

spring–summer 2021

# BULLIS

MAGAZINE



INSIDE:

GRADUATION 2021

THE WHEESTROLL PROJECT

CURRICULUM WORK FOCUSED ON EQUITY,  
JUSTICE, AND INCLUSION





spring-summer 2021

# BULLIS

MAGAZINE

## SCHOOL LEADERSHIP

Christian Sullivan, *Head of School*  
Tim Simpson, *Associate Head of School*  
Margaret Andreadis, *Head of Lower School*  
Marilyn Moreno, Ph.D., *Head of Middle School*  
Robert Pollicino, *Head of Upper School*  
Faith Darling, *Dean of Faculty*  
Jamie Dickie, *Exec. Director of Technology*  
Sharon Kessler, *Director of Advancement and External Affairs*  
Matt Trammell, *Director of Admission*  
Lisa Vardi, *Director of Teaching and Learning*  
Rachel Venezian, *Director of Finance and Operations*

## BOARD OF TRUSTEES

### OFFICERS

Patrick Caulfield, P'14, '20, *Chair*  
Raj De, P'26, *Vice Chair*  
Hillary Baltimore, P'17, '20, *Secretary*  
David Pepper, P'24, *Treasurer*

### MEMBERS

Brett Bernstein, P'21, '24  
Livia Christensen, P'22  
Adam Greenberg, P'14, '16, '19  
Jonathan Halle '88, P'15, '17, '26  
Claudia Helmig '88, P'17, '20, '22  
Sonny Kakar, P'24  
Dheeraj Khara, P'19, '22  
Pinkie Mayfield, P'28  
Helen Stefan Moreau, P'21, '23  
Susan Richman, P'10, '11 '24  
Muriel Suggs, P'24  
Shawn Till, P'21, '23  
Cyndi Bullis Vasco '83, P'20, '21  
Paula Widerlite, P'11, '14  
Paul Mavrikes '14, *ex officio*  
Patty Sanders, P'18, '21, *ex officio*  
Christian Sullivan, *ex-officio, Head of School*

## MAGAZINE EDITORIAL TEAM

Sherri A. Watkins, *Director of Publications and Design*  
Susan King, *Advancement & Internal Communications Coordinator*



Congratulations to the Class of 2021!





**ON THE COVER:** The Class of 2021—a moment of celebration. For more, see page 20.



## FEATURES

- 10 | K-12 Social Studies Paves the Way for Curriculum Work Focused on Equity, Justice, and Inclusion
- 16 | The WheeStroll Project: Collaboration, Ingenuity, and Empathy
- 20 | Graduation: Class of 2021

## PERSPECTIVES

- 2 | Head of School
- 5 | Division Heads
- 28 | Advancement

## DEPARTMENTS

- 3 | News Bites
- 8 | Arts
- 9 | Academics
- 15 | Faculty/Staff
- 26 | Athletics

## ALUMNI

- 30 | Alumni Spotlight
- 34 | Class Notes
- 40 | Mystery Alumni Photos



## CONTEMPLATING EDUCATIONAL ESSENTIALS

Throughout this, my first year at Bullis, I have been surprised that there has been time to contemplate what is essential to a Bullis education. My colleagues and I have, of course, been immersed in the practicalities of running a significant school in trying times and doing our utmost to keep everyone safe. Nevertheless, or perhaps because that is all we have been doing—there has been little socializing, no travel or pretty much anything—there has been more time than usual to contemplate. In the normal course of events, it is difficult to slow down and just think. Life is usually fast and doing can take the place of thinking.

This may seem counter-intuitive; the pandemic has obviously taken enormous physical, mental, and emotional resources, but it has also provided breathing room to consider who and what Bullis is, to think about the school's values and the fundamental principles to my practice as an educator. A combination of this time to think and simultaneously engage in the strategic planning process our community is currently undertaking has allowed three characteristics of the Bullis experience to consistently percolate to the surface. I believe that these aspects of the school are both present today and are also aspirational in that we can intentionally accentuate each of them.

**At its very core, Bullis is and must be student-centered.** Every decision (board, head, leadership, faculty) must be taken with the best interests of students in mind, both those currently enrolled and those who will be.

**Faculty must be honored, nurtured, and developed.** And simultaneously, care must be taken to ensure that the institution does not become adult-centered—it's not about the board, parents, faculty or the head; it's about the students.

**At Bullis, one size does not fit all.** It is critical that we pay attention to the specific needs of each student and individualize the experience to meet those needs. By the start of school in September, we will have added 14 additional academic/pastoral positions in order to meet the needs of our students. Teacher loads will have been reduced and more experts will be available. Every student, and their needs, will be known.

And finally, I feel honored and excited to be helping to lead at a school that has the scale, the capacity, and the will to provide students with opportunities to experience a holistic education, to become well-rounded people but also, for those students who yearn for explicit expertise, to develop true, specific purpose. Bullis cannot be all things to all people, but those students who are a mission-appropriate fit will find a plethora of opportunities to grow as people, as learners, as artists, as athletes, and as citizens. In the coming years, I am beyond excited to work with you all to help expand and deepen these opportunities for our young people.

Christian



# Faculty Member and Alumnus Co-Author School Culture Book

Bullis Admission Director Matt Trammell, Ed.D. and Bullis alum, parent, and former faculty member Marc Steren '89—currently Entrepreneur in residence and co-director of the Georgetown University Summer Launch program—are the authors of a newly published book, *School Culture Fit: How to Align Students, Parents and Faculty Under One Common Purpose*. As colleagues and friends, their discussions led them to create a guide and approach that supports school leaders interested in expanding the range of possibilities in school culture.

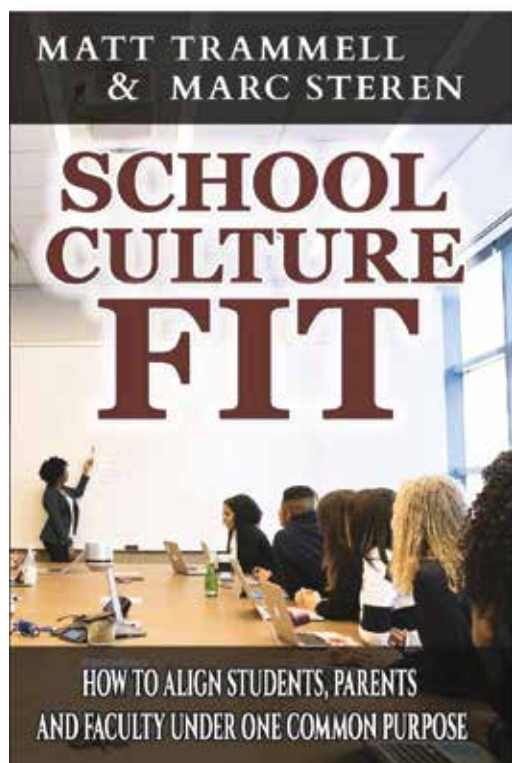
The book “provides school leaders with the tools and framework to align all stakeholders under a common purpose,” says Trammell. “It serves as a reflective tool, strategic planning guide, and conversation starter for leadership teams seeking ways to build a vibrant school culture that can deliver world-class outcomes for its students.”

Their collaboration grew out of a genuine curiosity around school culture and excellence. They were able to blend their combined experience in education, leadership, management, industrial-organizational psychology, and personal experience “and apply it in a practical, action-oriented format,” Trammell explains.

The book explores what parents and students look for in a school, and what components can create a strong alignment of purpose between the family, the student, the school, its faculty, and programs. Ideally, that alignment of school culture and family is a perfect fit for all parties and purposes.

Another reason for writing the book? Like other Bullis faculty, Trammell is passionate about what he does. “That’s part of the reason that our school and our faculty are leaders in the arena of private schools,” he explains.

*School Culture Fit: How to Align Students, Parents and Faculty Under One Common Purpose* is available on Amazon in e-book and print.



## 200 Relief Bags

The Bullis Health Club put together more than 200 COVID-19 winter relief bags to help those in need in the DMV area. Bags were donated to A Wider Circle and to Warm Nights Homeless Shelter.



## HELPING ANIMALS

The Bullis Humane Society Club and National Honor Society (NHS) organized a pet food drive to support the Allegany County Animal Shelter helping dogs and cats in critical need.

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

## Comfort Cases for Foster Care Month



To support Foster Care Month in May, the US Business Gives Back club partnered with @love.n.friendship to host a drive and donate items to provide over 30 backpacks full of comforting items to kids entering foster care.

# Gala 2021: Under the Big Top!



Come One, Come All, Step Right This Way! The Bullis Community came together virtually this year to celebrate Bullis Gala 2021: Under the Big Top! Over 700 people participated online to benefit the school. Before the event, attendees picked up dinner and cocktail boxes under a green-and-white circus tent on campus. The boxes contained delicious circus-themed dinners and cocktail options from RSVP Catering, along with juggling balls and balloons to showcase our circus theme, providing fun celebrations at home for our Gala participants.

Although our event was not in-person this year, guests logged in to watch the live streamed pre-show. They learned to make balloon animals with Bullis parent Andrew Ross P '26 of Great Kids Events, and watched Michael Rosman from the Bullis summer circus camp demonstrating juggling skills while riding a tricycle. Contortionist ShellyFLEX performed incredible acrobatic moves, and an entertaining video montage showed very imaginative student tryouts for circus acts. Sherry Truhlar of Red Apple Auctions was once again our enthusiastic auctioneer as the auction, which began virtually prior to the Gala, got going for the evening with silent and live auction bidding and our Raise the Paddle special feature.

With great appreciation, we thank our Gala Co-Chairs Melissa Hausfeld '97, P '27, '29, '32 and Nikki Manoussos P'21, '31 for their hard work, organization, can-do attitude, leadership, energy, and Bullis spirit. We also are very grateful to Total Wine & More and David and June Trone, P '12, '14, for their generous support and sponsorships and Charo and Larry Abrams, P '18, for helping to underwrite RSVP Catering. Last but not least, thanks go out to the entire community. From committee chairs to volunteers, vendors, donors, sponsors, attendees, and auction bidders—you all made this year's Gala a huge success. Thank you from the bottom of our hearts!

Our annual Raise the Paddle feature during the live auction segment provides an opportunity for the community to support an important need at Bullis. This year, Raise the Paddle raised \$67,605 to help underwrite Learning Support and College Counseling, two deserving programs doing great things at Bullis. Learning Support specialists work with students in all divisions, and student tutors help other students in our innovative Bullis Student Tutors program. In College Counseling, Upper School students receive expert support from Bullis college counselors who guide them every step of the way in finding the right college or university to meet their needs and interests. Thank you to everyone who raised a paddle to support these excellent programs.

Thanks to everyone who attended and generously bid on auction items, this was a memorable fundraising and “friendraising” event for our close community. We look forward to next year's Gala and in-person upcoming events!

From left, Gala Co-Chairs Nikki Manoussos and Melissa Hausfeld '97



## Three Students Selected for Mathematics Competition

Congratulations to Jason Yang '21, Jessica Yang '23, and Scott Xu '23, who were selected among 500 of the best and brightest students from the United States and Canada to participate in the 50<sup>th</sup> USA Mathematical Olympiad (USAMO) competition in April 2021. Their selection was based on their very high scores during the first two rounds in the American Mathematics Competition (AMC). They earned their placements thanks to a strong work ethic and the support of the high-caliber teaching and academics at Bullis.

The challenging AMC competition is staged in rounds. Last year, four Bullis students moved on to the second round. During the 2020-2021 school year, five Bullis students qualified for the second round, with a sixth student who is homeschooled registering under the Bullis banner—totaling six Bullis students selected for this very difficult round. “Even more amazing were their scores,” says Upper School Math Teacher Stephane Moreau. “We had two perfect scores!”

Top scores in the AMC determine which students will become U.S. national team members and go on to compete in the International Mathematics Olympiad, to be held in Russia later in 2021. According to the Mathematical Association of America, which organizes the competitions, over 300,000 students participate in the AMC from over 6,000 schools. In addition, only a small percentage of top scoring students are selected to participate in the American Invitational Mathematics Examination (AIME). Last year, four Bullis students moved on to AIME.

This year's results for the AMC “speak volumes about Bullis students' willingness to challenge themselves,” comments Moreau.



## Division Heads Reflect on 2020–2021

*“One of the many joys of working in schools is that no two days are the same. New experiences greet educators every day,” says Robert Pollicino, head of Upper School. “We can learn from those and be better prepared for whatever comes through the door tomorrow.”*

*In March, 2020, no one in education had any idea what was coming or how it would transpire over the course of the school year. Bullis was well equipped to handle the transition to remote learning in Spring 2020 because of the School’s previous experience designing and implementing online snow days, adding technical tools for teachers, and relying on the expertise of our strong technical support team. When summer arrived, Bullis faculty and administrators took a collective deep breath and began planning for an unknown school year.*

*Here, the three division heads—Margaret Andreadis in the Lower School, Dr. Marilyn Moreno in the Middle School, and Robert Pollicino in the Upper School—reflect on the challenges and changes that this past school year brought to Bullis.*

### MARGARET ANDREADIS HEAD OF LOWER SCHOOL

This year, Lower School teachers pulled out all the stops. Whatever it took, from rethinking methodologies to carefully preparing individual materials for each student, Bullis teachers stepped up to get the job done. Every year, teaching brings exciting challenges, and this year’s issues were unique. With no sharing of tools or materials permitted, our Lower School teachers found creative and efficient ways to ensure that every student had individual access to books, writing tools, technology, and STEM materials. With cooperative hands-on group learning kept to a minimum and separate yet collaborative learning in place, we made sure that the elements in lessons and classrooms felt as familiar as possible. Some results were anticipated—children continued to learn and thrive in the modified classroom environment—and some were unexpected: noise levels were higher as kids compensated for wearing masks and distancing!

From the start, we kept our Lower School students in a bubble, protected from unnecessary campus contact beyond South Hall. While Middle and Upper School students followed hybrid schedules on and off campus, Lower School students were in their classrooms five days a week, with early dismissal on Wednesdays. Lower School lunches were delivered to South Hall, while on Wednesdays, weather permitting, our young students enjoyed walking to the Dining Hall to pick up bag lunches. Within the bubble, we found opportunities to bring the joyfulness so typical of Lower School energy into the week.

Through it all, Lower School classroom and specialty teachers were keenly aware of the needs of their younger students, including



Head of Lower School Margaret Andreadis with Kindergarteners.

the importance of getting kids outside when possible. Physical education teachers took Lower Schoolers out in small groups for games and activities, finding creative, fun ways to include distancing and individual rather than shared use of sport equipment. A portion of a parking lot was even cordoned off to make room for a huge tent exclusively for Lower School PE use, with equipment and hand sanitizer readily available.

Our Lower School students have been simply amazing this year. They adjusted to every change with ease, happy to follow new rules and safety protocols. They encouraged and helped each other, an important Lower School value that was even more essential this year. At home, Bullis parents took to heart the seriousness of the

situation as we all worked together to keep our kids safe and healthy inside and outside of school. As an added bonus, we saw a decline in Lower School sickness thanks to mask-wearing and additional handwashing.

The important collaborative relationship between the school and parents thrived as well. Although parents missed making connections on field trips and in campus volunteering, we held virtual coffees and events, including Back to School night, which proved efficient for parents with scheduling or childcare needs. Conversations and frequent communication between parents, the school, teachers, and counselors helped families and classrooms stay on an even keel. The mental and emotional health of our students is a priority for our faculty, and our Lower School counselor provided parents with resources, strategies, and check-ins during this unusual and sometimes challenging year.

As we begin to move past the pandemic crisis, we are looking forward to the familiar excitement of Lower School days, with cooperative learning, hands-on and shared work, and kids sitting close together on classroom carpets once again. In September, Bullis will welcome many new families, and I want them to know—if you think Bullis is great now, just wait until you see how wonderful this school is next year!

## MARILYN MORENO HEAD OF MIDDLE SCHOOL

On August 26, 2020 (masked, nervous to be on campus during the COVID 19 pandemic, and skeptical) I greeted 30 faculty members (also masked and skeptical) for our annual opening meeting. Instead of huge smiles and hugs, we stood six feet apart in the Studio Theater of the Boarman Discovery Center, cloth masks concealing smiles and expressions as we awkwardly greeted each other.

I wondered what I could say to ease their personal health and safety concerns while sharing divisional goals and objectives for the upcoming school year. How could we redirect our focus to students, with teachers returning less rejuvenated and somewhat anxious about remote, hybrid, and in-person instruction?

I thought of the challenges students faced, too, during this unprecedented pandemic when returning to school. How would the changes impact them? They might have anxiety about health and safety, feelings of isolation, disrupted summer routines, and/or academic, social, or emotional apprehensions. It was clear that students would study our attitudes and look to us for a degree of comfort and direction.

Then I looked at the waiting faculty and said, “Let excellence be our brand!”

These words, spoken by Oprah Winfrey at a Harvard University



**Head of Middle School Dr. Marilyn Moreno checks in with a Middle School student.**

commencement, were important for faculty who must represent excellence every day for students during an unusual school year. Being available to students regardless of our feelings amid the pandemic and providing outstanding instruction was imperative. Additionally, finding ways to uplift fellow co-workers to maintain high spirits was paramount.

We talked, and the teachers left the meeting motivated and eager to collaborate. We developed lessons to ensure continuous instruction regardless of circumstances, participated in training to use cameras in the classroom, researched new educational technology tools, and scheduled drive-throughs to share class materials and supplies with students.

The results of their efforts were outstanding.

- In Middle School Latin, teacher Wesley Wood used a green screen to insert himself into remote screens, allowing all his students equal instruction and interaction.
- Science Teacher Chelsea Fajen’s classes participated in NASA’s jet propulsion laboratory touchdown lander activity as part of their STEM engineering design projects.
- Seventh grade Science Teacher Karen McPhaul introduced kits so remote and in-class students could learn how a virus infects a cell and how antivirals can stop viruses from attaching to cell receptors and slow the growth of a pandemic.
- Language Arts students in Maggie McConnaha’s class analyzed characters and themes in historical books, culminating in our first Reading Gala.



- During Wednesday Middle School Community Days, the Baking Club met virtually to bake recipes and have fun together.
- Virtual speaker sessions during Middle School lunch brought fascinating guests including a physician, an NFL director, a Holocaust survivor, and a current U.S. soldier.
- Entrepreneurship Director Maria Antokas and Technology Coordinator Rita Gerharz organized our third annual Social Entrepreneurship Hackathon as a virtual event. Students worked collaboratively to design solutions to social issues.
- STEM Director Mark Walters organized a Middle School building and engineering challenge that invited students to present innovative projects in four categories.

This year, our Middle School faculty dedicated themselves to excellence in effort, communication, and collaboration, finding new ways to empower and engage learners, discovering creative solutions and providing initiatives and support for their students throughout these past months.

Thanks, Middle School Faculty, for an awesome year!

## ROBERT POLLICINO HEAD OF UPPER SCHOOL

In the Upper School, we considered weekly and daily schedules, student and teacher experiences, and kept community safety at the forefront of our decisions. School values of responsibility and integrity were at the core of each conversation.

Every decision we make can impact other areas, and we kept that in mind while preparing for an in-person and hybrid learning model. We looked at the schedule as a source of support for group and individual concerns. With diversity a core value at Bullis, we considered diverse learning styles as well as the various experiences families might face during the pandemic. A 70 to 90 minute block schedule might work for students on campus, but a student learning from home may struggle to remain focused that long. A rotating schedule is great for in-person students, but one that changes every day could be challenging for students developing routines at home and for teachers at home balancing responsibilities as educators and parents. So we decided on 45-minute classes and moved from a rotating schedule to allow classes to meet every day. Remote Wednesday community days provided a break for students and teachers, and allowed time for virtual gatherings, meetings, and planning. Through thoughtful discussion, we created a supportive

and engaging schedule to meet the needs of our Upper School community.

Part of this year's successful classroom experience is because Bullis teachers are incredibly resilient and resourceful. We saw them navigate a hybrid learning schedule and engage in professional development, developing remote lessons and finding new ways to assess students and teach in a hybrid model. Our technology department provided cameras and other hardware and trained faculty to use new tools, allowing students at home or in the classroom to have similar learning experiences. Bullis teachers embraced the uncertainty and dove headfirst into the uncharted waters. For years, they embraced EdTech tools, amplifying those resources to seamlessly transition teaching modes and methods.

At Bullis we always recognize the importance of community, and so our student government recreated Upper School assemblies as a morning talk show, "Rise Up, Bullis," that we all looked forward to each week. Remote Wednesdays allowed us to make sure students felt connected, so vital to mental health and well-being, and during on-campus community events, Upper School had fun playing kick-ball and noodle tag and enjoying chocolate chip muffins. We even staged an outdoor prom at Calleva for Juniors and Seniors, including an amazing fireworks display!

As we look toward the next academic year, I think of Albert Einstein's remark that "Life is like riding a bicycle. To keep your balance, you must keep moving." We must continue to move or lose the focus and agility that supports our mission, our students, and our faculty. There are always new opportunities to grow or to face challenges. Last year, the challenge that caught us off guard is still testing our resolve. Now we can use those experiences to propel us forward.



Head of Upper School Robert Pollicino talks with students in the Dining Hall.

# Explorations in Cyanotype Photography

Faced with the challenges of the pandemic, the Bullis Art Department made the decision to suspend work in the darkroom this past year due to poor ventilation and close quarters. “We felt it was the safest option,” explained Kelsey Donegan, who teaches visual arts, darkroom photography, and graphic design and is subject area coordinator for Middle School Arts.

Bullis has offered darkroom photography classes for many years in The Blair Family Center for the Arts. Students learn to use film cameras, mix chemicals, and enlarge photographs. Donegan, who has taught darkroom photography for seven years, loves building relationships with students over this traditional approach to photography.

Donegan came up with a brilliant alternative for students to gain “darkroom” experience without the darkroom. “Even though we were unable to use the darkroom this year, I wanted to give students in photography classes the opportunity to explore chemical photography through cyanotypes,” she said. A cyanotype is a photographic printing process that produces a cyan-blue print, often referred to as “Sun Prints.” They do not require a darkroom to develop and can be created in an art classroom with the shades drawn.

To provide an equitable experience for all students, in-person and remote, each student would require a kit including chemicals, mixing instruments, and safety

equipment. With these supplies, students could mix their own chemistry, prepare a photographic surface, and learn how to expose photos with differing amounts of light—but this wasn’t within the budget.

Each year, the Parents Association (PA) sponsors enrichment grants to help fund enhancement projects in support of faculty and the Bullis curriculum. Donegan submitted a proposal for the cyanotype project and was awarded one of ten PA Faculty Enrichment Grants for the 2020-21 school year. Photography students taught by Donegan along with Mark Riffie, director of digital media and videography teacher, would be able to experience the magic of chemical photography.

Last spring over a two-week period, students explored cyanotypes and gained a deeper understanding of the art and science of traditional chemical photography even without a darkroom. Students reflected on their photographic process using Flipgrid, a technology tool and response system that allows students to demonstrate their learning via video. The consensus among students was overwhelmingly positive. They enjoyed the hands-on project unit, had fun experimenting and creating cyanotypes, and would highly recommend the course to classmates.

“Mr. Riffie and I were so excited to receive a PA Grant for our Photography classes,” Donegan said. “The grant not only brings different opportunities for learning into our classroom, but the PA also makes us feel supported as educators. It is clear that here at Bullis, learning is the priority.”



Top and left, students’ cyanotypes; above: the creative process.



Scan code to view student projects.  
<http://bit.ly/bullis-cyanotype>



# Virtual Exchanges Forge Global Connections

After the first-ever Bullis global studies trip to South Africa planned for June 2020 was canceled as a casualty of the pandemic, trip leader Sherri A. Watkins, Bullis director of publications and design, reimagined components from the group's itinerary. She transformed the trip to South Africa as virtual experiences, increasing access to international involvement for a greater number of students than the group who would have traveled originally.

"COVID-19 kept us from boarding that flight to cross the Atlantic last year," said Watkins, "but I was determined to find another way for our students to have a South African experience during the pandemic, and support from a Parents Association faculty grant made that possible." All 6<sup>th</sup> grade social studies students expanded their worlds with a two-part virtual trip to South Africa's Robben Island Prison, home to political prisoners during the Apartheid era and beyond. First, they embraced a Robben Island Challenge that included a virtual exploration of the island led by former political prisoner Vusumsi Mcongo, before tackling empathy-building exercises by emulating moments from prisoners' day-to-day lives.

For the second part of the exchange, students benefited from an enlightening conversation with artist and writer Lionel Davis. Participating from his home in Cape Town, Davis brought to life the experience of growing up in and later combatting the oppressive Apartheid regime. "We came from a society where we were divided; even Black people were divided—Xhosa separated from Zulu, Zulu separated from Tsonga, and so forth," said Davis. "Because I grew up being classified as Coloured, I grew up disliking other Black people, because this is what the Apartheid government wanted you to think."

It wasn't until his imprisonment that Davis learned to live harmoniously with other

"Whether you are South African or whether you are American... if you just say everything is alright

and you don't stand up and protest, then nothing will ever change."

—Lionel Davis  
Artist and Writer



At left, Lionel Davis during the virtual exchange.

Black people. "In jail we learned that if we did not learn to stand together, we were going to have a hard time," he said.

Whenever he witnessed Blacks being mistreated by Whites, Davis would speak up. "I didn't know much about politics," he said, "but I thought this was the right thing to do. We should all be equal and be treated with respect." The cause took on greater urgency when he enrolled in night school to prepare for better job opportunities and joined a political organization that was prepared to stand up against the White apartheid government. Activism led to arrest; convicted of espionage, Davis was imprisoned on Robben Island from 1964-1971 before enduring an additional five years of grueling house arrest.

Was the hardship worth it? "Yes, to fight is always worthwhile because if you just sit quietly and do nothing, it's as if you are accepting what has been given to you," Davis said, sharing this valuable lesson: "Whether you are South African or whether you are American or whether you are in England, if you just say everything is alright and you

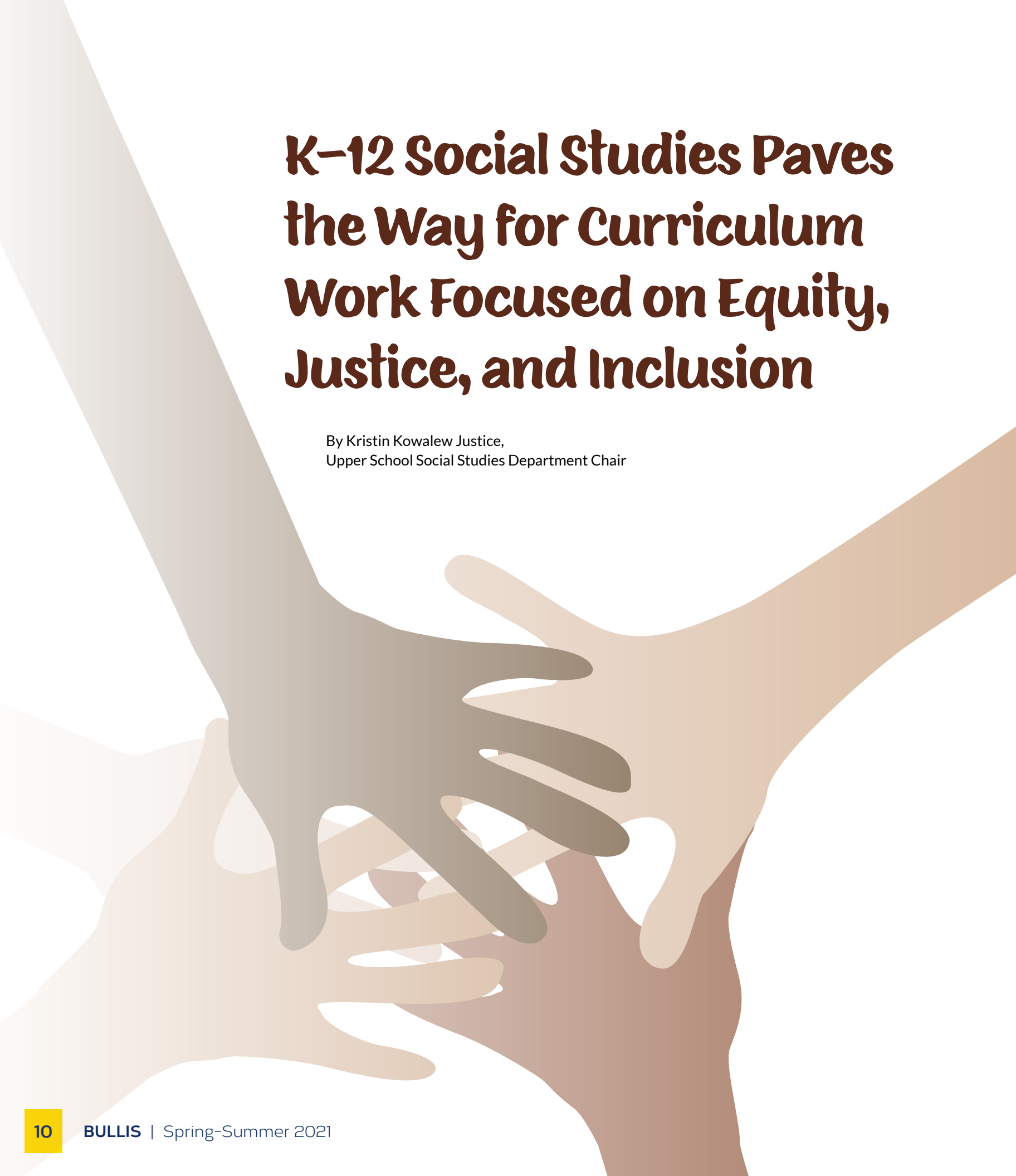
don't stand up and protest, then nothing will ever change."

Along with this enriching 6<sup>th</sup> grade experience, the PA funded a wonderful and creative way of exposing 9<sup>th</sup> grade Human Geography students to an immersive and interactive unit on race, ethnicity and institutional discrimination during a Fall 2020 peer-to-peer exchange with students from South Africa's Muizenberg High School—working asynchronously on a group project before coming together in a live session to share their experiences.

Watkins is thrilled with this year's successful virtual experiences. "Last year we would have taken 13 Upper School students on an Apartheid themed trip to South Africa, but this year 180 Bullis students interacted live with South Africans—fostering cross-cultural connectivity during a time of global disconnect, division, and separation."




Scan code for a Robben Island tour and to hear Lionel Davis recount his experiences.  
<https://bit.ly/3jdETKN>



# **K-12 Social Studies Paves the Way for Curriculum Work Focused on Equity, Justice, and Inclusion**

By Kristin Kowalew Justice,  
Upper School Social Studies Department Chair





At the start of this school year, Director of Teaching and Learning, Dr. Lisa Vardi, approached me with a question: would the Upper School (US) Social Studies Department be interested in working with Diversity Practitioner Jessy Molina to engage in a K-12 curriculum audit focused on equity, justice, and inclusion?

My immediate and unequivocal response was: YES! I knew I could confidently speak on behalf of our department members and surmised that our Lower and Middle School colleagues would be equally interested in the opportunity.

If you know any of us individually and as a collective, you know we are an enthusiastic, reflective bunch of educators, forever in pursuit of maximizing the impact of what happens in our classrooms. And moreover, we really like each other and embrace opportunities to help one another grow and flourish in our shared work. There is no shortage of sharing that occurs by email and group text, be it informative articles, poignant reflections on current events, or funny memes and old school pop culture references related to social studies! And ever-present is a collective eye on the real goal reflected in our Mission Statement: The Bullis Social Studies program provides students with opportunities to develop in-depth understanding of their communities



**Back row, from left: Social Studies Teachers Matt Smith (US), Kimberly Worthy (US), Benjamin Mosteller (US), Robert Horsey (MS), Vincent White (MS), Kendall Strickler (LS), Lisa Vardi (MS/US), Robert Wellington (US); front row: Kristin Kowalew (US), Cathy Melanson (US), Elizabeth Jacobi (LS), and Elise Kohan (LS).**

and the world, past and present, in order to become responsible and empathetic global citizens. Embedded in this mission is a commitment to curating a culturally responsive and relevant, anti-racist curriculum. So Lisa's invitation was a no-brainer.

Once Lisa had confirmation from the Middle and Lower School teachers regarding their interest to engage in this audit, we began our work in earnest. The first step involved divisional leadership representatives meeting with Jessy to discuss the survey that would be used to collect data on each course to ensure that the process would be most meaningful in terms of our goals for this audit. Subsequently, each teacher, or teaching team in the Upper

School, completed a comprehensive survey for each social studies course. The survey collected information on course objectives, themes, essential questions, materials, and assessments.

I also requested that each teacher share any evidence of civic education embedded in each curriculum. This work occurred parallel to but also in tandem with other key diversity initiatives, including work with Jessie on our school-wide year-long implicit bias training, and a joint English and Social Studies 6-12 workshop on “Best Practices for Talking About Race” in the classroom. Additionally, the Equity, Inclusion, and Justice Committee (EIJ) at Bullis established several subcommittees at the start of the school year, including one on the 2020 Election, which I chaired. Following the end of the election season, the work of this subcommittee has pivoted to focus more broadly on civic education at Bullis, so this audit provided a fantastic opportunity to reflect on our civic education and engagement work at large.

Once the surveys were completed, Jessie worked her magic and did a K-12 audit. In February we met for a “Windows and Mirrors” workshop. First coined by Emily Style, “Windows and Mirrors” is a framework for critically assessing where students may see themselves reflected in the curriculum and what they see when they look out into the world, seeing others different from themselves. It is important to have both windows and mirrors. Jessie presented a set of questions for reflection including the following:



- *In what ways is your curriculum a mirror? In what ways is your curriculum a window? For which students/groups?*
- *Where are skills of racial literacy taught in the curriculum?*
- *In what ways are the histories and contributions of LGBTQIA people, women and girls, working class people, and non-Christian faiths present in your curriculum?*
- *Are there any important differences between the core curriculum and the electives?*
- *In what ways is traumatic and painful history the dominant theme in the stories of people of color? In what ways are resistance and resilience the dominant theme in these stories?*
- *In what ways does your curriculum reinforce negative stereotypes? In what ways does it interrupt stereotypes?*
- *In what ways does your curriculum empower young people to be changemakers?*

In the last stage of our audit, Jessie shared a set of reflections and recommendations for each division, which highlighted the many strengths of our existing program in terms of the breadth and depth of our diverse and inclusive program, as well as exposing some key areas for consideration and expansion in a developmentally appropriate and aligned approach. Some key findings included maintaining and/or increasing focus on:

### LOWER SCHOOL



- Explicitly addressing race in the curriculum, helping children understand that differences are normal parts of the beautiful diversity of our world;
- Comparing and contrasting cultures and communities with an emphasis on how all are valuable and interesting;
- Considering adding units or lesson plans to explicitly address sexuality, gender identity, socioeconomic class, religion, etc.

### MIDDLE SCHOOL



- Considering the inclusion of the study of non-Western civilizations and cultures in all grades;
- Explicitly addressing identity and offering opportunities for students to build racial literacy and cultural competency skills.

### UPPER SCHOOL



- Considering in which courses identity, culture, stereotypes, bias, racial literacy, and enslavement are explored and where they can be added to ensure all students engage with the topics, including how to reduce the impact of bias in decision-making, understanding the social and political context of racism and how to dismantle systemic racism, and the humanizing of enslaved Native Americans and Africans through the lens of resilience and resistance of their descendants;
- Considering where and how the histories of Asian Americans, Latinx Americans, LGBTQ people, and working class people across the whole of humanity are included and how all underrepresented students can develop a positive and healthy view of themselves.



## ALL DIVISIONS



Identifying examples of injustice in society, both past and present (including connections), and today's civil and human rights issues, and explore ways students who want to make a change can be part of one in the school and community;

Considering how guest speakers can help underrepresented students in the community see themselves reflected in our curriculum and program.

### SO WHAT'S NEXT?

Across divisions, our social studies teachers will continue to regularly reflect on the audit's findings: to identify what is missing in our curriculum and program at large and work to ensure that all children see themselves in the curriculum and provide more windows into more of the world. Reflections and conversations are ongoing as we engage in our routine deliberative reflection at the end of the year, identify strengths and areas for growth, and use time to workshop our curricula in the summer as we prepare for the new school year.

The US Social Studies department spent time this year updating our course descriptions and enumerating a comprehensive list of skills and competencies for each course, including content, critical thinking, research, writing, and presentation skills. This work will

continue as we look programmatically at the social studies program competencies we hope each Bullis graduate will demonstrate. These competencies will reflect our equity, justice, and inclusion goals as well as K-12 vertical scaffolding and alignment. We will continue this work in partnership with the newly formed K-12 Curriculum and Program Committee as we seek to augment our elective offerings to expand the scope of our diverse and inclusive program, ensuring a broad and equitable participation by students in all courses, on level, AP and elective, based on student interest and goals.

The work of the Civic Education EIJ subcommittee will continue to evaluate the civic knowledge and skills, values and agency embedded through our curricula at the cross-divisional level with the goal of identifying strengths and areas for growth to support our school's mission to prepare all students to become caring citizens and creative, critical thinkers who will thrive in tomorrow's world.

This broad work continues in concert with the initiatives of the Equity, Justice, and Inclusion Committee and the Strategic Planning Committee.

As we continue to navigate the challenges presented in this unique year by the global pandemic, as well as living, teaching and learning within a deeply divided, politically polarized nation, witness ongoing police brutality, ensuing protests, and pursuits for racial justice, the urgency is real for this work. We, in the Bullis Social Studies program, are energized to do this work, emboldened by the strength of our existing program, and humbly aware of the areas to dig in and do the work as we move forward.



From left, Social Studies Teachers Sara Romeyn (US) and Timothy Hanson (US) engage with their students.

# Combatting Implicit Bias—Starting with Awareness

By Lisa Vardi, Director of Teaching and Learning

The Bullis faculty participated this past year in a series of online workshops led by Jessy Molina, a nationally recognized trainer and facilitator on issues of diversity, equity, and social justice. The goals of these trainings were multi-faceted:

1. To educate faculty on how implicit bias impacts our personal and professional lives;
2. To develop a common language to discuss the intersection of race, gender, class, sexuality, gender identity, religion, and other important societal identifiers;
3. To create the space for our community to have conversations around equity, inclusion, and justice.

The first workshop, held in August 2020, provided foundational learning: definitions, the history of implicit bias research, and scholars in the field. Molina explained how our brains are wired to create mental shortcuts or biases, mostly positive, but



Diversity Practitioner Jessy Molina

“It is my hope multifaceted long-term implicit bias training continues to not only enhance personal awareness but ultimately create an even greater equitable, inclusive, and just workplace.”

—Marilyn Moreno  
Head of Middle School

some negative, that impact our lives. These biases are reinforced unconsciously through literature, popular media, and other messages we receive. Molina provided language and tools so individual faculty could examine their own biases and how bias might show up in their personal and professional relationships. Bobby Pollicino, Upper School Head, remarked, “I began thinking more about the impact of bias last summer when I read *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do* by Jennifer Eberhardt and was grateful to learn more through the work of Jessy Molina. The conversations allowed me to reflect on my own experiences as well as those of others in our community. Hearing some of my colleagues speak during the sessions was very moving.”

The second workshop focused on educating faculty about microaggressions and how they show up in schools. Referencing the works of Dr. Derald Wing Sue, Professor of Psychology and Education at Columbia University, and the late Dr. Chester M. Pierce, Professor of Psychiatry and Education at Harvard University, Molina defined microaggressions as the “everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their

marginalized group membership.”

Molina compared microaggressions to mosquito bites, a useful analogy to understand how microaggressions affect majority and marginalized groups differently. Experiencing infrequent microaggressions, or mosquito bites, may appear as just an annoyance to a majority individual. For marginalized groups who experience microaggressions all the time, “there is nothing micro about microaggressions,” according to Molina. She went on to explain these comments have an enormous impact on school and workplace culture. “These are subtle comments but their impact over a lifetime can be very big.” Molina spent time sharing what faculty can do to interrupt microaggressions to create a more welcoming and inclusive school climate.

Throughout her sessions, Molina modeled good facilitation practices so faculty may adopt some of her tools and feel more equipped to have conversations with students. During the first and second workshops, Bullis faculty were put in small groups to process their learning. Co-Chair of the Equity Inclusion and Justice Committee, Bobby Horsey, shared, “Jessy provided activities and discussion resources to help me teach implicit bias to my students and faculty in the future.”

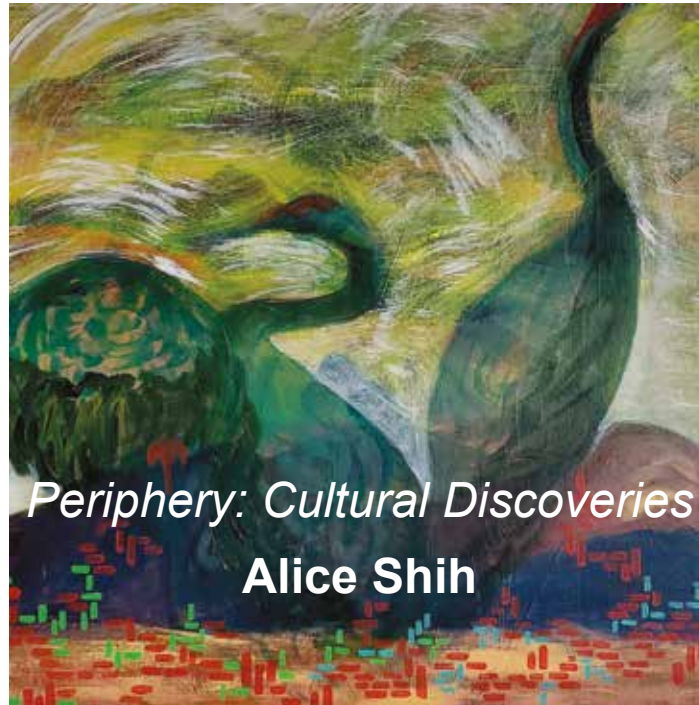


The final workshop created opportunities to practice how faculty might respond when witnessing a microaggression at school. After Molina provided scenarios describing common microaggressions that occur in schools, participants worked together to practice proposed strategies and receive feedback on their approach.

Margaret Andreadis, Head of Lower School, summed up several of the benefits of these workshops: "This professional development was a great chance to connect with other faculty and hear firsthand the effects and strength of our community. It was a great opportunity to voice what is going on in Lower School and our stance toward those who challenge what we are teaching in areas of race, gender, identity, inclusion, and equity. Also an opportunity to state what we stand for and what is not tolerated."

Marilyn Moreno, Head of Middle School, added, "It is my hope multifaceted long-term implicit bias training continues to not only enhance personal awareness but ultimately create an even greater equitable, inclusive, and just workplace." Knowing this work is not one and done with a series of professional development workshops is important to note.

To complement this work, Bullis faculty will engage in a summer read that provides even more strategies to combat biases in our school. This will provide faculty more time for reflection on their own practices and experiences. EIJ Co-Chair Elise Kohan shared, "DEI work begins with the individual and I believe that we have just begun to scratch the surface of this important work at Bullis. I am proud to be helping move this learning and practicing along."



## *Periphery: Cultural Discoveries* Alice Shih

Three Sisters, 24 x 24 inches

"Periphery: Cultural Discoveries," featuring Upper School Art Teacher Alice Shih-Kahn's recent paintings, is open at the Woman's National Democratic Club through September 8:

1526 New Hampshire Ave NW  
Washington, DC  
Mon-Fri 10:00am-4:00pm  
Call 202-232-7363 for an appointment to view the show.

### ARTIST'S STATEMENT

As time passes, my desire to learn more about my heritage has led me to explore Taiwanese art, architecture, and natural formations. I immigrated to the United States with my family at the age of two. The experience of dual cultures allows me to form an appreciation of both Asian and American identities. This is me, exploring my duality through painting.

As an Asian woman, an American citizen, painter, daughter, sister, wife, mother, friend, educator, and person, I use the canvas as a way to document and reveal where I walk, where I live, and what I know. This collective record of notes, images, and sources of inspiration are a compilation of inquiry through space and color. I am exploring the duality of East and West, representation and abstraction, the static and the ephemeral.

Through my painting practice, I find clarification and peace with my identity.



From left: Fresh Water, 36 x 24 inches; Humanity, 24 x 30 inches; Looking Ahead, 28 x 12 inches

# The WheeStroll Project: Collaboration, Ingenuity, and Empathy





For the past few years, students in the Bullis BITlab have produced remarkable pieces using digital design software, problem-solving skills, a variety of tools and materials, and 3D printers. They learn to collaborate and generate useful and unique items under the guidance and supervision of BITlab Coordinator Matt Zigler. Not only do they work as teams learning to use digital and physical machinery—they also discover the meaning and reward of giving back by making items that help others in need. In the spring and summer of 2020, for example, students worked with Zigler to manufacture N95 masks and face shields, distributing them to hospitals and first responders during a critical shortage of protective equipment.

Last winter, a group of Upper School students in the Making for Social Good class took on a singular challenge: to design and create an adaptation for a wheelchair in order to attach a baby stroller. Working together on designs and prototypes, the students solved multiple factors such as balance, size, and safety concerns during the trimester class. Their end result was a brilliantly simple solution that met the unique and very real need of a family in our Bullis community.

## INSPIRATION

The initial inspiration came in December from Bullis Middle School Theatre Teacher Chelsie King, who was expecting a baby with her husband, Jeremy King (the son of Susan King, Bullis advancement and internal communications coordinator). Jeremy, a CRNA (RN-anesthetist), underwent surgery in 2017 for a brain stem tumor. His continuing recovery and current level of disability makes wheelchair use sometimes practical. Anticipating the baby's arrival in March 2021, the couple explored equipment designed to assist disabled parents caring for an infant. They found some valuable aids, such as a modified crib that accommodates a wheelchair user, as well as customized carriers and gadgets that help disabled parents care for little ones.

But when the couple anticipated outings such as neighborhood walks or visits to parks, stores, or museums, they found few options for families negotiating a wheelchair as well as a stroller. So Chelsie King asked Matt Zigler if he could create something on the BITlab's 3D printer to secure a wheelchair and a stroller together. Intrigued, he suggested posing the challenge to his Upper School students in the Making for Social Good class.

## COLLABORATION

The students were enthusiastic from the start. The group of ten, in-class and remote learners, formed teams—Evan Beach '24, Benjamin Gordon '22, Aidan McDuffie '22, and Jewel Walker '24 formed one team; the other included Kieran Anzelone

“This is truly skill used in service of others.”

—Matt Zigler  
BITlab Coordinator

'21, Ibenka Espinoza '22, Cami Murphy '24, Julian Perkins '24, Tom Yu '24, and Jacob Zlotnitsky '21—and worked in teams and also as a larger group. They began by interviewing the Kings remotely to learn about their needs and brainstorm ideas for the wheelchair project. “The students asked good questions, made sure to fully understand the Kings' needs, and then focused on empathy-based designs that could meet those needs,” Zigler explained.

In class, the students collaborated on design thinking and quickly established three crucial elements for the project: first, safety and security for child and parent were paramount; second, simplicity of design and ease of use; and third, maneuverability for the linked wheelchair and stroller. Other important elements were an economy of parts and an efficient, flexible set-up that could adjust to a growing child.

Brainstorming problems and solutions and exploring structural elements, the students used 3D modeling software to create their prototype designs. Dividing into teams, they focused on testing and refining their designs, working together toward a shared goal: producing a safe, functional, uncomplicated device in time for the baby's arrival.

“A strong community service component exists in the work our students do in the BITlab,” Zigler said. “The classes focus on skills and projects in service of others' needs.” At the outset of his classes,



The wheelchair-stroller design team included, from left: Cami Murphy '24, Ibenka Espinoza '22, Kieran Anzelone '21, Tom Yu '24 (on computer screen), Julian Perkins '24, and Jacob Zlotnitsky '21.



Zigler talks to students about different types of giving: direct service to help an individual or small group; indirect service not aimed at a specific recipient; and advocacy, which involves sharing information with a community. The students working on the wheelchair project were especially pleased to take on direct service by designing a physical aid to help the Kings.

## CHALLENGES

Armed with ideas, solutions, and digital designs, the students rolled up their sleeves. Matt Zigler put out a call to Bullis faculty for assistance and collected a wheelchair, strollers, and infant car seats for the developing project. He also purchased lengths of maker pipe—easily affordable aluminum conduit pipe in 10-foot lengths—and stocked up on connectors, brackets, washers, and more. The students took careful measurements with digital calipers and other tools, matching the dimensions and necessary details to fit wheelchair and stroller. Working with the specifications of the Kings' wheelchair, they designed and created custom brackets on the 3D printer and purchased additional pieces. Throughout, they manipulated lengths of aluminum maker pipe and various attachments to build and perfectly fit the frames and connectors.

Exploring the challenges of joining a wheelchair and a stroller, the students quickly realized that a simple approach would work best. Inserting a length of steel pipe between the spokes of the stroller's back wheels, they then set the metal ends into customized brackets on the wheelchair's footrest supports. With maker pipe and connectors secured together, the bar lifted two wheels of the stroller, allowing the other wheels to operate freely. Locked together, wheelchair and stroller became one rolling unit.

## PROTOTYPES AND SOLUTIONS

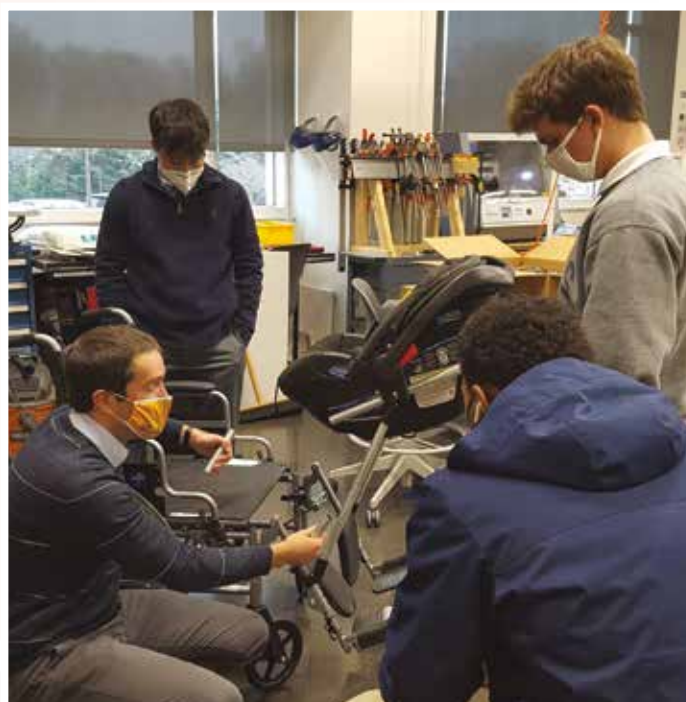
Testing their prototypes in class, the students made continual adjustments to the brackets and pipe lengths and refined the design. Creating a second prototype, they took it for a spin in the wide hallways and lobby of the Boarman Discovery Center. Wheelchair

and stroller worked beautifully together, stable and smooth, taking corners and turns without a wobble. Outdoors on uneven surfaces, it also performed well.

By late February, student teams had successfully designed a hybrid vehicle that was simple for an adult to set up and use, and provided a secure ride for an infant safely strapped in the stroller. With just a couple of weeks to the end of the trimester—and the baby's due date—testing and refining remained.

A second project had emerged during the design process when students realized they could alternately attach an infant seat to the wheelchair. Creating a metal framework using maker pipe with tools and materials available in the BITlab, they bent, cut, recut, and experimented. Balance and the wheelchair user's visibility were important considerations in the design as students adjusted the open metal frame in increments. Secured to the front of the wheelchair, the rectangular frame safely supported a sturdy infant seat, allowing a child to sit facing the wheelchair occupant. Testing, adjusting, and taking it for countless spins, the Maker students honed their second prototype along with the first.

Throughout, Zigler gave his students the lead in designing, thinking, and making. He took the role of guiding, advising, and lending a hand where needed. While one team worked on the



Top, left: Posing with the wheelchair-infant seat unit they designed, from left: Ben Gordon '22, Evan Beach '24, Aidan McDuffie '22 (on computer screen), and Jewel Walker '24. Above: BITlab Coordinator Matt Zigler works with the students as they refine one of the WheeStroll prototypes.



stroller adaptation, the other worked on the infant seat frame. Day by day, both devices came together.

“Here’s the next task to figure out,” Zigler suggested during one class as students contemplated their under-construction frame. “You might need something that fits here”—he demonstrated the fit of pipe and bracket—“although you may discover a better solution as you work with it.” Encouragement, along with information, making tools and materials available, finding teachable moments, and Zigler’s steady accessibility contribute to this teacher’s successful approach of letting students discover creative solutions to every challenge.

“I give them some ideas and we discuss the issues, look for problems, and determine solutions,” he explained. With skill-building, invention, originality, and creativity, the students in the Bullis BITlab are producing outstanding results.

## SIMPLE AND AFFORDABLE

While other designs exist to attach a wheelchair to a stroller, Bullis students created a new and simple way to join the two items. “There isn’t a huge need for this kind of thing, so the equipment is not readily available on the market,” Zigler pointed out. “Prototypes are not in production for people like the King family. We want to share the finished design with people who need these items.”

The Bullis design will be made available to anyone who needs to join a wheelchair and a stroller. With access to a 3D printer and simple materials such as conduit pipe, they will be able to replicate the design for themselves for a low cost. Like other Bullis BITlab designs, the wheelchair project designs will be licensed on Creative Commons, available without payment with the requirement that the design is attributed to Bullis BITlab students and cannot be marketed for profit.

“This is open-source manufacturing,” Zigler said. “This is truly skill used in service of others, direct community service that will benefit not only Chelsie and Jeremy King and their little son, but others with similar needs looking for a safe and affordable solution.”

## NATIONAL AND INTERNATIONAL ATTENTION

The project, which the students call WheeStroll, has attracted positive attention from excitement within the Bullis community to enthusiasm and praise beyond campus. When the wheelchair adaptations were shared on social media, the CEO of Maker Pipe, Dave Schittler, was thrilled to see that the pipe made by his company was part of this ingenious project. Schittler reached out to Zigler and two Bullis students, Evan Beach and Benjamin Gordon, for a video interview posted on the Maker Pipe website. “This is a really great story, and they did an amazing job with it,” Schittler said.

In March, the wheelchair-infant seat project designed by students Gordon, Beach, Walker, and McDuffie, won the Maker-Pipe Build of the Month competition, voted on by the widespread Maker Pipe community. In May, WheeStroll, designed by students Zlotnitsky, Espinoza, Murphy, Anzelone, Perkins, and Yu, won two first-place awards in the Printlab Make:able Challenge, an international design competition. In the age 14 to 18 category, the project won “Best Inspirational Story” and “Best Showcase of Iterative Design.” And in June, Bullis parent Shawn Yancey of NBC4 interviewed Zigler, King, and four students to highlight the WheeStroll on the local news.

Soon after Phoenix Royce King arrived, his parents discovered how useful the Bullis wheelchair project could be. At three weeks old, little Phoenix and his parents went for a walk on a beautiful spring day, while dad Jeremy guided the wheelchair fitted with the infant seat—and the newborn—while mom Chelsie took photos of their family outing.

“We are so grateful to Matt Zigler and his Making for Social Good class. They jumped at the chance to take on this challenge for their trimester project,” Chelsie King said. “Bullis Upper School students designed and created not one but two prototypes for us to use. We feel extremely lucky and so thankful to have these resources available to us. Family walks commence!”

“The students especially enjoyed this maker project, because this time they could see their end result helping a family they know,” Zigler commented. “The true beauty of these two wheelchair projects is that they are out there being used now, and can be created for other wheelchair-bound new parents with few tools at a low cost. These students deserve congratulations for all their hard work!”

The ultimate reward for their hard work—as the Kings will attest—is immeasurable.



Left: Matt Zigler and Jeremy King discuss the wheelchair adaptation. Above: Proud dad Jeremy King takes his son for a stroll outside.

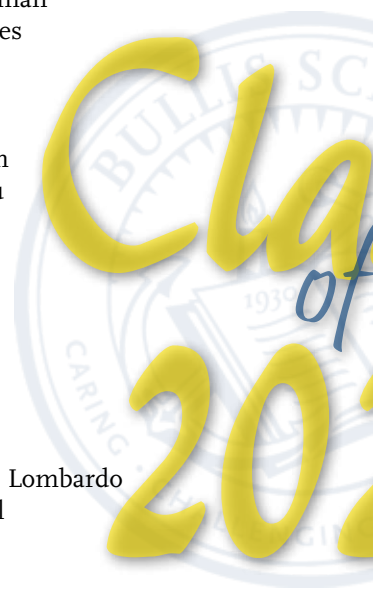




Henry Benjamin Akins  
 Caroline Elisabeth Lund Andersen  
 Kyra Grace Andreadis  
 Kieran Thomas Anzelone  
 Krislin Arjukese  
 Aaron Nathaniel Baldon  
 Samuel Jacob Benaim  
 Milton D. Christian Bernard III  
 Sloane Alexis Bernstein  
 Thomas Kane Bischoff  
 Taylor Leah Bolden  
 William Andrew Bonham  
 Ainsley Grace Booth  
 Sofia Zora Brahimi  
 Samuel Beck Bromberg  
 Autumn Phyllisia Bryant  
 Lucy Margaret Byer  
 Yanxiao Cai  
 Kennedy Mariah Cameron  
 Gaoze Chen  
 Jared Samuel Cook  
 Kennadi Elizabeth Cook  
 Connor Justin Davis

Prea Jené Davis  
 Aniya Simone Dyer  
 Roya Ebrahimi-Qajar  
 Mateo Harold Eist  
 Alexis Jane Emery  
 Nicholas Christian Essepian  
 Max Akira Ferguson  
 Jonathan Mansour Fracyon  
 Joshua Kade Friedlander  
 Anna Jean Fruehwirth  
 William Alden Gelb  
 Nathan Harrison Gordon  
 Lainey Brooke Green  
 Lily Bae Greenleigh  
 Jordan Scott Greenstein  
 Caroline Morison Hamilton  
 Cole Jacob Hanin  
 Dylann Grace Hanrahan  
 Hannah Sims Hanson  
 Olivia M. Herron  
 Lucas Tiberio Hilsenrath  
 Madelyn Anne Hinz  
 Sammy Aylal Houdaigui

Benjamin Tenney Houston  
 Hannah Arroyo Hoverman  
 Spencer Bradley Hughes  
 Terrell H. Jackson  
 Leah Gracie Jose  
 Dean Michael Katz  
 Colleen Rose Kazanjian  
 Aamilah Karym Khanu  
 Zachary Aden Klein  
 Matthew Grum Koff  
 Tyler Dunham Kuehl  
 Nimay Kumar  
 Andrew Jacob LaMotta  
 Taishan Li  
 Li Lin  
 Karsen Rae Lineberger  
 Nathaniel Cabot Myers Lombardo  
 Jonathan H. Lowenthal  
 Jordan Marissa Maged  
 Jacob Karl Maged  
 Chloe Georgia Manos  
 Dawn Zoe Manoussos  
 Leslie Vanessa Marios







Ian Caesar McDaniels  
 Rory Jeremiah McDermott  
 Damon Jarriel McGee Jr.  
 RYANNE Kiele Mills  
 William Jacques Moreau  
 Morgan Louise Muse  
 Arman A. Naseh  
 Andrea Nsegue Andeme  
 Gabriel Chukwuebuka Nwosu  
 Sydney Cole Alexander Peal  
 Victoria Elizabeth Perrow  
 Alexandra Katherine Perry  
 August Booker Phelps  
 Jada Journee Pierre  
 Tiffani Rae Pittman  
 Sara Molly Pollard  
 Natasha Lakshmi Popenoe  
 Sophia Eanet Poretsky  
 Brock Kendall Priddy  
 Kayla Faith Proctor  
 Troi G. Prophet  
 Genaro Bache Quodala III  
 Maddison Campbell Rau

Erik Anthony Reynolds II  
 Thomas McElroy Rietano  
 James Rocco Rodocanachi  
 Nora Theola Rosario  
 Austin Randall Rouse  
 Tyler Michai Royall  
 Max Carl Samuels  
 Nicole Amanda Samuels  
 Jacob Abernethy Sanders  
 Ian Graham Savarick  
 Rebecca Hope Schulman  
 Dimitri W. Sfakianudis  
 Ziti Sha  
 Joseph Gregory Shiller  
 Sophie Brown Simon  
 Meghan Ainsley Simpson  
 Claire Naomi Fry Slort  
 Gerald Daniel Snyder  
 Scout Montgomery Soren  
 Francesco Martin Spilimbergo  
 Jacob William Stewart  
 Henry Sun  
 Shikun Tan

Leming Tang  
 Nigel Nahodyl Tate  
 Ethan Erik Blaze Till  
 Canaan Kirk Tomlin  
 Chase Arthur Townsend  
 Chase J. Turner  
 Aarifah Tasnim Ullah  
 Julia Katherine Vasco  
 Bailey Alexsiya Walker  
 Drew Isaac Walker  
 Yifan Wang  
 Coleman Trevor Wardell  
 Jonah Alexander White  
 Nasir Ali Wilkinson  
 Ariana Milan Wright  
 Jinyu Wu  
 Dingda Yang  
 Ziyue Yang  
 Shannon Mckenzie Yeatman  
 Austin Evan Yegher  
 Fanyao Zeng  
 Soren Singh Zimmer  
 Jacob Eli Zlotnitsky



# Class of 2021

## College Matriculations

American University	University of Florida	Rice University (2)
Anderson University	George Mason University	University of Rochester
Appalachian State University	George Washington University (5)	Rogers Williams University
Arizona State University	Georgetown University	Saint Joseph’s University
Assumption College	University of Georgia	Skidmore College
Avon Old Farms	Gettysburg College	University of Southern California (2)
Baylor University	Goucher College	Southern Methodist University (2)
Boston College	Guilford College	SUNY Albany
Boston University	Harvard College (2)	Syracuse University (2)
Bowdoin College	Hobart/ William Smith Colleges	University of Tampa
Brandeis University	Howard University (3)	Temple University
Brown University	University of Illinois at Urbana Champaign	University of Toronto
Bucknell University (2)	Indiana University (2)	Towson University
University of California, Berkeley (3)	Iowa Central	Trinity College
University of California, Davis (2)	Louisiana State University (2)	Tufts University (2)
University of California, Los Angeles	Loyola Marymount University	Tulane University (6)
University of California, San Diego	Loyola University, New Orleans	United States Naval Academy (2)
Carleton College	University of Maryland, College Park (7)	University of Virginia (3)
College of Charleston	University of Maryland, Baltimore County	Virginia Military Institute
Coastal Carolina University	University of Miami (6)	Virginia Polytechnic Institute and State University
Cornell University (2)	University of Michigan (2)	Wake Forest University (2)
University of Colorado	Morehouse College	Wellesley College
Dartmouth College (3)	New York University (2)	College of William and Mary (2)
Deerfield Academy	University of North Carolina at Chapel Hill	University of Wisconsin (3)
Dickinson College	The Ohio State University (2)	Xavier University of Louisiana
Duke University	Pace University (2)	Yale University
Elon University (3)	University of Pennsylvania (3)	
Emory University	Pennsylvania State University (5)	

# Class of 2021

## Lifers

2021 Bullis Lifers enrolled as 3<sup>rd</sup> graders when that was the youngest grade. Graduating this year as Lifers are, back row, from left: Francesco Spilimbergo, Sophia Poretsky, Max Ferguson, Gabriel Nwosu, Soren Zimmer, Kayla Proctor, Benjamin Houston; front row, Max Samuels, Nicole Samuels, Olivia Herron, Aamilah Khanu, Kyra Andreadis, Jacob Sanders, and Nathaniel Lombardo.





# Awards for Members of the Class of 2021

	Award Recipient
The Founders’ Award.....	Matthew Grum Koff
The William H. Price, Jr. Citizenship Award.....	Caroline Morison Hamilton
The Manuel José Baca, Jr. Joy of Living Award .....	Connor Justin Davis
The Michael Ivey Achievement Award .....	Madelyn Anne Hinz
The Community Service Award .....	Sloane Alexis Bernstein
The Coach Walt King Awards.....	Tyler Dunham Kuehl Victoria Elizabeth Perrow
The David P. Hellekjaer Award.....	Erik Anthony Reynolds II Meghan Ainsley Simpson
The Douglas London Award for Excellence in English .....	Caroline Elisabeth Lund Andersen
The Barbara Marks Award for Excellence in World Languages .....	Roya Ebrahimi-Qajar
The John H. Dillon Memorial Award for Excellence in Science .....	Henry Sun
The John W. Spencer Award for Excellence in Mathematics.....	Andrew Jacob LaMotta
The Irene Ford Smith Memorial Award for Excellence in Social Studies.....	Lucy Margaret Byer
The Award for Excellence in Humanities .....	Nora Theola Rosario
The Award for Excellence in STEM .....	August Booker Phelps
The Award for Excellence in Entrepreneurship.....	Colleen Rose Kazanjian
The Award for Excellence in Technology.....	Henry Benjamin Akins Penovich
The Award for Excellence in Theatre.....	Hannah Sims Hanson
The Award for Excellence in Visual Arts .....	Prea Jené Davis
The Award for Excellence in Dance .....	Lainey Brooke Green
The Award for Excellence in Music .....	Fanyao Zeng
The Outstanding Scholar Award.....	Andrew Jacob LaMotta

*Awards for members of the Class of 2021 were presented  
on June 4, 2021.*

# Awards for Faculty Members

Dr. Richard K. Jung Faculty First Award .....	Jennifer Dross (Kindergarten Teacher) Alice Shih-Kahn (Upper School Visual Art Teacher) Rebecca Turett (Upper School Mathematics Teacher)
David Stone Award .....	Claire Holman (8 <sup>th</sup> Grade English Teacher)

*Awards for faculty members were presented  
on June 5, 2021.*

# Bullis Spirit Triumphs Throughout the Pandemic

This year's team of Student Government Association (SGA) executives—co-presidents Matt Koff '21 and Roya Ebrahimi-Qajar '21, and secretary Aniya Dyer '21—led the Upper School student body during pandemic conditions, and came up with creative solutions and new initiatives. Their morning show, *Rise Up, Bullis!*, in place of Upper School assembly, and Founders' Festival in place of Homecoming, reached out to not just the Upper School, but the entire community. *Bullis Magazine* asked them to reflect on this unusual year.

## How did you approach SGA leadership this year?

**Roya:** We hit the ground running, met with Mrs. Kerry Hosmer and the administration and sent out a joint email in support of the Black Lives Matter protest. We also decided on the format for *Rise Up, Bullis* and other ideas to use in a COVID world. I had been in SGA since Freshman year and knew we needed to be clear in our intentions.

**Matt:** We started planning in the summer and knew we wanted to accomplish a lot and had logistical challenges to work out. The key to our plan was realizing we had free reign. Unlike other years, there was no box to think inside, so we could dream big and be really creative. *Rise Up, Bullis* came from a brainstorming session to completely rethink community time this year. At Bullis we are encouraged to think differently and work outside the comfort zone, which helped. My teachers have taught me the importance of failure and being uncomfortable, two things we were confronted with this year.

**Aniya:** My approach was largely inspired by my predecessor, Austin Brown '20. His leadership was instrumental—he inspired me to go beyond what was expected and to be more involved and hands-on.



Roya Ebrahimi-Qajar broadcasts during the pilot episode of *Rise Up, Bullis!*

## What have you learned about yourself this year?

**Roya:** I learned that I enjoy advocating for different causes and groups as well as having a space to have those informative conversations.

**Matt:** I learned how dynamic I can be when plans change quickly. We had to be ready for anything. I think we all did this well. When Homecoming was cancelled, we moved quickly to create a much-needed community event, Founders' Festival. That came from having to pivot our plans for the year.

**Aniya:** What surprised me was my creativity. We often had to think outside the box, and I came up with ideas that were actually very useful.

## How did you adapt to the challenges of being an SGA exec while physically distant from classmates?

**Roya:** It was a challenge because I am a people person. It was also difficult to find activities that could be done in person and remotely, and to get people to watch our show on asynchronous Wednesday mornings. We sent out reminders and recorded the episodes. There was a lot of adapting to do, and that needed lots of creativity.

**Matt:** Staying positive despite the circumstances was a challenge. One thing that helped was encouragement from

teachers and the student body, and feedback that helped us improve. Knowing we were leading such a large community helped us stay positive, and a little pressure also facilitated a good year.

**Aniya:** School spirit and engagement were challenging, and juggling the integration of new students and online students in our activities. Starting new traditions such as Founders' Festival and *Rise Up, Bullis* helped us build new spaces for school spirit.

## What are you most proud of over the past year?

**Roya:** Creating a place for advocacy and awareness! With *Rise Up, Bullis* we dedicated shows to heritage months or celebratory days and provided background on the history. This was my favorite part because we could bring awareness and have an open dialogue. I learned a lot through the research and our conversations.

**Matt:** I'm proud of how we transformed the position as advocates working to help those in our community and around the world. We used *Rise Up* and our platform to keep the student body informed about important issues and causes. This was super fulfilling, and I hope we set an example for future SGA Execs.

**Aniya:** I am most proud of *Rise Up, Bullis!* We all put time and effort into creating this show. Beginning as a way to modify assemblies, it turned into our space to



advocate for issues, spotlight outstanding classmates, and simply jam out to music with our community. We heard that the show was fun was to watch and that made it more fun to plan.

#### **How do you think your class will be remembered?**

**Roya:** I think we will be remembered for our perseverance. The expectations for Senior year were very different, and we got all the work with little of the fun—but we made the most of the year, and I am really proud of that.

**Matt:** Our class will be remembered for how well we responded to this year. We tried to stay positive and work together as a grade to get through the year. I'm proud of our unity and I know this experience has taught us important life lessons.

**Aniya:** We will be remembered for our struggle and our success. The pandemic took a big toll on the senior experience and college application process. We still created lasting memories and found our dream schools!

#### **What life lessons/wisdom have you gained from this experience?**

**Roya:** I've learned so much about the power of a positive attitude and to make the most of every moment. I've learned how to rise up and do what needs to be done.

**Matt:** I've learned to be ready for anything life throws at you. Always be ready to adapt and change to the circumstances. Focus on your own actions rather than trying to change the world around you.

**Aniya:** I think I gained wisdom—I've heard that life isn't fair, yet I understand it now. We may plan for and expect something, but life can come and change it all.



From left, SGA co-presidents Roya Ebrahimi-Qajar '21 and Matt Koff '21, and secretary Aniya Dyer '21.

#### **What words of wisdom would you share with the incoming SGA execs?**

**Roya:** Keep doing what you are doing when there is more positive feedback than negative, because you will never please everyone. It is better to try rather than think it isn't possible!

**Matt:** Think of the bigger picture in everything you do, and don't take your time at Bullis for granted! It will fly, senior year especially, so make sure you take time to smell the roses.

**Aniya:** Tenacity is key in this role. Sometimes you will receive negative feedback, but remember that your peers elected you to do a job and you must push through and do it.

#### **What final thoughts do you have to share?**

**Roya:** I am so thankful for Bullis' adaptability, allowing us to be in person this year. The teachers have gone above and beyond to help students and to create interactive lesson plans.

**Matt:** We want to thank Ms. Hosmer so much for her incredible guidance and leadership this year, and thank our amazing SGA team and everyone who supported us. Go Dawgs!

**Aniya:** The Bullis family has taught me, inspired me, and supported me. I stepped out of my comfort zone here. Bullis is truly a place for growth where you can explore your interests, and with support, you can never fail.

# Athletic Opportunities in an Unusual Year

“What we focused on this year in particular,” says Andres Parra ’99, Bullis boys athletic director, “was how to get athletics going again while bringing a sense of normalcy to the students.”

In a challenging school year, Bullis Athletics looked for ways to provide activities and participation opportunities for students. The athletic season for Interstate Athletic Conference (IAC) and Independent School League (ISL) games was canceled for Fall 2020, but Bullis and other schools found ways and means to allow students to experience athletic activities safely with a full commitment to community safety. “We wanted to provide opportunities for student-athletes to participate in their sports,” says Girls Athletic Director Kathleen Lloyd. Last winter, workouts and practices continued to be carefully organized around necessary restrictions. Strict protocols of masking, distancing, and COVID testing remained firmly in place. In April, Bullis athletic directors announced that a limited number of spectators would be allowed on campus to watch games and matches with careful adherence to appropriate measures, including masks and distancing.

While sports slowly opened up by the spring season, from September through June, Bullis student-athletes were faced with an unusual school year. Yet the attention to a healthy balance between athletics, arts, and academics—a key strength in a Bullis education—and the support of a close school community helped make all the difference.

Here’s a look at how the Bullis approach to a holistic education helped the growth of two Bullis student-athletes during a year that no one expected.

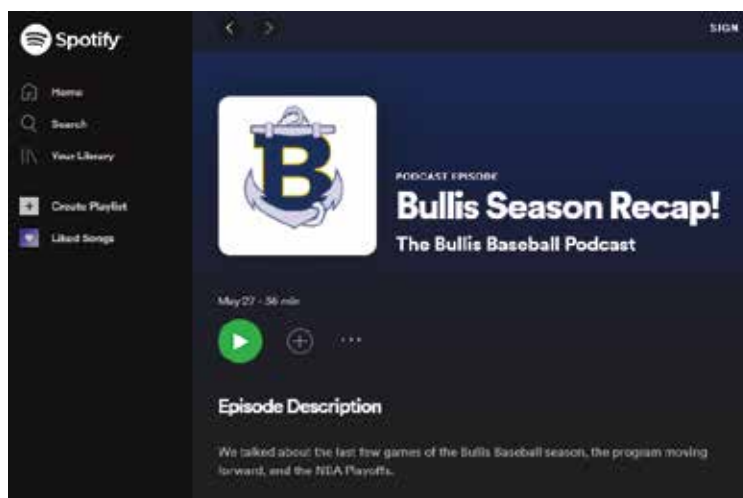
Quinn Stroud ’23 came to Bullis from public school to benefit from safe in-person learning during the pandemic year. She quickly came to love the Bullis environment, and despite being new, took

every opportunity to become as involved as possible in the school community. She participated in workouts and practices in multiple sports, including volleyball, girls’ basketball and lacrosse, and joined her teammates for games when those opportunities finally came along. Across the board, from sports to classes to activities, she made use of many of the resources and opportunities that Bullis offers. “Quinn is an incredible kid, academically strong, who works very hard in the classroom and on the fields and courts,” says Lloyd. “She put the effort into becoming a member of the community.”

Jack Feldman ’23 is “passionate about baseball,” Parra says. This school year, Jack was sidelined by an injury, but would not allow it to prevent him from staying involved and supporting Bullis baseball. He started a Bullis Baseball Podcast, conducting interviews with coaches and players, and he worked with Mark Riffie, teacher and director of digital media, to run the baseball livestreams while providing play-by-play and color commentary. Before games, he would spend hours the night before researching the opposing team so that he could provide background on the team and the players during Bullis home games. “Jack could not play this year, but he found a way not only to stay connected to the team, but to uplift and support his fellow teammates and Bullis sports,” Parra says.



Quinn Stroud '23 (#25) plays in the final lacrosse game of the spring season.



Jack Feldman '23 turned his passion into a lively baseball podcast.



# Building Support for BULLIS— One **BRICK** at a Time

Please print text as you wish it to be engraved on the brick.  
Per brick maximum: 15 characters per line; 3 lines

Print one letter or character per block.  
Please use a separate form for each brick you order.


Name \_\_\_\_\_

Relationship to Bullis \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Preferred Location (choose one):

☐ Front of the Marriott Family Library ☐ Kline Alumni Stadium

Brick orders are payable in full. Please mail your check for \$250,  
made payable to Bullis School, along with a completed form to:

Bullis School Advancement Office  
10601 Falls Road, Potomac, MD 20854

**Questions?** Please email [bricks@bullis.org](mailto:bricks@bullis.org)

*All contributions are tax deductible to a 501(c)(3) organization  
in accordance with IRS regulations.*

CHANCE WILLIAMS  
CLASS of 2020

PURCHASE A  
PERSONALIZED BRICK IN  
HONOR OR MEMORY OF:  
a student, team, teacher,  
class, individual, or family!

Your purchase shows your  
school spirit and supports  
The Bullis Fund!

*Thank you!*

KELLY KLEIFGES  
JOSEPH STEIN

IN HONOR OF  
JOHN W.  
SPENCER



Director of Advancement and External Affairs  
Sharon Kessler

*“The spirit of service has always been part of Bullis—it is an integral value imparted to students and expressed in many ways.”*

## GENEROUS BULLIS SPIRIT IN A YEAR LIKE NO OTHER

We did it! Together we made it through a very challenging year and came out on top. Bullis remained consistent in teaching and learning, in communication and support, and in our trust of faculty and administrators making careful decisions for our children. Our students continued to thrive thanks to the dedication of our incredible teaching faculty, our campus remained beautiful and safe thanks to our excellent Facilities and Security teams, and throughout the school, academics, athletics, and arts flourished in new and creative ways. Through it all, the Bullis community believed in the school and in each other as we navigated a year like no other in our history.

What stood out most, I think, is how impressive our students are, how capable and caring. Even while keeping up with tough academic schedules, they had a strong desire to serve the wider community. Students organized and held fundraisers and charitable drives for families and groups in need, making differences, large and small, for others. Collecting gifts and goods to help alleviate food and material insecurity, childhood illness, support animal rescue, and more, Bullis students reached beyond themselves, demonstrating that they are good, caring citizens of the world. The spirit of service has always been part of Bullis—it is an integral value imparted to students and expressed in many ways. Bullis continues to educate our children not just in academics, arts, and athletics—students learn that helping others and giving the best of ourselves at every opportunity is most important in life.

The Bullis community deserves additional thanks this year for participating so fully in the Bullis Fund and through other gifts and efforts on behalf of the school, from our virtual Gala to countless volunteer hours. The generous spirit of Bullis shines brightly!

With sincere appreciation,

Sharon Kessler  
Director of Advancement & External Affairs



# ALUMNI

NEWS AND NOTES



Students cheer on Bullympics competitors during Fall 2000 Homecoming week.





RADIANCE W. HARRIS '02

## Passion for English Paves Way to the Top

Few people trace the trajectory of their life back to high school, but Radiance Walters Harris '02 will never forget postponing a 9<sup>th</sup> grade history assignment until the evening before it was due, then struggling through the night to complete her work by the deadline. That indelible experience instilled such diligent study skills—she never again waited until the last minute—that classmates teased that “Radiance probably completed the assignment two weeks ahead of time.”

More than a decade later, armed with skills and discipline developed during her Bullis years, she has gone on to a career as a leading attorney in

the intellectual property field.

Bullis basketball coach Wayne Ferrell—a neighbor and family friend—put the school on the Walters family’s radar with a campus tour. Radiance enrolled, interested in rigorous academics and the opportunity to play for the award-winning coach, whose daughter Erin Ferrell '01 also played basketball at Bullis. The basketball connection proved invaluable. Radiance forged lifelong friendships during the years when Bullis basketball ranked in the Top 5 in *USA Today*. The team was inducted into the Bullis Hall of Fame in 2009 and Radiance remains best friends today with former teammate Alyssa McCoy '02.

As a student, Radiance learned that if she could write, she could write her own ticket in life. Her love for language developed under English teacher Michael Hibbs, described as her favorite teacher, who inspired her passion for reading, writing, and interpreting. “I loved the books he chose for us. They were very diverse in perspective and interesting and I remember always writing a weekly paper in his class,” says Radiance, who felt challenged to think differently and improve her writing. “In college, I became an English and religion double major. Being in Mr. Hibbs’ class sparked a joy, a passion for writing which has continued

throughout my life.”

“At Bullis,” shares Radiance, “I was about basketball and getting good grades.” Meeting the attorney father of an AAU teammate—someone passionate about his career, financially secure, kind, and generous—Radiance decided at 15 to become a lawyer. All interests, passions, and drive from that point forward were directed at developing the foundation needed to enter law school and create a career as “a big time lawyer,” she says.

Radiance selected Swarthmore College for its top liberal arts ranking and the opportunity to play women’s basketball. She



was awarded a full academic scholarship. Majoring in English, she declared a second major in religion, interested in the roots of human behavior and religious convictions. “I knew I needed to get the best grades I could in order to get into the best law school. My strength was writing—not math or science—so I focused on my strengths.”

Initially considering entertainment law, a specialty selected by many Black female attorneys, Radiance kept an open mind at the University of Maryland School of Law and was drawn to intellectual property, namely, trademarks and copyright. “I never wanted to be a courtroom attorney; I wanted to be a transactional attorney,” she discovered. “It relates to my joy for English—the ability to look at a word and advise clients, saying ‘OK, this is a good name, you can trademark this, and here are strategies to move forward.’ I really enjoy the analysis and the strategy aspect.”

Since trademark law is a federal law practice, Radiance can work with clients nationwide as well as worldwide if they want protection in the United States. “I can work from my home office; I can work from the beach; I can work from anywhere. That is the beauty of trademarks—all summed up with a bow.”

Radiance graduated from law school during the 2009 recession having already secured a trademark and copyright law position at a top firm. She has been doing the same work ever since and established her own firm, Radiance IP Law, in 2015.

Many clients contact Radiance after being in business for a few years, making money, and realizing the value of protecting the business; others may discover that someone has stolen their brand or name. “That’s why I stress the importance of education,” she says. This led to Radiance’s bestselling book, *Trademark Like A Boss: The Ultimate Step-By-Step Guide to Protecting Your Brand*, published in November 2020. Since writing TLAB during a 72-hour getaway and publishing it 90 days later, Radiance has been on a mission to educate entrepreneurs and business owners.

With 2020 a record-breaking year for trademark filings with the US Patent and Trademark Office, Radiance found an opportunity to build a brand around TLAB. It has opened doors for speaking opportunities and the launch of a weekly live *Trademark Like A Boss* show. As the only law firm with the name Radiance, she has a strong brand already, bolstered by her TLAB brand. “I think that it will carry me a long way,” she says. “Those are very distinctive brands that I’ve created and protected and will continue to grow.”

Speaking from experience, Radiance advises Bullis students to believe that anything they envision for their lives is possible. “You just need to have a plan,” she says. “Everything that I set my mind to do, I’ve actually accomplished. Your dreams are possible. Just create a plan and take action. And believe that they’re possible. That’s the key.”

“Your dreams are possible. Just create a plan and take action. And believe that they’re possible. That’s the key.”

—Radiance W. Harris '02



**Opposite page:** Radiance W. Harris '02 and her newly published book, *Trademark Like A Boss: The Ultimate Step-By-Step Guide to Protecting Your Brand*.

**Top:** Left, Radiance’s senior portrait from the 2002 edition of *Roll Call*, and right, during an interview.

**Above:** Radiance (center, clapping) and Coach Wayne Farrell (far right) with basketball teammates during their 2009 induction into the Bullis Athletic Hall of Fame.

AMY B. HARRIS '88

## THE ULTIMATE STORYTELLER



Even before she entered Bullis, Amy B. Harris '88 had a passion for the performing arts, first sparked at a performing

arts camp. During her Bullis years, Amy learned to find her own voice in sharing stories and learned the value of collaboration—and that helped shape her into the successful television screenwriter and producer she is today.

Amy brought her love of performing arts with her to Bullis, where she discovered other interests as well. When asked about her favorite class, she unequivocally responded “any class with Doug London!”

In his English and literature classes, London “brought the books to life. He taught students to see stories and storytelling as a valuable part of history and even as a profession,” Amy recalls. “He also made us want to be the best versions of ourselves.” That influence had a tremendous impact on the choices Amy made after she graduated from Bullis.

Doug London remembers Amy as “always curious, energetic, and very talented...she worked hard as an adolescent to learn about herself and the world around her,” he said. “Amy was motivated and always engaged in understanding the literature, improving her writing, and growing her knowledge.”

After years in the field of television entertainment, Amy

has had the opportunity to work on many different projects. “People say that you love your children equally but differently, and I think the same can be said of shows,” she explained. Her goal in working on shows is to be able to tell stories that interest her personally and allow her to create characters that are “authentic, nuanced, and specific.” Some of the shows she has worked on include *Sex and the City*, *The Comeback*, *The Carrie Diaries*, and *The Wilds*—and she is thrilled that she gets to do this every day.

Currently Amy lives in Australia, where she is the producer on the Amazon Prime series, *The Wilds*. “This part of my career is an amazing adventure,” she

said. “They have handled the pandemic so well here, with so few cases that it truly feels like paradise.” *The Wilds*, which premiered on Amazon Prime in late 2020, is a series about eight girls stranded on a deserted island. “At its core, it is a show about coming of age and the challenges we face as we learn who we are and how to survive and thrive in our adolescence.”

What advice would she offer students entering Bullis today? “Be open to lots of experiences and new friendships. So often people come into new settings with an idea of what comes next. And I have found that it’s the surprises that actually shape you.”



Top left: Amy’s senior portrait from the 1988 edition of *Roll Call*; at left, on the set of *The Wilds*; above, with husband, Jason Reilly, and daughter, Ellis Reilly, on North Stradbroke Island in Australia.





Above left: Ariana's senior portrait from the 2015 edition of *Roll Call*; center, Ariana playing saxophone with the Jazz Ensemble; at right: Ariana at work in the Admission Office.

## ARIANA MORENO '15

# Living Bullis Values

The Bullis Admission Department has a new team member who understands Bullis inside out—first as a student, a daughter of a Bullis administrator, and today as an employee. As an Admission associate, Ariana Moreno '15 brings experience, enthusiasm, and a unique perspective that helps families throughout the interview and admission process. “Ariana adds immense value to our work, connecting with applicant families through sincere empathy and sharing her Bullis experience,” says Admission Director Matt Trammel.

Entering Bullis in 9<sup>th</sup> grade, Ariana explored a range of activities and opportunities. Playing saxophone in Jazz Band and Jazz Ensemble, she enjoyed being part of the jazz and dance combined productions

and traveling with the Jazz Band. Inducted into the Tri-M Music Honor Society, she also joined tech crew for Upper School musicals and played on basketball and soccer teams. Serving as a student ambassador for the Admission department eventually led her to a career at Bullis.

Her mother, Head of Middle School Dr. Marilyn Moreno, was on campus too, though “she always lets me be myself. Besides,” Ariana adds, “I was here first, so I showed her the ropes.” Bullis favorites included community service trips, bonding with students at Calleva each September, and participating in Habitat for Humanity during her senior year. Challenged to step out of her comfort zone, she saw new perspectives and possibilities and appreciated the differences

among the students. “The diversity at Bullis is a great aspect of the school.”

Graduating and moving on to the University of Maryland, Ariana recalls “Bullis supported my curiosity, so I went off to college with a bucket of skills and interests.” Majoring in communication with a focus on digital marketing, she interned in Melbourne, Australia for a summer (during their winter), working on a fundraising campaign for the non-profit YGAP (Y Generation Against Poverty), which helps children in domestic violence situations. Currently she is currently working on a master's degree in business administration at George Washington University.

Ariana joined the Admission team in Fall 2020, adding her marketing and social media

experience to the Admission toolkit. “She is a team player who lives out the Bullis values in all that she does,” says Trammel. Ariana adds, “Talking to prospective and new families about the programs and opportunities, I get to brag about Bullis every day!”

“There is such great leadership here,” she says. “We are encouraged to run with our ideas and develop our interests to support the team and the school.” She still enjoys the same sense of community. “Bullis feels like home to me.”

She tells students today to “try everything! What Bullis offers is unheard of in some other schools. You have opportunities to test your interests here—a great platform for moving on to other things.”

## '48

**JAMES A. MORRISON JR.**

finished high school and enrolled at Bullis to prepare for the Naval Academy exams. He remembers that Vice Principal and teacher Al Grossman as “the best and toughest math instructor I ever had.” He also recalls the Bullis campus located near Bonifant St. in Silver Spring. James graduated from the U.S. Naval Academy in 1962.

## '50-'59

Attention alumni from the 1950s—we want to hear from you as well! Please be sure to submit your photos and updates to [alumni@bullis.org](mailto:alumni@bullis.org) for inclusion in our next issue of *Bullis Magazine*.

## '62

**STEVE SHRAWDER** says that Bullis was “one of the most beneficial and memorable experiences of my young life.” After Bullis he attended the Naval Academy where he played on the 1963-65 Navy teams. After graduation, he served on a destroyer doing gunfire support in Vietnam at or near the DMZ. Upon returning home, he attended Navy flight school, then returned to Vietnam as a helicopter pilot. Earning an appointment to the F. B. I. Academy, he served as a Special Agent. Following government service, Steve and his family returned to central Pennsylvania where he worked in the mining industry and manufacturing before retiring in 2012. Now Steven enjoys spending time

with family and attending many of his grandchildren’s activities, and also finds time for bike riding, golfing, and oil painting.

## '66

**ROB ADAMS** says his road to Bullis was paved by a public high school counselor who told his father he was not college material, which prompted his family to enroll him in Bullis for his junior year. Nightly homework loads of three to four hours “taught me how to work and study,” he says. Rob matriculated to the U.S. Naval Academy in the Class of 1970. “Due to the study skills I learned at Bullis, I was able to graduate in the top 10% of my class academically.” He interviewed with Admiral Rickover and was accepted into the Navy’s nuclear power training program, “which was akin to attaining a masters in nuclear energy.” He was assigned to the submarine *USS Lewis and Clark* as a junior engineering officer, serving on four deterrent patrols. After leaving the Navy in 1975, Rob moved to Utah for a career in the financial services industry. Recently retired, he is still in Utah. “I will always value my time at Bullis at the old campus in Silver Spring,” he says. “Bullis turned my academic life around and enabled me to carve out a good life.”

## '69

In July 2020, **MIKE MURPHY** transitioned from Headmaster at Shorecrest Preparatory School in St. Petersburg, Florida, to partner at Educational Directional. He notes that

former **Bullis Director of Admissions Nancy Spencer**, who has a long association with Bullis, is now Shorecrest’s new Headmaster.

**LARRY HESS** graduated from Bullis during its transitional years between Silver Spring and Potomac campuses, then graduated from The Citadel in 1973. He spent 22 years in the Navy, followed by 12 years as a defense contractor, and then went to work in the Office of the Secretary for the Department of Commerce for 12 years. He and his wife, Cheri, now live in full retirement in Long Neck near the southern Delaware beaches.

## '74

**CARL E. TAYLOR** is still working as a Superior Court Judge in Connecticut. He hopes to return to coaching youth lacrosse in Spring 2021.

## '77

Congratulations to **DREW MANNES**, a 2021 Daniel Webster Awardee. This award recognizes the achievements and dedication among leaders at National Institutes of Health (NIH) for their contributions over decades in advancing our understanding and treatment of disease and applying that knowledge to enhance health and reduce illness per the NIH mission statement. Dr. Andrew Mannes, MD, ME, MBA, Th ’83, Chief, Perioperative Medicine Department, NIH Clinical Center, was recently given the Award in recognition of his long-standing interest in the treatment of severe

pain seen at end-of-life and for his contributions in the identification of new approaches for treating pain.

## '78

**MARC SCENNA** was a student in the one-year Bullis post-graduate program, seeking admittance to a U.S. service academy. Marc still remembers the faculty members who gave him the benefit of “their knowledge, dedication, and diligence.” They remain vivid in his memory and he wishes he could convey to them that the lessons, statements, and good counsel he received has not been lost on him even after 43 years, and he would like to reach out to any who remain from those days. He remembers Headmaster Larry Bullis in particular with a great deal of respect and affection. Marc very much looks forward to a chance to revisiting the campus one day.

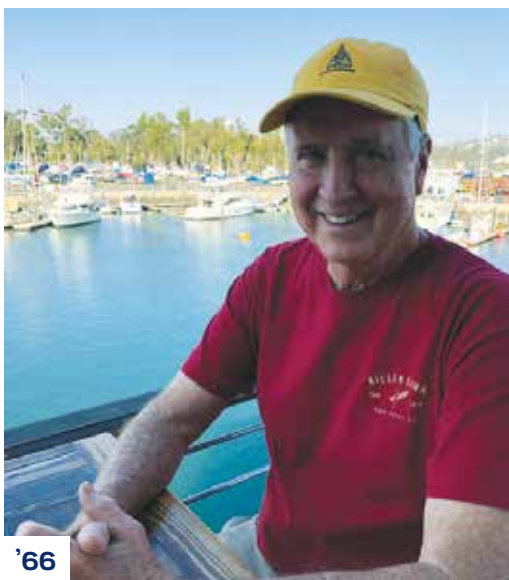
## '86

**ANNE PETTIGREW WOODRUFF** is enjoying life on the Maine coast. She works as a psychiatric RN at a local hospital, and is part of the COVID vaccination team there. Recently Anne had the opportunity to give her husband his shot!

## '88

Two years ago **CLAYTON SIMMERS** and his family—wife Susan and their sons, ages 17 and 15—moved from Vermont to Sun Valley, Idaho. After teaching 3<sup>rd</sup> grade for many years, Clayton now works as an educator with





**'66** Rob Adams vacationing last September in Southern California, where he spends a month each year.

**'86** Anne Pettigrew Woodruff giving her husband his COVID shot.

**'88** Clayton Simmers, an educator who coaches lacrosse and is a fly-fishing guide, poses with a big catch!



### Bullis School Alumni Board 2020-2021

Paul G. Mavrikes '14, Chairman  
Bradley S. Ryan '03, Vice Chairman  
Carley Sturges '12, Secretary  
Jon Halle '88, Board of Trustees  
Claudia L. Helmig '88, Board of Trustees  
Cyndi Bullis Vasco '83, Board of Trustees

Shahara Anderson-Davis '10  
Daniel E. B. Ayre '14  
Tomi Beightol '10  
Jason P. Bannister '98  
Nicole Bernard '83  
Julie Ayres Coan '83  
Keith Cohen '06  
Paul W. Davis '04  
Nicki Harris Geifman '89  
Grant W. Hollingsworth '04  
Winton A. Lyle '13  
Samier Mansur '03

Candice Mitchell '83  
Carter Morris '16  
Laura Ray (Steyer) '04  
Shannon Courtney Ryan '98  
Justin Schuble '13  
Jenn Sherman '10  
Robert Stien '94  
Svet Tintchev '06  
Robert Trone '14  
Idrienne Walker '13  
Chelsea Widerlite '14  
Daniel Zubairi '93

For board members' bios, visit [www.bullis.org/alumni-board](http://www.bullis.org/alumni-board)

the Wisdom Nest, coaches high school lacrosse, and is also a fly-fishing guide. Depending on the season, Clayton can be found mountain biking, searching local rivers and alpine lakes for trout, going Nordic and backcountry skiing, and traveling around the mountainous West as a hockey dad.

## '89

**SAMANTHA (COLBERT) GREENFIELD** is the Director of Alumnae Relations and Giving at the Dana Hall School in Wellesley, Massachusetts, where she enjoys inspiring people to give back. She also writes a blog to inspire people to share their creativity at [samigreenfield.com](http://samigreenfield.com).

## '97

**ANDREW V. MARUSAK IV** spent over 20 years in the commercial real estate industry working in general contracting and in the development side of the business. He got the entrepreneurial itch and formed MLG Construction Management Services with partners, serving as founder and president. The firm consults on development and construction projects by providing third-party construction management oversight and expertise in apartment, office, industrial, and retail projects. The new business, based in Lanham, MD, is going well, Drew reports. "I believe the core of who we are came from understanding what leadership is," he says, "with the foundation for me on the sport fields at Bullis, where I learned team concept." Drew enjoys spending time with his daughter

Madison, 9, son Andrew, 5, and his retired father, alumnus and former Bullis teacher **Andy Marusak '66**.

## '01

**MONIQUE CURRIE** celebrated her second anniversary working at Nike Headquarters in Beaverton, Oregon. She began her journey as an Associate Product Line Manager working on ACG footwear and has now moved to a position with the Nike Skateboard Team.

## '03

**BRAD RYAN** is now a partner at Virginia-based Alpine-X. The company is developing indoor snow sports resorts throughout the United States, with the first resort based just over the bridge in Fairfax County, Virginia, where the company is moving forward in the development process with Fairfax County. If all goes according to plan, Bullis students might have the opportunity to join a competitive ski team in a few years. For more information, visit <https://alpine-x.com/sign-up>, or reach out to Brad directly at [brad@alpine-x.com](mailto:brad@alpine-x.com).

## '04

Congratulations to **CLAUDIA (BAHAR)** and Travis Lay, who welcomed their third child, George, in December. Claudia and Travis also have a daughter, Violet, 4, and a son, Graham, 2. They live in Vienna, Virginia.

Congratulations to **TANNER CERAND**, who recently married

Melissa Nezamzadeh in Austin, TX. Tanner has been living in Austin for 10 years and would love to hear from any Bullis alumni who are living in or visiting the area. He was able to attend the Bubba Bunting Duals at Bullis in January, 2020, and looks forward to his next trip home.

Congratulations also to **REVÉE (WALTERS) SIMPSON**, who married in November 2020 in a quaint, COVID-safe wedding with immediate family. In addition to that life change, Revée also left the private practice of law and litigation after nearly a decade to become General Counsel for Edgewood Management Corporation, a multi-family housing real estate management and investment company headquartered in Gaithersburg, Maryland.

## '05

**JEREMY STEED** and **CAITLIN (SLOWINSKI) STEED** are

pleased to announce the birth of Cameron Stannard Steed on October 13, weighing in at 6 lbs. 12 oz. Mom Caitlin is doing great, and daughter Caroline is very excited to be a big sister.

## '08

**BRIAN WILL** and his wife, Libby, were married on June 8, 2019 surrounded by many members of the Bullis community. They welcomed daughter Madison Marie Will into the world on May 21, 2020. Brian is a resident physician at Columbia University in the Department of Oral and Maxillofacial Surgery, and Libby is a resident physician at New York University in the Department of Obstetrics and Gynecology. Upon completion of their medical training, they plan to move back to Maryland and hope that Madison will be a Bulldog one day.



## '06





'97



'01



'04



'04



'05



'08

'97 Drew Marusak ready for an outing with daughter Madison, 9, and son Andrew, 5.

'01 Monique Currie with colleagues at Nike Headquarters.

'04 Claudia (Bahar) and Travis Lay welcomed George, their third child, in December 2020.

'04 Tanner Cerand and Melissa Nezamzadeh on their wedding day.

'05 Cameron Stannard Steed, new daughter of Caitlin (Slowinski) Steed '05 and Jeremy Steed '05, with her older sister Caroline.

'06 Samantha Havas celebrated her son Rowan's third birthday with Bullis friends from the Class of 2006. Back row, left to right: Claire Olszewski, Mandy Tehaan Thrush, Kelly Anderson Quay, Samantha Havas. Front row: Elyssa Emsellem, Lauren (Ellie) Prince, Stephen Weiss.

'08 Brian Will poses with wife Libby and daughter Madison Marie.

'11

Congratulations to **ALEXANDRIA (LIGON) DURUJI** and **CHUKWUEMEKA "SCOTT" DURUJI**, who were married on November 6, 2020 in Derwood, Maryland.

'12

Congratulations to **JOSEPH HAZEL**, who graduated from Case Western Reserve University School of Law on May 16, 2021 in Cleveland, Ohio.

'15

**JAMES WANG** graduated in 2019 from Duke University with a B.S. in statistics and is now a data scientist at Coinbase, working in San Francisco on applying data science on block-chain technology. After his Bullis varsity tennis stint, James continues to hit the court every week. Playing a sport after school was James' favorite

memory at Bullis, and he hopes all his fellow blue-and-gold students are enjoying similar activities.

'17

In April, **JUSTIN CHAPIN** presented an entrepreneurial project in the McDaniel College Entrepreneurship Competition. Justin, a senior business administration major with minors in entrepreneurship and marketing, presented CeReal, an app that organizes student activities, interests, and organizations to increase community engagement at colleges. The Entrepreneurship Competition is part of McDaniel's academic program in Innovation and Entrepreneurship.

**LANGSTON STEPHENS** is excited to graduate from Davidson College next month. He has been awarded the Watson Fellowship at Davidson, which will support his project

and plan to visit Brazil, South Africa, Singapore, and France to look for affordable housing solutions.

'18

Singer/songwriter **SOPHIA MCINTYRE** just released her second song, "Wipe the Slate Clean," composed while she was still a Bullis student. Check out Sophia's music on Spotify, Apple, and Amazon!

'19

Congratulations to **JULIA GILBERT**, now at University of Denver, who made the BIG EAST Weekly Honor Roll in lacrosse in March 2021 when she scored a crucial seven goals against reigning BIG EAST Championship winner Georgetown, including the 12th and 13th goals in a 15-11 win over the Hoyas.

**SAMANTHA JAN** is pursuing a life in the arts at Laguna College of Art and Design in Laguna Beach, California, and she says it is "a neverending journey of growth and discovery." She is grateful to have had amazing Bullis teachers to push her in that direction (and adds a shout-out to Upper School Visual Arts Chair and Art Teacher Kathleen Adams). Video games are an art form in itself, she says, and she looks forward to creating more gaming experiences for people to enjoy. Samantha plans to take a semester off this fall to focus on a worldbuilding mentorship program with Joon Ahn. One day, she hopes to revisit the worldbuilding book she made during her senior year at Bullis to make an even more in-depth and beautiful place for people to immerse themselves. Follow her on Instagram: @SamatisJan or contact her at samanthajan@lcad.edu.

HOPE TO SEE  
YOU ONLINE!



Bullis School  
Alumni Association



@BullisAlumni



@BullisSchoolAlumni



Bullis School Alumni

## SHARE YOUR NEWS

**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, 2021 for the fall-winter magazine.**





'11



'12



'15



'18



'19

'11 Chukwuemeka (Scott) Duruji and Alexandria (Ligon) Duruji '16 on their wedding day.

'12 Joseph Hazel graduated from law school in May 2021.

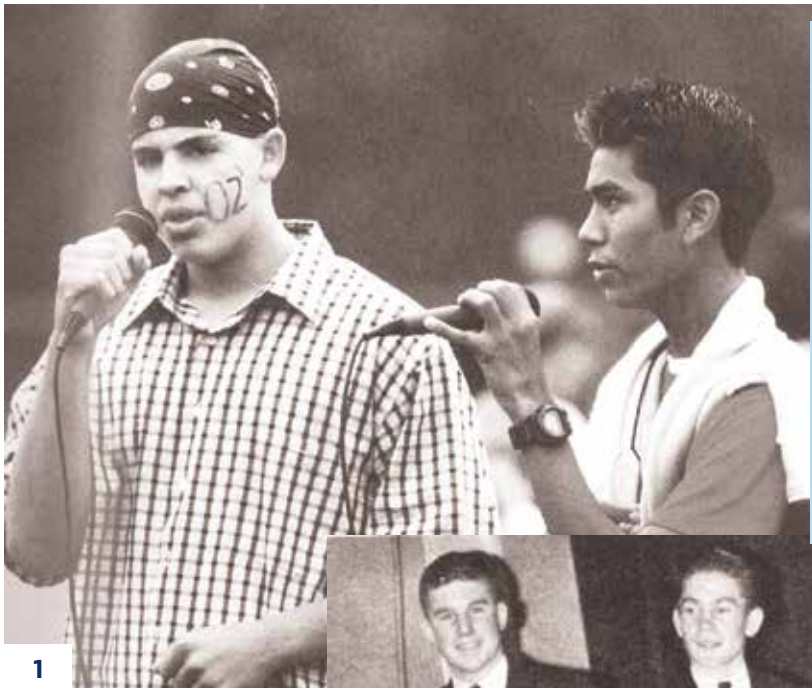
'15 James Wang, projected onscreen, represented Coinbase on Wall Street.

'18 Singer/songwriter Sophia McIntyre.

'19 Video game art by Samantha Jan.



# Mystery Alumni Photos



Can you identify the people in these photos? Email your answers by August 15 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:

Photo 1: Congratulations to Sydni Wright '16, who correctly identified Camila Uechi '12, Louis Ghanem '11, Saman Bahadorie '12, Nicholas Mars '12, Christian Perry '12, Kelly Kleifges '11, Darren Buck '10, and Mme. Janet Gerson during their French IV Class on the top floor of Founders Hall.



Photo 2: Congratulations to Tony Palazzo '62 who correctly identified Howard Humphries '62, Joe Albert '62, John Camera '62, and Joe Jackson '62 from the 1962 baseball team.





SEEN AROUND CAMPUS



...Spring Jazz Concert





**BULLIS SCHOOL**  
10601 Falls Road  
Potomac, MD 20854  
301-299-8500  
[www.bullis.org](http://www.bullis.org)

NON-PROFIT ORG  
U.S. POSTAGE  
**PAID**  
PERMIT NO. 323  
YORK, PA

Electronic Service Requested

If you are receiving multiple copies of the magazine, please contact the Publications Office at 301-983-5701 x777 or [publications@bullis.org](mailto:publications@bullis.org)

Bullis Magazine is published two times a year by the Office of Institutional Advancement and distributed to alumni, parents, grandparents and friends. Letters and suggestions for future articles are welcome.

Located in Potomac, Maryland, Bullis School is a private, coeducational, nondenominational college preparatory day school for grades K-12. Bullis admits students of any race, color, religion, and national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion or national and ethnic origin in administration of its educational policies, admission policies, financial aid programs and athletic and other school-administered programs. Visit our website at [www.bullis.org](http://www.bullis.org)



Cat Sculptures, Class of 2031