

fall-winter 2020-2021

BULLIS

MAGAZINE



ANNUAL GIVING REPORT

INTRODUCING CHRISTIAN SULLIVAN

DELIVERING LAB-BASED SCIENCE IN COVID CONDITIONS



fall-winter 2020-2021

BULLIS

MAGAZINE

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Bullis seniors welcome arriving students on the first day of school.



ON THE COVER: Kindergarteners demonstrate social distancing during Founders' Festival.

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A YEAR OF FIRSTS

Whether entering Bullis as a new student, teacher or even head of school, we are primed for a year of *firsts*. A first opening day, a first Homecoming, a first gala, a first play, a first graduation and the first experiences of all the important traditions that add to the richness of a school like Bullis. Since arriving on campus in late June, I have often expressed how fortunate I am to be at Bullis; my family and I have been wowed by the friendliness and support we have received, but I am also sensitive to the fact that I have not seen so much of the real Bullis in action yet. I have seen the can-do spirit of “the Bullis Way,” and the real desire to look after our students and the community, but I have yet to experience all the wonders that this school has to offer. Sure, I saw it in action as a candidate, and when I visited after my appointment, but it is different when truly part of the community.

I believe this is true too for all our new students, their families and our new faculty. I truly hope that those new to the community are getting a feel for the real Bullis, but inevitably for many of us who are new, next year will be our first *real* Bullis year. Undoubtedly, we will have a leg up, and already have a devotion to the school, and frankly, I can't wait.

I write this at both a difficult time and a time of hope; we are in the dark last throes of the pandemic, but with the first vaccination given in the States this week, there is a bright light at the end of this long tunnel. Hopefully we can stay focused and maintain our fortitude in these last few months of the pandemic. In the spirit of looking forward, I am excited about embarking on a strategic planning process in January. I am excited because we will produce a roadmap with deliverables that will lead us to a compelling vision of the future of Bullis. I enjoy having a strategic plan that, rather than serving as a glossy brochure, is a working document that never gathers dust. Bullis is already great, and I want to raise expectations even further; I can promise you that we will never become complacent.

Bullis is fortunate to have talented, hardworking, experienced trustees, faculty, parents, and alumni. The future is bright, and I cannot wait to get going on this project and move towards the beginning of my “*first*” Bullis year.

Founders' Festival



Bullis celebrated the School's 90th birthday with Founders' Festival Week October 19-23, bringing a festive atmosphere to campus! The week included spirit dress days, a special treat, games outside on campus (with distance, hand sanitizer, and wipes readily available),

virtual fun for all divisions, Bullis trivia—and opportunities to travel through time as everyone celebrated!

For more Bullis history and the Founders' Festival video visit <https://www.bullis.org/news-events-media/founders-fest>



Young Authors

Two Bullis seniors, Ian McDaniels '21 and Prea Davis '21, published a children's book, titled *Baker the Financial Bear: Putting Money Into the Piggy-Bank*. Congratulations!



25 Bowls

Bullis students created bowls for the charity event "Empty Bowls," hosted by VisArts to support area food programs.

To read more about these stories and other news, check out our Newsroom at bullis.org!

Save the Date

2021
March 19, 2021
7:00 p.m.

UNDER
THE BIG TOP
BULLIS GALA

Thinking Inside and Outside the Box: Education in a Kit

Teachers often think outside the box when designing lessons for their students. This year, as normal educational methods met challenges, Bullis teachers found solutions—inside actual boxes.

When an educational quick-change became necessary at Bullis in March 2020, faculty created a comprehensive—and resoundingly successful—remote learning program. But



hands-on classes needed especially creative solutions. Anthony Brooks, technical theatre director and teacher, wanted to be prepared come September—and had an idea to package materials for his Upper and Middle School students. “I looked for ways to teach remotely in technical theatre using safe and effective teaching tools and methods, no matter what form classes took.”

Over the summer, Brooks spent countless hours making lists and gathering materials to create nearly one hundred educational kits containing Styrofoam, paints, spackle, crayons, and more. He wanted to make it possible for remote and in-class Upper School students to make scenic and production designs and prop foods like cakes, sundaes, and burgers. He also filled kits for Middle School students with socks, cloth, accessories, and small plastic skeletons “perfect for teaching movement in puppeteering.”

Brainstorming the possibilities, Brooks and several Bullis colleagues rolled up their sleeves to assemble hundreds of kits for various subjects. Such ingenuity and effort is allowing classroom and remote students to complete projects in tech theatre, visual arts, BITlab, and even science classes. Neatly packaged and labeled, the kits are “very innovative,” said Brooks, who is documenting the process in his classes.

Supported by the Bullis Fund, the School made supplies and technology available as faculty devised creative educational solutions. “Bullis even provided advanced tech theatre students with a device to turn laptops into light boards,” Brooks said. “I couldn’t have done this at another school.”

In Upper School painting, Art Teacher Angela Swadling’s in-class students wear masks and keep their distance at large



Left: Lower School student retrieves box of art supplies from the hallway. Above: Lighting kits beside supplies for Advanced Design students.

tables divided by tall Plexiglas barriers. They completed a postcard art project using supplies provided in individual boxes stacked high on countertops and carts.

Along with Swadling, Art Teacher Alice Shih-Kahn and Director of Visual Arts Kathleen Adams collaborated on art kits containing pencils, pastels, charcoal, acrylic paints, and watercolors; sculpture and ceramics kits include clay, wire, cardboard, mini-glue guns, and carving tools. “A lot of brainpower and work went into putting all these boxes together!” Shih-Kahn said. Adams agrees. “We had to determine how to offer the full range of studio art classes while accommodating the hybrid learning model.”

Shih-Kahn’s Ceramics I students take clay and tools from sturdy plastic containers to make clay bowls. Guiding her classroom students, Shih-Kahn then uses a laptop and

camera setup to demonstrate a technique to a remote student. Decorated and fired, the bowls will be donated to the Empty Bowls project, which provides handcrafted bowls filled with food for individuals in need.

The Bullis kits are as useful in the classroom as at home. Health protocols preclude the sharing of supplies, tools, keyboards, and so on. Items that are touched must be sanitized and set aside between uses. This holds true in the BITlab as well.

“Educators worldwide are looking for new ways to teach this year,” explains BITlab Coordinator Matt Zigler, who prepared dozens of kits for his Maker Lab classes. “All summer teachers shared ideas and methods on Twitter and maker education sites.” Bullis faculty expanded the concept of educational kits to accommodate the needs of their students. Zigler himself has been largely remote this year, working virtually with 9th through 12th grade students; BITlab classes are supervised by STEM Director Mark Walter, who helps out while Zigler appears onscreen.

Wanting to give students equal access to materials, Zigler carefully selected items including hot glue guns, cardboard, paper circuits, copper tape, LED bulbs, binder clips, and more. Kit components that create basic electrical circuitry can be used for other projects, encouraging flexibility and creative thinking. Zigler’s kits are designed to be versatile; even the cardboard boxes can be used.

Usually, students make prototypes in maker class and digitize their designs, then work with the teacher to create the item using computer consoles and 3D printers. This year, students make and digitize prototypes, while Zigler goes into the BITlab to produce the three-dimensional pieces.

During a unique year, he finds one advantage to teaching remote students while remote himself. “We can see each other’s faces! Communicating while wearing masks in class is not easy.”

In Dr. Badraslioglu’s popular Anatomy and Physiology classes, lab kits and at-home materials proved “very effective and efficient for our chicken feet dissection lab.” Some remote students picked up kits curbside; others bought the items. While Blue team students dissected in class, Gold team students completed research and discussions, then switched roles. Exploring the anatomical structure of chicken feet, in-class students took notes using keyboards covered in cling-wrap to maintain sanitized standards.

The students also dissected Gummy Bears to study anatomy; remote students needed only basic kitchen tools. “In science,” Dr. B. said, “there are so many materials that we can’t send home for kids to use on their own. But making a sagittal incision in a Gummy Bear in school or at home is a great way to learn anatomy.”

“Unique times call for innovative approaches,” Anthony Brooks says. “Teachers everywhere have had to switch gears this year.”

A worthwhile effort: on campus and at home, Bullis students enjoy continuity as well as safety.



Top: Upper School ceramics student in the studio. Below: Director of Visual Arts Kathleen Adams assembles studio art kits.

Measuring Student Learning in a Hybrid Environment

By Lisa Vardi, Director of Teaching and Learning

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

UNIT I FINAL ASSESSMENT

You serve as advisors to a newly elected President of a state characterized by political scientists as an emerging democracy. Ten years prior, this state had experienced a regime change, moving from a military dictatorship to a democracy. The newly elected President, who will serve a single six-year term, is committed to strengthening democracy for all citizens.

Write a 500-word memo with recommendations on how to achieve the following goals:

Building of a strong, stable democracy

Ensuring a high degree of legitimacy

Measuring the above goals in valid and reliable ways (include three quantitative measurements)

Teaching in a hybrid learning model has brought enormous challenges to Bullis, but also opportunities to rethink how we measure student learning. Traditionally, the above assessment in Advanced Placement Comparative Government and Politics (APCGP), a 12th grade social studies elective, would have consisted of 25 multiple-choice questions and two short answer responses in a paper and pen format. With more than half of my students learning remotely on a given day this school year, the “traditional” test was not feasible. Instead, students worked in pairs on this performance task and had 24 hours to complete it.

What is a performance task? It is an assignment that asks students to apply or transfer their learning in some fashion, in this case, students were asked to create what curricular expert, Jay McTighe calls,

“a multifaceted, structured response for an authentic audience.” Writing a memo for a president as your audience, even if fictitious, is more meaningful than writing an essay for a teacher! Performance tasks are just some of the ways Bullis teachers are rethinking how to measure student learning in a hybrid year of learning with some students learning remotely and some in the classroom.

In a humanities-based classroom such as English, social studies, or world languages, it may be easier to pivot to more performance-based assessments. Several years ago, the Bullis World Languages department moved away from traditional tests and added Integrated Performance Assessments (IPAs) to measure how students use their language skills in real-life situations. Rich Green, Upper School world languages

chair, sees two primary benefits from this shift: students gain a more positive attitude towards their learning and student engagement is way up. Students have shared comments in past years that “[Latin] is less stressful than the rest of my classes, and I still learn and use the language with my friends outside of school,” and “I liked how we could discuss pretty much anything we wanted during our [Spanish] IPA, which allowed me to talk freely and not stress about what I wanted to say.” Incorporating engaging and meaningful assessments in a hybrid or fully remote learning environment can reduce student stress and make learning easier and more fun.

Besides performance-based assessments, Bullis teachers are also utilizing educational technology tools to assess students more readily and deliberately. Marcie Demers, 6th grade English teacher and grade-level coordinator, uses hyperdocs, Flipgrid, a video-discussion experience, and Peardeck, an interactive presentation tool, to measure student growth and provide feedback on her students’ work. “I am more cognizant of prioritizing my learning objectives and celebrating the small successes with my students,” she shares. Both Demers and Claire Holman, 8th grade English teacher, used Flipgrid to assess student understanding of summer reading texts (see photo insert) as part of the Middle School’s “Building a Culture of Reading” initiative. Holman believes that Flipgrid allows for more interactive dialogue between the student and the teacher, especially at a time when teachers cannot sit and conference closely with their students.

Stacey Roshan, director of innovation and educational technology, has observed a shift in the frequency and use of educational technology tools to assess students, especially in math. “Math teachers are using tools such as Flipgrid to have students

“I am more cognizant of prioritizing my learning objectives and celebrating the small successes with my students.”

—Marcie Demers
6th Grade English Teacher

Flipgrid Summer Reading Book Talk Playlist

Step #1

1. Watch the Edpuzzle Video [How to Use Flipgrid](#) to learn about how to use many of the tools and features.
2. Go to [Flipgrid](#) and try out some of the features, but do not publish your video yet.

Step #2

1. Before recording your book talk, review [the rubric](#)
2. Practice your book talk until you are very familiar with it. You can practice your book talk:
 - In front of a small audience (friends, parents, siblings, classmates, pet)
 - In front of a mirror
 - Into a recording device

Step #3

Record your book review on [Flipgrid](#). Don't forget to include the cover of your book (image or physical copy)!

Step #4

Watch at least 3 book talks and record a quality comment for each. In your comment, you may want to:

- give a specific compliment
- make a connection
- ask a question

Don't forget to add interesting titles to your "What I Might Read Next List!"

Resources

- [How to Use Flipgrid](#)
- [Video: Book Talk: Bring the Heat](#)
- [99 Adjectives to Describe Any Book](#)
- [How to Hook Your Audience in a Book Review](#)
- [Flipgrid Book Review Rubric](#)

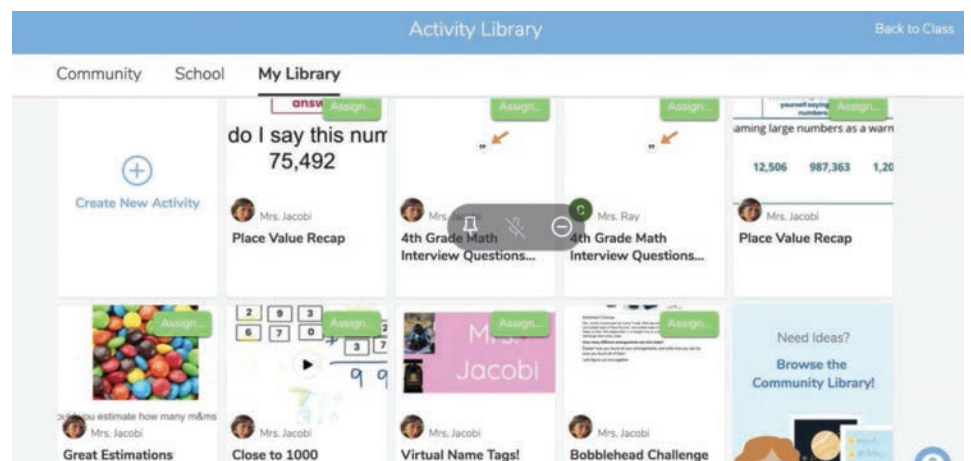
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explain their answers and demonstrate mastery in solving problems.” Rebecca Turett, Upper School math teacher, an early adopter of Edtech tools to differentiate instruction, regularly uses Desmos and MathSpace to assess student progress informally and in real-time. This year, Turett’s students use Flipgrid to explain how they reach a solution to a problem. While students still do take paper and pencil assessments in her classroom, she allows them to retake any quiz or test that is timed so they may master the material before moving forward. Emily Huff, 8th grade math teacher, observing the successes in Turett’s Upper School classroom, has incorporated some of the same tools this year. “I really like MathSpace as it allows me to differentiate and collect data on students to better understand where they are.” Huff also regularly uses Flipgrid and Peardeck so students might explain why they chose a certain method to solve a problem.

Lower School Math Specialist Christie Ray partners with Lower School math teachers to incorporate Desmos, Flipgrid, and Peardeck into their instruction. “We don’t want to push students forward unless we know they have a firm grasp of a mathematical concept.” Informal continuous assessment of skills is the approach used in Lower School. These Edtech tools allow students to demonstrate their thinking and processes in real time so that teachers can tailor instruction. Liz Jacobi, 4th grade teacher, regularly incorporates math interviews to

gauge student progress. She and Ray record these interviews and save them on SeeSaw, a digital portfolio platform used in Lower School (see photo insert). “It is powerful when students can look at their own growth over time in these math interviews,” says Jacobi. “Their growth used to be displayed in a notebook. Seesaw can capture the growth in a variety of ways in one place.” Jacobi, an experienced teacher, views the adoption and integration of Edtech tools as meaningful growth opportunities for teachers. She believes she has become more flexible and adaptable in the classroom to meet the needs of all students with the help of these tools.

This growth-mindset permeates the teaching faculty at Bullis. As Upper School social studies teacher Bill McGowan shares, “we are all rethinking how to assess students with more focus on skill development rather than simply delivering content.” We want students to leave Bullis with the content and knowledge to apply their learning to new situations. When teachers implement performance-based assessments into their classroom or tailor instruction to the unique needs of the individual, students are more likely to successfully demonstrate their learning.



Above right: Flipgrid in use to assess students’ understanding of summer reading. At right, SeeSaw is used to assess progress in math.

From the Desk of Faith Darling



Dean of Faculty

As I would say to my statistics classes, the average is not the interesting measure, it's those measures of variability, what makes things different from the average, that we really need to pay attention to. And lately we have been challenged by an intense amount of variability, haven't we? Since mid-March, our worlds have been turned upside down in a way that we couldn't have predicted or planned for. In my household, my family of five found new ways to coexist and connect while we navigated remote school and work. And in my role as Dean of Faculty, a relatively new step in my fifteen years at Bullis, I have been so moved by the creativity and care from our Bullis faculty, who have been rapidly responding and adapting to changing expectations, teaching modalities, and technologies for months. Once again, these fluctuations from the average steal our attention and grab our energies. Reflecting on all that has changed, I think we are starting to wonder... what will be our new "average"?

Technology is often cited as a change maker—keep up or the curve may end up too steep. Throughout the pandemic, technology has become even more central to connecting us, perhaps in some new, maybe even strange, ways. Some I hope

stick with us, as they have enriched our lives and relationships, but others I am eager to see exit with the pandemic. Those who know me well are aware of my propensity to “lose my phone” the minute I arrive home from school, as I find myself more than ready to disconnect from one world and connect with my other as a wife, mother and avid hobbyist. However, in these COVID times, I am sure you can relate to the almost exponential increase in emails and texts, necessitated by a world in need of speed. Fast-paced decisions and quick responses became the name of the game.


The notifications on our phones have become the Morse code of our times—various pings and dings that let us know a meeting is coming up or a message awaits. On more occasions than I care to admit, our no-tech dinner rule has been broken by three or more dings coming in quick succession from a sender signaling urgency with texting fingers...or the sound of messages from multiple senders alerting me that some new information has been released that I should know about. Only a glance at my phone can tell. Teachers navigating, and sometimes creating, expectations and learning environments in response to constantly changing conditions. They continue to field emails and messages in an endless cycle that leaves them exhausted, perhaps tuned to be a little too sensitive to these tiny noises.

I hope that the reliance on, and habit of, constant communication and high alert mode will once again give way to gentler

and more patient forms of connection and contemplation. That sounds delightfully Zen.

However, it's kind of remarkable how various meeting platforms once used primarily for conferences or business meetings have saved us in some ways, too, right? They remind us that we are not alone by connecting us to friends, preserve long-standing family traditions, and bring about new joyful celebrations. I look back and wonder why it took a pandemic for our far-flung family to use Zoom to stay in touch more regularly, connecting over virtual drinks and dinner, when before we may have settled for short phone calls or email exchanges with many participants and stilted dialogue.

While screen fatigue is real, I can't help but think about how video has helped our Bullis community connect throughout the pandemic. Of course, it became how we would teach our classes and hold meetings, but it also allowed us to see the emotions of a student struggling with a concept, and emote our care back. It helps us to unite in our challenges and join forces in our solutions by jumping on a video meet-up as so many teachers did this summer to ask questions and discuss plans for the fall. Even now that the campus is open and we might be able to meet in person, we continue to use video meetings on occasion, preferring to watch the effect of our words spelled out on another's entire face. Video has also provided us some moments of much-needed levity and joy, helping us all feel a little more human. If someone had told me that I would be hosting happy hours, coffees, trivia, and



“Video became how we would teach our classes and hold meetings, but it also allowed us to see the emotions of a student struggling with a concept, and emote our care back.”

games in any format, let alone remotely, I would have responded with “fat chance!” But these have become important markers for members of our community that make us feel and connect, and I hope we will continue to prioritize.

Teaching has so many new considerations, some steeped in a pedagogical approach that may change the landscape of education for years to come, and others purely logistical. Tasks that teachers would typically move through with ease, such as taking attendance or making sure all students can see the board, require whole new systems and technologies. Setting up my Upper School statistics class is a study in concentration and patience as I connect one laptop to an external camera and projector, another laptop to the tablet on which I write our notes, and finally connect my phone for attendance and tracking student progress on assignments...this mess of wires and adaptors, when correctly connected, connects us. I have been so humbled by the grace extended by the students as I occasionally fumble through a setup or set the room humming with a feedback loop that I can't mute fast enough. Teachers serve as models for their students—and

throughout these times, Bullis students have been witness to the unfailing commitment, perseverance, empathy, and good humor of their teachers in the face of challenge and change.

As a member of a community where growth is prioritized, I examine these experiences for takeaways that I will use to do better in my role. Always the math teacher, for me it comes back to statistics. It is the variability, the difference, the outliers that make this world interesting. The Bullis community is filled with individuals with different skills and needs, including our faculty. We must use whatever is in our grip to learn and understand them, to meet them where they are, to nurture them. Some may be up for a Zoom coffee break while others may just want an evening without email. Acknowledging that this variability is the key to a vibrant community, coupled with the knowledge of the intricacies, will help us provide pathways for teachers to be their very best, in turn helping our students thrive. The technologies and habits that remain beyond this pandemic may be up to us; but I know we will remain centered as a caring, challenging community.

Thinking of You: Bullis Postcard Project

During the first week of school, Upper School students wearing masks entered an art classroom in the Blair Family Center for the Arts. Seated several feet apart at tables divided by Plexiglas barriers, they listened as Art teacher Angela Swadling, who came to Bullis this year from Sydney, Australia, introduced herself, and then introduced the year's first project for this Upper School Painting class: creating postcards to share with Bullis employees.

Every year, the Upper School Visual Arts Department looks for a community-based art activity. This fall, Upper School Visual Arts Chair and Teacher Kathleen Adams, with Upper School Art Teachers Angela Swadling and Alice Shih-Kahn, challenged their students to create a new spin on

postcard art. The idea originated with the #artofkindnesspostcardproject and artist Maryanne Hawes, who created postcard-sized artworks and left them in random places to spread joy and share art with strangers. The Bullis postcard version was designed to surprise Bullis community members with postcard art to express gratitude for all that they do and create new connections across our community.

“How does art build community?” Swadling showed students postcards from Victorian times to now. “These were the social media of their day. Today, postcards are especially important for helping us celebrate and feel the human connection” in a world of masking, distancing, and quarantines. “Bullis has put so much energy into

“You are the reason we feel comfortable to return to school.”

—Ariana Wright '21

making the school a safe place for everyone.” She asked students to notice recent changes around campus. “Think about who set up those hand sanitizer units, who placed the signs, who created the safety protocols for us to follow, and then create designs to thank them for doing that.”

Using pencils, markers, paints, collage materials—some of which came from art kits assembled by Bullis art teachers to distribute materials that might otherwise be widely shared in class—students crafted artworks on blank 4x6 inch postcards. Considering the elements of art and principles of design discussed in class, they drew inspiration from postcards, Zentangles, the world around them, and their imaginations. They thoughtfully noticed Bullis initiatives such as remote learning programs, new procedures, changes to classrooms, the Dining Hall, the lunch menu, and more.

“This is an initiative of kindness, and using art to express that,” Swadling said. Kathleen Adams agreed. “Our fervent hope is to continue this effort through Art Club and the National Art Honor Society, sharing artwork and a kind message with all members of the Bullis community.”

After creating the unique and beautiful cards, students wrote personalized messages of thanks and appreciation on the back, and distributed them to offices, classrooms, and mailboxes around campus, surprising and delighting the many recipients.

“Given the need for physical distancing, it seems more important than ever to use our artistic talents to create connections across our community,” Adams said.



It has been
so nice to be
back on campus
with teachers
and friends ...
it wouldn't
be possible
without you!
Meghan Simpson '21



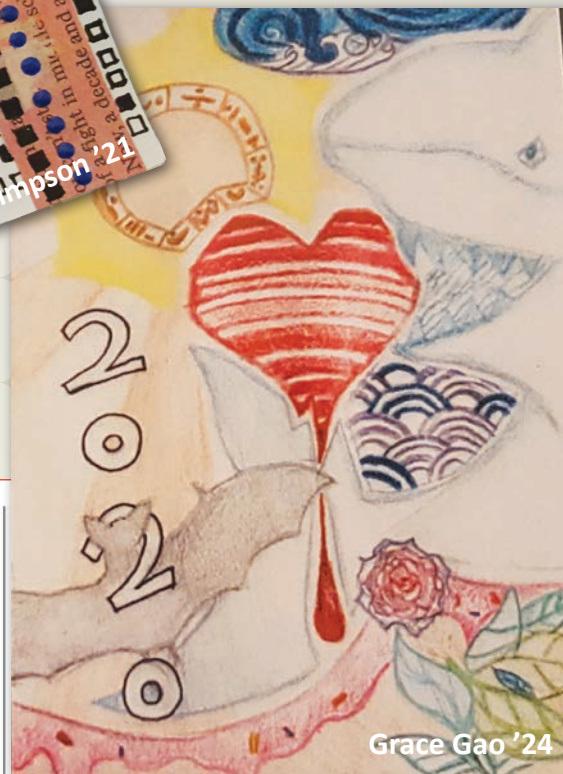
Meghan Simpson '21



Emily He '24

I would like to thank you for
all that you have done to
help the school open up this
year.

Matthew Till '23



Grace Gao '24



Linda Wei '23

Thank
you

Delivering Lab-based Science in COVID Conditions

By Mark Walter, Director of STEM Signature Program

“Anything for science,” they say. That is the attitude Dr. Celeste McDaniels, Upper School science teacher and department chair, takes as she prepares lab materials to drop off at her students’ houses on a Friday night. Henry Sun, a senior in McDaniels’ honors chemistry course, appreciates her efforts. “The labs have been really good, especially since Dr. McDaniels drops off what we need to complete the lab,” he says. “It’s harder to explain the data when other people are collecting it, but I still feel like I can understand everything.” This shows the importance of a hands-on lab experience in science.

At its core, science helps us understand the mysteries of life. During the pandemic, as we live daily with the uncertainty of the coronavirus, the pursuit of scientific inquiry and understanding feels as real and urgent as ever, particularly in lab-based sciences.

Since March there have been ups and downs due to the pandemic, and I have noticed some things settling into two categories—changes to normal routines, and creative solutions arising out of necessity; these offer a glimpse of hope much like new seedlings taking root in the fertile soils devastated by fire. Through challenge and hardship, the science department at Bullis has found ways to press on and inspire hope in students. And like all good scientists, Bullis faculty take necessary precautions with goggles, masks, physical distancing, clean hands—and then get into the lab!



In Lower School Dana Miller’s 2nd grade class, students build towers out of common objects: cardboard, straws, rubber bands, without glue or tape. The challenge set by Lower School Science Teacher and STEM Coordinator Miller is to make a tower that reaches 54 centimeters.

In years past, students would work in groups of two or three, but this year requires innovation. Like her Middle and Upper School counterparts, Miller created an individual set of materials for each of her students. Preparing science materials takes significant time in a normal school year; this year, teachers have put in extra hours preparing personalized kits



for face-to-face and virtual students to ensure the health and safety of all.

As the 2nd grade students explore the properties of the various materials to determine the best base for their tower, a discovery emerges. “You can fit one straw into another and put it through a hole in the cardboard!” says one young student, excited. Her peers observe what she is doing from a distance in a change to the norm.

Top: Teacher Dana Miller challenges 2nd grade students to build towers out of straws. Bottom: Close-up of student’s tower base.

Middle School

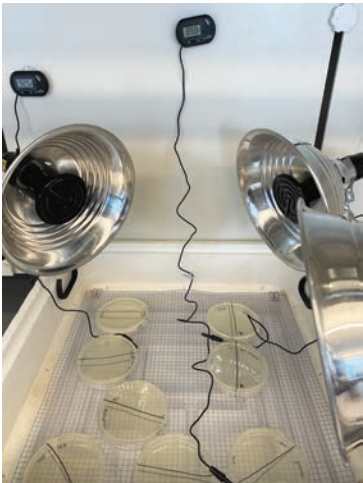


Middle School Science Teacher Chelsea Fajen’s 8th grade science seminar class faces similar challenges with materials. “This summer we thought about which labs to conduct and materials to purchase, and prepared kits to send home to students in 6th, 7th, and 8th grades,” says Fajen of the collaborative effort of the Middle School science team. One day, realizing that a few of her students were missing a key ingredient for next week’s lab, she drops it off on a Friday night to the surprise and pleasure of her students and their parents. “It’s worth it to keep our lab-based curriculum alive in Middle School,” she says.

Fajen walks her 6th grade class around campus to collect bacteria samples while they learn first-hand about data collection and the scientific method. Classmates must be patient while watching another student take a precise swab from a door on campus—and patience is a good ingredient for scientific curiosity.



Top left: Teacher Chelsea Fajen instructs 8th graders in scientific data collection methods. Above: a student collects samples from a South Hall door. Below, from left: lab materials; students deposit bacteria samples in a petri dish; bacterial colonies grow under controlled conditions; in Hybrid A, half of the students are in the classroom while their peers participate via video.



Upper School

The Upper School science squad conduct labs with students who are both in school and at home. From Physics to Food Science, Anatomy and Physiology to Biology and Chemistry, labs are happening at Bullis. Upper School teachers also created lab kits for students, distributing them on campus or dropping them off at homes. Without the regularity of previous school years and with significant extra effort, Bullis teachers are providing lab-based experiences for their students.

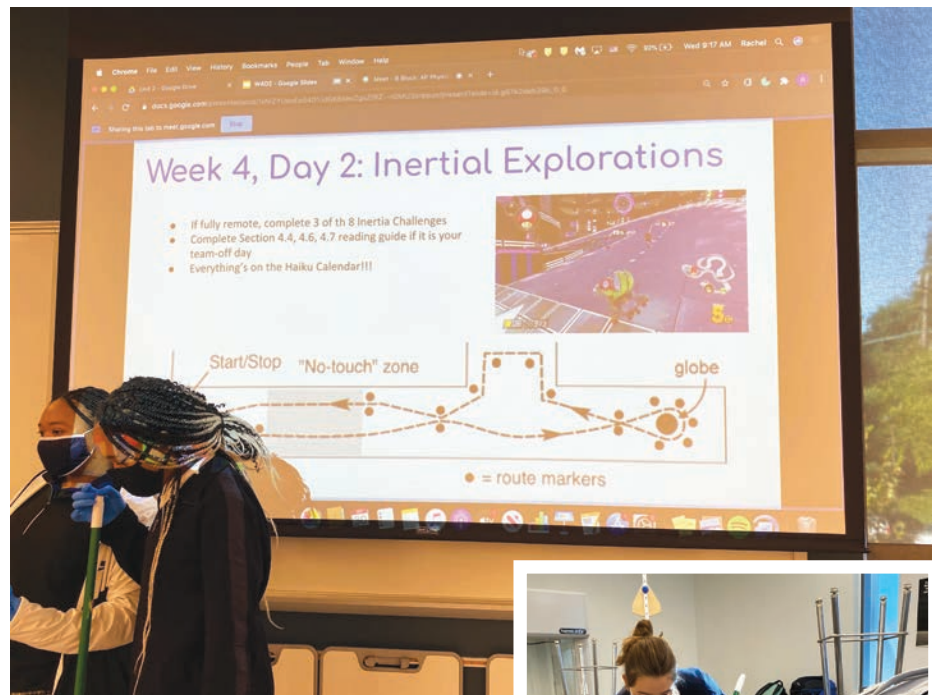
In Upper School Science Teacher Dr. Daniel TerBush's Chemistry classroom, half the students work on lab notes while the other half work individually at lab tables on a conservation of matter experiment. Working solo on any experiment presents a challenge for students, but it also provides the opportunity to become self-reliant independent learners. Handling materials carefully, students repeat the lab as needed in the allotted time, refining their skills further.

In Upper School Science Teacher Dr. Badraslioglu's Anatomy and Physiology class, students at home and in school work on dissection skills while identifying the various parts and functions of a chicken foot. Yes, Dr. B. (as he is affectionately known) sent home chicken feet. Anything for science!

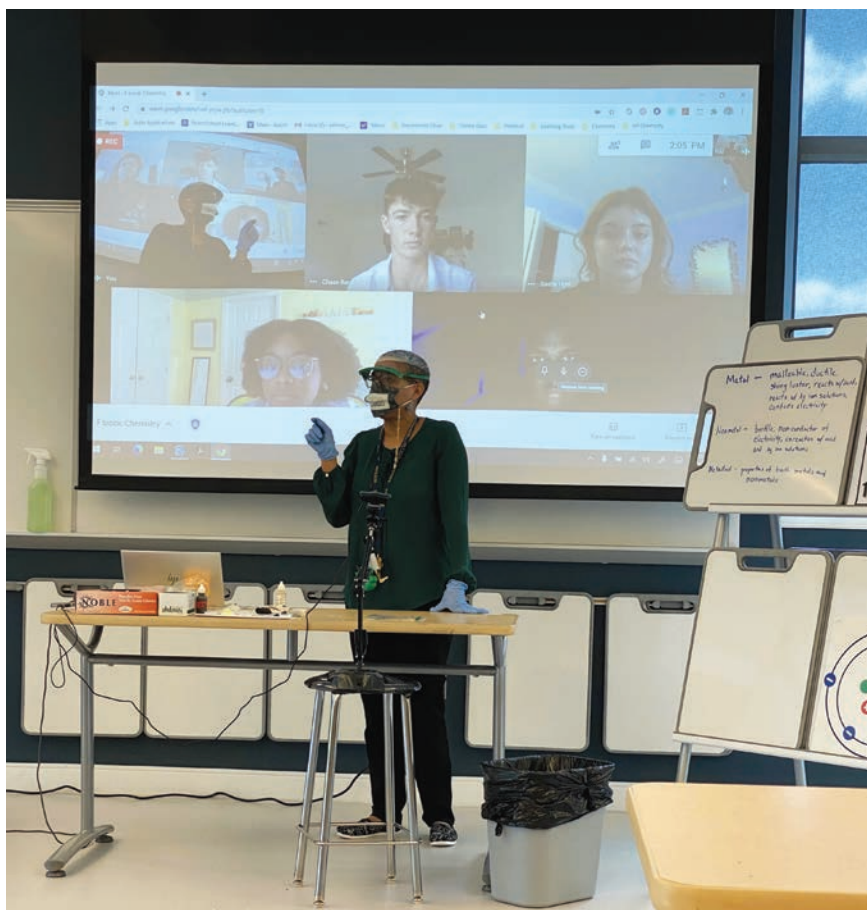
Down in the physics lab, Upper School Science Teacher Rachel Stanoyevitch is preparing for a "bowling ball grand-prix" to allow students a kinesthetic feel for the concept of inertia. "Forces are a part of everyday life," she says. "Inertia involves some complicated math, but students have no problem understanding and feeling the concept."

Stanoyevitch's remote students can choose from a menu of options for experiencing inertia: "Nickel Karate," "Toilet Paper Roll," "Mini Hovercraft," the old "Cup and Tablecloth" trick, "Coin and Tumbler," and "Pile of Books." As in the classroom, these provide students a chance to feel and observe inertia and how it causes objects to behave.

Not all labs can be done at home. Dr. McDaniels allows her remote chemistry students to play an integral part in lab experiments by reading procedures while in-class students conduct the labs. Keeping students engaged, McDaniels calls on them to make sure they



Top: an Upper School Anatomy and Physiology student dissects a chicken foot. Middle and right: bowling ball grand-prix gives Physics students a feel for inertia.



are participating in the discussion, following directions, reading procedures, and answering clearly and respectfully. “Online students can check out faster,” she says. “I just have to react faster.” Students never know who will be called on next, and their teacher’s positive attitude affects all as she gets smiles and giggles from remote as well as in-class students.

Is it perfect? No. Can it be frustrating? Yes, for both students and teachers.

Lab-based, hands-on science activities are just as important now as before. Despite the challenges of distributing materials, conducting classes with fewer labs than desired, and communicating through a mask to students in class and onscreen, our teachers persevere. “Students are having fun in science and learning. They appreciate the hands-on experience we offer,” says Chelsea Fajen.

“I was able to pick up my chicken foot and do the lab at home,” says one of Dr. B’s students, while sophomore Nicholas Brazier says, “I definitely prefer making my own observations in the lab.” Despite the many challenges to teaching this year, Bullis science teachers are going above and beyond to engage students with hands-on science activities.



Top: Dr. McDaniels simultaneously engages students in her Chemistry classroom and those learning remotely. Below, from left: with a camera to assist, students project their labwork to classmates in person and those learning from home; students work independently in the chemistry lab; individual kits of lab materials.



**Introducing
Head of School
Christian Sullivan**

When just over a year ago it was announced that Christian Sullivan would begin serving as the seventh Head of School in Bullis' 90 year history, one could easily guess the list of tasks he would want to tackle upon starting his tenure on July 1. Getting to know our students, our families, our faculty, and our staff; supporting our teams; and setting a course for the next chapter in the Bullis story were just a few items that one might guess would top his list.

No one could have anticipated the challenges Mr. Sullivan would be forced to tackle, including the unprecedented decision of whether to let Bullis be the only school in the region to open its doors and let students attend classes in person. Certainly our community could not have foreseen that Mr. Sullivan would have to weigh potentially life or death considerations from health officials and state and local leaders that would directly impact the families and staff he was now entrusted to lead.

Fortunately, we in the Bullis community have quickly discovered no one could have navigated this challenge and helped put Bullis in a better place to succeed than Christian Sullivan. Over these short but pivotal months, Mr. Sullivan has led Bullis students and families with a determination to ensure education is a priority above all else, asking for the community to trust him and his team to open safely for the 2020-2021 academic year. Classrooms became socially distant learning tents; parent coffees became virtual conversations.

Mr. Sullivan communicates weekly with the community; has taken the time to meet with faculty and parents to understand their fears and needs; and he and his dog Freddy have become fixtures in the morning at the front gates, waving and smiling underneath his mask to welcome students at the start of the day. Since Mr. Sullivan made the decision to open School on September 8, 2020, being one of the only independent schools in Maryland to do so, his immersion into the Bullis community has already proven he is a leader and educator who is dedicated to the families and staff he serves.

Mr. Sullivan has been in education for 33 years. He was born in London, raised in Kent, and holds a bachelor's degree in education from the University of Durham, a master's degree in educational management from the University of Bath, and a master's degree in independent school leadership from Columbia University. He taught math, coached, and served as an administrator at independent schools in England, Kenya, Virginia, Connecticut, and Washington State. He returns to the Washington, DC area with his wife, Lisa, who was raised in Chevy Chase, Maryland and currently teaches at National Cathedral School; daughter Lexy, a graduate student



Top: Christian Sullivan greets arriving students on the first day of school. Bottom: the Sullivan family, from left, son Matthew, wife Lisa, Christian, and daughter Lexy.



at Johns Hopkins University; and son Matthew, a sophomore at Macalester College.

Now serving in his third Head of School position, while most heads have the time to get to know their community and build a vision for their School's future, Mr. Sullivan had to jump right in. On his opening day webinar to the current Bullis parents, Mr. Sullivan immediately addressed the importance of Equity, Inclusion, and Justice at Bullis, recognizing the importance of this work and making it one of his top priorities. Mr. Sullivan is not afraid of confrontation; in fact, he seems to look forward to a challenge. After speaking with Mr. Sullivan, he shared his vision for the School:

"I am looking forward to affirming Bullis as a tremendous school, a pillar in the community. A School that lives its mission to provide a balanced education to its students, a place where they can stretch intellectually and reach their potential, where they can meet goals and have myriad opportunities to pursue passions in arts, athletics, academics, STEM. A place where kids grow and continue to accomplish in all those areas. When they leave Bullis, I want our students to have a generosity of spirit that feeds their compassion and their respect for others."

As we enter into the second half of the School year, we will continue to face COVID-19 challenges, managing the effects it has had on academics and on the community. But we are proud that Mr. Sullivan has done such an amazing job and feel confident he will continue to do so. His governance is welcomed and his "lean in" attitude a ray of sunshine. The Bullis community welcomes Mr. Sullivan and his family and we look forward to a bright future.



Top left: Christian commutes to his Discovery Center office; top right, Christian meets with students in his office; bottom: Freddy Sullivan joins Christian and Sam Thomas '12 from Security for a morning welcome.

Focus on Equity, Inclusion, and Justice

By Bobby Horsey, Elise Kohan, and Bryan Whitford, Equity, Inclusion, and Justice Subcommittee Co-chairs

Bullis identifies diversity as one of its core institutional values. You will see references to this value in signs and banners around campus, and even etched into the stairs of the Discovery Center. And yet, diversity is just part of the larger equity, inclusion, and justice conversation that is taking place across the campus.

Established as a task force in Fall 2010 to analyze and address issues of diversity on the Bullis campus, this group is now a permanent committee which spearheads the equity, inclusion, and justice work at Bullis. Over the years the committee pursued these goals by hosting student conferences, hosting professional development for faculty, organizing programming for students, and reviewing curriculum.

This year the school-wide Equity, Inclusion, and Justice (EIJ) Committee will modify its approach to lend more focus on a series of dedicated topics. Co-chaired by Bullis faculty members Elise Kohan, 5th grade teacher; Bobby Horsey, Middle School social studies teacher; and Bryan Whitford, Upper School world languages teacher, the Equity, Inclusion, and Justice Committee included the creation of subcommittees to provide both dedicated space and to turn to the deeper discussion of specific issues.

Several of the EIJ subcommittees include: Equity and Justice during Hybrid & Remote Learning; The 2020 Election: Before & After; and Black Lives Matter @Bullis. These subcommittees meet monthly under the larger umbrella of the EIJ committee to talk about, learn, and develop ways to incorporate a more equitable Bullis within these themes/topics. Co-Chairs of the subcommittees volunteer their time to lead a subject of which they are passionate and hope to make change within the community.



The Hybrid & Remote Learning subcommittee will have the opportunity to examine education terms that were thrust upon the country back in the spring and have since become household references. Yet despite these terms' ascendance to the national lexicon there remains uncertainty as to what they truly mean and how they impact education. What factors might we take into account during the hybrid and remote learning experiences? Are there best practices or policies to consider?

The 2020 Election Before & After subcommittee is taking a deeper look into the role of civil discourse as we head into this year's election. Rather than focusing on right versus wrong this group has expressed an interest in developing resources that will facilitate a discourse that honors and respects multiple viewpoints. For this reason it is important to not focus solely on this election but also cultivate a culture of civic discourse afterward. The committee assembled election resources to share with faculty across the divisions and also organized faculty training on how to conduct civil discourse with students.

Black Lives Matter @Bullis provides a space for subcommittee members to share their personal experiences, learn how to recognize biases, and accept students' and faculty's feelings about various prejudices that they have encountered at Bullis. By doing so we will be able to confront racial issues, become visible advocates for change, and be committed to making a difference through developing outreach programs and initiatives that address these concerns.

The Equity, Inclusion, and Justice Committee has been an integral part of the Bullis community as we continue to maintain an equitable community. This is a continuous process and one that will create an inclusive environment where all community members feel empowered to bring their true selves each day to our campus. At the same time this process also requires us to examine areas in which we can do better. For this reason we hope that our subcommittee works this year will allow our community to have deeper conversations that will provide paths forward to building a stronger Bullis.

Rachel D. Moore: Inspiring Students On and Off the Field

An impactful teacher who encourages students to achieve excellence can be a powerful role model. Rachel D. Moore, M.Ed, LAT, ATC—“Miss Rachel” to her students—brings just those qualities to Bullis.

Twelve-year Bullis veteran Rachel Moore serves as Athletic Trainer for 6th through 12th grades and teaches Upper School Public Health as well as Kinesiology and Rehabilitation. Married to Christopher Moore, the Silver Spring native is also mom to Autumn, 6, and Joshua, 3.

Merging athletics training with teaching allows her to interact with students she might not see otherwise. Connecting with students comes naturally to her, and her commitment to their well-being in and out of the classroom is admirable. “Connections with students and relationships with families is why I love my job,” Moore says. Former students she has cared for still check in with her; some are now professional athletes, athletic trainers, or attend medical school. “I’ve seen them go full circle.”

As an educator, Moore has introduced advanced courses including those she teaches, along with Anatomy and Physiology. She co-created the Middle School Diversity Club and has served as an advisor for Senior Capstone projects. “Rachel was an integral part of my boys’ experiences in 6th through 12th grades as their teacher and athletic trainer,” says past parent Lis Petkevich. “She challenged them to think outside the box and problem solve. They came away with respect and love for her.”

In 2014, Moore and her colleagues brought particular distinction to the Bullis Athletic Training Program by earning the National Athletic Trainers’ Association (NATA) Safe

Sports First School Award. Bullis receives this honor every renewal year, largely due to the dedication of the athletics faculty to creating and maintaining a safe and healthy athletic environment for Bullis students. Moore values community involvement as well, actively participating in the Maryland Athletic Trainers Association as Diversity, Equity, & Inclusion Committee Chair; the National Athletic Training Board of Certification; and the Baltimore Area Sports Health Initiative.

As a certified athletic trainer, Rachel educates and cares for competitive athletes as well as theatre and dance students. Teaching them to focus on body movement to help prevent injury, she also encourages students to fulfill their potential and succeed beyond Bullis. Not just an educator, she is a role model who inspires.

“My experience in Miss Rachel’s classes led me to declare pre-med and pursue becoming an orthopedic surgeon,” says alumnus Joe Stucky ’14. “She introduced me to sports medicine and supported and encouraged me throughout. I cannot thank her enough.” Andres Lopez ’17 adds, “She is an amazing athletic trainer and an even better educator and mentor. I would not be the man I am today without her help.”

“I want my students and athletes to realize that they don’t have to be superheroes,” Moore says. The knowledge and care she gives them stays with them for life. “They are capable of anything.”

Read more online at <http://bit.ly/rachel-moore-bullis>



Top, Rachel Moore works with students in Bullis’ training room. Below, the Moore family visits a pumpkin patch: Rachel with husband Christopher and children Autumn and Joshua.

Lower School Students Remain Active Thanks to New Strategies

As this challenging year continued into fall, the Bullis Athletics department saw interscholastic athletic competitions postponed and sports participation limited by protocols. Pivoting quickly, the faculty transformed programs across divisions. One focus for Athletics faculty was ensuring plenty of exercise opportunities for the youngest Bullis students.



Four-square games keep students moving during recess.

Adjustments to Lower School physical education included wearing masks, whether indoors or outdoors, and not sharing balls or other equipment between students, affecting the nature of play. In addition, part of the South Hall faculty parking lot was allocated for Lower School use, with tents cordoned off for activities and weather protection. Students are encouraged to maintain appropriate distance, touchless water coolers are available, and hand sanitizer use is mandatory before and after recess and PE.

“Changing our approach has brought out our creativity,” says Andres Parra, boys athletic director. “We are sharing ideas about how to keep kids engaged and safe.” Creative

ways to encourage play and skill-building include using pool noodles—perfect for maintaining physical distancing—and using more balls for games and exercises.

Supervising a game of four-square inside the tent while some Lower School play soccer down in South Field, Parra calls to the students when class is nearly over. “Okay, come on back! Remember to use the hand san!”

“We want them to have fun,” Girls Athletic Director Kathleen Lloyd says. “Nothing this year can change that.”

Bullis Receives Safe Sports School Award

For the third year in a row, Bullis School is the recipient of the National Athletic Trainers’ Association (NATA) Safe Sports School award for its Athletic Training Program. The award champions safety and recognizes secondary schools that have met the recommended standards to improve safety in sports. The award reinforces the importance of providing the best level of care, injury prevention, and treatment.

“This is such an honor to achieve this award three years in a row. It is a testament to the hard work and care that both Rachel Moore and Jenny Reni put into the Athletic Training program and in making sure our athletes are safe and well taken care of,” says Kathleen Lloyd, director of girls athletics. “Kudos and a big thanks to both Rachel and Jenny for all they do for Bullis and our student athletes!”

“The health and safety of student-athletes is critical as it has both immediate and long-term effects,” says NATA President Tory Lindley, MA, ATC. “NATA created the ‘Safe Sports School Award’ to recognize and champion schools nationwide that are committed to enhancing safety in sports. We are proud to see the list of award recipients grow exponentially each year as schools see the immense value in holding themselves to best practices and policies that ensure a high standard of athlete care.”



Physical education class spreads out for soccer on South Field.

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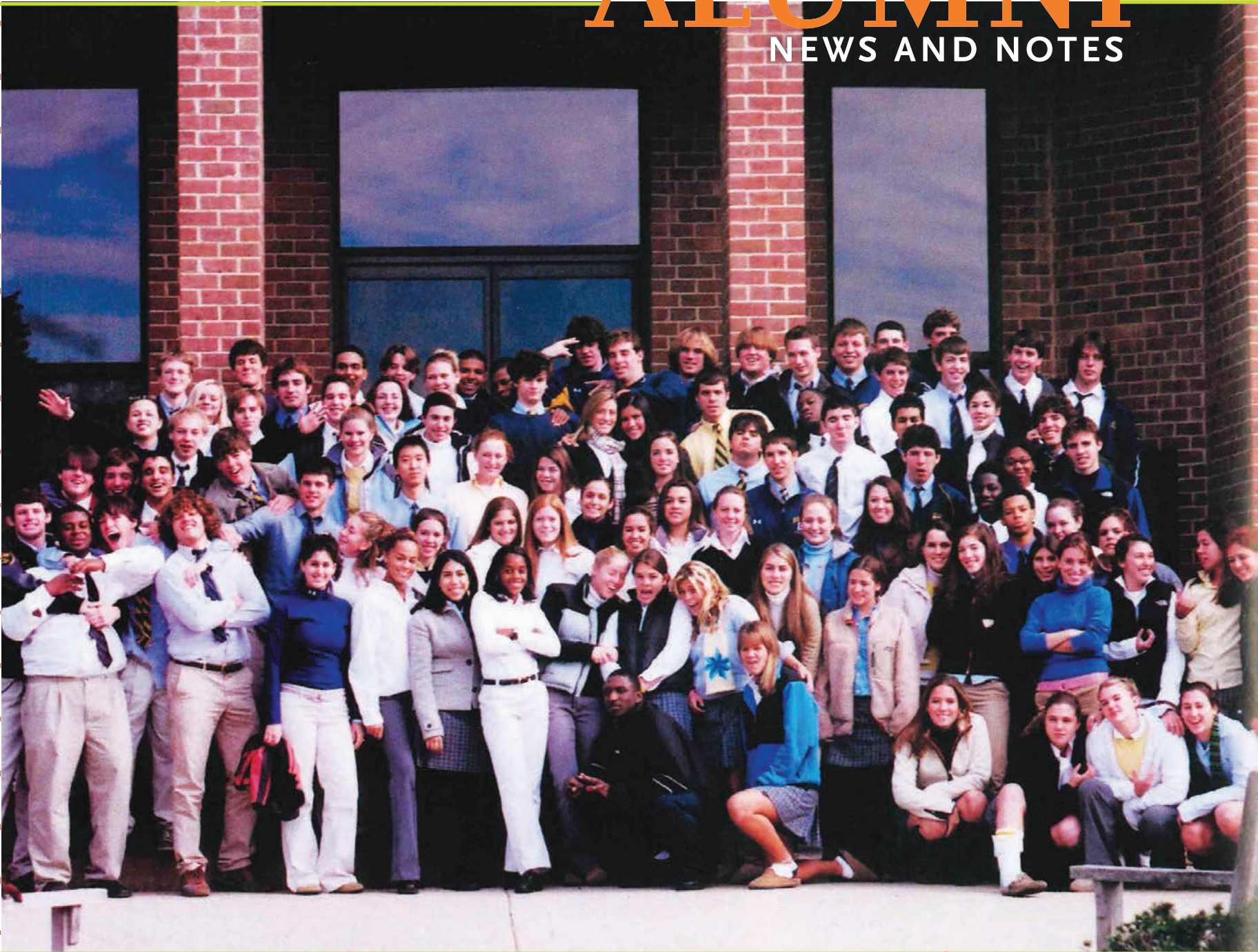
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JOSEPH STEIN

IN HONOR OF
JOHN W.
SPENCER

ALUMNI

NEWS AND NOTES



Members of the class of 2005 pose on the steps of Founders' Hall for a class portrait during their senior year.



SHAHARA ANDERSON-DAVIS '10
AND JENNIFER SHERMAN '10

Next Generation Entrepreneurs Flourish

Two women from the class of 2010 command a Rolodex-like list of connections between themselves, paving the way for endless opportunities for their friends and clients. Shahara Anderson-Davis, who grew up confident that she would ultimately be the boss, is now Chief Executive Officer of 3D Vision, a Black-owned marketing and communications firm. Sharing that entrepreneurial spirit, Jennifer Sherman founded The Influencer Collective to help companies leverage next-generation digital marketing tactics. The two alumnae remain close friends with a shared commitment of

improving the world through connections.

Recently, they had an in-depth conversation on Jenn's podcast, "A Dose of Your Future." In "Harnessing Entrepreneurial Spirit with Shahara Anderson-Davis," Shahara discussed starting her own company, overcoming bias in the workplace, and making an impact during extraordinary times. Bullis Magazine followed up to explore the paths these women forged from Bullis to business owners in less than a decade.

After graduating from Bullis,

Shahara enrolled in Temple University to study international business administration. Temple provided a welcome cultural switch, and an opportunity to study and develop in a large, diverse urban environment with many people who looked like her, in contrast to Bullis where she had few classmates of color.

Entering Bullis in 4th grade "navigated my path to where I am today," Shahara says. "I still know all the US presidents, thanks to Social Studies Teacher Glenn Hunter, and because of English Teacher Andy Marusak, I still know how to write a five paragraph essay," a key

foundation for pursuing a career in communications.

Although Bullis was not particularly diverse in those years, Shahara appreciates the School's intention to make inclusivity a value extending beyond racial diversity to gender identity as well. "Beyond the Books' was an initiative that exposed me to diversity, equity, and inclusion."

Graduating from Temple, Shahara was hired as an events specialist at the DC Chamber of Commerce; although not the position for which she had applied, it set her on the path

to current success. In her first few post-collegiate years, she was often approached to assist with marketing projects, so by 2016 she was ready to launch her own communications firm. Shahara recognized she wanted to merge being a social butterfly and a good communicator with her focus on turning a business into a career—thus was born 3D Vision.

Jenn Sherman came to Bullis from public school in 9th grade looking for a smaller community and more focused attention. “It was a safe community where I felt a sense of equality, with no judgment around my learning differences.” Jenn credits writing skills developed under English Teacher Molly Chehak as the foundation for her career success.

Following Bullis, Jenn studied communications at the University of Maryland. She considered a career in retail, but several communications internships—at US Speakerbox, We Connect International, and Street Sense in Bethesda—clarified her career vision. “I just want to help people, and I wanted to make an impact right away.”

Adopting an agency model with strategic partners and interns to focus on new business development, Jenn started The Influencer Collective at age 25. By then she was already moonlighting with clients of small and mid-size organizations in DC, highlighting great stories while building websites, assisting with branding initiatives, and marketing. “You have to be scrappy and nimble to produce

high-quality content for clients,” says Jenn. She is well-suited for the challenge. “I really get the social impact now.”

“Entrepreneurship is a great way to overcome challenges,” she continues. “You have to grow up, develop perspective, turn assumptions back on themselves.” Shahara agrees. “Entrepreneurship allows you to develop a skill-set that can be transferrable across sectors.”

Through entrepreneurship, both women have polished connections dating back to their Bullis years. “Private schools in general have a high level of networking and relationship building that prepares students for adulthood and the working world,” says Shahara. “There’s a sense of community and family at Bullis. Years later, people are bridesmaids and groomsmen for their former classmates.”

With more time available during the pandemic, Jenn added teaching entrepreneurship and branding to youth at the Boys & Girls Club of Greater Washington, helping them develop such skills from an early age. She also found time to refocus on servicing current clients and to consider long-term growth. Like Jenn, Shahara also as spent time during the pandemic reframing her business to secure her livelihood, while finding time and peace to focus and rebrand herself.

Both Shahara and Jenn feel gratitude for the Bullis experiences that made them lifelong friends. Jenn advises current students to “be prepared for all the resources offered at

Bullis—try being in a play or manage a sports team, just don’t get stuck in a bubble.”

Shahara echoes that sentiment. Field hockey was new to her in 6th grade, but she ended up loving it. “The sportsmanship, integrity, and discipline were incredible. As an adult I can truly appreciate the value.”

For an in-depth conversation

between the two alumni, check out the Influencer Collective episode, “Harnessing Entrepreneurial Spirit with Shahara Anderson-Davis” where Shahara discusses starting her company, overcoming bias in the workplace, and making an impact during these revolutionary times at <https://tinyurl.com/y38rs4tl>



Opposite page: Shahara Anderson-Davis '10, left, and Jennifer Sherman '10.

Top: Jennifer (left) and Shahara's (right) senior portrait from the 2010 edition of *Roll Call*.

Above: March 2020, Bullis 10 year reunion girls trip to Austin, TX. Top row, from left: Anna Werner, Bailey Hamilton, Sara Battista; front row: Chelsea Gleason, Shahara Anderson-Davis, and Jennifer Sherman.

ANDREW BANADDA '06

ENCOURAGING ALL TO REACH THEIR POTENTIAL



Recently the Alumni Office caught up with Andrew Banadda, Class of 2006, who shared some great Bullis memories.

Q. What were your favorite classes when you were a student?

Physics with Dr. B (Dr. Badraslioglu) was great, and so were classes with “Ms. Blu” (former teacher and coach Nancy Bluthardt), who taught Psychology. I had a note from her on my parent’s refrigerator for years with a snippet from *The Gazette*: “Good job, you rotten kid!” Her trademark saying was endearing, never insulting.

Q. What student activities were you involved in?

Most of my time outside academics was in soccer. I did different sports—track as a sophomore, and as a junior, wrestling was a wake-up call with the challenge of competing

against more experienced wrestlers. Track season was fun, and the coaches understood my club soccer commitments on the weekends. The soccer team was amazing during my senior year, when we were undefeated in the IAC. The squad was filled with talent.

Q. What traditions were important to you and your classmates?

Homecoming weekend and the painting of the stadium seating as a senior—I loved the atmosphere that weekend. The school gave seniors a chance to mark *OUR* year and decorate the stadium and not our cars (or our parents’ cars!).

Q. What one experience at Bullis had a lasting impact on your life?

Attending Bullis helped put me on the path I am on today. I learned essential leadership skills, which I apply when working with athletes at all levels building toward high performance. As a coach and director, I ask myself how to make the best of the potential of the individual, the team, or the organization. I want to end the work day knowing I have done everything I can to create a high-performance environment.

Q. What role do you see yourself or other alumni playing in the Bullis community?

I see myself as a resource to the

Bullis community to provide advice to those looking to get into the sports industry. I was introduced to Bullis by a friend, and others reached out and supported me. I plan to extend the courtesy to others as well.

Q. What piece of advice would you offer a student entering Bullis for the first time?

Be willing to embrace change and in some cases, start over. Whether going from public to private or entering high school, the experience can be daunting. Find an activity that suits your interest. The school provides plenty of opportunities where students can feel supported. Be fearless, courageous, and generous!

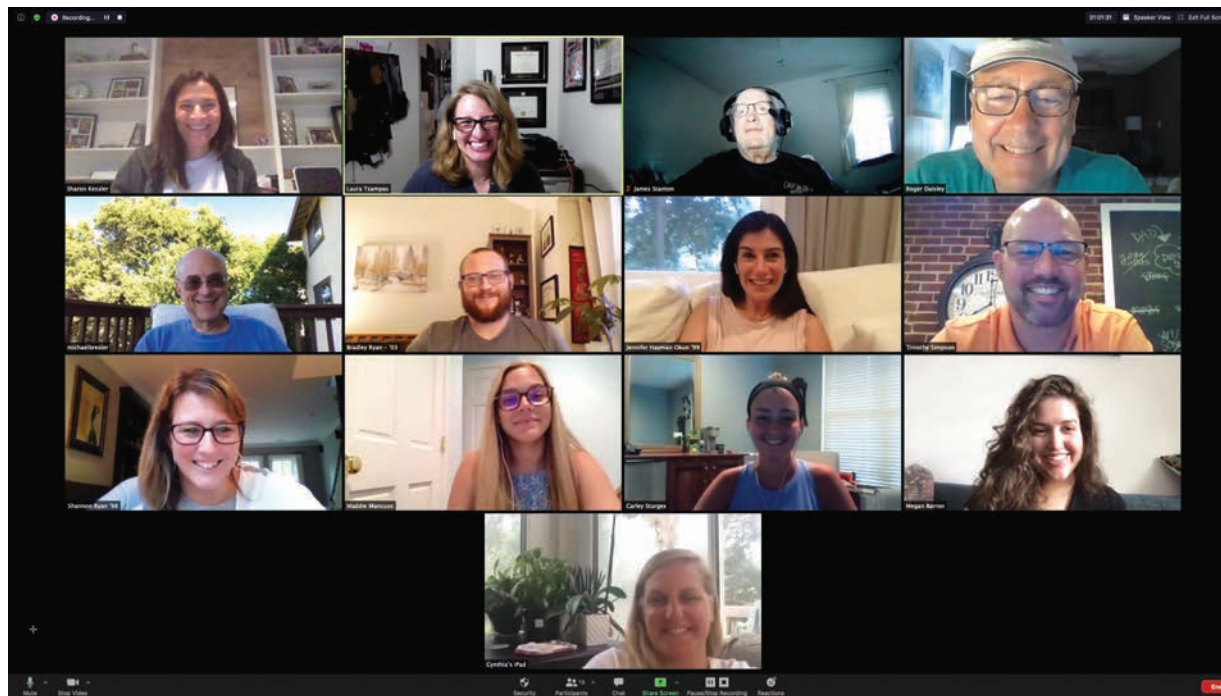
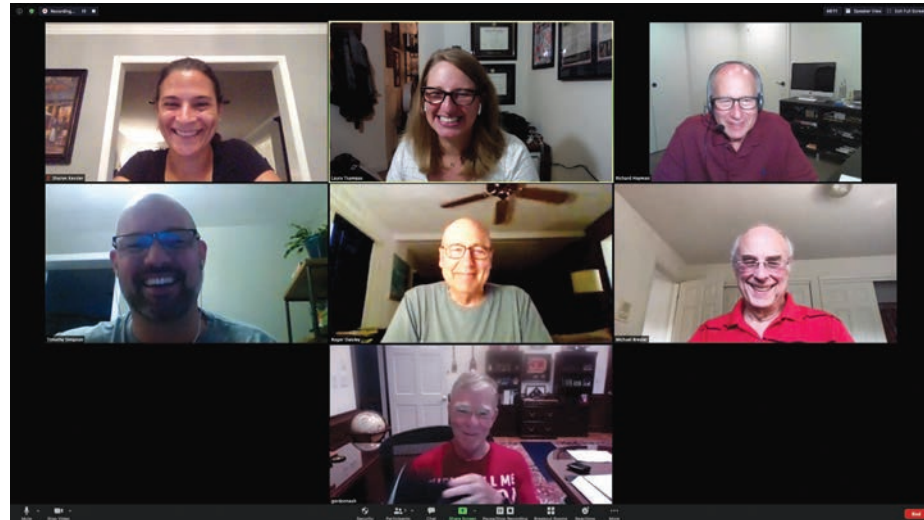


From left: Matt Arrington of DC United Academy; Pierre Sourbrier, head athletic trainer for Portland Thorns; Crystal Dunn of the US National Team; and Andrew Banadda '06, Developmental Phase Director at Potomac Soccer.

GATHERING TOGETHER, VIRTUALLY

On Saturday, August 29, the classes of 1960 to 1969 held a virtual reunion. A small but lively group of alumni reminisced about the Silver Spring campus, playing lacrosse with avocados in the hallways, and shared stories about their teachers and classmates. All enjoyed catching up with each other and hearing what life was like at Bullis now.

From top left, across, the happy hour welcomed: Sharon Kessler (Director of Advancement & External Affairs), Laura Tsampas (Director of Events and Alumni Engagement), Richard Hayman '63, Tim Simpson (Associate Head of School), Roger Daisley '65, Michael Bresler '64, and Gordon Nash '67.



From top left, across, the virtual happy hour welcomed: Sharon Kessler (Director of Advancement & External Affairs), Laura Tsampas (Director of Events and Alumni Engagement), James Stanton '61, Roger Daisley '65, Michael Bresler '64, Brad Ryan '03, Jennifer Hayman Okun '99, Tim Simpson (Associate Head of School), Shannon Ryan '98, Maddie Mancuso '19, Carley Sturges '12, Megan Barron '10, and Cyndi Bullis Vasco '83.

On Tuesday, June 23 Bullis alumni from the classes of 1961 to 2019 logged in for a virtual happy hour. It was great to see so many smiling faces from San Francisco and Los Angeles to Long Island and Reisterstown, MD.

There were lots of laughs when the graduates from the sixties shared memories from Silver Spring. More laughter happened when a memory of the 2017 senior prank of a mariachi band followed then Upper School Assistant Principal Mr. Brandon Bailey around for the day. All students, no matter the decade, had Bullis Football in their memories—from beating the Navy Prep team in 1965, to the Bullis community storming the field at Episcopal in 2011.

Are you interested in planning a reunion or happy hour (virtual or in-person) for your year or decade? Contact alumni@bullis.org—we will be happy to help you coordinate!

'55

ROWLETT H. "MOOSE"

BRUCE JR., Commander USN (Ret.) found some mementos from his Bullis years including geometry workbooks from Mr. Spencer's Geometry class, and says that "Mr. Spencer was the best math teacher EVER!" He and his wife remember attending Mr. Spencer's last big birthday party and the 50th reunion of the Class of 1955. Moose entered the Naval Academy Class of 1959, then transferred to the Naval Aviation Cadet program and received his Navy pilot wings in 1960. He retired after 30 years of Naval service and began working for ISI/Anteon/General Dynamics in Crystal City, VA and NAS Patuxent River, MD. Following 24 years of contractor work, he retired and is now a substitute middle and high school teacher in Fairfax County, VA. He has run two Marine Corps Marathons, continues to be active in his church, and serves as an election officer in Fairfax County.

'68

JIM JULIANA published the book, *A Secret Life: Enduring and Triumphant Over OCD (Obsessive Compulsive Disorder)*. Jim now admits that he lived a secret life, having little control while he fought—and eventually defeated—an almost debilitating case of OCD. He found solutions and shares his journey in his book. As a Bullis teacher and coach (1976-77), he taught numerous subjects. Over his 28-year career as an educator, he has served as an

assistant principal and athletic director, including 24 years as a head coach at the high school level, and mentored generations of students.

'70-'79

Attention alumni from the 1970s—we want to hear from you as well! Please be sure to submit your photos and updates to alumni@bullis.org for inclusion in our next issue of *Bullis Magazine*.

'88

GRETA OBEROI THOLAN

(and Scott Tholan) is an energy lawyer taking time off to raise four kids, two of whom are currently Bullis Bulldogs (Dylan and Grisham).

'89

MARC STEREN, former director of entrepreneurship at Bullis and co-director of Georgetown University's Summer Launch incubator program, will be the director of the Universities at Shady Grove's new Lab for Entrepreneurship and Transformative Leadership, organized by Potomac businessman and Bullis alum and past Bullis parent David Blair '87. The center will provide resources for students, as well as startup companies and entrepreneurs, and students will have opportunities to interact with local venture capitalists.

'98

CARL TUGBERK ran a solo marathon for S.O.M.E. (So

Others Might Eat) on August 9, and helped raise over \$20,000 for the organization.

'00

CARISSA MAGUIRE GAINÉ

and husband John welcomed Ann McBride "Bridie" Gainé on August 10, 2020. Ann is named for her late great-grandmother Ann L. Maguire (Connolly). McBride is a paternal family name she shares with her great-grandmother. Carissa and John's firstborn John Connolly Gainé, born in 2017, passed nine days after birth, but he watches over his younger siblings Judge and Bridie. They are currently in negotiations over stuffed animals, books, and snuggles as Carissa and John adjust to life with two under two.

'04

BRANDON CHASEN was selected for Globe St. Real Estate Forum for its "50 Under 40," 2020 Series.

MOISE FOKOU was selected for *Baltimore Business Journal's* Fall 2020 list of "40 Under 40," which "represents some of the best young professionals Baltimore has to offer," states the journal.

'06

ARMANDO ANIDO was married to Lindsey Eigenbrode in an intimate backyard wedding on October 9. The newlyweds recently relocated from Brooklyn, NY to Narberth, PA and held the wedding on their new property following two Covid-19 related delays. The

groom was joined by fellow class of 2006 graduates **David Van Voorhees**, **Paul Potemra**, and **Perry Clark**.

CHRISTOPHER ALEXANDER

MEJIA and his wife welcomed their first child, John Blackwell Mejia, on June 12. Mom and baby are happy and healthy. They recently moved to Richmond, VA.

HUNTER GOSNELL and wife

Brittany welcomed daughter Barbie Burke Gosnell on September 11. She weighed 6 lbs. 9 oz. and measured 19.5 inches long.

SVET TINTCHEV and wife

Luisa welcomed their firstborn daughter, Elena Maria Tintchev, in Manhattan on June 21.

'07

ANDREW GORDON and wife Nora welcomed new baby Wes Ryan Gordon on September 10. Wes weighed 6 lbs. 7 oz. and measured 19 inches long.

'08

SAMANTHA HAVAS and husband Mike Smeltz welcomed new baby August "Augie" Jordan Smeltz on August 14. Big brother Rowan, who turned two in June, is excited.

'09

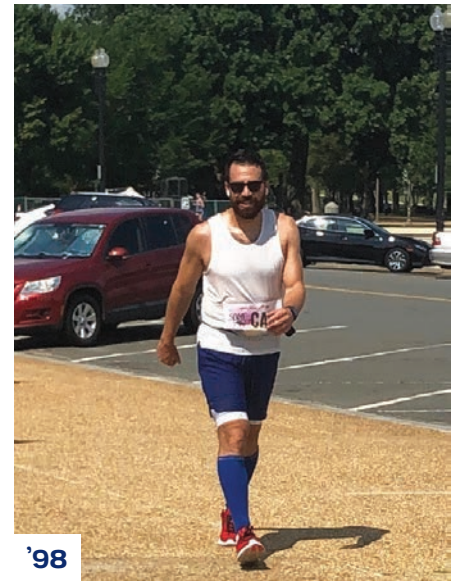
ALEX AUST is an Under Armour athlete and a member of the Women's US Lacrosse team. Through her platform, she created and sold a line of clothing called "Do Better" to raise money for



'55



'68



'98



'00



'04



'06



'06



'06

'55 Rowlett H. ("Moose") Bruce Jr. standing by his jet on the flight deck of the USS John F. Kennedy (CV-67).

'68 Jim Juliana, author of *A Secret Life: Enduring and Triumphant Over OCD*.

'98 Carl Tugberk running a solo marathon for S.O.M.E.

'00 Ann McBride "Bridie" Gaine, daughter of Carissa Maguire Gaine and husband John.

'04 Best friends Brandon Chasen, CEO and Moise Fokou, COO at Chasen Companies.

'06 Armando Anido and Lindsey Eigenbrode on their wedding day.

'06 Christopher Alexander Mejia and his wife welcomed their first child, John Blackwell Mejia.

'06 Brittany and Hunter Gosnell welcome daughter Barbie Burke Gosnell.

#BlackLivesMatter. Alex and her team raised \$7,181 and donated the proceeds, which were split between NAACP Legal Defense Fund and Tahirih Justice Center.

DINA JACKSON and her husband Russell Kreutter had a baby boy, Luca Jackson Kreutter, on November 21, 2019.

TAYLOR JOHNSON is a poet and artist living in New Orleans. Their first book of poems, *Inheritance*, was published November 10 with Alice James Books. Taylor has received many awards and fellowships from organizations such as the DC Commission on the Arts and Humanities, Cave Canem, The Millay Colony, and Yaddo, among other organizations. Their work is widely published and you can learn more at taylorjohnsonpoems.com

ANDREW (ANDY) WILL and wife Jenny had their first child, Henry James Will on September 13, at Sibley Memorial Hospital. He weighed in at 7 lbs. 13 oz. and 21 inches long.

'10

COURTNEY (RUBENS) HALEM married Harrison Halem on August 15 at the Willard Hotel in DC. Her younger sister **Darian Harvey '26**, a current Bullis student, was in attendance along with brother **Jared Rubens '13**, cousin **Marni Friedlander '11**, **Jenn Sherman '09**, and mom **Vicki Friedlander Harvey '86**. Many other Bullis alumni, along with grandfather Jerry Friedlander, a former Bullis trustee and past parent and grandparent, attended the wedding virtually! The groom,

Harrison Halem, is a real estate agent with Compass, Margie Halem Team and Courtney is in the process of getting her license as well to join the team.

'12

TAYLOR JENKINS purchased her first home in Laurel, MD last September. She currently works as a marketing specialist at GRF CPAs and Advisors in Bethesda, and she is now in her fourth year as an assistant girls' basketball coach at Bullis.

'14

PAUL MAVRIKES was recently appointed Director of Business Operations at the Bush School of Government and Public Service at their new Washington, DC Center. Under the banner of Texas A&M University, Paul oversees all business operations of the new DC site. He also serves on the alumni board of the Behavioral and Social Sciences College at the University of Maryland and on the Young Professionals Council of the First Tee of Greater Washington. In addition, Paul is now Chair of the Bullis Alumni Board and an ex-officio member of the Bullis Board of Trustees.

JOE STUCKY graduated from Boston University in 2018 with a bachelor's degree in Health Science. He played varsity lacrosse for four years at Boston University, and is now enrolled in a master's program in Biomedical Science at Tufts Medical School.

'16

Last May, **ANDREW GOLDBERG** graduated with a BS degree in business with a concentration in finance from the University of Rochester. Recently he joined Ernst & Young as a business consultant in their Financial Services division. He is currently working remotely and plans to move to New York City in the near future. He looks forward to seeing what his future holds both with the firm and in NYC.

'17

DEVIN DARRINGTON, Harvard's leading rusher in 2019, was also named to the 2020 All-Ivy League second team for football. He will sit

out this season to complete his Harvard degree, and next year will begin graduate school at University of Virginia as a member of UVA's 2021 team. "Two years of eligibility at a Power 5 school while working on my master's degree is a great opportunity," Devin said in an NBC interview.

'18

WILLIAM EVANS is currently a sophomore at Yale University, majoring in Political Science and Economics. Over the summer he has been working at Manna Food Center, a food bank that serves Montgomery County. Will helped lead teams of volunteers, packed food, and distributed food to those in need. Will has loved the experience of working

SHARE YOUR NEWS

Launching a new business venture?

Publishing a book?

Celebrating a career transition?

Newly married? Relocating?

Expanding your family?

YOUR CLASSMATES AND FRIENDS WANT TO HEAR FROM YOU!

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

High resolution photos (JPEG format) are welcome.

Deadline is May 1, 2020 for the spring-summer magazine.



'06



'07



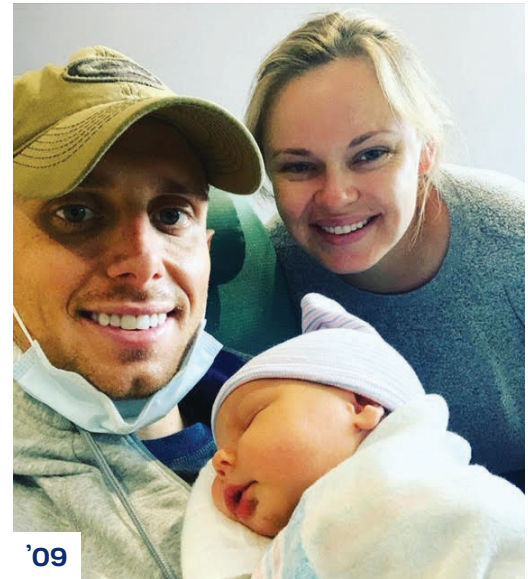
'08



'09



'09



'09



'10



'12

'06 Friends Svet Tintchev and Hunter Gosnell and with their daughters Barbie and Elena.

'07 Wes Ryan Gordon, new baby of Andrew and Nora Gordon.

'08 August "Augie" Jordan Smeltz, new baby of Samantha Havas and husband Mike Smeltz.

'09 Luca Jackson Kreutter, new baby of Dina Jackson and her husband Russell Kreutter.

'09 Taylor Johnson recently published their first book of poems.

'09 Andrew (Andy) Will and wife Jenny with their first child, Henry James Will.

'10 Courtney (Rubens) Halem and Harrison Halem on their wedding day with sister Darian Harvey '26 and brother Jared Rubens '13.

'12 Taylor Jenkins stands proudly with her "Sold" sign after purchasing her first home.

at a non-profit and hopes to continue working in similar ways to help the community going forward.

BRETT GUTERMAN, who participated in the Bullis Entrepreneurship Capstone, is launching his company, OTGbaby, and their newly patented diaper bag backpack called the “Go Bag,” on Kickstarter! The campaign kicked off in September with a fundraising goal of \$15,000. You can subscribe to the OTGbaby mailing list at <https://ecs.page.link/JhBqm>, and consider backing the project to help them reach their goal.

ASHLYN MACKENZIE

completed 35 illustrations for the children’s book *Jeremy Longtail and the Hunt for Mongolia* by Elaine Moon Balsam. Most of the illustrations are black and white, with a couple of larger images in color. Ashlyn is currently studying civil engineering and property

development at the University of Melbourne in Australia.

MADDIE MANCUSO is currently a sophomore at Tulane University, majoring in Communications with a minor in Management. This summer she had the opportunity to intern in the Bullis Admission, Alumni, and Communication offices, participating in weekly meetings, proposing new ideas and events for alumni engagement, observing student interviews, and facilitating welcome meetings for prospective families. She is grateful for the opportunity and was happy to be a part of the Bullis community again!

SYDNEY SMITH is currently a junior at Brown University and is double-majoring in Political Science and Africana Studies. This summer she conducted her own research as part of the Mellon Mays Undergraduate Fellowship, a national fellowship designed to encourage and

prepare students to pursue a Ph.D. in the social sciences or humanities. Sydney’s research examines the activism and resistance strategies of Black women and mothers from slavery to the present. She is thankful for the teachers who nurtured her intellectual growth and supported her activist endeavors during her time at Bullis!

'19

KIANNA DORSEY is currently a student at the University of Miami. She was awarded a Stamps Scholarship, which covers her full tuition, room and board, and even provides a \$12,000 Enrichment grant for things like study abroad—a highly competitive scholarship! KiAnna was a student in the Humanities and Global Studies

Capstone where she considered issues of deaf education and inclusion.

ELIJAH FOX and **SAMUEL SANNIENIOLA** have created a new mobile app called Offspring, which allows parents to form authentic relationships through connections based on shared locations, common interests of their children, and much more.

IN MEMORIAM

Robert A. Houston '43

Marc A. Miller '55

Richard A. Linden '62

Smith W. Purdum II '64

Jake Scott '65

Kenneth H. Seidel '60

John A. Sivright '46

Robert B. Stith '67

HOPE TO SEE YOU ONLINE!



Bullis School Alumni Association



@BullisAlumni



@BullisSchoolAlumni



Bullis School Alumni

UPCOMING EVENTS

DECEMBER 22 | Virtual Alumni Happy Hour | 7:00 p.m.

MARCH 19 | Virtual Bullis Gala | 7:00 p.m.

MAY 14 | Alumni Jerry May Golf Tournament | 12:00 p.m.

Check bullis.org/alumni for additional events.



'16



'17



'18



'18



'18



'18



'19

'16 Andrew Goldberg while studying aboard in Freiburg, Germany.

'17 Devin Darrington, Harvard's leading rusher in 2019.

'18 William Evans is currently a sophomore at Yale University.

'18 One of the 35 children's book illustrations that Ashlyn Mackenzie completed.

'18 Maddie Mancuso is currently a sophomore at Tulane University.

'18 Sydney Smith is currently a junior at Brown University.

'19 KiAnna Dorsey is currently a student at the University of Miami.

Mystery Alumni Photos



Can you identify the people in these photos? Email your answers by January 31 to: alumni@bullis.org
The first person to answer correctly will win a prize from the Alumni Office!



Photos from past issue:

Photo 1: Congratulations to Neil J. Schechter '73 for identifying Christian Beers '73, Bill Hurley '73, and Bob Glover '73 working on the Literary Magazine with Adviser Barrett Parker.



Photo 2: Congratulations to Tracey Resnick '96 who correctly identified Jake Munaker '97, Stephanie Silverman '97, Nikki Herson '97, Jaime Fernandez '97, Matt Bier '97, and Phil Wisor celebrating victory in the Bullympics Tug of War.



REPORT OF ANNUAL GIVING



2019-2020



Director of Advancement and External Affairs
Sharon Kessler

“One of the best aspects of Bullis is the secure knowledge that we can rely on our community to do their utmost to help students and move the school forward.”

BULLIS STRONG AND PROUD

As I enter my fourth year at Bullis, I admire more than ever the strength, generosity, and sheer willingness of this community. Teaching or working, our faculty do so much on a daily basis on behalf of their students and the School. And parents are always there for their children and for the faculty, the School, and every activity in between. The commitment of this varied and wonderful group makes a powerful difference for our students.

In my position of leading the fundraising efforts at Bullis, I see firsthand the ways in which the money raised supports our exceptional and innovative learning programs. This year, the Bullis Fund allowed us to seamlessly pivot to remote, then hybrid teaching and learning. It allowed us to set up impeccable safeguards and protocols to keep our community safe. It supported students and teachers with additional materials and technology. None of this would have happened without supporters like you.

One of the best aspects of Bullis is the secure knowledge that we can rely on our community to do their utmost to help students and move the school forward. Each year we join forces to grow the Bullis Fund and Bullis School through a donation, a pledge, a winning auction bid, or a thoughtful gift-in-kind to fill a need. So much of what happens at Bullis, and helps make this school great, is due to the countless gestures of support from our community members.

In the following pages, our Annual Report highlights and honors that support. I hope you will take a little time to browse the thousands of names listed here, and join us in acknowledging and appreciating their generosity and their caring commitment.

Thank you all for making Bullis a priority. We are #BullisStrong—and I feel #BullisProud!

Sharon Kessler
Director of Advancement & External Affairs

TOTAL VOLUNTARY SUPPORT TO BULLIS, 2019-2020

Bullis Fund	\$811,001
Bullis Gala 2019	\$201,710
Restricted	\$157,507
TOTAL SUPPORT	\$1,170,218

Trustee Support

Bullis Fund	\$167,529
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Parent Support

Bullis Fund	\$417,757
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Alumni Support

Bullis Fund	\$10,712
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Faculty and Staff Support

Bullis Fund	\$12,775
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Bullis School Endowment

Bullis School's endowment was \$10,178,178 as of June 30, 2020.

Gifts were received between July 1, 2019 and June 30, 2020. Bullis Fund figures reflect unrestricted gifts received during fiscal year 2019-2020 to fund current operations.

We have made every effort to ensure that this report is accurate. If you find an error, please notify the Advancement Office at 301-634-3697 so that we may update our records.

FISCAL YEAR 2018-2019

ANNUAL REVENUES AND EXPENSES

Operating Revenues	Dollar	Percentage
Tuition & Fees	\$26,977,297	84%
Activities & Auxiliary	\$1,900,819	6%
Endowment & Investments	\$(120,688)	0%
Contributions	\$1,209,322	4%
Summer Programs	\$1,251,945	4%
Other	\$826,117	3%
TOTAL	\$32,044,812	100%

Operating Expenses	Dollar	Percentage
Instructional	\$24,538,821	72%
Instructional Support	\$3,094,147	9%
Management & General	\$5,481,989	16%
Fundraising	\$1,007,479	3%
TOTAL	\$34,122,436	100%

The BULLIS Fund

DONORS BY GIVING CATEGORY

We are deeply grateful for the generosity of our supporters who made a gift this year to support Bullis.

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The generosity of our parents provides the invaluable support that makes a Bullis education so unique.

Class of 2020—Grade 12
35% Participation

Class of 2021—Grade 11
43% Participation

Class of 2022—Grade 10
32% Participation

Class of 2023—Grade 9
38% Participation

Class of 2024—Grade 8
38% Participation

Class of 2025—Grade 7
43% Participation

Class of 2026—Grade 6
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Class of 2030—Grade 2
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Class of 2031—Grade 1
67% Participation

Class of 2032—Kindergarten
50% Participation

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