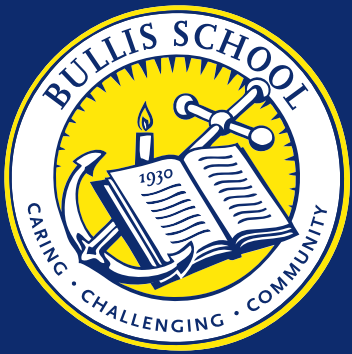


BULLIS

MAGAZINE
spring-summer 2022-2023

SPOTLIGHT ON VISUAL AND PERFORMING ARTS



BULLIS

MAGAZINE
2022-2023

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Bullis Magazine is published one time a year by the Office of Institutional Advancement.

Located in Potomac, Maryland, Bullis School is a private, coeducational, nondenominational college preparatory day school for grades K-12.

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Bullis achieved a historic first, sending our entire Middle School on week-long curriculum-based Global Studies trips.



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Young students progress from self-doubt to confidence and joy through the process of learning various fiber art techniques.



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Cover: Performing in the Upper School's production of *Twelfth Night*, front, from left: Zach Cook '24 and Victoria Marshall '23; back: Rosie Terwilliger '25, Clare Vinal '24, Tony Huang '23, and Sam Pepper '24.

19 Perspectives: Appreciating the Arts

Perspectives: Christian Sullivan

The advent of the printing press put a lot of industrious monks out of business. They never expected to be replaced as scribes by more efficient machines. Weavers suffered a similar fate in the 1700s when the automatic loom made their labor unnecessary.

Innovations like these were somewhat sporadic over the last millennium. The last 30 years, however, have seen a transformative period of innovation like no other. It is not only manual labor that is being made obsolete, but increasingly, even straightforward intellectual tasks can be carried out by tiny machines we carry in our pockets. And while the jury is still out, it seems that artificial intelligence may start to intrude on ever more complex intellectual functions, a talent that until now has been the sole preserve of humans.

Future employment looks fragile, or even non-existent, in certain fields. Yet it still seems that humans are capable of creativity and flexible problem-solving that technology currently finds difficult to mimic. How do we foster in our young people these ways of thinking and doing in order to prepare them for the lives they will lead? For sure, academic rigor and applied thinking are essential to developing creativity and flexibility of thought. But research has also shown that students who participate in arts education see improved critical thinking skills and creativity, enhanced tolerance and empathy, increased test scores and graduation rates, and improved resiliency.

At Bullis, we are proud of the myriad opportunities our students have to foster their creativity in music, dance, studio art, and drama. The program is truly expansive and deep, with opportunities for every student, no matter their current skill level or talent. And yes, while developing critical thinking skills, creativity, and flexibility of thought through the arts may be increasingly important, the uniquely human appreciation and passion for the arts are enduring qualities with intrinsic value in their own rights. We want to instill in our students an abiding love for the arts that will last them a lifetime. In these pages, you will see that the Bullis Arts Program does just that.

Warmly,



BITlab Students Make Meaningful Contributions

One of the goals of the Bullis BITlab is to give students experiences that not only prepare them for real-world challenges, but also give them a chance to start making meaningful contributions to their community. This is the goal of the elective class Making for Social Good (MFSG).

In this class, students learn about how 3D printers and the design process can be used to make assistive devices that can be shared and produced at low cost anywhere in the world. In addition to that, students get to make contributions to actual needs.

This year, students worked with the e-NABLE network, which connects makers with people who need low-cost 3D-printed prosthetics. Bullis students 3D printed six full sets of parts to donate to an elementary school that wants to teach kids about prosthetics but doesn't have 3D printing capabilities. Students at this school will assemble prosthetics and learn how they too can make an impact in another person's life.

The class then collaborated with a special education teacher who works with kids with ALS who are unable to speak or move. This teacher uses a homemade Eye Gaze Board to help students communicate. The board has pictures placed on it that students can look or gaze at to communicate their wants and needs. Commercially available Eye Gaze Boards can cost more than \$100, but our students were able to create a similar product using our laser cutter and recycled acrylic. They then designed 3D-printable improvements to the board to make it easier to place and change images, make the board more stable, and make it easier and cheaper to produce.

The students in MFSG used the design process, tools and resources, and collaboration to make a positive contribution to the world and learned valuable skills through the process.

Top: Kaveesh Bhandari '26 (left) and Harrison Weinstein '26 demonstrate an acrylic board with assistive communications features. **Above:** 3D-printed prosthetic parts.



Back-to-Back STEM Challenge Champions

Seven Bullis students joined 109 girls from 14 schools in the DMV area to compete in Foxcroft's 12th Annual STEM Challenge in Middleburg, VA, prevailing for the second consecutive year.



24 NEHS Inductees

Twenty-four Bullis students were inducted into the National English Honors Society in recognition of their accomplishments in the field of English and overall academic achievement.

Kindergartners Address Reducing Food Waste

Proving that you are never too young to make a difference, Bullis kindergartners are doing their part to reduce food waste. What started as an idea in Ms. Ruina's classroom turned into a partnership with a local non-profit.

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

Memorable Middle School Collaboration

By Claire Holman, Middle School Language Arts Teacher, and Adam Giaffaglione, Middle School American Studies Teacher

One of the benefits of working in such a collaborative, close-knit community is that my colleagues and I are able to create cross-curricular learning opportunities that challenge students to use what they have learned in one class to deepen their understanding in another. This spring, students in my American Studies class combined skills and content knowledge learned in our class, their language arts class, and the BITlab to create a memorable final project.

In American Studies, we spend the year thinking critically about questions such as, “Do Columbus and other early European explorers deserve to be celebrated?” and “Was the American Revolution truly a success?” For each of these questions, students analyze primary and secondary sources and then use the evidence within those sources to support their answers. As a culminating project, students use the skills they have learned and topics they have discussed throughout the year to answer one final question: Who or what deserves a memorial or monument in Washington, D.C.? In class, we refer to it as the “M&M Project” (monuments and memorials).

During the initial research phase of the project, students create a proposal presentation explaining why their subject deserves to be honored. Students may choose an individual, group, or event to recognize. In their proposal, they present evidence-based arguments for and against the subject they chose and explain where the project would be located in D.C. and why. Finally, students explain the themes of their monument or memorial and what they hope people would feel or experience when they visit.

After presenting their proposals students take a field trip to Washington, D.C., and visit the Martin Luther King Jr., Franklin Delano Roosevelt, and Thomas Jefferson memorials, as well as the National Cathedral in order to gain a better understanding of the intention of memorials and the impact of architecture and design. While visiting the memorials along the Tidal Basin, students respond to various questions that require them to consider



Top: Samuel Romero '27 (left) and AJ Mangin '27 join Ms. Holman at D.C.'s Martin Luther King, Jr. Memorial. | **Left:** Grace Lai '27 holds her 3D-printed monument to women in the space program

the legacy of the subjects and how their accomplishments are represented within the memorial. Students are also able to make connections to author Jason Reynolds (whom they study in their Language Arts class) and the poem he recited at the dedication of the Martin Luther King, Jr. Memorial in 2011, “For Every One.”

When we return to the classroom, students work with Matt Zigler from the Bullis BITlab to convert the themes and ideas from their proposal into 3D designs. Students are challenged to consider structural choices they would make when building their projects and how those choices reflect the messages their monuments and memorials convey.

Finally, students present their finished projects to their classmates, explaining how their design choices reflect the themes of their project. Students give a detailed description of what the dedication ceremony for the project would look like, including when the ceremony would happen, who would be invited to attend or participate, and what events would take place. The goal of the project is for students to consider the impact that historic people, groups, and events have on the nation and how to best honor those people and moments.

Scan code to
read connections
to author Jason
Reynolds.



bit.ly/3Nh6FV5



Bullis Middle School Makes Global Travel History

This year, Bullis achieved a historic first, sending our entire Middle School on Global Studies trips called Discovery Days. These week-long, curriculum-based trips were taken by grade level and included travel to the Grand Canyon, Florida Keys, and Costa Rica during the week of March 18-24.

In preparation for the trips, interdisciplinary lessons were aligned with the Middle School curriculum throughout the school year. Teachers created curriculum maps with objectives, goals, activities, and post-learning outcomes for each discipline. Service learning and cultural understanding were also addressed. The trips were also aligned with the goal of fostering mindful exploration that is laid out in to the Portrait of a Graduate (see pages 28-29). As a symbol of their camaraderie, students wore T-shirts that were designed by visual art teacher Kesley Donegan and sponsored by the Parents Association.

The 6th grade curriculum includes earth science—including the study of rock strata, plate tectonics, water erosion, and fossil formation—so they visited the Grand Circle. They explored Zion National Park and Bryce Canyon, but the planned trip to the Grand Canyon was cancelled due to a snowstorm.

The 7th grade studies life science—the study of cell biology, genetics, and biodiversity—so they traveled to the Florida Everglades and the Florida Keys. Students had an opportunity to snorkel, visit a turtle hospital, and enjoy dinner on the beach.

In 8th grade, students study physical science, so they continued their study of biodiversity, geochemistry, and sustainability in Costa Rica. Students enjoyed white water rafting, visiting an animal sanctuary, canoeing, ziplining, and an impromptu visit to a local school. Middle School Spanish teacher Marcela Velicvosky led a heartfelt activity between our students and theirs—donating supplies and taking turns practicing an exchange of English and Spanish.

In a touching moment, a boy wanted to give something to our students in return, but had nothing to give. He reached into his pocket where he kept his marbles. You could see on his face how much they meant to him. He thought for a moment, then handed them to one of our students and said, “Thanks for coming to visit us.”

Not only were the trips designed for experiential learning, but they were fun too. Delve into the journeys detailed on the Bullis Blog as students explored their destinations and created lifelong memories.



bit.ly/ms-discovery-days-blog



Above: In Italy Madeline Fulmer '25 is a most attentive observer during Maestro Renzo Maggi's demonstration. | **Below:** In Germany, students engage in energetic Bavarian Dancing. Front row, from left, Viviana Vella '25, Jordan Schulman '25, Alexa Binstock '24, Samantha Topf '24, Arden Williamson '24; second row, Ashley Hays '24, Skylar Altman '24, and Ben Mannes '25.



Upper School Resumes Global Travel Adventures

After a three-year hiatus due to COVID, the Bullis Global Studies program returned in full force over Spring Break with students and chaperones exploring Europe in-depth on three trips.

One group traveled to Germany and the Czech Republic for an examination of the Holocaust, seeking to expand their understanding of Jewish life and culture in the intervening years.

Ashley Hays '24, made this observation following her visit to Dachau: "As we entered the camp, we passed a gate inscribed, "Work Will Set You Free." Although walking past this gate into the camp was incredibly powerful, I found our ability to walk out more powerful, as the prisoners weren't able to. We learned valuable lessons during this trip, and we're incredibly fortunate to have had the opportunity to experience all that we did."

A second group traveled to Italy to work with sculptor Renzo Maggi on an

art-intensive trip—visiting museums in Florence, touring Pisa, and spending several days working in Maestro Maggi's studio. For Linus Mekhaya '25, "The most memorable day was undoubtedly the day we had a walking tour that began in the Piazza della Signoria. After learning a lot about the history of Florence, we visited the Boboli Gardens where we explored the grounds and admired the sculptures and greenery. Although my day took a turn after a painful hip injury, the day didn't stop. I got to have an indoor picnic with a great friend and one of our wonderful teachers, see a doctor, and get a shot! Despite the slight inconvenience, the day was still full of fun and excitement."

The final group explored Southern Spain, visiting many historical sites and soaking in Spanish culture. Hilary Vellenga, Spanish teacher and lead chaperone, was pleased with the opportunity to introduce students to some of her favorite parts of Spain. "Madrid was the highlight, a busy, bustling introduction to the fascinating history and culture of the country. Andalusian cities like Seville, Cordoba, Granada, and Ronda provided a counterpoint to the capital city."

Sara Romeyn, Social Studies Department Chair and Director of Global Studies, says, "It was a thrill to have students back to traveling. There was so much interest in the trips and we learned that the experience of visiting in person truly brings history to life."

For more about the daily lives of our Upper School travelers, explore their blogs:



bit.ly/us-gst-blog

Weave, Sew, Latch Hook... Repeat

By Lindy Russell-Heymann, Lower School Visual Art Teacher

“As soon as I open the door to South Hall in the early morning hours, I know—the first floor is buzzing with excitement. Fifth graders are zipping back and forth into each other’s homerooms like a swarm of agitated bees. But these bees are agitated with joy. I sip my coffee, smile, and brace myself. One student sees me and jubilantly yells, “Someone else finished their latch hook!”



It’s late February, and the Class of 2030 has set yet another record: five more students have completed their long-term latch hook projects this week. I visit the latest student’s homeroom and do my “Traditional Dance of Happiness and Joy” while holding the finished project aloft.

Each self-portrait latch hook rug requires weeks, even months, of steady, painstaking work. The rugs contain between 2,000-3,600 pieces of yarn that must be inserted by hand, one at a time. It’s an enormous undertaking for the young artists. Just planning the rug takes the entire first trimester! At every step, there’s a new skill to learn: photo editing, pattern drafting and reading, color value analysis, and the intricate process of hooking a piece of yarn to a rug.

Once students receive their supplies in November, they latch hook on their own until the due date in May. Twenty-one years of experience have taught me the wisdom of allowing students to

choose their own rug size. Some students have lots of outside commitments, and determining how big or small to make the rug helps them take ownership and develop time management skills. Many students finish well before the deadline and want to make another one, while others cross the finish line fueled by sheer willpower.

At the beginning of the project, the task may feel insurmountable, but my students know I have absolute confidence in their ability to do this big thing. Watching their delight as their classmates cheer them on is one of the most rewarding experiences I have had as a teacher. “I didn’t think I could do it, but I did!” one student says as he hands in his finished rug and begins a second.

While some 5th graders finish their rugs in late February, I introduce kindergarteners to the art of weaving. We chant, “Over, under, over, under,” as we weave paper strips through giant pre-cut paper looms. Meanwhile, in 1st and 2nd grade, students learn to weave yarn on

cardboard, wooden, or circular looms. The first few days are challenging as students learn a more complicated process than the kindergarteners did—threading giant needles, tying knots, and moving yarn through a loom. In the beginning, as with the latch hook project, I’m





the sole believer in the room. I know they'll experience the frustration of having to unweave mistakes as they learn, but they'll get it, and then they'll love it.

"This is hard for me," says one 6-year-old before sinking to the floor in a puddle of defeat. "Art isn't really my thing."

"Sometimes learning a new thing can be really hard," I agree, "but don't give up. I think art is your thing if you want it to be." I help him untangle a massive knot in his yarn and begin weaving again. It doesn't click for him that day, but during the next class, it does. A week later, when he tells me he loves to weave, I smile and ask him if he remembers what he said a few days earlier. He bursts out laughing. It's important to me that he remembers, from a place of knowledge and confidence, when he couldn't do something. I want him to see himself as someone who can learn a new skill.

I tuck away my memory of this exchange. I'll draw inspiration from it as I teach children the fiber arts of weaving, sewing, and latch hook—work that is monumentally rewarding, but also mentally and physically exhausting. My mantras in the art room are "Good art takes time" and "We can do hard things." During these units, I repeat these statements over and over and over (or maybe I should say over and under and over?). Sometimes, after the students leave for the day, I lay on the carpet in my classroom for a few minutes as my mind unwinds and I muster the energy to clean up and drive home.

Previous page, at left: Jordan L. focuses on her circular loom project; Iliya N. and Annabelle R. with boldly colored beginners' weaving mats.

Left: William's Story of Love patch.

In her book, *Hands On, Minds On*, Claire E. Cameron posits that developing fine motor and spatial skills helps build the cognitive flexibility needed to succeed in other school subjects. Fiber arts are filled with sequences of these fine motor movements—moving thread through the eye of the needle, making a loop, pulling the end through, then guiding the needle over and under the fabric. Students who can tie their shoes pick up these skills quickly, but it takes time to build the confidence necessary to create original artwork.

In 3rd grade, we study the history of quilts as canvases for maps and stories, and students create their own story map on a small square of felt. Near the end of one particular class in early March, their homeroom teacher and I listen in wonderment as one student describes the meaning of his story patch: “These light and dark blue lines mean loneliness, and these red and green lines forming the flower mean that someone has found another person.” He blushes, not recognizing that his artistic vision and eloquence have rendered us speechless.

The most difficult skills to teach and learn often yield the most thoughtful results. Our hands are on, and so are our minds. These are the moments I think about during my carpet meditations at the end of the day. “We can do hard things,” I think before I bounce back up.



Above: Rayan G. grasps solid loom weaving technique. | **Right:** Sasha B. shows steady progress with her rug.



Above: From left, Ms. Elise Kohan's students stand proudly beneath their completed latch hook rugs: Cici Z., Sammie W., Ava U., Viki T., Simon E., Mariah R., Charlie M., Liam M., Sabrina M., Akhil K., Sarafina K. (not pictured), Stoni B., Ed B., and Henry B. | **Right:** Isla R. and Eli L. hold up newly completed quilt squares.





Victoria Marshall '23, President of Student Thespian Officers delivers her speech during the Maryland State Thespian Festival.

In January, 32 students from Bullis's Thespian Troupe #3707, the theatre honor society, and five teachers attended the 2023 Maryland State Thespian Festival (Thespys® for short) at the University of Maryland, College Park. More than 800 students from over 40 high schools, troupe directors, teaching artists, and chaperones from across the state came together to honor student achievement in theatre and to grow as artists. The two-day festival was packed with over 300 skill-building workshops led by industry leaders, the highly anticipated One-Act Festival competition, the International Thespian Excellence Awards, college program and scholarship auditions, guest speakers, and all-state performances ranging from improv sketches to full-length productions.

Chelsie King, Middle School theatre arts teacher and Troupe Associate Director, also attended the festival with five 8th-

Bullis Students Shine at MD Thespian Festival

By Wendy Wheeler, Digital and Brand Marketing Strategist

Grade Acting Majors students, marking the first time Bullis Middle School students have attended the festival. "It was so special to be able to go to the Maryland State Thespian Festival because it was my first real chance to compete in theatre," says Juliet Wade '27. "I also got to spend time with Bullis Upper School theatre students and participate in many workshops and theatre games. I'm really looking forward to going to the National Thespian Festival in Bloomington, Indiana, this summer!"

Victoria Marshall '23, Sam Pepper '24, and Zoe Anderson '25 served as Student Thespian Officers (STOs). STOs are the voice for the entire student membership of Maryland Thespians and are appointed by members of the Maryland Thespians Board. During the festival, Victoria, Sam, and Zoe acted as ambassadors for the International Thespian Society, facilitated workshops, organized and ran troupe events, and raised money for theatre-related charities. Victoria, who served as STO President, delivered a beautiful speech during the opening ceremonies to kick off the event.

Many Bullis students participated in the International Thespian Excellence Awards—individual auditions in 16 categories spanning performance, technical theatre, filmmaking, and writing, in which students prepare and present their work to a panel of professional judges. The students received constructive feedback from each of the judges that helped them grow in their chosen disciplines. Scores for the awards were based on a rubric, and students with the highest scores received a SUPERIOR rating and move on to compete at the

International Thespian Festival at Indiana University in June.

Six Bullis students received SUPERIOR ratings and qualified for the International Thespian Excellence Awards, a distinguished accomplishment that deserves celebration: Charlie Yang '23 - Scenic Design; Ella Rosoff '23 - Scenic Design; Alcides Ortiz-Ferrari '24 - Scenic Design; Cyrus Rassael '24 and Victoria Marshall '23 - Duet Acting; Cyrus Rassael '24 - Solo Acting; Victoria Marshall '23 - Solo Musical Theatre; and Juliet Wade '27 - Solo Musical Theatre.

The following students received EXCELLENT ratings: Amelie Chu '24 - Scenic Design; Clare Vinal '24 - Solo Acting; Jared Tucker '27 - Solo Acting; Abe Gold '27 - Solo Acting; Juliet Wade '27 - Solo Acting; Alexa Telly '27, Juliet Wade '27, and Sebby Schroth '27 - Group Acting; Juliana B. '24 - Solo Musical Theatre; Sam Pepper '24 - Solo Musical Theatre; and Rosie Terwilliger '25 - Musical Theatre Solo.

Students presented the play *Conflict* by Wade Bradford as part of the One-Act Festival competition. The judges were very complimentary, and the students won two awards for Best Props and Best Physical Work. Cyrus Rassael '24 and Samantha Kotok '24 were also recognized for their performances.

Eight seniors were named All-State Thespians, a distinct and monumental achievement. All-State Thespians, who are nominated by their Troupe Director, must be inducted honor Thespians, having earned a minimum of 60 points and held a leadership position within their troupe. Medals were presented to students in the Class of 2023: Naomi Calhoun, Anita



Five of Ms. King's 8th-grade Acting Majors attended the Festival with her, from left, Alexa Telly, Jared Tucker, Abe Gold, Juliet Wade, and Sebbly Schroth.

Chen, Blake Glickman, Sienna Greenleaf, Victoria Marshall, Ella Rosoff, Charlie Yang, and Michael Yau.

Two students were also awarded multiple college scholarships at the festival. The University of Maryland, Baltimore County, offered \$1,000 to Charlie Yang '23; The School of Theatre, Dance, and Performance Studies at the University of Maryland offered \$3,000 to Charlie Yang '23 and Victoria Marshall '23; and Arcadia University offered immediate acceptance into the Theatre Program to Victoria Marshall '23, and should she choose to accept, she will also receive a Talent Scholarship.

Theatre arts teacher and Troupe Associate Director Marcia Franklin shared, "The International Thespian Society (ITS) is the only honors society for theatre students in the United States. Being involved with ITS and the Educational Theatre Association elevates the stature of our program. Whether students go on to study theatre or not, it will open many doors for them and connect them to thousands of other students who love doing theatre. Attending the Maryland Festival provides opportunities to work with industry professionals, audition for colleges, see other schools perform, and

make new friends. It is a magical weekend where we celebrate all things theatre!"

It was also an excellent weekend for Bullis's faculty. Technical Director, theatre arts teacher, and Troupe Associate Director Anthony Brooks led sold-out workshops—"The Essence of Scenic Design" and "Costume Character Charades." Mr. Brooks and Ms. Franklin were adjudicators for Thespys® events. Ms. Franklin, who also serves as the Secretary of the Maryland Thespians Executive Board, oversaw the festival's registration and organization. Charles Johnson, Choral Director and performing arts teacher, and Everett Lum, technology and engineering teacher, served as chaperones who helped represent Bullis's dedication to the arts.

Attending the Thespys® is an incredible opportunity for our students to take center stage, develop their craft, and be recognized for their talent and hard work. The future is bright for our thespians, and we can expect incredible performances on the Bullis stages in 2023-2024.

"It was so special to be able to go to the Maryland State Thespian Festival because it was my first real chance to compete in theatre. I also got to spend time with Bullis Upper School theatre students and participate in many workshops and theatre games. I'm really looking forward to going to the National Thespian Festival in Bloomington, Indiana, this summer!"

Juliet Wade '27

Building Foundations in Studio Art

By Stacey Roshan, Contributing Writer



Donovan Ozuna Simpson '24

Deep involvement with the arts provides all Bullis students the chance to find something special in themselves and to pursue any artistic avenue of their choosing. Providing an exceptional arts education is core to Bullis's mission and strategic vision.

The Visual Arts Department, led by Upper School Visual Art Department Chair Kathleen Adams, has been working to further strengthen the foundational coursework experience for all Bullis students. A major component of this curriculum redesign is the creation of a full-year Foundation of Studio Art course. This course is a requirement for all who would like to enter the visual art program and is open to all students. Compared to intro-level courses offered in the

past, the Foundations of Studio Art course is a more cohesive, integrated year-long experience, allowing students:

- to develop stronger teacher-student and student-student relationships
- a deeper dive into technical skills
- to build a stronger foundation in the visual arts to bolster their interest and capacity for higher-level courses offered at Bullis

This formative experience gives students the opportunity to explore and develop talents in ways they may not otherwise have discovered. The year-long experience also allows art teachers to get to know their students on a more intimate level, helping them to create projects and give feedback that captures an individual student's interest. With a focus on community at the heart of everything we do at Bullis, the shift will also give students a chance to form more trusting relationships with their peers in class. This is essential for honest, vulnerable artwork, and peer critique.

Visual arts teachers Kathleen Adams, Alice Shih-Kahn, and Cassie Thomas came together last summer to create the Foundations of Studio Art experience, comprised of introductions to painting, drawing, sculpture, printmaking, and design. In the

first trimester, students explore a variety of media and techniques. In the second two-thirds of the course, students apply their learned knowledge and skills to larger prompts and assignments.

In the first six weeks of school, students used new skills acquired through their unit in bookbinding techniques to create "lab books." With an experimental approach to new media, this activity fosters student exploration and risk-taking, promoting greater and faster artistic growth.

The restructuring of this program, said Ms. Thompson, "allows students to have more choice and voice in their artwork. It opens more opportunities for growth and authentic engagement with materials and, by extension, ideas."

The Foundations of Studio Art course endeavors to give students an understanding and appreciation of the higher level, discipline-specific classes offered at Bullis, where they can further pursue their individual interests.

I think that the labs have helped us open our eyes because it's a way of experimenting with different materials without having the need or urge to make something specific or perfect.

Rafaella Effio '24

The new format of the course has created instructional options that were not available before. In the first trimester, students engage in "lab work" designed to learn and practice new skills. Each lab has spanned 2-3 class days, giving students the chance to "play" and grow through experimentation.

"It was messy, organized chaos that encouraged a higher level of engagement, collaboration, and learning from one another," said Ms. Adams.

The new course format has led to deeper exploration, experimentation, and collaboration among students. Learners are developing an interest in the arts program earlier through exposure to many different materials from the start of the year. Teachers devote class time to teaching and students feel empowered to take risks and explore media in an environment that supports creative exploration.





Innovative Arts Collaborations

The Bullis Arts Department has focused on several rich collaborations within the school and the larger community to engage students in authentic and collaborative artistic processes. These collaborations not only provide students an opportunity to learn from and work with professional artists but also allow for cross-disciplinary collaboration and a deeper understanding of history, literature, and the arts.

This article highlights three fall programs.

By Stacey Roshan, Contributing Writer

About Nicole Bourgea nicolebourgea.com

Nicole is a D.C.-area native artist and muralist. Nicole believes strongly in the power of public art to inspire, advocate inclusion, and foster community. She grew up as the oldest child of a single mother with little financial security but access to the many free museums in D.C. The experience was an early education in the vital importance of art to uplift the heart and encourage positive change. Today, Nicole enjoys using her skills as a painter to work in partnership with businesses, organizations, and communities to spread love and hope through publicly accessible art.

Artist in Residence

Thanks to a Parents Association grant and the support of Head of School Christian Sullivan, the Blair Family Center for the Arts brought Nicole Bourgea to campus this fall as a visiting artist-in-residence. Inspired by Matisse's quote, "Creativity takes courage," Nicole worked with 8th-Grade Art Majors and 8th-Grade Open Studio, taught by Kelsey Donegan, and Advanced Studio II students, taught by Kathleen Adams, to develop a concept that symbolizes the Blair Center's reputation as a creative space where everyone has a voice. The artwork features a figure taking a bold dive into a sea of creativity.

"The Blair Family Center for the Arts is home to such vibrant arts programs," said Ms. Donegan. "I love that this artwork is a permanent reflection of the creativity that goes on in and out of our classrooms."

This artist-in-residence program aims to involve students in a collaborative and authentic process. Painting this mural as a hallway centerpiece in Blair, which houses Bullis's arts classes, brings a layer of visual inspiration for students. The mural enhances the artistic energy in the building, creates a unifying theme, and will have a long-lasting, positive impact on the community.

Joyway Wang '28 really enjoyed painting the mural and working with Nicole. "I never worked on a mural before and really enjoyed the experience of being part of something bigger than just me that would beautify the school."

Students were heavily involved in this artwork's creative process and final product. Initially, Nicole worked with Middle and Upper School classes to hear their ideas. After narrowing their vision to a theme of creativity, Nicole drafted a design to review with art teachers. From there, teachers, students, and Nicole collectively settled on a final design.

Nicole's presence painting on campus while students walked through the halls was powerful. Perhaps this is best

CREATIVITY TAKES

courage

demonstrated by Ms.

Ruina's kindergarten students. As they were walking through Blair on the way to the music room, they spotted Nicole at work on the mural. They sat, watched, and asked as many questions as they had time for. When they got back to class later that day, they read a story to learn more about the process involved in planning and designing such a large-scale art project, which inspired them to head back to the mural and create something of their own.

Ms. Ruina reports, "[The experience] made us want to plan and create some of our own impermanent art. We decided to pack up some art supplies and head back to Nicole to make our own mural inspired by her. As luck would have it, while we worked we got to listen to the Upper School orchestra practice holiday songs!"

The Arts Department hopes to continue to bring artists on campus yearly to work collaboratively with students across all divisions.

Innovative Arts Collaborations: Combined Jazz & Dance Show

The Jazz and Dance Show was a collaborative performance that brought together Upper School students from the Jazz Ensemble, Jazz Workshop, Varsity Rock Band, dance classes, and the fall Dance Activity. Director of Arts Cheryl Terwilliger and dance teacher Angel Chinn led this joint effort. For this performance, dancers were accompanied by live music, providing a unique and exciting challenge for both musicians and dancers. Performing to live music and synchronizing musical arrangements for live dancers is both rewarding and difficult, and this collaboration required empathy, patience, and a positive attitude from all involved.

It was extremely fun, and I felt like an actual professional musician playing through a whole setlist.

Jazz Ensemble Student



Playing with the dancers was the best part of the show. It added a new element to the show, and in my opinion, it made the show more entertaining.

Jazz Workshop Student



Top right: Jazz musicians taking their final bows, front, from left, Juliana B. '24, Rhys DMello '26, Chase Myers, '26; back, Alex Heller '26, Ronan Zwa '23, Jack Maravilla '26, Mickey Green '25, and Joshua Black '24. **Above,** from left, Dance Ensemble members Zoe Brooks '25, Chloe Covington '26, Saphia Moore '26, Zahara Taylor '26, Jordan Schulman '25, and Sarah Collins '26.

With the number of dance routines planned, jazz students needed to play nearly double the number of songs they would typically play during a traditional jazz show. The Varsity Rock Band helped out and picked up some of the extra load. Vocalists also performed on some songs, adding another collaborative layer to the show.

There was a lot of careful coordination, communication, and planning required to pull off this event. The musicians needed to learn new skills, such as an awareness of dancers' locations throughout the performance and the precise length of each song, to synchronize with the dancers' performance.

It was exciting playing in a big band on stage. It was something that I haven't experienced before. Some of the songs were harder to play than others, and I messed up once or twice. The last song was awesome and exciting, and I would be grateful if we did the Jazz and Dance show again next year.

Jazz Ensemble Student

Technical theatre students, led by Technical Director and theatre arts teacher Anthony Brooks, also played an important role in this event. Not only did students design and operate the lighting to complement all aspects of the performance, several also sharpened their skills running the system as sound engineers, a critical role in any show involving a live band. The performance theme was Earth, Wind, Fire & Water and they designed projections for each segment to add a layer of visual effects and mood to the show. Students from both the Advanced Technical Theatre class and the after-school theatre program contributed to the overall set design.

In addition to larger group performances with students from Dance Foundations, Dance Ensemble, Advanced Dance



Ensemble, and the after-school Dance Activity, some of the more advanced students had an opportunity to go a step beyond. For example, musician Tom Zhou '23 and dancer Sarah Ashkin '23 choreographed, composed, and performed an original piece together. Solo dancers also created their own choreography and others choreographed for a variety of small ensemble groupings. "It was an intensive process, and students rose to the occasion," said Ms. Terwilliger.

With such rich student talent and a robust Arts program at Bullis, this collaboration stretched students for a challenging yet extremely rewarding experience. Jazz students saw the connection between the music they were playing and the movements of the dancers they were accompanying. As one student commented, "Playing with the dancers was a great new experience and really opened my eyes to a new contrast of music and dance." For the dance students, it was exciting to have the opportunity to work with live musicians, but it required them to listen carefully and respond in real-time. Everyone involved learned valuable lessons about authentic collaboration and making adjustments on the fly to create a moving and inspiring performance. In a post-performance survey, nearly every student requested an opportunity to do another Jazz and Dance Show in the future.

Top: Foundations of Dance members perform, (blue dresses), from left, Samantha Kotok '24, Imani Fonrose '25, and Brooke Talbott '26.

Innovative Arts Collaborations: Upper School Fall Play: The Crucible

“This year in the Upper School, we are embarking on a theatrical season of courage,” in the words of theatre arts teacher Marcia Franklin. “Each of the titles we have selected focuses on different ways that we are challenged in our lives and what it takes to weather those storms, big and small. Through these unique stories, our students will be able to see the courage it takes to face their fears, stand up for what they believe in, and follow their dreams, no matter how daunting the obstacles may appear.”

The Crucible, by Arthur Miller, was selected as the Upper School fall play. Each year, Bullis juniors read this book in their English classes. In order to allow students to take a deeper cross-curricular dive into its themes and issues, the Theatre Department partnered with the English and History Departments, along with Diversity, Equity, and Inclusion (DEI) leadership.”

Though written in 1953 and set in 1692, the themes in *The Crucible* resonate over the decades and have never been more relevant than today. Theatre arts teachers Marcia Franklin (director) and Anthony Brooks (technical director) worked hard to help students experience the work presented in its most authentic form as they studied the script and ultimately saw the story come to life on stage.

The Crucible challenges us to grapple with humanity and hold a mirror to ourselves and our society. It reminds us that there are human costs to all of the screaming, yelling, and accusations that we are exposed to through media, television, movies, and the like. It reminds us that we all still have a great deal of work to do to improve our society and ourselves, and it implores us to work together to enact that change with care, with compassion, and with each other.

Joint Statement From the Show Director and a Team of Administrators



Performers, from left, Samantha Kotok '24, Naomi Calhoun '23, Zoe Anderson '25, and Juliet Wade '27.

The play certainly touches on sensitive material and issues. To address more delicate issues, Bullis teachers and administrators asked adults to participate in the play and perform several of these roles. Social studies teachers Kim Worthy and Robbie Wellington and English teacher Jennifer Tinker became part of the cast. In addition to performing, these teachers helped to explain the historical context and provide literary analysis.

To further prepare students and the community for topics raised in the performance, a detailed note was included in the program explaining why this show was selected and performed. In order to provide support for the 9th and 10th-grade students who had no prior experience with the text, the English Department dedicated class time in the week before the opening of the play to give students a foundation for understanding it.

On opening day, instead of a traditional teaser during assembly, actors performed selected scenes and students had an opportunity to participate in a group discussion facilitated by English teacher Kerry Hosmer.



Above: From left, Samantha Kotok '24, Zach Cook '24, Fisher Ortiz-Ferrari '26, Sam Pepper '24, Juliana B. '24, Max Bell '25.

As audience members, we experience myriad reactions as we watch a play unfold, but these thoughts usually remain silent until the production is over. This assembly, with its focal scenes, was incredible; students and faculty were able to vocalize their immediate responses to the larger audience and process the complicated character dynamics in real time. I had so much fun running up and down

the aisles with the microphone! I felt as though I was fusing English teacher of *The Crucible* and talk show host...stirring up reactions to the tensions that were unfolding right before us. Our students were engaged and excited to contribute.

Kerry Hosmer, Upper School English Teacher

Students were able to appreciate the interconnectedness of the performance they were watching and the historical context behind it. This collaboration had a far-reaching impact on the students, providing a greater understanding of the play and its historical context. Students were invested in the show, and the entire effort demonstrated strong faculty collaboration. The production encouraged dialogue and provided a safe space for students to think critically about the difficult topics raised in the play.

A photograph of a rural farm scene. In the background, a red barn with a grey roof stands in a field of tall green grass. Two large, leafy trees are positioned on either side of the barn. In the foreground, two young boys are sitting on the grass, focused on their work. The boy on the left is wearing a blue t-shirt and is looking down at a book or paper. The boy on the right is wearing a grey t-shirt and is also looking down at a book or paper. Next to them on the grass is an orange plastic container and some blue papers or a folder.

FARM SCHOOL

TAKING LEARNING TO THE GREAT OUTDOORS

By Lara Cooke Morford
Director of Lower School Admission

Students work independently on still lifes of their favorite places on the farm. In the background is the historic school house—and children are having their lessons nearby on the property more than 100 years later.

"I really love Farm School because I feel like it's a great way to learn about nature that some grown-ups don't even get to do."

~Sarah

Close your eyes. Think back to a shared experience you had with friends as a child, one that was a mix of adventure, uncertainty, and fun. The moment may have bonded you together because the experience was just outside of your comfort zone and required a little bravery and trust from each of you. For the Bullis 3rd graders, there is a strong likelihood that Farm School will be that memorable experience.

In 2014, Bullis students started visiting Plow and Stars Farm in Poolesville, Maryland, a 400-acre farm run by 3rd-grade teacher Mark Walter and his family. Since that first visiting class, many Bullis students have enjoyed time in nature on the farm. The opportunities to learn in the countryside have been abundant, which sparked Mr. Walter and fellow 3rd-grade teacher Kendall Strickler to dream big and create a comprehensive curriculum that incorporates writing, science, art, music, self-discovery, and community service with nature—taking the Bullis values—Caring, Challenging, Community—to the great outdoors. Developmentally, 3rd graders are the perfect age to experience Farm School, as they transition from parallel play and concrete thoughts to more acute social awareness and independent thinking.

With the help of a Parents Association grant, Mr. Walter and Ms. Strickler teamed up with other Lower School teachers to plan a multi-faceted, 10-day learning experience, with each farm visit having

a specific theme, accompanying goals, and expected outcomes. Woven into each visit were the priorities of building connections between students; providing each child the opportunity to learn more about themselves in the natural world; and providing tools for them to find calm, centered, and grounded happiness.

Each farm day started in the impressive 40'x80' red barn. Built in 1906, the wooden masterpiece houses chickens and horses on the ground level and provides a spacious oak-post-and-beam-supported main level for the children to gather in. A quintessential farm structure, the barn quickly became a place for the 3rd graders to dance, draw, dine, inquire, innovate, and investigate. Most importantly, it provided a predictable sanctuary in which their community could strengthen and grow.

Upon arrival, as eight- and nine-year-olds spilled out onto the grassy field, the second most gleeful Farm School



“Farm School unites the kids and animals.” ~Eli



Student enjoys bonding with one of the farm’s sheep dogs.

participants eagerly greeted them: the farm’s sheepdogs. Through these visits, the children developed a special bond with the dogs, learning their personalities, likes, and dislikes. The students cheered the dogs on as they chased behind the tractor carrying them to the creek; they rubbed their bellies while sharing in circle time; and even incorporated the dogs into their farm watercolor still lifes.

The dogs were just one of many types of animals the children interacted with on the farm. At Plow and Stars, kids learned how to properly handle chicks and turkeys, how to safely interact with horses and pigs, and how to walk among sheep. The students learned how to identify the animals’ behaviors and determine their basic needs.

The care and kindness the children learned to show the animals could also be witnessed organically in their interactions with each other. Students felt a responsibility for one another that could be seen in simple, subtle ways: providing a supportive hand while climbing in and out of the tractor flatbed; thoughtfully holding branches for the person hiking behind them; helping carry a heavy pumpkin; and gently placing a chick into the arms of a friend waiting for a turn to hold them. This care for one another extends beyond Plow and Stars; back on campus, they continue to care deeply for one another each day.

There were other predictable elements that the students looked forward to each visit. They were guaranteed the gift of laughter, as farm days provided myriad reasons to be jubilant.



Students receive instructions on journaling from teacher Mr. Walter.

“At Farm School we are always a community and we’re always together on the farm.”

~Abby

Students enjoy spending quality time with the farm’s livestock, learning to sense their needs through observation.



Between lessons, there were always unstructured opportunities to play games and run in the grass. There were times of stillness, too. These moments often occurred when students visited their special spots—locations they self-identified on the first farm day in September. Typically under a shade tree or atop a stump, students revisited their spots with their farm journals and a guiding assignment that encouraged them to observe, reflect, and think critically.

Returning to the farm many times throughout the year, students observed the seasons and wondered about the natural cycles that take place outdoors over the course of a year. While many of the visits fortunately fell on picturesque days, filled with blue skies and warm breezes, there were other days where frigid temperatures or driving rain were unavoidable. Even these days provided important lessons in perseverance, resilience, flexibility, and grit. When asked, many of the 3rd graders described their favorite farm memory as the creek day when the science observations of running water on varying surfaces coincided with relentless rain, creating the perfect opportunity for kids to immerse themselves—literally—in what they were learning. Getting wet was unavoidable, so quickly all of the kids were running, splashing, and submerging in Dry Seneca Creek, laughing and huddling together as they made their scientific conclusions. A perfect example of what happened often at Farm School: the marriage of academic rigor and unbridled joy.

While one-third of Montgomery County land resources are dedicated to farmland, many young people have not spent

Third grade teacher, Ms. Strickler, visits with a student in one of their favorite farm locations. Nothing screams childhood like climbing a tree.



On each Farm School day, students visit their chosen special space where they journal, reflect, and work on independent assignments.

meaningful time on a farm. So, Mr. Walter and Ms. Strickler coordinated trips to several other county farms as well. In the fall, the students visited Homestead Farm to learn about the harvest and bring pumpkins back for their book character project. They went to Sugarland to visit the historic St. Paul Community Church and learn about the Sugarland Ethno-History Project. They visited Button Farm to see the traveling "Journey to Freedom" statue of Harriet Tubman. Each experience broadened the students' exposure to different types of farms and the benefits of each.

All of these experiences—learning to square dance, writing poetry in nature, eating boiled eggs freshly laid by chickens, and watching baby lambs grow into sheep—added to the unique program Bullis provided the 3rd-grade class, a program unlike any other in the DMV. It is the hope that future Bullis students from other grades will also take part in Farm School. For now, Bullis 3rd graders will continue to benefit from this unparalleled program that recognizes the importance of mindfully learning outdoors. Thanks to the dedication of Mr. Walter and Ms. Strickler, this year's first Farm School cohort considers themselves very fortunate to have had the opportunity to get to know themselves and one another on the farm, building lifelong friendships and sharing unforgettable moments together.

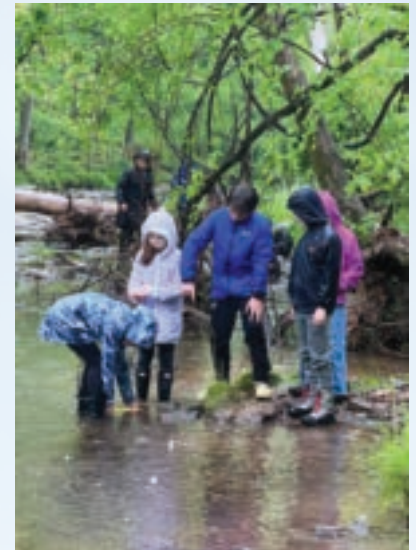
*"I love Farm School
because they take us on
a lot of adventures and
it helps us learn about
nature and taking care of
this Earth we live on."*

~ Connor



Music teacher, Michelle Bogart, teaches students to square dance as part of the Farm School music curriculum.

Students each select a pumpkin during an outing to Homestead Farms.



On a rainy Farm School day, students make scientific observations in Dry Seneca Creek.

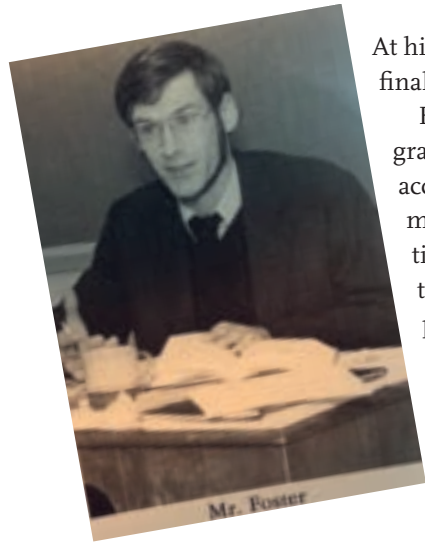
"My favorite experience at Farm School was everything: Going into the creek, it was so fun and I got soaked; petting the animals; and holding the chicks. Everything made Farm School the best experience."

~Jake

Farewells to Our Beloved Faculty

Esty Foster, Writing Center Teacher

By Jason Eist, Coordinator of Learning Support Services



At his last graduation, Esty Foster was finally first. It took him 72,000 hours.

Bullis faculty have a tradition at graduation. We process into the theater according to our years of service. The most senior faculty enter first. In his time at Bullis, Esty has traveled from the back of the processional to the first position in line.

Since the beginning, Esty's daily routine has been to arrive early, leave late, press repeat. More reliable than the rising sun, he has given his all day in and day out for 7,200 days.

Now, after 40 years of dedicated

service to the Bullis community, the sun is setting on Esty's illustrious Bullis career.

Esty's journey to the front of the faculty line started back in 1983. It began at a Bullis that none of his current colleagues knew. Pictured with sideburns and a motorcycle, his younger self has been chronicled over decades in Bullis yearbooks. Although his photo hasn't changed much over the years, his experience at Bullis has changed him forever. He has watched his daughter graduate from Bullis, and he has worked with 15 principals and six Heads of School. His years of service reflect a dedicated, giving person who thrives on helping students find their inner potential. Esty says his primary motivation through it all is watching the students grow and learn. No longer wearing sideburns or cruising onto campus on a growling motorcycle—Esty now commutes in a completely silent electric car—he quietly and efficiently goes about his daily tasks, never seeking praise, uncomfortable in the spotlight. Humble and gracious, Esty is an exemplar for all of us. He has made it to the end of a fantastic chapter of service, leaving Bullis as one of the longest-tenured faculty members in our school's history.

In his time, Esty has served in every capacity asked of him. For many years, he was an Upper School English teacher. He has taught thousands, even generations, of students. At Back to School Nights, Esty is routinely greeted by parents who had him

as a teacher when they were Bullis students decades ago. They fondly remember Esty and smile as they bring their children, the next generation, to learn from him.

Esty was also the English Department Chair, a hockey coach, a baseball coach, and a member of countless committees and initiatives. Most recently, he has been an invaluable member of the Learning Support Team as our Upper School Writing Coach. He also holds the coveted title of reigning faculty champion of the 9th grade Experiential Education hiking competition.

Recognizing these traits, Bullis Student Tutors selected Esty as this year's recipient of the Constance Giles Appreciation Award for his vital work with Bullis Student Tutors in their mission to empower students. At the final Upper School assembly in May, Esty received a special gift from the student government on behalf of the student body. He was presented with a crate full of 40 apples, one apple for each year of service. As Esty approached the stage, the entire auditorium erupted into a standing ovation coupled with the chant "MR. FOSTER...MR. FOSTER." It was an electrifying moment of gratitude for our beloved Esty.

Over decades, Esty has personified Bullis's values with his hard work and consistency. He truly embodies our values of caring, challenging, and community for all the lives he has touched. Like the bricks and mortar on campus, Esty is the foundation of our faculty. His dedication to our mission is now as much a part of Bullis as our buildings.

At Bullis's graduation on June 5, Esty Foster was seated in A113, the seat of the longest-tenured faculty member.

We hope that you enjoyed your seat Esty; you earned it!



Xiumin Overall, Director of China Programs

By Jennifer Tinker, AP English Teacher and 10th Grade Dean



Ms. Overall introduces Kira Orr, Assistant Head of Upper School and 12th Grade Dean, a guest at Bullis's Lunar New Year celebration.

It has been a pleasure for all of us at Bullis to work with the enigmatic Xiumin Overall. Xiumin is a dedicated and detail-oriented administrator who has impacted the lives of so many Bullis international students by sharing her extensive teaching, counseling, and life experience. Her ability to compose reliable, evidence-based plans to support international students in ways that enhance our community has been a gift and one of her many legacies. Her passion is evident in all that she does and she communicates her knowledge and dedication artfully. She is truly a valued and integral member of our community. I cannot think of a more compassionate individual or a more committed employee.

Xiumin has proven to be highly motivated, often spearheading new initiatives and projects. Her enthusiasm is contagious and she has shown natural leadership through her people skills and management tactics. She has built strong relationships with peers, students, and parents, always demonstrating professionalism and commitment to education as she worked tirelessly to bring a cross-cultural element to Bullis. She was able to enhance the curriculum and incorporate new ideas without losing

focus on the most important factor in education—kids.

Her own educational background provided a strong platform for her continued development, which she shared with her colleagues regularly. During her time at Bullis, Xiumin took on a variety of leadership roles. She implemented a global program that utilized experiential education models, made strong connections with community partners, founded a cultural literacy prep course that prepared students from China for middle and high school, and helped integrate culturally sensitive teaching practices across the grade levels. Xiumin even brought teachers to China to gain a deeper understanding of their students' first language and family backgrounds, and she helped launch an e-classroom that was a bridge with schools in Foshan and Beijing.

Xiumin helped students develop awareness of cultural nuance and how to embrace learning that is integrated in a society that is new to them. Her ability to build strong programs at a variety of levels will live in the memory of the Bullis family.

Jeff Alexander, First Grade Teacher

By Nate Gordon, Asst. Head of Lower School and Technology Coordinator

When Jeff Alexander first visited Bullis as we looked to hire a new 2nd grade teacher for the 2014-15 school year, he brought with him a picture album of his pride and joy, Crate City, constructed of wooden wine boxes. As he shared with us the thought and work that went into this project, I made eye contact with (then Lower School Head) Betsy Kelly, and it was clear we were on the same page—Jeff was a “must-have” for Bullis.

I first met Jeff at CrossFit Bethesda and knew him as a very fit, outgoing athlete who studied the art of exercise, focusing on how the body worked and the best ways to improve his health and fitness. So, it was no surprise to see Jeff take the same approach to teaching.

During his time as a 2nd grade teacher, I served as the Lower School Math Coordinator and had the opportunity to work with Jeff during his scheduled math time. I learned much from watching Jeff's approach to building numeracy and encouraging his students to take risks. Problems were always approached from multiple angles. “Who has another way of solving this?” he would ask. While he always supported the students in finding the correct answer, the journey was more critical.

When Bullis expanded to younger grades, there was no doubt that Jeff would be our inaugural 1st-grade teacher. Returning to his natural environment, Jeff created a classroom that challenged students while making learning fun and



enjoyable. He infused passion into all areas of the school—from adding to his extensive library of books to building his own desks, allowing safely distanced learning during Covid.

And, of course, Crate City. Jeff spends much of his free time each spring cutting up wood and prepping for the project. The culmination is one of those meaningful projects from which the students learn so much—from correctly sanding the wood to how different pieces come together to form a community. And while the 1st-graders are learning how a larger community works, they are also thriving in the community that Jeff continues to build daily. Thank you, Jeff, for all you have done for your students and the entire Bullis community.



Mr. Alexander leads his 2nd-grade class though a game in the BDC lobby.

Kathleen Lloyd, Associate Athletic Director

By Caitlin McMahon '14

When I think about Kathleen Lloyd's impact on our students and the community, I immediately think about the school's vision—how she consistently guided students toward self-discovery in a caring way, challenging them to reach their full potential, all while keeping community at the center of her values.

Over her 24-year tenure, Kathleen held the positions of Director of Physical Education, Girls Varsity Lacrosse Coach, Director of Girls Athletics, and Associate Athletic Director. Precisely what those job descriptions entail is hard to appreciate until you have seen firsthand the impact she had on students.

As a physical education teacher, she showed patience, kindness, and generosity as she taught the basics of all sports, how to work together, and how to have competitive fun. As the Girls Varsity Lacrosse Coach, she guided girls toward greatness through wins and losses. Kathleen always emphasized that what she was teaching the girls would have a lasting impact throughout their lives—why it is important to work hard, be on time, and focus on the task in front of you.

As Associate Athletic Director, she of course did the ever-important work of making sure games were scheduled and space was available, but what stood out about Kathleen was how much she genuinely cared. When hosting another team for a competition, she made sure all spaces looked professional and personally greeted our opponents with a welcoming smile. She attended every game she could because she knew how important it was to show support for our kids. Kathleen would stay after the games and make sure to have conversations with parents and other community members, and once the stands were clear, she would put everything away.

Though Kathleen and her husband Ty, a 22-year member of Bullis's IT Department, have moved to realize their dream of residing in Scottsdale, Arizona, she was a proud Bullis Bulldog; there was no question how much she cared for the students, her community, and everyone who got the chance to work with her. Thank you, Kathleen!



BULLIS STUDENTS ARE ***EVER STRIVING*** TO BE...

JOYFUL LIFELONG LEARNERS

- Dive deep into academic, artistic, and athletic endeavors that stimulate individual and collective growth.
- Love to come to school and enthusiastically participate in their education.

SCHOLARS WHO EMBRACE CHALLENGE

- Think flexibly and persevere through adversity to pursue growth rather than perfection.
- Engage with complex issues and develop elegant solutions.

MINDFUL EXPLORERS

- Shape their academic, artistic, athletic, and social lives in pursuit of self-discovery.
- Boldly journey outside of their comfort zone and develop new passions.



**JOYFUL
LIFELONG
LEARNERS**

CARING GLOBAL CITIZENS



SCHOLARS WHO EMBRACE CHALLENGE

COMMUNITY CONTRIBUTORS



MINDFUL EXPLORERS

OF A GRADUATE

CARING GLOBAL CITIZENS

- *Think about their impact on the world and how they can foster meaningful change.*
- *Seek to understand and appreciate different perspectives and feel genuine empathy for those around them.*

COMMUNITY CONTRIBUTORS

- *Build meaningful relationships, serve others, and communicate confidently.*
- *Value diversity, equity, and inclusion and help elevate the voices of underrepresented groups.*

BULLIS

Focus on Curriculum Model

By Ryann Fapohunda, Director of Teaching and Learning

For the last few decades, Jay McTighe and Grant Wiggins' curriculum model of backward design has garnered significant attention in educational spaces. Their approach aims to identify students' learning objectives and desired results, and what experiences and demonstrations of learning must occur in order to fulfill those objectives.

In recent years, schools have expanded upon this idea of using desired outcomes to create a vision for the skills and competencies a student should embody by the time they graduate from a school, and this vision is referred to as a Portrait of a Graduate (POAG).

In the fall of 2022, in conjunction with our newly implemented strategic plan, I was asked to develop a Bullis POAG. I was excited to lead these efforts which would help cement our school's "WHY" and create a singular message around our academic program. After spending time in the Lower School with our youngest learners, I found myself wondering: What does it mean for a child to spend their entire adolescence at one school? What does it mean for a kindergartener to grow and develop as they move through Middle and Upper School? Who will these students be at ages 10, 13, and 18? How do we position them for optimal learning? A POAG would help us to align multiple school priorities and create a unified vision for academic success—a vision that is defined by more than good grades and a list of impressive prerequisite courses.

To begin this work, I solicited broad participation from Middle and Upper School students, school administrators, and all K-12 instructional faculty. Each stakeholder group engaged in thoughtful dialogue and shared feedback to help uncover values and characteristics most true to Bullis, which are critical for students to thrive in the 21st century. Data gathered from these sessions were then collated and analyzed by several academic groups on campus before a draft of the POAG was created.

Over this school year, faculty were invited to engage with the document at academic community meetings in order to better understand the language associated with our POAG, the desired outcomes for students, how expected competencies align with our current program, and where there is opportunity for improvement to ensure we are developing these skills before students matriculate from Bullis.

What has been most fulfilling about the development of the Bullis Portrait of a Graduate is hearing our community values—Caring, Challenging, Community—reaffirmed and seeing those come alive in specific skills outcomes for students. It has been an honor and privilege to play a small part in creating something that will have a deep and long-lasting impact on the school's academic program and graduates.



Excerpts from *InLight Diversity Magazine*

Half + Half

I'm half and half

Half a subcontinent
Half an island

Half a land of temples, history, tradition, lost kingdoms, convalescence
Half a land of imperialism and monarchy

Half a land of rainforests, of mists, of deserts, of monsoons, one where the birds sing and the animals
growl, as they roam the land of my ancestors, with towns of bustling streets filled with people
Half a land of sea, of hills, of towns, of streets, of ruined castles, of stark buildings and rivers running
through cities, where the cold fog sets in every winter setting sleep on the tireless cities

Half first generation
Half last

Half brown
Half white

Half oppressor
Half oppressed

Half one culture
Half another

Half west
Half east

But Half accepted
And Half forgotten

Half family
Half

Yet
One identity
One champion

One mix
One nonpareil
One full

As I rise above a world of fracturing,
melding the cracks within me
As I unify myself
I am the one who determines my destiny
There is no half, but whole, complete, as one

One Me



Anonymous

Marathi-Ish

As an Indian American, my biggest insecurity about my culture is not my hair or the way Indian food smells, it is how I speak my mother tongue, Marathi. Ever since I was a child, I have spoken Marathi with an American accent, rolling my rs and under pronouncing my vowels.

It's not that I can't speak my mother tongue; I struggle to seamlessly transition back from English to Marathi and pronounce every word, like most of my mom's side of the family.

Like many Indian Americans, the way that I speak Marathi consists of a confused mixture of English and Marathi, replacing words that I don't know in Marathi with English. This mixture is colloquially known as Hinglish.

I have always been envious of my mom's side of the family and my older sister, who is far more fluent in Marathi than I am. I never really got the chance to fully immerse myself in the language because as soon as I became a toddler, I moved to Egypt, and my grandmother (who taught the rest of my family) spent most of her time in the US.

Still, my mom and sister tried to ensure I was fully emersed in Indian culture and Marathi. They only spoke in Marathi when we were at home together, and when my mom cooked, she used Hindi and Marathi names for the vegetables and spices. There are certain vegetables and spices that I only remember in Marathi. Because of this constant immersion, I gained a decent level of fluency in the language.

But, I still wasn't at the level my cousins or even my sister were at. It still took me a second to respond when my mom or grandmother asked me a question, and there was a one-second lag whenever my brain was trying to process the rapid-fire conversations that my family was having at the dinner table. I felt like I wasn't a true Indian if I couldn't keep up as fast as the rest of my family when they spoke.

Because of this, I started to drift away from Marathi and fall back on English when speaking to my family. The English started to creep up more as I talked.

However, a year ago when I became the editor of *InLight* and had to correct people when they pronounced my name I began to take a little more pride in my heritage. I realized that I had stopped speaking Marathi because I was scared to make a mistake. But, if I didn't make mistakes I was never going to learn how to fluently speak Marathi. Especially since I am going to college, I have started to make a greater effort to learn.

For now, I'll take a lot of pride in being able to speak Marathi-ish.

*Akshara
Santoshkumar'23*

Please scan here
to read the entire
issue of *InLight*
magazine.



bit.ly/3zpLVUI



Zane William Adnan
 Fallon Marie Albertini
 Humayra Ali
 Sydney Taylor Anzelone
 Arielle Ama Asare
 Sarah Megan Ashkin
 Auben Elizabeth Ball
 Chase Kendal Band
 Miliana Jolie Barth
 Sophia Bella Benaim
 Mirai Jeunesse Bernard
 Ryan Jean Bigelow
 Estelle Bischoff
 Alexis Kaitlyn Blank
 Alexander Charles Blunt
 Alexander Renotte Bonham
 Eleanor Ann Brault
 Connor Braxton
 Nicholas Michael Brazier
 Morgan Janay Bridges
 Blake Maxwell Bryant
 Naomi Renee Calhoun

Daniel David Cantor
 Tzu-Ai Chen
 Noah G. Cherner
 Kirk M. Clay Jr.
 Ava Maxine Cumberbatch
 Bryce Harrison Daisey
 Nicholas Dal Forno
 Jarel Davis
 Grant Reed Ettinger
 Terae Duane Franklin
 Aidan J. Gallagher
 Margaret Isabella Gambino
 Alexa Nicole Gerald
 Blake Harrison Glickman
 Alexa Fallon Goldberg
 Rhyan Elizabeth Goozh
 Myla Sharon Greene
 Sienna Chase Greenleaf
 Haley Ray Greer
 Jackson Louis Groves
 Oliver Hammer

Ryan Harrison
 Elizabeth Lauren Herr
 Sage Alexa Hinton
 Griffin Reed Hoch
 Sitong Huang
 Eve Elizabeth Huntington
 Devon Mathews Hushon
 Makayla K. Jackson
 Benjamin Jose
 Marzan Ullah Karim
 Shri Vivek Khera
 Olivia Ruth Kuehl
 Luke Joseph LaMotta
 Lauren Renee Leath
 Hanna Simone Levy
 Qian Yi Li
 Hannah Banning Low
 Dillon Arvin Malkani
 Charles Max Maner
 Safi Marghub
 Sarah Marghub



Victoria Grace Marshall
 Ian Gabriel Martin
 Maya Nicole Mathes
 Reider William McFeely
 Maison Harper Metro
 Eda Mjekiqi
 Kiana Mariam Mohammadian
 Victoria Stanlie Moreau
 Riley Morgan Nelson
 Jackson Nickel
 Karis Elise Taylor Noboa
 Clarke Alexis Norman
 Jade Florence Ufoma Ofotan
 Myles Casey Pendarvis
 Kyla Rayne Phillips
 Sophia Josephine Reinhart
 Anthony Thomas Rinaldi
 Franco Rafael Ripoli
 Tucker Ragheb Rook
 Ella Madison Rosoff
 Caitlin Rowan

Emily Shana Rubenstein
 Akshara Santoshkumar
 Luke Taylor Schumacher
 Reagan Keziah Schwartz
 Ziyang Sha
 Sage Kalyani Sharma
 Sydney Mary-Ellen Shaw
 Jack Robert Sherbacow
 Gabrielle Mailani Skyles
 Asha Barbara Smith
 Lyndsey Faith Smith
 Madison Smith
 Adam Michael Specht
 Bryce James Stephenson
 Logan Robert Steren
 Quinn Mikaela Stroud
 Chase McCormack Sunter
 Carson Edward Harris Talbott
 Brandon Roderick Taylor
 Grisham Narayan Tholan
 V. Dylan Shyam Tholan

Matthew Michael Arnold Till
 Sasha Bralove Ugel
 Nicholas Marco Viqueira
 Kenneth Tucker Wade
 Zifei Wang
 Zhengyang Wu
 Haichuan Xu
 Pianhong Xu
 Yasiqi Xu
 Zibo Xu
 Kun Yan
 Meihe Yang
 Qiwei Yang
 Zechang Yang
 Michael Andrew Yau
 Francisco Rod Young-Yokel
 Chenghao Zhang
 Huihan Zhou
 Jianing Zhu
 Maeve Isobel Zimmer
 Ronan Kalaria Zwa

Graduation Moments



Top: Ronan Zwa and Zechang “Charlie” Yang | **Middle:** Meihe “Jessica” Yang, Qian Yi “Amy” Li, and Zianing “Julia” Zhu | **Above:** Blake Bryant and Brandon Taylor

Top: Caitlin Rowan, Kiana Mohammadian, Alexis “Lexi” Blank | **Middle:** Grant Ettinger, Matt Till, Tucker Wade, Zane Adnan | **Above:** Carson Talbott, Brandon Taylor, Quinn Stroud, Gabbi Skyles, and Clarke Norman

Welcoming New Alumni



Top: Eleanor Brault, Alex Bonham, Charlie Blunt | **Middle:** Emily Rubenstein and Alexa "Lexi" Goldberg | **Above:** Jade Ofotan, Sydney Shaw, Kyla Phillips, and Ryan Bigelow



Blake Bryant receives his alumni pin from Kira Orr '93.



Taryn Kittel '10 welcomes Lexi Blank as one of Bullis's newest alumni.



Carlton Marlow '00 attaches an alumni pin to Connor Braxton's robe.



Sam Thomas '12 welcomes new alumna Sasha Ugel.

Class of 2023 College Matriculations

American University
Babson College
Barnard College
Belmont University
Boston College
Boston University
Brown University
Clemson University
Coastal Carolina University
Colgate University
College of Charleston
Cornell University
Drexel University
Duke University
Emerson College
Emory University
George Mason University
Georgetown University
Georgia Institute of Technology
Grinnell College
Hamilton College
Hampton University
Harvard University
High Point University
Hobart and William Smith Colleges
Hofstra University
Howard University
Indiana University-Bloomington
Johns Hopkins University

Marymount University
Massachusetts Institute of Technology
New York University
North Carolina A&T State University
Northeastern University
Oberlin College
Pennsylvania State University
Pepperdine University
Pomona College
Pratt Institute
Princeton University
Purdue University
Rice University
Robert Morris University
Saint Joseph's University
Southern Methodist University
Spelman College
Stanford University
Stevenson University
Swarthmore College
Syracuse University
Temple University
The George Washington University
The New School, Parsons School of Design
The Ohio State University
The University of North Carolina at Chapel Hill
The University of Tampa

The University of Tennessee-Knoxville
The University of Texas at Austin
Tufts University
Tulane University of Louisiana
University at Albany, SUNY
University of California-Berkeley
University of California-Davis
University of California-Irvine
University of California-Santa Barbara
University of Cincinnati College-Conservatory of Music
University of Colorado Boulder
University of Delaware
University of Detroit Mercy
University of Maryland-College Park
University of Mary Washington
University of Miami
University of Michigan-Ann Arbor
University of Pennsylvania
University of Richmond
University of South Carolina
University of Southern California
University of Vermont
University of Virginia
University of Wisconsin-Madison
Vassar College
Wake Forest University
Washington University in St. Louis

Class of 2023 Lifers

2023 Bullis Lifers—who enrolled as 3rd graders when that was the youngest grade—front row, from left: Clarke Norman, Emily Rubenstein, Maison Metro, Ella Rosoff; back row: Ronan Zwa, Luke LaMotta, Logan Steren, Maeve Zimmer, Griffin Hoch, and Luke Schumacher.



Awards for Members of the Class of 2023

Award	Recipient
The Founders’ Award.....	Victoria Marshall
The William H. Price, Jr. Citizenship Award	Maeve Zimmer
The Manuel José Baca, Jr. Joy of Living Award	Sage Hinton
The Michael Ivey Achievement Award	Margaret Gambino
Recognition of Leadership and Commitment..... to Advancing Diversity, Equity, and Inclusion	Akshara Santoshkumar
The Coach Walt King Awards.....	Myla Greene Matthew Till
The David P. Hellekjaer Award.....	Olivia Kuehl Dillon Malkani
The Douglas London Award for Excellence in English	Ella Rosoff
The John H. Dillon Memorial Award for Excellence in Science	Alexa Goldberg
The John W. Spencer Award for Excellence in Mathematics.....	Michael Yau
The Irene Ford Smith Memorial Award for Excellence in Social Studies	Akshara Santoshkumar
The Award for Excellence in Humanities	Sarah Marghub
The Barbara Marks Award for Excellence in World Languages	Chenghao (Eric) Zhang
The Award for Excellence in STEM	Ryan Bigelow
The Award for Excellence in Entrepreneurship.....	Blake Glickman
The Award for Excellence in Technology and Engineering	Jade Ofotan
The Award for Excellence in Theatre.....	Victoria Marshall
The Award for Excellence in Visual Arts	Qiwei (Nathan) Yang
The Award for Excellence in Dance	Alexis Blank
The Award for Excellence in Music	Ronan Zwa
The Outstanding Scholar Award.....	Zechang (Charlie) Yang

Awards for members of the Class of 2023 were presented
at the Senior Awards Reception, June 2, 2023.

Awards for Faculty Members

Dr. Richard K. Jung Faculty First Award	Christie Ray (Lower School Math Coordinator)
	Karen McPhaul (Middle School Science Teacher)
	Caitlin Zolet (Upper School Mathematics Teacher)
David Stone Award	Andrea Durham (Athletic Trainer/Kinesiology Teacher)

Awards for faculty members were presented
on June 5, 2023.

Generation to Generation

LEGACY FAMILY PORTRAITS

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



Scott '19, Fallon, and Ava '22 Albertini



Sydney Anzelone; not pictured: Kieran '21



Alexander '19 and Sophia Benaim; not pictured: Samuel '21



Thomas '21 and Elle Bischoff



William '21 and Alexander Bonham



Oliver '22 and Morgan Bridges



Blake and Autumn '22 Bryant



Tzu-Ai Chen; not pictured: Tzu-Hsin '22



William '22 and Nicholas Dal Forno



Devon Kesterman '88 (aunt), Rhyan Goozh, and Adam Goozh '91 (father); not pictured: Drew Kesterman '16 (cousin)



Oliver Hammer; not pictured: Madeline '20



Winston '17, Griffin, and Justin '14 Hoch



Benjamin Jose; not pictured: Leah '21



Zak '19 (cousin), Shri, and Mira '22 Khera



Olivia Kuehl; not pictured: Tyler '21



Andrew '21 and Luke LaMotta



Jared '20 and Lauren Leath



QianWen '19 and Qian Yi Li



Terry Jacobson '86 (aunt), Hannah, and Lucille '20 Low



Dillon and Arvin '92 Malkani (father)



Matt '92 (father) and Maison Metro



Victoria Moreau; not pictured: William '21



Brian Kelly '14 (cousin) and Jackson Nickel



Madison '20 and Clarke Norman



Myles and Jay '20 Pendarvis



Ella Rosoff; not pictured: Shannon Estrin '92 (mother)



Ryan '18, Luke, and Zach '20 Schumacher



Ian '20, Marc '89 (father), Logan, and Jack '20 Steren; not pictured: Carly Steren '14 Brandt '16 and Chase Sunter (cousin)

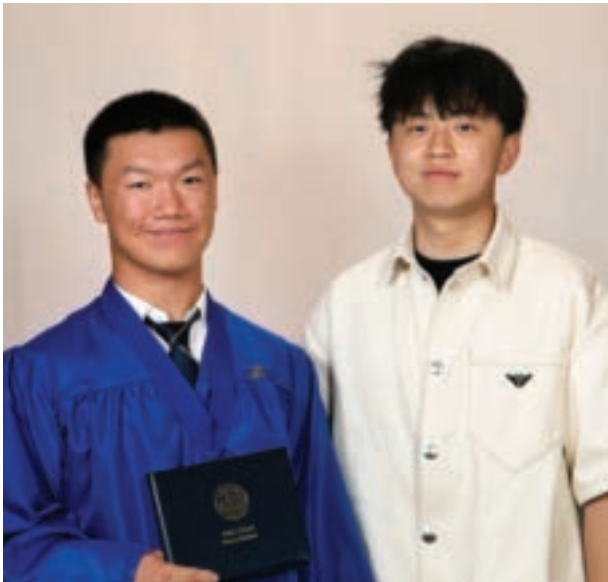




Neil Oberoi '92 (uncle), Grisham and Dylan Tholan, and Geeta Oberoi Tholan '88 (mother)



Matthew Till, not pictured: Ethan '21



Zifei Wang and Yixuan He '19 (cousin)



Meihe Yang; not pictured: Dingda '21



Christopher '18 and Michael Yau



Helen Liu '19 (host family sister), Maeve, and Soren '21 Zimmer

Perspectives: Celebrating Successes

Perspectives: Sharon Kessler

The 2022-2023 school year was fantastic. Our students continue to thrive academically, athletically, and in the arts.

We count ourselves lucky to be able to celebrate so many community successes. Gifts, like those made to the Bullis Fund,

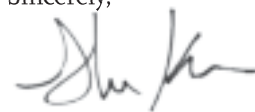
make all the difference. We see it every day in the classrooms and around campus.

Just this year, 14 Upper School students represented Bullis at the Spring 2023 Model UN conference in New York, while seven other students competed in Foxcroft's 12th Annual STEM Challenges revolving around this year's theme: Be Green. In the greater DMV community, several Bullis faculty made presentations about the innovative ways they are connecting with students and inspiring deep learning. Closer to home, in our makerspace, classes across divisions created tangible artifacts depicting their understanding of classroom content.

These are just a few of the many highlights from this year. In the pages of this magazine, we highlight your investment in Bullis at work. We share stories of students, faculty, and alumni—all of whom have benefited from the enriching educational experience Bullis has been able to provide because of generosity like yours.

On behalf of the entire leadership team, we truly thank you for your belief in our school and our commitment to excellence. I wish you all a restful and joyous summer break and look forward to seeing you around campus in the fall.

Sincerely,



Sharon Kessler
Director of Advancement

We truly thank you for your belief in our school and our commitment to excellence.



Celebrating the Legacy of David Fink and His Family

The 2010s were a period of intense growth and evolution for Bullis. The decade saw the addition of kindergarten through 2nd grade, the emergence of the Signature Programs, the construction of the state-of-the-art Discovery Center, and countless achievements in academics, arts, and athletics. This surge was led by excellent faculty, remarkable students, dedicated parents, and visionary trustees. This spring, Bullis celebrates the leadership of one former trustee, David Fink, by rededicating a plaque in his family's honor in the Discovery Center.

Mr. Fink P '10, '14, '19 served two full terms on the Board of Trustees from 2012-2019 and gave generously of his time, talent, and treasure during his tenure. As co-chair of the parents and grandparents division, chair of the finance committee, and treasurer of the Board, he was influential in bringing fiscal accountability and financial stability to Bullis. Mr. Fink, who is the co-founder and principal of Finmarc Management, Inc., a commercial real estate company that recently celebrated its 35th anniversary, lent his considerable business acumen to the Bullis cause.

In addition to his expertise, Mr. Fink and his family made significant financial contributions that helped elevate Bullis in the independent education community. When deciding to support the "Creating a Legacy of Leadership" campaign to build the Discovery Center, Mr. Fink was motivated by the positive influence Bullis teachers had on his three children who graduated from Bullis. "For that to continue," he said, "not just for our children but others



as well, it was important for us to give back to ensure each child at Bullis continued to receive the absolute best educational experience."

Mr. Fink and his wife Susan's four children have each found success in their chosen fields. Gregory '10, Alec '14, and Mira '19 all attended New York University after graduating from Bullis. Gregory, who earned a master's degree in real estate from NYU, recently started a family with his wife Sarah in New York City. Alec, who graduated from NYU's Stern School of Business in 2018, is also living and working in New York. Mira graduated from NYU this year and will continue her studies at the NYU Silver School of Social Work with a focus on Adolescent Mental Health Treatment. Eric (Wootton High School '07, Emory University '11) and his wife Shannen live and work in Boca Raton, FL.

As he looks toward the future, Mr. Fink plans to continue guiding his business and giving back to the communities he is a part of, while spending time with his growing family and traveling with Mrs. Fink. For Bullis, Mr. Fink sees a promising future. "Bullis, through its teachers and staff, has always had the fundamental components to give each student a high level of personal education," he said. "The future looks bright for Bullis, and I look forward to its continuing success!"



Top photo: From left, Alec Fink '14, Mira Fink '19, and David Fink, Shannen Olan, Eric Fink, Susan Fink, Sarah Fink, and Gregory Fink '10. **Center:** Discovery Center plaque honoring the Fink family's commitment to Bullis. **Above:** Alec, Mira, Eric, and Gregory Fink at Mira's NYU graduation.

Inaugural Alumni Weekend Success

Bullis's first Alumni Weekend took place November 3-4, 2022. The weekend's first day commenced with an open house, where returning alumni were able to follow a schedule of classes and experience a day in the life of a current Bullis student, attend Upper School's weekly assembly which included an alumni panel featuring Radiance (Walters) Harris, Esq. '02 and Alyssa (McCoy) Agnes, Ph.D. '02 sharing perspectives as alumni with 20 years of post-Bullis experience, and an Alumni Weekend Commencement Dinner.

Saturday morning featured a lively alumni versus current Bulldog kickball game, with the alumni proving victorious! Alumni enjoyed an outdoor concert by Bullis's faculty band, the Class Notes, and the classes of 1982, 1992, 2002, and 2012, and celebrated their reunions. Save the date for the next Alumni Weekend, Homecoming and Reunion Weekend 2023: October 27-28.

Reunion co-chairs are Ralph Nelson '82, Soheil Zadegan '92, Radiance (Walters) Harris '02, Alyssa (McCoy) Agnes '02, Samuel Thomas '12, and Carley Sturges '12.



Above: Megan Barron '10, Shahara Anderson Davis '10, and Robert Scriggs '10 enjoy catching up in the Dining Hall during the Alumni Weekend Commencement Dinner.



Right: Christian Sullivan addresses alumni spanning 1961-2020 during the Commencement Dinner, providing an exciting update on the state of the school.



Radiance (Walters) Harris, Esq. '02 and Alyssa (McCoy) Agnes, Ph.D. '02 speak with Upper School students about life 20 years after Bullis.



From left: Elaine Oppenheimer, Richard Oppenheimer '82, Julie Kavounis, Ralph Nelson '82 (Reunion Chair), Frank Kavounis '92, John Foery '82, Delves Foery, Mike Jarvie '82, Prudence Jarvie, and Bill Burchett '82 enjoy the reception.



ALUMNI

NEWS AND NOTES

Chairman's Perspective



When I first stepped onto the Bullis campus over 20 years ago, I never could have imagined the impact our school would have on my life. That day was a wonderful one, and my memories of it are still vivid all these years later. The school that existed then, which embodied the values of Caring, Challenging, and Community, remains strong as we embark on the next stage of our school's transformative growth.

Looking back on my time spent as a student at Bullis, I will always remember the wonderful teachers whose impact I continue to feel on a daily basis. I recall fondly the sense of community and the emphasis on selfless service that typifies the Bullis experience. And above all, I remember the friendships with my peers—so many of which endure to this day. Year after year, our students form friendships that extend well beyond their youth and remain resolute through the turbulent times that are inevitable in the journey we call life.

The Bullis that exists today is far different than the school that many of our alumni remember. Bullis's history is unique; our story is as individual as those who have graced our halls for nearly a century. And as a result, our Alumni Association is diverse in so many wonderful ways. And while our school has evolved over the years, our values have remained timeless. Our students routinely put others before themselves; they understand that service to others is noble and necessary; and they recognize the critical importance of treating others with dignity and respect.

As Bullis approaches its centenary, we must always honor our past while enthusiastically embracing our future. Our Alumni Association will unequivocally support the students of today, so that they may lead us to a greater tomorrow. This has always been—and no doubt always will be—a central pillar of what it means to be part of the Bullis community. And for this reason, I have no doubt that Bullis's greatest days lie ahead.

All the best,

Paul G. Mavrikes '14
Chairman, Alumni Board

On the previous page: Members of Bullis's Upper School root on their fellow Bulldogs in an IAC Championship Game in 2012.

Alumni Board

Paul G. Mavrikes '14, Chairman
Bradley S. Ryan '03, Vice Chairman
Carley Sturges '12, Secretary

Shahara Anderson-Davis '10
Daniel E. B. Ayre '14
Tomi Beightol '10
Jason P. Bannister '98
Nicole (Bernard) Chaffin '83
Jackie (Rosenblatt) Blanken '98*
Julie (Ayres) Coan '83
Keith Cohen '06
Paul W. Davis '04
Nicki (Harris) Geifman '89
Melissa (Sherman) Hausfeld '97*
Claudia L. Helmig '88
Grant W. Hollingsworth '04
Winton A. Lyle '13
Candice Mitchell '83
Carter Morris '16
Laura Steyer Ray '04
Shannon (Ryan) Crain '98
Justin Schuble '13
Jenn Sherman '10
Robert Stien '94
Svet Tintchev '06
Robert Trone '14
Carl E. Tugberk '98*
Idrienne Walker '13
Chelsea Widerlite '14
Daniel Zubairi '93

*New inductees to the Alumni Board

Alumni Members of the Bullis Board
of Trustees:

Jon Halle '88
Samier Mansur '03
Cyndi (Bullis) Vasco '83

For board members' bios,
visit www.bullis.org/alumni

Many Alumni Return for Annual Jerry May Tournament



In its largest outing yet, the annual Jerry May Golf Tournament presented by the Bullis Alumni Association took place this year on a gorgeous Friday afternoon in May. Bullis alumni, current parents, faculty, and friends gathered at Falls Road Golf Course on May 12 for some delicious barbecue, camaraderie, and friendly golf! Many thanks to our generous sponsors, donors, and participants, and lastly, congratulations again to the reigning first-place team (below, from left: Alumni Board Chairman Paul Mavrikes '14, Chris Lane, George Mavrikes P'14, '17, and Tom Mavrikes).

Above: An impressive showing of Bullis alumni spanning class years of 1987-2021.

Below: Isaac Fried '14 and Joe Stucky '14 prepare to participate in the Putting Contest under the supervision of Bullis's Jillian Sollazzo.



Bullis Visits Alumni Coast to Coast

In the first edition of Alumni City Reception, hosted by Head of School Christian Sullivan and Associate Head of School Tim Simpson, the New York City Alumni Reception took place October 17, 2022, at P.J. Clarke's Third Avenue. It was an incredible gathering and a second NYC Alumni Reception was scheduled for June 27 before the night finished.

From Left to Right: Christian Sullivan, Svet Tintchev '06, Mackenzie Staffier '04, Sam Foreman '11, Joey Bullis '17, Mason Melnick '17, Ben Halle '17, Sarah Blair '17, Chelsea Carroll '10, Jake Starke '10, Woody King '09, Jesse Overall '07, Fallon McKnight '15, Kevin Thompson '02, Eliana Roseen '15, and Tim Simpson.



Christian Sullivan and Tim Simpson made their way west to reconnect with West Coast-based alumni. With two California receptions, Northern California on Thursday, February 23, and Southern California on Saturday, February 25.

Left: Michael Bresler '64 (left) and a group of Northern Californian alumni gathered at Huffy Hafera '99's (right) bar, The Blackthorn Tavern, in San Francisco.

Far left: Southern California alumni and friends gathered at the home of Anna (Buffone) Hurst '98 and her husband Mike for some lively conversation and camaraderie. Top row, from left, Victoria Koegel '10, Bernadette (Tyra) Bentley '05, Megan Barron '10, Tim Simpson, Elise Widerlite '11, Leah Lavin; middle: David Gins '98, Mark Ma '98, Brian Lavin '98; and front, Christian Sullivan, Jenn Chandler '98, Anna (Buffone) Hurst '98, Sarah Klein '98, Ryan Hayden '96, and Zach Rice '01.

Local alumni gathered on Thursday, April 13, for the Washington, D.C. Alumni Reception at the George Towne Club. With a wonderful turnout of alumni who graduated between 1977-2019, attendees had the opportunity to network amongst their talented fellow classmates and hear a state of the school update from Head of School Christian Sullivan.

From left: Drew Mannes '77, Cyndi (Bullis) Vasco '83, Lincoln Leahy '11, Paul Mavriks '14, Carter Morris '16, Hunter Gosnell '06, Kendall Mitchell '13, Alex Anderson '11, Dazia Hall '13, John Kelly '11, Chris Aust '14, Idrienne Walker '13, Isaac Fried '14, Melanie Friedlander '14, Teddy Sullivan '15, Sarah Holliday '15, Chelsea Widerlite '14, Shannon Ryan '98, Candice Mitchell '83, Melissa (Sherman) Hausfeld '98, Jackie (Rosenblatt) Blanken '98, Sanam (Moghadam) Toufanian '98, Julie (Ayres) Coan '83, Shahara Anderson-Davis '10, Sam Thomas '12, Carissa Maguire Gaine '00, Tim Simpson, and Christian Sullivan.



Football, Friends, and Food



Head of School Christian Sullivan and his wife Lisa Isenman hosted our annual Homecoming Alumni Family Tailgate at their home on Friday, October 21. In the largest showing of alumni ever, families gathered and reminisced about their time at Bullis before heading to the Homecoming Football Game at Kline Alumni Stadium.

Alumni guests, top row, from left: Justin Chapin '16, Donna (Mulvihill) Fehrmann '89, Samira Jackson '11, Andrea (Mulvihill) Beane '90, Paul Mavrikes '14, Kristen Topercer Vaughn '87, Josh Dworken '92, Brad Ryan '03, Soheil Zadegan '92, Rob Stien '94, Leigh Kessler '93, Adam Arnold '95, Austin Berk '00, Marc Helman '00, Sam Thomas '12, Melissa (Sherman) Hausfeld '97, Carl Tugberk '98, Carissa Maguire Gaine '00, Alexander Rassael '20, H. Michael Rassael '82, Jalen Hill '17, Jason Hersh '18; middle: Cammie (Mulvihill) Condell '92, James Patrick Stanton '61, Lee (Hessick) Geoghan '92, Drew Mannes '77, Gigi Wang '20, Alice Li '20, Elizabeth Braun '20, Caitlin McMahon '14, Carley Sturges '12, Julia Evans '22, Joseph Penovich '20, Charlie Sims '22, Tom Rossi '22, Abigail (Tannebaum) Sharon '96; and front: Sarah Littlefield '00, J.D. Driscoll '00, Kira Orr '93, and Liz Richards '00.

Wrestlers Return for Annual Meet



The 7th Annual Capt. Brian M. Bunting Memorial Dual Meet Wrestling Tournament was held Saturday, January 21, with an impressive showing of wrestling alumni.

From left: Chris Eig '01, Eugene Brodetski '95, Daegan Smith '98, Randall Cone '98, John Paoletti '97, Joe Paoletti '96, Bob C. Bunting, Sr., Tanner Cerand '00, Tony Reyes '98, Ethan Lamiman '99, Billy Moore '97, J.D. Driscoll '00, Matt Kelly '00, Bobby Bunting '88, Brandon Ferrell '00, Tagg Hutchinson '00, Max Meltzer '02, and Matthew Swinger '97.



DAVID BERNAD '99

Making Hollywood Dreams Come True

In the movies, there are countless scenes depicting a starry-eyed young person stepping off a bus and taking their first step toward their dream of making it big in Hollywood. And yet, we know that more often than not, that dream never gets realized. For David Bernad '99, this dream has become a reality. In April 2023, Mr. Bernad joined Bullis video production students to discuss his journey and share his story of perseverance, persistence, and patience.

Mr. Bernad's dream began when he was 14 and a friend heard about a movie filming in the D.C. area. The set for Sinbad's 1996 movie *First Kid* was shooting in Tysons Corner, and after talking his way past the production assistant, Mr. Bernad found himself sitting in the director's chair. From that moment on, he knew where his future was headed—Hollywood. While in college, Mr. Bernad's passion for film and the lure of Hollywood deepened his desire to make his way to L.A. Through various summer jobs—including coaching as a basketball counselor for Mike Hibbs throughout high school and selling windows and siding—Mr. Bernad eventually earned enough money to make his way out to California in order to seek out critical internships between his junior and senior year at McGill University. Then, after graduating

from McGill in 2003, Mr. Bernad embarked on an uphill journey to find his place in the television and film industry.

Knowing his journey would be a long one, Mr. Bernad drew upon his experiences at Bullis and the important lessons he learned from his teachers, coaches, and fellow students. His time in the basketball program instilled determination, a selfless work ethic, and a willingness to accept any role that would help the team succeed. His teachers pushed his creative talents, and his peers encouraged him to follow his dreams. A mantra from his childhood—life is not a sprint, but rather a marathon—helped develop patience and his commitment to embrace every opportunity as a means to achieve his career goals.

Like so many others, Mr. Bernad's early career in Hollywood was marked by small successes and big opportunities. Arriving in L.A. in the summer of 2003, without a job or obvious path forward, Mr. Bernad found himself looking for any opening in the film industry. A former internship colleague let him know about a casting assistant position. It wasn't a position he was necessarily interested in, but he recognized it was one that could potentially open doors for him in the industry. Mr. Bernad offered to work for free if, in exchange, the casting agent would agree to put

David continues to hustle and grind, working weekends and always making himself available for any job necessary. He credits his relentless persistence for his current successes and his reputation in Hollywood.

him in touch with other individuals in the industry. After a few disappointing interviews, changes in direction, and continuing to offer to work for free, his first break came in the spring of 2004 in the mailroom of United Talent Agency (UTA) where he eventually landed a role as an assistant for a motion picture literary agent. During five months of this work, Mr. Bernad found himself on the sets of several movies and commercials, all the while offering to do whatever needed to be done in order to make himself valuable and, more importantly, known in the community.

Mr. Bernad's big break came when he received an opportunity to interview with award-winning writer, actor, director, and producer Mike White. According to Mr. Bernad, his first interview did not go as well as he hoped (apparently Mike did not like Mr. Bernad's choice of shoes). Not one to give up, Mr. Bernad connected with another former internship friend within Mike's organization who facilitated a second opportunity for him, the result of which has been a 17-year partnership, most recently culminating in an Emmy award for their work as executive producers on HBO's *White Lotus*. Even still, Mr. Bernad continues to hustle and grind, working weekends and always making himself available for any job necessary. He credits his relentless persistence for his current successes and his reputation in Hollywood.

Twenty years after first arriving in L.A., Mr. Bernad is a leading producer in the industry. He has even started his own production company and has recently released a string of well-received projects. After four years in development, one of his projects *Jury Duty*, a mockumentary sitcom, is currently airing on Amazon Prime. Another collaborative project, *White House Plumbers*, a satirical political drama miniseries about Watergate, began airing on HBO in May.

While his path to success has often been a grind, to hear Mr. Bernad reflect on his journey, it's impossible to not picture the starry-eyed kid who worked his way to L.A. through summers selling siding and windows, coaching at Bullis basketball camp and making his own Hollywood dream come true.



Bernad, David



Opposite page: Mr. Bernad reads his acceptance speech after receiving an Emmy for *White Lotus*.

Top left: Mr. Bernad's senior portrait from the 1999 edition of Roll Call.

Top right: Mr. Bernad visited Bullis in April where he spoke to video production and entrepreneurship students about his journey from mail room worker to executive producer, shared stories about productions he has worked on, and answered questions about networking in Hollywood.

Above: Students learned filmmaking lessons from Mr. Bernad on the set of *Superstore* during a November 2019 trip to Los Angeles.

SAMIRA JACKSON '11

Confidently Making History as a Woman in Men's Sports

"The future belongs to those who believe in the beauty of their dreams."

— Eleanor Roosevelt



When Samira Jackson '11 wrote this quote on her senior page of the 2011 Bullis School *Roll Call* she had no idea how true it would ring for her.

Ms. Jackson's mother and personal hero, Edy Jackson, was instrumental in encouraging her to dream big and she always knew that journey started at Bullis.

At Bullis, Ms. Jackson was involved in everything from concert band and environmental club to soccer and basketball.

She even captained the latter under Head Girls Varsity Basketball Coach Kira Orr '93.

"Leadership is so much more important than just being good (I wasn't even that good at basketball really), but [Coach Orr] believed in me and taught me to believe in myself. How little girls look up to Serena Williams is how I look up to Coach Orr—she changed my life."

With this sense of confidence instilled, Ms. Jackson dove into college, taking opportunities to shape her future career with football-adjacent internships and roles. Ms. Jackson eventually stepped into the "family business." After attending law school at St. Thomas University, she joined her mother as an attorney practicing intellectual property and family law. But one aspect of Ms. Jackson's dreams remained illusive—a connection to football.

Finally, after over a decade of working to break into the NFL, Ms. Jackson passed her NFL Agents Exam and became an NFLPA Certified Agent in October 2022. Less than two weeks later, she signed her first NFL contract, making Ms. Jackson and her mother the first mother-daughter agent duo in history to have an active contract with the NFL.

"I used to feel like the best things about me, I couldn't put on a resume. I love people, I care about uplifting my community, I work hard, I love even harder, I'm silly, and I am a God-fearing woman. I used to worry that if I couldn't put it on a resume, I may not be as successful. But that's simply not true, and the best

things about me mean the most and are integral in my success. Being a hard-working, good person means everything! And you don't have to fake the funk to get ahead. I'm grateful for those who saw that and believed in me. It's a FAMILY affair over here and to all other women looking to break into sports, chase those dreams and there IS a seat at the table with your name on it!"

On April 8, 2023, Ms. Jackson married college sweetheart, entrepreneur, and NFL player Sheldon Day. In addition to making history with her mother, she and Mr. Day made history as the first agent/player spouse duo ever in NFL history after she became one of the agents on her then-finance's active contract.

Taking the NFL world by storm, we know this is just the beginning for Ms. Jackson, and she's not slowing down any time soon.



Top left: Ms. Jackson's senior portrait from the 2011 edition of *Roll Call*. | **Above:** Ms. Jackson with her mother, Edy Jackson. | **Right:** Ms. Jackson with her husband, Sheldon Day.

[Mystery Alumni Photos]



Can you identify the people in these photos? Email your answers by August 15 to: alumni@bullis.org

#1

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



#2

[Last Issue]

Photo 1 (top right): No one correctly identified Davis Nordeen '12, Jack Fatheree '12, Parker Young '12, and Pat Wetzel '12 helping build a house for a Cambodian school librarian.

Photo 2 (right): Congratulations to Kimberly Forsht '93 for correctly identifying then juniors Jenny Goldstein '93 and Jocelyn Lux '93 doing each other's hair in the hall.



| 1958

Robert Beer served 29 years in the Navy before retiring as a Captain.

| 1993

Leigh Kessler ran into **Jonathan Biegler '94** in New York City. Jonathan is planning a family move to Texas.

| 1995

Lauren Cole is thrilled to be returning to Bullis School as an assistant kindergarten teacher for the 2023-2024 school year.

| 2000

Kate Clute recently returned to the United States after nine years abroad as a teacher at several international schools. Kate will be teaching 1st grade at Bullis starting this fall.

Carissa (Maquire) Gaine has been working as a Leadership Development Facilitator with the American College of Cardiology since March 2010.

| 2003

Peter Han and his wife Kate welcomed a new baby girl to their family in April 2022. Eleanor (Nora) Han joins 3-year-old brother Teddy.

Brad Ryan and his colleague Jim Calder visited campus this winter to speak with Bullis entrepreneurship students about AlpineX—a company with the mission to develop indoor ski resorts and family-centric active

lifestyle experience-based entertainment venues throughout the United States.

Theodore (Teddy) Lee Scardella was born on October 6, 2022, to proud parents **Bethany (Lee) Scardella '03** and Brian Scardella.

| 2004

After being coached in lacrosse in his years at Bullis by Head of Upper School Bobby Pollicino, **Paul Davis** completed a season coaching their daughters side-by-side. Also on the team is the daughter of fellow alumnus **Adam Williamowsky '95**.

| 2005

Clark Appleby has announced the formation of The ECJ Wealth Advisory Group, based in Palm Beach, Florida, a private client group office of its broker-dealer subsidiary, Stifel, Nicolaus & Company, Incorporated. The ECJ Wealth Advisory Group specializes in implementing wealth management programs and sophisticated investment alternatives for high-net-worth individuals, foundations, corporations, and not-for-profit organizations.

| 2007

Nonna Tsiganok is working for top public relations agency, BCW Global, and volunteering with non-profit Razom for Ukraine, which has raised \$70 million since the war started, with notable donors such as

Tipper Gore, Reed Hastings, Jack Dorsey, and Bill Ackman.

Dori Zweig married DeMatha Catholic High School graduate Kyle Young at the Lewes Yacht Club in Lewes, Delaware. Their wedding was attended by fellow Bullis alumni: Matron of Honor **Kathleen (Murley) Herrmann '07**, Bridesmaid **Alicia Florin '07**, **Erica Klein '07**, and **Spencer Kelly '07**.

| 2008

Jordan G. Starck, Ph.D. has begun teaching psychology at Stanford University, working with colleagues to whom he was first introduced in Ms. Jamie Hagerman's AP Psychology class at Bullis. Additionally, he is delighted to be working with his first honors thesis student, **Caleb Robinson '20**.

Grabriel Raskas served as a member of the Host Committee for The District Cup, an annual polo cup on the National Mall (thedistrictcup.com). At the event, he connected with **Ava Nunes '20**. Many congratulations to Ava's team who won the tournament!

Brian Will and his wife Libby welcomed their third child, Josey Regina, on April 13. Josey joins sister Madison, 3, and brother Michael, 1.

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**WE MISS YOU—
and would love
to share news
from classes in:**

1960s

1970s

1980s

Please submit your
photos and updates
to alumni@bullis.org
for inclusion in our
next issue of *Bullis
Magazine*.



'93 and '94 | Leigh Kessler and Jonathan Biegler in New York City.

'03 | New additions to Peter Han's family: Teddy holds new sister Nora.

'03 | Brad Ryan speaking to Bullis entrepreneurship students.

'03 | Little Teddy Lee Scardella, son of Bethany Lee Scardella and Brian Scardella.

'04 and '95 | Bullis Head of Upper School Bobby Pollicino, Paul Davis, and Adam Williamowsky, reunite on their daughter's soccer field.

'07 | Dori Zweig and husband Kyle Young.

'08 and '20 | Gabriel Raskas and Ava Nunes (on horse) at The District Cup.

'08 | New addition to Brian Will's family: Madison, holds new sister Josey next to brother Michael.

| 2010

Jackie Lavalleye and Tyler Nechanicky married on August 27, 2022, at the Larz Anderson house in Washington, D.C.

| 2011

Susie Bair married Oliver Jones on May 14, 2022, at Morning Glory Farm in Charlotte, North Carolina, with many Bullis alumni from the Class of 2011 in attendance.

| 2012

Nia Joynes owns a small wine tasting and pairing business called On Purpose Events. She is currently working towards becoming a Certified Specialist of Wine.

| 2014

Justin Herron is now playing for the Las Vegas Raiders after playing with the New England Patriots since 2020.

Ashley (DeLeonibus) Jamison married Justin Jamison November 5, 2022, at the Sidney & Berne Davis Art Center in Downtown Fort Myers, Florida. Her sister, **Sarah DeLeonibus '17**, was Maid of Honor. The couple also welcomed a baby boy on April 11, 2023.

Brian Kelley moved back to the DMV area after eight years in Boston and is now spending his free time volunteering with the Bullis Boys Varsity Basketball Team.

Caitlin McMahon completed the Chicago Marathon on

Sunday, October 9.

Brian Mitchell is excited to announce that CollegeAdvisor.com has been acquired by U.S. News & World Report to continue the next chapter of the company's growth. Since starting CollegeAdvisor.com in 2019, his team of nearly 450 employees and advisors has guided over 5,000 paid clients through their college admissions processes and provided access to its free admissions platform to over one million total students and parents.

Joseph Stucky is working towards his degree at Tufts University School of Medicine.

| 2016

Lawrencia Moten is celebrating a career transition, returning to the Washington, D.C., area to Prince George's Community Television network as a sports anchor. Watch Lawrencia reporting on local sports at 4:30 p.m., 8:30 p.m., and 11:30 p.m. on Verizon Channel 42 and Comcast Channel 76.

| 2017

Shariah Dunwell, a program assistant for Families4Families, assisted Bullis student service organizations in collecting items for Afghan refugees in the DMV region this past October.

Lindsay Lewis graduated with a bachelor of science degree in Naval Architecture and Marine Engineering from the

United States Naval Academy. She was commissioned as a Submarine Officer in the United States Navy and is attending Nuclear Power School in Charleston, South Carolina.

Second Lieutenant **Spencer Moffat** in the U.S. Army graduated from Infantry Basic Officer Leadership Course at Fort Benning. He began attending Ranger School in February 2023 where he hopes to earn his Ranger tab after 63 days of training. He will be going to the 101st Airborne Division at Fort Campbell in Kentucky after finishing Ranger School.

Wyce Sahady received a master's of science in physiology from Georgeown University and is currently working as a medical assistant in dermatology. Wyce is looking forward to continuing his education. He also

returned to campus this year to assist with coaching Bullis Ice Hockey.

| 2018

Masai Russell set the collegiate 60m hurdle record on January 20 at the Red Raider Open in Lubbock, Texas, with a time of 7.75 seconds, beating the previous record holder by .03 seconds. She attends the University of Kentucky.

| 2019

Tamia Haskins has been accepted into the British Academy of Dramatic Arts summer program at Oxford for 2023. She graduated from Savannah College of Arts and Design having studied Acting, Film, and Television and receiving her bachelor of fine arts in Performing Arts.

SHARE YOUR NEWS

Starting a new business?
Celebrating a career transition?
Newly married?
Expanding your family?
Planning to relocate?

**Your classmates and friends want
to hear from you!**

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

High resolution photos (JPEG format) are welcome.

**Deadline is October 1, 2023 for the
fall-winter magazine.**



'10



'11



'14



'14



'14



'17



'17

'10 | Jackie Lavalleye and new husband Tyler Nechanicky.

'11 | Susie Bair and members of the class of 2011 at her wedding to Oliver Jones.

'14 | Ashley (DeLeonibus) Jamison with husband Justin Jamison.

'14 | Caitlin McMahon at the Chicago Marathon.

'14 and '11 | Joseph Stucky, with his sister, Mary-Clare, on historic Boston Common after the "White Coat" ceremony for Tufts University School of Medicine.

'17 | Shariah (NeeNee) Dunwell with current Bullis students collecting items for Afghan refugees.

'17 | Spencer Moffat graduated from the Infantry Basic Officer Leadership Course at Fort Benning.

| 2020

Ashton Allen finished a successful season running track & field at the University of Southern California which culminated in running the third leg for USC's national champion and school record-setting 4x100m relay, winning the NCAA title with a time of 38.49 on June 10, 2022.

| 2021

Autumn Bryant (Autumn Stallia) has released her latest EP, "Wondergirl," which is already getting played on local radio stations in Los Angeles. The album can be found on

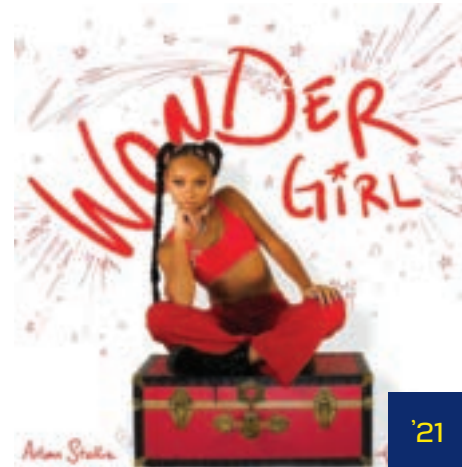
Spotify, Apple Music, and YouTube Music.

Dawn Zoe Manoussos ended her first year at American University in 2022 on the Dean's List for both semesters.

| 2022

Thomas Rossi has declared a music major at Oberlin College.

Jake Roth was named the Patriot League Golfer of the Week in November 2022. He currently plays golf for Lehigh University.



'20 | **Ashton Allen** won an NCAA Title.

'21 | **Autumn Bryant's** new EP "Wondergirl."

UPCOMING EVENTS

OCTOBER - 8

Homecoming and Reunion Weekend

Friday: Alumni Open House | Alumni Family Tailgate | Homecoming Athletic Games
Saturday: Reunions for Classes ending in "3" | Athletic Hall of Fame Awards Ceremony

DECEMBER 15

Young Alumni Day | 11:30 a.m.
Classes 2020–2023

MAY 10

2024 Jerry May Golf Tournament

CHECK [BULLIS.ORG/ALUMNI](https://bullis.org/alumni) FOR ADDITIONAL EVENTS.

TAG US ON SOCIAL MEDIA!

Out and about wearing your Bullis swag?

Tag us on Instagram for a chance to win Bullis alumni sunglasses.



@BullisSchoolAlumni

Salt Line Social



Alumni gathered at The Salt Line in Washington, D.C., before a Washington Nationals versus Philadelphia Phillies baseball game. Unfortunately, there was terrible weather and the game was canceled, but a few alumni braved the weather to gather in September 2022. From left: Brian Kelley '14, Arianna Richards '18, Leilani Moten '17, Lawrence Moten '16, and Shannon (Ryan) Crain '98.

Young Alumni Reunite



Held annually the day before Winter Break begins, Young Alumni Day gave alumni from the classes 2019–2022 the opportunity to return to campus and catch up with former teachers, classmates, and each other.

Top row, from left: Jake Roth '22, Rob Hays '22, Juliana Leith '22; middle: Danae Latham '22, Talia Panagiotopoulos '22, Nathaniel Lombardo '22, Will Bonham '21; front: Saalar Cheema '22, Ryan Lee '22, Jared Jacobi '22, James Snowden '20, and Caleb Robinson '20. | Above: Kenadi Cook '21 and Head of Upper School Bobby Pollicino.

In Memoriam

Our condolences to family and friends who have lost loved ones

1945

G.D. Fisher

1955

Hollie Tiedemann

1948

Edward Stolle

1959

Arthur Ryall

1949

Hubert Schlosberg

1964

Samuel Sorice

1950

Benjamin McCubbins

1965

John Tolmie

1951

James Prather

1993

Kevin Cronin
Daniel Lee

1952

Ronald Bishop
Frank Smith

1995

William Magers

1954

Francis Duffy
Kenneth LaBarge
Terrence Magrath
Louis Rodenberg
Conrad Rosemere

1996

Kyle Winkfield
Chris Werber

2022

Safeerah Ullah

Past Trustee
Milton C. Theo

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