Anna Rose Robinson ’22 (standing) and Alexis Blank ’23 perform “Angel by the Wings” in the Fall show, “World of Dance.”
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In appreciation of the excellence of our curriculum and our faculty, we take a look at teaching and learning at Bullis in this issue of the magazine. Signature Programs, professional development, a nod to one of our many special teachers, an exploration of what our newest faculty members bring to Bullis—and more—acknowledge how much our faculty and instructional programs bring to the educational table. This incredible group of Bullis professionals has developed a robust educational vision that merges scientific and creative thinking—programs that other schools come to observe. Their teamwork and individual efforts fully articulate the learning culture at the heart of the Bullis student experience.

Students learn best when they feel a connection to their teachers—and it is clear that our Bullis teachers care about the well-being as well as the education of their students. Academics, arts, and athletics here are infused with key tenets of learning, including critical thinking, collaboration, resourcefulness, creativity, and more. Together we have built a culture of engagement, challenging coursework, and innovative activities that continues to grow. I am continually impressed by the skill, dedication, and creative approaches that I see daily in all of our Bullis staff, operational as well as instructional. Their combined efforts are a powerful part of the infrastructure of the School.

This is also our Annual Report issue, a chance to show our gratitude to this generous community by presenting rosters of donors from the previous school year. The donations on the comprehensive lists in the following pages represent their belief in Bullis, and we deeply appreciate it.

This is a special place, truly a family of professionals, students, families, friends. Every day on campus, I see something I admire and love about Bullis. I hope you, too, find moments to appreciate what we have all built here together.
Young Alumni Panels Engage Upper School Students

Several dozen alumni from the classes of 2015-2019 returned to Bullis for December’s annual Young Alumni Day. Front row, from left: Siena McKnight ’18, Gabby Johnson ’17, Cami Deanes ’17, Melana Johnson ’17, Brionne Pyles ’17, Bryce Watson ’18, Jason Hersh ’18, Ahmed Seray-Wurie ’17; second row: Alex Oh ’18, Athena Skoufias ’18, Sabrina Hosmer ’18, Kate Brady ’18, Charlotte Clement ’19, Yaseen Almadeen Shahzada ’19, Emilia Psacharopoulos’19, Mark Schlager ’19, Henry Feigen ’17, Charles Coleman ’18, Dr. Jerry Boarman, Tyson Wiseman ’18, Alexander Brown ’16, Benjamin Goldberg ’16, Sarah Blair ’17, Aryemis Brown ’17, Sydney Geifman ’17, Leilani Moten ’17, Sarah Holliday ’15; back row: Bazin Sineshaw ’19, Benjamin Vardi ’18, Parker Berchard ’19, Raphael Conrad ’19, Brady Swartz ’19, Ryan Hyman ’19, Aidan McKew ’19, Brenden Lloyd ’17, Christopher Mavrikes ’17, Jonas Hosmer ’17, Lewis Wilson ’18, Adeyemi Sofola ’18, Diego Motta’19, KIAnna Dorsey ’19, and Eunice Aissi ’18.

Over 40 Bullis alumni ventured back to campus on Friday, December 20, 2019, to participate as Signature Program panelists during our second annual combined Young Alumni Luncheon and Signature Program Panel. The combined program gives Bullis Upper School students an opportunity to learn from Bullis graduates who presently attend university, while allowing young alumni to reconnect with the Bullis community and give back to the School. Dr. Sara Romeyn, director of Humanities and Global Studies, remarked, “The panelists show our students what the possibilities are after Bullis. How did the Signature Program and Capstone help them prepare for college life? Again and again, we see how our signature programs open doors to interests and academic pursuits in college. And we hear from our alums that their work in a capstone helped prepare them for the independent, big picture projects that they do at the college level.”

To foster important transition dialogue among Bullis seniors and young alumni, Jina Walker, associate director of College Counseling, organized a college panel for Bullis seniors to ask questions about college life and to consider certain factors when deciding the best fit for college. Overall, more than 50 alumni were on campus for this combined event. We are grateful to our young alums for giving their time and efforts to ensure that the next generation of Bullis graduates have the tools and resources to be successful.
On a sunny day in September, 9th grade Bullis biology students went outside with their new teacher to dance like molecules. In October, the newest Latin teacher taught Middle School students to sing “Baby Shark” in Latin, while a new Upper School English teacher asked students to consider Shakespeare’s decisions, not just his content.

“In our new teachers, we found a group of educators who care deeply about their craft and are fully committed to the important work they do,” says Robert Pollicino, Head of the Upper School. “They truly grasp and appreciate their impact on Bullis students.”

Following a careful selection process, the newest Bullis teachers arrived in August “eager for opportunities to learn and grow, ready to find their place in the community,” says Dean of Faculty Faith Darling. During orientation meetings, new teachers spoke with current staff and explored Bullis approaches. “They came here way ahead of the curve in skill, understanding, and ideas,” says Darling. “They bring not just tech skills, but fresh ideas and new perspectives.”

Administrators and faculty mentor new teachers throughout the first year, helping them fit into the existing culture even as the newcomers distinguish what they bring individually. “These early exchanges help create camaraderie among the faculty,” says Darling.

What are the approaches some of our newest faculty members are taking?

**SCIENCE MEETS POETRY**

**MARIA IANNUCCI, UPPER SCHOOL BIOLOGY**

On the first day of her 9th grade biology class, Maria Iannucci asked her students to read poetry: Mary Oliver’s “Mysteries, Yes”—“Truly, we live with mysteries too marvelous to be understood....” Later, Iannucci took a class outside to dance around as molecules. Why start here rather than with textbooks? “I want my students to develop critical and creative thinking skills, and to appreciate the enormity of the world they will explore in biological science,” she says. “Poetry is a great path toward thinking on a wider scale.” By clustering into molecular shapes, students kinetically grasped molecular behavior, enhancing comprehension. “Movement encourages thinking beyond the classroom and textbooks, making science fun and easier to comprehend.” She encourages students to explore questions that move them forward, with the awareness that “history is behind every step of scientific inquiry.”

Iannucci came to Bullis from an all-female school. “The co-ed structure and diversity at Bullis is phenomenal,” she says. “This is a genuinely collaborative and relational place.”

“It is so important to teach students how to teach themselves,” she adds, in keeping with a longstanding Bullis tenet. Her teaching methods merge tradition with innovation and a relational approach that ensures “there’s never a kid alone. And they learn to own their successes as well as their failures.”

Her corner classroom in the Discovery Center is a bright, peaceful, welcoming environment—so pleasant that other students ask to study there when it is empty. Music streams in the background as students work, and the walls feature a tree decal with stick-on leaves and butterflies strewn around the room, all placed by students. “Bullis is a great school. This is a good fit,” Iannucci says. “I love it here!”
“They came here way ahead of the curve.”

— Faith Darling
Dean of Faculty

CREATIVITY AND CONNECTIONS
BRITTON ANDREWS, UPPER SCHOOL ENGLISH

Teaching composition, creative writing, and literature at the college level, Britton Andrews saw firsthand how essential it is that students develop strong writing and reading comprehension skills in grade school. Excited by the chance to teach 10th and 12th grade English at Bullis, he made the move. With a degree in creative writing and film and a Ph.D. in creative writing, his non-traditional path to teaching literature is reflected in his approach.

“I felt at home as soon as I set foot on the Bullis campus,” he says; he had attended an independent school from preschool to graduation (his father was a coach at the school, and his siblings attended too). At Bullis, he recognized a strong sense of community, and from the first week of school, he watched bonds forming everywhere on campus. “Bullis actively works to build its community, and that is so important in a great school.”

This fall, some of his classes worked on *Hamlet*. They read, studied, and performed the play in class, worked on projects and writing assignments, and viewed various film versions. “I want them to learn to read between the lines,” Andrews says, “and to understand decisions the playwright made, and that actors make when playing characters. They are learning to think about the real meaning of the text.”

Experienced in teaching at the college level, he is helping students understand what to expect when they go on to colleges and universities. Andrews is also interested in the Bullis English department’s initiative to establish a writing continuum throughout the grades and divisions, focusing on student progress and accumulated skills year to year. “Students will be better prepared at every level when they leave Bullis.”

Approaching literature as a creative writer rather than a critical reader, Andrews provides a fresh angle on a traditional subject. “Looking at writing from the author’s perspective,” he says, “you realize that everything is a choice that someone made. I want students to appreciate those choices when they read any literary work.” He is guiding students to expand their knowledge as well as build critical and creative thinking skills.

Opposite page, Maria Iannucci and two 9th grade students discuss a science project. Above, in a quiet moment, Britton Andrews works on lesson plans for teaching *The Picture of Dorian Gray* and *The Hate U Give.*
Whole Thinking
WESLEY WOOD, MIDDLE SCHOOL LATIN

“Latin is a traditional subject—the challenge is freshening it up to appeal today,” says Wesley Wood, the newest Middle School Latin teacher. “It has been taught for 200 years as a translation approach. Now we teach a proficiency model, to read and not just translate.” Wood’s dynamic energy inspires in the classroom as he brings an ancient language to the modern student. After teaching in public school, he finds the smaller classes at Bullis helpful in forming connections with Middle School students, and he is also enjoying his role as an advisor.

Wood is helping students to realize that “Latin is everywhere—in law, medicine, business, in everyday phrases, and more.” He asks them to take selfies whenever they find Latin—in a sign, a monument, a poster, a video game such as Minecraft. When the Washington Nationals were playing in the World Series, Wood taught his students a variation of “Baby Shark,” the team’s unofficial theme song. “Squalalus, doo doo doo doo doo doo, Squalalus…” The students loved it. “There are so many ways to connect with kids, and connect them to Latin.”

He provides free reading time in his classroom with a selection of Latin books like Winnie Ille Pu and Harrius Potter et Philosophi Lapis. “Understanding a world language is a whole-thinking process. I want to be sure that the course content reflects my students’ needs.” He also wants students to understand that Latin belongs to everyone. Beyond teaching students to understand and most importantly enjoy Latin, Wood has a secret goal. “I hope to inspire a few future teachers of Latin someday.”

He feels a responsibility to make Latin exciting and interesting and convey to students that it still thrives today. Latin is not a dead language, reads a poster in his classroom. It is immortal! “I want them to have a language they can take out into the world and into their future.”

With more than a dozen new faculty on board at Bullis this year, great things are happening all across campus every day. As new perspectives merge with the established educational culture, learning is enriched and everyone benefits.

Faith Darling is continually impressed by the newest Bullis teachers. “They truly relate to students, with great strategies for engaging them. It’s exciting for the future of Bullis!”
How often do we check Twitter, Instagram, Facebook, and other platforms—especially if we’ve posted content? For the vast majority, social media has become a daily activity. Our access to rapid communication and feedback, whether positive or negative, is being studied and debated. While low impact seems indicated, studies note that the brain’s neuroplasticity may “rewire” us to anticipate feedback—likes, hearts, comments and so on. Some caution the overuse of instantaneous media, yet studies—and empirical experience—also demonstrate its benefits.

Pedagogy is an area reaping positive results. Social media platforms provide teachers accessible forums and places to share experience, expertise, and insights with peers. Many Bullis faculty members actively contribute to a gathering wave of information sharing among educators eager to support each other and expand efforts.

“We’re seeing lots of direct sharing of articles, blogs, lessons, and resources,” says Head of Upper School Robert Pollicino (@BullisUS). “Teachers are creating online content and networks and truly helping others.” Shares and retweets on Twitter, Instagram, Medium.com, and sites such as EdSurge disperse content to a widening circle of peers, and resources expand for all. “Now we look for what’s happening in education by going to social media. It’s an informal and very effective form of professional development,” Pollicino says.

That leads to formal professional development as well. Teachers attend conferences and workshops because they saw it on social media. An example is the Friday Institute for Educational Innovation through North Carolina State University, which furthers the evolution and dissemination of new systems of education through classes and conferences. “Many of us sign up for Friday Institute workshops because we have heard about them on social media,” Pollicino says. Teachers also discover experts with inspiring and innovative ideas, such as educator and author George Couros (@gcouros). “We need to make the positives so loud that the negatives become almost impossible to hear,” Couros is often quoted.

Bullis faculty members inspire too, generously sharing insights and information online, such as BITlab Coordinator Matt Zigler (@BullisBITlab), who often writes for Medium.com, and Math Teacher and Director of Innovation and Educational Technology Stacey Roshan (@buddyxo), who shares a wealth of educational information and experience through Twitter, YouTube, her blog (techiemusings.com), and other platforms. Pollicino posts on Twitter and writes thoughtful articles for Medium.com, while recognizing that “teaching is a very personal profession, and what’s appropriate to share as an educator is always a question.”

“Sharing is a tremendously powerful learning opportunity,” says Stacey Roshan. “By spreading our work, we connect with others and receive helpful feedback and ideas.” Social media, she adds, “is an amazing learning tool and a powerful source of reflection and personal growth.”
Clear writing is clear thinking. That is good news for anyone who has studied English Language Arts at Bullis. Bullis students learn how to write; for the past 29 years, Andy Marusak has played a key role in teaching writing at Bullis.

The Bullis emphasis on educating excellent writers begins in Lower School, where students begin writing and revising as soon as they can grip a pencil. It extends through Senior year when Upper School students debate, describe, deconstruct, and defend ideas in writing, sometimes for five separate classes plus college applications. As writers, Bullis students get plenty of practice in every grade.

And, in 7th grade, they get Andy Marusak.

Marusak’s connection to writing at Bullis goes back a long way. In 1966, he graduated from Bullis equipped with the skills to study, use grammar correctly, and write well. He returned as a teacher in 1990. Every year since, Marusak has brought out the excellent writers within each of his Bullis students. Over a 50-year teaching career, Marusak has taught 7th-12th grades and some college. While his approach to his subject and students has changed several times over that period, the essence remains the same. As he puts it, “I love to challenge my students to think outside the box after I have taught them what’s inside the box.”

One tool in the box is Marusak’s 10-sentence exercise. The first major focus of 7th grade language arts is learning the 10 sentences.
“Students must know the fundamental structures of a variety of sentences: infinitive, gerund and participial phrases, adjective and adverb clauses, appositives, predicate nominatives and adjectives, and compound elements,” says Marusak. “I teach my students the proper way: not only how to form these sentence structures but also how to punctuate each of them.”

Current 7th graders, like Ethan Robinson ’25 enjoy that journey. Marusak’s class is “something I look forward to,” he says.

Former 7th graders, like Jared Cohen ’20, agree that Marusak was part of an unparalleled Middle School writing and Language Arts instruction experience. “My dedicated and caring teachers gave me individualized feedback throughout my years at Bullis that drastically improved my writing skills,” he said. “By equipping me with writing techniques and building up my confidence in those skills, my Bullis teachers have made me a more capable writer.”

At 6’2-½”, Marusak, a longtime Middle School basketball, baseball, and football coach, has the potential to intimidate. But he combines his lessons in grammar with great warmth. The students in his class know that he cares about them.

Dr. Marilyn Moreno, head of Middle School, has a theory about Marusak. “I’m reminded of the quote from Teddy Roosevelt, ‘People don’t care how much you know until they know how much you care.’ This describes Andy Marusak perfectly,” said Dr. Moreno. Andy understands the importance of building quality relationships with students and the impact positive relationships have on instruction. His ability to establish strong rapport with young adolescents builds trust, instills confidence, and engages students.”

It is September, and class has been in session for about three weeks. The students and teacher are beginning to get a sense of one another. Students pay rapt attention to Marusak. With each new sentence type, he travels from his discussion spot inside the ring formed by the desks, to the light switch. As he turns the lights off, focus shifts from Marusak’s commanding presence to the grammar definitions projected on the screen at the front of the room. Once students have had ample time to absorb the details, he flips on the light and moves back to the group.

The students have read a short story about “Charles” from Shirley Jackson’s Life Among the Savages. All the example sentences that Marusak uses to demonstrate his ten types of sentences refer to this story, in which a young boy named Laurie comes home from kindergarten to share stories of the outrageous misbehavior of a boy named Charles. In the last line of the story, the reader learns that there is no Charles in the class.

It’s a safe bet that students from Andy Marusak’s class are coming home with stories too. The contrast between Marusak’s authoritative exterior and his rapidfire and funny delivery in the classroom has left a few students off balance. Coming in, they knew they didn’t want to make him mad. But they seem surprised at how badly they want to make him happy. He is one of many Bullis teachers who can take a subject like grammar, with its reputation for being dull, and bring it to life.

The classroom feels like center court as students offer their own sentences to demonstrate predicate nominatives and Marusak returns each volley.

“During his days in kindergarten, Charles becomes a wild savage,” a student offers, mistakenly repeating the example Marusak has just used. Marusak frowns and moves on to another student. Seconds later, he is back to the first student: “Redemption,” he says. Her next sentence works. “You got it!” says Marusak. “Where’s the comma?”

In a prior class, the students have covered the first five grammatical concepts: compound sentences, appositives, infinitives, and adjectival and adverbial clauses. In this class they’ll cover sentences with multiple prepositional phrases, predicate nominatives, predicate adjectives, participles, and gerunds.

The students will use all 10 in an essay about Charles, which they’ll turn in, revise, and turn in again. The sentence will be a focus all year. In the spring, in a classic Bullis interdisciplinary project and rite of passage for students, they’ll be using the 10 sentence types to write a paper drawn from the research and annotated bibliography they create in Glenn Hunter’s history class.
Mastering the 10 sentences, Marusak says, gives the student-writer two important things: confidence and sophistication.

Confident and sophisticated writing stays with Bullis graduates. “What I appreciate most about a Bullis education is that it taught my children to write,” said Xiumin Overall, director of International Family Services and parent of two Bullis graduates, a lawyer and a scientist, who rely on the confident and sophisticated writing skills they developed at Bullis to excel at work every day.

This practice of writing multi-paragraph essays and mastering the mechanics of writing in 7th grade builds upon the 6th grade exploration of expository and creative writing and cross-curricular research led by language arts teacher Marcie Demers. After 7th grade, students bring their strong writing and communication skills to 8th grade, where the culture of reading that characterizes Bullis Middle School life continues with Language Arts and the Advanced Language Arts Seminar. Department Chair Claire Holman teaches a class that has kids prepared and eager to tackle Upper School.

Back in class, Marusak says, “We’re about to get into muscle work—participles!”

After simple explanations of predicate nominatives and adjectives, there’s an audible hush when the definition of participle Marusak projects on the wall fills the entire screen.

Marusak peppers the class with comments, some related to the lesson and others more tangential. One question he answers without being asked is, “Why do we need to know this?”

“This separates you from being an outstanding writer versus just an excellent writer,” says Marusak, with a bit of advice. “Don’t get rid of these notes. These sentences will never change.

“I’m going to show you direct objects tomorrow. Think you can wait?” he teases, as the students pack up their things and head to their next block.
Ten Timeless Sentence Types
(and the Punctuation Rules That Keep Them Crisp)

For those who can't put their hands on their notes from Marusak's English Language Arts class, the ten sentences are below. Whether you are familiar with these tips from Mr. Marusak's class, or they are new to you—they reinforce strong writing.

1. A compound sentence is formed by using coordinating conjunctions. The coordinating conjunctions are AND, OR, NOR, BUT, FOR, SO, and YET. On both sides of these conjunctions, you must place a subject and a verb.
   EX.: Charles disrupts his classmates, and he distracts his teacher. (Use a comma)

2. An appositive is a noun that follows another noun and renames that noun. An appositive is always surrounded by commas.
   EX.: Charles, an unhappy kindergartener, seems to be evil by nature.

3. An infinitive is formed by writing the preposition “to” and adding a verb.
   EX: to run, to jump

4. An adverb clause must begin with a subordinating conjunction like BEFORE, BECAUSE, SINCE, THOUGH, UNTIL, and WHENEVER.
   When the adverb clause comes first in your sentence, place a comma after that clause.
   EX.: Because he was angry, Charles threw chalk. (Use a comma)

5. An adjective clause always begins with a relative pronoun. Those pronouns are WHO, WHOM, WHOSE, WHICH, and THAT. The adjective clause always follows the noun described.
   EX.: Charles who was upset with his teacher threw chalk.

6. Two or more prepositional phrases placed at the beginning of your sentence. Prepositions include AT BY, ON, IN, INTO, THROUGH, TOWARDS, and WITH.
   When two or more prepositional phrases begin a sentence, place a comma after the last prepositional phrase.
   EX.: At school during recess, Charles bounced a seesaw onto a girl's head.

7. A predicate nominative: A predicate nominative is a NOUN that follows a linking verb and renames the subject of your sentence. A linking verb functions as an equal sign in the sentence.
   BECOMES, COULD, DOES, HAS, IS, LOOKS, MAY, SOUNDS...
   EX.: During his days in kindergarten, Charles becomes a wild savage.

8. A predicate adjective is an adjective that follows a linking verb and describes the subject of your sentence.
   EX.: During his days in kindergarten, Charles becomes beastly and insolent.

9. Participles are adjectives, which means they describe nouns. There are two kinds of participles: present participles ending in ING and past participles ending in D, ED, N, or T. Whenever your participle is joined by adding additional words, you then have a participial phrase. Whenever your participial phrase begins your sentence, place a comma between that phrase and the subject of your sentence.
   EX.: Throwing chalk across the classroom, Charles laughed silently

10. A gerund is actually a NOUN. All gerunds end in ING
    EX.: gerund phrase: Throwing chalk across the classroom is extremely dangerous to students.
Families Join in Creating Art

On September 26, the Bullis Visual and Performing Arts Department hosted its first Family Art Night. Bullis students, parents, and friends immersed themselves in music, drama, dance, and fine art through interactive workshops and activities. The evening was spent singing karaoke, drawing, painting, experimenting with sculpture, storytelling with music, drumming, building set designs, and more! Some of the highlights included demonstrations for throwing on a pottery wheel, a trash costume contest, and the creation of a collaborative group mural. Refreshments included blue and pink cotton candy, freshly popped popcorn, and many other sweet treats. All members of the community were given an opportunity to enjoy and explore the many facets of our strong arts curriculum and benefit from the strengths of our talented Bullis faculty.
Breaking the Ice at Bullis: Frozen Jr.

As the applause faded on last spring’s Middle School performance of The Wizard of Oz and the set was being struck, director and Middle School Theatre Teacher Chelsie King (then Lloyd) had a surprise announcement for cast and crew: the 2020 Middle School musical would be Frozen Jr. The excited students would have to wait—much would need to happen before opening night in February 2020!

Last September, work on Frozen Jr. began in earnest. A Bullis theatre production is a complex collaborative effort that takes months of preparation—more than a year goes by from first acquiring the script to a fully designed production and a well-prepared cast and crew. In October, King and Director of Technical Theatre Arts Anthony Brooks sat down to brainstorm the production. “We wanted to think of ways to create a minimal set,” Brooks said, “keeping our work education-based and cost effective. A minimal aesthetic can be very creative and effective.” They have also found clever ways to recycle set pieces from previous plays such as Mamma Mia! and The Wizard of Oz. Their plan will also ensure that students working on the set gain technical skills and an increased understanding of theatre arts during the process.

Sketches are made and tiny sets are constructed with Lego pieces to help determine what the set will look like onstage and how it can support the needs of the story and the actors. Snow scenes, castles, and the fantasy environment of Bullis’s Frozen Jr. are inspired in part by the movie and by Art Deco and Art Nouveau styles. “We are looking for ways to visually convey the magical effects of snow and ice,” Brooks says.

In November, after Middle School students chose their winter activities, which includes a theater arts option, auditions for Frozen Jr. took place, followed by the first read-throughs. Tech and crew members began to work closely with Brooks to build set pieces and design lighting and sound as well. Cast members also started working with Choral Music Director Charles Johnson and Lower and Middle School Dance and Theatre Teacher Noel Montague to learn songs and choreography.

“Throughout the process, we look constantly for ways to encourage growth in the students as performers as well as in their social growth—getting onstage, performing in front of others, working together as cast and crew,” King says. “With every day, they get better and better on all levels.”

The Middle School’s performances of Frozen Jr. will take place on Saturday, February 29, at 2:00 & 7:00 p.m. in Howard Auditorium in The Blair Family Center for the Arts.

Winter-Spring Performances

2/28 & 2/29 – Middle School Musical, Frozen Jr.
3/18 – 5th Grade Play, Shrek the Musical Jr.
4/16 – Upper School Spring Dance Show
5/1 & 5/2 – Upper School Spring Play
5/8 – Jazz Café
5/14 – Upper School Spring Concert
5/19 – Middle School Spring Concert
5/11 – Lower School Performing Arts Night
 BITlab Takes Learning to the Next Level

Three years ago Bullis was fortunate to open the Dr. Gerald L. Boarman Discovery Center (BDC). At the heart of the building is the Bullis Innovation and Technology Lab, or BITlab, a state-of-the-art Makerspace modeled after the MIT Fabrication Lab; the concept was created by Neil Gershenfeld, MIT professor and director of MIT’s Center for Bits and Atoms. The Bullis BITlab includes digital fabrication tools such as 3D printers, a laser cutter, a CNC router, and a vinyl cutter. Traditional tools for wood and metalwork are also available, as well as electronics and programmable controllers for robotics and engineering. The BITlab is a space designed and equipped for students to turn almost any idea into a reality.

With 1,800 Fab Labs in the world and only four Fab Labs in the DC area, Bullis is fortunate to have this incredible space to support student academic pursuits and innovative imaginations. The BITlab also serves the needs of the entire school community. From technology and STEM classes that meet in the BITlab regularly to a hands-on making component to core curriculum classes like English, history, or world languages, the BITlab is utilized across the curriculum. Bullis staff can take courses to learn how to use the myriad tools available to better understand all the ways the space can benefit their work and teaching.

How is the BITlab utilized across campus to further student learning in all three divisions?

To illustrate positive and negative space, the Lower School students use an app called “Morphi” that allows them to draw 2D images with their finger and then turn that image into a 3D object which is sent to the 3D printer. After the students print both a positive and negative version of their shape on the 3D printer, they mount their projects on cardboard and display them at the spring art show.

The Middle School Tech Majors class codes robotic mechanisms using Hummingbird Robotics kits and then programs the controls for those mechanisms. Students work together to learn how different kinds of movements can be made using motors and linkages. They apply these skills to a robotic petting zoo project to create animals out of cardboard and other basic materials, and their robot pets interact with the audience through sensors and code that direct the animals’ movement and responses. In a final event, Lower School students also get to interact with these amazing creatures.

Students in the Upper School Making for Social Good class learn how to leverage digital fabrication to make significant impacts in the world. The rise of Makerspaces and access to digital fabrication tools like 3D printers and laser cutters makes it possible for students to create a design that can be shared online and fabricated anywhere in the world to meet the needs of different communities. Bullis Upper School students are participating in a pilot project through Brown University’s Engineering Department to build solar-powered USB phone chargers. By participating in the project, Bullis will be supporting the sending of an equal number of the kits to students in Northern Namibia to help the local small scale industry.

These are just a few of the many cutting-edge projects taking place in the BITlab and Bullis design spaces. Access to the tools and resources in the BITlab gives Bullis teachers the opportunity to take learning and innovation to the next level, positively impacting not only Bullis students, but global communities as well.
Leading by Example: Caleb Robinson

“The first thing I want to do is lead by example,” says Caleb Robinson ’20. In his role as Upper School co-president, he adds, “I have had a lot of eyes on me.”

A lot of people like what they see in Caleb Robinson. In addition to his election as co-president with Hannah Baltimore ’20, he was named Bullis football team captain, and this year, the Potomac Chamber of Commerce selected Caleb as the Potomac Youth of the Year. He is a Bullis Student Tutor and a member of the National Honor Society. And Stanford University recently offered him a place in its class of 2024.

Caleb increasingly appreciates the special place that Bullis and its people have had in his life since he entered as an 8th grader. He has flourished as a leader and a thinker in the Bullis culture, and in return, he has contributed to that culture with his efforts to amplify student voice, connect groups of students with different interests, and lead with his positive energy and example.

A year ago, Caleb attended a roundtable for independent school students around Washington, D.C. “Hearing all the other kids describe their schools and the things they wished they had, I thought, ‘We have that at Bullis.’”

The Bullis Global Studies program, Caleb says, brought him out of his comfort zone and out of the country for the first time on a trip to Panama. He appreciates the Discovery Center, with its light-filled, high-tech science labs, community areas, studio theater, and classrooms for kindergarten through 12th grades. Caleb has gained a clearer sense of the broad qualities that define life at Bullis for him: “Generally our attitude and our morale is really good. But the biggest thing I will take away from here is the sense of joy at Bullis.”

Caleb thinks the Bullis requirement that a student do more than study helps create that sense of joy. “Bullis has such academic rigor, but I’ve come to appreciate the emphasis on balance. You can’t just go home and mull over your academics. I think having to go from class to something else, whether it’s a sport or a musical or art, leads to reduced stress as a community.” Caleb adds that football practice meant “I would have to mentally switch and forget about studies for a while. In addition to providing an opportunity to do what we love, Bullis gives us a chance to distract ourselves from our academic stress.”

Bullis students are involved, and demanding classes, absorbing extracurricular activities, high-level athletics, and the healthy atmosphere on campus encourage efficiency, prioritization, and excellent time management. Caleb is a great example. “Freshman year I did not know how to manage my time well,” he says. “I learned from it, though.” One of his secrets is to be intentional about free time. “Now I manage my free time better. As I’ve taken harder classes and my workload has increased, I’ve also become a lot more efficient. As crazy as it sounds, I get more sleep now than I did during freshman year.”

Student government wasn’t always the plan for Caleb, but when he saw that he could be impactful at Bullis and be a role model for his siblings, Anna Rose ’22 and Ethan ’25, Caleb stepped out of his comfort zone again to run for office. He delivered his campaign speech in verse and from memory, winning...
beside co-president Hannah Baltimore. “Caleb always works hard and has the best ideas,” Hannah says. “He truly does want to make Bullis a better place. We work really well together and I’m glad that he is my co-president.”

Caleb also saw an opportunity to increase student voice, a goal he and Hannah have achieved by proposing, organizing, and recently facilitating town-hall-style meetings during Upper School assembly. “That was a really cool experience for me,” he says. “That was something we brought to the Upper School administrators and pushed for.” At a recent student forum, students listened carefully to one another and offered concrete suggestions that carried the power of coming from peers rather than adults.

Another goal that Caleb and Hannah shared this year was to make students with different interests feel central to Bullis. Dylan Moore ’20, who loves participating in music and theater, says that the Student Government Association (SGA) team has made a difference in that regard. And Caleb, who attends almost every dance show to see his sister perform, was pleased to see increased attendance and enthusiastic audiences.

Caleb believes in leading by example, and that’s especially true when it comes to his siblings. “People may say they’re following in my footsteps, but I want them to make their own footsteps.”

Caleb’s brother Ethan, a current 7th grader, likes when Caleb drives him and Anna Rose to Bullis. “His traits and qualities sort of go into you,” Ethan says. “He makes people better when they’re around him.” His siblings will miss both the leadership and the companionship of their brother next year. With Caleb attending university in California, “it will probably be a little bit boring here at home,” at least at first, Ethan says. Anna Rose agrees. “I’ll miss getting head nods from him when we pass each other between classes. And car rides to school will no longer involve crazy dancing and good music (sorry Mom!).”

From his younger siblings to the Head of School, Caleb has left a mark. “Caleb Robinson has made the most of the many opportunities Bullis provides its students. He is a classic Bullis success story, and we are very proud of his accomplishments,” says Head of School Dr. Gerald L. Boarman.

“Generally our attitude and our morale is really good. But the biggest thing I will take away from here is the sense of joy at Bullis.” —Caleb Robinson ’20

— Student Government Association Co-Presidents Caleb Robinson ’20 and Hannah Baltimore ’20 fire up the student body during the Homecoming pep rally. Above, the Robinson family celebrates the football team’s Senior Night, from left, Ethan ’25, Dr. A.J. Robinson, Caleb, Linda Robinson, and Anna Rose ’23.
Returning to campus to celebrate Homecoming were many members of the Bullis family. Front row, from left: Ed Bullis ’86, Charles Maynard (Heather’s husband), Heather (Sebring) Maynard ’84, Wayne Sebring ’89, Faith (Bullis) Mace, Larry Bullis ’54, Judy Bullis, Catherine Bullis (Ed’s wife), Kevin Vasco ’84, and Cyndi Bullis Vasco ’83.
CELEBRATING MULTIPLE GENERATIONS AT BULLIS

Bullis is thrilled to have a robust group of alumni who have returned to Bullis as parents, continuing their legacies at the School. Alumni ranging from the graduating classes of 1982 to 1999 represent more than 40 students currently at Bullis who symbolize the next generation. In the fall, alumni parents and their children gathered at the Dr. Connie Giles Amphitheater to capture the moment.


Not pictured: Andrew Blair ’86, Jonathan Friedlander ’82, Audrey (Greenhouse) Friedlander ’86, Joey Friedlander ’20, Andrew Friedlander’82, Kade Friedlander ’21, Adam Hanin ’92, Cole Hanin ’21, Arvin Malkani’92, Matt Metro’92, Nina (Cochrane) Price ’87, Evan Price ’24, Marc Steren ’89, and Cyndi (Bullis) Vasco ’83.
CELEBRATING MULTIPLE GENERATIONS AT BULLIS
JUSTIN SCHUBLE ’13

TURNING A HOBBY INTO A CAREER

Before the start of school in the fall, Bullis staff welcomed alumnus and special speaker Justin Schuble ’13. The Bullis Lifer and 2017 graduate of Georgetown University who majored in finance, marketing, and art, spoke about how his Bullis experience shaped who he is today. A unique entrepreneur, artist, photographer, and professional Instagrammer, Schuble is the creative force behind the popular Instagram account @dcfoodporn. “One of the most powerful new players in the DC restaurant scene,” Washingtonian Magazine wrote in 2017 when the college graduate was already a social media influencer.

Since college, he has honed skills that include a creative knack for photography and food imagery, and a lightning genius for social media and publicity. Now, his Instagram account has a following of over 500,000 and local restaurateurs are eager for his support. He samples dishes and takes photos that visually pop, adding snappy commentary and abundant tags. The posts are quickly shared and tagged, attracting enthusiastic attention for @dcfoodporn.

“I mostly post about food, but it’s not that simple,” he told his Bullis audience. “What began as a hobby and a distraction from college stress has turned into a career and a community. I had always been a creative person, and growing up, food was important to my family—the experience of sharing food with people you love. As an artist, I took pictures of food for fun and posted them on Instagram.”

As his account grew, things changed. “People I didn’t know followed me, interested in my content. And I realized this could actually be something.” Gaining the attention of restaurants and brands, he began going to business meetings, and his hobby turned into a full-time job. “I get paid to travel, eat, and post pictures on Instagram.” The reality “involves a great deal of planning, creating, editing, posting content, and running a business.”

At Bullis, he developed passions and the confidence to be a self-starter. “I learned to explore, try new things. To fail and to succeed. I tried everything, finally exploring the arts—and realized I was pretty good at that.” The challenge of AP Art taught him “there is always room for improvement.” At Bullis, he felt supported by teachers “who balanced constructive criticism and positive encouragement.” The Bullis honor code became integral to his life—as did “the Bullis culture and how we relate to one another.”

“You are making a real difference in the lives of your students,” he told Bullis staff.

Top left: Justin’s senior portrait from the 2013 edition of Roll Call. Above, left: Justin enjoys Stuffed Ice Cream’s 21-scoop Bouquet while in New York for the city’s Wine & Food Festival. At right, a visit to Fish Cheeks, a NYC Thai restaurant, during a recent trip to visit Instagram Headquarters.
With the largest turnout ever for the annual Alumni Lacrosse Game, on Friday, November 29, 30 Bullis alumni lacrosse players returned to participate. Pictured: Mike DelGrande 1987 - 2009, Shaun Crow '07, Matt Kelly ’19, Jack Forrest ’16, Blake Rodgers ’17, Jonah Scher ’17, Kyle Fairbanks ’18, Nicky Petkevich ’16, Griff Gosnell ’16, Joe Stuckey ’13, Blake Greenberg ’19, Robert Schain ’19, Kylor Bellistri ’12, Alex Benaim ’19, Matt Welch ’18, Ethan Copeland ’19, TC White ’19, Ben Donoghue ’02, John Kelly ’11, Zak Khera ’19, Brian Wilmans ’19, Jonathan Bender ’19, Michael Friedlander ’19, Jack Fechter ’19, Quinn Guevara ’19, Wyatt Wisnosky ’17, and Brooke Slowinski ’07. Not pictured: Tommy Cowles ’00 and Cam Link ’15.

AN AFTERNOON OF ALUMNI SOCCER FUN

Returning to campus for the annual fall Alumni Soccer Game were Justin Friedlander ’15, Kane Herrick ’12, Jamie Smith ’12, Chris Lathem ’07, Andres Parra ’99, Todd Fishburne ’87, Morgan Schwartz ’18, Daniel Akinkoye ’11, and Matteo Spilimbergo ’18; back, Kamar Saint-Louis ’11, Jacob Friedlander ’17, Jon Friedlander ’82, Jordan Friedlander ’12, Jeff Rubin ’06, Massimo Eichner ’16, Andrew Smith ’14, Jordan Saint-Louis ’17, Ali Mesbahi ’93, Matt Davis ’93, Evan Alexander ’93, Alonzo Flores-Noel ’18, and Marc Steren ’89.
PARTYING LIKE IT’S 1999!

1999 was a significant year, as it wrapped up a century, a millennium, and a class of 72 students who graduated from Bullis. Over Homecoming weekend in October, the Class of 1999 gathered at Cesco Osteria in Bethesda to reminisce and reconnect after 20 years—some traveled from California and Texas to be there! A highlight of the night was seeing Miriam Berg ’99 show up in her Bullis uniform, complete with her letter sweater! The evening was filled with great conversation and a lot of laughs. George Karmokolias ’99 summed up the night when he said “Our graduating class was full of good people and being together after 20 years was really special and fun.” Thank you to everyone who attended, and to those classmates who were unable to attend—you were truly missed!

Above, from left: Todd Blumenfeld ’99, David Bernad ’99, and Adam Radin ’99

Mystery Alumni Photos

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

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

Photos from past issues:

Photo 1: Congratulations to Brian Barnes ’71 who correctly identified Doug Cummins ’72 (standing) and L to R: John Friend ’71, Mark Stevenson ’71, and Williston Dye ’71—the group that helped publish Bullis’ first literary magazine, Impressions, in 1971.

Photo 2: No one has yet identified the students in the second photo.
**1956**

**BOB HARRISON** got out of the service in 1955 as an Army Paratrooper in the 82nd Airborne, and then entered Bullis. Bringing his grades up in the Bullis post-grad program, he entered NC State University the following year and graduated in engineering. He also has a second degree in accounting at SMU. At age 86 now, Bob has a wonderful life. He thanks Bullis for his successes.

**2000**

Melissa and **CRAIG SCHWARTZ** welcomed their second daughter, Devyn Skyler, on January 3, 2020. Melissa, Craig, Devyn, and big sister Alani are doing well. The family resides in Bethesda, MD, where Craig is an attorney for software company Palantir Technologies.

**SKYE HANDLER**, who brought his guitar to class every day as a Bullis student, released an album in October with his band, Ladygod. His rock ‘n roll was written up in *The Washington Post*’s “Going Out Guide.” The Post wrote, “A vocalist with the understated cool of Lou Reed and the stadium swagger of Mick Jagger, Handler cleaned up his act and started Ladygod... eventually recording 2017’s debut “Rock n Roll Kaliphate” with help from singer/guitarist Kelly Queener and drummer Seth Petersen.” The latest album is entitled “Trash Medium.”

**2014**

**MORIAH RATNER** is currently a freelance photojournalist based in Portland, Oregon after studying photojournalism and psychology at Syracuse University. While still a student, Moriah began a two-year photo essay documenting the life and journey of Lola Muñoz, a preteen diagnosed with terminal brain cancer. The story was published in *The Washington Post* and *National Geographic* and featured on NPR. Moriah has received numerous opportunities and awards, including first place in the 2018 Hearst Journalism Award Program for Picture Story/Series, and gold in the documentary category of the College Photographer of the Year contest. Her assignment-based work has been featured by *The New York Times*, Bloomberg News, The Associated Press, Getty Images, and others. In her downtime, Moriah enjoys indoor rock climbing and 35mm film photography.

**2013**

Last May **JONATHAN “JD” DYER** earned a dual Master’s degree in mechanical engineering and engineering & technology innovation management at Carnegie Mellon University. He is currently employed by Northrop Grumman as a systems engineer in the Future Technical Leadership Program, where JD is spending his first rotation working as a data analyst for the company’s Strategic Sourcing team in Tysons Corner.

**2004**

**LAURA (STEYER) RAY** and her husband, Sam welcomed their daughter, Ruby Ann Ray, on December 3, 2019. Ruby was 7 lbs, 13 ounces and 20.5 inches long. Their first fur child, Hunter, is excited!

**2016**

**JUSTIN CHAPIN**, a student at McDaniel College, has been recognized for his winning entry in the college’s “Pitch to Get Paid” contest during the fall 2019 semester. Justin submitted a pitch on a social invitation application; partnering with McDaniel College students, he submitted a three-minute pitch on N-Vite, a proposed mobile application that promotes inclusiveness, sending invites to an event to people they know and others to extend their social network.

**2014**

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**2013**

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**IDRIENNE WALKER** started Bullis in the 7th grade and graduated with the 2013 class. After Bullis, she continued her education at Drexel University where she participated as a Division I athlete on the field hockey team and earned a Bachelor of Science in economics with minors in French and business administration. Now in her second year of law school at American University Washington College of Law, she hopes to pursue a career as a tax attorney. Every day, Idrienne is reminded of the monumental experience Bullis has given her, from the lifelong friends she now considers family to the hard work ethic she has developed over time. She is so grateful to be a Bulldog!

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**SHARE YOUR NEWS**


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

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

High resolution photos (JPEG format) are welcome.

**Deadline is May 1, 2020** for the spring-summer magazine.
Craig and Melissa Schwartz welcomed their second daughter, Devyn Skyler in early January.

Guitarist Skye Handler released the album “Trash Medium” with his band, Ladygod, in October.

JD Dyer returns to area as Northrup Grunman systems engineer.

Second year law student Idrienne Walker at American University Washington College of Law.

Laura (Steyer) and Sam Ray welcomed daughter, Ruby Ann Ray, in December.

SAVE THE DATE!
Annual Alumni and Parent Bullis Golf Tournament
Friday, May 8, 2020

Registration & sponsorship opportunities available—www.bullis.org/golf

For more information, contact the Alumni Office at alumni@bullis.org
2015

Congratulations to ZHIYAO (SHIRLEY) JIANG on her recent marriage to Gongjian (Nate) Wang. The wedding took place on October 5 in the town of Chuzhou, Anhui province, China, close to Shirley’s hometown of Changzhou, Jiangsu. The bride wore the traditional red gown for the first part of the ceremony, when according to custom, the groom picks the bride up from her house, where she waits locked in her room and wearing new shoes, while the groom and his groomsmen fulfill a few challenges in order to gain access to where the bride waits. The bridesmaid was Bullis graduate Yixuan (Mia) Zhu ’14. Shirley and her husband met in college as computer science majors at the University of California at Berkeley. Nate works at Apple and Shirley works for Salesforce.

2017

LEILANI MOTEN is loving Morgan State and Baltimore. She is interning at JP Morgan State in their Chase Leadership Development Program.

2018

BRETT GUTERMAN is currently a sophomore at George Washington University and also spends time working on his startup company, OTGbaby, a portable changing station that is a lightweight, streamlined, densely cushioned changing station in a neutral design that can be carried as a backpack. Wherever you go, OTGbaby takes the worry out of changing your baby’s diaper with cleanliness, comfort, convenience, and style.

Congratulations to JOHNNY HSU, who received a W&L scholar athlete award with a 4.0 GPA this past semester at Washington & Lee University in Lexington, VA.

IN MEMORIAM

Nathan M. Bobrow ’66
Michael Mazo ’98
**MARK A. LITMAN, CLASS OF 1962**

As Mark A. Litman ’62 nears retirement, the thought occurred to him that his update might interest some of his former classmates and other Bullis alumni—and we agree.

Graduating from Bullis in 1962 after two years in 11th and 12th grades, he attended the School when it was still a boarding as well as a day school located on four and a half acres in Silver Spring near Georgia Avenue. During his junior year, Litman was first in his class and won the Harvard Book Award, and in his senior year, ranked second in class and won the Bausch and Lomb Science award. He was a member of the newspaper staff and was co-captain of the swim team, named All-American in swimming by the governing committee of High School swimming—the first from Bullis to win the award.

Attending Cornell University on an engineering scholarship, he competed in varsity swimming, graduating in 1966 with a bachelor’s degree in chemical engineering. While working in the U.S. Patent and Trademark Office, he attended law school at night at American University’s Washington College of Law, graduating in 1970. By 1972 he had joined 3M (Minnesota Mining and Manufacturing), where he worked for 24 years, drafting and prosecuting over 500 patents. Later, he entered private practice and formed his own law firm, Mark A. Litman & Associates, P.A., in 2000. Having written and issued over 1,000 US Patents and hundreds of international patents, he is also an inventor patented in various technology areas.

Litman volunteers with the Young Inventors Group in Minnesota, donating his time filing patent applications on behalf of high school and grade school students in Minnesota—and he enjoys writing poetry as well, which he sometimes presents in schools. He continued competitive swimming for years, both in the States and internationally, and now enjoys non-competitive swimming and playing golf.

His retirement plans include setting up a non-profit organization to amend the Second Amendment in hopes of helping to reduce armed violence in schools, a cause he feels strongly about. Married since 1977 to an attorney, Litman and his wife have three successful daughters.

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**THE BULLDOG STORE**

**SHOW YOUR SCHOOL SPIRIT!**

Items shown: ALL UNIFORM APPROVED

- **League Stadium Crewneck Sweatshirt** $49.99 available in unisex sizes
- **League Academy ¼ zip Sweatshirt** $49.99 available in women’s sizes
- **League ½ zip Saranac Sweater knit fleece available in unisex sizes

Shop online at www.bullisstore.org!

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**UPCOMING EVENTS**

**APRIL 21 | Alumni Association Board Meeting | 6:00 p.m.**

**APRIL 21 | Happy Hour at Brookside Food & Drinks | 7:00 p.m.**

**MAY 8 | Alumni Jerry May Golf Tournament | 12:00 p.m.**

**JUNE 6 | Alumni Get-Together (Details TBD)**

**JUNE 9 | Alumni Association Board Meeting | 6:00 p.m.**

Check bullis.org/alumni for additional events.
Bullis School is pleased to announce Mr. Christian G. Sullivan as our next Head of School beginning on July 1, 2020. He will succeed Dr. Gerald L. Boarman, who has served since 2010 as a transformative leader for this nearly 90-year-old institution.

Mr. Sullivan’s global experience and passion for student-centered education make him the ideal fit for Bullis. Born and raised in London, he comes to Bullis after a decade serving as the Head of Schools at the Annie Wright Schools in Tacoma, WA. His leadership strengthened the endowment, expanded enrollment by 44%, enhanced programming, and established AW as a top independent school in the Pacific Northwest.

An inspiring and visionary leader who embraces the complexities of an educational institution, Mr. Sullivan brings to Bullis outstanding experience, an expansive perspective, notable acumen in educational programming and fundraising, and enthusiasm for the unique character and exciting potential of Bullis School. Mr. Sullivan and his family are delighted to return to the Washington, DC area, where his wife, Lisa Isenman, was raised. Christian and Lisa have two college-aged children. Please join us in warmly welcoming the Sullivans into our community!

“I am honored to become the next Head of School at Bullis, and my family and I are delighted to join your warm and strong community. While the buildings, campus, and programs are impressive, what Lisa and I found most compelling were the people we met: students, faculty, staff, parents, alumni, and trustees,” said Mr. Sullivan.

Learn more about Christian Sullivan and the bright future of Bullis School on the Head of School 2020 page at Bullis.org.
Over the following pages, our Annual Report presents a glimpse of the 2018-2019 year through the lens of the Bullis Fund. Within these columns and lists, you will see the names of friends, acquaintances, colleagues, teachers and staff, grandparents, organizations; we hope you will find your own name here as well. Each listing reflects more than a monetary amount shared and a thank-you note sent: it represents a thoughtful gesture, and a student or school need understood and supported. These lists also remind us of two important qualities of our school community: generosity and gratitude. The generosity of the Bullis community and the caring way it responds to the needs of students and the School is outstanding. The very act of giving shows gratitude toward the School—and we in turn greatly appreciate your gifts to the Bullis Fund, and all that you do for the School. Whether you share resources, time, talents, a kind gesture or a supportive comment, you show your belief in Bullis.

In addition to presenting our Annual Report, this issue of Bullis Magazine looks at teaching and learning across campus and across disciplines and divisions. From our perspective in Bullis Advancement, we know that giving is also a learning process—an evolution of insight and understanding that many in our community have mastered. From their first week in kindergarten to their graduation day, Bullis students learn about our core institutional values of integrity, respect, diversity, service, and responsibility. At the heart of those is the capacity to be kind and generous to others. When families, teachers, friends, and others model those essential qualities, students absorb them and benefit long into the future. Every day, the whole of Bullis benefits from your gifts and the generosity evident in our community. Thank you!

Associate Head of School Tim Simpson with Director of Advancement and External Affairs Sharon Kessler.

“\textit{The very act of giving shows gratitude toward the School.}”

Sharon Kessler
Director of Advancement &
External Affairs

Tim Simpson
Associate Head of School
Total Voluntary Support to Bullis, 2018-2019

Bullis Fund $807,767
Bullis Gala 2019 $253,635
Capital $2,300
Restricted $255,438
Total Support $1,319,140

Trustee Support
Bullis Fund $102,464

Parent Support
Bullis Fund $664,467

Alumni Support
Bullis Fund $21,403

Faculty and Staff Support
Bullis Fund $17,650

Bullis School Endowment
Bullis School’s endowment was $10,439,056 as of June 30, 2019.

Gifts were received between July 1, 2018 and June 30, 2019. Bullis Fund figures reflect unrestricted gifts received during fiscal 2018-2019 to fund current operations.

We have made every effort to ensure that this report is accurate. If you find an error, please notify Sharon Kessler, director of advancement and external affairs at sharon_kessler@bullis.org or 301-634-3697 so that we may update our records.
## Fiscal Year 2018-2019
### Annual Revenues and Expenses

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<tr>
<th>Operating Revenues</th>
<th>Dollar</th>
<th>Percentage</th>
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<tr>
<td>Tuition &amp; Fees</td>
<td>$26,228,511</td>
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<td>Activities &amp; Auxiliary</td>
<td>$2,165,077</td>
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<td>Endowment &amp; Investments</td>
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<tr>
<td>Contributions</td>
<td>$1,336,553</td>
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<tr>
<td>Summer Programs</td>
<td>$1,255,101</td>
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<tr>
<td>Other</td>
<td>$1,357,143</td>
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<td><strong>Total</strong></td>
<td><strong>$33,764,484</strong></td>
<td><strong>100%</strong></td>
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<table>
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<tr>
<th>Operating Expenses</th>
<th>Dollar</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Instructional</td>
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<tr>
<td>Instructional Support &amp; Auxiliary</td>
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<td>General &amp; Administrative</td>
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<td>Summer Programs</td>
<td>$1,106,371</td>
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<tr>
<td>Debt Service</td>
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<tr>
<td>Technology &amp; Facilities</td>
<td>$3,806,193</td>
<td>11%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$34,469,547</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Donors
By Giving Category

Special thanks to all those who made gifts to the 2018-2019 Bullis Fund.

BULLIS CIRCLE
($50,000.00 +)
Mr. & Mrs. Ethan Leder
Mr. & Mrs. Daniel Snyder

CHAIRMAN’S CIRCLE
($25,000.00 +)
Mr. & Mrs. Alexander Barth
Mr. & Mrs. Marvin H. McIntyre
Ms. Abby S. Moffat
Mrs. Diana Davis Spencer
The Diana Davis Spencer Foundation

BLUE AND GOLD CIRCLE
($10,000.00 +)
Mr. & Mrs. Darren Anzelone
Mr. & Mrs. Thomas J. Baltimore, Jr.
Mr. David T. Blair ’87 & Mrs. Mikhail Blair
Mr. & Mrs. Patrick J. Caulfield
Mr. Raj & Dr. Ariel De
Mr. Charles Gravely & Ms. Dana Mallon
Mr. & Mrs. Kent LaMotta
Mr. & Mrs. Carl Mayfield
Mr. & Mrs. Victor Michelena
Mr. Francois Moreau & Mrs. Helen Hoverman
Mr. & Mrs. Michael O’Neill, Jr.
Dr. & Mrs. Ruben Sandi
Mr. & Mrs. Neal Simon
Mr. Richard Slaten & Mrs. Katharine Latimer
Mr. & Mrs. Bennett Stichman
Mr. & Mrs. Kerry Wisnosky

COMMANDER’S CIRCLE
($5,000.00 +)
Mr. Emmanuel Bailey & Ms. Terhas Redda
Mr. Michael Beach & Dr. Katherine LaPorta-Beach
Mr. Fangzuan Cai & Mrs. Jing Wang
Mr. & Mrs. Andrew Cherney
Mr. & Mrs. Jeff Donohoe
Mrs. Maria Ferris
Dr. Gary S. Friedlander ’79 & Mrs. Deborah Friedlander
Mr. Jonathan Halle ’88 & Mrs. Alissa S. Halle
Mr. & Mrs. Warren Halle
Mr. Timothy Helms & Mrs. Claudia M. Helms ’88
Mr. & Mrs. Jatinder Kumar
Mr. & Mrs. Brian Lang
Mr. & Mrs. Allan D. McKEVIE
Mr. & Mrs. Alan L. Meltzer
Mr. Brad L. Mendelson ’84 & Mrs. Holly Mendelson
Ms. Susan K. Neely
Mr. & Mrs. David Sanders
Mr. & Mrs. David Schuefreer
Mr. Zhiyong Wang & Mrs. Jing Lu
Mr. & Mrs. Mark A. Weinberger
Mr. Daniel Zubairi ’93

HEAD OF SCHOOL’S CIRCLE
($2,500.00 +)
Mr. Phillip Atkins & Ms. Nicole Laframboise
Mr. Fareed Al Hini & Mrs. Maisa Al Adawi

Mr. John Bentivoglio
Mr. & Mrs. Darren Bernstein
Dr. & Mrs. Gerald Boarman
Mr. & Mrs. Nigel Brazier
The Brock Foundation
Mr. & Mrs. Macon Brock
Mr. & Mrs. Stephen J. Caldeira
Mr. & Mrs. John M. Camp, III
Mr. Richard W. Camp ’03
Mr. & Mrs. Chris Chon
Mr. & Mrs. Karl W. Christensen
Mr. & Mrs. Jeffrey C. Cohen
Mr. & Mrs. Alan Cohen
Mr. & Mrs. Victor Crawford
Mr. & Mrs. Tony Everett
Mr. & Mrs. David Fellingham
Mr. & Mrs. Todd Foreman
Mr. & Mrs. James E. Frye
Mr. & Mrs. Jeffrey Green
Mr. & Mrs. Adam Greenberg
Mr. Jeff Hamilton
Ms. Laura Hamilton
Mr. Gang Han & Mrs. Zhengling Mao
Dr. Peichong He & Mrs. Yinghua Sun
Mr. Zhijian Hu & Mrs. Weilan Guan
Mr. & Mrs. Amy Junaiddeen
Mr. Sonny Kakar & Dr. Seema Kakar
Mr. Dheeraj Khera & Ms. Tripti Sinha
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