Bullis Student Tutors' Monthly Newspaper

The Torch

Our Stories, Our Community

April

Table of Contents

I. BST (1)

II. Bullis Community (2-13)

III. Global Citizenship (13-14)

IV. What is their name? (14-20)

V. Art Corner (20-26)

Staff

Publisher: Emersyn M.

Editor in Chief: Macy B.

BST Directors: *Alexis P., Liv P., Ethan R.*

BST Sponsor: Mr. Eist

Reporters: *Amena B., Elizabeth B., Jackie B., Gabriel C., Grace C., Parker C., Rebecca E., Ruby F., Lane K., Lilli K., Zoe M., Aiden P., Maya P., Katelyn R., Taliah S., Olivia W., Ethan Y., June Z.*

Contribute your perspective to the paper! Email us.









Want to Learn More About our Nationally Ranked Track Team, An Art Project Bonding the Community, Madame Metter's Story, The Girls Varsity Lacrosse Trip, or Why you Should Study Abroad? Then Read The Torch!

Check Out BST's YouTube Channel!

The World Famous Bullis Track Team's Success at Florida Relays

By Parker C.

Way to go Bulldogs! Please enjoy these terrific scores.

Relay Team	Event	Result	Placement
Kassidy H., Parker C., Sydney S., Kennedy B.	Girls' 4x100m (Prelims)	Advanced as top seed	–
Cameron H., Quincy W., Connor S., Alex L.	Boys' 4x100m (Prelims)	3rd (0.30 sec from 1st)	–
Morgan R., Chrishelle C., Zoe B., Malay A.	Girls' 4x400m (Prelims)	Top seed	–
Alex L., Colin A., Mickey G., Cameron H.	Boys' 4x400m (Prelims)	Top seed	–
Girls' 4x800m (Morgan R., Destiny F., Zoe B., Maddie R.)	4x800m	9:10.92	2nd
Boys' 4x800m (Colin A., Ewan C., Owen H., Ryan W.)	4x800m	8:04.44	–
Malay A., Solai R., Chrishelle C., Alexis B.	Girls' 4x200m	–	4th
Girls' 4x100m (Finals)	4x100m	Same as preliminary time	1st
Boys' 4x100m (Finals)	4x100m	–	3rd
Morgan R., Sydney S., Tatum L., Kennedy B.	Girls' 4x400m (Finals)	Nearly 6 seconds faster than prelim	1st
Quincy W., Colin A., Mickey G., Cameron H.	Boys' 4x400m (Finals)	–	2nd

Relay Team's Results.



Alexander L., Cameron H., Mickey G., Colin A. (from left to right).

Athlete	Event	Result	Placement	Ranking
Payton J.	Girls' Long Jump	Advanced to finals	3rd	—
Parker C.	Girls' Long Jump	Advanced to finals	5th	—
Ewan C.	3200m	—	3rd (of 27)	—
Connor S.	100m	—	16th	—
Alexis B.	100m	—	18th	—
Kassidy H.	100m Hurdles	13.37 sec (PB)	—	US #4
Solai R.	100m Hurdles	—	13th	—
Colin A.	800m	1:49.75	1st	US #3
Destiny F.	800m	—	18th	—
Kennedy B.	400m	53.47 (PB)	—	US #3 (Sophs)
Tatum L.	400m	54.97	9th	—
Quincy W.	400m	45.27	1st	US #1
Sydney S.	Women's 200m (Olympic Development)	22.7	2nd	US #2
Payton J.	Triple Jump	38'11"	6th	—

Individual Race Results.

The Lifers of Bullis

By Ellie C.

This week, Bullis School held a special assembly to celebrate its "Lifers" — students who have been part of the Bulldog community since at least second grade. Held in the auditorium, the event brought together classmates, teachers, and families to recognize the commitment and growth of these long-standing students. The atmosphere was filled with pride as the Lifers were called to the stage one by one, each receiving a certificate and a warm round of applause from the audience.



Reese N. Being Honored at The Lifer Assembly.

Among the students honored was senior Reese N., who reflected deeply on the milestone. “It was sad seeing everyone all grown up 11 years later,” she shared. “But I was excited because I got to reflect on my time at Bullis, and it was cool to see how much Bullis has changed.” Reese expressed her gratitude for the "hardworking and passionate teachers" and the "lifelong friendships" she’s made along the way, saying Bullis has become "like her second family." Her words captured the emotional weight of the moment and the lasting impact of a Bullis education.

Teacher speakers from the lower school, middle school, and upper school also reflected on the lifer’s Bullis journey, sharing fond memories from Lower School field trips to Upper School traditions and acknowledging the friendships that have lasted over a decade. As the school year continues, the Lifer assembly serves as a powerful reminder of the bonds formed at Bullis—ones that truly stand the test of time.

Puppy Love to Service Love

By Rebecca E.

In the winter of my freshman year, I had the opportunity to participate in one of my favorite service activities to this day: volunteering with PetConnect Rescue at Bark Social in Pike & Rose. The day was filled with wagging tails, warm hearts, and a powerful reminder of the impact we can make through service.

PetConnect Rescue brought in around seven adorable dogs, each hoping to find their forever home. My friend Jordan and I spent the morning caring for them—taking them on walks, playing with them, and helping to introduce them to potential adoptive families. We were essentially their personal hype team, making sure each pup got the love and attention it deserved.



Pattycakes, a Dog at The Event.

The best part? The dogs showered us with just as much affection. From sloppy kisses to playful snuggles, it was impossible not to fall in love. As we connected with the dogs and chatted with families interested in adoption, we realized how meaningful even a few hours of volunteering can be. Our favorite dog was this older dog named Pattycakes, who stayed with us the entire time. She is pictured below.

Jordan shared a sentiment that stuck with me: "It was the beginning of my love for volunteering, and it made me realize that giving back can be enjoyable for me too." That joy was contagious.

This experience reminded us that service doesn't have to be complicated or formal—it can be as simple as showing up, offering your time, and spreading love (even through belly rubs and dog treats). And when you're surrounded by dogs and doing good simultaneously, it doesn't get much better than that.

Heroes Among Us: How 10 Students Raised $37,000 for the Leukemia and Lymphoma Society

By Lilli K.

This year, Marin Exely led a super team including, Bullis students, Brooke B., Sarah C., Sasha P., Megan P., Mia F., Lia P., and former Bullis student Emerson P., that gathered with other peers to form a group of 12 students to fight against super villains: Leukemia and Lymphoma.

The Leukemia and Lymphoma Society (LLS) is the world's largest voluntary nonprofit health organization that funds blood cancer research and patient services.

The society hosts a black-tie event for the most successful fundraising teams every year. This year, Marin and the rest of her Bullis team, raised $37,000 for the wonderful cause, becoming our community's superheroes!



Marin E., Brooke B., and Lucy K. at The LLS Gala.

"I got involved through my friend Marin," shared one team member, Brooke, whose passion for the cause helped her raise $6,300 personally.

Brooke's fundraising experience for LLS was not without its challenges. As the gala deadline approached, the team had to work harder to meet their financial goal.

The team let their creativity shine by contacting family, friends, and corporate sponsors. "Topgolf gave me $50 for sending an email," the Brooke mentioned with a smile. "It was a lot of trial and error, and reaching out until you found people who would support the cause."

Behind the impressive dollar amount is a meaningful impact. "There are kids around the world, especially in the D.C. area, who actively have blood cancer," Brooke emphasized. "These kids deserve to have the same health we do."

The experience ended in a gala that brought together fundraisers from across the region. "Not only did it bring our school together, but at the gala we were able to interact with people from all different parts of the DC area, and hear about what they did to make a difference in their community and at their school."

A foundation as large as LLS brings together hundreds of communities to support a worthy cause, including those in our community, who bonded through their outstanding achievements and learned the value of teamwork.

The team's tremendous work inspires everyone- thank you for saving the day, Bullis superheroes!

Thank you to all the other Bullis LLS teams for your hard work! Special thank you to team Conquering Cancer (led by Lucy K.) and CancerFreeFuture (led by Toby A. and Tyler W.) for your contributions.

From South Hall to North Hall: The Transition From 8th to 9th Grade

By Ruby F and Olivia W

In the Bullis Upper School, almost half of the Freshman class consists of students who came from schools all over the area this year, but some students have been at Bullis for many years. Regardless of whether you are transitioning from another school or moving up from Bullis Middle School, the shift to upper school is a significant one. As students who made the shift from Middle to upper school at Bullis, we are here to guide you on what to expect and help make the transition a smooth one.

In the upper school, teachers, administrators, and deans do their best to ease students into the new environment. For example, at the beginning of the year, a freshman orientation occurs where new students and, previously, Bullis Middle Schoolers come together to meet each other and learn more about the upcoming year. Additionally, once the year has started, the whole grade takes two-day trips to Calleva and gets the chance to bond in small groups and as a whole grade. All teachers also do their best to allow a transition period for students by making connections between content learned in middle school to the 9th grade content, and slowly increasing the amount of homework so that no students are shocked and overwhelmed with the transition.

One of the most significant changes as you transition into the upper school is the increased workload. In the upper school, you'll find that homework is a more frequent part of your routine. It is often assigned in every subject daily. Another important aspect of your workload is the number of honors classes you take. If you're enrolled in multiple honors courses, you'll notice that the homework load is generally more demanding compared to on-level classes. In honors courses, there's an expectation that you're not only capable of handling this increased workload but also managing it effectively. While this may feel overwhelming at first, the additional time available during the school day makes it entirely manageable for students who plan well.



The Class of '28

Although the workload in upper school is significantly higher, there is an increased amount of free time to work. In upper school, there are many times during the day when you can work on homework or go meet with a teacher. The first free time that you have built into your day is office hours, which can be used to meet with teachers or find a quiet place to work. There is also an hour for lunch, but Freshmen only have thirty minutes to eat in the cafeteria. The other thirty minutes can be used to work on any assignments or finish a project. Lastly, all 9th graders have a study hall block, which is an hour long and can be used for any homework, projects, making up tests, or even meeting with the math and writing coaches. Overall, if you use your time wisely, these many opportunities to work during the day will help lighten the amount of work you have to complete at home.

Overall, the transition to the upper school at Bullis comes with its challenges, but with the right support, it can be a smooth and easy experience. Bullis offers various resources, including office hours, study halls, and extra learning support, to make the shift as easy as possible. By using these resources, you will find that the transition to upper school is not only manageable but also an exciting experience.

From Underdogs to Topdogs: Bullis' Softball Team

By Aiden P.

Did you know that two years ago, Bullis did not have a softball team due to a lack of interest? Of all the Bullis athletic teams, the softball team is barely known on campus compared to other teams like the lacrosse and track teams. The softball team has always been labeled as a team with a long losing streak and scarce wins. However, this year the Bullis Softball team is undefeated, winning their first six games! This score was topped off by an amazing game against last year's ISL champions, Episcopal, where your lady bulldogs won 16-14. The Bulldogs bats seem to be on fire as of late, as everyone in the starting lineup has multiple hits and extra-base hits.

Many notable accomplishments from this team include freshman Maya P., who, against Palloti, pitched a full game and hit two home runs, leading to a victory. Ivanna S. also contributed with her own home run in this game. Another notable performance was from Madi H., who pitched a full game against St. Andrews.



Girls Varsity Softball

In an interview with freshman Maya P., we asked her what she thought about her first season as a high schooler but also as a lady bulldog. She started by saying that the team has a "strong community and communicates well with each other" which allows for games to be smooth and concise. However, she noted that there were some difficulties during this season. She said, "We have tough competition, and we are going against our rivals and former ISL champs, Episcopal," which will be another tough game for them. She did say, however, that she "looks up to Sydney Mott '25 because she is a positive role model for the team, always bringing the team together and giving advice

and tips to help me grow as a new high school player. On the field, she keeps us in line, and in the dugout, she makes us laugh." So, with that being said, you should set aside time to go watch and support the Bullis Softball team as they continue their undefeated season. You can find the team schedule on the Bullis website at: www.Bullis.org.

Crayons & Construction: The New Lower School Building

By Amena B.

If you've had to walk over to the Trone Center, on campus, you've probably noticed the large construction zone that's occupying a corner of Bullis. But it's not just loud noise and machines, it's the beginning of something big. A brand new Lower School is being built from the ground up, and it's about to change the future of Bullis in a major way.



A Digital Representation of the New Lower School.

The new building will include new art studios, community spaces, science labs, and creative movement rooms, in addition to the grade-level classrooms. The goal of each space is to inspire collaboration, creativity, and curiosity in a way that students learn and play today. From large gathering spaces to outdoor recreational areas, every part of the building is being designed precisely with the K-5 students in mind.

Although the building isn't completed yet, many Lower School students already have opinions about what they're looking forward to. Fourth grader Vivian L. can't pick just one thing she's most excited about, "I love movement – Ms. B is super nice. And art is really fun and colorful," she told me. Charlotte R., a first grader at Bullis, agreed and expressed her excitement as well, "I love making art, so I'm excited about the new art rooms!"

These spaces are more than just exciting; they will also serve a greater purpose by helping everyone who uses them grow. When asked why creativity was important for students, Bullis' fourth graders gave very insightful answers. "If you don't have any place to be creative, you don't get to be yourself," said Vivian L. Her fellow classmate Brandon agreed by saying places like the movement room "can help expand your mind so that you have room to learn more things."

A few students I spoke with described their perfect school day consisting of sunshine, outdoor activities, and lots of time for creativity in the classroom. The new building is designed to support all of their wants and needs. With light-filled rooms to a larger more modern playground.



Challenge Question: How Tall is the Tower?
Hint- The Man is 6ft.

Not only are the students excited about the changes coming, but the creative movement and dance teacher, Ms. B, is especially excited about them too. "The two things I'm most looking forward to are space and mirrors," she said. "Open space allows dancers to explore movement in different levels and pathways, and mirrors give them immediate feedback so they can improve and feel confident." She believes this new environment will open up lessons and opportunities that weren't possible before. "More room equals more fun!" she said. But more importantly, she sees movement and creativity as essential parts of every student's development. "It helps them build motor skills, regulate their emotions, and feel seen and heard."

The new Lower School building will be completed in the fall of 2025, giving students a place to explore, grow, and learn. Numerous students have already shown excitement, making it clear that this building will be a home for creativity, academic excellence, and curiosity.

Bonding in Annapolis: Girls Varsity Lacrosse Trip

By Elizabeth B.

Over spring break, while the majority of the student body was either away at the beach or catching up on some much-needed sleep, the Varsity Girl's lacrosse team was on campus practicing. That doesn't mean we didn't have lots of fun, though. In addition to practicing every day we had the opportunity for team bonding. On Wednesday, March 26th, the team took a trip over to our state's capital, Annapolis, to watch the Navy women's lacrosse team take on Loyola in a top 20 match-up. The evening started with a bus ride to the Naval Academy and a quick walk to a restaurant for a team dinner, followed by a trip to an Annapolis classic: Kilwin's Ice Cream. Despite the cold temperatures, the team was eager to head to the stadium to watch a competitive and exciting game.

Last season, the Greyhounds narrowly beat Navy in overtime with a score of 12-11, so emotions were high for both teams. This game was special for our team because we got the opportunity to cheer on Bullis alum Jalin J., class of '22. The game was back-and-forth, with both teams making incredible plays, resulting in not one but two overtime periods. In the end, Loyola pulled out a gritty and thrilling victory over Navy with an end score of 20-19.



Girls Varsity Lacrosse.



Navy's Women Lacrosse Field.

The Varsity Girl's lacrosse team arrived back to Bullis late that night, tired, full of ice cream, and bonded closer than ever before. As we push into the second half of the season, we continue to build chemistry that connects us on and off the field.

Reflections From Bullis' Very Own Global Citizen

By Zoe M.

This past Thursday, March 6th, I was one of the students present at a "Get to Know SYA" webinar. Essentially, it was a Zoom for all the students accepted to SYA 2026 that served to inform them a little bit more about studying abroad from the perspective of a student who has that experience. I was extremely grateful for the opportunity to speak with some of the potential SYA families. However, the webinar also got me thinking about what I would have wanted to know about studying abroad in high school. So, here are some of the things I wish I knew about studying abroad and why I think studying abroad is one of the best decisions you could ever make.

First, living with a host family is super interesting, and it is the best way to immerse yourself in the Spanish culture. The school does a great job of matching people with their ideal host family; even so, I got particularly lucky with my mine. Living with them is one of the most enriching aspects of my time in Spain and I got to participate in activities I never would have otherwise. For example, I dressed up in traditional clothes and participated in an *ofrenda de flores,* which is an activity I would not have participated in otherwise. From weekend ski trips to our nightly dinners, spending time with my host family is always super fun and such a unique experience.



Zoe M. And her Host Family
Dressed for *Ofrenda de Flores*.

Second, from an academic standpoint, school in Spain is extremely unique. Our class sizes are kept small so that we can develop strong relationships with our teachers and peers. To that point, we also get to travel with them and get opportunities to learn from them outside of the traditional classroom setting and apply what we have learned in class to the real world. Furthermore, the growth of our biliteracy is a gift that goes beyond pure academic interest. Not only do we take the majority of our classes in Spanish but we also only speak in Spanish at school and on school trips, furthering our linguistic abilities. Being able to speak Spanish is, without a doubt, one of the most rewarding parts of this year abroad.

Finally, one of (if not the most) important and amazing parts of studying abroad is the group of friends you will find. In Spain, you are surrounded by a group of students who share the same adventurous mindset and willingness to step outside their comfort zone. Because of this, you form incomprehensible bonds with these friends. From navigating new cities together to tackling the challenges of school in another language, you and your classmates become more than just friends—you become family. Whether it's weekend trips, late-night studying, or simply walking home from school, the moments you share with your friends here are some of the most meaningful. I can confidently say I have met some of the most incredible and unique people here and I am beyond grateful for every one of them.

Living here is so much more than just studying abroad—it's about the people you meet, the connections you build, and the memories you create together. If you're considering studying abroad, know that you're not just choosing an academic program; you're choosing a community, a second home, and friendships that will stay with you forever. So if you are thinking about studying abroad, take the leap.

The Man Behind Our Morning Greeting: Mr. Thomas

By Ethan Y.

For anyone who has driven through morning carpool or needed help after a minor fender on campus, Mr. Samuel Thomas is a familiar face. As head of Security at our school, his calm demeanor and patient approach have beome a hallmark of our campus safety.

"I got my undergraduatate degree in criminology from University of Maryland in 2012," Mr. Thomas explains when asked about his background. "I was considering going into the police force, but then I thought it would be cool to come back to Bullis. Then I applied to the Bullis security team in 2016."

A typical day for Mr. Thomas begins with morning carpool duty, but the rest of his schedule is pretty flexible. He spends his time walking the buildings, check security systems, and occasionally driving injured students to where they need to go.

As head of security, Mr. Thomas holds significant responsibilities. "I'm in charge of emergency drills, planning, and shelters," he notes. When developing security policies, Mr. Thomas begins with morning carpool duty, but he describes the rest of his schedule as "pretty flexible." He spends his time

walking the buildings, checking security system, he works closely with school leadership. “We collaborate with Mr. Sullivan, Dr. Salewski, and Dr. McDaniels. The program was already pretty good when I took over, though we did implement different policies during COVID.



Mr. Thomas, Bullis’ Head Security Guard.

When security situations arrive, Mr. Thomas emphasizes de-escalation. “If it’s something that needs security capacity, whether at a sporting event or a fender bender, the first thing is trying to de-escalate. We try to work things as smoothly as possible.”

Despite his years of experience, Mr. Thomas maintains a humble perspective on challenges. “I’ve been doing this for a while, so there aren’t a lot of challenging things anymore,” he admits. “The important thing is remembering to approach every situation with peace, calmness, and a lot of patience.”

Mr. Thomas also believes the entire school community plays a vital role in maintaining security. “We want everyone to come to security when they notice anything wrong, whether in the classroom or hallway. Our responsibility is keeping everyone safe, and we want everyone to feel comfortable approaching.”

For students considering a security career, he recommends exploring internships and criminal justice programs. “Look into campus criminal justice programs that students can get involved with. There are also general criminology classes, and you can do ride-alongs with local police.”

Throughout our conversation, Mr. Thomas' dedication to creating not just a secure campus but a welcoming one becomes clear. By balancing vigilance with approachability, he ensures our school remains both safe and comfortable for all.

The Global Perspective and Writing Mission of Ms. Stevenson

By Jackie B. and June Z.

When you walk into Ms. Stevenson's writing office, you will quickly see that the writing process is not just about grammar or grades but about transforming students into the best version of themselves. Whether she is coaching someone through an essay or leading seminars, Ms. Stevenson is always focused on her guiding mission: "I love getting students to believe that they're good writers," she says. "To believe in themselves as writers and to look at themselves as writers."

This mission began long before her time at Bullis. In 2010, she joined Teach For America as an 11th-grade English teacher. Ms. Stevenson's work in underprivileged communities opened her eyes to the struggles and inequality that students face in education. "That was my first year of teaching," she remembers. "I was completely new and got to spend the year soaking up knowledge." Ms. Stevenson truly believes that teaching in such a high-poverty district with students from many different backgrounds expanded her view and shaped her into the teacher she is today.

After teaching in the United States, Ms. Stevenson moved abroad and taught in Denmark, where her worldview as a teacher grew wider. "Teaching abroad made me more focused on teaching global texts. I couldn't just teach from an American point of view anymore," she says. "I was teaching history in Europe, so I learned more about European history and perspectives, and I started incorporating that into my English teaching." This change also helped bring new types of assignments into her American classrooms, she appreciated how prominent creative writing was. "In Denmark, students love creative writing, poetry, podcasts, and videos," she explains. "It made me realize how those kinds of assignments can make students better analytical and argumentative writers."



Bullis' Writing Coach Ms. Stevenson.

Returning to the US with her new global mindset, Ms. Stevenson carried the lessons she learned back to her classes. While she is still focused on having rigor and accuracy she also now sees room for flexibility, and creativity, and tries to now more than ever bring out the love for language in everyone she teaches.“There was a time where we had two days before spring break, and I didn’t want to start a new unit,” she says. “So we listened to classical music and wrote fictional novels. The kids were so into it that after the break, they begged to keep going—and some of my fifth graders wrote 20-page stories. It was so amazing to watch.”

Now, Ms. Stevenson is the writing coach, where she gets to work one-on-one with students and loves the new perspective she has gotten: “I like this position because it puts me in the shoes of the students a lot more,” she says. “I’m in a lot of classrooms, so I get to see what other teachers are doing. I get so many new ideas and think ‘Ooh I’m gonna borrow that’!”

Ms. Stevenson encourages her students to think outside the box, acknowledge themselves as writers, and be authentic in their writing. “I love getting students to believe they are good writers and look at themselves as good writers.” “But with being a good writer, it is extremely important to have authenticity.” With AI becoming so big in recent years, it has diminished students’ authenticity and made them reliant on outside resources, which makes it harder for them to grow as writers. “The biggest impediment to learning is phones and social media.” She tries to minimize the use of technology in the classroom and focus on the students and their writing.

At the center of everything, her teaching, essay assistance, and being a guiding light during the writing process is her core belief: that every student is a writer. “My goal at the end of the year,” she says, “is for students to be able to say: I am a writer. And mean it.” She hopes that by her assisting students, she can teach them to grow on their own.

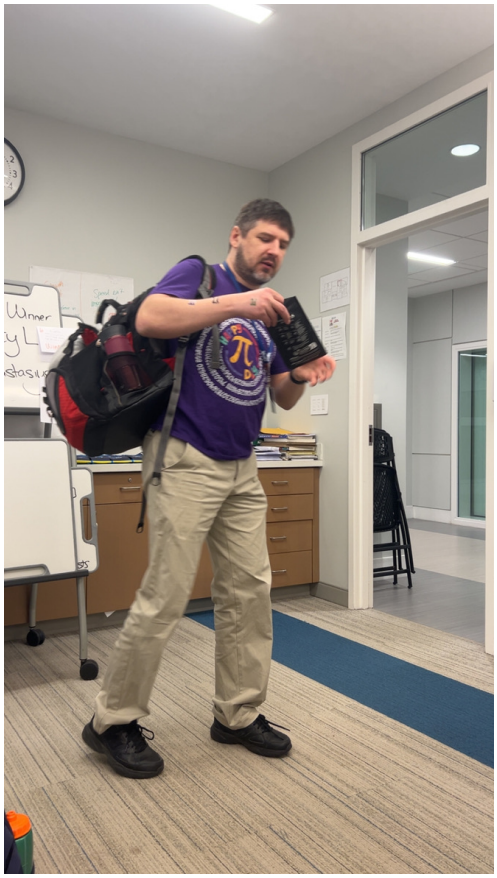
Meet Dr. K!

By Lane K.

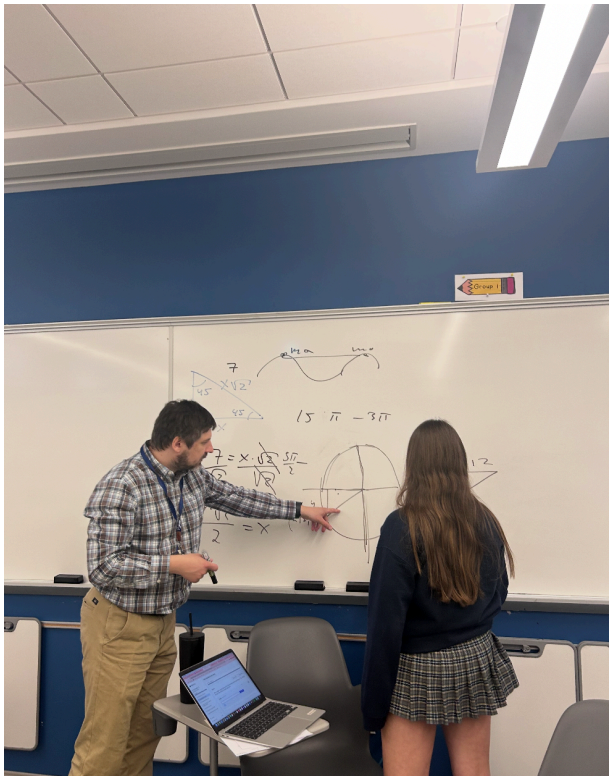
At just the sound of Dr. Yevgen Kryukov’s name, students all over campus smile. Although math itself can often be difficult and sometimes daunting, Dr. K makes the class and material exciting for students with his happy-go-lucky attitude and humor in the classroom. The beloved math teacher has been a part of the Bullis community for only two years, but has already made his mark. “Dr. K not only teaches me to solve problems in the classroom, but also to be a hardworking critical-thinker,” replies one of his honors geometry students when asked how she feels about the teacher. As most Bullis students would tell you, Dr. K’s office hours are full every single day, and I would argue that, although math can be very difficult, people would always take the extra excuse to see Dr. K in his room. “Dr. K’s care for his students is always visible and he does everything he can to help and make sure his students understand new concepts and have the support they need in class,” another student offered. Dr. K’s passion for his subject and for learning is always evident.

More specifically, on March 14th of this year, my classmates and I walked into Dr. K’s classroom at 8am for our first class of the day, only to find him passing out temporary “pi” tattoos and decked out in his very own pi day costume, complete with numerous temporary tattoos of his own.

We each got slices of peach pie while Dr. K showed us a video on the history of pi before efficiently getting to work on our next unit.



Dr. K Handing Out Temporary Tattoos on Pi Day.



Dr. K actively helping Sofia S. During Math Class.

Not only that, but Dr. K is not originally from the United States. Born and raised in Ukraine, he has a story to tell. I spoke to Dr. K today about how growing up in the midst of the breakup of the Soviet Union and Ukraine's newfound independence was chaotic and challenging. The constant changes of government as a kid were hard on him and anyone living there at the time. The economic ups and downs were drastic, which can be hard on any family. We spoke about how he became a math teacher and how he became interested in teaching and in math itself. Dr. K initially became interested in math in elementary school, but he was not truly passionate about the subject until later in high school. He explained how, as a teen, he had always helped his classmates with math. He loved it so much that after college, he began private tutoring. He moved from Ukraine to the U.S. in 2005 for graduate school to study physics. After a few years of his private tutoring, he decided he wanted to expand from teaching individuals to teaching in the classroom, so he decided to become a math teacher.

Dr. K also reflected on how great the resources are at a school like Bullis, whereas those same resources–i.e. technology, which is widely used on the Bullis campus– were much harder to

come by during his school days in Ukraine. One of Dr. K's favorite parts about Bullis is the community, a fan favorite among students and faculty alike here on Falls Road. He shared how welcoming the students and faculty were when joining the community. He loves being a teacher here because he enjoys challenging the students and watching them learn and grow, not only as math students, but also as people.

Mrs. Rossiter: Empowering Girls in Entrepreneurship at Bullis

By Grace C. and Maya P.

At Bullis, I have always been told that my advisor is there for me no matter what. As it was my first year in upper school, I didn't know if there would be a significant difference from middle school because I felt like my advisor was just another teacher to me. Mrs. Rossiter has completely changed my view on that. She has been one G-chat away from any help needed at all times. Throughout the year, I would get emails about business club lunches and a women's empowerment lunch, and I noticed and wondered what their purpose was and why they were from my advisor. Rossiter responded, "I just want people from the entire upper school, like those who are in the entrepreneurship classes, to get involved even if you don't have time for a class in your schedule. I want you to learn something." The idea of having a safe space for people to come to and enjoy a special lunch while learning is terrific and has attracted so many students. Especially with the women empowerment lunch, I felt heard and seen and related to many of the women speaking at that lunch. As a part of the female community at Bullis, I feel appreciated, heard, and valued by Ms. Rossiter and her efforts in and outside her classroom. Rossiter explains, "In Business Club, it's really hard to get the girls involved because I think the boys are so active, talkative, and loud that the girls kind of just sit back." Ms. Rossiter values equality among our students, which she explains by getting to know them well and using a teaching style that best suits the group.

Mrs. Rossiter is also deeply committed to introducing young women at Bullis to the world of entrepreneurship. She expressed concern over the fact that only 15% of women pursue careers in entrepreneurship and STEM-related fields, calling it "baffling." She emphasized the real-world impact of this gender gap, explaining that female-owned businesses often want to hire female architects and computer programmers, but simply can't find them. "They want to give other women these opportunities," she said, "but they literally can't—there just aren't enough female architects or engineers."At Bullis, Mrs. Rossiter has taken meaningful steps to support female students interested in business and entrepreneurship. She has restructured leadership roles within her business club to ensure equal gender representation, creating a more welcoming environment for young women. She has the business club host the luncheons to teach both female and male students about gender inequality in business and leadership roles and highlights the significant impact women leaders have on their communities. One of her proudest moments came during the Quick Pitch competition when two freshman girls who had initially come just to watch ended up participating—and winning. "That was a huge win for me," she shared. "They came timidly, just to observe, and ended up winning the whole thing." For Mrs. Rossiter, this is the goal: to create a space where girls feel confident and

empowered to step forward, speak up, and share their ideas. Through her dedication and advocacy, Mrs. Rossiter continues to go above and beyond to support and uplift female students at Bullis—and for that, we are truly grateful.



Speakers from The Women in Business Luncheon Panel.

Pandora's Box, Tech, and Theater: A Community Like No Other!

Talia S.

This spring, Bullis Productions is putting on the play *Pandora a Tragicomic Greek Romp*, a modern take on the famous Greek myth Pandora's Box! They will perform on April 27th in the studio theater. The story follows Pandora, the daughter of Zeus, who gets sent to a town with a mysterious box that has the power to end the world if opened. *Pandora, A Tragicomic Greek Romp*, combines Greek mythology with modern humor and drama-filled love triangles. Directed by Ms. King, the cast and crew are super excited for this fun performance to take place! It's not just a usual Bullis production- the cast is ecstatic as they get to perform at the Edinburgh International Festival this summer in Scotland!

Any performance takes a lot of work. For Pandora specifically, the cast, crew, and teachers have been working vigorously to get this show where they want it to be. Alisa R., who plays the main character, Pandora, describes the process for the actors: "We've been really on top of rehearsals lately, and getting ready for a show is always a thrill, though it can be stressful at times. However, our tight-

knit cast makes the opportunity to go to Scotland all the more exciting!" The hard work the actors have been putting in will make the opportunity to go to Scotland all the more rewarding. While the cast has been super busy learning scenes, lines, and blocking, the tech crew has had its list of preparations for the show.



Cast of *Pandora, Juliet W., Abe G., Anastasiya S., Kylie W., Callum M., Alisa Ross., Sebby S., Eitan S.*

Whether painting togas, sewing articles of clothing, or making intricate columns, the Bullis Tech Crew has been working on various projects these past few weeks. Mx. Clarke, Bullis's technical theater director, describes the tech experience perfectly when he says, "You just tear up a show, put it back together, and present it to people. That's the joy of it: thinking of the craziest possible thing you can and making it happen." Tech has something for everybody. Whether you're handy, crafty, or have an idea, tech gives you the tools and resources to let your imagination run wild.

Kayden S., a junior who's been doing tech for many years, expresses, "I love the teamwork and sense of community. There is something so special and unique when working with others towards a common goal. I also really like the power tools." The creative and welcoming community of tech allows people to have a safe space to express themselves through different areas of art and combine skills from real life. Mix. Clarke says, "Tech is a place where you can combine all the elements you learn at school and create an art form and really make it matter."

Like other extracurriculars, people tend to bond and make new connections. Tech crew and theater are no different. With a combination of passion, hard work, and love for the arts, it's no wonder the tech and theater communities are so close! Alisa R. states, "Theater to me is more than just an activity I do after school; it's something I can build a community out of. I've met some of my best friends through Bullis theater, and I couldn't imagine school without them."



Talia S. Painting a Toga for a Costume.

Theater and tech genuinely bring people together. It's a unique community that is a friendly and safe space for students to express themselves. Whether in the spotlight or backstage, in tech or theater, everyone has a place and a purpose, bringing a sense of teamwork and community to The Bullis School.

From Script to Spotlight: The Magic of Musicals At Bullis

By Gabriel C.

Have you ever wondered what it takes to bring a musical idea to life? Maybe you've sat in the audience, captivated by the dazzling lights, the live soaring music, and the passionate performance at Bullis. What you might not see is what lives behind every show. A whirlwind of creativity, collaboration, and hard work. At Bullis, the arts program is where all that magic happens to create or perform a musical. While you may only see the final performance, it's about the journey for the students and teachers involved in putting together an existing or entirely new musical.

Every year, students put forth their best effort into the creative process, especially during our much-anticipated winter musical. This year's production of *Chicago: Teen Edition* was a perfect example of how the whole school community can come together to create something spectacular. However, let's dive into the creative journey behind how musicals come to life.

At Bullis, when students take on a show like *Chicago*, it's not just about recreating what's already been done; it's about making it Bullis' own. The process starts months before opening night with auditions. Students present themselves for the first time, ready to showcase their interpretation of

the characters they've only read about on paper. From there, it's rehearsals, practices, set designs, costume fittings, and final touches.



Juliette W. And Rosie T. In *Chicago*.

One of the great parts of putting on a show like *Chicago* is diving into its history and style. For *Chicago*, that meant exploring the unique glamour of 1920s jazz culture. The cast worked to master the jazzy choreography while also finding a way to bring their personality and interpretation into the iconic roles of Roxie Hart (played by Rosie T.) and Velma Kelly (played by Juliette W.).

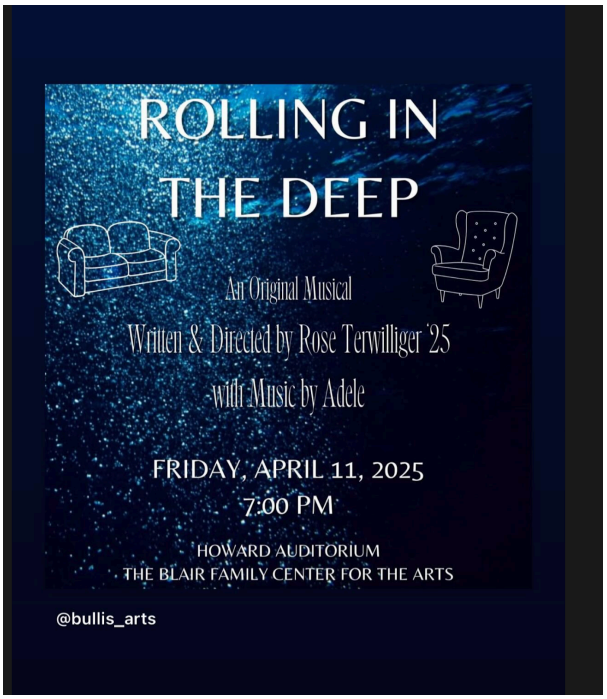
Meanwhile, backstage, the crew transformed the stage into a 1920s Chicago setting. The tech crew worked to build and design the set. The lighting crew played with various light settings to capture the mood of every single scene. While costume designers scoured through various racks for sequins and feathers for every character's costume

And then there's the music. The pit orchestra spent weeks rehearsing iconic jazz melodies that made the show unforgettable. From "All That Jazz" to "Cell Block Tango," the songs brought emotion and energy to the show.

While putting on classics is an incredible experience, some students at Bullis take things a step further by creating their shows from scratch. Imagine starting with nothing but an idea, a single spark of imagination, and turning it into an entire production with full-fledged characters, songs, sets, and costumes.

Take Rosie T. as an example. Inspired by Adele's music, Rosie wrote her musical Rolling in the Deep. For her capstone project as part of Bullis' senior arts program, Rosie wanted to create something lasting that would resonate deeply with audiences while showcasing her passion for performance. She began by listening to Adele's music extensively, drawing inspiration from its themes and emotions, and then she started crafting characters whose stories reflected those themes.

Rosie explained that her process started with specific ideas for songs inspired by Adele's hits. From there, she assigned each song to a character and built scenes around them to create a cohesive and continuous story. Mental health became a central theme in her story as she worked to bring together her ideas into an impactful production.



Flyer for *Rolling in The Deep*.

Writing an original musical was no small feat for Rosie, and it came with challenges like time constraints and limited resources. She shared how she is currently adapting to an ongoing challenge; one of the actors dropped out, and Rosie unexpectedly had to step into their role herself. Despite these various challenges, Rosie has persevered through constant editing and refinement.

Rosie credits several key figures for their support during this project: Mr. Johnson and Ms. Adams, her capstone teachers, who provided guidance throughout the whole process; Jin Ho Y., her technical director, who has helped refine her ideas; and Adele herself, who served as an artistic inspiration.

When asked about her creative process, Rosie revealed that she followed structured daily goals recommended by Mr. Johnson; even if an idea wasn't perfect, writing something every day helped her identify what worked and what didn't. This approach allowed her to transform rough drafts into polished scenes.

What makes these student-created shows so special is how personal they are. They are not just performances; they reflect the students who created them, from their experiences to their passions.

Why does this matter, you may ask? At its core, theater, and art as a whole, is about connection. It's about telling *your* story, which makes people feel something and brings communities together through shared experiences. That's precisely what happens at Bullis every time a show is put on. So whether you love being center stage or prefer working quietly behind it, there's always room for you in this creative world built at Bullis. Who knows? Maybe next year, it'll be your name on the program or your story being told under the bright lights.

From Blank Walls To Breezly Leaves: A Bullis Community Art Project

By Katelyn R.

When most people see a blank wall, they don't think much about it. But when the Bullis Art Department sees one, their imaginations light up with a million colorful ideas. That's precisely what happened in our new Dining Hall Atrium. Thanks to a generous grant from the Parent Association, the Bullis Art Department is creating a permanent, site-specific art installation designed just for our cafeteria space. This means the artwork is tailor-made for the area and will remain in place for as long as the building stands.

The vision? To create over 250 leaves and 30 acorns, color them in shades of white and blue, and place them so that they look like they are flowing in the breeze. This style concept is inspired by local artist Laurel Lukaszewski, known for her beautiful site-specific permanent art installations, often in homes and businesses, to brighten up a boring wall or add some detail to an empty corner. These projects are similar to what we will be doing in our new cafeteria section.

This isn't a solo project. It's a community effort involving nearly every art class at Bullis. Students in Foundations of Art, Advanced Art, AP Art, Drawing, and Painting will each create three unique ceramic leaves. For many of these students, it's their first time working with clay and ceramics, giving them a hands-on opportunity to explore new techniques, textures, and glazing styles.

Ms. Thompson, one of the leading art teachers on the project, shared, "I love that everybody



Ceramic Leaves From The Community Building Event.

gets another chance to do a small ceramics project, and I like the whole idea of community. Everybody is involved in this, everybody has a stake in it, and it's going to hang there for many, many

years to come. When you see it, you'll know that you participated in it, and it's really going to brighten up that room a lot."

The beauty of this project is that there is no "individual ownership" of the piece; all parts will be worked on collectively by the class—well, all but one. 30 lucky seniors will be chosen by their advisors to create special acorns. These acorns will lie among the leaves as symbols of one of our longest traditions here at Bullis: the lifers' ceremony!

But why choose leaves to go alongside them? As we all know, this year, Bullis decided to rebrand, out with the old and in with new merch, logos, and bulldogs. One of the new logos includes an oak tree whose leaves are known for their vibrant colors. This project is not just pretty wall art; it is a symbol of our community and how we, Upper School, Middle School, and Lower School, all come together as one.

As for the deadline, Ms. Thompson explained, "We are adding color this week, then we gotta let them dry, then we gotta fire them, then we gotta glaze them, and then we have to fire them again. This is going to be an ongoing project. We are going to be seeing leaves for pretty much the rest of the school year."

She also added, "We would love to see more projects of this magnitude on campus and be made by students for students." The final piece will be hung on the last day of school, so look forward to seeing it in the Dining Hall next year!