other to do great things. I have had vast experiences in schools, but I have never seen a school so giving and so supportive as Bullis. That’s so important in our society. It gives me great hope for tomorrow to see our students—these young people will be better than we ever were. They will create a society in which everyone counts.

Another way of saying it—Bullis has taught me that nothing is impossible.

## ACHIEVEMENTS 2010-2020 For Bullis School

Enrollment increased from 616 to 812 (2019-2020)

Diversity rose from 11% to 33%

More opportunities for students

CAS Current assessment standards

TICAS Tech in Classroom and across schools

Instructional Council

Head’s Council

Mastery Transcript Consortium

AIMS Accreditation

Revised and improved daily class schedule

2<sup>nd</sup> grade, 1<sup>st</sup> grade, and Kindergarten added, creating a K-12 school

Teacher promotion levels 1-4 developed

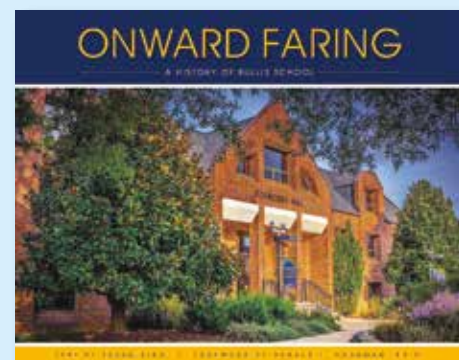
Higher than minimum wage, \$17 per hour

Benefits and better health plans and 401K match for employees

Additional faculty added in arts, academics, athletics, learning support

Dr. Boarman: President, IAC Athletic Conferences and served on the board of AISGW

Bullis history book, *Onward Faring*, published 2016





**Q. After this experience with Covid-19 and quarantine, what message do you have for the community as you leave Bullis?**

It has been crucially important to us throughout this process to keep this community together and connected. We live in uncertain and challenging times at the moment, and no matter how unsettling the news may be, we need to remember that children, our students, are watching us and trusting us. What we do and how we move forward means a great deal.

I want to leave this school in a place where its community is not worried about the future. I hope that part of the School's legacy will be that Bullis, in the past, was always prepared, that it handled the present well, and that it will always be prepared for the future.

**Q. What is next for you, Dr. Boarman?**

I may take a little break, but not for long. Even as a head of school, I have not been an end point, because I'm a lifelong educator—a facilitator. It defines who I am. So I will continue to find ways to support, advise, and nurture other individuals in the educational process. So I will be thinking about that. A conductor needs an orchestra. That's how I feel about it. I like to say that education is like a symphony—the conductor's baton isn't important. The music is.

*“Dr. Boarman’s vision, creativity, and energy is amazing. But there’s another side—knowing all the children by name, sincerely caring for families, always showing true interest, and telling jokes! His strength has been a guiding light and a calming measure during his tenure. Beyond being a great leader, he is family and friend.”*

*—Pauletta Nwosu, P’10, ’18, ’21, Parent Association volunteer*

My family is made up of teachers, they understand how important it is to me. They understand the value of education as well as the value of family and the individual. I worked long hours as a student to pay my way, and education opened all the doors for me. It always has. Whatever I can do to help young people get where they want to go—that will always be my goal.

Why have I enjoyed being a head of school? Because I can take care of others and help them succeed. In the next chapter of my life, that is what I will do.

*“Jerry Boarman enhanced the vision of my grandparents and family as he looked into the future of Bullis and furthered the School’s mission. We know he really does ‘bleed blue and gold!’”*

*—Cyndi Bullis Vasco ’83, ex-officio Trustee, and Kevin Vasco ’84, P’20, ’21*



# GREETINGS FROM BULLIS' INCOMING HEAD OF SCHOOL



Dear Bullis Families,

My heart goes out to you all in this time of great struggle, sacrifice, and danger. I have heard many stories of volunteerism and caring from Bullis; Lisa and I feel fortunate to be moving to a community that is pulling together to get through this as strongly as possible. When this letter reaches you, I hope that everything will be on the road to recovery.

I am so very aware that this is an extraordinarily difficult time for many students and their parents. Students increasingly miss their friends, teachers, and sense of normalcy. Parents' worries are myriad: health, economics, childcare, education, and the future in general. I know that Bullis and other great independent schools can provide some sense of comfort and continuity by delivering high quality online education and being a hub of community and connection, albeit remotely. I am thankful to be joining such a school and community.

Despite the difficulties we are all facing during these unprecedented times, I can tell you that I still feel thrilled about joining Bullis, and am optimistic about the future. Bullis is already a tremendous school, and I feel privileged to join at a time of enthusiasm and commitment to build on the legacy of Dr. Boarman. Together, we can continue to forge ahead and cement Bullis' reputation as one of the best schools in the region and country. It is of course always necessary to seek improvement, but challenges such as the one we are in now heighten the importance of analyzing every facet of School life to ensure that we are always being the best we can be.

Lisa and I were drawn to Bullis principally because of the people we met: students, parents, faculty, staff, trustees, and alumni. Yes, the campus is gorgeous and the mission and program are compelling, but it is all about who! We will join you on July 1 full of optimism, excitement for the future, and an absolute commitment to the school and the community. I know there will be challenges, but we will overcome them together, and the Bullis community will continue to nurture and inspire students who will thrive in tomorrow's world.

Warmly,

A handwritten signature in dark ink, reading "Christian Sullivan". The signature is fluid and cursive.

Christian G. Sullivan

# CARING CHALLENGING COMMUNITY IN THE FIGHT

Every day, Bullis students, parents, staff, and alumni are taking on challenges and making a difference for others—locally and elsewhere—to help deal with the COVID-19 pandemic. Here are just some of those who are finding ways to help. We are so proud of this caring Bullis community!

**MAKING MASKS IN BITLAB: ETHAN TILL '21, TYLER KUEHL '21, WILL GREEN '20, AND MATT ZIGLER**



Ethan Till '21

Last March, Tyler Kuehl and Ethan Till began working with BITlab Coordinator Matt Zigler in the Discovery Center's BITlab to prototype and generate N95-style masks to share with workers needing protective gear. They have created about 100 masks distributed to Georgetown Hospital and the Montgomery

County Housing Opportunity Commission. The team has also produced 700 face shields shared with the Montgomery County Office of Emergency Management and Homeland Security, Open Works in Baltimore, and Print to Protect in DC. They developed an N95 mask from a sheet of clear plastic shaped over a 3D printed mold, demonstrating it online and at the worldwide Virtually Maker Faire featuring maker projects created in response to COVID-19. Their work has received media attention in *The Washington Post* and other outlets.

**THEMASKMOVEMENT.COM: ADAM HANIN '92, P'21**

Adam Hanin partnered with an apparel manufacturer in Los Angeles to employ its staff in manufacturing cloth masks as part of a nonprofit effort, TheMaskMovement.com. Donors purchase masks to be made and shipped to hospitals; for every two purchased, three are made. Nearly 15,000 masks have been distributed to hospitals

in New York City, Los Angeles, and Loma Linda, CA, with a growing list of hospitals and sponsors.

**FUEL THE FIGHT: AMANDA COHEN, CARLY STEREN, CHELSEA WIDERLITE, CLASS OF 2014** Law student Carly Steren got together with Amanda Cohen, a nursing student, and Chelsea Widerlite, an investment analyst, to bring Fuel the Fight to the DC area, raising thousands of dollars to purchase meals from local restaurants to be delivered to frontline workers and first responders. They credit Bullis for helping them with the skills and spirit needed to move their project forward.

**GIVING BACK: ADAM GREENBERG, P'14, '16, '19, VICE CHAIR, BOARD OF TRUSTEES** Thanks to Potomac Pizza and owner Adam Greenberg, Bullis parent and current Vice Chair of the Board, free pizza and snacks are being delivered to local hospital workers and first responders. Privately and through GoFundMe donations, Greenberg raised over \$20,000 in funds to help the restaurant chain continue its efforts to deliver hot, fresh food to workers at Holy Cross Hospital,



The MaskMovement.com

Shady Grove Hospital, and other locations.

**HELPING STEPPING STONES: RHYAN GOOZH '23**

This school year, Rhyan Goozh worked on behalf of Stepping Stones Shelter to collect meals, toys, and supplies for shelter residents. For Easter, she went the extra mile by delivering an Easter feast of ham, casseroles, drinks, and desserts to residents. She also collected donations to make Easter baskets for the children, and with her grandmother, made cloth masks for everyone at the shelter.



Rhyan Goozh

**TRANSPORT FLIGHT NURSE: NICOLE KING '07** Nicole King, RN, is a critical care transport flight nurse for Boston MedFlight, helping to transport critically ill and injured patients throughout New England by helicopter, ambulance, and plane. Her team has transported hundreds of COVID-19 patients to area hospitals. "I'm lucky to work with the best of the best in critical care transport," she says, "and lucky to have the chance to help these patients."

**MENTAL HEALTH COUNSELING: EBONI TAYLOR-TUE '93**

Eboni Taylor-Tue, LCSW-C, is a licensed social worker and counselor on Maryland's Eastern Shore. She provides therapy to



# AGAINST CORONAVIRUS



Nicole King '07

adolescents and adults and works part-time with a local mobile crisis agency, helping many to deal with stress and mental health issues in the midst of the pandemic.

#### CLINICAL THERAPIST: CRISTINA ASTRADA-KEELING '01

Cristina Astrada-Keeling, LCPC, is a clinical therapist and program manager of Healthy Mothers Healthy Babies program in Gaithersburg. She works with low-income and uninsured immigrant families and a number of clients in the African-American community via teletherapy sessions for families and children, and through case management helps connect families with community resources. Through the HMHB program, she takes time to distribute diapers and other baby products to clients in need.

#### TALLY HO MEALS: ANDREAS VELLIOS '97

Andreas Vellios and Tally Ho Restaurant in Potomac have been bringing meals to healthcare workers and first responders. Gift card purchases are helping Tally Ho feed frontline workers at Shady Grove Hospital, Holy Cross Hospital, Bethesda police, Montgomery County Firefighters, and more, as a thank you for helping to keep so many safe at this time.

#### MASC: ADAM SPECHT '23

Adam Specht is working with Masks for a Safer Community (MASC), a local effort to collect funds for new masks for senior living communities. The effort was initiated by Adam's friend Justin Huebl, a student at Winston Churchill High School. MASC collected donations through GoFundMe to help them donate masks to many seniors, including masks for residents of ManorCare in Potomac.

#### BULLIS GIVES BACK: SLOANE BERNSTEIN '21

In May, Sloane Bernstein, president of the Bullis Gives Back Club, hosted a donation drive in collaboration with So What Else, a nonprofit co-founded by Bullis alumnus Dave Silbert '96. Donations of food, clothing, books, games, masks, diapers, and more were collected to help families in need during the COVID-19 crisis.

#### MEDICAL SUPPLIES FOR CHINA: BULLIS INTERNATIONAL STUDENTS

This spring, a group of Bullis international students worked together to support others directly affected by COVID-19. They raised over \$1,900 to purchase medical supplies in China to help people there. When the crisis



From left: Jerry Qian, Leo Chen, and Frank Sha

began, these Bullis students acted quickly to help others.

#### PPE PRODUCTION: CAROLYN TANG '22

Carolyn Tang teamed with students from Walt Whitman High School, Winston Churchill High School, Herbert Hoover Middle School, and Crestview Middle School to find creative ways to make much-needed personal protective equipment (PPE). The team made face masks, protective gowns, and face shields using simple household materials like plastic sheets, fabric, sheet protectors, staples, tape, rubber bands, yarn, and more. Carolyn and her team donated the PPE to area hospitals accepting handmade items for use.

#### HOUSE OF RUTH: CLARE HARVEY '22

Bullis student Clare Harvey purchased supplies and made masks for the House of Ruth in Washington, D.C., a shelter for women and children who have suffered from domestic violence. Learning online how to make masks, Clare collected materials, created the items, and brought them on her own to the House of Ruth.

#### PEACE FIRST: KADE FRIEDLANDER '21

While public school campuses were closed in Montgomery County, Kade Friedlander worked with Peace First to help make sure that Montgomery County students and families had information about school meal resources to obtain meals for children at home. Like Sloane Bernstein '21, Kade also worked with So What Else to help others.

#### NURSE PRACTITIONER AT THE FRONT LINE: CYNDI BULLIS VASCO '83, P'20, '21

As a CRNP (certified registered nurse practitioner) in the radiology department at MedStar's Washington Hospital Center, Cyndi Bullis Vasco is working with COVID-19 patients and often quarantines from her family. She appreciates the perspective her work provides on what really matters in life. Read Cyndi's Alumni profile on page 40.



## Behind the Scenes: *Frozen Jr. Melts Bullis Hearts*

From first decision to final curtain, a school theatre production can take over a year, and *Frozen Jr.* was on Middle School Theatre Teacher Chelsie King's wish list as soon as it became available in "junior" form. Junior versions of well-known musicals suit students up to 9<sup>th</sup> grade, with music adapted for younger voices and script and production details modified. The successful 2013 Disney animated film *Frozen*, filled with adventure, humor, and beloved characters, was a natural for Broadway. The Oscar-winning story, written by Jennifer Lee and Chris Buck, centers on love, challenge, and acceptance between sisters in the magical kingdom of Arendelle, with songs by Kristen Anderson-Lopez and Robert Lopez. Chelsie King was delighted to acquire the rights for Bullis.

### NOVEMBER, 2019

As the cast of 21 students assembles for the first time in a classroom, Mrs. King distributes copies of the script. "Read it and highlight your lines," she advises as they sit in a circle to begin. Some have large parts, some a few lines, some play two roles. Shyness wears off as they read. Soon at ease, they move through the script coached by Mrs. King, and camaraderie grows. They know and love this story and are excited to participate. "I loved running through the lines the first time!" says Evie Meko '26.

Soon the cast is working with Choral Director Charles Johnson on the songs, and on choreography with Lower and Middle School Dance Teacher Noel Montague. Even the first efforts with the challenging music and dancing are energetic and promising.

### FEBRUARY, 2020

In the workshop behind the auditorium, Director of Technical Theatre Arts Anthony Brooks meets with 14 Middle School students to craft the new set. They are busy repurposing materials saved from previous productions, taking apart

bannisters and other pieces. Backstage and onstage, the just-completed production of *The Wedding Singer* and the new *Frozen Jr.* form a colorful jumble of furniture, props, cutout trees, and faux flowers. "The collaboration is really fun," says tech crew member Ian Byrd '24.

In a classroom, King and the cast go through another run-through, adding more elements.

By now, most have memorized lines and songs. As ensemble actors twirl lacy umbrellas and surround Olaf the Snowman during a scene, whimsical comic timing emerges. King notices others talking. "Hey guys. If you're not onstage, you are. . . " "Silent!" they finish, smiling.

"You three go offstage left," says King. "The rest pony off that way. Take the umbrellas!" Blocking comes together as they work through scenes, music, dancing, and details. "Right now," King explains, "we are stitching the pieces together."

Then Elsa, played by Jordyn White '24, enters with ensemble dancers. As the music builds, Jordyn/Elsa belts out stage-worthy notes in the classroom. The students applaud each other often, a supportive, engaged company who are improving daily. Their teacher-director maintains firm, calm



Top: Middle School Theatre Teacher Chelsie King makes script notes as Olaf the Snowman and ensemble cast members rehearse a dance. From left, dancers: Evie Meko '26, Ruth Hailu '26, Zoe Anderson '25 (Olaf), and Ashley Hays '24. Left, background: Max Bell '25.

Above: Props for *Frozen Jr.*: A merchant stand, a snowy tree, and furniture sit backstage in The Blair Center.



control with warmth. They listen to every word she says.

The cast rehearses several afternoons a week, some Saturdays too. King, Brooks, Johnson, and Montague work tirelessly to refine the developing production. In the classroom, voices soar. In the workshop, the sound of hammering and busy chatter continues.

### ***One week to opening night.***

With the set nearly complete, the cast rehearse onstage for the first time. As Queen Elsa of Arendelle is crowned, actors gather before tall rotating flats—one side the palace interior, the other a grand exterior. In the auditorium, King and Brooks sit in the front row while Johnson is at the tech board. *Love is an open dooorrr*, the ensemble sings. “Don’t pull focus,” King says into a mic. “Go! Dancebots! Go!”

Brooks takes the mic. “Ice! Get ready!” Students roll boxes shaped like ice floes onstage. “Tech! Doors and windows offstage! Where are the pine trees?” Crew members glide the trees into place as the scrim background slide changes to a snow scene. Actors walk onstage ready to climb a mountain and meet a snowman who sings longingly about summer.

“Next scene, keep it moving!” says King. As the ensemble dances and sings, an actor with one leg in a cast wheels in to join them. The group hams it up onstage while their teachers laugh in delight. Next, dancers in t-shirts and leggings surround Elsa, moving like swirls of snow. Crew members push floats decked in fairy lights and tinsel onstage while others bring in a curving white staircase—repurposed from last year’s Upper School production of *Mamma Mia!*—to center stage. Elsa, singing, climbs her ice castle while the crew carefully spins the staircase. Perched high above the audience, she sings her heart out.

Boxes and staircase come off, and then the crew practices the changes again. “Good! No traffic jam this time,” Brooks approves.

As the story comes to life onstage, students neatly coordinate sets, props, lighting, music, choreography, blocking, and lines. “Quiet backstage, we can hear you!” King says. As Olaf the Snowman sinks down, melting, the teachers laugh again. “Ice! Go!” Brooks directs. “Turn, turn—great!”

“It was a bit of a hot mess,” King laughs later. “But we are getting there!”

In a hallway crowded with props, and flowers, ribbons, actors review their lines. Music wafts from the Green Room as singers rehearse. Girls try on costumes, talking quietly. Onstage, the crew practices turning the tall flats.

“This is going to look awesome!” Brooks tells them.

And it does. On opening night, actors in glittering costumes, their voices in top form, give an exuberant performance before a packed house. The next day, the auditorium is packed again for the matinee and the final evening performance. The auditorium is filled with laughter, tears, standing ovations, bouquets of flowers. Yet the finest reward for 35 students and four teachers is in hard work well done, in skills acquired and challenges met, and in the heartfelt connection not just between students, but between actors and crew sharing their craft with the audience.

What does Ashley Hays ’24 love most about Middle School theatre? “All the experiences and all the friends you make and how much you grow as a person.”



During the dress rehearsal, cast members gather for the engagement of Hans (Nathan Chen) and Princess Anna (Rosie Terwilliger). Left to right: Max Bell '25, Faris Al-Hinai, '25, Abigail Lombardo '26, Lucy Keller '26, Emily Wang '24, Zoe Anderson '25, Nathan Chen '24, Cyrus Rassael '24, Saphia Moore '26, Evie Meko '26, Laverna Yang '24, Rosie Terwilliger '25, Sam Pepper '24, Ruth Hailu '26, Ashley Hays '24, and Hannah Weissman '25.







**THANK YOU** to the Bullis Community who support  
**THE BULLIS FUND** and **BELIEVE** in Bullis!

**Parents**

**Grandparents**

**Friends**

**Corporations**

**Foundations**

**Faculty**

**Staff**

**Alumni**



**YOU** help our school stay strong— **#BULLISSTRONG**



Director of Advancement & External Affairs, Sharon Kessler

*“With your help, the Bullis Fund was able to assist the school and community in uncertain times.”*

## #BULLISSTRONG

As Bullis entered its 90<sup>th</sup> year, suddenly the third school trimester was not a traditional one for our community. None of us could have imagined the many ways in which the Covid -19 virus would affect us, from routines and plans to new ways to communicate and often a changed perspective on life.

Yet even in a turbulent time, Bullis continued to provide its students with an excellent and uninterrupted education and unique opportunities—including a top-notch remote learning program—that they might not get elsewhere. Bullis was able to carry on innovative programs such as academics and STEM, an impressive array of arts, Signature Programs, online and distance learning, and virtual presentations. Bullis is dedicated to preparing its students for the present as well as the future, and in this crisis, we succeeded in ensuring our students’ education. Many members of our community rose to the occasion in creative and caring ways, from students to parents to alumni, making an important difference during the quarantine. We can all be #BullisProud!

This school has had amazing success over its 90 years and is moving toward outstanding achievements for decades to come. There is a bright future ahead for Bullis. In the fall, new leadership will bring new energy and exciting changes. We can look back with gratitude, feel confident in the present, and look forward to what the future brings.

Your support this year for the Bullis Fund—and for the School itself—has been strong and steady, and we are tremendously grateful. With your help, the Bullis Fund was able to assist the School and community in uncertain times. Thank you for being there. Thank you for being a friend to Bullis. Thank you, above all, for caring.

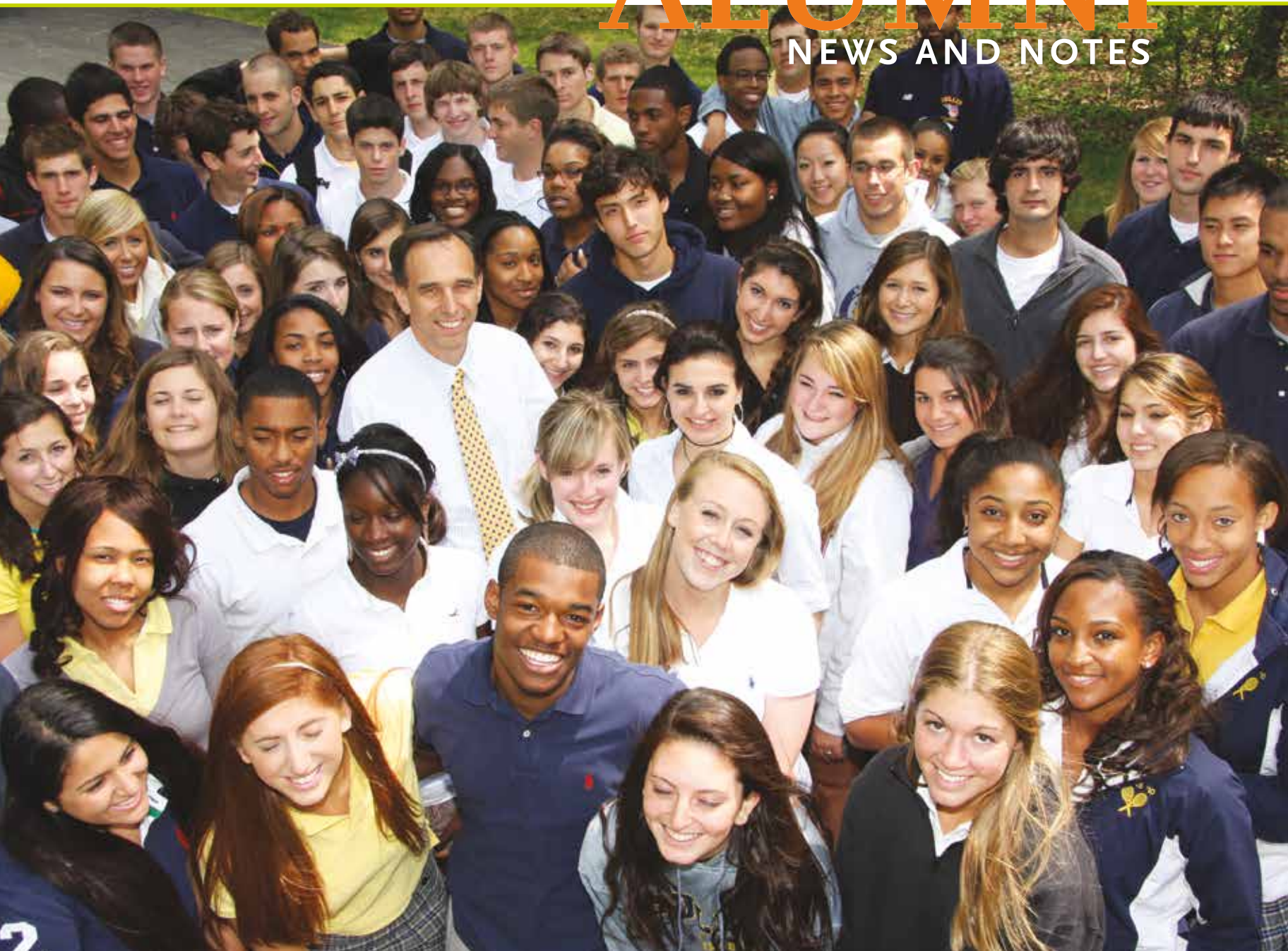
A handwritten signature in black ink, appearing to read "Sharon Kessler".

Sharon Kessler  
Director of Advancement & External Affairs



# ALUMNI

## NEWS AND NOTES



Members of the Class of 2010 gathered with outgoing Head of School Tom Farquhar for a Spring 2010 photo shoot. Dr. Boarman became Head of School that summer.



# TOGETHER, VIRTUALLY: ALUMNI HAPPY HOUR

The very first virtual alumni happy hour was fun for all who signed in on Tuesday, April 21. Graduates joined from the classes of 1965 to 2005 and shared memories of Bullis ranging from their favorite dining hall meal (grilled cheese and tomato soup) to past teachers to the Homecoming bonfire. Everyone agreed enthusiastically about one great memory—the sense of community at Bullis. We look forward to seeing more smiling faces at future gatherings.

From top left, across, the virtual happy hour welcomed: Shannon Ryan '98, Laura Tsampas (Director of Events & Alumni Engagement), Roger Daisley '65, Brad Ryan '03, Tanner Cerand '00, Tom Beatty '88, Jennifer Hayman Okun '99, Miriam Berg '99, Kyle Blackstone '93, Laura Steyer Ray '04, Tim Simpson (Associate Head of School), Huffy Hafera '99, Carissa Maguire Gaine '00, Brian Lumpkin '00, Matt Kelly '00, Sharon Kessler (Director of Advancement & External Affairs).

Not Pictured: Claudia Helmig '88, Arvin Malkani '92.



## H. Roger Daisley '65 Shares Bullis Memories

Roger Daisley '65 shared memories of his Bullis days at the virtual Alumni happy hour in April. He attended the Silver Spring campus, where day and boarding students—including postgraduates—gathered in classrooms, dorms, and the dining hall. Students wore mandatory coat and tie; teachers, often retired military, taught rigorous classes; meals were served on metal trays—and food fights were the stuff of legend. “We had a food fight in the mess hall once a year.”

The Potomac campus was new, with older students remaining at Silver Spring. “We had outstanding athletes in the postgraduate program,” Daisley recalled. “I was not a great athlete, but by playing with post-grads, I became good enough to play varsity sports in college.” Later he won tennis competitions, ran marathons, biked 100-

mile rides, and now rides up to 20 miles a day.

At Bullis, students attended embassy balls in Washington D.C. “to learn social graces” and to meet congressmen, senators, admirals, “and general’s daughters.” Commander Bullis helped students obtain congressional appointments to military schools, and Daisley attended the U.S. Naval Academy, later earning two master’s degrees from Bryn Mawr in finance and management.

A speaker and author, Roger enjoyed a long career in financial services and ran his own company before retiring to consult. He and his wife have two daughters and grandchildren. Soon heading to Florida, he also looks forward to the 50-year reunion of his USNA graduating class.

How did Bullis shape his life? “I was an insecure sophomore,” he recalls, “but I learned at Bullis that it didn’t matter where you were in life and work or play. What mattered was that if you applied yourself, you could accomplish a lot and have fun.”



Roger Daisley and fellow French Club students listen as Mr. Sheester entertains them with stories of Parisian life.



# Mystery Alumni Photos



Can you identify the people in these photos? Email your answers by August 1 to: [alumni@bullis.org](mailto:alumni@bullis.org)

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



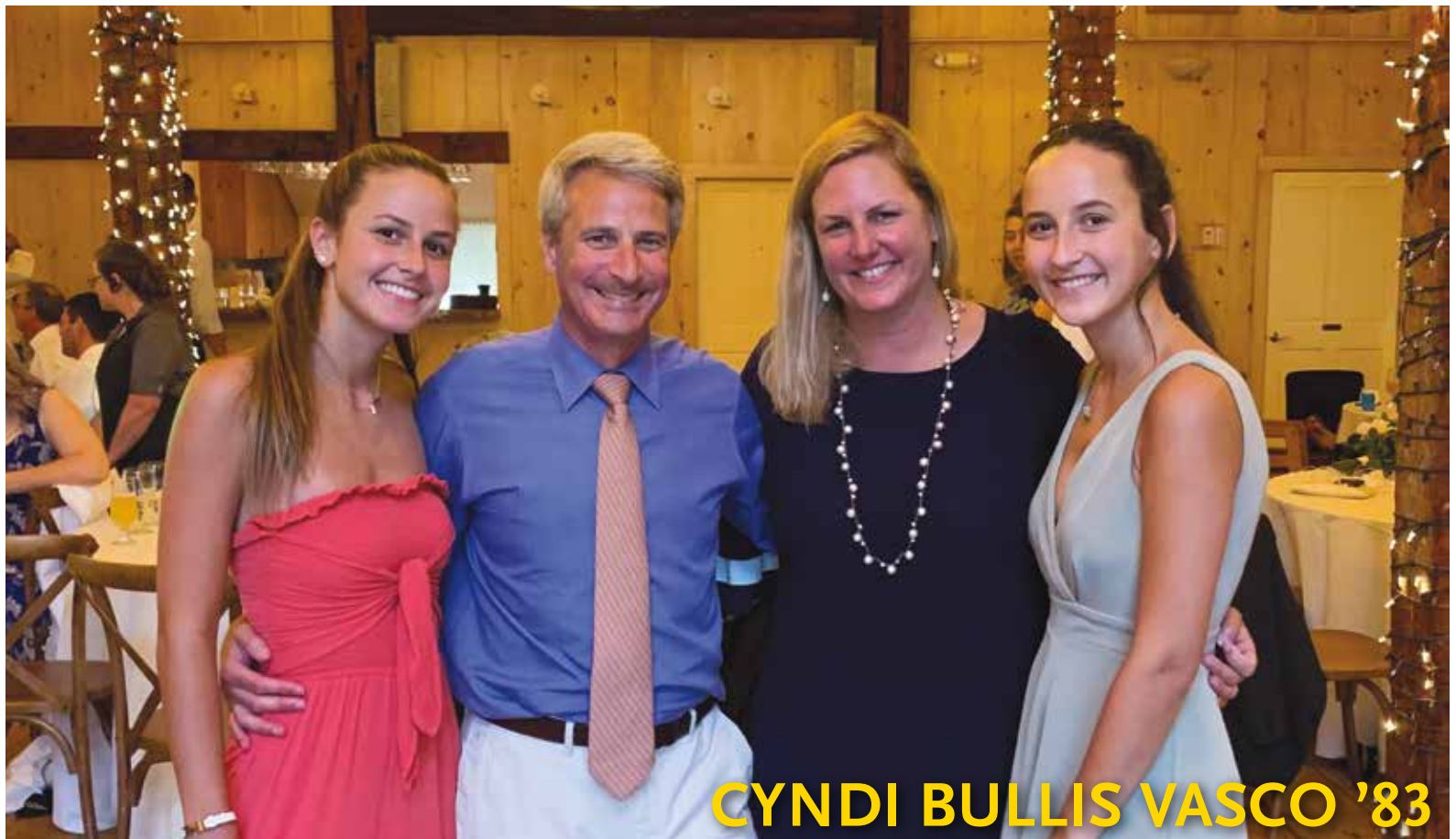
## Photos from past issue:

So many alumni concurrently identified classmates in these photos that there were too many winners to name them all this time. Congratulations to all!

Photo 1: Friends from the class of 1982, Bob Pierce, Pete Minturn, and John Foery.

Photo 2: Katie Richardson and Jenn Saunders, from the class of 1991, enjoy a game.





**CYNDI BULLIS VASCO '83**

## Where Family and Bullis Intertwine

From her DNA to her blue-and-gold spirit, Cynthia Bullis Vasco '83 has Bullis in her blood. Granddaughter of the School's founders, daughter of a former headmaster, married to an alumnus, she is also a Bullis parent, outgoing president of the Alumni Association, and ex-officio Trustee. So many hats give her a unique role.

Cyndi is also a CRNP (certified registered nurse practitioner) at MedStar Washington Hospital Center, caring for Covid-19 patients, work that has occasionally quarantined her from husband Kevin Vasco '84 and daughters Lucia '20

and Julia '21. As a frontline healthcare worker, Cyndi understands the risks. "It's a scary situation, but I love what I do. And I know it's the right thing to do. When I go out into the everyday world, I know what matters in life."

Family and Bullis are deeply intertwined in Cyndi's life. Her grandparents, Commander William Bullis and Lois Hoover Bullis, founded the School in 1930. Her father, Larry Bullis '54, attended the school, taught math beginning in 1964, and was headmaster from 1980 to 1990; her mother, Judy Bullis, was the school's bookkeeper for years.

Her uncle, William C. Bullis, taught English; an aunt, Faith Bullis Mace, taught math; and Cyndi's brothers, John '79 and Eddie '86, attended Bullis along with several cousins. Cyndi graduated from Bullis too, and later married Kevin Vasco '84; their daughters are a current student and new alumna.

As a toddler, Cyndi remembers being in a playpen beside her mother's desk, watching Bullis boys visit the office on the Silver Spring campus, where Judy Bullis worked as the bookkeeper. When the School moved to Potomac, Cyndi and her family lived in the old farmhouse where

Founders' Hall now stands.

When her grandfather and others agreed it was time for Bullis to go co-ed, Cyndi was among the first girls in the Class of 1983. That year Commander Bullis, an anchoring presence for over 50 years, passed away; her father, Larry, was already headmaster.

"All the girls formed a close and very diverse group. We are still good friends today and keep in touch," Cyndi says.

She enjoyed Spanish class with Colonel Manuel Baca Jr.—a beloved teacher killed in a



pedestrian accident in 1984; the Bullis “Joy of Living” award is named for him. Another favorite was chemistry class with General William H. Price, the namesake of the Bullis Citizenship award. That “soft-spoken old-school gentleman called us ‘young ladies’ and made sure the boys were respectful. But if he got mad—you could hear him across campus!”

There were few female teachers then, and many male faculty were retired military who thought women were delicate. “We girls learned fast how to utilize that,” Cyndi laughs.

“Back then, the students all wore blazers, and stood when the teacher entered the classroom. Sometimes we were allowed to take off our blazers.” Occasionally Cyndi would arrive without a blazer or sporting another comportment violation. “Is it free dress again today, Miss Bullis?” she would hear.

The headmaster’s daughter did not get special treatment. “I had a lot of detention hours,” she says. One prank she and two friends cooked up earned “indefinite hours,” she recalls.

“I learned resilience at Bullis and grew a thicker skin in a school with so many boys and so few girls.” After graduation, Cyndi worked at Bullis during the summer painting backboards for athletics. “One day we got carried away with water balloons, and my mother fired me. She had to rehire me to get the work finished.”

Attending the University of Vermont, she went on to the

University of Massachusetts for a master’s degree in nursing. As an undergraduate, her wardrobe included so many Bullis sweatshirts that her roommate wondered why Cyndi had her name on all her clothes. “Every facet of my life has some part of Bullis in it.”

Her own daughters chose to attend Bullis. “It was the right fit for both of them. They are very different people, both very successful in their own way. I am so proud of the school for that—and so proud of my kids.”

Returning to Bullis as an alumni board member and later as a parent, she was unsure what value she could bring. Deciding to focus on being a Bullis parent, she went to an alumni meeting in 2007 to resign “and came home as president of the alumni board,” she recalls. She will step down this year.

“Now I realize that I offer Bullis what no one else can,” she says. “History. A unique relationship with a school that has always been part of my family. Bullis has literally been my life. The School’s sense of family and its caring quality comes from my own family. I have an emotional tie.”

That layered relationship gives her enormous pride in Bullis. “Even after my daughters graduate, I want to stay connected.”

What advice does she have for Bullis students today? “Be open-minded,” she says. “Be involved. The girls I met that first year are still some of my closest friends. Join everything. Be part of the life of a great School.”

“Every facet of my life has some part of Bullis in it.”

—Cyndi Bullis Vasco ’83



**Opposite page:** The Vasco family, from left, Julia '21, Kevin '84, Cyndi Bullis '83, and Lucia '20.

**Top left:** Cyndi’s senior portrait from the 1983 edition of *Roll Call*.

**Top right:** Cyndi prepares for work with COVID-19 patients in MedStar Washington Hospital Center’s radiology department.

**Above:** Students from the first class to admit girls to Bullis, from left, Cyndi Bullis '83, Debbie Mininberg '83, Nicole A. Bernard '83, and Laurie Nerenberg '83.

## '56

**BOB HARRISON** recently wrote to the Alumni Office: "At age 86 my life is very quiet. I am a 50 year member of the famous Cooper Aerobics Center and I still work out everyday, never miss a day. My health is beyond excellent. I don't have a doctor and had my last physical 38 years ago. In my lifetime I have done more things than most people have done in a half dozen lifetimes. Now in my elderly age, my life is very settled."

## '57

**BRUCE BLECHMAN** is the founder and CEO of the leading financing consulting firm, Entrepreneur Capital Corporation. For the last 30 years, he has helped thousands of entrepreneurs achieve their financing goals. He is a nationally recognized speaker, finance expert, and author of *The Secret to Getting Money in Northern California* and co-authored the best-selling book *Guerrilla Financing*. Bruce graduated from the Wharton School of Business at The University of Pennsylvania, taught courses on Entrepreneurial Finance as an Adjunct Professor, was a mentor in the Wharton Business Plan Program, and presently is a contributing editor on the Wharton Magazine Blog. He has been an advisor to the California State Governor and Legislature on entrepreneurial business.

## '67

**GORDON NASH** graduated from Hampden-Sydney College

in 1971. He retired from the Marine Corps in June 2006 as a Major General after serving for 35 years active duty, and then spent nearly 10 years as a senior vice president with Sierra Nevada Corporation. Gordon and his wife Susan are now fully retired and living on the Pamlico River in Chocowinity, North Carolina.

## '78

**JAHANSOOZ JOMEHRI** wrote: "It is hard to believe that 42 years has passed since my graduation from Bullis. I had some of the best years of my life attending Bullis and as a resident at the dormitory in Silver Spring. After this Covid-19 is done with and we all come out safe, I will come to pay a visit. Unfortunately, the dorm is not there anymore and most of my teachers are either retired or not with us anymore."

## '82

**SCOTT McISAAC** sent the Alumni Office a handwritten note. He has many wonderful memories of his years at Bullis, including the exceptional faculty and staff—including his uncle, Capt. Alban "Tom" McIsaac, who retired from the military and taught math and physics at Bullis before his second retirement (Capt. McIsaac passed away in 2017). Scott remembers many friends from Bullis, including Cyndi Bullis Vasco '83 and Kevin Vasco '84. He hopes all his Bullis friends are well and healthy during this unusual time!

## '96 &amp; '99

Friends **RYAN HAYDEN '96** and **DAVID BERNAD '99** responded to our query about what they have been doing during the Coronavirus lockdown by sharing a photo of their social distancing walk in Los Angeles where they both reside. David is a television and film producer, most notably as the executive producer of the hit NBC series *Superstore*. Ryan is a talent agent at United Talent Agency where he represents Rob Gronkowski, Von Miller, Chris Webber, Rich Eisen, Charles Woodson, Bret Baier, Don Lemon, and many others. Ryan lives with his wife and two daughters.

## '00

**KATE CLUTE** is excited to be moving to Riga, Latvia to teach 3<sup>rd</sup> grade at the International School of Latvia, after having recently completed her seventh year teaching at the American Embassy School in New Delhi, India.

## '03

**MIKE EISENBERG** was inducted into the Marietta College Hall of Fame for baseball. The College inducted its 37<sup>th</sup> class of Pioneer greats into the Athletic Hall of Fame as part of the annual Winter Weekend festivities, February 7-9, 2020.

## '04

Congratulations to **SARAH JUNG**, Ph.D., who was recently appointed Scientific Director

of Clinical Microbiology of Children's Hospital Colorado. She is in charge of lab testing for infectious diseases and detection of microbes, helping to enhance the hospital's testing capacity, which in turn supports physicians in treating patients.

## '05

**KURT CONNER** dropped Bullis a line recently: "I'm currently living in Los Angeles and working as a Creative Executive for the Film & Television arm of the video game company Ubisoft. We developed and produced the Apple TV+ show *Mythic Quest: Raven's Banquet* with Rob McElhenney, and also just wrapped production on our first feature film based on a game of ours. It's an incredible experience working for them—and a big part of where I am today can certainly be attributed to my formative years at Bullis. The school holds a special place in my heart. It was an incredible experience being a part of the Bullis community from 3<sup>rd</sup> grade all the way through 12<sup>th</sup>. I would love to be involved in giving back any way that I can. Hope you are staying healthy and safe!"

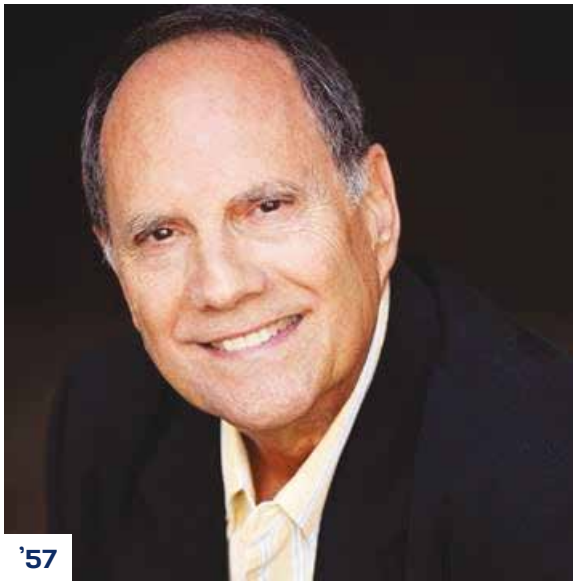
## '09

**JAKE SENTZ '09** and his wife Molly announce the birth of their baby girl, who was born September 9, 2019. The Sentsz family has relocated to Richmond, VA.

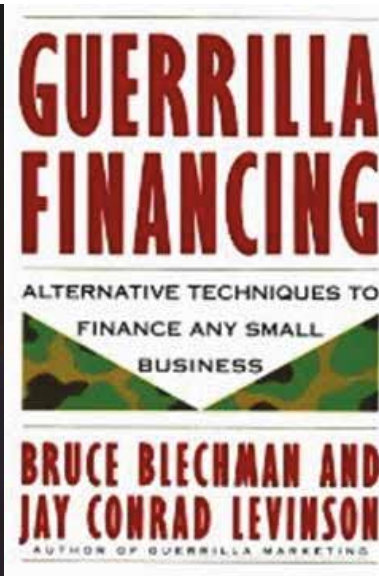
## '10

**ANDRE HODO** took some time away from school, but is





'57



'96 & '99



'00



'09



'10

'57 Bruce Blechman is a retired financial consultant.

'96 and '99 Ryan Hayden and David Bernad meet for a socially distanced walk in L.A.

'00 Kate Clute with some of her students at the American Embassy School's International Day.

'09 Jake Sentz and wife Molly with their daughter.

'10 Andre Hodo shared a photo of son Isaiah Andre Hodo.

proud to say that he graduated from Southern Vermont College in 2019, where he had an illustrious basketball career. He is most excited to let everyone know that he welcomed his first child, son Isaiah Andre Hodo, into the world on February 2, 2020.

**LAURA LU** studied biology at MIT and played on the varsity lacrosse team. She graduated in 2014 and was commissioned as an Ensign in the U.S. Navy Reserves. She attended Stanford University for medical school and took an additional year to do clinical research before attending the Navy's Officer Development School in Newport, Rhode Island as a Lieutenant. Laura is now an orthopedic surgery resident in the Harvard Combined Orthopedic Residency Program. She is thankful that Bullis provided her with the foundation, support, and opportunities to pursue her dreams.

## '14

**STEVE ATTAH** has joined the Bullis staff as a Safety and Security Officer I. After graduating from Bullis, Steve earned a bachelor's degree in psychology and business from Stevenson University. He comes to Bullis from the Marriott Corporation, where he worked as a guest specialist. Steve has also done charitable work for Smile Train, which provides corrective surgery for children born with cleft lips and palates. Please join us in welcoming Steve back to Bullis.

Congratulations to **JUSTIN HERRON**, who was drafted by the New England Patriots in the 2020 NFL draft. Justin graduated with a Masters from Wake Forest University, having been Academic All-ACC and a team captain of Wake Football.

After graduating from the University of Utah in 2018, **JESSICA HOWARD** accepted a position with the National Cherry Blossom Festival in Washington, DC. She has enjoyed producing some of its famous events, working closely with ABC7 and FOX 5. The best part of her job is playing a role in giving back to underprivileged communities through cultural initiatives nationwide. The 2020 Festival needed to be different due to COVID-19, and Jessica's team was instrumental in keeping the festival present when physical presence was not an option. The experience was unlike any other, and she looks forward to more curveballs her career may throw her way. Mark your calendars for the 2021 National Cherry Blossom Festival!

## '15

**JESSICA MAYS** is currently employed in the sports marketing field as a marketing assistant for NC State Athletics in Raleigh, NC. She works primarily with marketing and fan engagement for men's basketball, where she plans fan experiences and promotes games. She is excited to continue to pursue opportunities in sports marketing in North Carolina.

## '16

Congratulations to **CAM BROWN**, Penn State '20, and a newly drafted linebacker for the New York Giants! Cam gave his all at Bullis, on and off the field.

## '17

**ARYEMIS BROWN** is a third-year student at the U.S. Air Force Academy, majoring in legal studies and humanities with minors in religion studies and philosophy. Next year he will serve as the Cadet Wing Commander. In his free time, Aryemis volunteers with the Children's Literacy Center at Penrose Library. He also enjoys editing the school's literary magazine, helping at the student fitness center, and interning

at his school's legal office. He is grateful for the wonderful community of support from Bullis School and also the U.S. Air Force Academy in Colorado Springs, Colorado. His mother and father, Capt. Claudia Brown and Maj. (ret.) Chris Brown (USAFA '79), and his two brothers, Cadet Alex Brown (USAFA '20) and Austin Brown (USAFA '24), are his biggest fans and role models. He is excited and humbled to serve in the United States Air Force.

## '18

**KYLE FAIRBANKS** earned a 3.82 grade-point average last fall at the United States Naval Academy and was named to the Superintendent's and Commandant's Lists. He stands

## SHARE YOUR NEWS

Starting a new business?

Celebrating a career transition?

Newly married?

Expanding your family?

Planning to relocate?

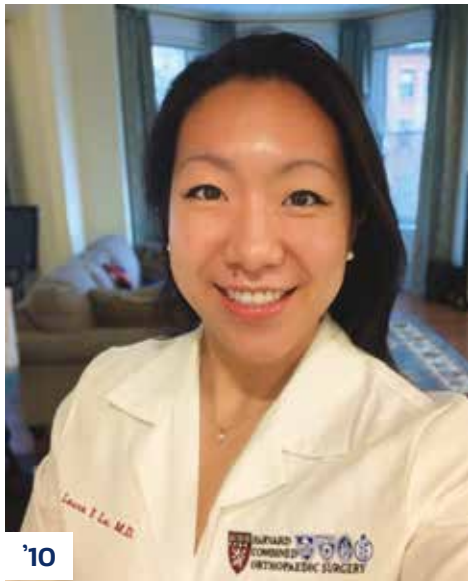
**YOUR CLASSMATES AND FRIENDS WANT TO HEAR FROM YOU!**

To include your news in the next *Bullis Magazine* Class Notes, send information to: [alumni@bullis.org](mailto:alumni@bullis.org).

High resolution photos (JPEG format) are welcome.

**Deadline is September 15, 2020 for the fall-winter magazine.**





'10



'14



'14



'14



'15



'16



'18

'10 Laura Lu, M.D., is an orthopedic surgery resident at Harvard.

'14 Steve Attah is now a Bullis staff member.

'14 Justin Herron now plays for the New England Patriots.

'14 Jessica Howard, second row, second from left, helped to organize the 2020 National Cherry Blossom Festival in D.C.

'15 Jessica Mays is a marketing assistant for NC State Athletics.

'16 Cam Brown now plays for the New York Giants.

'18 Kyle Fairbanks leads the lacrosse team onto the field at the United States Naval Academy.

#1 in the Class of 2023 (1,159 members) in Military Order of Merit.

# '19

**SAMANTHA JAN** shares experiences from her first year in college: "If you ever want to work in the gaming industry, SoCal is a great place to be. Laguna College of Art and Design was the best decision of my life and I am constantly learning and improving my craft. Networking connections and putting yourself out there is a key to success, and coming out to California really helped with that. Don't be afraid to shoot high and travel to far off places—that's what college has taught me. I've never been happier."

## IN MEMORIAM

CARL S. GEWIRZ '49

CDR. DONALD A. LOVELACE '51

HARVEY CHERNER '52

CAPT. GERALD L. DUNN '57

## REUNION: CLASS OF 2004



The Class of 2004 gathered for their third reunion, celebrating 15 years post-Bullis, on November 27, 2019, at Shaw's Tavern in Washington, DC. Old friends reminisced as they became reacquainted and all alumni in attendance that evening eagerly anticipate many reunions to come.

Front row, from left: Mel Tillery, Morgan (Kelly) Burke, Laura (Steyer) Ray, Amanda Feldman; second row, Sarah Jung, Claudia (Bahar) Lay, Kyle Heidenberger, JD Hague; back row: Travis Lay, Craig Aronoff, Julia (Bartlett) Stratoudakis, Lillian Heard, Mackenzie Staffier, Raleigh Lancaster (Bullis attendee), and Chad Irish.

## UPCOMING EVENTS

**AUGUST 29** | Classes of 1960-1969 Zoom Happy Hour | 7:00-8:00 p.m.

**OCTOBER 23** | Alumni Homecoming Tailgate | 4:30-6:30 p.m.

**TBD** | Meet and Greet with New Head of School, Christian Sullivan

**TBD (FALL)** | Class of 2010 Reunion

**DECEMBER 18** | Young Alumni Open House | 12:00-3:00 p.m.

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

HOPE TO SEE  
YOU ONLINE!



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## PETER BALDWIN '69 SHARES QUARANTINE LESSONS HE LEARNED IN HAWAII



One late night in March, I went out to get some more Coca-Cola. I had just heard the CDC recommendation about masks, so I tied an old hankie around my face. When I went into an all-night pharmacy, the folks inside looked my direction and starting screaming. I looked over my shoulder and the guy behind me was coughing, so I dashed out. Went to another all-night pharmacy and the same thing happened (different person coughing). Tried an all-night Safeway and ditto. On the way home, I stopped in a 7-11. As I stepped inside, I tripped and at the same time yelled out, "I need some Coke." The clerk pulled out a shotgun and aimed it at me while his wife called the police.

**I got several tickets:** \$300 for disturbing the peace; \$250 for going out after curfew without a good reason; \$200 for not having my driver's license on me (forgot my wallet and money); and \$150 for court fees. The cops kept the hankie as evidence. That's okay, because it was dirty (see toilet paper below). Fortunately, the cops had a case of Coca-Cola in the back seat of their car, so I have plenty for a week or two.

**Lessons learned:** Be careful what kind of mask you wear when you shop, and be clear what you are trying to buy. Carry a small nail to use to get out of handcuffs and open the rear door of a squad car. Always, always, send your wife out to get things while you stay home and binge TV.

**Toilet paper:** My wife panicked about the pandemic and had me check our "hurricane prep" stocks. Discovered we're short on toilet paper. Counted the individual sheets of our 75 rolls of emergency toilet paper and found four rolls had three sheets less than the number of advertised sheets per roll. So, my wife has been shopping the last few weeks and trolling through public restrooms trying to make up the difference and build a little extra cushion. (Successfully—we're up to 84 full rolls now.)

**Another recommendation:** Toilet paper can be recycled. Just soak it in soap used to clean delicates and dry it in the sun. You will be able to use a sheet at least four more times.

Warning: Don't put it in a washer or dryer because it destroys the consistency of the paper which results in poke-throughs (though if you wad up enough you can get by). And definitely don't use a microwave oven or toaster to dry it out. It will ruin the paper, might start a fire, and regardless, your wife and kids will kill you.

Finally, I received the following ideas from friends in response to this note: use newspapers, magazines, books, leaves, burlap bags, hankies, cut up old t-shirts, or constipate yourself (such as by eating a lot of poi, peanut butter from old C-rations, or matzoh).

Doesn't this bring back fond memories of life in the old Silver Spring dorm in the late 1960s?



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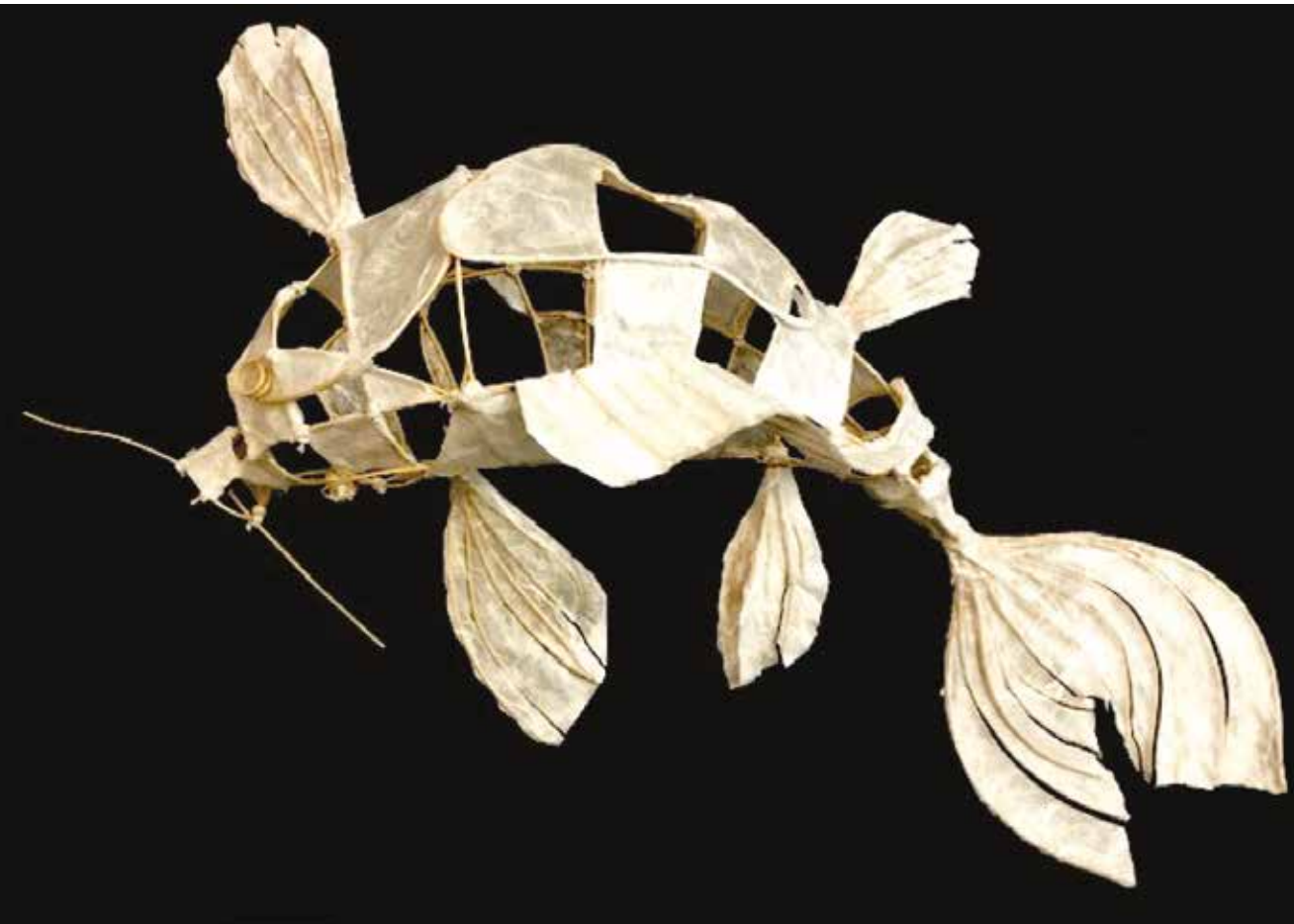
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Koi  
Nick Karayianis, Class of 2020